

---

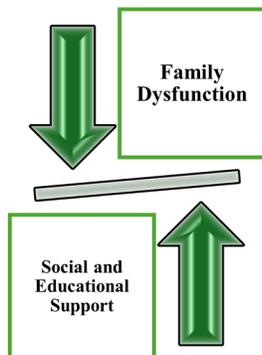
# Strengthening Families, Strengthening Communities: The Impact of Utah Valley University's Stronger Families Project

---

by Julie K. Nelson, Kaicee Postler, and Rachel Arocho

## Overview

The health of our community begins at home. Unfortunately, too many families face destabilizing challenges that can lead to dysfunction. Financial hardships, mental health struggles, and behavioral issues can strain relationships and create unhealthy communication patterns. Many families want to improve their situation but need structured guidance and support.



## The Problem We Are Addressing

Communities are strengthened by families who contribute to the healthy functioning of their society. If an individual within the family suffers, the family suffers. When families cannot find or afford the resources to cope with challenges, this negatively impacts our communities. In Utah, there is a critical need for mental health professionals at all levels to address social service disparities.

## SOCIAL SERVICE DISPARITY

According to the recent report from the Office of Professional Licensing and Review (OPLR, 2023):



**1.** Nearly **530,000** Utah residents are currently receiving **mental health care**.



**2.** An additional **210,000 to 515,000** residents need mental health care but **are not receiving it**.



**3.** Approximately **73%** of mental health care in Utah is provided by **master's level clinicians**.

**Utah Valley University (UVU) addresses this need by equipping parents, teens, and children in a unique free program with the skills that are necessary to foster healthier family dynamics.**

## Program Description

The Stronger Families Project (SFP) is an evidence-based, nationally recognized program that **empowers families to build on their strengths and develop new skills to enhance mental health, personal well-being, and relationships**. The program is structured around an 8-week curriculum, which students are certified to teach through the [Family Wellness Associates](#) (Family Wellness, 2024).



UVU Intern working with a family during a SFP session

UVU's Social and Behavioral Sciences Department trains students to serve as behavioral health/family science interns in SFP. **These interns teach the curriculum twice yearly and provide essential services at no cost to support individual and family well-being.** The project serves a dual purpose: **prevention**—helping families develop healthy habits before problems escalate—and **intervention psychoeducation**, equipping children and parents with tools to replace destructive behaviors with positive ones. The goal of this project is to teach parents, teens, and children how to improve their interactions and emotional patterns within the family.



### MISSION STATEMENT

**Elevate the family**  
as the **fundamental source**  
of **happiness and well-being**  
by **teaching** parents, teens, and children  
how to **improve** their **interactions** and  
**emotional patterns** within the family.

**Stronger Families Project Website ([www.uvu.edu/sfp](http://www.uvu.edu/sfp))**

To enhance the quality of life for disenfranchised Latinx families, SFP has translated the curriculum, and all classes can be taught in Spanish using cultural-responsive pedagogy. These families are oftentimes new immigrants, lower income, in need of peer collaboration and referrals to other social services—exactly the community of care that SFP fosters.

## Theoretical Framework

The Family Systems Theory (Helm, 2021) emphasizes that individuals and behaviors are best understood within the context of relationships. A basic premise of the theory suggests that changing one family member affects the entire system, reinforcing the importance of Family Life Education (FLE). **SFP operates under this holistic approach.** During weekly sessions, undergraduate students are supervised by clinically trained to deliver lessons on:

- Conflict resolution and communication
- Emotional regulation and stress management
- Mental health awareness
- Family values and one-on-one parent-child time
- Protective factors that reduce dependence on drugs or alcohol

In addition, UVU undergraduate students in **service-learning classes** assist interns on-site, working directly with families and earning academic credit for their 20+ hours of service hours work per semester.

## Impact and Data Analysis

An evaluation of the SFP was started in Spring 2023, with ongoing data collection for short and long-term outcomes in participants. SFP adult participants completed pre- and post-program surveys via Qualtrics, measuring key indicators of family functioning. Using validated instruments, including the Family Wellness Evaluation (Family Wellness, 2025) and the General Functioning Subscale from the Family Assessment Device (FAD) (Epstein et al., 1983), preliminary analysis of data from individual semesters shows encouraging results (Bergeson et al., 2025; Day et al., 2025; Postler et al., 2024) with **positive change in all five measured areas:**



## Key Objectives and Measurable

### Family Participation:

- 2–3 weekly class sessions (1.5–2 hours each)
- 12–15 families per site/night (up to 70 families per year)
- 8–9 age-specific classes per week
- 2–3 family classes per week

### Student Contributions:

- 560 home contacts per year (coaching, data collection, community resource referrals)
- 152 individuals per week benefit from in-class lessons
- 28 students annually provide 4,200+ hours of service

### Program Completion Benchmarks:

- 85% program graduation rate
- 90% participation rate

### Family engagement metrics:

- Attendance at 7/8 weekly sessions
- Completion of weekly assignments
- Demonstrated progress on family goals
- Weekly check-ins with a family advocate
- Response to emailed mental health tools
- Submission of a satisfaction survey

### Validating Long-Term Impact

The Family Wellness Associates' five-year study—sponsored by the U.S. Department of Health & Human Services—further reinforces the effectiveness of this curriculum. Conducted by Mathematica, the study analyzed 879 couples (predominantly Hispanic, low-income families) and found that the program significantly improved all five relationship dimensions studied (Wu et al., 2021).

### SFP's long-term impact is evident in its 15-year history



## Community Voices: Testimonials & Engagement

| UVU SFP Intern  | Intern Testimonial   |
|---|--|
|    | <p>“The Stronger Families Project helped me grow so much, personally and professionally. I learned listening and creating win-win situations—things I now use every day as a couples and family therapist. I’m incredibly grateful for the Stronger Families Project. It truly shaped who I am.”-<i>Rachel</i></p> |
|   | <p>“The Stronger Families Project gave me the confidence to work with families—something I’ll carry with me forever. You don’t just learn theories; you apply them and see how real families grow when they’re given the tools to thrive. I heard powerful stories and witnessed real change.”-<i>Liam</i></p>     |
|  | <p>“One part of the Strong Families Project that has really impacted me was working with and educating families. This experience grew my desire to pursue graduate school and become a therapist.”-<i>Lindsey</i></p>  |

### Participant Quotes

"Our family went through a really traumatizing year last year and we were needing something to help us refocus and reunify. This program has been perfect for that. It has helped us work through some of the difficulty of last year, and we are such a stronger family now. This program has been such a blessing."

-Past Participant

"I've learned a lot about communication and working with my children to accomplish goals. We still have a long way to go before we can fully implement a lot of these techniques, but I'm really enjoying the educational and social support that I've received through this program."

-Past Participant



SFP Interns teaching a parent community class



SFP Intern teaching a children community class

## Conclusion

UVU's Stronger Families Project continues to bridge the gap in family life education and mental health services through hands-on education and community engagement. By training the next generation of behavioral health professionals and equipping families with sustainable life skills, SFP fosters long-term resilience, strengthening both families and communities.

## Participant Quotes

"I'm so thankful for all the classes, for the people that show their love and support, for their time, for pausing their lives to help us have a better life. I really feel the love they have for us. Best program ever!"

-Past Participant

"I think about the things that we've been learning in this class almost daily. I have loved thinking about how I can be a better listener and spend more time with my children with one-on-one time. I feel like we've learned that even though we have problems, we can solve them compassionately through listening in an honest way."

-Past Participant

"We really loved the classes. It was very clear that everyone involved had a real passion for their work and cared about us as a family and as individuals. I have already recommended you many times. Thanks so much!"

-Past Participant

## References

- Bergeson, S., Poster, K., Arocho, R., Nelson, J. (2025, February 28). *Evaluating the impact of the Stronger Families Project: Enhancing family resilience and communication through family life education* [Poster Presentation]. Utah Conference on Undergraduate Research, Southern Utah University, Cedar City, UT, United States.
- Day, T., Postler, K., Nelson, J., Arocho, R., & Jones, E. (2025, March 28). *Measuring the effectiveness of the Stronger Families Project: A systemic perspective to Family Life Education* [Poster Presentation]. Utah Association for Marriage & Family Therapy Spring Conference (UAMFT), Salt Lake City, UT, United States.
- Epstein, N.B., Baldwin, L.M., & Bishop, D. S. (1983). The McMaster family assessment device. *Journal of Marital and Family Therapy*, 9(2), 171-180.
- Family Wellness (2025). *Home – Family Wellness*.  
<https://familywellness.com/programs/Survival-skills/>
- Helm, K. M. (2023). Family systems theory. *Salem Press Encyclopedia of Health*.  
<https://discovery-ebSCO-com.ezproxy.uvu.edu/c/er7pa4/viewer/html/pykt7jrkub?proxyApplied=true&auth-callid=3e405f25-f2e5-936e-8d9e-e11fdfa81d6b&auth-callid=bbfc4abc-c2cb-90ef-8e77-a702d3b7b613>
- Office of Professional Licensure Review (OPLR). (2023, Aug. 9). *Periodic review behavioral health*. Utah Department of Commerce.  
<https://le.utah.gov/interim/2023/pdf/00003593.pdf>

Postler, K., Arocho, R., Nelson, J., Jones, E., & Stinson, T. (2024, April 5). *Examining the efficacy of the Stronger Families Project: A pre- and post-program analysis of the FLE program Spring 2023 and Fall 2023* [Poster Presentation]. Utah Council on Family Relations (UTCFR), Provo, UT, United States.

Wu, A. Y., Moore, Q., & Wood, R. G. (2021). *Healthy Marriage and Relationship Education with Integrated Economic Stability Services: The Impacts of Empowering Families*, OPRE Report #2021-224, Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.