

**Note:**

**Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.**

## ***COURSE SYLLABUS***

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### **DBPC 620**

#### **HEALTHY SEXUALITY: BIBLICAL AND DEVELOPMENTAL FACTORS**

#### **COURSE DESCRIPTION**

This course provides a theological and psychological understanding of healthy sexuality from a biblical perspective, particularly as it pertains to raising children and preparing them for adolescence and young adulthood. Cultural shifts, gender identity and sexual behaviors are examined. Ethical concerns and multicultural factors are also considered.

#### **RATIONALE**

There is no question we are living in an overly sexualized culture, one sending many explicit messages to our youth. The emotional, physical, relational, psychological, and spiritual consequences for many are devastating. Teaching kids a biblical understanding of healthy sexuality from an early age can help them manage their emotions when the teenage years arrive. Not only will this course address the developmental factors relevant to healthy sexuality, it also provides the necessary and age-appropriate biblical application for parents to establish a solid foundation in the home. This course is offered in an eight-week format and includes extensive readings, experiential observations, exams, a research paper, and interactions with other students via Discussion Board.

#### **I. PREREQUISITE**

For information regarding prerequisites for this course, please refer to the [Academic Course Catalog](#).

#### **II. REQUIRED RESOURCE PURCHASE**

Click on the following link to view the required resource(s) for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

#### **III. ADDITIONAL MATERIALS FOR LEARNING**

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)
- C. Microsoft Office

#### **IV. MEASURABLE LEARNING OUTCOMES**

Upon successful completion of this course, the student will be able to:

- A. Describe healthy sexuality and the importance of purity from a biblical perspective.
- B. Describe and label the 21st century cultural shifts and messages pertaining to individualism and sexuality and its effects on children and adolescents.
- C. Teach parents and parenting champions age-appropriate ways of talking to children about healthy sexuality as it relates to Scripture.

- D. Describe the spiritual and emotional effects of pornography and sex outside of marriage.
- E. Demonstrate the critical thinking skills needed to evaluate, critique and synthesize current research on sexuality and offer resources for parents and teenagers.
- F. Explain the significance of the cultural, historical and spiritual contexts of sexuality.

## V. COURSE REQUIREMENTS AND ASSIGNMENTS

A. Textbook readings and lecture presentations/notes

B. Course Requirements Checklist

After reading the Course Syllabus and [Student Expectations](#), the student will complete the related checklist found in Module/Week 1.

C. Discussion Board Forums (4)

Discussion boards are collaborative learning experiences. Therefore, the student is required to provide a thread in response to the provided prompt for each forum. Each thread must be at least 400 words and demonstrate course-related knowledge (Dr. Dobson's assigned works and/or the core text, as well as video/audio content). In addition to the thread, the student is required to reply to 2 other classmates' threads. Each reply must be at least 200 words.

D. 4-MAT Paper

Student will submit a 5–6 page 4-MAT Paper for *Wired for Intimacy: How Pornography Hijacks the Male Brain*. The 4-MAT Review system is a way of responding to readings that requires the learner to interact with new ideas on several levels. Detailed instructions and a grading rubric are available in Blackboard.

E. Raising Healthy Adolescents Presentation

After reading Dr. Dobson's book *Preparing for Adolescence*, the student will put together a PowerPoint presentation (a minimum 15 slides) summarizing the 3–5 most important lessons he or she has learned about raising children in today's sexually saturated culture. The presentation must use statistics and trends to build support regarding the problems facing today's teens and then offer practical strategies in protecting and raise the next generation toward sexual health.

F. Structured Interviews Paper

The student will interview two individuals: 1) a young adult aged 18–25, 2) the parent of a teenager OR a child/adolescent educator. The interviews must address the following questions (ask any other questions that flow from the interview):

Interview with a Young Adult:

- What was the most difficult part of being a teenager in today's world?
- Describe the dating scene for your age group at the time. Did your friends date?
- Describe any unhealthy dating behaviors you witnessed among your peers.
- Describe any healthy dating behaviors you witnessed among your peers.
- Do you believe there are biblical principles related to dating and sexual behavior? If so, what are they?
- Is it hard to date with God and the Bible in mind? Why or why not?

- How do you know when you are “in love?”
- What does purity mean to you?

Interview with the Parent of a Teenager OR a Child/Adolescent Educator:

- What is the most difficult part of parenting or teaching teenagers today when it comes to the culture? What about as it relates to sexuality?
- Describe some of the unhealthy sexual behaviors and attitudes you are seeing among your teenager/students?
- Have you observed healthy relationships? If so, describe them. Are the parents involved?
- Do you as a parent get involved in your son or daughter’s romantic relationships?
- What are the most prevalent cultural messages and patterns you are seeing impacting today’s teens?
- What is the role/place for sex education today?
- What prevention strategies are effective and being employed today?

Once the student completes the interviews, he or she will write a 12-page summary (not counting Title Page and References) in current APA style, comparing and contrasting the experiences and observations of both interviewees. What, if any, are common themes, patterns, challenges, and experiences?

G. Quizzes (4)

Each quiz will cover the Reading & Study, Video, and Audio material for the assigned modules/weeks. Each quiz will be open-book/open-notes, contain 10 short answer questions, with no time limit to complete.

**VI. COURSE GRADING AND POLICIES**

A. Points

Course Requirements Checklist		10
Discussion Board Forums (4 at 50 pts ea)		200
4-MAT Paper		150
Raising Healthy Adolescents Presentation		200
Structured Interviews Paper		250
Quiz 1	(Modules 1–2)	50
Quiz 2	(Modules 3–4)	50
Quiz 3	(Modules 5–6)	50
Quiz 4	(Modules 7–8)	50
	<b>Total</b>	<b>1010</b>

B. Scale

A = 940–1010 A- = 920–939 B+ = 900–919 B = 860–899 B- = 840–859  
 C+ = 820–839 C = 780–819 C- = 760–779 D+ = 740–759 D = 700–739  
 D- = 680–699 F = 0–679

C. Dual Relationship

The faculty is responsible to interact with counseling students in a supervisory capacity/role. As such, faculty may provide students professional principles, guidance,

and recommendations as it relates to the context of the student-client setting. The faculty is responsible to avoid dual relationships with students such as entering a student-counselor or student-pastor relationship. Thus, the faculty does not provide personal counseling addressing student personal problems. If a faculty member perceives that a student is in need of personal or professional counseling, then that faculty member will recommend that the student pursue either pastoral or professional assistance from a counselor in their community.

D. Limits of Confidentiality

In the event of a student's disclosure, either verbally or in writing, of threat of serious or foreseeable harm to self or others, abuse or neglect of a minor, elderly or disabled person, or current involvement in criminal activity, the faculty, staff, administrator, or supervisor will take immediate action. This action may include, but is not limited to, immediate notification of appropriate state law enforcement or social services personnel, emergency contacts, and notification of the appropriate program chair or online dean. The incident and action taken will become part of the student's permanent record.

E. Disability Statement

Students with a documented disability may contact Liberty University Online's Office of Disability Academic Support (ODAS) at [LUOODAS@liberty.edu](mailto:LUOODAS@liberty.edu) to make arrangements for academic accommodations. Further information can be found at [www.liberty.edu/disabilitysupport](http://www.liberty.edu/disabilitysupport).

## ***COURSE SCHEDULE***

### **DBPC 620**

Textbooks: Dobson, *Emotions: Can You Trust Them?* (2014).  
 Dobson, *Preparing for Adolescence: How to Survive the Coming Years of Change* (2006).  
 Kuehne, *Sex and the iWorld: Rethinking Relationship Beyond an Age of Individualism* (2009).  
 Struthers, *Wired for Intimacy: How Pornography Hijacks the Male Brain* (2009).

<b>MODULE/ WEEK</b>	<b>READING &amp; STUDY</b>	<b>ASSIGNMENTS</b>	<b>POINTS</b>
<b>1</b>	Dobson (2014): Part I Dobson (2006): chs. 1–2 Struthers: chs. 1–2 3 presentations	Course Requirements Checklist Class Introductions DB Forum 1	10 0 50
<b>2</b>	Dobson (2014): Part II Dobson (2006): chs. 3–4 Struthers: chs. 3–4 1 presentation 2 audio clips	Quiz 1	50
<b>3</b>	Dobson (2014): Part III Dobson (2006): ch. 5 Struthers: chs. 5–8 1 presentation 2 audio clips	DB Forum 2 4-MAT Paper	50 150
<b>4</b>	Dobson (2014): Part IV Dobson (2006): ch. 6 2 presentations 1 audio clip	Quiz 2	50
<b>5</b>	Dobson (2006): ch. 7 1 presentation 2 audio clips	DB Forum 3 Raising Healthy Adolescents Presentation	50 200
<b>6</b>	Kuehne: chs. 1–4 1 presentation 2 audio clips	Quiz 3	50
<b>7</b>	Kuehne: chs. 5–8 1 presentation 1 audio clip	DB Forum 4 Structured Interviews Paper	50 250
<b>8</b>	Kuehne: chs. 9–10 2 audio clips	Quiz 4	50
<b>TOTAL</b>			<b>1010</b>

DB = Discussion Board

**NOTE:** Each course module/week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final week ends at 11:59 p.m. (ET) on Friday.