

Western Seminary: Sacramento
Human Sexuality
CNS 523M: 2 Credit Hours
Adjunct Professor: Bev Wiens, Ph.D., M.F.T.
Office (916) 577-2261
bwuens@jessup.edu
Syllabus - Summer 2009
Session A: May 4 – Jun 27

COURSE SCHEDULE

May 6, 13, 27; June 3, 10, 17, 24 (Wednesdays, 5:45 p.m. – 9:55 p.m.)
Rm. 601, Arcade campus

COURSE DESCRIPTION

This course provides an overview of the theological, physiological, psychological, and sociological perspectives on human sexuality. It includes a consideration of sexual identity, sexual behavior, and sexual disorders as well as an introduction to treatment considerations and referrals.

COURSE CONTRIBUTION TO STATED DEGREE OUTCOMES

The objectives of this course are tied directly to the desired outcomes constructed specifically for the MFT degree for which this course is a requirement. Below are the formal degree outcomes which this class supports:

BE a person whose godliness is worthy of being emulated by others, and whose integrity imparts credibility to his/her ministry (SFS 501-504; CNS 506; overarching).LOVING GOD

- motivated by a genuine love for God, others and self; (Loving God)
- reflects biblical balance and skill in life management, appropriately fulfilling those roles and responsibilities mandated by God; (Theology I and II)
- regularly practices the spiritual disciplines; (Interp. Scripture)
- aware of and applying biblical principles for forming new habits. (Theo. III)

KNOW HOW to effectively integrate his/her understanding of theology, spirituality and human behavior (CNS 508; INTEGRATION; CNS 534).

- awareness of world view components and can articulate their own beliefs; (Social and Cultural and Human Sexuality and Theo I and II)
- understands their personal theology and spirituality; (Theo I, II, III and Integration and Practicum)
- has a coherent theory of human personality. (Psych Systems and Psychopathology and Theol II and III)

KNOW HOW to think critically so that various truth claims can be effectively evaluated (THS 501-503; CNS 508; INTEGRATION overarching).

- awareness of world view components and can articulate their own beliefs; (Intp. Scripture and Theo I, II, III and Integration and Practicum)
- familiarity with the unique contributions of world view systems other than their own. (Social and Cultural)

KNOW HOW to think like an effective counselor, able to face new and unique situations with self-efficacy, personal integrity, and professional competence (CNS 530-534, overarching).PRACTICUM

- awareness of the characteristics and practices of an effective counselor, (Interpersonal Communication and Psych. Theory and Tech. and Practicum)
- mastery over personal skills and growing edges, (Practicum and Research))
- maintains a plan for growth and development. (Practicum)

KNOW HOW to articulate a theology of marriage and apply theological and psychological principles in working with couples (CNS 511).MARRIAGE (Marriage and Contemporary Issues and Child, Spouse and Elder Abuse and Human Sexuality)

KNOW HOW to build upon his/her seminary training to be a true life-long learner (CNS 530-534; overarching). (Practicum)

COURSE GOALS/OBJECTIVES

This course is designed to prepare counselors for the sexual content involved in counseling single adults, married adults, and children. Through the design of the course content it seeks to:

- Increase awareness of and comfort with one's own sexuality
- Desensitize individuals to sexual discussion
- Facilitate the development of a scriptural view of sexuality

Cognitive: The student will:

- Summarize key contents of the Song of Solomon, noting the instruction given within this portion of scripture regarding healthy sexual practices.
- Discuss the theology of sexuality including a scriptural view of human bonding.
- Outline the human sexual response cycle, noting the most common dysfunctions at each phase.
- Explain the treatment strategies available to remediate sexual dysfunction.
- Discuss various sexually transmitted diseases and consider the moral and ethical issues surrounding disease prevention.
- Articulate various theories regarding the causes and treatment of homosexuality and discuss therapeutic approaches with gay, lesbian, bisexual, and transgendered clients
- Describe the impact of aging & disability on sexuality and intimacy.

Affective: The student will:

- Develop increased awareness of and appreciation for his/her own sexual history.

- Experience increased confidence in his/her ability to provide sexuality education across the life span.
Appreciate the impact of disabilities on sexual abilities and consider therapeutic approaches when working with clients with disabilities.
- Develop a deeper appreciation for biblical instruction as it addresses issues faced by modern single adults.

Behavioral: The student will:

- Develop treatment plans for individuals who present with sexual addiction.
- Develop treatment plans for revitalizing celibate marriages.

TEXTBOOKS

Please support your seminary by using the following link for all your Amazon purchases – a minimum of 4% comes to Western Seminary. Click [here](#) to order texts and other products.

Required

- Balswick, J., Balswick, J. (2008). *Authentic human sexuality: An integrated Christian approach*. Downers Grove, ILL.: Intervarsity press.
- Fruchtenbaum, A. (1983). *Biblical lovemaking: A study of the Song of Solomon*. Tustin, CA: Ariel Ministries Press.
- Rosenau, D. (2002). *A celebration of sex: A Christian couple's manual*. Nashville, TN: Thomas Nelson Publishers.

Choose Two of the Following:

Hall, L. (1996). *An affair of the mind: Pornography's impact on marriage*. Wheaton, ILL: Tyndale House Publishers.

Hart, A. (1994). *The sexual man: Masculinity without guilt*. Dallas, TX: Word Publishing.

Laaser, M. (1999). *Talking to your kids about sex: How to have a lifetime of age-appropriate conversations with your children about healthy sexuality*. Colorado Springs, CO: Waterbrook Press.

Leman, K. (2003). *Sheet music: Uncovering the secrets of sexual intimacy in marriage*. Wheaton, ILL: Tyndale House Publishers.

Stedman, R. (2000). *Your single treasure: The good news about singles and sexuality*. Chicago, ILL: Moody Press.

Wilson, B. (2006). *The invisible bond: How to break free from your sexual past*. Sisters, OR: Multnomah Publishers.

COURSE REQUIREMENTS

Reading: Complete all required reading before each class session so that you will be able to participate in and benefit from the class discussions. Reading should be done at a familiarity level (about 45 pages per hour) that assumes knowledge of the material assigned.

Students are required to complete all reading assignments. **With the final exam (see exam below)**, students will turn in a *typed summary of the percentage read* of each of the three required texts and DSM IV readings.

Assignments:

Read: Sexual and Gender Identity Disorders section of the DSM IV: Time estimate 5 hours

Read: *Authentic Sexuality: An Integrated Christian Approach* by Balswick & Balswick (see study guide below): time estimate 10 hours

Read: *Biblical Lovemaking* by Frutchenbaum: Time estimate 5 hours

Read: *A Celebration of Sex* by Rosenau: Time estimate 10 hours

Read two of the books listed under **Choose two of the following** in the textbook section.

Write a short reflection paper (4-5 pgs.), including an overview of the book, a critique, and an application. Time estimate: 10 hours total

Write: Personal Sexual History Paper. Instructions will be given in class. Time estimate 10 hours.

Final Exam

The final exam (see below) will be a take home exam. It is due and should be turned in to the instructor's box on the William Jessup University campus no later than **Monday, June 29th @ 4:30 p.m.** or postmarked no later than midnight **Monday, June 29th** if mailed to the instructor's home. 2820 Balfor Ct. Rocklin, Ca. 95765. Papers will be returned to the students' Western Seminary mailboxes.

Assignment Summary:

| | |
|--------------------------------|--------------------------|
| Reading verification | 100 points |
| Book Reviews | 200 points |
| Personal Sexual History | 100 points |
| Final Exam | <u>400 points</u> |
| | 800 points total |

STANDARDS FOR WRITTEN WORK (APA)

Papers must be written to a near-thesis standard. That is, minimum format standards must be met, as defined below. English grammar, idiom, and spelling must be up to graduate level. Always include a strong introduction paragraph (declare what you intend to show the reader) and conclusion paragraph. Qualities valued include clarity, succinctness, and precision.

This course employs the APA (American Psychological Association) publication manual style guide. You can find the APA 5th edition in the library reference section. You can also find a simple, straightforward presentation of the format at these online sites:

- <http://owl.english.purdue.edu/owl/resource/560/01/>
- <http://owl.english.purdue.edu/workshops/hypertext/apa/index.html>

For assignments that require the use of non-course texts include a bibliography, of the resources mentioned in the bibliography for your project/paper, two must be from a physical library. Note the physical location of each book as an addendum to each bibliographical entry.

All work must reflect master's level use of the English language. Plagiarism will result in failure of assignment.

GRADING

| A+ | A | A- | B+ | B | B- | C+ | C | C- | D+ | D | D- |
|---------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| 99-100% | 95-98% | 93-94% | 91-92% | 88-90% | 86-87% | 84-85% | 81-83% | 79-80% | 77-78% | 74-76% | 70-73% |

CLASS POLICIES

Cover page: To safeguard confidentiality, provide a title page as a cover for all assignments. Include your student mailbox number in the upper right corner of the cover page.

Attendance and Late Assignments: Students are expected to attend all class meetings. Students who miss class are responsible for missed work, and are encouraged to ask another student to audiotape the class or take notes. Unexcused absences and tardiness will impact a student's grade. Students who anticipate an absence should discuss it in advance with the instructor. Students who report an absence in advance will be able to turn in work originally due the missed session, as late as the following session with no loss in grade, after which there will be the loss of one letter grade for that work. Students who do not report an absence in advance can turn in work later than the missed session with a loss of one letter grade for that work.

Students who miss two or more classes will not pass the course, unless they arrange with the teacher to complete additional assignments.

Enrichment Students: Enrichment students are encouraged, but not obligated, to participate in assignments and class discussions. Professors are not obligated to grade participation for these students, but may opt to do so depending on class size.

Incompletes: **Session A extensions begin June 27.** Faculty members determine their own procedures and due dates for the completion of course assignments. The final deadline for submitting all course work is the last day of the semester as noted in the Academic Calendar and in the Sacramento class schedule. In the case of serious illness, family emergency, or other similar circumstances, the instructor may, **if it is initiated by the student**, grant an extension. A 1-3 week extension is typical in all except the most extreme cases, and in all cases the standard decrease of a full letter grade for late work applies. Extensions desired by student beyond 3 weeks, with prof support, must be approved by the Sacramento Academic Coordinator with 5 weeks after the end of the course being the longest possible extension for work being due to the prof (this allows a 6th week for the grading of work and a grade change request to be filed). A temporary notation of “I” (incomplete) is assigned until a final grade can be determined. Under no circumstances may this six-week period be extended except by petition and approval of the **Administrative Committee in Portland.**

The Availability of Disability Services at Western Seminary: Western Seminary is committed to responding to the needs of students with disabilities as outlined in both the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Western students are assisted individually as their needs dictate. It is the responsibility of students with disabilities to identify themselves and the nature of the disability. Any student who has a disability should contact the seminary’s Disability (Section 504) Coordinator, Ken Epp, at 503-517-1815/1-877-517-1800, ext. 1815. His office is at the Portland campus. Students at the northern California campuses may contact Carrie Priest (Student Services Coordinator – San José) or PJ Oswald (Director of Student Development – Sacramento), or they may contact Dr. Epp directly. Appropriate forms will be provided and must be submitted to the Disability Coordinator’s office.

LIBRARY AND INTERNET RESEARCH

All class assignments with a research element require library research annotated as such in the bibliography. **A minimum of two resources must be from a physical library.** Note the physical location of each resource as an addendum to each bibliographical entry.)

For complete library information including: hours of operation, interlibrary loan, local library resources, etc., please:

- Visit www.westernseminary.edu .
- Click the link “Sacramento Campus” in the left navigation pane.
- Click the link “Library Resources” in the left navigation pane.

Reserve Collection

The library carries all required readings for this course.

Print Resources

Use the Western-Arcade Library catalog to find books and other materials. To search the library collection:

- Visit <http://www.westernseminary.edu/Library/SAC> .
- Click the link “Search the Library Collection Online”.

Periodical & Research Databases

As you complete your assignments for this course, don’t forget about the resources in the Western research databases. Remember to evaluate and cite your information too. To access the Western research databases:

- Visit <http://www.westernseminary.edu/Library/SAC> .
- Click the link “Research Databases” from the bottom menu.
- Click the link “Ebsco Host Research Databases”.
- Log in. [**User ID:** westsem / **Password:** seminary]
- Click the link “EBSCOhost Web”.
- Click the database(s) you wish to use. Start with *PsycARTICLES*.

To cite your information, consider the following APA composers:

<http://www.noodletools.com> and <http://www.citationmachine.net>

Course Packs (if applicable)

To access the course pack(s) for this course:

1. Go to the library homepage: <http://www.westernseminary.edu/Library/SAC>
2. Click the link ‘Course Packs’.

Reference and Research Contact Information

David Holifield, M.A., M.L.S. / (916) 488-3720, ext. 7 / dholfield@westernseminary.edu

COURSE OUTLINE AND SCHEDULE

| Date | Topic | Assignments |
|------|---|--|
| 5/6 | Introduction to the Course Sexuality & Christian Faith Personal Sexual Heritage & Discussion Male/ Female Sexual Anatomy Discussion of Reading Human Bonding | Balswick and Balswick: Chs. 1-3 & 16 Rosenau: Section 1 |
| 5/13 | Chemistry of Love Sexual Response Cycle Coaching Couples into Passionate Intimacy-- video | Rosenau: Section 2 & 3 Balswick and Balswick: Ch. 4 |

| | | |
|------|--|---|
| | Theology of Sexuality Discussion of Reading & Theology | |
| 5/27 | Sexual Practice in Marriage Premarital counseling Birth control Sexual Dysfunctions and Treatment Discussion of Reading | Frutchenbaum: In its entirety Balswick & Balswick Chs. 9 & 10 Rosenau: Section 4 Sexual and Gender Identity Disorders--DSM IV |
| 6/3 | Impotence Video Sex and Aging Sex and Disability Revitalizing the Celibate Marriage | Rosenau: Section 5 |
| 6/10 | Sexual Addiction Helping spouses of Sex Addicts Pornography Eccentricities/Distortions Sexual Disorders/Paraphilias Non sexual sex therapy Sexual Diseases | Balswick & Balswick Chs.11-15 Rosenau: Section 6 |
| 6/17 | Homosexuality The Sy Rogers Story-- DVD Single Sexuality Masturbation | Balswick and Balswick Chs. 5,6,7,8 Personal Sexual History Paper Due |
| 6/24 | Single Sexuality continued Christian Celibacy Nurturing Sexually Healthy Children Sexual Healing | Two Book Reviews Due |

Recommended Reading List: See additional bibliography provided by the instructor

Authentic Sexuality Discussion Notes
Chapter 1 & 2
The Origin and Formation of Sexuality: Historical, & Sociocultural Context Interactive
Developmental Model

- 1. "All human beings struggle with their sexual nature and come short of the sexual wholeness that God intended" (pg. 14). How is this true or not true in your experience?**

- 2. Balswick & Balswick discuss the sociocultural aspects of sexuality, indicating that sexuality is learned in the context of a specific family, tribe, community, and society (pg. 20-27).**
 - a. what were the prevailing cultural attitudes toward sex during the time you were growing up?**
 - b. what scripts were males and females expected to follow?**

- 3. Define each of the 4 dimensions of sexuality as noted in Balswick & Balswick: (pg. 33-36)**
 - Natal sex**

 - Sexual identity**

 - Gender role**

 - Sexual orientation**

- 4. How might a lack of congruence between these 4 dimensions of sexuality cause confusion about gender. Do you know anyone who has experienced incongruence in these 4 dimensions? What has life been like for them?**

- 5. What is hermaphroditism?**
 - What is pseudohermaphroditism?**

 - What challenges would individuals with androgenital syndrome or testicular feminization syndrome face in adolescence?**

- 6. How do you feel about assigning gender at birth vs. honoring rather than altering one's inherent sense of maleness/femaleness (pg. 36-38).**

- 7. Discuss interaction of biological, social, and theistic explanations of the development of sexuality. (pg. 53-58). How does human agency come into play in sexual behavior?**

Authentic Sexuality
Chapter 3
Principles of Authentic Sexuality

1. In this chapter, your authors seek to define “authentic sexuality”. How do they define it? How does it differ from the definition of “normal” sexuality that sexologists with a naturalistic perspective propose?

2. What thoughts from the following sections of the chapter do you want to retain?

Differentiation and Unity

Deeper levels of Knowing

Capacity for Sexual Pleasure and the Family Environment

Sexuality and Spirituality

Sexuality in Need of Redemption

Authentic Sexuality
Chapter 4
Sexual Beings in Relationships

- 1. What is unique about developing a theology of authentic sexuality utilizing an analogical approach?**

- 2. What is noteworthy about the following 4 relational themes identified in Christ's relationship with his Bride? How might these be expressed in the husband wife relationship?**

Covenantal Commitment:

Grace:

Empowering:

Intimacy:

- 3. What models have you seen/not seen of these elements in marriages?**

Authentic Sexuality
Chapter 5-6
Homosexuality: A Complexity of Explanations
Homosexuality: A Christian Response

- 1. Name and define the 4 types of sexual orientation (pg. 94)**

- 2. The following individuals transcend culturally defined categories of sex and gender. Define each and discuss your familiarity/experience with individuals who could be identified in these groups. (pg. 94)**
 - Transsexual**

 - Transvestite**

 - Transgenderist**

 - Bigendered**

 - Drag queen/king**

 - Female/male impersonator**

- 3. What did you find interesting about the historical perspective on homosexuality and the section on explaining homosexuality (pg. 94-114)?**

- 4. Identify the scriptural references to homosexual behavior. What did you learn from Balswick & Balswick's discussion of these passages? (pg. 117-119).**

- 5. Which of the 4 categories of response to homosexuality do you identify with most closely? What thoughts do you have about what influences have shaped your**

position? (pg. 119-124)

6. What did you learn from Balswick and Balswick's discussion of same sex marriage (pg. 124-128)?

7. What did you learn about the goals of redemptive ministries to individuals with a homosexual orientation? Do you agree/disagree with your author's conclusions about how the Christian community should respond to individuals with same sex attraction (pg. 128-136).

Authentic Sexuality
Chapter 7-8
Sexuality and Singleness
Premarital Cohabitation: Cautions & Concerns

- 1. What thoughts do you have about the “economics of eroticism” and the manipulation of adolescents for financial gain (pg. 140)?**

- 2. Define the following 4 premarital sexual standards. Do you agree with the author’s assessment about current values/practices in the U.S. (pg. 140-146)**
Sexual abstinence

Double standard

Permissiveness with affection

Permissiveness without affection

How effective are virginity pledges/abstinence programs from your perspective?

- 3. What is your opinion of the guiding principles the authors suggest for singles and physical affection (pg. 155-159)?**

- 4. Discuss the concept of pleasure as a by product vs. pleasure as the goal in a sexual relationship (g. 159-162).**

- 5. Your authors note the dramatic rise of premarital cohabitation in recent years. What concerns do they express based on the research findings regarding the impact of cohabitation and marital stability/longevity (pg. 163-170)?**

- 6. Sternberg notes that 3 kinds of love are needed for stable romantic relationships. What are they and how do they develop in cohabiting relationships (pg. 168- 169)?**

- 7. What was thought provoking for you in the Balswicks' discussion of a Christian Response (pg. 175-181)?**

Authentic Sexuality
Chapter 9
Marital Sexuality: Maximizing Sexual Fulfillment

“God created humans with the capacity for intimate, passionate sex throughout their married life. However, only a blessed few reach a mature sexual experience” (David Schnarch in *The Passionate Marriage* (1997). A sobering thought, don’t you think?

1. Discuss the elements that lead to the highest levels of sexual fulfillment (p. 186).

2. Consider the meaning of the following quotes:

**“ Eros expressed with tenderness and fidelity leads to spiritual fulfillment”
(Ricoeur, 1994, pg. 191)**

Good marital sex, we believe, is much more an art than a science” (Balswick & Balswick, 1999, pg. 191).

3. Review the common sexual struggles. Did anything surprise you here (p. 192-198)?

Authentic Sexuality
Chapter 15
Sexual Addiction

1. Your authors suggest that sexual addiction can be understood as a product of living in an addictive society (p. 296). Which societal and familial experiences exert the most pressure toward sexual addiction?

**2. What was most thought provoking in any of the following sections of this chapter:
(p. 298-308)**

a. Sexual vulnerability for ministers

b. Understanding the Sexual Addiction Cycle

c. Control/Out-of-Control Pattern

d. Treatment

FINAL EXAMINATION
Human Sexuality CNS 523M, 2 hours
Western Seminary-Sacramento

All Written Work is to be turned in to the professor's mail box at Western Seminary by 4:30 p.m. on Monday June 29 or mailed to the Professor, postmarked no later than midnight, June 29, 2009. (Bev Wiens 2820 Balfor Ct. Rocklin, Ca. 96765) **Graduating seniors must have their work submitted on the last day of class.**

I. Students will respond to each of the following questions. Each question is worth 100 pts.

- A. Refer to the Song of Solomon, God's instruction book concerning romantic/sexual love in marriage. What guidance does it provide concerning premarital intimacy? What instruction/freedoms concerning the celebration of married love is inferred as we read about Solomon and Shulamith's sexual relationship? How is the sexual response cycle evidenced within the book? Additionally, note it's discussion of common problems that arise in mature relationships. (this question may be done after 6/3/09)

Resources: Biblical Lovemaking by Fruchtenbaum

A Celebration of Sex by Rosenau

- B. Discuss the parallels between the sexual union of husband and wife and Christ's relationship with His Bride, the Church. Note the stages of human bonding as they illustrate leaving, cleaving, and becoming one flesh. Describe new awarenesses of healthy/unhealthy experiences of erotic love and the chemistry involved in human sexuality (this question should be done after 5/13/09)

Resources: Christian Celebrate your Sexuality by Small

Destined for the Throne by Billheimer

Bonding by Joy

Rebonding by Joy

The Invisible Bond by Wilson

Anatomy of Love by Fisher

- C. Discuss Master's and Johnson's 4 phase model of sexual response. Describe the physiological responses in both the male and female. Briefly identify the 4 classes of psychosexual disorders noted in the DSM IV-TR, giving examples of each. Then, note the most common sexual dysfunctions in men and women. Describe the treatment procedures for at least two of the dysfunctions. (this question may be done after 6/3//09)

Resources: A Celebration of Sex by Rosenau

DSM IV-TR

II. Students choose one of the following questions to answer: Each worth 100 pts.
Students may not choose a question on the same topic as their book review.

- A. Discuss the difficulties involved in the gap between the time at which the body is designed for regular sexual release and the age at which people who live in a complex

culture are mature enough to marry. Note your thoughts about the options available, including masturbation, to these single adults. What portion of scripture might bring direction? (this question should be done after 6/24/09)

Resources: Your Single Treasure by Stedman

Dating, Sex, and Friendship by Huggett & Sex for Christians by Smedes

B. Sexual addiction seems to be a growing problem in our culture. Define sexual addiction. Discuss the addictive cycle, the levels of addiction, core beliefs in the addict, and approaches to treatment (this question should be done after 6/10/09)

Resource: Out of the Shadows by Carnes, Faithful and True by Laaser,

A Celebration of Sex by Rosenau, An Affair of the Mind by Hall

C. Describe changes in sexuality during the adult life cycle. Include a discussion of the myths surrounding sex and aging. What are some of the questions/issues faced by individuals who are disabled (either through aging, accident, or by birth)? What myths surround sexuality for disabled persons? Discuss unique issues that face the partners of an ill or disabled individual. (this question can be done after 6/3/09)

Resource: A Celebration of Sex by Rosenau

D. Some therapists assert that often our sexual behavior is motivated by repressed non-sexual needs. Discuss and illustrate this perspective, noting the consequences in the sexual life if this is true. What process would you follow in helping a couple who were experiencing these difficulties. (this question should be done after 6/10/09)

Resource: Hidden Bedroom Partners: Needs and Motives that Destroy Sexual Pleasure by Hajack and Garwood.

E. Discuss possible causes of the development of a homosexual orientation in the life of an individual. If you were to counsel an individual who struggles with this orientation what issues could you clarify for them and how could you help them toward freedom. You may want to discuss issues that you need to resolve within yourself in order to be able to work effectively with this person. (this question should be done after 6/17/09)

Resources: See course bibliography for resources

F. The professor asserts that the Church needs to be the primary source of sex education for the Christian family. However, it has largely abandoned its leadership in this area—failing to provide adults with a sound theology of sexuality. This limits the adult's ability to train their children. What suggestions could you make for the development of a sexuality curriculum for a local church. Discuss typical issues and training needs at various ages. (this question should be done after 6/24/09)

Resources: Sex Facts for the Family by Penner and Penner,

Talking to Your Kids About Sex by Laaser

G. Non sexual marital relationships are not uncommon in clinical practice. What have you learned about the causes and consequences of celibacy in marriage? Discuss your approach to revitalizing a celibate relationship. (should be done after 6/3/09)