Instructor: Todd D. Graves, MS, LMFT
DSU Email address: graves@dixie.edu
Office Phone: 435-767-1298 (off campus)
Office Hours: Call or email for an appointment
Office Location: NIB 108

CRN: 20437 & 20438
Semester/Year: Spring 2015
Credit Hours: 3.0
Class Location: NIB 107
Prerequisites: None

Course Description:
Introductory course on the study of family systems, sociology of the family, and interaction patterns within families. It includes an analysis on research methods of studying the family, conceptual theories for understanding family dynamics, and family systems theory. Other topics covered will be resource management within the family, parent-child relationships, marriage relationships, patterns of problem solving within families, and the study of family change and transition. Family Relationships is a course that prioritizes mindfulness regarding demographic diversity. Every study unit examines current and past research regarding race, ethnic origins, gender, age, religious affiliation, geographic influences, and socioeconomic status, among other demographics. The emphasis in the course is always in applying critical thinking skills to create deeper understanding of beliefs and practices in a multicultural society.

General Education Status:
Fulfills General Education Social & Behavioral Sciences requirement and is an approved Global & Cultural Perspectives course.

Required Textbook(s) /Recommended Books/other materials:
Marriages, Families, and Intimate Relationships (Williams, Sawyer, Wahlstrom, 2013). PEARSON Publishing. Earlier editions of the same book can be used though the chapters have been reordered in the new edition.

Family and Consumer Sciences Department Learning Outcomes:
1. Define currently accepted theory within the discipline.
2. Evaluate theory using applications and exercises to personalize the depth of knowledge and understanding.
3. Demonstrate professional practices specific to the discipline by completing assignments.
4. Show, in writing, the ability to think critically by:
   a. Gathering information
   b. Comparing and contrasting sources and quality of information
   c. Evaluating information for reliability and validity
   d. Creating resolutions/proposals to solve questions or problems within the discipline

Course Learning Outcomes: At the end of the semester, students enrolled in this course will be able to:
1. Describe methods for studying the family and frameworks for evaluating family relationships.
2. Develop a better understanding of self and personal interaction within relationships.
3. Become more aware of gender related issues and articulate how these issues impact family.
4. Consider and explain current studies on communication and conflict resolution skills that contribute to successful family living. Students will practice these skills in course assignments.
5. Recognize areas of risk in families and relationships, and name resources to diminish the likelihood of problems.
6. Discuss issues of human reproduction and human sexuality within relationships.
7. Explain theories of parent-child relationships and styles of parenting.
8. Recognize the signs of violence and stressors in relationships and give methods for protecting at-risk individuals within the family.
9. Define current patterns of transition and change within families, including divorce and separation, remarriage, and blended families, and explain the impact of these changes on the individuals within the family.
10. Discuss research findings on the distribution of resources within the family and family dynamics for managing resources.
11. Articulate in conversation and/or in writing traditional as well as current sociological theories explaining family dynamics, family systems, and family development.
12. Use a Genogram to identify transgenerational issues and relational patterns in families.

Social Sciences General Education Objectives:
1. Emphasize group and individual identity and behavior; economic systems; human development; or historical, political, cultural, and geographic contexts; and the theories and concepts used to explain them.
2. Demonstrate central analytical approaches, whether quantitative or qualitative, used in the social and behavioral sciences, especially the scientific method.
3. Identify contributions of historically important individuals and ideas to the ideology and current practices of social and behavior science disciplines.
4. Read a substantial and sufficient amount of disciplinary work to provide exposure to the main theories and concepts of the field.
5. Participate in lectures, discussions and other in-class learning activities designed to provide exposure to, and a basic understanding of, the core content of the discipline.
6. Take exams that measure retention and understanding of course material.
7. Engage in activities that focus on a particular theme, event, theory, concept, or idea that encourages thoughtful reading, careful analysis and significant understanding in the application of disciplinary knowledge.

Grading Summary:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Introduction Paper/Canvas Intro</td>
<td>20 Points</td>
</tr>
<tr>
<td>Application Papers (13 total)</td>
<td>20 Points Each/260 Points total</td>
</tr>
<tr>
<td>Headspace</td>
<td>20</td>
</tr>
<tr>
<td>Exams (4 Total)</td>
<td>50 Points Each/200 Points Total</td>
</tr>
<tr>
<td>Family Relationships Paper</td>
<td>150 Points</td>
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<tr>
<td>Final Presentation</td>
<td>150 Points</td>
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<tr>
<td>Attendance</td>
<td>0 Points (20 Incentive points possible, attendance taken randomly)</td>
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</tbody>
</table>

**TOTAL:** 800 Points

Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Points Range</th>
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<tbody>
<tr>
<td>A</td>
<td>95-100%</td>
<td>(760-800)</td>
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<tr>
<td>A-</td>
<td>91-94%</td>
<td>(728-759)</td>
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<tr>
<td>B+</td>
<td>88-90%</td>
<td>(704-727)</td>
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<tr>
<td>B</td>
<td>84-87%</td>
<td>(672-726)</td>
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<tr>
<td>B-</td>
<td>81-83%</td>
<td>(648-671)</td>
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<tr>
<td>C+</td>
<td>78-80%</td>
<td>(624-647)</td>
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<td>C</td>
<td>74-77%</td>
<td>(592-623)</td>
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<tr>
<td>C-</td>
<td>71-73%</td>
<td>(568-591)</td>
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<tr>
<td>D+</td>
<td>68-70%</td>
<td>(544-567)</td>
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<td>D</td>
<td>64-67%</td>
<td>(512-543)</td>
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<tr>
<td>D-</td>
<td>61-63%</td>
<td>(488-511)</td>
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<td>F</td>
<td>below 60%</td>
<td>(&lt;487)</td>
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**This syllabus and/or course schedule is subject to change with proper notice.**
<table>
<thead>
<tr>
<th>Week</th>
<th>Day</th>
<th>Date</th>
<th>Read</th>
<th>Description</th>
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<tbody>
<tr>
<td>1</td>
<td>T</td>
<td>13 Jan</td>
<td></td>
<td>Introductions and Course Overview, <em>Finding Happiness in a Complex World</em>, Intro Paper Due, Canvas Intro Due 1/15</td>
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<tr>
<td></td>
<td>Th</td>
<td>15 Jan</td>
<td>Ch. 1</td>
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<td>2</td>
<td>T</td>
<td>20 Jan</td>
<td>Ch. 2</td>
<td>Stress - Understanding: Learning About Behavior Learning About Behavior, Application Paper 1 Due 1/23</td>
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<td>Th</td>
<td>22 Jan</td>
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<tr>
<td>3</td>
<td>T</td>
<td>27 Jan</td>
<td>Ch. 3</td>
<td>Gender: Masculinity and Femininity, Intro to Genogram, Application Paper 2 Due 1/30</td>
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<td>Th</td>
<td>29 Jan</td>
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<td>4</td>
<td>T</td>
<td>3 Feb</td>
<td>Ch. 4</td>
<td>Involvement: Dating, Pairing... <em>Headspace Assignment Due 2/3</em> Application Paper 3 Due 2/6, ***Ch. 1-4 Exam Begins 2/5 thru 2/9 (Testing Center)</td>
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<td>5 Feb</td>
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<td>5</td>
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<td>10 Feb</td>
<td>Ch. 5</td>
<td><em>Love: The Many Faces</em> Application Paper 4 Due 2/13</td>
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<td>12 Feb</td>
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<td>6</td>
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<td>17 Feb</td>
<td>Ch. 6</td>
<td><em>Communication: Realizing Effective Intimacy</em> Genogram Activity, Application Paper 5 Due 2/20</td>
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<td>19 Feb</td>
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<td>7</td>
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<td>24 Feb</td>
<td>Ch. 7</td>
<td><em>Interpersonal Sexuality</em> Application Paper 6 Due 2/27</td>
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<td>26 Feb</td>
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<td>8</td>
<td>T</td>
<td>3 Mar</td>
<td>Ch. 8</td>
<td><em>Marriage: The Ultimate Commitment</em>, Application Paper 7 Due 3/6, *** Ch. 5-8 Exam Begins 3/2 thru 3/6 (Testing Center)</td>
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<td>Th-F</td>
<td>5 Mar</td>
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<td>9</td>
<td>T</td>
<td>10 Mar</td>
<td>Ch. 9</td>
<td><em>Spring Break NO CLASS</em> Application Paper 8 Due 3/20</td>
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<td>Th</td>
<td>12 Mar</td>
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<td>10</td>
<td>T</td>
<td>17 Mar</td>
<td>Ch. 10</td>
<td><em>Variations: Nonmarital Families &amp; Households</em> Application Paper 9 Due 3/27</td>
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<td>19 Mar</td>
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<td>12</td>
<td>T</td>
<td>31 Mar</td>
<td>Ch. 12</td>
<td><em>Parenting: Children and Families</em> Work and Economics, Application Paper 11 Due 4/6</td>
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<td>2 Apr</td>
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<tr>
<td>13</td>
<td>T</td>
<td>7 Apr</td>
<td>Ch. 13</td>
<td><em>Crisis: Managing Stress, Disaster, Violence and Abuse</em> Application Paper 12 Due 4/10</td>
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<td>9 Apr</td>
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<tr>
<td>14</td>
<td>T</td>
<td>14 Apr</td>
<td>Ch. 14</td>
<td><em>Uncoupling: Separation and Divorce</em>, Application Paper 13 Due 4/15</td>
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<td>16 Apr</td>
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<tr>
<td>15</td>
<td>T</td>
<td>21 Apr</td>
<td>Ch. 15</td>
<td><em>Remarriage: Reinvented, Renewed and Blended</em>, Application Paper 14 Due 4/22</td>
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<td></td>
<td>Th</td>
<td>23 Apr</td>
<td></td>
<td>Ch. 13-15 Exam Begins 4/23 thru 4/27 (Testing Center)</td>
</tr>
<tr>
<td>16</td>
<td>T</td>
<td>28 Apr</td>
<td></td>
<td>Relationships Paper Due,</td>
</tr>
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</table>

Final Presentations: Section 01 (9:00), Tuesday, 29 April, 8:00 am-10:00 am
Section 03 (10:30), Thursday, 1 May, 9:30 am – 11:30 pm

Technology failure (i.e. computer crashes, internet or email failures, viruses, corrupt files, etc.) will not be an acceptable excuse for late or missing work. It is your responsibility to make sure you can open any files prior to sending them to the instructor. Lateness will be determined by the date the correct file is sent.
### Grading Detail

**Introduction Paper and Canvas Intro (20 points):** You will find the instructions for this assignment posted on Canvas. It is completed in two parts (10 points per part) **Please turn it in through Canvas prior to the beginning of class and Bring one copy (paper or electronic) to class.**

**Application Papers (20 Points, 260 points total):** Each week you will be given a topic (perhaps a choice of topics) with which you will be expected to write a 2-3 page paper applying the topic to yourself. This may include applying various theories studied in class, or sharing thoughts about how the topics discussed in class might affect you, your family, or families in our community. As with any written assignment at this level you will be expected to use appropriate writing skills and to demonstrate an understanding of the topic. Application papers must be double spaced and submitted in PDF format. **Unless otherwise specified all application papers will be turned in through Canvas and will be due by Friday morning at 10:00.**

**Headspace Assignment (20 Points):** Mediation can be a powerful means for managing stress and being successful under difficult circumstances. For this assignment you will need to access the headspace app through [www.getsomeheadspace.com](http://www.getsomeheadspace.com). You can also go to the app store to: [Click Here](http://www.getsomeheadspace.com). Or on Google Play: [Click Here](http://www.getsomeheadspace.com).

Once there you can sign up to do “Take Ten”. You are not required to pay for anything and you are under no obligation to do so once you have completed the initial ten days.

Once you are established and using either the app or the online version of “Take Ten”, simply follow the program. Once you have completed the 10 days write a short 1-2 page paper regarding your experience with it.

**Exams (50 points each, 200 points total):** Four exams will be given throughout the main course that will test your knowledge of material from the chapters read and class discussions. The first exam will cover chapters 1-4, the second chapters 5-8, the third chapters 9-12 and the fourth the remaining 3 chapters 13-15. Each exam will be taken in the Testing Center, with specific days open as specified in the course outline.

**Family Relationships Paper (150 Points):** This paper will act as your direct application of the materials learned in the course. You will be expected to submit a 6-8 page paper that will consist of the following:

<table>
<thead>
<tr>
<th>Section 1:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Family Genogram (one page).</td>
</tr>
<tr>
<td>2. Family Interviews (Interview at least 2 members of your family from preceding generations, if possible 2 generations back)</td>
</tr>
<tr>
<td>3. Determine the transgenerational trends (you need to include at least 3) that you would like to include on your genogram and use the genogram to visually demonstrate them.</td>
</tr>
<tr>
<td>4. Note the relational characteristics of at least 2 generations (i.e. you to your parents, your parents to their parents)</td>
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</table>

<table>
<thead>
<tr>
<th>Section 2:</th>
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<tbody>
<tr>
<td>5. Analysis of what you learned from the Genogram and Family Interview and how it has formed you and your life today.</td>
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<tr>
<td>6. Discussion on how relationships in your current or prospective future family will be and how they have been shaped by your previous family, spouse’s family (if applicable) and items learned in this course.</td>
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</table>

<table>
<thead>
<tr>
<th>Section 3:</th>
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<tbody>
<tr>
<td>7. Write about your own family experiences looking at culture, language, structure, etc.</td>
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<tr>
<td>8. Interview and write about an individual that differs significantly from you in the same manner.</td>
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<tr>
<td>9. Compare the difference in family experience between yourself and your interviewee.</td>
</tr>
<tr>
<td>10. Discuss how each could lead to strengths.</td>
</tr>
</tbody>
</table>

You can expect that a detailed explanation of the Family Relationships Paper requirements (with Genogram instructions and sample interview questions) will be given in class throughout the semester. You can prepare by paying close attention to our in-class Genogram activities and perhaps search and read more about Genograms, and considering who in your family you might want to interview and some questions to ask.
Final Presentation (150 Points): Rather than a final exam, you will give an oral presentation to your classmates on the day of the final. This will be a 5-7 minute presentation covering the topic of your choice that completes the sentence: “The most impactful thing I learned about family relationships was __________.” This presentation may also incorporate some of the findings that you wrote about in your Family Relationships Paper. You will present this to your class using visuals, handouts, videos PowerPoint, etc.—anything to enhance your experience in a way that works best for you. You will have a lot of liberty to be creative and personal in your presentation. I will give the grade based my overall impressions and observations of your presentation and presentation materials you’ll turn into me, and your participation during the semester. More guidance and required content for the final presentation will be discussed, as we get closer to the end of the semester.

Attendance: Attendance will benefit you, as there will be 20 extra credit points available to be acquired throughout the semester. Attendance will be taken at random intervals throughout the semester and points will be awarded each time you are present when attendance is taken. I believe coming to class is in your best interest for learning and performing well.

Tardiness: Does not count against you, however, it is a distraction. Please come on time, often valuable “housekeeping” items are discussed in the first minutes of a class period. Being late may mean missing this information and being put at a disadvantage. Asking questions about items that were discussed while you not present during tardiness takes up valuable class time and is not fair to the students who were present on time.

Absence: If absence affects one’s ability to complete a graded item (such as a turning in an assignment), you must coordinate with me to do so at another time. Failure to coordinate with me may result in a loss of some or all points for a graded activity.

Extra Credit: As opportunities spontaneously arise, I may give the class optional out-of-class extra credit assignments. These will be fair opportunity for each class member. I do not coordinate individual extra credit for students who need to boost their grade.
Notes from the Instructor

I know this is not the only class that you will take this semester or while you are at DSU, but I believe it will be one of the most meaningful (call me conceited!). Learning and applying solid principles about and in your family can positively affect the most important relationships you have or will have!

As I see it, as faculty at an academic institution, I have the obligation to teach the most up-to-date scholarly and academic information on the subject of Family Relationships. This will be done though the text, lectures, and will be reinforced with assignments and exams. However, as a teacher and life-long learner I also know that some of the most impactful learning is experiential and applied learning. This will be accomplished with in-class activities and demonstrations, videos, group discussions, the Family Relationships Paper, and the final presentation. I will do my best to provide opportunities for both situations to give you the best possible overall learning experience.

I practice a principle that I call “reinforced repetition”—that is, we learn best by repetition. This does not mean that I will be repeating myself in a monotonous drone! It means that each activity will reinforce what was previously learned. Reading will be reinforced largely with lectures. Lectures will be reinforced with group discussions. Group discussions will be reinforced with application assignments. Exams will round out the process. If you are reading, attending class, and participating in group discussions, your learning will have been “repetitiously reinforced” and you will not only pass the exams, you will truly learn! That simple.

You will find that in this course, opportunities for self-disclosure will present themselves often. I will go out on a limb many times and disclose issues from my own life that I feel will help enhance learning of course concepts (as well as provide some humor on occasion!). No one is ever expected to disclose anything they do not wish to disclose! Many things relating to families can be a great source of strain on a person, and you will never be expected to share such things. HOWEVER, if you find portions of course content that cause some level of discomfort for you (as in, things you would not want to share), I encourage you to give much introspection and further study to these. This discomfort may very well signal an area that could use some extra attention, whether by you, with a close friend or family member, or even a professional service provider.

When it comes to the reading of the text, you’ll notice on the schedule that reading assignments are associated with the days that the correlating material will be discussed in class. How and when you schedule your reading is up to you. You can read before the class so that what you hear in class is reinforcing of your reading. You can read after class and have what was discussed be reinforced with your reading. Not every detail in assignments and exam material will be discussed in detail in class, so you will want to stay up on your reading.

And finally, have fun! You will look back on your college experience as perhaps difficult, and stressful, but also a very important part of your life. That is the case for me! Enjoy it! Enjoy this class! I look forward to not only the time we will have together, but also the learning and memories we will create together. I am here to help in any way possible to make this a fulfilling experience for you.
## Important Semester Dates to remember: Spring 2015

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 12</td>
<td>Classwork Starts</td>
</tr>
<tr>
<td>Jan 15</td>
<td>Last Day for Waitlist</td>
</tr>
<tr>
<td>Jan 16</td>
<td>Last Day to Add Without Signature</td>
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<tr>
<td>Jan 19</td>
<td>Martin Luther King Jr. Day</td>
</tr>
<tr>
<td>Jan 22</td>
<td>Drop/Audit Fee Begins ($10 per class)</td>
</tr>
<tr>
<td>Jan 22</td>
<td>Residency Application Deadline</td>
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<td>Jan 27</td>
<td>$50 Late Registration/Payment Fee</td>
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<tr>
<td>Feb 2</td>
<td>Spring 2015 Associate’s degree Graduation Application</td>
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<td>Feb 2</td>
<td>Pell Grant Census</td>
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<td>Feb 2</td>
<td>Last Day for Refund</td>
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<tr>
<td>Feb 2</td>
<td>Last Day to drop without receiving a &quot;W&quot; grade</td>
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<tr>
<td>Feb 4</td>
<td>Courses dropped for non-payment</td>
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<tr>
<td>Feb 6</td>
<td>Last Day to Add/Audit</td>
</tr>
<tr>
<td>Feb 16</td>
<td>President’s Day</td>
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<tr>
<td>Mar 2</td>
<td>Summer 2015 Bachelor’s degree Graduation Application</td>
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<tr>
<td>Mar 2</td>
<td>Mid-Term Grades Due</td>
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<td>Mar 6</td>
<td>Last Day to Drop Individual Class</td>
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<tr>
<td>Mar 9-13</td>
<td>Spring Break</td>
</tr>
<tr>
<td>Mar 23</td>
<td>Fall Class schedule available online</td>
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<tr>
<td>Mar 23</td>
<td>Summer Registration open to Seniors (90+ credits)</td>
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<tr>
<td>Mar 24</td>
<td>Summer Registration open to Juniors (60+ credits)</td>
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<tr>
<td>Mar 25</td>
<td>Summer Registration open to Sophomores (30+ credits)</td>
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<tr>
<td>Mar 26</td>
<td>Summer Registration open to all students</td>
</tr>
<tr>
<td>Apr 1</td>
<td>Fall 2015 Bachelor’s degree Graduation Application</td>
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<td>Apr 10</td>
<td>Last Day for Complete Withdrawal</td>
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<td>Apr 13</td>
<td>Fall Registration open to Seniors (90+ credits)</td>
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<tr>
<td>Apr 14</td>
<td>Fall Registration open to Juniors (60+ credits)</td>
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<tr>
<td>Apr 15</td>
<td>Fall Registration open to Sophomores (30+ credits)</td>
</tr>
<tr>
<td>Apr 16</td>
<td>Fall Registration open to all students</td>
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<tr>
<td>Apr 29</td>
<td>Classwork Ends</td>
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<tr>
<td>Apr 30</td>
<td>Reading Day</td>
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<tr>
<td>May 1</td>
<td>Final Exams</td>
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<td>May 1</td>
<td>Associate’s degree Graduation Deadline - Summer 2015</td>
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<tr>
<td>May 4-7</td>
<td>Final Exams</td>
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<tr>
<td>May 8</td>
<td>Commencement</td>
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**Class/College Regulations and Information**
**Written Work:** All written work must be word processed, double spaced, and have no more than a 1” margin. Each paper submitted must include the student’s name, the Course Name, Number and Section, Date, and Assignment Title. If a paper is being turned in to make up an absence, it must also include the date of the absence being made up. Proper grammar and spelling at the collegiate level is expected and will be graded appropriately. In this course you will not be doing highly technical writing, however, any of the work of other individuals or institutions is expected to be properly referenced and credit given.

**Timeliness of Papers/Exams:** Papers are due immediately at the beginning of class on the day that they are due. If your paper is turned in after this time, it will be considered late. If you cannot make an exam, it can be arranged to take it some other time. Late papers/exams may be docked 10% per day they are late (including weekends), on a case-by-case basis, but especially if they are not pre-arranged with the instructor. It is important to communicate with the instructor in the event of an expected late paper/exam so that proper arrangements can be made, with minimal impact on scores.

**University approved absences:** Dixie State University Policy explains in detail what needs to happen if you anticipate being absent from class because of a university-sponsored activity (athletic events, club activities, field trips for other classes, etc). Please read this information and follow the instructions carefully! The policy can be found at: [http://www.dixie.edu/humanres/policy/sec5/523.html](http://www.dixie.edu/humanres/policy/sec5/523.html)

**Academic integrity:** In order to ensure that the highest standards of academic conduct are promoted and supported at the University, students must adhere to generally accepted standards of academic honesty, including but not limited to, refraining from cheating, plagiarizing, falsification, misrepresentation, and/or inappropriately collusion or collaborating. The University shall consistently hold students accountable for instances of academic dishonesty and apply appropriate consequences. For more information, see the Student Academic Misconduct section of DSU policy at [http://dixie.edu/humanres/polstu.html](http://dixie.edu/humanres/polstu.html)

**Disabilities Statement:** If you suspect or are aware that you have a disability that may affect your success in the course you are strongly encouraged to contact the Disability Resource Center (DRC) located in the North Plaza Building. The disability will be evaluated and eligible students will receive assistance in obtaining reasonable accommodations. Phone # 435-652-7516

**Library, Writing Center, Testing Center, Tutoring Center, and Computer Labs are all useful resources for students:**
Library (Holland Centennial Commons) [http://library.dixie.edu](http://library.dixie.edu)
Writing Center (Holland Centennial Commons, 421) [http://new.dixie.edu/english/dsc_writing_center.php](http://new.dixie.edu/english/dsc_writing_center.php)
Testing Center (North Plaza Building) [http://www.dixie.edu/testing](http://www.dixie.edu/testing)
Tutoring Center (Holland Centennial Commons, 431): [http://www.dixie.edu/tutoring](http://www.dixie.edu/tutoring)
Computer Labs (Holland Centennial Commons or Smith Computer Center): [http://www.dixie.edu/tutoring/](http://www.dixie.edu/tutoring/)

**Classroom expectations:** It is the responsibility of an instructor to manage the classroom environment to ensure a good learning climate for all students. This means not talking when the professor is talking, that you are following instructions, and that you are speaking and acting respectfully to the professor and fellow students. For more details, please see the disruptive behavior policy at: [http://www.dixie.edu/humanres/policy/sec3/334.html](http://www.dixie.edu/humanres/policy/sec3/334.html)

**Dmail statement:** Important class and college information will be sent to your Dmail email account. This information includes your DSU bill, financial aid/scholarship notices, notification of dropped classes, reminders of important dates and events, and other information critical to your success in this class and at DSC. All DSC students are automatically assigned a Dmail email account. If you don’t know your user name and password, go to [www.dixie.edu](http://www.dixie.edu) and select "Dmail," for complete instructions. You will be held responsible for information sent to your Dmail email, so please check it often.
About the Instructor

I am a native to Bremerton, Washington. I am the first of four children born to my parents but the second oldest as I have a brother from my mother’s first marriage. I graduated from Olympic High School in Bremerton, WA. I received AAS degrees in Psychology and Family Science from Ricks College, a BS in Family, and Human Development from Utah State University and a Master’s in Family, Consumer and Human Development with an emphasis in Marriage and Family Therapy also from Utah State University.

I am a Licensed Marriage and Family Therapist (LMFT) in private practice here is St. George. I specialize in the treatment of sexual addictions as well as Post Traumatic Stress (PTSD) and complex trauma. It is not uncommon to do both within the same client system. It is a painful and difficult work, but one that is rewarding beyond explanation. It is also one that is, unfortunately, sorely needed. There is much I have learned and continue to learn from my clients. Previously, I worked for seven years in residential treatment for adolescents. Before that I have worked with several populations including those experiencing severe and persistent mental illness (SPMI), children who have witnessed domestic violence, children of divorce, in-home counseling with at-risk youth, and individuals court ordered to treatment for minor legal violations.

I have been married to my wife Felicia (a native of Newton, Utah) for 16 years. We are the parents of four active boys ranging in age from Brayden (14), to Justin (4) with Caleb (12) and Dillon (9) in between. Since October 12, 2000 I count almost on one hand the number of times that I have taken my kids into public where I have not received a question or a statement about Brayden’s red hair. Then when Dillon was also born with red hair it became even more pronounced. It seems that two red heads in one family creates a scene in which people cannot resist commenting. I am grateful for the red hair . . . I used to be very shy.

This is my second semester teaching at Dixie State University. I am extremely excited for this opportunity. My hope for this class is to assist you in realizing how family patterns effect who you are today, and how this understanding can enhance your current and future family relationships.