



UMC Content Development Round 2

Award Opportunity (September 15, 2023)

Synopsis: Utah State University (USU), as the host of the Utah Marriage Commission (UMC), seeks to develop an online learning library related to relationships and parenting. This non-competitive award engages content experts to develop engaging, helpful, usable content; specifically, the development of content for short electronic courses, which will be produced and administered by USU.

Due Date for Application and Participation Agreement:

On-going. Rolling submissions between September 15, 2023 – July 30, 2024.

Length of Project:

- **Duration:** Up to 60 days per deliverable
- **Earliest Project Start Date:** September 15, 2023
- **Latest Project End Date:** August 30, 2024

Available Total Funding per Project: \$500

Expected Number of Awarded Projects: 200 (Individuals may perform multiple projects).

Eligibility: Content experts are eligible to lead a project (or set of projects). Evidence of expertise includes, but is not limited to, a record of publishing, teaching (at an accredited institution of higher education), and/or performing professional services related to the duties of the Utah Marriage Commission (UMC) such as Human Development & Family Studies, Therapy, Social Work, Counseling, Communication Studies, Psychology, Sociology, Legal, etc. For details, see [H.B. 55, 63M-14-206](#). Students will not be considered. USU retains sole discretion in determining if an applicant has sufficient expertise to lead a project.

Funding Details: USU, as the host of the UMC, seeks to develop an online learning library of e-courses related to relationships and parenting. The intent of the funds is to pay experts to provide content for short (15 minute) e-course(s). See Appendix A for topics. Content experts will submit an *Application and Participation Agreement* (Appendix B). Once approved, they will prepare an *e-course template* (Appendix C) that will serve as the “script” and “guide” from which a USU instructional designer will build an e-course. A completed and approved *e-course template* constitutes the contractual “deliverable.” USU, as UMC host, retains sole discretion in approving the quality and appropriateness of the *e-course template* contents.

Funding will be released according to this payment timeline:

\$500 following receipt/approval of each completed *e-course template* (Appendix C).

As the UMC is currently hosted by Utah State University (USU), all payments, procedures, oversight, and approvals will be administered by USU staff and follow USU policies. Awards may be issued to individuals as independent contractors or other allowable payment mechanism.

Intellectual Property: The e-courses developed through this award constitute a “work made for hire.” USU, as UMC host, retains sole ownership and discretion in determining if, how, where and when the deliverables and associated content are utilized. For posted courses, the content expert’s name will be acknowledged/credited.

For General Information Regarding this Award, Please Email:

MarriageCommission@usu.edu or Alan.Hawkins@usu.edu

Mission and Background: The Utah Marriage Commission (UMC) encourages a healthy culture of strong marriages and stable families. The Commission promotes programs that educate individuals and couples on how to achieve strong and successful relationships.

The Utah Marriage Commission began in 1998 as part of the Governor’s office. It was placed in the Department of Workforce Services in 2004. In 2013, it was formally put in statute and transferred to the Department of Human Services until 2021, when Utah State University received oversight responsibility. Historically, the Commission’s work has been supported with TANF (Temporary Assistance for Needy Families) funds. A major purpose of TANF is to increase the number of children growing up in stable, healthy, two-parent families.

The host organization is determined by the legislature, while members of the Utah Marriage Commission are appointed by the Governor and elected officials. Any opinions, findings, conclusions, or recommendations expressed by the Commission and its members do not necessarily reflect the views of the host organization. Utah State University’s host responsibilities are defined in [\(2021\) H.B. 55. 63M-14-206](#). USU is an affirmative action/equal opportunity institution and is committed to a learning and working environment free from discrimination, including harassment. [Click here to view USU’s non-discrimination notice.](#)

General Terms and Conditions:

- The focus of this award is the development of raw content that can be used at the discretion of USU, as UMC host. The primary usage of the deliverables is expected to be the development of short e-courses. Other usages may include, but are not limited to, social media, development of online resources, longer courses, marketing, promotion, etc.
- The content must be submitted using the editable *e-course template* (Appendix C).
- Awardees should focus on the quality of the content and comply with the expected word count. Awardees need not worry about margins, spacing, fonts, etc. Content will ultimately be formatted and branded by USU, as UMC host.
- Do not include pictures or graphics that are copyrighted and/or require media releases. The UMC, through USU, has access to libraries of stock photos.
- The *e-course template* (Appendix C) must be prepared in English. USU, as UMC host, reserves the right to translate deliverables into various languages.
- The content expert is responsible for ensuring the readability, accuracy and appropriateness of all content. In other words, USU does not want unpolished work that still needs editing.
- The content expert is responsible for ensuring content is not plagiarized, defamatory, biased, religious-based, or violate the rights of any third party.

- USU expects engaging, fresh, clean, and ready-to-use content. Prior to submitting deliverables, the content expert must ensure it is research-based and appropriate for the UMC. Submission indicates the content expert confirms it is ready for an Instructional Designer to build into a course in a Learning Management System (LMS).
- In other words, an Instructional Designer should be able to follow the *e-course template* and develop the e-course without consulting the content expert. If clarification or additional details are needed, the content expert will promptly provide requested information and/or meet with USU staff as needed.
- The content expert must facilitate any edits and revisions requested by USU prior to deliverable being “approved.”
- Content must adhere to USU’s [non-discrimination policies](#).

Definitions

Deliverable: A deliverable is a completed and approved *e-course template* (Appendix C). Each deliverable must address one (1) of the approved topics (Appendix A). It is expected that each deliverable will have sufficient and necessary detail for an Instructional Designer to create a short e-course.

Project: A project begins with an approved *Application and Participation Agreement* (Appendix B) and concludes with a Deliverable. To have a project approved, content experts must submit an *Application and Participation Agreement* (Appendix B), which identifies a specific topic or set of related topics (Appendix A). Content experts may contact the Utah Marriage Commission before submitting an application to suggest topic clarifications. Once approved, USU will “reserve” that topic for the content expert. Content experts have 60 days to return a completed *e-course template* (Appendix C). If a completed e-course template is not returned by the content expert within 60 days, the topic will be “released” and may be reassigned to another content expert.

Announcement, Application, and Selection Process

- This document will be emailed by USU, as UMC host, to all UMC Commission Members. They will be encouraged to forward it to content experts and faculty eligible institutions.
- USU, as UMC host, may email content experts and Department Heads of academic departments (inside and outside of Utah) related to the Utah Marriage Commission (i.e., Human Development & Family Studies, Social Work, Counseling, Communication Studies, Psychology, Sociology). They may be encouraged to forward it to their colleagues and faculty.
- The application process consists of submitting a signed *Application and Participation Agreement* (Appendix A) between September 15, 2023 – July 30, 2024.
- Applications will be reviewed by staff of the Utah Marriage Commission, hosted at USU, to verify availability, eligibility and expertise of the applicant.
 - Applicants must provide evidence of their expertise, such as a resume or vita that documents a record of publishing, teaching (at an accredited institution of higher education), and/or related professional services (e.g., employment as a social worker, therapist, mediator, lawyer, etc.).

- Students are not eligible.
- An anticipated 200 awards will be issued on a first come, first serve basis with the following timeline and guidelines:
 - A separate *Application and Participation Agreement* (Appendix B) is required for **each topic** (Appendix A). Even if you want to do a series (multiple related topics), a separate *Application and Participation Agreement* (Appendix B) is required for **each topic** so that you can be paid upon the completion of **each deliverable**. Simply update the “proposed topic” field.
 - Once approved, USU will check on the availability of the topic and “reserve” that topic for the content expert. The content expert has up to 60 days to return a completed *e-course template* (Appendix C).
 - After 60 days, the topic will be “released” and may be reassigned to another content expert.
 - Content experts are not limited on the total number of projects during Round 2. However, content experts may only work on up to five (5) approved *Application and Participation Agreements* at any given time.

Budget and Funding Guidelines

A budget is not required. Awards may be issued to individuals as independent contractors or other allowable payment mechanism. The UMC is currently hosted by Utah State University (USU), all payments, procedures, oversight, and approvals will be administered by USU staff and follow USU policies. For non-USU employees, USU uses PaymentWorks as the system that collects and safeguards people’s and companies’ payment information. If the developer does not already have a PaymentWorks account with USU, he/she will be required to create one before payment can be initiated.

Appendix A: Deliverable Topics

Each deliverable must address one of the following topics, or a variation authorized by USU, as UMC host. USU *reserves the right to approve/deny/reassign/add topics to ensure search engine optimization, coverage of the various topics in Appendix A, and alignment with the UMC mission.* Check with marriagecommission@usu.edu for questions about which topics are not yet assigned.



e-Course Module Topics

A	PARENTING FOUNDATION
A1	(Care for Self) Tips for managing self-care and stress
A2	(Understand) Understanding your child's world and development
A3	(Guide) How to teach and guide children successfully
A4	(Nurture) Love and compassion are at the heart of parenting
A5	(Motivate) How to inspire your children to learn
A6	(Advocate) How to connect to resources to help you as a parent
B	PARENTING AGES 2-6
B1	How to respond when your child hits
B2	Lying: How to help children tell the truth
B3	Tips for potty training
B4	How to teach problem-solving skills
B5	How to set and enforce reasonable limits and rules
B6	How to help children learn to share
B7	How to help children who want to do things by themselves
B8	Tips for better bedtime routines

B9	Tips for responding to children who want to help
B10	How to respond to children's fears and worries
B11	Helping children get along with siblings and friends
B12	How to encourage healthy eating patterns for children
B13	How to end the parenting tug of war with "No!"
B14	What to do when you can't get your baby to stop crying
B15	Tips for enjoying life with your little ones
B16	Tips for making reading fun and effective
B17	How to help a child when they get frustrated
B18	How to help children manage grief, change, and loss
B19	How to help an angry child
B20	How to help a child apologize
B21	How to help children make new friends
B22	How to help a child who keeps interrupting
B23	How to ask for help appropriately
B24	How to help a child wait for their turn
B25	Reasons for children's misbehavior
B26	Tips for creating consequences for misbehavior
B27	Tips for managing annoying behavior
B28	Tips for giving your child choices

B29	Helping your child learn to recognize others' feelings
B30	What to do when you can't resolve issues and you don't know what else to do
B31	LGBTQ+ parenting considerations
C	PARENTING AGES 7-12
C1	How to respond to bullying behavior
C2	Tips for talking with your children about online safety
C3	Helping children manage grief, change, and loss
C4	Tips for being a friend and making friends
C5	How to teach problem-solving skills
C6	How to help children learn from mistakes
C7	Helping children who don't want to do homework
C8	How to manage and respond to the "know it all attitude"
C9	Tips for learning natural consequences of poor choices
C10	How to teach basic money management to tweens
C11	How to respond to disrespectful language and behavior
C12	Responding to tweens who question or challenge your authority
C13	How to respond to an arguing tween
C14	Tips for effective discipline

C15	How to build a better relationship with your tween
C16	How to problem-solve alongside your child
C17	Tips for helping your child notice others' feelings and how their behavior affects' other people
C18	Understanding your child's need for autonomy vs connection
C19	Helping your child manage and understand their emotions and physical changes
C20	How to help children understand and resist peer pressure
C21	How to help children develop strong study habits, manage time, and cope with school stress
C22	How to talk to your child about body image and self-esteem
C23	How to help children manage stress through mindfulness and breathing
C24	How to discuss creating rules and consequences for breaking rules
C25	What to do when you can't resolve issues and you don't know what else to do
C26	LGBTQ+ parenting considerations
D	PARENTING AGES 13-17
D1	How to respond to disrespectful words and behavior
D2	Understanding identity development, independence, and autonomy

D3	How to teach your teen problem-solving skills
D4	Tips for making and keeping a positive connection with your teen
D5	Tips for making and enforcing technology rules
D6	Tips for managing screentime balance
D7	Tips for navigating discussions about inappropriate online content
D8	How to talk about cyberbullying and online predators
D9	How to respond to teens who aren't being honest
D10	How to talk to teens about drugs and substance abuse
D11	How to talk to teens about pornography
D12	How to discuss creating rules and consequences for breaking rules
D13	How to navigate rules related to curfews and driving privileges
D14	How to discuss concerns about teens' friends
D15	How to balance spending time with family versus friends
D16	How to discuss dating and sexuality
D17	Tips for responding to clothing, hair styles, makeup and more
D18	Helping teens manage grief, change, and loss
D19	How to respond to teens who don't like school or homework
D20	How to talk with your teen so it doesn't sound like criticism

D21	Approaching challenges with children with ADHD (and other learning disabilities)
D22	Tips for talking to your child about mental health challenges
D23	Tips for showing love to cranky teenagers
D24	How to teach basic money management to teens
D25	Why teens push boundaries, and tips for responding
D26	Teaching teens responsibility and natural consequences
D27	When to reach out for professional help
D28	What to do when you can't resolve issues and you don't know what else to do
D29	LGBTQ+ parenting considerations
E	PARENTING ADULT CHILDREN
E1	How to respond to disrespectful words and behavior from your adult child
E2	How to teach your adult child problem-solving skills
E3	How to talk with your adult child about finances
E4	How to talk with your adult child about dating
E5	How to talk with your adult child about intimacy
E6	Tips for making and keeping a positive connection with your adult child
E7	Tips for setting boundaries with your adult child

E8	LGBTQ+ parenting considerations
F	MARRIAGE/COUPLE RELATIONSHIPS FOUNDATION
F1	(Commitment) How to build, maintain, and show commitment
F2	(Nurture) How to nurture and strengthen your love and connection
F3	(Understand) How to cultivate compassion and understanding
F4	(Manage) How to manage differences
F5	(Serve) Growing together by focusing on others
F6	(Care for Self) Care for self: A happy we starts with a healthy me
F7	Understanding the signs of an abusive relationship
F8	How to get out of an abusive relationship
G	INTIMACY
G1	Navigating intimacy after infidelity
G2	Navigating intimacy with someone who struggles with pornography
G3	Navigating intimacy during infertility and child planning
G4	What is sexual mindfulness?

G5	Tips for dealing with body image and sexual desire
G6	Navigating intimacy during pregnancy
G7	Overcoming roommate syndrome
G8	Navigating intimacy and mental health challenges
G9	How to discuss sex with a low-desire partner
G10	Navigating sexual intimacy during pregnancy, nursing, or newborn
G11	Navigating sexual intimacy when you have busy little children
G12	Navigating sexual intimacy when you have teenagers
G13	Navigating sexual intimacy with crazy work schedules/long-distance relationships
G14	LGBTQ+ intimacy considerations
H	MANAGING STRESS AND CHALLENGES
H1	How to manage differences in parenting styles
H2	Keeping your marriage strong after a job loss or health challenge
H3	Knowing when to seek help
I	EMOTIONAL CONNECTION
I1	How to fall back in love with your partner after drifting apart

I2	10 compliments your husband needs to hear
I3	10 compliments your wife needs to hear
I4	Learning your spouse's language of love
J	COMMITMENT
J1	Tips for strengthening your commitment
J2	Tips for taking the long view of marriage
J3	How to show loyalty
K	MARRIAGE PREPARATION
K1	Why you need to learn about family background and details about growing up
K2	Tips for discussing gender roles and household labor
K3	Tips for discussing mental and physical health
K4	Tips for discussing abuse and violence and noticing red flags
K5	Tips for discussing money and finances before marriage
K6	Tips for discussing career and educational goals
K7	Tips for communication
K8	Tips for managing differences and conflict
K9	Tips for discussing personal and family/extended family boundaries

K10	Tips for discussing values, strengths, morals and religious beliefs and expectations
K11	Tips for discussing physical and sexual intimacy and expectations
K12	Tips for navigating other forms of intimacy: emotional, recreational, spiritual, creative, conflict, work, intellectual
K13	Tips for discussing and navigating pornography issues
K14	Tips for discussing the wedding and honeymoon
K15	Navigating fidelity in romantic relationships
K16	How to discuss family planning and parenting
K17	Tips for navigating leisure, hobbies, and other interests
K18	Navigating personal emotional health and boundaries
K19	When to reach out for professional help
K20	Navigating disclosure of personal issues from the past
K21	Discussing beliefs about divorce
K22	Wedding planning: a great wedding on a tight budget
K23	Wedding planning: making decision together related to the wedding
K24	Intentional wedding planning to align with your marriage values
K25	Common mistakes engaged couples make with wedding planning
K26	Wedding planning: special issues for remarrying couples

K27	Should we live together before marrying?
K28	LGBTQ+ considerations
L	REMARRIAGE AND STEPFAMILY
L1	How to manage jealousy in new relationships
L2	Know your role: Understanding your role as a parent/stepparent
L3	Tips for discussing finances and financial responsibilities
L4	Tips for discussing expectations to avoid misunderstandings
L5	How to approach emotional baggage from previous relationships
L6	Tips for creating and understanding boundaries - ex spouses and former in-laws
L7	Tips for creating and understanding boundaries - children and stepchildren
L8	Establishing a shared vision for the future
L9	Tips for balancing your time and attention for your spouse and new relationships
L10	Managing stress related to societal perceptions and judgement
L11	Tips for maintaining individual identities in stepfamilies
L12	Tips for putting the past to rest - letting go of anger and resentment

L13	Tips for navigating new friends and social networks in remarriage
L14	Tips for navigating your sexual relationship in remarriage
L15	Tips for practicing forgiveness in remarriage
L16	Tips for navigating grief, guilt, depression, anger, and other emotions in a remarriage
L17	Why your new partner should be the number one person in your life
L18	How to avoid repetition of unhealthy relationship patterns from your previous marriage/relationships
L19	Tips for maintaining marital connection and not being swallowed up by the kids
L20	When to reach out for professional help
L21	LGBTQ+ considerations
M	Miscellaneous
M1...	Contact marriagecommission@usu.edu to suggest other topics.



ATTACHMENT B:
APPLICATION AND PARTICIPATION AGREEMENT FOR UTAH MARRIAGE
COMMISSION CONTENT DEVELOPERS

This Application and Participation Agreement is provided to you as a potential content developer through a *UMC Content Development Award* (“Award”), which may be issued by Utah State University (“USU”), host of Utah Marriage Commission (“UMC”). The terms of this Application and Participation Agreement only apply if you are granted an Award. If no Award is granted, then the terms of this Application and Participation Agreement become null and void.

Content Expert (“Developer”) Information:

Name:	
Title:	Institution/Organization:
Address:	
Email:	Phone Number:
Brief Description of Expertise (attach or include link to curriculum vitae and/or website):	
Proposed Topic from Appendix A (one topic per application; name, letter/number):	

Terms and Conditions:

1. All definitions set forth in the Award Opportunity document and Appendices apply to this Application and Participation Agreement, unless otherwise designated herein.
2. Developer agrees to comply with all timelines, terms, conditions, and expectations of the UMC Content Development: Round 2 Award as described in the Award Opportunity document and Appendices.
3. Developer understands and agrees that payment is contingent upon the completion of Deliverables and USU approval of the quality/appropriateness of the Deliverables.
4. USU, as UMC host, reserves the right to approve/deny/reassign topics to ensure search engine optimization, coverage of the various topics in Appendix A and alignment with the UMC’s guiding legislation.
5. Developer is responsible for reviewing all content and ensuring it is research-based, edited, appropriate, and ready for USU, as UMC host, to brand and post.
6. Developer is responsible for ensuring that the Deliverables are not plagiarized, biased, or religious-based.
7. Developer must facilitate edits and revisions requested by USU prior to the Deliverables being “approved.”
8. The project period is 60 days from initial approval.

9. The Deliverables shall be delivered free from all claims, liens, encumbrances, and charges whatsoever. All right, title, and interest in and to the Deliverables shall be held and owned solely by USU. All right, title, and interest in and to any intellectual property resulting from or associated with the Deliverables (collectively the “*Intellectual Property*”) shall be held and owned solely by USU, including the right to publish, copy, adapt, translate, or otherwise modify. The Parties agree that any such Intellectual Property shall be a “work made for hire” (no royalties are owed to the Developer for the use of the content). If Intellectual Property is not deemed to constitute a work made for hire, or if Developer should otherwise, by operation of law, be deemed to retain any rights (whether moral rights or otherwise) to any Intellectual Property, then Developer agrees to assign, and does hereby assign, to USU, without further consideration, Developer’s entire right, title, and interest in and to such Intellectual Property.
10. Developer authorizes USU, as UMC host, to use their name, biographical information, image, and likeness in connection with the Deliverables or any derivative work thereof.
11. Developer certifies that the Deliverables shall not be defamatory violate the intellectual property rights of any third party.
12. USU, as UMC host, reserves the right to terminate the Award for non-compliance with the terms and conditions set forth herein.
13. Developer certifies that they have the authority to enter into this Application and Participation Agreement and agrees to be bound by the terms and conditions set forth herein.

Developer:

Date: _____

Return completed Application and Participation Agreement to: marriagecommission@usu.edu



ATTACHMENT C: **E-COURSE TEMPLATE**

Use the attached template to organize your content. In general, each course should follow a similar outline:

1. Introduce the topic
2. Provide a course overview
3. Provide main principles, tips and concepts
4. Summary and invitations
5. Provide 2-3 True or False questions, related to your content, that may be used to reinforce learning and assessment of effectiveness
6. List of references (one per key concept, APA style)

The template should include the exact language “script” that corresponds with each time marker. The template should also indicate what type of multi-media you recommend; for example, indicate where you might insert:

- Power point slide
- Voice over
 - Provide a script
- Animation
- Video
 - Provide detail about what the video could capture
 - Provide a script if the video is of actors performing
- Still photos

Remember, the goal of this e-course template is for an Instructional Designer to have all the content needed to develop an e-course in our Learning Management System. The e-course template serves as a “script” and a “guide” for the Instructional Designer. It should be complete and clear so that the Instructional Designer does not need to consult or clarify with the content expert. If clarification or additional details are needed, the content expert will promptly provide requested information.



E-COURSE TEMPLATE

Complete the following

Course Information

Course Name:

Topic (letter, number and title from Appendix A):

Name(s) of Course Author(s):

Brief bio: (50 words or less)

Intended Audience

1. Who is your audience? The more specific you are in identifying your audience, the easier it is to identify marketing and advertising strategies.
 2. What information does your audience want to learn about this topic?
 3. Why would someone spend the time viewing your course?
-

Course Promise/Objectives

After taking the course the participant will be able to:

- 1.
 - 2.
 - 3.
-

Course Description

In a few sentences describe what your course is about. This description will be used to help market the course to the public:



	Subtitle	Minutes	Script	Media
1.1	Welcome	<1	This module will cover...(insert your topic)	
1.2	Module introduction	<1 for each	<p>Introduce the e-course module by: describing the topic, challenge, concern or struggle. This should include scripts for THREE different approaches/introductions (please include all three and we'll decide which one/two/three to include in the production process):</p> <p>Question: (example) “How many times per day do you hear your child say the words, “Watch me, watch me!”</p> <p>AND</p> <p>Scenario: (example) “Take a moment to picture this scene: Your four-year-old daughter wants to show you her new dance she made up. You are in the kitchen taking a dish out of the oven and notice a pot of boiling water on the stove ready to bubble over. Your daughter comes into the kitchen and calls out to you over and over, getting louder and louder, and saying “watch me, come watch my dance!! You both are running out of patience. Whew! What do you do?”</p> <p>AND</p> <p>Fact, Principle, or Concept: (example) “All of us are born with a deep longing for belonging—a craving for connection and attention. This is particularly true for young children. They love to be noticed and appreciated and want to make their parent or guardian proud. One of the most common ways children do this is by asking, and even begging their parent or guardian to watch them or play with them.</p>	

			<p>Conclude with language that conveys empathy and compassion:</p> <p>(example) “It can be challenging/frustrating/difficult/stressful when...”</p>	
1.3	Course overview	<1	<p>Provide a brief overview of what you will cover.</p> <p>(example) “This module will explore reasons why children hit, bite, or act aggressively towards others and will provide 5 ways to respond to a toddler who retaliates with aggressive behavior to others.”</p>	
1.4	Main principles and concepts	10-12	<p>Provide 3-8 key principles or concepts. For each principle/concept, share 1) an overview of the principle (with a minimum of one research-based citation), 2) example/scenario/story, and 3) tip(s) or way to help.</p> <p>(example) “A third tip is to practice mindfulness. Mindfulness is a concept that involves paying attention in the present moment, without judging your thoughts. It often involves taking deep breaths to calm our mind and body. Mindfulness can help you be less reactive, more present, and more compassionate (Hoge et al., 2013), which all contribute to you showing up as your best self when listening to your partner. It’s helpful to do mindfulness exercises like meditation or yoga on your own, and you can also be mindful DURING conversations with your sweetheart!</p> <p>For example, if your mind is racing with thoughts about other things you need to do, briefly turning your attention to your breath can</p>	

			ground you in the moment and allow you to offer more open and focused attention to your partner.”	
1.5	Summary and Invitation	1	Summarize the main principles/concepts and invite the viewer to implement/apply/try something they learned. As appropriate, you may want to suggest an important conversation take place with their partner/spouse/co-parent/child related to the content in the e-course module. (example) “So those are a few ways you can improve your marriage in just six simple steps every week! Have meaningful partings and reunions; cultivate and express appreciation and admiration, show affection; make date night a priority; and have a weekly couple’s ‘State of the Union’ meeting. We hope you will try some of these things to improve your marriage.”	
1.6	Brief assessment	1	Create 3 True or False, multiple choice, or multiple answer questions, based on your topic/content that may be used to reinforce learning and provide a way to assess the course’s effectiveness.	
1.7	Citations and References.		Provide a list of research-based citations that support the key principles, concepts, and tips provided above – minimum of one per key concept. List all of the resources used in APA format.	

Media Recommendations

Provide 3-5 suggestions of videos, photos, graphics, and/or images. For example, do you already have a table or infographic related to this content? What type of media would you use if building/teaching this course? Your suggestions will be shared with the Instructional Designer as examples/assets/ideas to be considered. Please provide any related copyright or media release information.