



Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

Semester: Spring

Course Prefix: FAMS

Course Title: Family Policy

Year: 2025

Course and Section #: 4400-001

Credits: 3

Course Description

This course creates an understanding of the role of family professionals as advocates for the institution of the family. Covers family theories and research methods which aid in critically analyzing current policy development and implementation patterns in Utah and the United States. Utilizes the developmental theory in support of advocacy for family members in all their diverse structures, ages, and life stages.

Course Attributes

This course has the following attributes:

- General Education Requirements
- Global/Intercultural Graduation Requirements
- Writing Enriched Graduation Requirements
- Discipline Core Requirements in Program
- Elective Core Requirements in Program
- Open Elective

Other: *Click here to enter text.*

Instructor Information

Instructor Name: Dr. Kaicee Postler

Student Learning Outcomes

Upon successful completion of the course, students should be able to:

1. Recognize the definitions, approaches and issues in family policy across the life cycle
 2. Demonstrate their familiarity with current family and consumer social policy areas
 3. Examine theoretical orientations for conceptualizing family policy and connecting theories to research
 4. Synthesize family literature relating to family social policy in Utah and United States
 5. Identify the formal and informal democratic processes involved in public policy development
 6. Interpret current societal trends which impact family and consumer policies
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Course Materials and Texts

Required Textbook:

Bogensneider, K. (2014). *Family Policy Matters: How Policymaking Affects Families and What Professionals Can Do* (3rd ed.). Routledge.

This is an inclusive access textbook is provided on Canvas under ‘Textbooks and Course Materials.’

Course Requirements

Course Assignments, Assessments, and Grading Policy **Assignments**

Quizzes

There will be quizzes for the majority of the modules during the semester. Quizzes will focus on material from the textbook chapters, Activity Maps, and other module material. Students are to have worked through the module before taking the quiz. Quizzes should be completed prior to attending class each week, which helps ensure students have done the assigned readings and are ready to participate in class discussions. Your lowest score will be dropped (e.g., you can miss one quiz without penalty).

Film Reviews

Some modules will require you to watch a film and write a short review instead of completing a quiz. There will be several films viewed during the semester. Each film has been chosen to educate students on historical landmark supreme court cases, civil rights, human rights, and issues related to family policy. After watching the film, students will complete a 2-page write-up in APA format, answering the questions posted in Canvas. See Canvas for more information and specific assignment guidelines and due dates. Film reviews should be completed prior to attending class each week, which helps ensure students have watched the film and are ready to participate in class discussions.

Class Activities/Participation

We will complete one activity in class each week that you will submit for points (via Canvas and/or in-class). This might include engaging in a discussion with your peers, writing a short journal entry, doing an online activity, participating in an activity, or something else. More information will be available in class. Points for these activities/participation are awarded for work done in class. If you must miss class, reach out to the instructor *prior to class*. Your lowest score will be dropped (e.g., you can miss one class activity without penalty).

Activity Squares

In addition to the activity we complete in class, you will complete an additional activity listed in each module outside of class. Each week you will have the opportunity to choose an assignment to complete based on your interests, learning style, and preference. There will be an Activity Square for each module, which includes 6 possible assignments that you can choose from, which might include watching a short video, reading an additional article, completing an online activity, recording a short video or podcast, and more. Your lowest score will be dropped (e.g., you can miss one activity square without penalty).

The Activity Square will look a little different in each module. **Always check the Activity Square for each module and read the instructions carefully so you can get full credit for each assignment.** See Canvas more more details. Your lowest score will be dropped (e.g., you can miss one activity square assignment without penalty).

Policy Brief

You will be expected to prepare a written policy brief that summarizes empirical research on a specific family-related topic and provides policy recommendations. This assignment is designed to mimic a policy brief that you would submit to a professional organization (e.g., NCFR) to be published. To write your brief, you will summarize high-quality peer-reviewed research/organizing theory on your topic. The brief should be written with the intended audience (e.g., federal policymakers and their staff, practitioners, mental health administrators, educators, families, general public, etc.) in mind. See Canvas for more information and specific assignment guidelines and due dates. Policy briefs are to be submitted in a highly professional manner. Be wise, begin early. Discuss issues with Instructor BEFORE it is due.

My Representatives Assignment

You will be asked to identify the legislators who represent you at the level of state government and federal government. To do this, you identify your congressional district in which you are eligible to vote. Then, you will be asked to identify your two U.S. senators and one representative to the U.S. House of Representatives at the federal level. At the state level, you will be asked to identify the people that represent you in state government, including a state senator and state assembly representative. Once you have identified these 5 individuals, you will answer several questions for each person you identified (e.g., education, professional background, party affiliation, current committee or leadership positions, recent issues/stance). Think about how each person’s background and life experiences might impact their view of family issues and the role of government in regards to families. More information about this assignment and how to identify your representatives is available on Canvas.

Legislative Bill Analysis

Students will review and choose one bill passed during the current year’s general legislative session in Utah. Students will write short answer responses to several questions regarding the bill’s creation, historical factors, societal need, and family impact. In total, short answer responses should be approximately two to three (2 - 3) pages of double spaced text. See Canvas for more information and specific assignment guidelines and due dates. Be wise, begin early.

Course Grading

Assignment Group	Value
Quizzes	20%
Film Reviews	10%
Activity Square Assignments	10%
Class Activities Assignments	10%
Policy Brief	40%
Legislative Assignments (My Representatives, Legislative Bill Analysis)	10%
Extra Credit	1%

Grading Scale

100% - 94% = A	83.9% - 80% = B-	69.9% - 67% = D+
93.9% - 90% = A-	79.9% - 77% = C+	66.9% - 64% = D
89.9% - 87% = B+	75.9% - 74% = C	63.9% - 61% = D-
86.9% - 84% = B	73.9% - 70% = C-	60.9% and below = F

Required or Recommended Reading Assignments**Module 1: Introduction and Reluctance to Family Policy**

Chapter 1 – If You Want to Make a Difference, You Should Care about Family Policy

Chapter 2 – Why We Should Focus on Families in Policymaking, and Why We Don't

Introduction and Reluctance to Family Policy Activity Map (Online Lesson with Linked Articles and Videos)

Module 2: Defining Family Policy

Chapter 3 – Why Do We Need Family Policy? A Global Rationale

Chapter 4 – To Become a Field of its Own, Family Policy Needs Fresh Definitions

Defining Family Policy Activity Map (Online Lesson with Linked Articles and Videos)

Module 3: Policymakers and the Legislative Process

Chapter 5 – What are Family Policies Anyway? Who Makes Them and Who Shapes Them?

Chapter 6 – What Policymakers and the Policy Process are Really Like

The Legislative Process Activity Map (Online Lesson with Linked Articles and Videos)

Module 4: Family Change in America

Chapter 7 – How Much are Families Changing? How Have Family Policies Kept Pace?

Chapter 8 – How Individualism is Woven into Our Families, Our Work and Play, and Our Politics

Family Change and Policy Activity Map (Online Lesson with Linked Articles and Videos)

Module 5: Families, Society, and Polarization

Chapter 9 – How the Economy Influences Families and How Families Influence the Economy

Chapter 10 – Why Polarization Influences Family Policy and How to Bridge the Divide: Guidance From the Theory of Paradox

Families, Society, and Polarization Activity Map (Online Lesson with Linked Articles and Videos)

Module 6: Family Impact Lens

Chapter 11 – A Toolkit for Infusing the Family Impact Lens into Policy, Programs, and Practice

Chapter 12 – What Insights from the Past can Guide Family Policy into the Future

The Family Impact lens Activity Map (Online Lesson with Linked Articles and Videos)

Module 7: Advocacy vs Education in Family Policy

Chapter 13 – How to Engage Policymakers in Family Policy Best Practices from Theory, Research, and the Family Impact Seminars

Chapter 14 – How to Approach Policymakers: The Critical Choice of Advocacy or Education

Advocacy in Family Policy Parenthood Activity Map (Online Lesson with Linked Articles and Videos)

Module 8: Policy Brief

Readings based on student topic choice for policy brief assignment

Module 9: Family Policy Topics: Gender and Caregiving

Family Policy Topic: Gender and Caregiving Activity Map (Online Lesson with Linked Articles and Videos)

Module 10: Family Policy Topics: Income

Family Policy Topics: Income. Activity Map (Online Lesson with Linked Articles and Videos)

Module 11: Family Policy Topics: Housing and Heritage

Family Policy Topics: Housing and Heritage Activity Map (Online Lesson with Linked Articles and Videos)

Module 12: Family Policy Topics: Marriage and Parenthood

Family Policy Topics: Marriage and Parenthood Activity Map (Online Lesson with Linked Articles and Videos)

Module 13: Family Policy Today

Wrap-Up / Family Policy Today Activity Map (Online Lesson with Linked Articles and Videos)

General Description of the Subject Matter of Each Lecture or Discussion

Module 1: Introduction and Reluctance to Family Policy

This module will provide a brief introduction to family policy, including why most students enroll in this course because it is required and are generally reluctant towards family policy. Students will also learn about the importance of family policy to support American families.

Module 2: Defining Family Policy

In this module, students will have the opportunity to think about how they define family for personal, legal, and policy purposes. Additionally, students will learn about how to define *family* policy and what factors impact considering family policy as a distinct field.

Module 3: Policymakers and the Legislative Process

Students will learn more about the legislative process, including how bills are created, passed, and implemented. Students will learn more about the differences between the three branches of government and how Utah's local government works. In addition, students will watch a recorded guest lecture from a local representative in Utah and will identify who their local representatives are.

Module 4: Family Change in America

Students that will learn about major changes to families throughout American history and consider how those changes relate to policy change. Additionally, we will learn about individualism and how it impacts American views toward policy and governmental programs.

Module 5: Families, Society, and Polarization

Students that will learn about some theoretical perspectives related to family change, including the theory of paradox and worldviews on family change. Students will explore three different worldviews related to family change over time in America, including the related antecedents and consequences. Finally, students will learn more about political polarization and how that impacts family policy.

Module 6: Family Impact Lens

Students will learn about the family impact lens in more detail, including how to use family impact discussion starters, family impact checklists, and family impact analyses. Students will also learn about family impact seminars and how they can help connect researchers and policymakers in nonpartisan discussion to promote evidence-based policies.

Module 7: Advocacy vs Education in Family Policy

Students will learn about the difference between policy advocacy work and policy alternative education. Students will reflect on whether they see themselves as more of an advocate or an educator when it comes to policy.

Module 8: Policy Brief

In this module, students will spend the week researching and writing a full and complete policy brief. Students should spend time reading articles and other sources of information related to their chosen policy topic.

Module 9: Family Policy Topics: Gender and Caregiving

In this module, students will begin exploring contemporary topics in family policy. To start, students will learn more about gender, caregiving, and policy, including women's history in America, the Suffrage Movement, changing gender roles, gender inequality at home, economic inequality (e.g., gender pay gap), working parents, caregiving, and costs of child raising. Students will choose the topic(s) that interest them most and spend time learning more about those. Additionally, students will watch the film *Iron Jawed Angels* to learn more about the Women's Suffrage Movement and write a film review.

Module 10: Family Policy Topics: Income

In this module, students will learn more about policies aimed at supporting families living in poverty or low-income. Students will learn about how socioeconomic status impacts families and children and explore policies in this area, such as welfare, food stamps, and more. The difference between individualistic and structural perspectives on poverty will be explored. Additionally, students will watch the film *Growing Up Poor in America* and write a film review.

Module 11: Family Policy Topics: Housing and Heritage

In this module students will learn more about the importance of housing and neighborhoods for families. Students will review historical policies related to housing and explore the current housing market and policies. Additionally, students will learn more about citizenship and heritage. Students will watch the film *The House We Live In - Race: The Power of an Illusion* and write a film review.

Module 12: Family Policy Topics: Marriage and Parenthood

In this module students will learn more about policies related to marriage and parenthood, which include marriage and divorce proceedings, parenting rights and responsibilities, and more. Some landmark Supreme Court cases will be discussed, including *Loving v. Virginia*, *Obergefell v. Hodges*, and *Roe v. Wade*. Additionally, students will watch the *Loving* film and write a film review.

Module 13: Family Policy Today

In this module, students will reflect on what they have learned in this class and why family policy matters. Students will explore the state of the field today, including what scholars, researchers, and policymakers believe are future directions for family policy. Students will read articles from a Special Issue of the *Journal of Family Theory and Review on Family Policy*. Finally, students will explore any additional topics that they would like to learn more about related to family policy and reflect on how they will be involved in family policy in the future.

Required Course Syllabus Statements

Generative AI

Acceptable and Unacceptable Use of AI

The use of generative AI tools (e.g. ChatGPT, Co-Pilot, Dall-e, etc.) is permitted in this course for the following activities:

- Brainstorming and refining your ideas;
- Fine tuning your research questions;
- Finding information on your topic (be sure you check for accuracy and properly cite);
- Drafting an outline to organize your thoughts; and
- Checking grammar and style.

*The use of generative AI tools is **not permitted** in this course for the following activities:*

- Impersonating you in classroom contexts, such as by using the tool to compose discussion board responses assigned to you.
- Generating answers to quiz questions.
- Writing a draft of a written assignment.

- Writing entire sentences, paragraphs, or papers to complete class assignments.
- To complete entire assignments.

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). Your use of AI tools must be properly documented and cited to stay within university policies on academic honesty. **You must disclose any use of AI using the MInE method.** You must use APA citations **in text and on a reference list.**

Any student work submitted using AI tools should clearly indicate what work is the student's work and what part is generated by the AI. In such cases, no more than 25% of the student work should be generated by AI. If any part of this is confusing or uncertain, please reach out to me for a conversation before submitting your work. Any situation when an assignment is found to have used generative AI tools in unauthorized ways will be treated as an academic honesty violation. When in doubt about permitted usage, please ask for clarification.

Using Remote Testing Software

This course does not use remote testing software.

This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

Required University Syllabus Statements

Accommodations/Students with Disabilities

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at accessibilityservices@uvu.edu or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at DHHservices@uvu.edu

DHH is located on the Orem Campus in BA 112.

Academic Integrity

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

Equity and Title IX

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

Religious Accommodation

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.