School of Human Sciences  
HDFS 3350.503  
Human Sexuality Within the Context of the Family  
Fall 2023

Instructor:  Jennifer Cantu, Ph.D., CFLE  
Course Time and Location: Online  
Office: Remote  
Office Phone: (936) 468-4502 (main office)  
Mail: Only through D2L Mail  
Virtual Student Hours: Mondays 1-3pm, Tuesdays 11am-1pm, Thursdays 1-2pm

Course Time and Location: Online  
Credits: 3

Course Description: This course entails reviewing, exploring and analyzing the various physical, psychological, social/emotional and behavioral aspects of human sexuality with an emphasis on interpersonal and family relationships throughout the lifespan. Topics to be addressed include but not limited to: the reproductive system, gender roles, sexual identity and sexual orientation, sexual values and decision-making within the context of individual and family relationships.

Course Justification: HDFS 3350 “Sexuality within the Context of the Family” (3 credits). Students will receive extensive course content information either in-class or via online content modules equivalent to 150 minutes per week for 15 weeks and includes a two-hour final exam. In addition, students have significant weekly reading assignments from the course textbook. Students in the course will engage in a variety of assignments which can include, but are not limited to, course content exams, in-class or online discussions, academic papers, presentations, reflection papers or journals, and quizzes. For every hour a student spends engaging with the course content, they spend at least two hours completing associated activities and assessments.

Intended Learning Outcomes/Goals/Objectives:

The mission of the College of Education is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership and continued professional and intellectual development.

In the College of Education at Stephen F. Austin State University, we value and are committed to:

- Academic excellence through critical, reflective and creative thinking
- Life-long learning
- Collaboration and shared decision making
- Openness to new ideas, culturally diverse people and innovation and change
- Integrity, responsibility, diligence, and ethical behavior, and
• Service that enriches the community

Program Learning Outcomes

• Learners will identify social & cultural influences affecting family life (CFLE content area #1)
• The student will exhibit the professional behavior (strong communication skills, a professional image, a good work ethic and adequate preparation for employment in his/her specific discipline) expected in the field of Human Sciences.
• The student will demonstrate competence in his/her specific discipline using oral and written forms. The student will analyze the cognitive and physical development of children and adolescents.
• The student will explain the impact adults have on the social/emotional development of children and adolescents

Student Learning Outcomes

• Explain the physical, psychological, social aspects of sexual development across the lifespan within the context of interpersonal and family relationships
• Examine the professional literature and research findings related to human sexual orientation, behavior and sexual relationships.
• Identify sexual health practices, contraception methods, and the child-bearing decision.
• Analyze cultural influence on sexual values, behaviors, gender role development, and decision-making.

Family Life Educator Certification

Course content in HDFS 3350 emphasizes the following Family Life Educator Content Areas identified by the National Council on Family Relations:

IV: Human Sexuality: An understanding of the physiological, psychological, and social aspects of sexual development throughout the lifespan, so as to achieve healthy sexual adjustment.

Notes from HDFS 3350 should be retained to review for the CFLE exam.

II. Course Assignments, Activities, Instructional Strategies, Use of Technology:

1. HDFS 3350 is an online course. Students are expected to have daily access to a computer to stay current with course assignments, quizzes, and course information. Students who have technical difficulties accessing the course homepage, assignments, or quizzes should call Student Assistance at 936-468-1919. Assistance is available Monday-Friday, 8:00 a.m. – 5:00 p.m.
2. Information notices for all assignments and discussion questions will be posted on the course home page. Home page includes tools for class assignments, discussion board
questions, and grades which will be posted in D2L. All quizzes will be accessible online.
Students may also contact the instructor and/or other students via mail tool.
3. Course content is delivered via D2L, which includes instructor content notes,
assignments, and discussion board questions directly relevant to the course content.
Students are responsible for reading assigned content, and completing all posted
assignments and discussion questions by the due dates.

III. Evaluation and Assessments (Grading):

The course is graded on a letter grade basis (A-F). There are tentatively 350 required points for
the course. Final grade will be determined by a percentage of total required points for the course.
A=89.50-100%; B=79.50-89.49%; C= 69.50-79.49%; D=59.50-69.49%; F=59.49.-0%. If
necessary, revised required course points will be posted before final examination time period.

Please be aware this is a fully online, full-term course. This means that this course doesn’t meet
in a physical classroom, nor does it meet on designated dates at specific times.

The entirety of this course will be completed online. However, there are deadlines for
assignments outlined on the course calendar. I strongly encourage you to log into the course
every other day. To successfully complete an online course, a high degree of student
involvement and effective time management skills are necessary. Even though we won’t have
routine meetings, you must discipline yourself to a) devote the time you normally would spend
in the classroom (five hours each week) to being logged in to this online class and digesting the
material, and b) engage in individual learning time (referred to by some as “study time”). Most
universities recommend that for every hour a student spends learning in the classroom, he/she
spend two to three hours studying outside of class. Thus, as this is a three-hour course, you
should expect to spend 15 to 20 hours a week reading, analyzing, synthesizing, studying, and
completing assignments.

Late Assignment Statement: Late assignments will be accepted no questions asked up to 24
hours after the due date of the assignment. If you need longer time is needed, please reach out to
me via email so we can negotiate a due date that works for both of us.

Artificial Intelligence (AI) Statement: The creation of artificial intelligence tools for
widespread use is an exciting innovation. These tools have both appropriate and inappropriate
uses in classwork. The use of artificial intelligence tools (such as ChatGPT) in this class is
strictly prohibited. This includes using AI to generate ideas, outline an approach, answer
questions, solve problems, or create original language. All work in this course must be your own
or created in group work, where allowed.

Self-care Statement- As family science professionals, we recognize that reactions to trauma
come in many forms. The content of this course may bring about unexpected and unsettling
reactions. Responses to trauma are often strategies that survivors have developed to keep
themselves safe, and therefore really reflect strength and resiliency. Recognizing how trauma
impacts anyone is an important part of skill building for creating trauma-informed services and
systems. Please do not hesitate to contact the instructor at any time during the course if you would like to discuss, privately, your reactions to the content we are reviewing and/or the discussions we are having.

Course points are earned through:

- **Student Introduction** = 10 points. Students must post introduction to class and discuss your needs and wants related to your economic position **directly to the discussion board**. No credit will be given for responses sent by email unless arrangements are made with the instructor.
- **Discussion Board Posts** = 60 total points (3x20pts). Discussion questions will relate to course content. Including principles of family life education and theories used in family life education. Students must post responses directly to the discussion board by due date/time for credit. No credit will be given for responses sent through email or posted incorrectly unless arrangements are made with the instructor.
- **Dropbox Assignments** = 80 total points (4x20pts). Assignments will pertain to the course content, investigating the CFLE and principles of family life education. All assignments must be submitted in the Dropbox as Word.doc, do-x, or PDF files by the due date. Do not copy assignments in the comments box; this will result in 50% loss of total earned points for the assignment.
- **Community Education Workshop Lesson Plan** = 100 total points. The lesson plan consists of 5 different components that must be addressed. Each component has its own due date. Students are expected that each assignment submitted will address all requirements Be sure to read and pay attention to requirements per component. Each of the completed lesson plan components must be developed in a word document using 12-inch font, Times New Roman or Arial writing style, doubled-spaced and use relevant APA standards. The final lesson plan should include a cover page, corrected lesson plan components and reference list(s). The reference list(s) must be created according to APA guidelines. The lesson plan must include the following components:
  - **Topic/Scope & Rationale/Purpose (15pts)** (See Timeline for due date): You may choose a topic of choice related to some aspect of family life. The scope of the lesson plan identifies a family-based issue impacting upon an individual’s or family’s well-being. The rationale/purpose provides an explanation discussing the reasons for selecting the family-based issue(s) and the need for a specific prevention/intervention strategy to address the identified needs to the targeted audience. The scope & rationale/purpose must be supported by 3 scholarly research articles between 2010-present. Include a description of the audience members that may potentially attend the workshop.
  - **FLE Content Area(s) (10pts)** (See Timeline for due date): Identify and state the content areas listed in the course text that pertains to the targeted population. Include a discussion for the selecting the FLE content area and how the content area matches the identified characteristics of the targeted audience.
  - **Objectives (10pts)** (See Timeline for due date): List at least 3 objectivities that demonstrate the learning activities that will take place during the community-based workshop.
  - **Theoretical Framework: Explaining the Structure and Function of Families (15pts)** (See Timeline for due date): Select a family-based theory that provides an explanation of the function
of the family. Your theory choice should be supported by 3 scholarly research articles between 2010-present.

- **Procedures (20pts)** (See Timeline for due date): Provide a detailed description of the procedures, materials and resources used to execute the lesson plan for targeted audience members. This description must include the step-by-step actions taken by the facilitator to ensure the objectives of the workshop are achieved. The procedures must match the identified objectives. Include the following components:
  a). A list of scheduled activities
  b). Materials needed for the workshop (i.e., paper, pencils, tables, chairs, audio/visual equipment)
  c). Location and time the planned workshop will be offered and frequency such as onetime only, monthly, etc.
  d). Registration process (on-line registration, face-to-face registration, etc.) fees and the format for payment
  e). Discuss added services (ex. Childcare, transportation, refreshments and/or meals, etc.)
  f). Participants dress code
  g). Community referral list of available services for the participants
  h). Issuance of certificates for attending the workshop
  i). Marketing Plan—discuss in detail how you plan to advertise and market the workshop to the public

- **Submit Final Draft (30pts)** (See Timeline for due date): Submit a final draft of your community lesson plan to D2L by the assigned due date. Your final draft will need to include the title of your workshop, a cover page, each of the components of the lesson plan (taking into account feedback given by instructor), as well as an APA reference page with at least 6 scholarly journal references (three for rationale and three for theory).

- **Midterm Exam**= 50 points. Midterm exam will be accessible online. Students are expected not to use notes or text during exam. Exams are timed. A score of zero (0) will be given for students who exceed the time limit. If you exceed the time limit due to technical difficulties, you will need to consult the instructor in regards to changing your exam grade.

- **Final Exam**= 50 points. Final exam will be accessible online. Students are expected not to use notes or text during exam. Exams are timed. A score of zero (0) will be given for students who exceed the time limit. If you exceed the time limit due to technical difficulties, you will need to consult the instructor in regards to changing your exam grade.

- **Extra Credit** (optional)-Opportunities to earn extra-credit will be given during the semester. These assignments cannot be made up if missed. If you email me a picture of a relaxing beach scene, I will give you one point extra credit.

**V. Tentative Course Outline/Calendar:**

All due dates are in Central Time Zone.
** Denotes Optional Bonus Points

<table>
<thead>
<tr>
<th>Date</th>
<th>Readings/Assignments</th>
<th>Points</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Welcome to HDFS 2301 Module</td>
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</table>
| Aug 28-Sept 3 | Module 1: What is FLE  
Chapter 1: What is Family Life Education?  
Student Introduction due  
Sunday 9/3 at 11:59pm | 10     |
| Week 2     | Module 1: What is FLE  
Chapter 1: What is Family Life Education? |        |
| Sept 4-10 |                                                                                      |        |
| Week 3     | Module 2: Family Life Profession  
Chapter 2: Family Life as a Profession  
Sept 12-HMS Back to School Bash 3-5pm |        |
| Sept 11-17 |                                                                                      |        |
| Sept 12   | Sept 12-Last Day to Drop a Fall Class via mySFA  
What is Family Discussion due  
Sunday 9/17 at 11:59pm | 20     |
| Week 4     | Module 3: Certified Family Life Education  
Chapter 2: Family Life as a Profession  
Sept 18 SFA Centennial Birthday  
CFLE Exploration Assignment due  
Sunday 9/24 at 11:59pm | 20     |
| Sept 18-24 |                                                                                      |        |
| Week 5     | Module 4: Researching Info as a Professional  
APA Assignment due  
Sunday 10/1 at 11:59pm | 20     |
| Sept 25-Oct 1 |                                                                                     |        |
| Week 6     | Module 5: Understanding Your Audience  
Chapter 3: Understanding Your Audience  
Needs Assessment Assignment due Sunday 10/8 at 11:59pm  
Lesson Plan: Topic/Scope & Rationale/Purpose due  
Sunday 10/8 at 11:59pm | 20     |
| Oct 2-8   |                                                                                      | 15     |
| Week 7     | Module 6: Theories of Family Life Education  
Chapter 8: Relating Theory to Practice  
Theory Discussion due Sunday 10/15 at 11pm  
Lesson Plan: Theoretical Framework due Sunday 10/15 at 11:59pm | 20     |
| Oct 9-15  |                                                                                      | 15     |
| Week 8     | Midterm Exam  
Midterm Exam (Chapters 1, 2, 3 and 8) due Sunday 3/6 at 11pm | 50     |
<p>| Oct 16-22 |                                                                                      |        |</p>
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<tr>
<th>Week 9</th>
<th>Module 7: Diverse Settings</th>
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<tr>
<td>Oct 23-29</td>
<td>Chapter 4: Settings in FLE</td>
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<td><strong>Lesson Plan: FLE Content Areas due Sunday 10/29 at 11pm</strong></td>
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<td>Week 10</td>
<td>Module 8: Program Design</td>
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<td>Oct 30-Nov 5</td>
<td>Chapter 5: Program Design in FLE</td>
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<td><strong>Lesson Plan: Objectives due Sunday 11/5 at 11:59pm</strong></td>
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<td>Week 11</td>
<td>Module 9: Implementation of Programs</td>
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<td>Nov 6-12</td>
<td>Chapter 6: Implementation of Programs <strong>What's My Presentation Style Discussion due Sunday 11/12 at 11:59pm</strong></td>
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<td><strong>Simulated Learning Extra Credit due Sunday 11/12 at 11:59pm</strong></td>
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<td>Week 12</td>
<td>Module 10: Evaluation of Programs</td>
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<td>Nov 13-19</td>
<td>Chapter 7: Evaluation of Programs</td>
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<td><strong>Lesson Plan: Procedures due Sunday 11/19 at 11:59pm</strong></td>
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<td>Nov 20-26</td>
<td><strong>THANKSGIVING BREAK</strong></td>
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<td>Week 13</td>
<td>Module 10: Evaluation of Programs</td>
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<td>Nov 27-Dec 3</td>
<td>Chapter 7: Evaluation of Programs</td>
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<td><strong>Longitudinal Evaluation Assignment due Wednesday 12/3 at 11:59pm</strong></td>
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<td>Week 14</td>
<td>Module 11: Considering Culture</td>
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<td>Dec 4-10</td>
<td>Chapter 12: International Perspectives in FLE</td>
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<td><strong>Dec 5 Last Day to Drop a Fall Class Final Community Lesson Plan due Sunday 12/10 at 11:59pm</strong></td>
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<td><strong>Considering Culture Extra Credit CLOSES Sunday 12/10 at 11:59pm</strong></td>
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<td>Week 15</td>
<td>Course Wrap Up and Review</td>
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<td>Dec 11-15</td>
<td>Final Exam</td>
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<td><strong>Final Exam CLOSES Friday 12/15 at 11:59pm</strong></td>
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VI. Readings:

**Required:**


**Suggested:**

VII. **Course Evaluations:**

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. **Student Ethics and Other Policy Information:**

Important course related policies:

- **Course Grades (Including WH), Policy 5.5**
- **Final Course Grade Appeals by Students, Policy 6.3**
- **Academic Accommodation for Students with Disabilities, Policy 6.1**
- **Appeal Procedure Relating to the Provision of accommodations for students with Disabilities, Policy 6.6**
- **Class Attendance, Policy 6.7**
- **Code of Student Conduct and Academic Integrity, Policy 10.4**

***Other SFA Policy Information***

SFA values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**
SFASU Counseling Services • www.sfasu.edu/counselingservices
Health and Wellness Hub (corner of E. College and Raguet) • 936-468-2401

SFASU Human Services Counseling Clinic • www.sfasu.edu/humanservices/139.asp
Human Services Room 202 • 936-468-1041

Crisis Resources:
Burke 24-hour crisis line 1(800) 392-8343
Suicide Prevention Lifeline 988
Crisis Text Line: Text HELLO to 741-741

IX. Other Relevant Course Information:

**CFLE approved program statement:** SFASUs undergraduate degree in human sciences with a concentration in human development and family studies is a Certified Family Life Educator program ([https://www.ncfr.org/cfle-certification/cfle-approved-programs](https://www.ncfr.org/cfle-certification/cfle-approved-programs)). This means that if you take all the courses offered through our program that are found on the CFLE-Approved Program Checklist, you can apply for your CFLE certification without taking the exam. However, it is important to note that it is the responsibility of the student to ensure that you have taken all the necessary coursework. You will not be eligible for the CFLE certificate without testing if:

i. If you transfer hours toward your major at SFA or if you substitute any major coursework.  
ii. If you are not an HDFS concentration student. For example, students getting a BIS degree or minoring in HDFS are not eligible for the certification without testing.

If you have questions, please review the CFLE Credential page of NCFR.org or talk with one of the HDFS faculty members.

**Background Check Statement:** For careers working with children and families, you are almost always required to pass a criminal background check in order to be employed. In our degree, you are required to participate in service learning and a practicum that will likely require you to pass a criminal background check. It is the student’s responsibility to pass any required background checks. If you cannot pass a background check for a school related activity that is required for the course, you will not receive any credit for that assignment. In the case of a practicum, you will not be able to pass the course without securing a practicum related to the field of human development and family studies. If you cannot pass a criminal background check (and don’t anticipate your record to be cleared/expunged in the foreseeable future), you should seriously consider if enrollment in this degree program will lead to your career goals.