UVU UTAH VALLEY UNIVERSITY™

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 Life Education Methodology

Year: 2025
Course and Section #: 4500-001
Credits: 3

Course Description

Explores the field of family life education. Includes the history, development, and theory of family life education, as well as discussing the types of family-life education programs. Develops the knowledge and practical skills that are required to identify needs, design programs, teach family-life education, facilitate groups, and evaluate participants and programs in a wide variety of settings with a broad range of populations. Develops an appreciation for the impact of diversity in family-life education, which includes an awareness of multicultural factors, family structure, culture, economics, gender, race, religion, disability, ageism, and sexual orientation.

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:

Instructor Information

Instructor Name: Professor Rachel Munk*Click here to enter text.*

Student Learning Outcomes

- Describe what family-life education is, including its development and current role as a scientific discipline.
- Analyze effective teaching and learning practices and skills.
- Apply knowledge of family-life education program development.
- Describe how culture and diversity impacts the process of family-life education.
- Develop a family-life education program.
- Compose a variety of discipline-appropriate texts for multiple situations and audiences.

Course Materials and Texts

Course Requirements

Course Assignments, Assessments, and Grading Policy

Family Life Education Paper *(3% of final grade):* This assignment provides an introduction to the field of family life education. *Students will* will read three scholarly articles on the aims and scope of family life education *and* write a short paper on the topic.

Certification Assignments *(33% of final grade):* Students will complete the certification for Family Wellness by watching the individual sessions of Survival Skills for Healthy Families, Coaching, and other skill videos and completing activities and discussions related to each session.

Online Quizzes *(14% of final grade):* Students will complete a quiz at the end of each module, based on information we cover during that module. Quizzes will be multiple choice and completed online.

Program Development Assignments *(50% of final grade): Students will* develop a family life education program of *their* choice with a group of other students. *Groups will complete* assignments throughout the semester that build toward a final project: a detailed family life education program proposal and the curriculum for *one* session in *the* program.

Final grades are assigned the corresponding letter grade:

A = 94-100	B - = 80-83	D+ = 67-69
A- = 90-93	C+ = 77-79	D = 64-66
B+ = 87-89	C = 74-77	D- = 60-63
B = 84-86	C- = 70-73	F = 0-59

Required or Recommended Reading Assignments

Darling, C. A., Cassidy, D., & Rehm, M. (2019). The foundations of Family Life Education Model: Understanding the field. Download The foundations of Family Life Education Model: Understanding the field. Family Relations, 69(3), 427–441. https://doi.org/10.1111/fare.12372

Doherty, W. J. (1995). Boundaries between parent and family education and family therapy: The Levels of Family Involvement Model. Download Boundaries between parent and family education and family therapy: The Levels of Family Involvement Model. Family Relations, 44, 353 – 358.

Myers-Walls, J. A., Ballard, S. M., Darling, C., & Myers-Bowman, K. S. (2011). Reconceptualizing the domain and boundaries of family life education. Download Reconceptualizing the domain and boundaries of family life education. Family Relations, 60(4), 357-372. doi:10.1111/j.1741-3729.2011.00659.x

Family Wellness: Survival Skills for Stronger Families - Instructor Handbook, Family Workbook, Instructor Resource Manual

General Description of the Subject Matter of Each Lecture or Discussion

Module 1: Introduction to Family Life Education
- Describe the history of Family Life Education
- Appraise the changes that occur with a group over time
- Evaluate the best conceptualization of Family Life Education

Module 2: Designing a Family Life Education Program
- Describe best practices for writing learning outcomes
- Create a program proposal
- Evaluate design and evaluation strategies

Module 3: Effective and Engaging Instruction
- Identify best practices for effective Family Life Education
- Describe the need for a variety of activities
- Develop a variety of activities for a Family Life Education session

Module 4: Teaching Skills and Tools
- Describe best practices for writing learning outcomes
- Create a program proposal
- Evaluate design and evaluation strategies

Module 5: Adapting Your Program for Diversity
- Identify various forms of diversity relevant to Family Life Education
- Describe the difference between static and process diversity
- Evaluate personal biases related to diversity

Module 6: Family Life Education for Individuals and Couples
- Identify effective strategies for teaching individuals and couples
- Describe the history of individual and couple education
- Create a leader outline and guide with a variety of activities

Module 7: Sex Education and Parenting Education
- Identify effective strategies for parent and sex education
- Describe the history of parent and sex education
- Present one session of Family Life Education

Module 8: Mental Health and Trauma-Informed Care
- Describe the relationship between Family Life Education and mental health treatment
- Discuss the levels of care model and where Family Life Education is located in the model
- Identify trauma-informed care practices for Family Life Education

Required Course Syllabus Statements

Generative AI
The use of generative AI tools (e.g. ChatGPT, Dall-e, Copilot, etc.) is permitted in this course ONLY 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. For example, you must use APA citations in text and on a reference list. 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.