

“The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel.”

Semester, Year	Spring/Summer, 2026
Course Title	HUMAN SEXUALITY
Course Code	COUN 0672 1S
Date	From May 5, 2026 to June 11, 2026 Every Tuesday and Thursday
Time	From 6:30 to 9:20PM
Delivery Format	SYNCHRONOUS ONLINE
Class information	The classes will be LIVESTREAMED on Tuesdays and Thursdays from 6:30 to 9:20PM.
Instructor	David Colpitts, PhD, RP Email: dcolpitts@tyndale.ca
Office Hours	By appointment only.
Course Materials	Access course material at classes.tyndale.ca or other services at Tyndale One . Course emails will be sent to your MyTyndale.ca e-mail account only.

I. COURSE DESCRIPTION

This course has an interdisciplinary Bio-Psycho-Social research based approach to the study and understanding of sexuality and is designed to increase one’s personal and professional awareness about the topic of human sexuality. Human sexuality is considered from biological, theological, personal and relational perspectives. Attention is given to general knowledge about human sexuality as well as developing skills in sexual history taking, understanding common sexual concerns and therapeutic responses. Understanding the interpersonal dynamics of sexuality within the helping relationship itself is also discussed. Students will be encouraged to explore how their own experience of sexuality may impact their ability to respond appropriately to the sexual concerns of clients.

Recommended prerequisite: COUN 0574 or equivalent.

II. LEARNING OUTCOMES

At the end of the course, students will be able to:

1. Demonstrate theologically informed and scientifically accurate knowledge of human sexuality across the lifespan
2. Recognize their own level of self-awareness regarding personal sexual identity, the evolution and maintenance of personal sexual values, biases and attitudes (e.g., through religious, cultural, familial, and peer influences).
3. Apply and integrate theoretical knowledge with practice techniques when working with clients who present with sexual issues
4. Establish a comfortable and effective therapeutic environment when discussing sexual issues with clients
5. Demonstrate a general understanding of therapeutic responses to common sexual dysfunctions
6. Demonstrate a sensitivity to how dominant cultural narratives can impact identity formation and interpersonal engagement both professionally and personally.

CRPO COMPETENCIES ADDRESSED:

- 1.1.1 Integrate knowledge of human development across the lifespan.
- 1.1.3 Integrate knowledge of the psychological significance of various kinds of human development, such as spiritual, moral, social, emotional, cognitive, behavioural, sexual, gender, and biological development.
- 1.4 Integrate awareness of self in relation to professional role
 - 1.4.1 Integrate knowledge of the impact of the therapist's self on the therapeutic process.
 - 1.4.2 Recognize how the therapist's values and attitudes, both in and out of awareness, may impact diverse clients.
 - 1.4.3 Recognize the cognitive, emotional and behavioural patterns of the therapist that may influence therapeutic relationship.
 - 1.4.4 Recognize instances where the therapist's life experiences may enhance or compromise therapeutic effectiveness.
- 1.5 Integrate knowledge of human and cultural diversity in relation to psychotherapy practice
 - 1.5.1 Recognize how oppression, power and social injustice may affect the client and also the therapeutic process. Recognize barriers that may affect access to therapeutic services.
- 3.1 Comply with legal and professional obligations
 - 3.1.1 Apply knowledge of pertinent federal and provincial legislation.
 - 3.1.2 Apply knowledge of CRPO legislative requirements and relevant professional standards.
- 4.2 Establish and maintain an effective therapeutic relationship
 - 4.2.1 Employ empathy, respect, and authenticity.
 - 4.2.3 Demonstrate awareness of the impact of the client's context on the therapeutic process.
 - 4.2.5 Assume non-judgmental stance.
 - 4.2.7 Foster client autonomy.

- 4.3 Apply safe and effective use of self in the therapeutic relationship
- 4.3.1 Recognize the impact of power dynamics within the therapeutic relationship.
- 4.3.2 Protect client from imposition of the therapist's personal issues.

- 5.1 Access and apply a range of relevant professional literature
- 5.1.1 Access current professional literature relevant to practice area.
- 5.1.2 Analyze information critically.
- 5.1.3 Apply knowledge gathered to enhance practice.

- 5.2 Use research findings to inform clinical practice

III. COURSE REQUIREMENTS

A. REQUIRED READING

***Due to the short timeline of this course, it is strongly recommended that students do as much reading as possible prior to the first class.**

Texts:

Lehmiller, Justin J. (2024). [*The Psychology of Human Sexuality*](#) (3rd ed.). Hoboken, NJ: John Wiley & Sons. ISBN-10: 1119883954; ISBN-13: 978-1119883951.

Yarhouse, Mark A. & Sadusky, Julia A. (2022). [*Gender Identity and Faith: Clinical Postures, Tools, and Case Studies for Client-Centered Care*](#). Downers Grove, IL: IVP Academic. ISBN-10: 0830841814; ISBN-13: 978-0830841813.

Articles:

To be read by May 19, 2026

Cowan, A. & Ashai, A. (2020). Psychotherapy with Survivors of Sexual Abuse and Assault. *Innovations in Clinical Neuroscience*, 17(1-3): 22-26. (Posted at classes.tyndale.ca)

To be read by May 26, 2026

Gelso, Charles J., Perez-Rojas, Andres E., & Marmarosh, C. (2020). Love and Sexuality in the Therapeutic Relationship. *Journal of Clinical Psychology*, 70(2), 123-134. (Posted at classes.tyndale.ca)

To be read by June 2, 2026

Dean, Janet B., Stratton, Stephen, P. & Yarhouse, Mark A. (2021). The Mediating Role of Self-Acceptance in the Psychological Distress of Sexual Minority Students on Christian

College Campuses. *Spirituality in Clinical Practice*, 8(2), 132-148. (Posted at classes.tyndale.ca)

To be read by June 9, 2026

Bothe, B. et al. (2021). Why Do People Watch Pornography? The Motivational Basis of Pornography Use. *Psychology of Addictive Behaviors*, 35(2), 172-186. (Posted at classes.tyndale.ca)

Szymanski, Dawn, M. & Stewart-Richardson, Destin N. (2014). Psychological, Relational and Sexual Correlates of Pornography Use On Young Adult Heterosexual Men in Romantic Relationships. *The Journal of Men's Studies*, 22(1), 64-82. (Posted at classes.tyndale.ca)

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Yarhouse, Mark. (2023). *Talking to Kids about Gender Identity: A Roadmap for Christian Compassion, Civility, and Conviction*. Minneapolis, MN: Bethany House.

Yarhouse, Mark & Zaporozhets, Olya. (2022). *When Children Come Out: A Guide for Christian Parents*. Downers Grove, IL: IVP Academic.

Tyndale recommends www.stepbible.org – a free and reputable online resource developed by Tyndale House (Cambridge, England) – for word searches of original-language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the library for other [online resources for Biblical Studies](#).

C. ASSIGNMENTS AND GRADING

1. Self-Reflection Paper: Sexuality and Therapy. Due by 11:59 PM on Thursday, May 14, 2026; 20% of final grade

Each student will submit a paper of 2000 words (plus a title page) considering their strengths and weaknesses in regard to sexual issues in therapy. This paper should evaluate how family of origin, culture, faith history, and personal experience might factor into the student's comfort and competence. Elucidate how you might manage any insecurities or biases in regard to dealing with sexual issues in therapy. Consider how you will create an effective and non-oppressive therapeutic relationship with a client who has a very different value system and experience than your own.

This paper is primarily a self-reflection and not a research assignment. As a self-reflection it will require the student to consider their own personal history, values and experience. In grading, significance will be given to the student's self-awareness of the impact of 'self' on the therapeutic relationship and how their experience, beliefs and value system might enhance or

compromise the effectiveness of therapy. References are not required. APA format is required.

This assignment is related to Outcome #1, 2, 4 and 6.

2. Midterm Quiz: Tuesday, May 26, 2026; 25% of final grade

The midterm quiz will be comprised of multiple choice and short answer questions which will test student's basic knowledge but also their ability to understand the material conceptually and functionally. It will cover material from chapters 1, 3, 4, 7, 8, 9, 14 and 15 from "The Psychology of Human Sexuality" by Lehmiller as well as from class lectures. The quiz will take place during the first half of the regular class time on Tuesday, May 26, 2026.

This assignment is related to Outcome #1, 3 and 5.

3. Final Exam: Thursday, June 11, 2026; 25% of final grade

The final exam will be comprised of multiple choice and short answer questions which will test student's basic knowledge but also their ability to understand the material conceptually and functionally. The final exam will primarily cover material from chapters 5, 6, 10, 12 and 13 from "The Psychology of Human Sexuality" by Lehmiller as well as material from "Gender Identity and Faith" by Yarhouse & Sadusky and class lectures. The final exam may include any material covered since the start of the course. The final exam will take place during regular class time on Thursday, June 11, 2026.

This assignment is related to Outcome #1, 3 and 5.

4. Final Essay: Due by 11:59 PM on Thursday, June 25, 2026; 30% of final grade.

Each student will submit a 3000 word paper (not including title page and references) on a sexuality issue that one might encounter in therapy. The paper will be an examination of the topic, impact on the individual or couple, as well as possible causes and therapeutic interventions. This paper should include an exploration of the relevant literature on the topic itself i.e. it should demonstrate a knowledge of the relevant scientific literature on the chosen topic not just be a "case study" of a fictitious client.

This paper should be a substantial piece of analysis in response to the issue presented in therapy as having accurate and detailed knowledge is essential to providing an appropriate therapeutic intervention. Therefore, this paper should not simply report, summarize, or review class materials, but concentrate upon recent scientific knowledge and therapeutic practice. It should demonstrate thoughtful reflection, analysis, and should embody a conceptual argument in which various angles of the questions are explored objectively and at length. The paper must include a title page, citations, a reference page and a minimum of 10 academic references. APA format is required.

Suggestions for essay topics:

- Compulsive masturbation and use of pornography
- Infidelity (by either male or female spouse) in a heterosexual married couple
- Sexless marriage/relationship
- Lack of emotional intimacy in a relationship
- A couple who are concerned about the gender non-conforming behaviour of their six year old child (male or female)
- A Christian adolescent who is experiencing distress believing that they might be gay or lesbian
- Other topics with the permission of the instructor

This assignment is related to Outcome #1, 3, 5 and 6.

Your work should demonstrate the following characteristics:

Papers must be submitted by email in a “MS Word” document as an attachment to dcolpitts@tyndale.ca. No documents contained in the cloud will be accepted. No hard copies will be accepted. No pdf documents will be accepted. Each paper must be received by 11:59 PM EST on the due date.

The late penalty is a 20% deduction for the first week or any part of the week after the due date. With the exception of “extreme and extenuating circumstances”, **no papers will be accepted past one week after the due date.** Please also be aware that a deduction in grade may also be made for papers that do not meet the word count or formatting requirements.

All assignments **must be completed and submitted** in order to receive a credit in this course.

Written submitted work must be presented in **APA format**. Each work submitted must be in a Times New Roman 12 font, 1 inch margins for top, bottom, right and left sides of each page; double spaced text in the body of the paper; single spaced references with a double space between each reference. Marks may be deducted for the failure to follow appropriate APA formatting. Marks may also be deducted for not meeting the requirements for the particular assignment as set out in this syllabus. The final essay must include a reference section which includes only those sources cited in the body of the paper. Any source that was researched for the paper but not cited should not appear in the reference section. For further information on APA format please reference: American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author.

Request for Extension of Assignments

Request for extension due to a medical diagnosis is usually done through the Accessibility Services at Tyndale. Please note: Your accommodation plan only allows up to 2 weeks of extension but you are not guaranteed the full 2 weeks. You need to submit in writing (email) how many days you need and why. It is typically from a few days to a week. All extensions are

negotiated and approved by the professor no later than 3 days in advance of the original due date. All other requests for extension must be in writing indicating the reason and how many days of extension are requested. Please note: unusual circumstances such as a death in the family, medical emergency or prolonged illness are considered for an extension. Reasons such as too many assignments due, vacations, and technology-related issues are all insufficient grounds for requesting an extension.

No use of AI for research or writing is permitted in this course.

D. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Assignment	Due	%
Self-Reflection Paper	May 14	20%
Midterm Exam	May 26	25 %
Final Exam	Jun 11	25 %
Research Essay	Jun 25	30 %
Total Grade		100 %

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Date (2026)	Lecture Content	Readings
May 5	Syllabus Review Sexuality: Identity, Culture, and Faith	• Lehmiller: Chapter 1
May 7	Love, Intimacy, and Attachment	• Lehmiller: Chapters 7, 8
May 12	Male/Female Sexual Desire, Response	• Lehmiller: Chapters 3, 4
May 14	Sexual consumerism, sexual ethics, and the law	• Lehmiller: Chapter 15
May 19	Sexual Abuse/Assault/Recovery	• Cowan, Ashai, & Gentile: "Psychotherapy with Survivors of Sexual Abuse and Assault"
May 21	Sexual Behaviours	• Lehmiller: Chapters 9, 14
May 26	Midterm Quiz Sexuality and the Therapeutic Relationship	• Gelos, Rojas & Marmarosh: "Love and Sexuality in the Therapeutic Relationship"
May 28	Sexual Dysfunction and Sex Therapy Sexuality Through the Lifespan	• Lehmiller: Chapters 10, 13
June 2	Gender Identity Gender Dysphoria	• Lehmiller: Chapter 5

		<ul style="list-style-type: none"> Dean, Stratton, & Yarhouse: “The Mediating Role of Self-Acceptance in the Psychological Distress of Sexual Minority Students on Christian College Campuses”
June 4	Sexual Orientation	<ul style="list-style-type: none"> Lehmiller: Chapter 6
June 9	Compulsive Sexual Behaviours Pornography/Masturbation	<ul style="list-style-type: none"> Lehmiller: Chapter 12 Bothe et. al.: “Why Do People Watch Pornography? The Motivational Basis of Pornography Use” Szymanski & Stewart-Richardson: “Psychological, Relational, and Sexual Correlates of Pornography Use on Young Adult Heterosexual Men in Romantic Relationships”
June 11	Final Exam	

Special Note:

Pre-reading is expected prior to the start of class. Late registrants are responsible for the consequences of partial preparation.

V. SELECTED BIBLIOGRAPHY

- Carnes, Patrick. (2001). *Out of the Shadows: Understanding Sexual Addiction* (3rd ed.). Center City, MN: Hazelden Publishing.
- DeFranza, Megan K. (2015). *Sex Difference in Christian Theology: Male, Female, and Intersex in the Image of God*. Grand Rapids, MI: William B. Eerdmans Publishing Company.
- Hyde, Janet Shibley & Delamater, John D. (2011). *Understanding Human Sexuality* (11th ed.). New York, NY: McGraw-Hill.
- Lewis, C. S. (2017). *The Four Loves*. San Francisco, CA: Harper One.
- Regnerus, Mark. (2017). *Cheap Sex: The Transformation of Men, Marriage and Monogamy*. New York, NY: Oxford University Press.
- Yarhouse, Mark A. (2013). *Understanding Sexual Identity: A Resource for Youth Ministry*. Grand Rapids, MI: Zondervan.
- Yarhouse, Mark & Sadusky, Julia. (2020). *Emerging Gender Identities: Understanding the Diverse Experience of Today's Youth*. Grand Rapids, MI: Bazos Press
- Yarhouse, Mark A. & Tan, Erica S. N. (2014). *Sexuality & Sex Therapy: A Comprehensive Christian Appraisal*. Downers Grove, IL: IVP Academic.

VI. GENERAL REQUIREMENTS FOR ALL COURSES

A. EQUITY OF ACCESS

Students with permanent or temporary disabilities who need academic accommodations must contact the [Accessibility Services](#) at the [Centre for Academic Excellence](#) to register and discuss their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services. *Current students* must renew their plans as early as possible to have active accommodations in place.

B. INTERACTIVE LIVESTREAM AND/OR BLENDED COURSE REQUIREMENTS

- Livestream attendance for the entire duration of the class at announced times
- Headphones (preferred), built-in microphone, and web-camera
- Well-lit and quiet room
- Stable high-speed internet connection, preferably using an Ethernet cable over Wi-Fi
- Full name displayed on Zoom and Microsoft Teams for attendance purposes*
- A commitment to having the camera on to foster community building*

**exceptions with permission from professor*

C. GUIDELINES FOR INTERACTIONS

Tyndale University prides itself in being a trans-denominational community. We anticipate our students to have varied viewpoints which will enrich the discussions in our learning community. Therefore, we ask our students to be charitable and respectful in their interactions with each other, and to remain focused on the topic of discussion, out of respect to others who have committed to being a part of this learning community. Please refer to “Guidelines for Interactions” on your course resource page at classes.tyndale.ca.

D. GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Grading Rubric

Please consult the rubric(s) provided for each individual assignment at classes.tyndale.ca.

Academic Integrity

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism (including improper use of artificial intelligence programs). Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty. Please refer

to the [Academic Integrity website](#) for further details. Please refer to the [Academic Integrity website](#) for further details. Students must review the policies and procedures regarding Artificial Intelligence (AI) outlined in [Academic Calendar](#) and consult guidance from their course instructors.

For proper citation style, consult [Citation Guides](#) for different styles. Students are encouraged to consult [Writing Services](#).

Students should also consult the current [Academic Calendar](#) for policies and expectations on Attendance and Classroom Expectations, Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

Turnitin Text-Matching Software

Tyndale has a subscription to Turnitin, a text-matching software that ensures the originality of academic writing and verifies the proper citation of all sources. The instructor for this course will use Turnitin for assignments submitted through your course resource page at [classes.tyndale.ca](#). Upon submission, you will receive a summary that includes your submitted files along with a similarity report generated by Turnitin. Please be aware that Turnitin can also detect AI-generated content from tools like Grammarly, so students should be mindful of when using such software. It's advisable to confirm with your instructor before using any AI tools into your assignments. Below are some useful resources:

- [Student](#) Guides for Turnitin via [classes.tyndale.ca](#) course resource page
- Interpreting Similarity ([Guide](#), [Video](#), [Spectrum](#))

Research Ethics

All course-based assignments involving human participants requires ethical review and may require approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Dean's Office (seminaryoffice@tyndale.ca) before proceeding.

Late Papers and Extensions Policy

All papers and course assignments must be submitted by the due dates indicated in the course syllabus. Unless the instructor already has a policy on grading late papers in the course syllabus, grades for papers submitted late without an approved extension will be lowered at the rate of two-thirds of a grade per week or part thereof (e.g., from "A+" to "A-," from "B" to "C+"). Please note that some programs, such as cohort-based or intensive courses, may follow a different policy due to the nature of the program.

Faculty may not grant an extension beyond the last day of exams for the semester. Requests for extensions beyond this date must be addressed in writing to the Registrar by filling out the [Extension Request Form](#). The application will be considered only in cases such as a death in the family, medical emergency, hospitalization of oneself or immediate family member or

prolonged illness requiring treatment by a physician. Factors such as assignments for other courses, holidays, and technology-related difficulties are insufficient grounds for requesting an extension.

A temporary grade of incomplete (“I”) may be granted by the Registrar. Once an extension is granted, it is the student’s responsibility to contact the instructor and make satisfactory arrangements to complete the outstanding work. A grade of “F” will be recorded for students who do not complete the outstanding work by the deadline.

E. COURSE EVALUATION

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student’s learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The link can also be found in the left column on the course page. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential, and the instructor will only see the aggregated results of the class.

F. LIBRARY RESOURCES

[Tyndale Library](#) supports this course with [e-journals, e-books](#), and the [mail delivery of books](#) and circulating materials. See the [Library FAQ page](#).

G. GRADING SYSTEM & SCALE

For each course’s grading rubric, please refer to your course syllabus or classes.tyndale.ca. For general grading guidelines, refer to Seminary [Grading System & Scale](#).