

Course Syllabus

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College of Health Sciences | MA in Clinical Counseling

PSY6060: Human Sexuality

3 Units

Summer 2026 | Quad 2

July 6 - August 30

In-Person

Meeting Days: Mondays & Wednesdays

Meeting Times: 2:00 – 4:45 p.m. PST

Meeting Location: Mission Valley, 303

Instructor: Ju Ann Kim, PhD, LMFT

Email: juannkim@pointloma.edu
(<mailto: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)

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.



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

Welcome to Human Sexuality. Sexuality is a central aspect of the human experience that intersects with identity, relationships, culture, spirituality, development, trauma, and overall well-being. As clinicians, we are called to approach these topics with humility, curiosity, clinical competence, and compassion.

This course examines human sexuality from biological, psychological, relational, cultural, and spiritual perspectives. Through lectures, discussions, experiential activities, and clinical application, students will develop the knowledge and skills to assess and address sexuality-related concerns ethically and effectively. Students will also engage in self-of-the-therapist work by reflecting on how their own values, beliefs, and lived experiences influence their clinical practice.

This course satisfies the California Board of Behavioral Sciences (BBS) requirement of a minimum of **10 contact hours** of coursework in human sexuality.

Course Learning Outcomes

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

CLO 1. Explain foundational concepts of human sexuality, including sexual development, sexual functioning, sexual health, and intimacy across the lifespan.

Assessed by: Final Exam, Reflective Responses

CLO 2. Analyze how biological, psychological, relational, cultural, systemic, spiritual, and contextual factors influence sexuality, intimacy, and sexual well-being.

Assessed by: Reflective Responses, Research Presentation, Final Exam

CLO 3. Demonstrate increased self-awareness by examining how personal values, beliefs, family-of-origin experiences, culture, religion, and lived experiences may influence clinical work related to sexuality.

Assessed by: Reflective Responses

CLO 4. Conduct a biopsychosocial sexual health assessment by gathering relevant sexual history and contextual information using ethical, culturally responsive, and developmentally appropriate interviewing skills.

Assessed by: Sexual Health Questionnaire Interview & Reflection



CLO 5. Develop a systemic, evidence-informed case conceptualization and treatment plan for sexuality-related concerns that integrates assessment findings, clinical theory, and appropriate interventions.

Assessed by: Couple Sexual Health Assessment & Treatment Plan

CLO 6. Critically evaluate and synthesize research related to human sexuality and translate findings into practical clinical resources that support assessment, psychoeducation, and treatment.

Assessed by: Sexuality Research & Clinical Resource Presentation

CLO 7. Demonstrate ethical, professional, and culturally humble engagement when discussing sexuality and sexual health with clients, peers, and interdisciplinary professionals.

Assessed by: Attendance & Professionalism, Sexual Health Interview & Reflection, Couple Sexual Health Assessment & Treatment Plan

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)

California 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

- 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.

Recommended 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.

PROFESSIONAL JOURNALS

- 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

Assignment Category	Points	Percentage of Total Grade
Attendance and Professionalism	78	18%
Reflective Responses (5)	100 (20 each)	20%
Sexual Health Questionnaire Interview and Reflection	100	15%
Couple Sexual Health Assessment and Treatment Plan	100	15%
Sexuality Research and Clinical Resource Presentation	100	15%
Course Surveys	12	2%
Final Exam	110	15%
TOTAL	600	100%

Attendance & Professionalism (18%)

Because this course addresses sensitive and clinically relevant topics, consistent attendance and professional engagement are essential. Students are expected to actively participate in discussions, experiential activities, role-plays, and case analyses while demonstrating respect, professionalism, cultural humility, and openness to diverse perspectives.

Reflective Responses (20%)

Students will complete **five** reflective responses throughout the course (4% each). These reflections are designed to foster therapist self-awareness by integrating course concepts with personal and professional development. Students will examine how their values, beliefs, experiences, and cultural backgrounds may influence their work with clients while demonstrating thoughtful engagement with course material.

Sexuality Research & Clinical Resource Presentation (15%)



Students will research a sexuality-related topic and present current literature to the class. In addition to summarizing empirical research, students will develop a practical clinical resource (e.g., psychoeducational handout, assessment tool, worksheet, or resource guide) that can be used by clinicians or classmates in future practice.

Sexual Health Interview & Reflection (15%)

Students will conduct a sexual health interview using a structured assessment with a classmate through a fictional case vignette. Following the interview, students will submit a brief assessment summary and personal reflection describing their clinical observations, interviewing experience, and areas for continued professional growth.

Couple Sexual Health Assessment & Treatment Plan (15%)

Using a case vignette, students will complete a biopsychosocial sexual health assessment, develop a systemic case conceptualization, and create an evidence-informed treatment plan that addresses sexuality-related concerns while integrating biological, psychological, relational, cultural, and contextual factors.

Final Exam (15%)

The final examination will assess students' understanding and application of major course concepts related to human sexuality, assessment, diagnosis, ethics, culture, sexual health, and clinical practice through multiple-choice and applied clinical questions.

Course Surveys (2%)

Students will complete an anonymous mid-course survey and end-of-course survey to provide insight and feedback on their learning experience and support continuous course improvement.

Grading Scale

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

- 93 – 100% = A
- 90 – 92% = A-
- 87 – 89% = B+



- 83 – 86% = B
 - 80 – 82% = B-
 - 77 – 79% = C+
 - 73 – 76% = C
 - 70 – 72% = C-
 - 67 – 69% = D+
 - 63 – 66% = D
 - 60 – 62% = D-
 - Below 59% = F
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Course Policies

Learning Environment

This course is designed to foster a respectful, engaging, and professionally supportive learning environment where students can thoughtfully explore complex topics related to human sexuality. Together, we will cultivate a classroom community characterized by:

- Respectful dialogue and active listening
- Curiosity rather than judgment
- Professionalism and appropriate confidentiality
- Openness to diverse perspectives and lived experiences
- Clinical humility and self-reflection
- Active participation in discussions and experiential learning

Students are encouraged to engage authentically while maintaining appropriate professional boundaries. Although personal experiences may inform learning, this course is an academic learning environment rather than individual or group therapy.

Attendance

Regular and punctual attendance is essential to students' academic success and professional development. Because this course emphasizes discussion, experiential learning, and clinical skill development, students are expected to attend class regularly, arrive on time, remain for the entire class session, and actively participate.

Students may incur **one absence without penalty**. A second absence will result in a reduction of the Attendance & Professionalism grade. A third absence will result in an additional reduction and may place the student at risk of de-enrollment consistent with PLNU policy.

Students are expected to arrive on time. Arriving **more than 15 minutes late** will be counted as tardy; **two tardies equal one absence**. Arriving **30 minutes or more late**, or leaving class early without



prior approval, will be considered an absence.

Students absent for more than **10%** of class sessions will receive a written warning regarding possible de-enrollment. Students exceeding **20%** of class meetings may be administratively de-enrolled or receive an F in accordance with university policy.

For additional information regarding university attendance expectations, please refer to the [PLNU Academic Policies \(https://pointloma-public.courseleaf.com/grad-catalog/academic-general-policies/\)](https://pointloma-public.courseleaf.com/grad-catalog/academic-general-policies/) for additional detail.

Participation & Confidentiality

Active participation is an essential component of this course and includes meaningful engagement in discussions, experiential activities, role-plays, case analyses, and other learning experiences. Students are expected to contribute to a respectful learning environment that supports the growth and learning of all members of the class.

Participation is evaluated based on:

- Thoughtful and respectful contributions to class discussions
- Meaningful application of course concepts and clinical principles
- Willingness to participate in experiential activities and role-plays
- Respect for classmates by listening actively, encouraging participation, and avoiding dominating discussions

Recognizing that conversations about sexuality are shaped by culture, family, faith, identity, and lived experience, students are encouraged to approach differing perspectives with curiosity, humility, and respect.

Because class discussions and experiential activities may involve sensitive topics or personal reflections, students are expected to maintain the confidentiality of classmates and refrain from sharing personal stories or classroom discussions outside of class without explicit permission. While personal experiences may inform learning, this course is an academic learning environment rather than individual or group therapy.

APA 7th Edition

Unless otherwise specified, all written assignments should follow APA 7th edition guidelines. Students are expected to demonstrate graduate-level writing, including appropriate organization, scholarly tone, in-text citations, and reference formatting.

Helpful resources include:

- [APA 7th Edition Help File \(https://canvas.pointloma.edu/courses/86312/pages/apa-7th-edition-file\)](https://canvas.pointloma.edu/courses/86312/pages/apa-7th-edition-file)



- [The OWL at Purdue: APA Style](https://owl.english.purdue.edu/owl/section/2/10/)  [\(https://owl.english.purdue.edu/owl/section/2/10/\)](https://owl.english.purdue.edu/owl/section/2/10/)

Unless otherwise indicated, written assignments should include:

- Title page
- Appropriate APA headings
- In-text citations
- Reference page

Content Notice

Human sexuality is a complex and deeply personal aspect of the human experience. Throughout this course, we will discuss topics that may be intellectually or emotionally challenging, including sexual development, sexual orientation and gender identity, sexual functioning, reproductive health, infertility, pregnancy loss, sexually transmitted infections, sexual trauma, pornography, consent, abuse, coercion, and cultural and religious perspectives on sexuality.

These topics are included because they are essential to competent and ethical clinical practice. Students are encouraged to approach course material with curiosity, respect, and cultural humility. Students who experience personal distress are encouraged to communicate with the instructor and utilize appropriate campus or community support resources. While reasonable accommodations may be discussed, students remain responsible for achieving the course learning outcomes.

Late Assignments

According to PLNU policy, assignments are due at the beginning of class on the assigned due date unless otherwise noted.

- Within 24 hours late: **25% deduction**
- Between 24 and 48 hours late: **50% deduction**
- More than 48 hours late: **No credit**, unless prior arrangements have been approved by the instructor.

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.

Use of Technology

MACC is committed to a distraction-free learning environment. Students are welcome to bring devices to class, but they must remain stored throughout class time unless directed otherwise by the instructor. Phones, laptops, iPads/tablets, and other personal devices are not permitted to be passively used during lectures, discussions, or any other activity unless expressly communicated by the instructor. For more information on the use of technology, please refer to the [Graduate and Professional Studies S](#)



[Handbook on Computer Use \(https://catalog.pointloma.edu/content.php?catoid=55&navoid=3076#computer-use\)](https://catalog.pointloma.edu/content.php?catoid=55&navoid=3076#computer-use).

In order to be successful in the online environment to complete Canvas assignments, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements \(https://help.pointloma.edu/TDCClient/1808/Portal/KB/ArticleDet?ID=108349\)](https://help.pointloma.edu/TDCClient/1808/Portal/KB/ArticleDet?ID=108349) page. Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work. If you do need technical help you may click on the HELP button (located on the top-right corner of Canvas) and choose from whom you want assistance, or you may contact the campus help desk (619.849.2222).

Artificial Intelligence (AI) Policy

Artificial intelligence (AI) tools (e.g., ChatGPT, Gemini, Perplexity, Grammarly) may be used to support brainstorming, organizing ideas, or proofreading written work. Students may use AI to generate ideas but **may not use AI to generate content (e.g., text, images, audio, or video) that is submitted for course credit**, unless explicitly authorized by the instructor.

If AI is used to meaningfully support an assignment, students should acknowledge or cite its use in accordance with instructor expectations and appropriate acknowledgment or citation. All submitted work should reflect the student's own critical thinking, clinical reasoning, and professional judgment.

Use of AI in a manner inconsistent with this policy constitutes academic dishonesty and will be addressed in accordance with university and MACC program policies, including referral to the Student Development Committee when appropriate

- [MLA Style Center: Citing Generative AI](https://style.mla.org/citing-generative-ai/) ➞ (https://style.mla.org/citing-generative-ai/)
- [APA Style: How to Cite ChatGPT](https://apastyle.apa.org/blog/how-to-cite-chatgpt) ➞ (https://apastyle.apa.org/blog/how-to-cite-chatgpt)
- [Chicago Manual of Style: Citing Content Developed or Generated by AI](https://www.chicagomanualofstyle.org/qanda/data/faq/topics/Documentation/faq0422.html) ➞ (https://www.chicagomanualofstyle.org/qanda/data/faq/topics/Documentation/faq0422.html)

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.



PLNU Academic Accommodations Policy

PLNU is committed to providing equal access to its educational programs in accordance with the Americans with Disabilities Act (ADA). Students seeking accommodations for a documented disability should contact the **Educational Access Center (EAC)** as early as possible at EAC@pointloma.edu or **619-849-2486**.

Once eligibility has been established, the EAC will develop an **Accommodation Plan (AP)** and, at the student's request, make accommodations available to instructors. Because accommodations are **not retroactive**, students are encouraged to discuss their AP with the instructor during the **first two weeks** of the course to support timely implementation.

For additional information, please contact the Educational Access Center.

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](https://pointloma-public.courseleaf.com/grad-catalog/academic-general-policies/#text) [↗\(https://pointloma-public.courseleaf.com/grad-catalog/academic-general-policies/#text\)](https://pointloma-public.courseleaf.com/grad-catalog/academic-general-policies/#text) for definitions of kinds of academic dishonesty and for further policy information.

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."

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 PLNU.



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 Title IX and Mandatory Reporting

Because this course addresses topics related to sexuality, relationships, and trauma, students may choose to share personal experiences during class discussions or assignments. While students are never expected to disclose personal information, please be aware that faculty are considered **Responsible Employees** under Title IX and are required to report disclosures of sexual misconduct, including sexual harassment, sexual assault, dating or domestic violence, stalking, or other forms of sex-based discrimination, to the University's Title IX Office.

Students seeking confidential support are encouraged to contact the PLNU Counseling Center or another designated confidential resource.

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 (<mailto: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.

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.

- **The GPS Writing Center** (<https://my.pointloma.edu/pages/writing-center-gps>) **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
- **Research Help Guide** (<https://my.pointloma.edu/pages/research-help>) to help you start your research
 - The physical office is located on the third floor of the **Mission Valley Regional Center** <https://maps.app.goo.gl/CRXui8PJUnSkvokC9> off the student lounge
- **Academic Writing Resources Course** (<https://canvas.pointloma.edu/courses/64301>): 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** <https://youtu.be/4H8KTZ4BOaY> and take time now to explore!
- **Grammarly** (<https://my.pointloma.edu/pages/writing-center-gps>): 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.
- **Tutoring** (<https://my.pointloma.edu/pages/tutoring-gps>): 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.

University Catalog

For additional Point Loma policy items, review the latest **Point Loma Nazarene University Catalog** (<https://catalog.pointloma.edu/index.php>).

Course Schedule and Assignments

Weekly Course Schedule

Week	Topic	Assignment	Required Reading	
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Week	Topic	Assignment	Required Reading
1 (7/6–7/12) (Light week)	The Study of Sex & The Anatomy of Sex	- Academic honesty statement - Reading Guide and Reflective Response 1	- Syllabus review - Yaber & Sayad, Ch. 1–4 - Faculty introduction video - Watch 2 anatomy videos
2 (7/13–7/19)	- Gender & Sexuality Development - Study of Gender Identity and Gender Dysphoria - Gender Roles - Sexuality in Childhood, Adolescence, Adulthood		Session 1: - Yaber & Sayad, Ch. 5 - Strong & Cohen, Ch. 4 & 6 Session 2: - Yaber & Sayad, Ch. 6-7
3 (7/20–7/26)	Sexual Communication, Intimacy, and Couples	Reflective Response 2	Session 1 - Read Yaber & Sayad, Ch. 8 & 9 - Read Strong & Cohen, Ch. 5 & 7 Session 2 - Review Gottman Method (Gehart): https://www.youtube.com/watch?v=z1WBE0o10nQ  (https://www.youtube.com/watch?v=z1WBE0o10nQ) - Read Strong & Cohen Ch. 8 & 9 - Skim Grunt-Mejer & Chanska (2025) - Skim Vowls & Park (2018)
4 (7/27–8/2)	- Sexual Difficulties, Disorders, and Treatments - Biopsychosocial Assessment	- Reflective Response 3 - Sexual Health Interview and Reflection	Session 1 - Yaber & Sayad, Chapters 14, 13 - Skim DSM-V TR Sexual Disorders Session 2



Week	Topic	Assignment	Required Reading
			- Sexual Health Interview Role-Play - Prepare Sexual Health Interview and Reflection
5 (8/3–8/9)	- Sexual Trauma and Sexual Misconduct - Sex Trafficking - STI/HIV/AIDS	Reflective Response 4	Session 1 - Read Yaber & Sayad, Chapter 17 - Read Strong & Cohen, Chapter 12 Session 2 - Read Yaber & Sayad, Chapter 18, 15, 16
6 (8/10–8/16)	- Conception, Fertility, Pregnancy - Contraception and Abortion - Childbirth and the Postpartum Period - Marriage, Divorce, Remarriage, and Infidelity	- Reflective Response 5 - Couple Sexual Assessment and Treatment Plan	Session 1 - Read Yaber & Sayad Ch. 11, 12, Session 2 - Strong & Cohen, Ch. 13, 14 - Optional Reading: Strong & Cohen Ch. 9, 11
7 (8/17–8/23)	- Variations in Sexual Behavior - Sex and Aging	Sexuality Research and Clinical Resource Presentation	Session 1 - Read Yarber & Sayad Ch. 10 Session 2 - Read Harris & Melanson (2026) - Read Stulhofer et al. (2025)
8 (8/24–8/30)	- Final Review/Jeopardy - Final. Exam	- Final Exam - End-of-Course Survey	



Assignments-at-a-Glance

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

Course Summary:

Date	Details	Due
Mon Jul 6, 2026	 Week 1 Agenda	to do: 2pm
Wed Jul 8, 2026	 Academic Honesty Verification Statement (https://canvas.pointloma.edu/courses/86312/assignments/1328873) 	due by 11:59pm
Sun Jul 12, 2026	 WEEK 1 DISCUSSION Overview of Reproductive Anatomy and Sexual Health	to do: 11:59pm
Mon Jul 13, 2026	 Reading Guide and Reflective Response 1- Foundations of Human Sexuality & Sexual Anatomy (https://canvas.pointloma.edu/courses/86312/assignments/1328883) 	due by 2pm
	 Week 2 Agenda	to do: 2pm
	 Week 3 Agenda	to do: 2pm
Mon Jul 20, 2026	 Reflective Response 2 - Gender & Sexuality Development (https://canvas.pointloma.edu/courses/86312/assignments/1328884) 	due by 11:59pm
Mon Jul 27, 2026	 Reflective Response 3- Intimacy and Sexual Dynamics (https://canvas.pointloma.edu/courses/86312/assignments/1328885) 	due by 2pm



Date	Details	Due
	 Week 4 Agenda	to do: 2pm
	 Mid-Course Survey (https://canvas.pointloma.edu/courses/86312/assignments/1328874)	due by 11:59pm
Sun Aug 2, 2026	 Sexual Health Questionnaire Interview and Reflection (https://canvas.pointloma.edu/courses/86312/assignments/1328877)	due by 11:59pm
Mon Aug 3, 2026	 Week 5 Agenda	to do: 2pm
Mon Aug 10, 2026	 Reflective Response 4 - Sexual Trauma, Trafficking, and Healing (https://canvas.pointloma.edu/courses/86312/assignments/1328888)	due by 2pm
	 Week 6 Agenda	to do: 2pm
	 Couple Sexual Health Assessment and Treatment Plan (https://canvas.pointloma.edu/courses/86312/assignments/1328876)	due by 2pm
Mon Aug 17, 2026	 Reflective Response 5- Reproductive and Relationship Transitions (https://canvas.pointloma.edu/courses/86312/assignments/1328886)	due by 2pm
	 Week 7 Agenda	to do: 2pm
Wed Aug 19, 2026	 Sexuality Research & Clinical Resource Presentation (https://canvas.pointloma.edu/courses/86312/assignments/1328879)	due by 5:30pm
Mon Aug 24, 2026	 Week 8 Agenda	to do: 2pm



Date	Details	Due
Wed Aug 26, 2026	 PSY6060 Final Exam (Multiple Choice) (https://canvas.pointloma.edu/courses/86312/assignments/1328872) 	due by 5:30pm
Sun Aug 30, 2026	 End-of-Course Evaluation (https://canvas.pointloma.edu/courses/86312/assignments/1328875) 	due by 11:59pm
	 Professionalism (https://canvas.pointloma.edu/courses/86312/assignments/1328882) 	due by 11:59pm
	 Roll Call Attendance (https://canvas.pointloma.edu/courses/86312/assignments/1328889) 	

