



College of Health Sciences | MA in Clinical Counseling

PSY6060: Human Sexuality

3 Units

Spring 2026/Quad 1

January 12 – March 8

In-Person

Meeting Days: Tuesdays & Thursdays

Meeting Times: 2:00 PM – 4:45 PM

Meeting Location: Mission Valley, 201

Instructor: Ju Ann Kim, PhD, LMFT

Email: juannkim@pointloma.edu

Phone: 619-849-2207

Office Location and Hours: Center for Enriching Relationships Building, Suite 250B (*Set up an appointment, meet on Zoom, or drop in when my office door is open: Mon-Wed)

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PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Course Description

This course is a study of human sexuality and intimacy. Other areas of emphasis include gender issues, sexual disorders, sexual orientation, and sexual abuse.

This course analyzes the dynamic processes of love, intimacy and sexuality in couple and family relationships from spiritual and systems perspectives. Special focus is given to human sexuality including strategies for enhancing the sexual experience, as well as diagnosing and treating sexual dysfunctions within the context of marital and family therapy.

A systemic approach to couple's functioning and sexual issues will be used, as well as the adaptation of sex therapy techniques to be consistent with a systemic perspective. As a graduate level course, in addition to consuming knowledge, you will be asked to produce it, in the form of class discussions, presentations and written assignments. A second purpose of this course involves Self of the Therapist work, which involves encouraging you to examine your attitudes, beliefs, and understanding about human sexuality and human intimacy.

This course satisfies the California BBS requirement of a minimum of 10 contact hours of coursework in human sexuality.

Course Learning Outcomes

After completing this course, you should be able to:

1. Analyze the dynamic process of love and intimacy in couples and families.
2. Understand contextual factors such as: gender, age, sexual orientation, spirituality, religion, larger systems, family of origin, and society/culture.
3. Identify and analyze sexual and intimate relationships with methods from a systemic theoretical perspective.
4. Analyze the interaction of spirituality, theology and sexuality as organizing influences within the family and integrate a biblical sexual theology into their own lives and counseling practice.
5. Achieve a basic understanding of the sexual system - anatomy, physiology, response, and function.
6. Understand and describe techniques for sex-related assessment, diagnosis, and evaluating clinical outcomes of the psychosexual disorders described in the DSM-5.
7. Develop therapeutic skills in the area of sexual history taking, treatment planning, and the ability to recognize when medical factors may be influencing sexuality including illness, disability, drugs, pregnancy, contraception and fertility; to know when and how to refer clients for medical and therapeutic reasons.
8. Obtain a working understanding of HIV/AIDS and other sexually transmitted diseases.
9. Understand and become comfortable with their own sexuality and the impact of their own race, ethnicity and other diversity factors on their perceptions, attitudes and actions, in relationship with clients who are similar to, and diverse from themselves to varying degrees.
10. Approach their individual, couple and family clients in a humble, collaborative, nonintrusive, ethical manner that facilitates clients' development of self-respect, self-esteem, and personal and relational empowerment.
11. Formulate an epistemology that applies truth contextually in clinical settings with high regard for clients' diversity factors.
12. Live their lives and conduct their clinical practices from positions of holistic health and relational competence.

Students will fulfill the requirements of the American Association for Marriage and Family Therapy Core Competencies:

1. Domain 1: Admission to Treatment
2. Domain 2: Clinical Assessment and Diagnosis
3. Domain 3: Treatment Planning and Case Management
4. Domain 4: Therapeutic Interventions (CC)

BBS Educational Requirements (a minimum of 10 contact hours of training or coursework in human sexuality as specified)

Program Learning Outcomes

The educational goals of Point Loma Nazarene University's Master of Arts in Clinical Counseling (MACC) are to develop graduate students and clinicians who are:

1. competent clinicians and professionals that practice from a wide range of clinically valuable and research-based approaches;
2. able to cultivate self-awareness and apply professional ethics to the practice of clinical counseling; and,
3. providing services that are respectful of individuals and families as well as the cultural contexts that shape them, particularly focusing on those who are underserved.

PLO 1: Demonstrate competent application of theoretical models and research-based clinical interventions to therapeutic work with individuals, couples, groups and/or families

- Competency 1: Demonstrate comprehensive knowledge of theories, principles, and practices relevant to clinical counseling, particularly across the lifespan and in family systems.
- Competency 2: Utilize assessment tools effectively to diagnose, develop treatment plans, and monitor progress.
- Competency 3: Apply clinical knowledge by effectively implementing theory-informed intervention with individuals, couples, groups, and families.
- Competency 4: Evaluate and apply relevant research to the practice of clinical counseling.

PLO 2: Develop and apply self-awareness and professional ethics to the practice of clinical counseling.

- Competency 1: Demonstrate knowledge of the ACA/AAMFT code of ethics and identify ethical issues when they arise with clients
- Competency 2: Demonstrate awareness and effective use of self in the therapeutic process
- Competency 3: Develop personal characteristics that enhance professional competence, most importantly effective communication, empathy, boundaries, self-awareness, and respect for others

PLO 3: Demonstrate competence in working with clients from diverse backgrounds, particularly in settings where sociocultural factors influence treatment and there is limited access to care.

- Competency 1: Integrate contextual factors, apply multicultural theories, and modify treatment approaches to effectively work with diverse client populations.
- Competency 2: Demonstrate awareness of how personal values, beliefs, and sociocultural context impact work with clients.
- Competency 3: Attend to the spiritual dimensions of clients and apply faith integration processes as clinically appropriate.

Institutional Learning Outcomes

1. Learning, Informed by our Faith in Christ

Students will acquire knowledge of human cultures and the physical and natural world while developing skills and habits of the mind that foster lifelong learning.

2. Growing, in a Christ-centered Faith Community

Students will develop a deeper and more informed understanding of others as they negotiate complex professional, environmental, and social contexts.

3. Serving, in a Context of Christian Faith

Students will serve locally and/or globally in vocational and social settings.

Required Texts and Recommended Study Resources

- Strong, B., & Cohen, T. F. (2017). *The marriage and family experience: intimate relationships in a changing society*. Australia: Cengage Learning.

- Yarber, W. L., & Sayad, B. W. (2019). *Human sexuality: diversity in contemporary society*. New York, NY: McGraw-Hill Education.

NOTE: Students are responsible to have the required course textbooks prior to the first day of class. Students are also encouraged to begin reading the books in preparation for the class as soon as possible.

Additional Readings

- Balswick, J. & Balswick, J. (2008). *Authentic human sexuality*. InterVarsity Press.
- Bader, E., & Pearson P. (1988). *In quest of the mythical mate*. Brunner/Mazel.
- Barbach, L. (1982). *For each other*. Penguin.
- Barbach, L. (1997). *Loving together: sexual enrichment program*. Taylor & Francis, Inc.
- Bell, R., & Golden, D. (2008). *Sex God: Exploring the endless connections between sexuality and spirituality*, Zondovan.
- Carlson, J. & Sperry, L. (Eds.). (1999). *The intimate couple*. Brunner/Mazel.
- Carnes, P. (2001). *Out of the shadows: Understanding sexual addiction*. Hazelden.
- Berman, E. (1999). Gender, sexuality, and romantic love genograms. In R. DeMaria, G. Weeks, & L. Hof (Eds.), *Focused Genograms* (pp. 145-176). Routledge.
- Goldstein, A., Goldstein, I. & Pukall C. (2011). *Why sex hurts*. Da Capo Press.
- Hertlein, K., Weeks, G., & Gambasia, N. (2008). *Systematic sex therapy*. Taylor & Francis, Inc.
- Hyde, J. S. (2010). *Understanding human sexuality* (11th ed.). McGraw Hill.
- Kaplan, H.S. (1974). *The new sex therapy*. Brunner/Mazel.
- Konzen, T., & Konzen, J. (2017). *Redeemed sexuality*. Konzen Publishing.
- McClusky C. & McClusky, R. (2004). *When two become one*. Revell.
- McMinn, L. (2004). *Sexuality and holy longing*. Jossey-Bass.
- Metz, M. & McCarthy, B. (2003). *Coping with premature ejaculation*. New Harbor.
- Metz, M. & McCarthy, B. (2004). *Coping with erectile dysfunction*. New Harbor.
- Moore, T. (1999). *Soul of sex*. Harper Collins.
- Moore, T. (1994). *Soul mates*. Harper Collins.
- Nagoski, E. (2015). *Come as you are*. Simon & Schuster.
- Penner, J., & Penner, C. (1992). *Sex facts for the family*. Word Publishing.
- Penner, J., & Penner, C. (1993). *Restoring the pleasure*. Word Publishing.
- Penner, J., & Penner, C. (2003). *The gift of Sex*. Thomas Nelson.
- Rosenau, D. (2002). *A celebration of sex*. Thomas Nelson.
- Rosenau, D., & Sytsma, M. (2004). A theology of sexual intimacy: Insights into the Creator. *Journal of Psychology and Christianity*, 23(3), 261-270.
- Rosenau, D., Sytsma, M. & Taylor, D. (2002). *Sexuality and sex therapy: The DEC-R model*. Retrieved from sexualwholeness.com/swdmdocs/DEC-R.pdf.
- Schnarch, D.M. (1997). *Passionate marriage*. Henry Holt & Company, Inc.
- Schnarch, D. M. (1991). *Constructing the sexual crucible: An integration of sexual and marital therapy*. W.W. Norton & Company, Inc.
- Tannahil, R. (1992). *Sex in history*. Scarborough House Publishers.
- Weeks, G., & Hof, L. (1987). *Integrating marital and sex therapy*. Brunner/Mazel.
- Yarhouse, M., & Tan, E. (2014). *Sexuality and sex therapy*. IVP Academic.

JOURNALS OF INTEREST

- Archives of Sexual Behavior
- Journal of Marital and Family Therapy
- Journal of Sex and Marital Therapy
- Journal of Sex Education and Therapy
- Journal of Sex Research

ORGANIZATIONS IN HUMAN SEXUALITY AND RELATED FIELDS

- American Association for Marriage and Family Therapy (AAMFT)
- American Association of Sex Educators, Counselors and Therapists (AASECT)
- American Board of Christian Sex Therapists (ABCST)
- California Association of Marriage and Family Therapists (CAMFT)

- Christian Association for Psychological Studies (CAPS)
- Center for Sexuality San Diego (CSSD)
- Institute of Sexual Wholeness (ISW)
- Society for the Scientific Study of Sex (SSSS)

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law. All supplemental materials posted on this course site (including articles, book excerpts, or other documents) are provided for your personal academic use. These materials may be protected by copyright law and should not be duplicated or distributed without permission of the copyright owner.

Course Credit Hour Information

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3-unit class delivered over 8 weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. For this course, students will spend an estimated **112.5 total hours** meeting the course learning outcomes.

Assessment and Grading

Weighted Grades

This course uses weighted grades. Each assignment category is worth a certain percentage of the total grade (100%) for the course, as specified in the table below:

Course Assignments

<i>Assignment Category</i>	<i>Percentage of Total Grade</i>
Class Attendance and Professionalism	20%
Reflective Responses	25%
Case Study Analyses & Presentations	10%
Sexual Health Treatment Plan	45%
TOTAL	100%

- 1. Class Attendance & Professionalism:** Students will attend class and participate in meaningful and respectful ways.
- 2. Reflective Responses:** Students will complete a Reflective Response on the material covered in class each week.
- 3. Final Paper & Presentation:** Choose a topic from the reading, class discussions, or related to the subject of Human Sexuality that you would like to explore further academically. Paper must include a minimum of 8 academic sources: peer reviewed articles and/or academic or professional publications. Papers with additional sources will be exceeding the research expectation (Exemplary) whereas papers with 8 sources will be meeting research expectations (Accomplished). Paper will be written in APA format and be a minimum of 8 pages. Paper should not exceed 10 pages in length. Present Human Sexuality Paper to the class using slides. Presentation should be engaging. Notes are okay. Presentation should be 15-20 minutes long. Grading is determined by concise and clear presentation of the topic in both the written paper and the speaking presentation, identification of the relevance of the topic to individual or couple therapy, appropriate grammar and punctuation, and critical thinking skills demonstrated.
- 4. Course Surveys:** This category of activities does not contribute toward the final grade. It includes the following:
 - **Academic Honesty Verification:** Students will complete an academic honesty verification at the beginning of the course, indicating their intention to complete the course with academic

integrity.

- o Mid-Course and End-of-Course Survey: Students will complete an anonymous mid-course survey as well as an end-of-course survey to reflect on their experiences in the course.

Student grades for assignments will be posted in the Canvas gradebook no later than midnight on Tuesday of each week beginning in Week Two of this course. It is important to read the comments posted in the gradebook as these comments are intended to help students improve their work. Final grades will be posted by the due date as posted in the Academic Calendar.

Grading Scale

The following grading scale will be used for all exams and final course grades:

- o 93 – 100% = A
 - o 90 – 92% = A-
 - o 87 – 89% = B+
 - o 83 – 86% = B
 - o **80 – 82% = B-**
 - o 77 – 79% = C+
 - o 73 – 76% = C
 - o 70 – 72% = C-
 - o 67 – 69% = D+
 - o 63 – 66% = D
 - o 60 – 62% = D-
 - o Below 59% = F
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Additional Course-Specific Policies

APA Papers

All papers written in the Graduate Counseling program should be in APA style. Here are some helpful websites to help you write and format your paper:

- o [APA 7th Edition Help File](#)
- o [The OWL at Purdue: APA Style](#)

All papers should include the following sections unless indicated otherwise:

1. Title page
2. Abstract
3. Main body with headings
4. Reference page

Please check the *APA Manual* or the websites for further formatting help.

Ground Rules for the Course

Together, we will create a dynamic learning environment where:

1. Learning is challenging but safe.
2. Learning is experiential and active.
3. Communication is open . . . opposing viewpoints are welcomed.
4. All are learners, and all are teachers. . . we will learn from each other.
5. Mistakes are okay. . . this is a no-guilt, no-blame zone.
6. The point is to learn and grow. . . grades are a by-product and not the goal.
7. Integrity and honesty are expected.

Confidentiality of Course Discussion and Assignments

Materials posted to the class discussion or to an assignment thread are for class use only. Students and faculty are to protect the confidentiality of all classroom materials and should never transmit any classroom materials without specific written permission of the person quoted and the instructor.

Classroom Etiquette

Students are expected to actively engage in an adult learning environment. Behaviors that disrupt the online classroom environment and interfere with the learning of others are prohibited. Respect each person's opinions. Be considerate while your peers are speaking and actively engage them only when they have completed their point. Should a student's behavior become disruptive to the productivity of the course, they will be asked to leave the discussion and not receive credit for attendance.

Identity Fraud

Committing identity fraud is considered particularly serious and could have legal as well as institutional implications. Any student who has another individual impersonate or in any other way commit identity fraud in any course, assignment, exam, or any type of academic exercise will be permanently suspended from Point Loma.

Final Examination Policy

Successful completion of this class requires taking the final examination **on its scheduled day**. No requests for early examinations will be approved.

Participation

In the event of an officially excused absence on the due date of an assignment, the assignment will be due the next class time. All penalties for late assignments will then be assessed from that revised due date.

Class participation is necessary to demonstrate familiarity with the assignments and the ability to transfer theory into practice. The following criteria will be used to evaluate participation:

- Participation in discussions
- Appropriateness of comments
- Comments useful for clarification or meaningful contribution to the class
- Willingness to participate in exercises and simulations
- Sensitivity to the participation of others in the class; avoid dominating discussions
- Class participation demonstrates understanding of learned and attempted application of counseling principles

Withdrawal

If you need to withdraw from the class, please notify the instructor **and** your Point Loma advisor immediately. A student may withdraw by the end of the first week of class and receive a grade of W. If a student withdraws from the program, he/she must submit a letter for withdrawal. A last date to withdraw is posted in the Academic Calendar on the PLNU website. Students will be assigned a grade of W or WF consistent with Point Loma Nazarene University policy in the grading section of the catalog. Failure to attend class does not constitute a withdrawal and students will receive an "F" if not properly withdrawn. Withdrawing from a class may result in a graduated refund and may affect your financial aid. Be sure to contact your financial aid counselor.

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Professor's Notes

Learning counseling skills and discussing counseling topics inevitably raises personal emotions, thoughts, beliefs, and memories. In order to maintain a healthy learning environment, it is necessary that students be able to ask questions and voice their discomfort in a classroom that is an emotionally safe setting. Students are expected to demonstrate patience and respect toward colleagues who may struggle with the course material for personal reasons. As an academic course, however, the classroom is not intended to be group or individual therapy.

University Catalog

For additional Point Loma policy items, review the latest [Point Loma Nazarene University Catalog](#).

Content Warning

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In this course, all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. These topics include but are not limited to, sexual development across the lifespan, sexual orientation and gender identity, sexual functioning, sexual behavior, contraception and reproductive health, STI/STDs, consent and boundaries, sexual ethics, pornography, sexual trauma, and cultural and religious perspectives on sexuality.

If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of Human Sexuality, and I will support you throughout your learning in this course.

Trigger Warning

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive several types of information. In PSY6060, we will cover a variety of topics, some of which you may find triggering. These topics include but not limited to, sexual abuse or assault, reproductive loss, coercion, abortion, infertility,

Each time this topic appears in a reading or unit, it is marked on the syllabus. The experience of being triggered versus intellectually challenged are different. The main difference is that an individual must have experienced trauma to experience being triggered, whereas an intellectual challenge has nothing to do with trauma. If you are a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. This may include leaving class while the topic is discussed or talking to a therapist at the Counseling Center. Should you choose to sit out on a discussion of a certain topic, know that you are still responsible for the material, but we can discuss if there are other methods for accessing that material and assessing your learning on that material. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of Human Sexuality, and I will support you throughout your learning in this course.

Incompletes and Late Assignments

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances.

Assignments submitted up to 24 hours past the due date will be deducted 25% of the grade. Assignments submitted up to 48 hours past the due date will be deducted 50% of the grade. Any assignment turned in after 48 hours past the due date will receive no credit. Students are encouraged to alert the professor if an

assignment is anticipated to be late. Professors can extend these late penalties if arrangements are made in advance.

PLNU Spiritual Care

Mission Valley

PLNU strives to be a place where you grow as a whole person. To this end, we provide resources for our Graduate students to encounter God and grow in their Christian faith. At the Mission Valley (MV) campus we have an onsite chaplain who is available during class break times across the week. If you have questions or a desire to meet or share any prayer requests with the onsite chaplain, you may email Dr. Sylvia Cortez Masyuk at scortezm@pointloma.edu.

In addition, on the MV campus, there is a prayer chapel on the third floor. It is open for use as a space set apart for quiet reflection and prayer.

PLNU Copyright Policy

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU Recording Notification

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

PLNU Academic Honesty Policy

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when, in reality, they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination or, depending on the seriousness of the offense, for the course.

For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See [Graduate Academic and General Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

During the first week of class, you will be asked to submit an Academic Honesty Verification Statement. Submitting the statement is a requirement of this course. By submitting the Academic Honesty Verification Statement, you will be verifying all assignments completed in this course were completed by you. Carefully review the Academic Honesty Statement below.

Statement: "In submitting this form, I am verifying all the assignments in this course will be completed by me and will be my own work."

Artificial Intelligence (AI) Policy

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro 1.5, GrammarlyGo, Perplexity, etc) to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. If you have any doubts about using AI, please gain permission from the instructor.

- [MLA Style Center: Citing Generative AI](#)
 - [APA Style: How to Cite ChatGPT](#)
 - [Chicago Manual of Style: Citing Content Developed or Generated by AI](#)
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PLNU Academic Accommodations Policy

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2533). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. Professors are able to view a student's approved accommodations through Accommodate.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course. Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any accommodations.

Language and Belonging

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

If you (or someone you know) have experienced other forms of discrimination, you can find more information on reporting and resources at [PLNU's Nondiscrimination webpage](#).

Sexual Misconduct and Discrimination

Point Loma Nazarene University faculty are committed to helping create a safe learning environment for all students. If you (or someone you know) have experienced any form of sexual discrimination or misconduct,

including sexual assault, dating or domestic violence, or stalking, know that help and support are available through the [Title IX Office](#). Please be aware that under Title IX of the Education Amendments of 1972, it is required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors via our [Sexual Harassment and Discrimination Policy](#).

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources via our [Nondiscrimination and Anti-harassment Policy](#).

PLNU Attendance and Participation Policy

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. Therefore, regular attendance and participation in each course are minimal requirements.

If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an “F” grade.

Students who anticipate being absent for an entire week of a course should contact the instructor in advance for approval and make arrangements to complete the required coursework and/or alternative assignments assigned at the discretion of the instructor. Acceptance of late work is at the discretion of the instructor and does not waive attendance requirements.

Refer to [Academic Policies](#) for additional details.

Synchronous Attendance/Participation Definition

For synchronous courses that have specific scheduled meeting times (including in-person, hybrid, and synchronous online courses), absences are counted from the first official meeting of the class regardless of the date of the student’s enrollment. For courses with specific attendance requirements, those requirements are outlined in the course syllabus.

Note: For synchronous courses with an online asynchronous week, refer to the Online Asynchronous Class Attendance policy listed below.

Online Asynchronous Attendance/Participation Definition

Students taking online courses with no specific scheduled meeting times are expected to actively engage throughout each week of the course. Attendance is defined as participating in an academic activity within the online classroom which includes, but is not limited to:

- Engaging in an online discussion
- Submitting an assignment
- Taking an exam
- Participating in online labs
- Initiating contact with faculty member within the learning management system to discuss course content

Note: Logging into the course does not qualify as participation and will not be counted as meeting the attendance requirement.

Course Modality Definitions

1. **Online Courses:** These are courses with class meetings where all instruction and interaction are fully online.
 1. **Synchronous Courses:** At least one class meeting takes place at a designated time.
 2. **Asynchronous Courses:** All class meetings are asynchronous.
 2. **Hybrid Courses:** These are courses with class meetings that take place both in the classroom and online synchronously and/or asynchronously.
 3. **In-Person Courses:** These are courses that meet in person with the instructor and students in a physical classroom setting. With approval by the area dean, this may include up to 25% of qualified class interactions through a Learning Management System (such as Canvas).
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Use of Technology

In order to be successful in the online or hybrid environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information. Additionally, students are required to have headphone speakers, microphone, or webcams compatible with their computer available to use. Please note that any course with online proctored exams requires a computer with a camera (tablets are not compatible nor allowable) to complete exams online.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

GPS Academic Resources

PLNU offers the following free academic resources virtually for Graduate Professional Studies (GPS) Students. Visit myPLNU through the links below for more information.

- o [The GPS Writing Center](#) offers:
 - **Zoom Writers Workshops** offered each quad on a variety of helpful topics
 - **One-to-one appointments** with the Writing Coach
 - **Microlearning YouTube Video Library** for helpful tips anytime
 - o [Research Help Guide](#) to help you start your research
 - The physical office is located on the third floor of the [Mission Valley Regional Center](#) off the student lounge
 - o [Academic Writing Resources Course](#): Found on your Canvas Dashboard, this course is non-credit with 24/7 access, no time limits, and self-paced content. [Watch a quick video run-through](#) and take time now to explore!
 - o [Grammarly](#): Students have unlimited FREE access to Grammarly for Education, a trusted tool designed to help enhance writing skills by providing real-time feedback, identifying areas for improvement, and providing suggestions. Grammarly's Generative AI is NOT available with our student accounts.
 - o [Tutoring](#): Students have access to 24/7 live or scheduled subject tutoring through Tutor.com, including a Paper Drop-Off Service with feedback within 12 hours.
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Course Schedule and Assignments

Weekly Course Schedule

Week	Topic	Assignment	Required Reading
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Week	Topic	Assignment	Required Reading
1* (1/12–1/18) *Light Week	<ul style="list-style-type: none"> ◦ The Study of Sex & The Anatomy of Sex 	<ul style="list-style-type: none"> ◦ Faculty introduction video ◦ Academic honesty statement ◦ Syllabus review ◦ Watch the 2 anatomy videos ◦ Reading Guide and Reflective Response 1 	<ul style="list-style-type: none"> ◦ Yaber & Sayad, Chapters 1–4, pp. 1–110
2 (1/20*–1/25) *1/19 is a holiday	<ul style="list-style-type: none"> ◦ Gender & Sexuality Development ◦ Study of Gender Identity ◦ Gender Roles ◦ Sexuality in Childhood, Adolescence, Adulthood 	<ul style="list-style-type: none"> ◦ Week 2 Reading Guide 	<ul style="list-style-type: none"> ◦ Yaber & Sayad, Chapters 5–7, pp. 111–191 ◦ Strong & Cohen, Chapters 4 & 6, pp. 112–151, 191–237
3 (1/26–2/1)	<ul style="list-style-type: none"> ◦ Intimacy and Sexual Expression 	<ul style="list-style-type: none"> ◦ Reflective Response 2 ◦ In-class Case Study Analysis 1 / Group Presentation 	<ul style="list-style-type: none"> ◦ Yaber & Sayad, Chapters 8–10, pp. 192–287 ◦ Strong & Cohen, Chapters 5 & 7, pp. 153–189, 239–273
4 (2/2–2/8)	<ul style="list-style-type: none"> ◦ Macro Systems of Sexual Expression: from Monogamy to Infidelity, from Abortion to Infertility, & from Disorder to Treatment ◦ Changing Aspects of Reproduction ◦ Abortion ◦ When Sex is Difficult: Difficulties, Dissatisfaction, Enhancement, and Therapy 	<ul style="list-style-type: none"> ◦ Reflective Response 3 ◦ In-class Case Study Analysis 2 / Group Presentation ◦ Mid-Course Survey 	<ul style="list-style-type: none"> ◦ Yaber & Sayad, Chapters 11–14, pp. 289–420 ◦ Strong & Cohen, Chapter 10, pp. 355–404
5 (2/9–2/15)	<ul style="list-style-type: none"> ◦ The Darker Side of Sex ◦ Sexually Transmitted Infections ◦ HIV & AIDS 	<ul style="list-style-type: none"> ◦ Reflective Response 4 ◦ In-class Case Study Analysis 3 / Group Presentation 	<ul style="list-style-type: none"> ◦ Yaber & Sayad, Chapters 15–18, pp. 421–566 ◦ Strong & Cohen, Chapter 12, pp. 447–487
6 (2/16–2/22)	<ul style="list-style-type: none"> ◦ Dynamics of Sex in Relationships 	<ul style="list-style-type: none"> ◦ Reflective Response 5 	<ul style="list-style-type: none"> ◦ Strong & Cohen, Chapters 1–2, 8–9, 13–14, pp. 1–62, 275–354, 489–554
7 (2/23–3/1)	<ul style="list-style-type: none"> ◦ Sex and Aging & Treatment Planning 	<ul style="list-style-type: none"> ◦ Reflective Response 6 	<i>None</i>

Week	Topic	Assignment	Required Reading
<p style="text-align: center;">8 (3/2–3/8)</p>	<ul style="list-style-type: none"> ◦ Sex and Love Addiction ◦ The Future of Sex Therapy 	<ul style="list-style-type: none"> ◦ Sexual Health Treatment Plan ◦ Discussion of Sexual Health Treatment Plan (*time permitting) ◦ End-of-Course Survey 	<ul style="list-style-type: none"> ◦ Strong & Cohen, Chapters 3 & 11, pp. 64–110 & 406–445

Assignments-at-a-Glance

The course summary below lists our assignments and their due dates. Click on any assignment to review it.g