



Master Course Syllabus

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

Semester: Spring

Year: 2025

Course Prefix: FAMS

Course and Section #: 4500 X01

Course Title: Family Life Education Methodology

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. This course is delivered in Fully Online and Hybrid formats. Fully online classes do not have any in-person sessions. Hybrid formats will meet 1 time each week.

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: Professor Kylie Hoggan

Student Learning Outcomes

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

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

- Required text: Survival Skills for Family Wellness Instructor Manual and Participant Guide. Available from: <https://family-wellness.square.site/product/uvu-family-studies-student-packet/109?>
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Course Requirements

Course Assignments, Assessments, and Grading Policy

The assignments for this class are comprised of the following categories and include both individual and group work. Each assignment is explained in detail with written directions and, for most, video explanations and examples. The assignments will be due based on the dates recorded in Canvas.

Assignments: 70%

Students will create a curriculum in groups comprising of the following separate assignments, some of which are individual assignments and some are group:

CFLE Paper (Individual): There will be one writing assignment concerning the topic of CFLE. For this assignment, you will be asked to read 3 articles (which can be found on CANVAS) and figure out what a family life educator does. The paper needs to be written in 12-point font, 1 inch margins, in Times New Roman font. Do not write a summary of each article, rather, pick 3-4 topics (1 for each paragraph) and discuss how they differ. This assignment will be worth 50 points.

Family Life Education Curriculum: In a group of 3 or 4 students, develop a family life education curriculum unit for 3-4 (based on group size) weeks of 1.5 hour facilitated family life education for an identified audience (single parents, married couples, adolescents, fathers, grandparents, first-time parents, immigrant families, low SES, particular cultures, etc.) on one or more of the identified areas. Your curriculum will include:

- **Program Proposal:**
 1. As a group (or as an individual), you will be asked to write a one-page proposal on the program topic of your choice. You must include why this topic interests you and why you think it would be important to the public.
- **Needs Assessment (Group):**
 1. Interview Questions: You will develop two sets of interview questions for a professional in the field related to your project and another set for individuals in the target audience.
 2. Interviews
 - Professional in the Field: You will ask about current trends in that area as well as advice. You could ask questions such as, “What programs are lacking in this area?”, “What improvements could be made to current programs?”, “What has been your experience working with this population?”, “What do you think of my idea for a program?”, “Do you have any advice for me as I develop this program?.” To be respectful of their time, the interview should not last more than 30 minutes.
 - Target Audience: Using a survey approach, you will gather insight from at least 10 individuals (this number may be contingent on the specificity of your topic) in your target audience. Questions may include, “If you were to attend a workshop on this topic, what areas would you like to see covered?”, “What advice would you give to those in this workshop?”.
 3. Summary: Lastly, you will write up a 2-3 page summary of what you learned from the interviews and how you will incorporate what you learned into your program. This will be presented in class.
- **Fact Sheet (Group):** You will create a 2-page fact sheet that will be based on your program. I will include examples in Canvas.
- **Literature Review (Group):** This is the scholarly foundation of your program. Cite the theories and research upon which your program and materials are based. Sources of this information would be refereed or peer-reviewed journal articles and book chapters, and full-length books by scholars. You need to have at least ten peer-reviewed references. The review should include both the research (e.g., what is important for my audience to know—teachable ideas) and practice (e.g., how has this been taught in the past) literature. For example, a program for strengthening single parents might in part be based on research that identifies the characteristics of effective single parents. In addition, the practice literature might suggest programs for single parents that have already been

developed, and how effective they were. Or, it might suggest particular teaching methods that are especially helpful when working with single parents. Be sure to include a reference list at the end of your review, in APA format. It is to be at least 7 pages, double-spaced, Times New Roman, 1-inch margins on all sides.

- **Leader Outline (Group):** For this assignment, you will create an outline of your lesson plans. Include placeholders and brief descriptions of the activities (coaching, discussions, role plays, group activities). These are required for a good grade. You need to include the topics and subtopics to be discussed. This will only be an outline and should at least 2 pages in length - and can be even more well developed as a good start to your full leader guide.
- **Leader Guide (Group):** Now that you have a skeleton of what your workshop will cover, you will now begin putting in the details which include: a detailed outline of individual topics, attention activities, description and copy of handouts, discussion questions, group activities, etc. As you complete this assignment, think about the scenario that if you couldn't teach this class and you had to give it to a friend, could they teach it if they had at least 1-2 hours to prepare.
- **Final Presentation (Group):** You will be asked to present this program to the public by the end of the class. It is your responsibility to schedule a room either on campus or somewhere in a public setting. The audience may include friends and family but it is strongly encouraged that you try to recruit participants in the community or on campus.
 1. **Brief Evaluation Form (smile sheet):** You must create an evaluation form that will assess the feedback of the class. Try to get feedback on your presentation regarding the content and its delivery. This assessment will be turned in with your program binder.
 2. **Video Evidence:** Shoot brief clips (4 minutes worth) of each of you presenting as a group. Try to show important uses of pedagogy. Be sure not to record members of the audience without their permission. Submit these clips to CANVAS under the Presentation of Program Assignment or post them to YouTube and provide a link to view them.

Perusall Lecture Annotations: 5%

This course includes an online lecture for each section which students will view and comment on using the online tool of Perusall. Students must watch all of the lecture, comment on a portion of the lecture with a significant insight of at least 3-4 sentences (75 words), and reply to two other students' posts with a 1-2 sentence reply (40 words). There are eight of these lectures, one per module.

Quizzes: 10%

Students will complete 10 short quizzes based on the information in the online lecture and story map for each module. Quizzes will be multiple choice and completed online.

Certification Assignments: 15%

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 replying to the discussions. Some submissions will be written, and some will be videos.

Discussions are opportunities to explore topics together. Posts to a discussion should add significantly to the conversation and support your point of view. Comments that do not add significantly to a discussion will receive no credit. It is okay to disagree in a discussion. In fact much learning happens when we disagree. However, we need to be respectful and keep our online classroom a safe place to learn.

Grading Scale:

The following grading standards will be used in this class:

A 100% - 94%	B- 82.9% - 80%	D+ 69.9% - 66%
A- 93.9% - 90%	C+ 79.9% - 76%	D 65.9% - 63%
B+ 89.9% - 86%	C 75.9% - 73%	D- 62.9% - 60%
B 85.9% - 83%	C- 72.9% - 70%	E 59.9% and below

Required or Recommended Reading Assignments

There will be story maps embedded in each of the 8 modules.

General Description of the Subject Matter of Each Lecture or Discussion

Module 1: This module is a baseline introduction to the field of Family Life Education. Dive in and get to know more about this exciting field and the scope of practice of a Family Life Educator.

Upon successful completion of this module, students will be able to:

- 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: When we think of design, we have to begin with the end in mind. This process is called backward design, and it leads to a lesson that has a purpose to accomplish. The design is based on the desired outcome.

Upon successful completion of this module, students will be able to:

- Describe best practices for writing learning outcomes
- Create a program proposal
- Evaluate design and evaluation strategies

Module 3: Effective design needs to be paired with effective instruction. Many presenters think they are engaging, but educators must also remember that they need to use approaches that ultimately teach their participants how to do the things they are teaching, not just be able to learn about them. That requires a different approach, one that engages the learner in the process.

Upon successful completion of this module, students will be able to:

- Identify best practices for effective Family Life Education
- Describe the need for a variety of activities
- Develop a variety of activities for a FLE session

Module 4: This module focuses on teaching skills and tools that will help a family life educator be successful in engaging the audience and providing the best learning environment.

Upon successful completion of this module, students will be able to:

- Identify best practices for teaching skills
- Describe basic skills included in FLE
- Create effective strategies to teach skills

Module 5: This module focuses on diversity in family life education, including the diversity of location where a program might be offered or structural (e.g., race, SES) and process (e.g., culture, communication patterns) differences among participants. Appreciating the differences is important.

Upon successful completion of this module, students will be able to:

- Identify various forms of diversity relevant to FLE
- Describe the difference between static and process diversity
- Evaluate personal biases related to diversity
- Create a literature review

Module 6: This module is focused on family life education for individuals or couples focused on creating well-being. We will review key concepts in individual development and key improvements for couples.

Upon successful completion of this module, students will be able to:

- 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: This module explores parent education and sex education as two important topics for FLEs to explore. These topics are taught by a wide range of professionals from a variety of fields. This module explores parent education and sex education as two important topics for FLEs to explore. These topics are taught by a wide range of professionals from a variety of fields.

Upon successful completion of this module, students will be able to:

- 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: This module is focused on the overlap between Family Life Education and other mental health services. It also highlights how FLE may be an entry point for help that individuals may take when they first seek help. FLEs must determine the appropriate level of care and steward the person to the right level of care.

Upon successful completion of this module, students will be able to:

- Describe the relationship between FLE and mental health treatment
- Discuss the levels of care model and where FLE is located in regard to that model
- Identify trauma-informed care practices for FLE

Required Course Syllabus Statements

Generative AI

Artificial Intelligence: The use of artificial intelligence systems, including chatbots, to complete any homework assignments is strictly prohibited. All submitted work must solely reflect the student's original writing and ideas in their own words. Additionally, all research incorporated into papers, essays, discussion posts, and other assignments must include in-text citations as well as a reference list adhering to proper APA formatting guidelines. Maintaining integrity through independent effort and ethical source attribution is required.

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.