

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

SUBS 609

HEALTHY SEXUALITY

COURSE DESCRIPTION

This course provides a foundational understanding of healthy sexuality based on a psychological and Scriptural foundation. Special attention is given to foundations of sexual development, sexual enrichment, challenges, brokenness, and controversial issues surrounding healthy sexuality.

RATIONALE

Our pressing concern at the inception of course is that God cares about how we perceive, understand, and behave in regards to our sexuality. This course seeks to meet that challenge by equipping students to biblically guide individuals towards healthy sexuality.

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 Word
(Microsoft Office is available at a special discount to Liberty University students.)
- D. Financial Professional Life Coaching Text Lecture Notes

IV. MEASURABLE LEARNING OUTCOMES

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

- A. Identify the major sexual problems facing today's churches and the origins of modern sexual distortions.
- B. Describe God's plan for a person's love life from first attraction through each married season of life.
- C. Recognize the miracle of sexuality and reproduction, and understand the basic biology of sexual differentiation.
- D. Understand the biblical and theological parameters that attend to adolescent sexuality, romantic relationships, and dating.

- E. Recognize the categories and specific diagnoses of sexual dysfunction.
- F. Identify and implement intervention strategies for sex offenders and victims.

V. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings and lecture presentations/notes
- B. Course Requirements Checklist

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

- C. Discussion Board Forums (6)

The student will complete 6 Discussion Board Forums that link with the Videos, Notes, PowerPoint Slides, and weekly readings. Each forum will be completed in 2 parts: 1) the student will submit a thread of at least 250 words in response to the question provided, and 2) the student will reply to at least 2 other classmates' threads (150 word minimum each).

- D. Sexual Story Paper (Autobiography; Journey Paper)

The student should complete and submit a paper that shares his or her sexual story. The paper must include two parts. In Part One the student provides narrative of his or her sexual journey. Start with your earliest memory and develop specific, key experiences and situations that shaped who you are as a sexual person. As the student unfolds his or her sexual story consider learnings from family of origin and peers, events that have posed struggles, ones wished to be different, positive experiences, and key learnings from all events. with and wish could have been different.

In Part Two the student **relates his or her story to his or her future work as a counselor**. For example, the impact of: working with certain populations, problems, or sexual issues in general; asking sexual-related questions; and acting ethically and legally with sexual issues and clients. Consider how the story will help or hinder clinical work, etc.

The purpose of this paper is to promote sexual self-awareness so that students will be able to work ethically with their future clients. Some students find their heart in their stomach when they realize they are being asked to share their sexual story; however, virtually all students later report that this paper had a significant and critical impact on their lives. Papers must be written in current APA format, including a title page and reference page (if used). See Blackboard Assignment Helps for more information.

- E. Sex and Sexual Theology Paper

The theology of sex and sexuality paper is woven into a worldview. One's understanding of sexuality and sex becomes the foundation upon all of sexual education and counseling is built.

Accordingly the student will develop a personal theology of sexuality and sex that is based upon Christian theology and that incorporates both theological and secular sources. This is **not a paper about counseling an issue or understanding an issue from a psychological perspective; it is not a typical research paper that you have written.**

See Blackboard Assignment Helps for more information.

F. Exams (5)

The student will complete 5 exams which are cumulative and cover the material presented in the presentations and Work Text lecture notes. Each exam is open-book/open-notes, comprised of 50 multiple-choice and true/false questions, and has a time limit of 1 hour.

VI. COURSE GRADING AND POLICIES

A. Points

| | |
|--|-------------|
| Course Requirements Checklist | 10 |
| Discussion Board Forums (7 at 25 pts ea) | 175 |
| Sexual Story/Journey Paper | 150 |
| Theology of Sexuality and Sex Paper | 175 |
| Exams (5 at 100 pts ea) | 500 |
| Total | 1010 |

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 = 679 and below

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 Assistance

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

COURSE SCHEDULE

SUBS 609

Textbooks: Balswick & Balswick, *Authentic Human Sexuality* (2008); McIlhaney & McKissic Bush, *Hooked* (2008); Rosenau & Wilson, *Soul Virgins* (2006)

| MODULE/ WEEK | READING & STUDY | ASSIGNMENTS | POINTS |
|-----------------|---|---|---------------|
| 1 | Balswick & Balswick: chs. 1-2 Rosenau & Wilson: chs. 1-4 4 presentations 1 lecture note | Course Requirements Checklist Introduction DB Forum 1 | 10 0 25 |
| 2 | Balswick & Balswick: chs. 3-4 Rosenau & Wilson: chs. 5-9 4 presentations 2 lecture notes | DB Forum 2 Exam 1 | 25 100 |
| 3 | Balswick & Balswick: chs. 5-6 Rosenau & Wilson: chs. 10-13 4 presentations 1 lecture note | DB Forum 3 Exam 2 | 25 100 |
| 4 | Balswick & Balswick: chs. 7-8 Rosenau & Wilson: chs. 14-16 4 presentations 1 lecture note | Sexual Autobiography (Journey) | 150 |
| 5 | Balswick & Balswick: chs. 9-10 McIlhaney & McKissic Bush: ch. 1-3 4 presentations 2 lecture notes | DB Forum 4 Exam 3 | 25 100 |
| 6 | Balswick & Balswick: chs. 11-12 McIlhaney & McKissic Bush: chs. 4-5 4 presentations 1 lecture note | DB Forum 5 Exam 4 | 25 100 |
| 7 | Balswick & Balswick: chs. 13-14 McIlhaney & McKissic Bush: chs. 6-7 4 presentations 1 lecture note | Theology of Sexuality/Sex Paper DB Forum 6 | 175 25 |
| 8 | Balswick & Balswick: chs. 15-16 2 presentations 1 lecture note | DB Forum 7 Exam 5 | 25 100 |
| TOTAL | | | 1010 |

DB = Discussion Board; **NOTE:** Each course 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.