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Family Connections  
BYU School of Family Life Alumni Magazine



**Family Connections  
School of Family Life  
Alumni Magazine  
Fall 2023**

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## Message from the Director

Dear School of Family Life Alumni,

It is my pleasure to introduce you to another edition of our Family Connections magazine. This year marks the 25th anniversary of the creation of the School of Family Life. On this anniversary, please allow me to share our mission once again with you.

The School of Family Life is committed to enhancing the quality of life of individuals and families within the home and communities worldwide. Accordingly, the mission of the School of Family life is to:

- Provide instruction that fosters commitment to the principles in *The Family: A Proclamation to the World*.
- Conduct research that contributes to the understanding and enhancement of human development, temporal well-being in the home, and marriage and family relationships.
- Help students develop the attitudes, beliefs, behaviors, and skills that characterize persons of positive influence—in their own marriages and families, in their professions, in church and public service, and other personal relationships.

What an inspiring mission! I hope the current issue of this magazine will help you connect with students, faculty, and other SFL alumni who are all working to fulfill this mission. Thank you for joining with us in these efforts.

Best wishes to you and your families!

Sincerely,

*Erin Kramer Holmes*

Erin Kramer Holmes  
Director, School of Family Life





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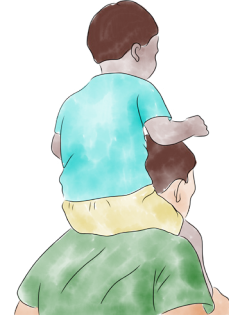
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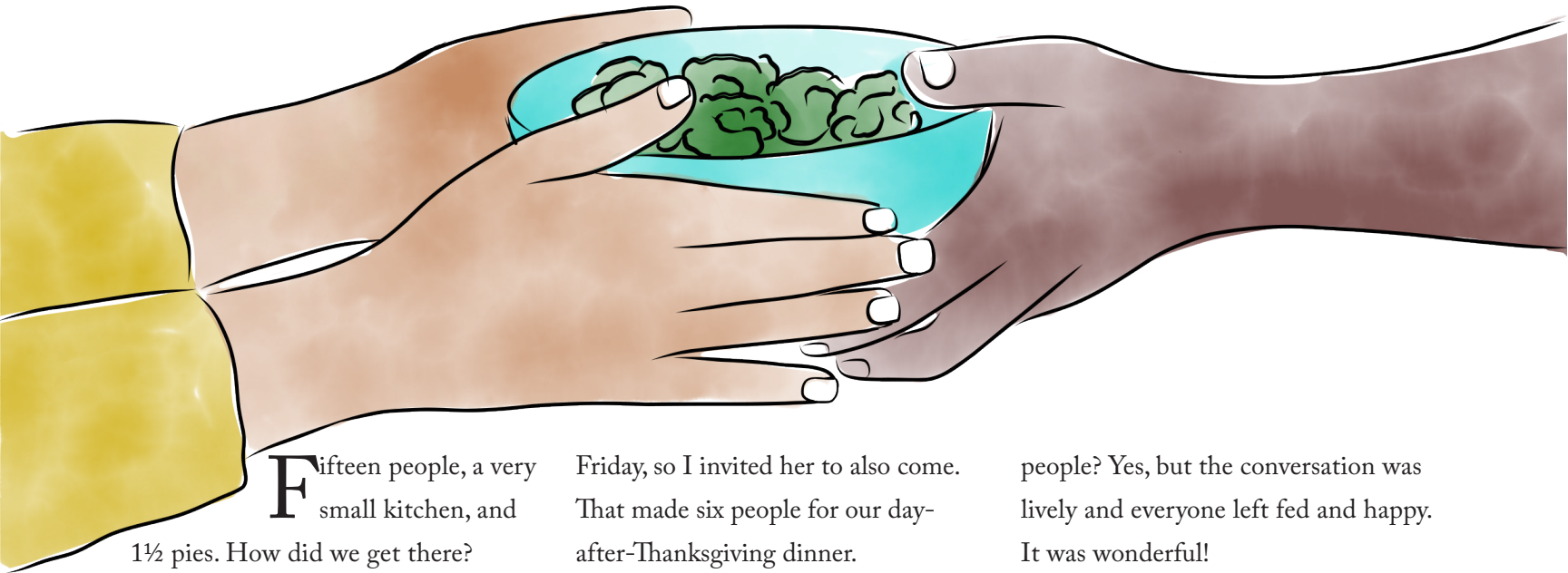
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## Generous Giving

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# Making Room at the Table

## with Dana Hunter



**F**ifteen people, a very small kitchen, and 1½ pies. How did we get there?

It was Thanksgiving 2021. Due to the crazy schedules of my adult children, we planned our feast for Friday. We planned a nice little dinner for the four of us. In addition to the usual turkey, stuffing, potatoes, salad, and rolls, I had a homemade apple pie and half of a Costco pumpkin pie to serve.

A sister that lives nearby found herself solo that Friday, so I invited her to join us. What's one more person?

Another sister was visiting from Colorado. Her husband and children were busy with his extended family on

Friday, so I invited her to also come. That made six people for our day-after-Thanksgiving dinner.

We hadn't had a family gathering in a while, due to the pandemic. I decided to take advantage of everyone's health and expand the mini-gathering that had already started. I invited a niece and her young family to join us after dinner for pie. My brother-in-law and three children who came from Colorado were free by evening, so they came too. So did my mom. Was there room at the table for fifteen people? Not exactly, but we improvised—we filled all the chairs at the table, each stool at the bar, and every spot on the couch. Would I have normally had more than 1½ pies to feed fifteen

people? Yes, but the conversation was lively and everyone left fed and happy. It was wonderful!

Had I worried about not having enough space or enough chairs or enough pie, this gathering wouldn't have happened. Two young children wouldn't have raced each other up and down my long entryway while cousins who hadn't seen each other in years joked and took selfies. Because I believe in the "intentional family"<sup>1</sup> and value being together, the circumstances didn't have to be perfect. The truth is, the circumstances are never perfect, so don't wait for perfect. There is always enough food and enough room at the table.



## Why make room at the table

I've been gathering around the table my whole life, first as a daughter, then as a college student with roommates, then as a mother of three children (now four, with a daughter-in-law). I have taught foods classes in the School of Family Life for more than twenty years. During those years, I've interacted with thousands of young adults as we have discussed the importance of food and of making time to prepare and enjoy it with others.

The benefits of gathering around the table are numerous. The ritual of family mealtime brings "people together in common, routine experiences that can be a calming balm after a busy day. Eating food together is a bonding experience that can ease tension and make conversation go easier"<sup>2</sup>. Families who take time to eat meals together find that their children do better in school, have less involvement with underage drinking and illegal drug use, have lower rates of depression, and feel closer to their parents. The conversations at the dinner table are more linguistically complex, so children's vocabulary grows with time spent at the dinner table<sup>3</sup>. It is a time when table etiquette can be modeled and taught. The dinner table (or wherever the mealtime gathering happens) is

the perfect setting to provide for physical and spiritual needs, and to learn to love and serve one another, observe the commandments of God, and be law-abiding citizens<sup>4</sup>.

The benefits of family mealtime don't necessarily come from the food; they come from making gathering a priority. Meals eaten together meet two of our most basic needs: nourishment and connection<sup>5</sup>. The meal doesn't have to be gourmet. It can be takeout or microwave meals. The table doesn't have to be perfectly set. Family mealtime doesn't even have to happen every day and it doesn't have to be dinner. Start where you are. Find what works best for you and your family. If mealtime isn't a priority right now, try having an intentional meal two times each week. If you already have a mealtime habit, try making mealtime more meaningful by using conversation starters, leaving the phones in another room, and not solving family problems at the table.

A recipe that checks a lot of boxes for me when my grown kids show up at mealtime is Instant Pot Mac and Cheese. It uses a multi-function pressure cooker (Instant Pot or other brand), it's quick, and my entire family loves it. It's the

perfect recipe for the pressure cooker novice. Serve it with steamed broccoli or a green salad.

## How to make room at the table in your way

Your family is different from other families. You might be a young couple just starting your life together. You may have many little ones and it's difficult to wrangle the kids and to please their picky palates (keep trying ... it gets better). Your house might be full of teenagers, busy with jobs, homework, and extracurricular activities. You may have graduated to an empty nest. You may be a blended family. You may be single. You might be a bunch of singles who gather together. Whatever your situation, gather.

Family mealtime, like all family rituals, evolves over time. As your family grows or shrinks or even goes through major changes due to divorce, remarriage, job loss, illness, or death, make needed adjustments. Don't give



up because a mealtime ritual (even if it has to be drastically altered for a season) can help family members navigate times of upheaval<sup>6</sup>. In my adult life, I've personally gone from feeding

myself as a college student to feeding a family of five, then to feeding an empty nester—me. Mealtime has looked different in each phase. Make room for a different-looking table at different times in your life.

Make room for everyone to be involved in meal planning and meal preparation. Like most tasks, meal preparation is more fun with others. Take turns planning, shopping, and cooking so one person doesn't bear the entire burden. By participating in all aspects of mealtime, individuals can learn and master skills of budgeting and smart shopping while nourishing body and soul. When young children help with mealtime, they have more interest in eating what is served and in trying new foods<sup>7</sup>. Helping in the kitchen helps young ones develop fine motor skills, practice reading and math skills, and develop independence and confidence<sup>8</sup>.

Make room for mistakes, too. Cooking fails are okay and should be expected. My family still remembers a slow cooker pork and sweet potato dish I once made. I like pork and I love sweet potatoes, but that dish was awful. In spite of our family's aversion to wasting food, we could not bring ourselves to finish it. Laugh about the bad recipes and move on.

Rather than share the recipe for the pork and sweet potato disaster, I'm sharing a meatless recipe that I've adapted from The Food Nanny Rescues Dinner<sup>9</sup>. The Food Nanny also has a great website with ideas, tips, and recipes for meal planning. This dish freezes well, so divide the recipe into two smaller pans and make two—one to eat and one to freeze. Or, one to eat and one to share.

### Room at the table for cultural foods

Bring cultural foods to the table. With the emphasis that The Church of Jesus Christ of Latter-day Saints places on family history work, many of us are blessed to know our cultural heritage. I am of Swedish descent. My father served a mission as a young man in Sweden and my parents served three senior missions there. My family of origin and my current family have food traditions for Santa Lucia on December 13 tying us to our ancestral roots. We look forward to this celebratory breakfast every year. My children are part Hawaiian. They grew up eating many foods that are

common in Hawaii, including Spam Musubi and Kalua Pig with Macaroni Salad and rice. In our home, there was always plenty of short-grain sticky rice.

Hold family home evenings where you learn about cultural foods. Invite friends over for a culture night. In my experience, very few people turn down the invitation for free food! They can also bring one of their cultural foods to share.

My brother served a mission in Japan, a country to which my family has no ancestral ties. He has since introduced his young children to the Japanese culture by taking them to Los Angeles' Little Tokyo and by making some of his favorite dishes, including

Oyakodon and home-made ramen. Years ago, my sister-in-law reached out to a Japanese neighbor for authentic recipes, which she compiled into a book and

gifted as a surprise to my brother. Seek out recipes online or from friends and neighbors, take cooking classes, read and learn, then cook and share.

I've incorporated my brother's Teriyaki Chicken recipe into a Teriyaki Bowl recipe, which is a family favorite. This dish has foods from many food groups (protein, grains, and vegetables). Fam-



ily members can customize it as they dish up.

If we take anything from all the research and advice about family mealtime, it is that there is great value in gathering to share a meal. We are meant to have connection. Additionally, our bodies need food for fuel. Mealtime (whether it's breakfast, lunch, or dinner) is the perfect time to meet our most vital needs. Find as many opportunities as you can to enjoy meals together<sup>10</sup>. Mealtime doesn't need to

be complicated or stressful. Do what works for YOU and for your household. Start where you are. Make tiny, incremental, and intentional improvements. Most of all, have fun making room at the table.

*Dana Hunter is an associate teaching professor in Family and Consumer Sciences Education, and loves to help others find joy in the kitchen.*

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10 The Family Dinner Project, Eat, laugh, talk!

## Red and White Pasta

<b>Ingredients:</b>	4 ounces cream cheese	½ teaspoon salt	
1 pound penne pasta	2 cups milk	¼ teaspoon pepper	2 cups shredded mozzarella cheese, divided
½ cup butter	1 teaspoon garlic powder	1 jar (26-ounce) spaghetti sauce, divided	
3 tablespoons flour	½ cup Parmesan cheese		

## Directions:

Preheat oven to 350 degrees.

Cook pasta according to package directions, except undercook by 2 minutes. Pasta will finish cooking in the oven. Drain.

In a small saucepan, melt butter over medium heat. Sprinkle on flour. Stir until incorporated into butter and cook for 2 minutes.

Stir in cream cheese and cook until melted. Add milk and continue to stir until smooth. Cook, stirring occasionally, until sauce simmers and thickens.

Remove from heat and add garlic powder, Parmesan cheese, salt, and pepper. Stir.

Pour ½ cup of spaghetti sauce in a 9x13 pan.

Layer half the cooked pasta, half the Alfredo sauce, half the spaghetti sauce and half of the mozzarella cheese. Don't stress. Just eyeball what looks like half. Repeat the layers with the remaining half-ish of the cooked pasta, Alfredo sauce, spaghetti sauce, and mozzarella.

Cover with foil and bake for 30 minutes, or until hot and bubbly.

Serves about 10



## Teriyaki Bowls

<b>Ingredients:</b>	¼ cup soy sauce	1 carrot, peeled and grated
Sesame oil	¼ cup non-alcoholic mirin	2 stalks celery, washed and
12 ounces boneless skinless	¼ cup water	sliced
chicken thighs	2 tablespoons granulated	1 zucchini, cubed
3 tablespoons potato starch	sugar	2 cups broccoli florets
or cornstarch	2 tablespoons brown sugar	Cooked rice

### Directions:

Cut chicken into bite-sized pieces.

Put potato starch or cornstarch in a Ziploc bag. Add chicken and shake to coat.

Heat a pan over medium-high heat. Add enough oil to lightly coat the bottom of the pan. Cook chicken until edges start to brown. Turn chicken pieces and cook until edges on other sides start to brown.

To make sauce, mix soy sauce, mirin, water, and sugars in a small bowl. Pour over cooked chicken and cook until sauce begins to caramelize and thicken.

Remove chicken and sauce from pan. Wipe pan clean. Add enough oil to again lightly coat the bottom of the pan. Heat oil.

Stir-fry celery, zucchini, and broccoli until vegetables are tender. Add shredded carrots and warm through.

Place cooked rice in a bowl. Top with vegetables, then chicken and sauce.

Serves about 4

## Instant Pot Mac and Cheese

(from SFL 110 – Food Preparation in the Home – Recipe Packet)

<b>Ingredients:</b>	½ teaspoon dry mustard	½ cup grated Parmesan	
1 pound macaroni	1 teaspoon salt	cheese	
3¾ cups water	2 tablespoons butter	8–10 ounces milk/cream	Serves about 8
½ teaspoon crushed red	3 cups shredded sharp	mixture (5oz milk and	
pepper flakes	cheddar cheese	5oz cream)	

### Directions:

Put macaroni, water, red pepper flakes, dry mustard, and salt in Instant Pot. Stir to combine.

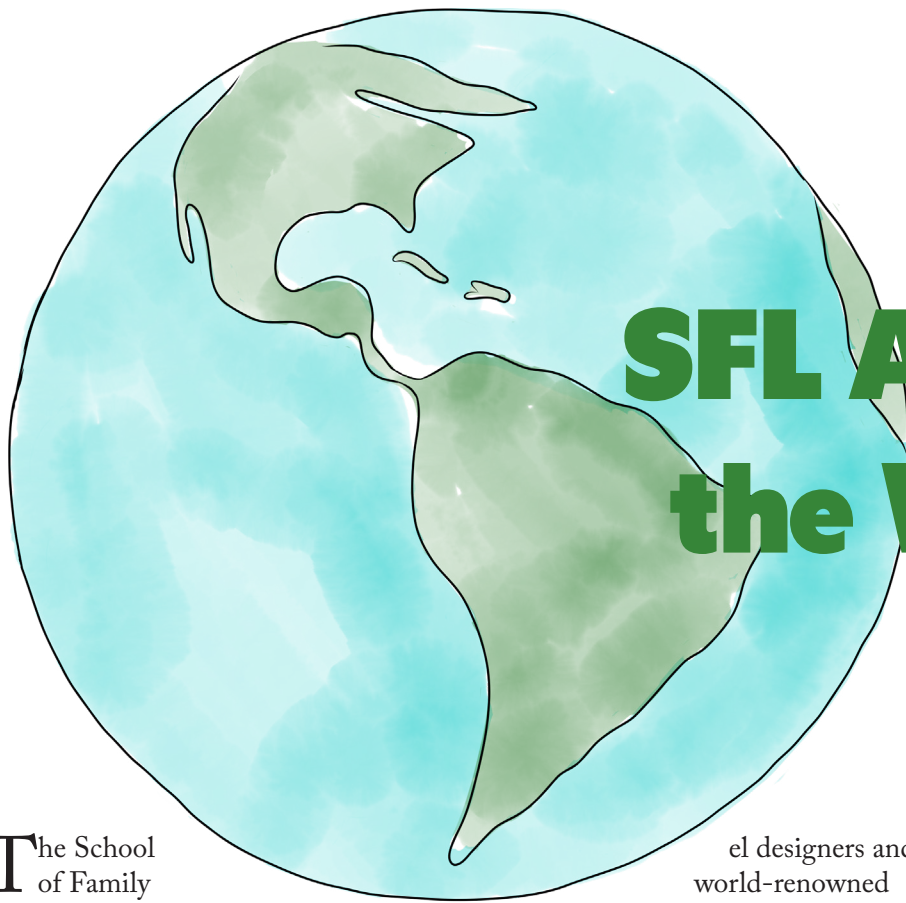
Lock lid in place, making sure valve is in sealing position. Set manual pressure setting for 4 minutes at high pressure.

Once 4 minutes of pressure cooking is done, do a quick release of the pressure. Be careful to avoid hot steam. I like to put a damp dishcloth over the pressure release valve to dissipate the steam.

Stir in the butter until melted.

Add cheeses by handfuls, alternately with milk/cream mixture, until desired consistency is reached.

Serves about 8



# SFL Around the World

The School of Family life cultivates learning through various resources including study abroad programs that feature diverse cultures and countries. Here are some examples:

## Fashion and Design in Europe

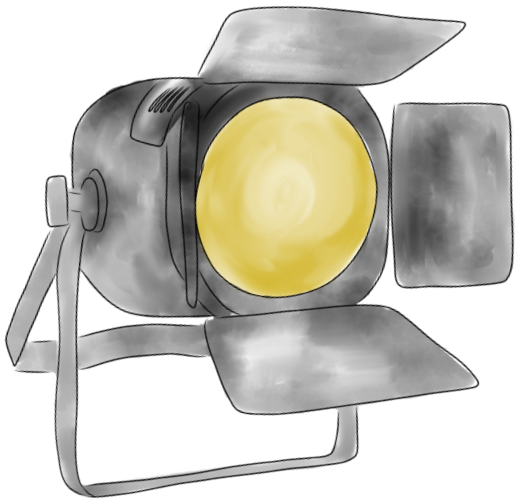
Europe is the birthplace of fashion! From there, the apparel and textile industry blossomed into the fourth largest industry in the world. Through this study abroad, students can experience first-hand the rich history and traditions that accompany their major. Family and Consumer Science Professors Dawna F. Baugh, Natalie Hancock, and Dana Hunter lead students in an enlightening foreign experience through Edinburgh, London, Paris, Florence, and Milan, the centers of fashion and design in Europe. Instead of simply dedicating time to a classroom lecture, students have the opportunity to learn directly from professionals such as world-famous appar-

el designers and world-renowned leather producers. Not a day goes by when students are not able to integrate their experiences with food, architecture, fashion, history, and interiors into their study. This study abroad brings real world examples into the classroom and provides valuable experience for future careers. Students can use this unique opportunity in their future classrooms, instructions, and professional ventures.

## Human Rights, Women's Rights

The Human Rights, Women's Rights study abroad is an amazing opportunity for students that are passionate about making the world a better place through promoting peace, compassion, development, and freedom. Over the course of this experience, Dr. Spencer James and Dr. Hayley Pierce accompany students on an expedition through Amsterdam, Brussels,

England, Scotland, Wales, Northern Ireland, and Ireland. Students can engage face-to-face with people and groups that are fighting for freedom and equality through protecting and advancing women's rights, anti-slavery measures, religious freedom, and more. They can witness remarkable historical sites regarding women's suffrage, as well as Bletchley Park (where women codebreakers advanced the end of World War II). Many behind the scenes efforts for human rights are revealed as students interact with organizations from around the world that are involved in this fight. This study abroad also includes students spending time enjoying the European continent in museums, theaters, castles, and more. This opportunity to rub shoulders with both traditional and modern revolutionaries prepares students to be supporters of human rights in their own spheres of influence as they continue their education and go out into the world.



# Alumni Spotlights



Photo credit Mariko Kay  
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**Amy** Richards graduated in December 2012 with her bachelor's in Family Life with an emphasis in Human Development and a minor in Gerontology from BYU. Following graduation, she worked as an activities assistant and interned in the Alzheimer's unit at an assisted living home where she loved applying her minor. She and her husband Jon currently live in Highland, Utah. When reflecting on her BYU experience, she says "my major better prepared me to become a wife and mother ... my most treasured 'career' .... It gave me insights and tools to enhance my relationships with my dashing husband and four beautiful children. It has blessed me in my callings in the Church ... and has blessed me in all areas of my life and with all my relationships."



**Alexis** Arnold's bachelor's degree in Family Studies at BYU helped her develop a passion for advocating on behalf of underserved individuals and families. She determined she wanted to do that professionally for the rest of her life, propelling her to complete her master's degree in Public Administration at Penn State. Combining her professional and educational background, she pursued a career in the public health and nonprofit fields. She is now the Refugee & Migration Health Services Supervisor for one of Utah's two state-appointed refugee resettlement agencies. She oversees the team as they connect new refugees and asylees in Utah to mental and physical health-care as well as facilitating education and community partnerships for them. In regard to her career Alexis said, "It is such a privilege, and I am so grateful for the role BYU played in training me and helping me to prepare for this role."





**Anne** Crowther met her husband Bob while obtaining her associate's degree in Family Living from BYU in 1977. Shortly after her graduation, they had their first child. The courses she took prepared her to live frugally during the early years of marriage, which led to enough savings for her kids to take piano lessons—a worthwhile sacrifice. Anne's degree in Family Living also helped her learn that she loved working with children. After raising her own children, Anne went back to school to earn a degree in Elementary Education and worked as a third-grade teacher until her retirement. Anne still uses her education from BYU as she works in the nursery in her local ward and is a grandmother to thirteen wonderful grandchildren. She also uses her "BYU pie crust" recipe, a family favorite, from her Family Living cooking class.



**Brent** Crane is the executive director of the Food & Care Coalition in Provo, UT. He's been the executive director for thirty-four years and has done amazing work in helping people from disadvantaged backgrounds throughout Utah County. After receiving his Family Life degree from BYU, he completed his graduate studies at the University of Utah in Nonprofit Management. Brent and his wife Shellie have been married for thirty-one years and have four children and four grandchildren.

In regard to his degree in Family Life, Brent notes that "this knowledge base has made me a better husband, father, and civil servant than I otherwise would have been." When Brent entered the homeless nonprofit network, he observed a disjointed and siloed system of services relative to homeless services. Using knowledge from his various degrees and background, Brent comments, "I saw this as an opportunity to make an impact and change not only how we view homeless individuals, but how we, through a spirit of cooperation and collaboration, could improve the network and quality of services available to this population."

The work that the Food & Care Coalition and Brent Crane have done is changing lives. Brent concludes by saying that for him and others involved in social issues like homelessness, their work "does just as much, if not more, to refine us as individuals, than it does to alleviate the needs of our brothers and sisters experiencing homelessness and poverty."

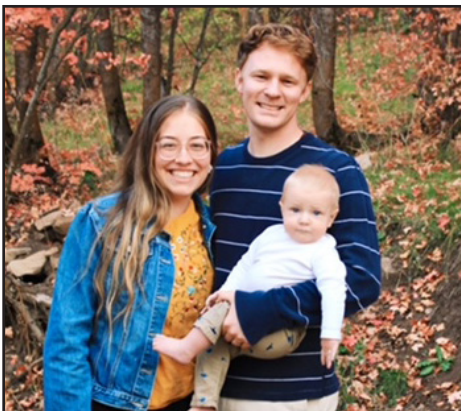


**Laura** Thackeray is currently a Certified Child Life Specialist in the surgery department at Children’s National Hospital in Washington, DC. She is trained to reduce trauma by providing psychosocial support to patients and their families during hospitalization. Her work includes teaching patients coping strategies, clarifying patient and family misconceptions, and simplifying medical terms to fit a child’s developmental level. Laura also enjoys creating coping plans for neurodiverse patients who have difficulty with the medical environment. Laura comments that her experiences studying Family Life with a Human Development emphasis at BYU helped her to gain “experience in publish[ing], writing, statistics, and professional communication that [she] still use(s) on a daily basis.” Laura is making a difference in the lives of children and their families, using knowledge gained in the School of Family Life.



**Ariel** Johnson received his bachelor’s degree in Marriage, Family and Human Development from BYU, and then attended the University of Nebraska College of Law. Upon graduation in 2013, his family moved to Las Vegas, Nevada, where he has since been working as an attorney practicing commercial litigation. Ariel and his wife, Sarah, have three red-headed children.

Ariel says that choosing to study in the School of Family Life at BYU has had a major positive influence on every part of his life. Opportunities such as working as a research assistant and writing research papers helped to engender a fascination with how humans develop and adapt—particularly within a family. In his words, “Whether I’m practicing law, coaching a sports team, conversing with my wife, teaching my children, or serving at church, the foundational knowledge and skills I learned at BYU help me make all my relationships and interactions more meaningful—including my relationship with God.”



**Katrina** Kleinman is a recent BYU graduate and a new mom of a 1-year-old baby boy. While transitioning to parenthood can be challenging for many couples, Katrina notes, “I feel great knowing I have already applied many tools to my marriage such as deep listening, Gottman’s antidotes to the “Four Horsemen,” family dinners and rituals, avoiding maternal gatekeeping, and mental health awareness.” While acknowledging that there is much more to learn, Katrina has been able to confidently enter this new stage in life as a mother and part-time worker with useful knowledge from her degree in Family Life.



# Belonging and Diversity

## by Haley Haun

Recognizing the historical need to address issues of racial bias and in-group favoritism on BYU's campus, the College of Family, Home, and Social Sciences (FHSS) formed the Committee for Belonging and Diversity. This committee's core purpose within the FHSS framework is to build a sense of belonging, promote awareness of minority and ethnic student needs, and provide improved opportunities for intergroup contact.

One of the Committee's more prominent initiatives is hosting Panels where ethnic and minority group students volunteer as panel participants for an in-class panel presentation. Each panel presentation is unique and may cover a myriad of issues that affect students of minority groups. Panels are scheduled at the professor's request and occur during class hours as part of the class curriculum. During the panel, students in the class are invited to ask questions, listen, and learn from the

student panelists as they share their experiences related to being a minority on campus.

### Belonging and Diversity Administrator's Perspective

"Our purpose with the Belonging and Diversity committee is to create a space where everyone feels they belong, and that they are part of the community here. We love that our college's vision and mission cultivate



inclusivity along with learning and growing from all our diverse backgrounds. We move forward with Christ, our Savior, always in mind and His teachings of unconditional love to one another.” —Kathleen Reyes, Program manager, Belonging and Diversity

### Manager's Perspective

“The Belonging and Diversity Committee is one of our initiatives to assist professors in creating a more beloved community in the classroom, which is large a part of the mission of the college.

“Panel presentations give peer exposure to those from marginalized groups in the community. To develop a space of safety and an environment of belonging, it is vital that those from marginalized communities have opportunities to give voice to issues that affect them daily. There are so many struggles in their seeking to find community and feel a sense of connectedness. Students who ask questions of the panelists are given a valuable opportunity to listen to and be educated by their peers. In a classroom setting the panelists share sensitive and vulnerable realities from their own lived experiences with the hope and prayer that awareness, compassion, and

individual perspectives will increase. Panel presentations are also an effective way to develop relationships with trusting and supportive faculty members throughout the college, which helps to strengthen the community as well.” —Lita Little Giddins, Associate Vice President of Belonging

### Professor's Perspective:

“The Belonging and Diversity Committees through the College of Family, Home, and Social Sciences (FHSS) have been such a beautiful resource to us as faculty. I currently teach SFL 354: Cross-Cultural Families and Human Development, and MFT 654: Gender & Ethnicity within Marriage & Family Therapy. Within these courses, students have the opportunity to learn about people who have perhaps had a different personal family experience from them. One of the primary invitations to my students is to become a “healing influence in the world” (Learning the Healers Art, Elaine S. Marshall, 2002.)

“Because of this I regularly invite variations of the Belonging and Diversity Panel to attend class and share their experiences. It is so valuable to have individuals come and share their experiences as marginalized individuals in terms of race, ethnicity, mental health, sexual identity and orientation,

religious affiliation, or other identities. Diversity is good; God created us differently so we can learn from each other. The differences in experience allow for increased empathy, knowledge, and to see how individuals and families operate in a more personal and experiential way. Because of the leadership and vision of Program Manager, Kathleen Reyes and former Associate Dean, Lita Little Giddins, the structure created within FHSS for panels will continue to bless and expand the lives of many. This program aims to unite us by bringing us closer to the Savior—willing to ‘mourn with those that mourn and use our light to connect better with those within our sphere of influence.” —Lauren Barnes, Marriage & Family Therapy Clinical Director; associate clinical professor in the School of Family Life

### Student's Perspective

“I attended my first Diversity and Belonging panel in SFL 354: Cross-Cultural Families and Human Development. Before attending the in-class panel, we were extended an invitation by Professor Barnes that prepared my mindset for the learning opportunity that was being presented. Before the panel, we were invited to read an article about building a Zion community and entering brave spaces as we

discuss challenging issues that face our classmates. This concept of building a Zion community was an overall theme of the panel, and as I entered the classroom on the day of the panel this mindset ensured that I was ready to empathize with my classmates' truths.

"During the panel, one of the moments that affected me profoundly was when a panelist described a work meeting that they had attended as a BYU student employee where they felt their voice was being ignored on an issue that concerned a marginalized community on BYU's campus. This panelist then described their intense appreciation when the presiding officer in the meeting noticed that the panelist's feedback was not being included, and they intentionally used their leadership position to redirect the conversation in a way that would permit the panelist the opportunity to share their thoughts about how the group could approach the issue at hand. The panelist expressed that this experience touched them deeply because the officer also understood the issues at hand and could easily have expressed similar sentiments. But instead of speaking for them, the panelist noted that the officer created an opportunity for them to share their perspective. I feel that listening to this experience from my classmate inspired me to recognize

opportunities in my personal life and career where I can elevate the voices of my marginalized friends and associates and give them a larger platform so that they can be heard. Attending this panel changed my life. It helped me learn to empathize with others on a more personal level, and because of my experience, I want to move forward seeking to build a Zion community in every community in which I participate." —Anonymous



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**The School of Family Life [SFL] is not just a school, it's an experience. Students don't simply learn material and develop skills; they are changed. We asked students and alumni to share their experiences with us. Here is what they said.**

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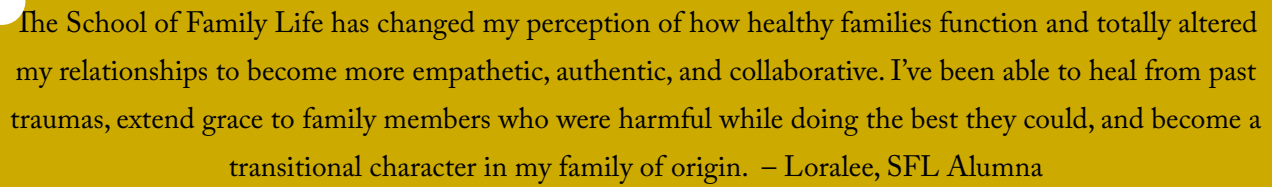
“The School of Family Life has taught me to be a more critical thinker, a better communicator, and an overall better disciple of Jesus Christ.” - Maria, SFL Minor

I used to think that my premed classes prepared me to be a physician and my SFL major prepared me to be a wife and mother. I'm now about to graduate and I realized I am completely wrong. My SFL major classes far better prepare me to help and care for patients than my STEM classes ever could. – Ellie, SFL Major

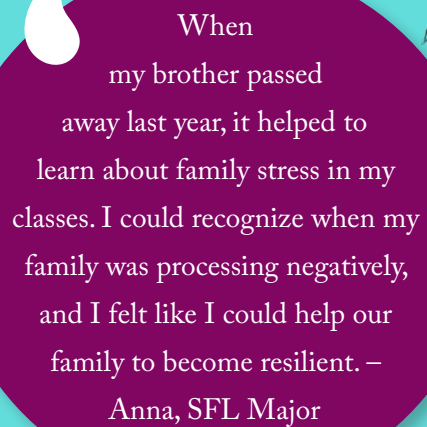
“The School of Family Life has helped me better understand the world around me in so many ways. It changed the course of my career and life as I have realized that the most important thing in my life is the people around me. The School of Family Life has given me opportunities to work with people from different cultures and backgrounds, diversifying my understanding. It has given me the tools to understand others and continue seeking that understanding for the rest of my life.  
– Cassidy, SFL Alumna

“The School of Family life will forever change your life and the people that fill it for the better. – John, SFL Major

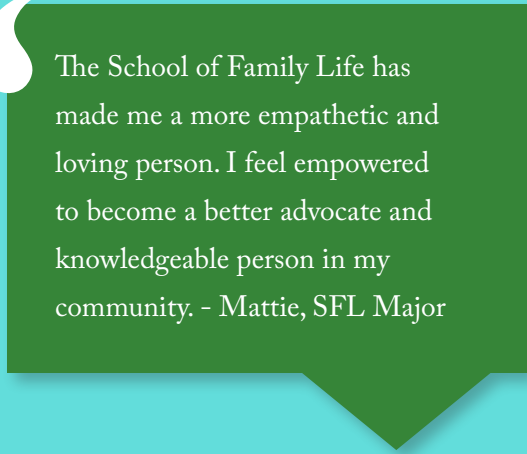




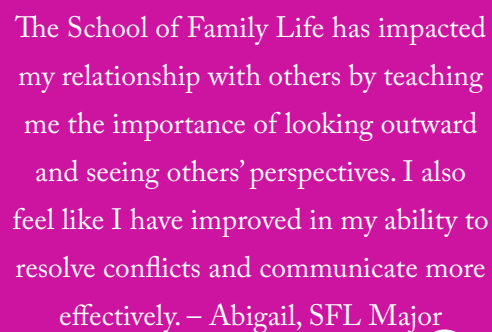
The School of Family Life has changed my perception of how healthy families function and totally altered my relationships to become more empathetic, authentic, and collaborative. I've been able to heal from past traumas, extend grace to family members who were harmful while doing the best they could, and become a transitional character in my family of origin. – Lorelee, SFL Alumna



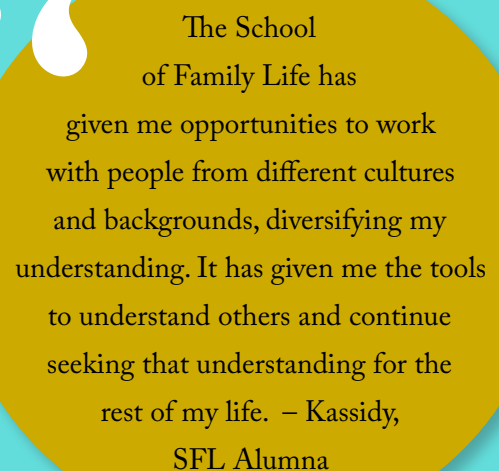
When my brother passed away last year, it helped to learn about family stress in my classes. I could recognize when my family was processing negatively, and I felt like I could help our family to become resilient. – Anna, SFL Major



The School of Family Life has made me a more empathetic and loving person. I feel empowered to become a better advocate and knowledgeable person in my community. – Mattie, SFL Major



The School of Family Life has impacted my relationship with others by teaching me the importance of looking outward and seeing others' perspectives. I also feel like I have improved in my ability to resolve conflicts and communicate more effectively. – Abigail, SFL Major



The School of Family Life has given me opportunities to work with people from different cultures and backgrounds, diversifying my understanding. It has given me the tools to understand others and continue seeking that understanding for the rest of my life. – Cassidy, SFL Alumna

# SFL at Home

## Making Meaningful Homes

The designed environment we live in, typically a house, offers many opportunities to nurture the experience we call “home.” Though the terms *house* and *home* are often used interchangeably, it is possible to have one without the other. Likewise, when both align in purpose the positive attributes of each may be magnified. Consider the following questions: How can the physical environment have personal meaning for each member of the household? How can the physical environment enhance the spiritual and social experience of home? How can the house enhance feelings of security and stability? Answering these questions with small purposeful changes such as adding artwork, rearranging furniture, or encouraging family participation with decoration can have considerable positive impacts on the “home.” —Chad W. Gibbs

## Overcoming Addiction

Ground your recovery in faith, not fear. Recovery is not fleeing your boogeyman—always looking over your shoulder as in a bad dream—but rather pursuing a compelling vision of the life ahead of you: faith, not fear. Fear is a bad motivator. Faith is powerful. Capture the vision of that “good life.” Search to recognize blessings that are arriving daily in your recovery. Instill in your heart, mind, and spirit a love for your good life and joyful relationships in recovery. Spiritual suffering is only good for a U-turn to recovery—don’t hold onto it any longer than that (see Alma 42:29). Look up! Fix your focus on that glorious future, and let vision and joy power you there. —Mark Butler



## Developing Positive Body Image

How bodies and food are talked about within our homes is one of the biggest predictors of body satisfaction and of developing an eating disorder. Body image is really, at its core, self-image. The conversations that happen in your home can help strengthen your body respect and develop better interoceptive awareness.

Suggestions:

- **Diversify** your social media feed. Pay attention to who you are following on social media. How does it make you feel? Do you see body diversity? Do you see all sizes and shapes in movement?
- **Move** your body in ways you enjoy. Regularly moving our bodies helps us feel better physiologically and improves our physical health.
- **Enjoy** your food and be mindful about how you feel while eating foods. What foods bring you satisfaction? Are you aware of the sensations of food as you eat?
- **Ponder** the amazing functions within and from your body and how we are created in the image of God.

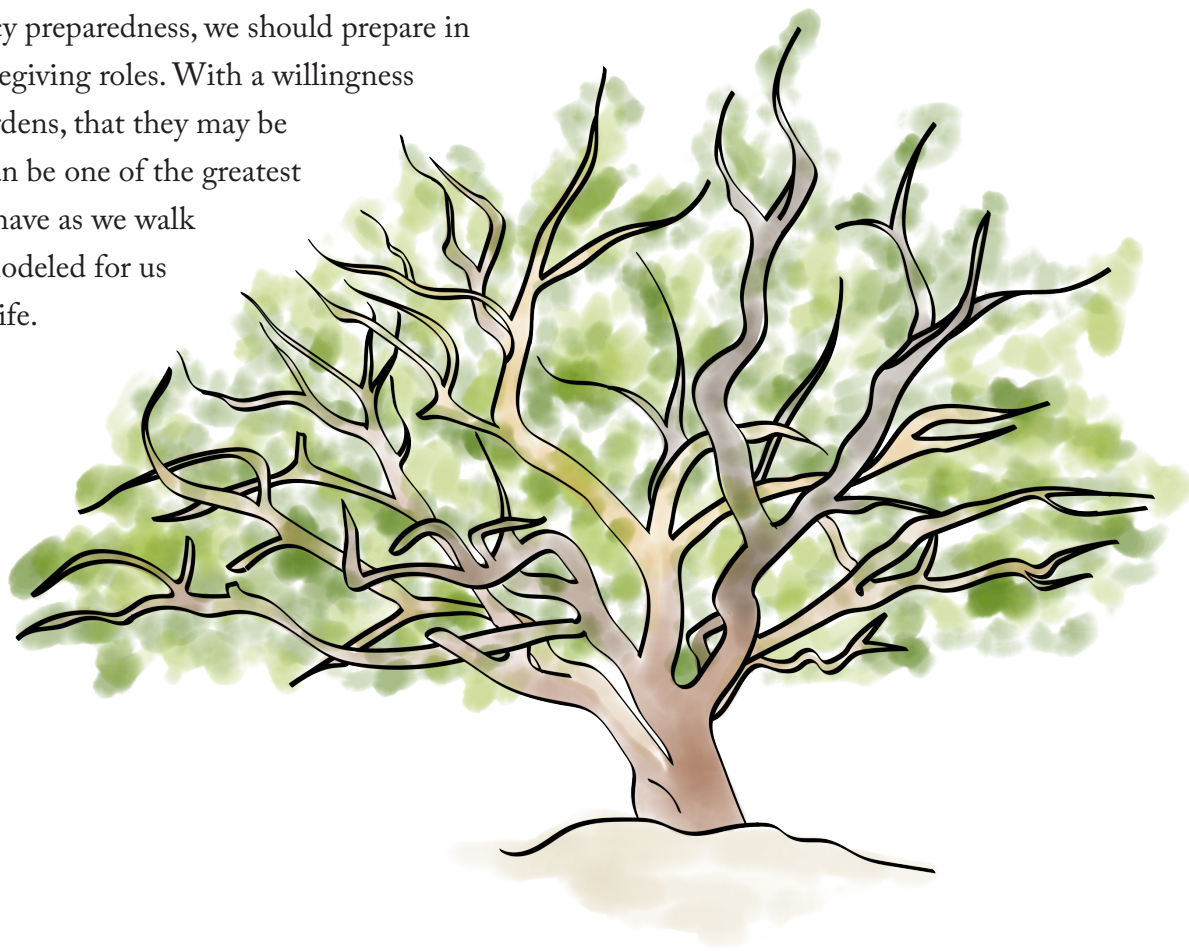
—Lauren Barnes



## Family Caregiving

A kaleidoscope of various caregiving scenarios can be found worldwide in communities as families strive to care for aging loved ones. How are we preparing to face unanticipated changes in our own lives as well as those of our loved ones? In the same way that we do not wait for a natural disaster to begin our emergency preparedness, we should prepare in advance for aging and caregiving roles. With a willingness “to bear one another’s burdens, that they may be light” (Mosiah 18:8), it can be one of the greatest sanctifying privileges we have as we walk the path the Savior has modeled for us by the way He lived His life.

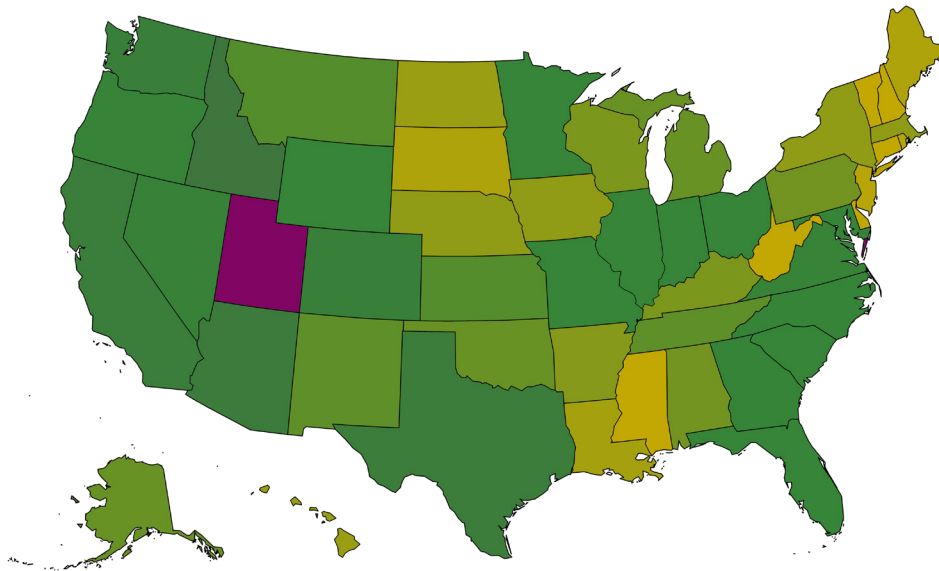
—Nancy Madsen





# By the Numbers

## Where are they now?

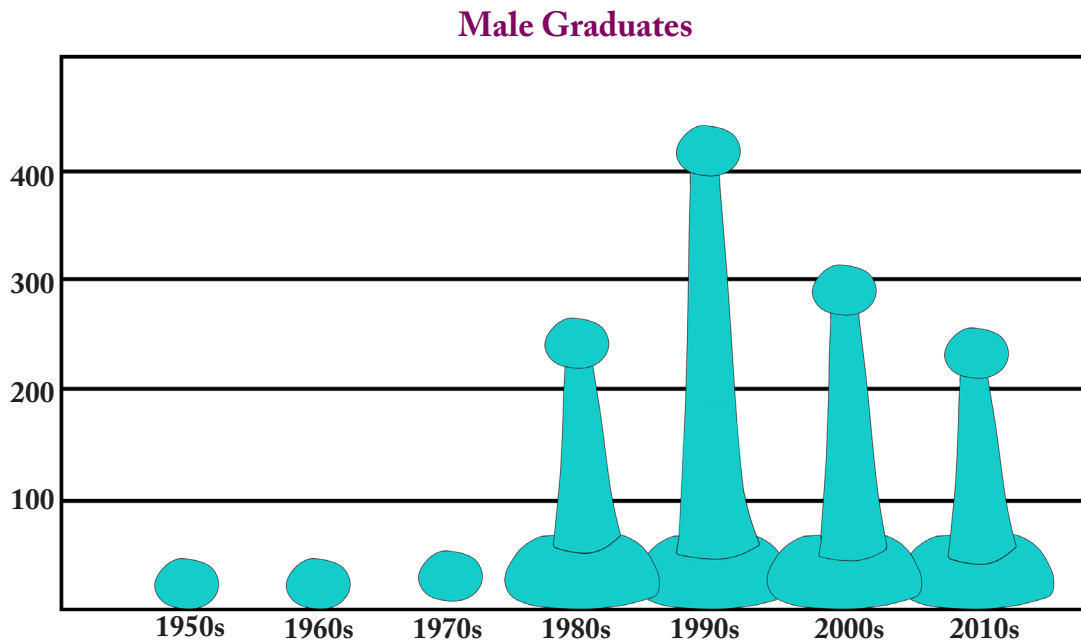


This heat map shows the dispersion of our graduates living in the United States, however; School of Family Life alumni also reside in several different countries around the world, ranging from Peru to England to Thailand.

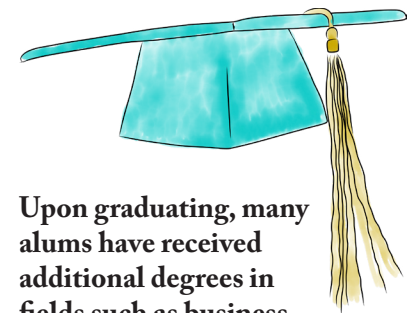


This is a sample of career paths pursued by graduates of the School of Family Life, showcasing the diverse range of professional opportunities available to individuals in this field.





Since the creation of the program, there has been an increase in the number of male SFL graduates, peaking at 438 in the 1990s. Since then, there has been a steady decline with current male graduates averaging between 200-300.



Upon graduating, many alums have received additional degrees in fields such as business, healthcare, education, arts, and more. Though this list is not exhaustive, it gives a sense of the diverse educational backgrounds and expertise possessed by graduates of the School of Family Life.

# Current Research Areas in the School of Family Life

## General Areas of Interest

Religion & Families  
 Relationship Education  
 Divorce Education  
 Aggression  
 Victimization  
 Parenting  
 Gender Ideology  
 Family Mealtime  
 Couple's Health Concerns  
 Media  
 Body Image  
 Religiosity  
 Child Development  
 Emotional Development  
 Parent-Child Relationships  
 Parenting  
 Psychophysiology  
 Children  
 Family Policy  
 Parent-Child Interactions  
 Adoption  
 Hope  
 Prosocial Behavior  
 Sympathy  
 Empathy  
 Race  
 Racism  
 Socialization  
 Socioeconomic Status  
 Controlling & Abusive Relationships  
 Addiction  
 Trauma Recovery  
 Mass Trauma  
 COVID-19  
 Disasters

## Family Structures

Marital  
 Parent-Child  
 Youth Religious Development  
 Marriage  
 Parenting  
 Unmarried  
 Cohabiting  
 Two-Parent Households  
 Parents-Adolescents  
 Siblings  
 Adoptive Families  
 Romantic Partnerships

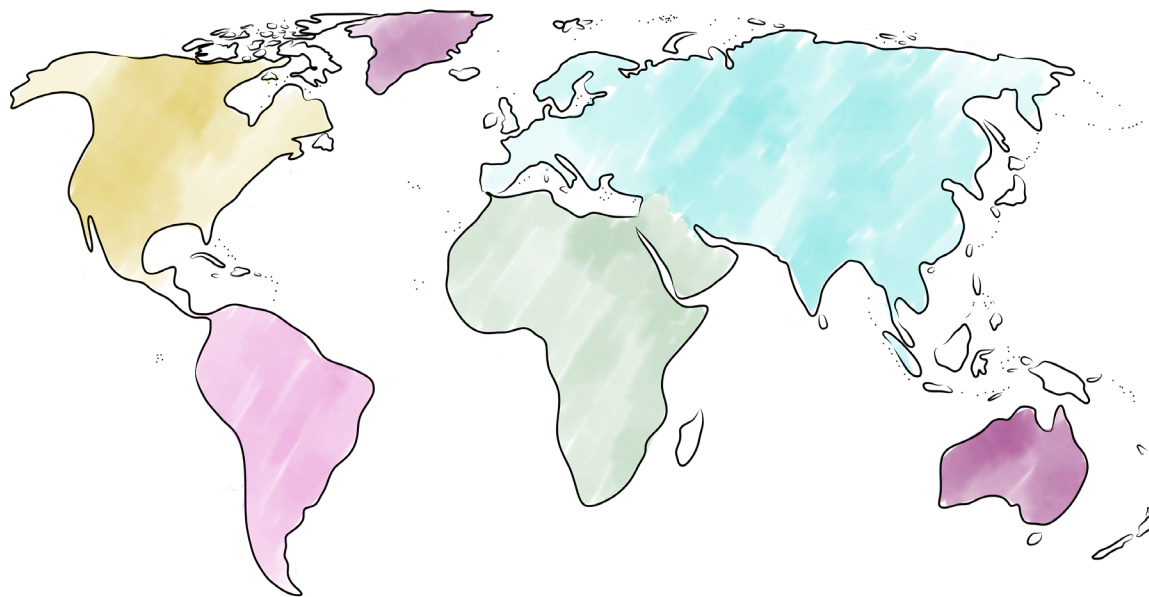


## Developmental Stages

Infancy through Early Childhood  
 Preschool through Adolescence  
 Youth  
 Adolescents  
 Adolescent through Mid-Late Adulthood  
 Young Adults  
 Adulthood  
 Mid- through Later Life



School of Family Life faculty are collecting research in these areas of the world.



USA  
Russia  
Ukraine  
Turkey  
Taiwan  
Japan  
China  
Malaysia  
New Zealand  
India  
Colombia  
Sri Lanka  
Mexico

## Parts of the World

These are some under-represented populations that are represented in SFL faculty research.

Latine  
Black  
Asian  
LGBTQ+  
Couples Managing Type 1 Diabetes  
Low Socio-Economic Populations  
Adoptive Families  
Widowed Women  
Survivors of Physical and Sexual Abuse

## Populations



# For the Strength of ~~Youth~~ Parents

## by MaCall Smith

Since the October 2022 General Conference, parents like you have started perusing the new *For the Strength of Youth* guide. As you've read it, were you intrigued by the fact that principles like "treat your body—and others' bodies—with respect" are highlighted instead of commandments like the word of wisdom, law of chastity, language, and more? After looking at the updates more closely, did you notice that the pamphlet no longer explicitly says "do not participate in passionate kissing" or that it is much less direct about topics like modesty? Perhaps you are worried that these vague instructions will result in some creative interpretations from your children and, consequently, in more disagreements as you enforce these commandments. Another heated conversation with your teen is the last thing you need.

If your reaction to this announcement or these changes was similar to what I have just described, you are not alone! The *For the Strength of Youth* pamphlet has been around since 1965 and has always consisted of do's and don'ts. So,

the big question is, why the sudden changes? And what does this mean for you and your teen?

If you know, as I do, that the prophet and apostles are inspired, then you know there is good reason for these changes. With this in mind, let me help you understand why this update to *For the Strength of Youth* is also inspired, how we as parents and members of Christ's Church can get on board, and why this is all so important.

### The Parable of the Powdered Donut

During my time in the young women program, I participated in (or gritted my teeth through) many lessons on the law of chastity. Throughout the Church, we often use metaphors in these lessons to help illustrate the point of being sexually pure—in my case, one teacher compared us to powdered donuts. The point of this metaphor was that once someone else has touched the donut, the beautiful powder is gone. This metaphor meant that once

we had done something to jeopardize our sexual purity, we would also lose that piece of us—our beauty. This type of metaphor compares us to a used, beaten down, powdered donut that no one would ever want.

Though this was never the intended outcome, most youth leave these types of lessons feeling just like the beaten down powdered donut. Children growing up in The Church of Jesus Christ of Latter-day Saints can easily list off the don'ts regarding the law of chastity as illustrated in this parable.

You can find the rest of  
MaCall's article here



# The Interactive Role of Shared Reading and Child Participation in Cognitive Development

by Joanne Anderson

Shared reading enhances a child's cognitive development in multiple domains (Câmara-Costa et al., 2021; Clemens & Kegel, 2021; Demir-Lira et al., 2019; Dowdall et al., 2020; Muhinyi & Rowe, 2019; Savva et al., 2021; Torr, 2019; Weisleder et al., 2018). Shared reading is a dialog-based method of reading with a child. It includes a variety of interactions between the reader and child including reading out loud and discussing the definition of new words and the meaning of pictures (Torr, 2019). Shared reading also includes the reader asking open-ended questions, gesturing to elements of the book, and relating a part or general principle of the book to the child's life (Muhinyi & Rowe, 2019; Dowdall et al., 2020). These practices create opportunities for

dialog with children that include more advanced language skills than other activities children and adults engage in, like mealtimes or dramatic play. Parents create these opportunities as they elicit vocal responses, even from nonverbal infants, and engage in these various dialog-based reading strategies that are part of shared reading (Clemens & Kegel, 2021; Dowdall et al., 2020; Savva et al., 2021). Shared reading is a powerful tool for parents as they support a child in their cognitive development.

Although some parents may feel more equipped for shared reading than other parents, shared reading provides benefits for children starting in infancy regardless of their parents' characteristics. Specifically, research has found

benefits for children as young as 9 months old (Clemens & Kegel, 2021; Savva et al., 2021), showing the highest impact on language development in younger children of preschool age or below (Dowdall et al., 2020). Resources for shared reading are limited for people in a low socioeconomic status (SES), but research shows shared reading has the same benefits for families from all SESs. . . .

You can find the rest of Joanne's article here





# Marital Satisfaction Among Interracial and Intercultural Couples

## by Brynly Rich

The overall satisfaction in a marriage seemingly stems from a marriage's ability to flourish (Fahd & Hanif, 2019). A flourishing marriage is a relationship in which a couple typically experiences positive social interactions, feels positive emotions, and practices positive psychological functioning (VanderWeele, 2019). A flourishing relationship can strengthen one's confidence in themselves as well as in their marriage (Fahd & Hanif, 2018). However, a couple will often face adversity in their quest towards flourishing. For example, married couples must learn to make time for their families while maintaining lives outside of the home (Apostolou & Wang, 2020). Sacrifices of time and preferred activities become necessary to maintain a healthy and happy relationship with a spouse (Apostolou & Wang, 2020). Additionally, couples may often fight, face financial problems, and struggle in their faithfulness toward one another

(Apostolou et al., 2019; VanderWeele, 2019).

In order to combat such challenges, many couples of the same culture have found refuge in increasing their commitment levels to one another (Hou et al., 2019) while also increasing their religious commitment (VanderWeele, 2019; Davis et al., 2018). Commitment is what motivates a couple to cling to one another and continually protect their relationship (Hou et al., 2019). When two people are committed to one another, other matters are simply obstacles they must learn to work through (Hou et al., 2019; VanderWeele, 2019). Similarly, the commitment that married couples demonstrate towards their religious beliefs and practices has the ability to fortify their marital bonds (VanderWeele, 2019; Davis et al., 2018). A couple's commitment to attend and participate in church meetings brings

much healthier outcomes, not only to their relationship, but also to their own well-being. Though effective, such principles only apply to those couples who marry within their same culture and race. However, a varying set of obstacles arises for individuals who desire to marry someone outside of their cultural or racial group.

People come from varying places, backgrounds, home situations, and experiences.

You can find the rest of  
Brynly's article here



# Helping Families Adapt to Individual Circumstances: The Case of Stay-at-Home Fathers

by Kade Cope

“By divine design, fathers are to preside over their families in love and righteousness and are responsible to provide the necessities of life and protection for their families. Mothers are primarily responsible for the nurture of their children.” This line, from *The Family: A Proclamation to the World*,<sup>1</sup> has adorned the walls of many Latter-day Saint homes since its publication in 1995. These words are familiar and often quoted but how often do we consider the next line? “In these sacred responsibilities, fathers and mothers are obligated to help one another as equal partners. ...Other circumstances may necessitate individual adaptation.”<sup>1</sup> Here, the Family Proclamation acknowledges that the way parental responsibilities are fulfilled may look different from family to family. Faithful

families confidently adapt their roles to the myriad of individual circumstances in which they find themselves. Successfully adapting requires understanding the truth outlined in the Family Proclamation: that families have both emotional and physical needs that must be prioritized. While there are many ways that parents might adapt to fulfill these roles, some families faithfully fulfill these responsibilities by having a stay-at-home dad and a working mom. There are many reasons why a stay-at-home dad and working mother setup might be a necessary adaptation for some families, including better financial opportunities,<sup>2</sup> differing education levels of parents,<sup>3</sup> and even the personality styles of the parents.<sup>4</sup> When stay-at-home dads lean into their role, there can be several benefits to the family.

For example, stay-at-home dads are more likely to be open-minded about what it means to be a father<sup>7</sup>. Many of these fathers develop the capacity to meet their children’s emotional needs through traits of gentleness, warmth, and nurturing<sup>5</sup>. These traits of caregiving are often associated with mothers, but research shows that children benefit in almost every way when at least one and ideally both parents can exhibit such traits.

You can find the rest of  
Kade’s article here



# We are excited to announce

## SFL 335: Family Adaptation and Resiliency

Hardships and unexpected changes are inevitable in family life. But understanding what attributes and characteristics can help a family navigate stress, trauma, and change is an important part of preparing students to enhance the quality of life of individuals and families within their homes and communities worldwide. This course accomplishes this objective by utilizing the best and most recent research to help students to understand the characteristics of family resiliency in times of stress, as well as characteristics of positive adaptation during family transitions.

Dr. Nathan Leonhardt, assistant professor in the School of Family Life, describes the significance and scope of SFL 335:

Archbishop Desmond Tutu said, “Discovering more joy does not, I’m sorry to say, save us from the inevitability of hardships and heartbreaks. In fact, we may cry more easily, but we will laugh more easily, too. Perhaps we are just more alive. Yet as we discover more joy, we can face suffering in a way that ennobles rather than embitters.

We have hardship without becoming hard. We have heartbreak without being broken.”

Life is full of inevitable, unfair suffering. In the face of this suffering, the stories I find most inspiring involve engaging with hard things. Abuse. Infidelity. Racism. Addiction. Divorce. Childbirth.

Faith Crises. Poverty. Suicide. We address these, among many other topics, in this class. This is a class about overcoming hard things and adapting in the face of change—the heart of resilience.

More specifically, in this class, we develop a deeper

understanding of family adaptation and resilience by bringing together the best of family science and the gospel of Jesus Christ. We learn about (a) theories that help researchers and clinicians frame stressful events in families, (b) life events that influence families both positively and negatively, (c) the factors that contribute to whether families respond positively or negatively, and finally (d) how gospel principles regarding the family, charity, faith, trials, redemption, compassion, humility, and more interweave with scholarly research on family stress.

At the heart of this class is an opportunity to draw closer to our Savior Jesus Christ, as I believe that one of the ways we can feel closest to Him is by healing those who suffer. Remember, that Christ’s tears of joy when visiting the Nephites (3 Nephi 17) came after Gethsemane (Matthew 26). More than anything, my hope for this class is that students leave with a stronger conviction that the Atonement of Jesus Christ has the power to help people transcend inevitable, unfair suffering.





# Dr. Alan Hawkins

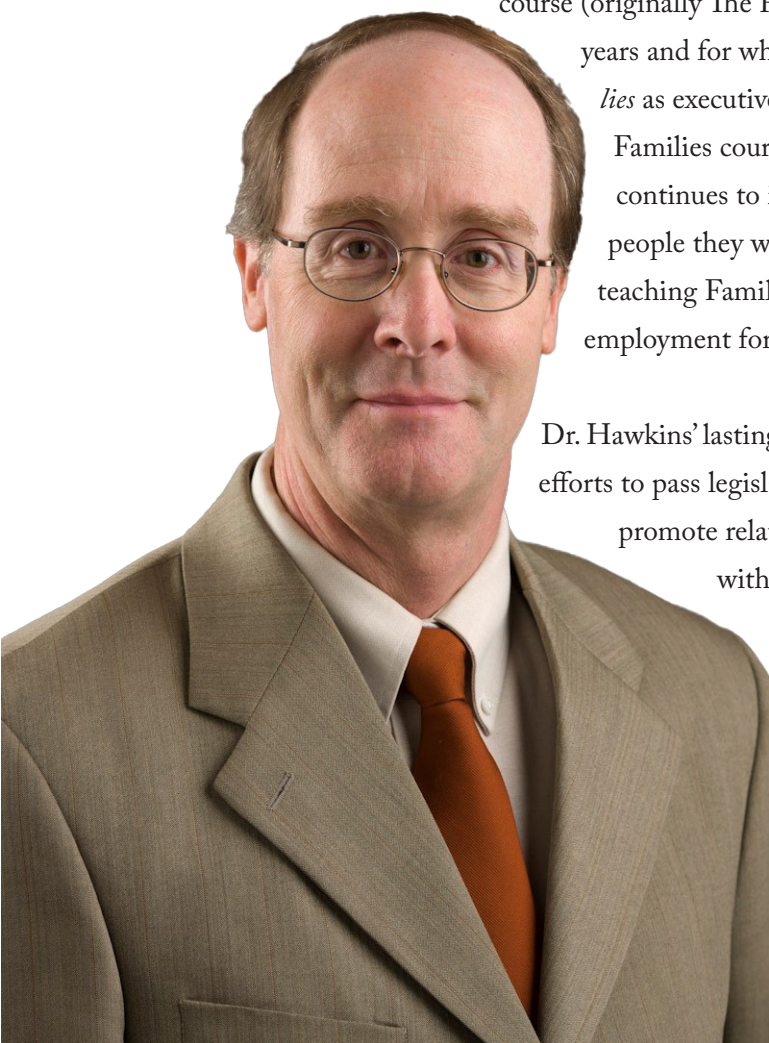
Dr. Alan Hawkins, a respected professor in the School of Family Life, is retiring from BYU after 33 years of remarkable teaching and scholarship. As he steps away from BYU, he is stepping into a new role as the Manager of the Utah Marriage Commission.

Dr. Hawkins received Bachelor of Psychology (1979) followed by Master of Organizational Behavior (1984) degrees from BYU. From there, he went on to receive a doctorate in Human Development and Family Studies (1990) from The Pennsylvania State University. Since beginning his tenure as a professor at BYU in 1990, he has served as both the Associate Director and Director of the School of Family Life. He has also taught numerous courses, authored many academic papers, chaired dozens of theses, and greatly influenced thousands of students.

One of the lasting impacts his work will have on the School of Family Life is the development of the Eternal Families course (originally The Family: A Proclamation to the World course), which he taught for 15 years and for which he helped to produce two textbooks: *Strengthening Our Families* as executive editor and *Successful Marriages and Families* as editor. The Eternal Families course and its publications have far-reaching effects because the content continues to influence individuals who take the course, their families, and the people they will influence both professionally and personally. He is also known for teaching Family Life Education, where he prepared students for and, often found employment for them in the field of Family Life Education.

Dr. Hawkins' lasting influence extends well beyond the academy given his effective efforts to pass legislation to incentivize couples to participate in premarital education and promote relationship education for disadvantaged families. He has also worked with the Federal Administration for Children and Families Healthy Marriage and Relationship Education Initiative and the Utah Marriage Commission. His ability to make meaningful, policy-based applications based on scholarly insights is unmatched. His influence is both large in scope and personal in nature, given his efforts to generate change in the public sphere while also supporting and mentoring his individual students.

Dr. Hawkins' hard-earned wisdom, inspiring leadership, and personable nature will be missed by everyone in the School of Family

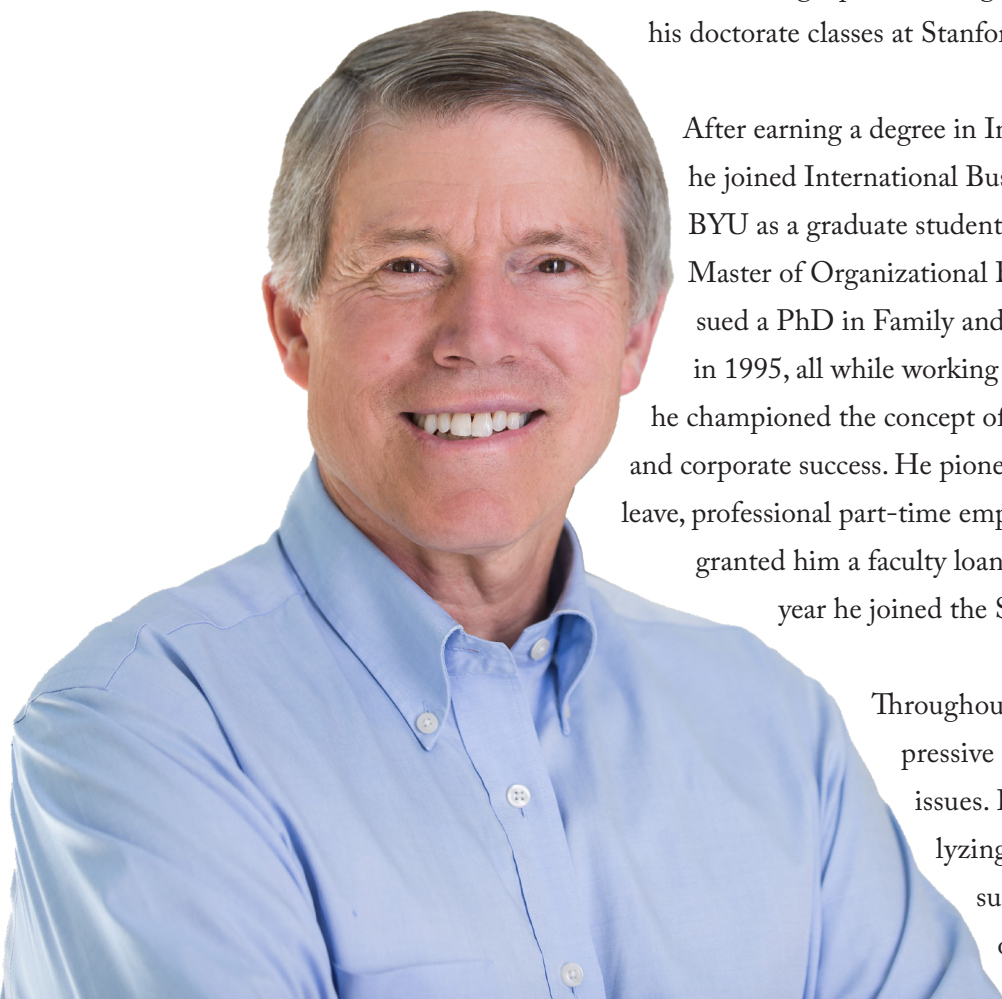


Life. Even so, we wish him continued success in his endeavors at the Utah Marriage Commission, an organization whose mission aligns so perfectly with his passion and expertise. He remains committed to strengthening the culture of marriage in Utah and producing educational resources that will help couples form and sustain healthy relationships and marriages. After working towards these objectives as manager of the Utah Marriage Commission, he plans to “slow down” and hopes to serve a mission with his wife, Lisa Bolin Hawkins.

The BYU School of Family Life expresses our deepest gratitude for the many notable contributions made by Dr. Hawkins. He has been an inspiring professor, a caring mentor, an insightful scholar, and a wonderful colleague. We wish him all the best in his many adventures ahead.

## Dr. E. Jeffrey Hill

Dr. E. Jeffrey Hill, a professor in the School of Family Life, recently concluded his illustrious 25-year career. His journey towards becoming a professor began at the age of seven when his father took him to his doctorate classes at Stanford, instilling in him a deep interest in academia.



After earning a degree in Interpersonal Communication from BYU in 1977, he joined International Business Machines (IBM). In 1982, he returned to BYU as a graduate student in the Marriott School of Business, obtaining a Master of Organizational Behavior degree in 1984. Subsequently, he pursued a PhD in Family and Human Development at Utah State University in 1995, all while working at IBM as a family subject matter expert where he championed the concept of work-life balance as crucial for both individual and corporate success. He pioneered flexible work options including paternity leave, professional part-time employment, and telecommuting. In 1997, IBM granted him a faculty loan to teach one class at BYU, and the following year he joined the School of Family Life as an associate professor.

Throughout his time at BYU, Dr. Hill established an impressive research program focusing on work and family issues. He conducted significant projects such as analyzing the 2010 IBM Global Work and Life Issues survey, leading the 2012 Singapore National Study of Work-Life Harmony, and organizing Family Finance Research Renaissance Retreats that

resulted in numerous scholarly family finance articles. His body of work comprises more than 100 research articles and book chapters.

In addition to his scholarly pursuits, Dr. Hill engaged in impactful outreach efforts. He presented at a special session of the United Nations General Assembly in Geneva, introduced family home evenings in Indonesia, and traveled to Singapore to promote ideas surrounding family life in a nation grappling with a dwindling birth rate. His legacy as a professor shines bright in the lives of his students whom he taught, inspired, and loved.

Dr. Hill's personal journey is marked by resilience and fortitude. Amidst his flourishing career, he faced the tragic loss of his wife Juanita to cancer, leaving him and their eight children to confront an uncertain future. Armed with his faith, his understanding of how to prioritize family life amidst competing demands, and his ever-prevailing optimism, he led his family through the turmoil of their shared loss. Miraculously, he met and married Tammy Mulford (Hill), a widowed mother of four, and a future Marriage and Family Therapist.

Now retiring from BYU, Dr. Hill eagerly anticipates the next phase of his life, where he can focus on his role as a grandparent. With 38 children residing in various states, he hopes to visit them monthly. He is also enthusiastic about serving in his Young Single Adult ward and supporting Tammy in her future endeavors.

## Tammy Hill

After 10 years as an adjunct faculty member in the School of Family Life, Tammy Hill is stepping away to focus on other endeavors. She joined the School of Family Life in 2014, shortly after receiving her Masters of Marriage and Family Therapy degree from Argosy University. As an instructor of the Marriage Preparation course and a co-developer of the Healthy Sexuality in Marriage and Marriage Enhancement courses, Tammy empowers students to build strong marriage relationships by employing research-based relationship principles.

Tammy's expertise is founded upon the tenets of marriage and family scholarship coupled with a commitment to apply those scholarly principles in her own marriage and family. She has remained a source of guidance and support to her family through many different phases of trial and triumph. Tammy and her husband Mark had four children before Mark unexpectedly passed away. Tammy navigated





motherhood as a widow for five years until she met and married Jeff Hill, a father of eight children and a Professor in the School of Family Life whose wife had also passed away. Their marriage made her a mother to twelve children in total and, after seventeen years, both she and Jeff remain committed to each other and to their blended family. Tammy taught her students many things about creating successful marriages and families, but no lecture could replace her example of creating a family-centered life.

Tammy recently published the book “Replenish,” which is a guide for LDS couples on creating fulfillment in their sexual relationships. Upon retirement, Tammy plans to write more children’s books, some of which will focus on teaching children to value and understand their physical bodies. Additionally, she will continue her private relationship/sexuality coaching and honeymoon workshops. She hopes to serve a mission and be a temple worker with her husband. Tammy has left a lasting contribution on the School of Family Life. Her students will miss her passion and excitement for her work, but they will always remember how she taught them to “live their why” by living hers so well.

# Family Perspectives Podcast

The Family Perspectives Podcast can help you navigate the complexity of relationships and improve your ability to be a good friend, significant other, sibling, aunt, uncle, child, spouse, or parent. It’s for everyone! Members of the BYU School of Family Life faculty give their insights on individual and familial well-being based on their research and expertise. This isn’t just your mom’s or best friend’s relationship advice! The Family Perspectives Podcast is backed by years of study and research, but you don’t have to do any of the work. Just sit back and listen to what experts are saying about strengthening the family!

For the year 2023, the theme for the Family Perspectives Podcast is “Building a Fortified Family: A Toolbox for Success.” Each month we interview a different professor who shares practical tips on how we can create a more fortified family and highlights ways that families can have healthy conversations about numerous important topics like race, media, and body image.

**How can you access this life-changing resource?** Scan this QR code.

You can also search the Family Perspectives Podcast and it will take you directly to our website. If you have questions or requests for episodes, we’d love to hear from you at: [byusflpodcast@gmail.com](mailto:byusflpodcast@gmail.com)



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Spotify



# Board Member

## Biographies

**Shannon** Haddock graduated in December 2022 with a degree in psychology. She now works as the Publications Manager for BYU's College of Life Sciences.

**MaCall** Smith is a recent graduate of the School of Family Life in Family Life: Family Studies. After a summer full of traveling, hammocking, and spending time with family and friends, she is excited to start a Marriage and Family Therapy master's program at Utah Valley University in the fall.

**Cambria** Siddoway is a current student in the School of Family Life majoring in Family Studies with a minor in sociology and plans to go onto a research-focused graduate program next year. In her spare time, she enjoys rock climbing, yoga, reading, and talking about her research.

**Joanne** Anderson is a senior studying Family Life with an emphasis in Human Development. She hopes to support parents and families through education and intervention, with hopes of strengthening her own future family.

**Savanna** Nielsen recently graduated with a bachelor's degree from the School of Family Life with an emphasis in Human Development. She is excited to move to Arkansas with her husband and continue to pursue her dream of becoming a marriage and family therapist.

**Haley** Haun (Gasaway) is a senior in the School of Family Life. She is a Human Development major, with both Global Women Studies and a Gerontology Minor.

**Melissa** Arnoldsen recently graduated from the School of Fine Arts and Communications. After her

time at BYU, she is excited to travel abroad this summer and continue working with Crumbl Cookies on the public relations team.

**Brynly** Rich is a current student in the School of Family Life studying Family Studies. Upon graduation next April, she hopes to pursue a career in social work and music therapy.

**Sierra** Gray Nielsen recently graduated from the School of Family Life. She was married in May and is excited to figure out what is next in her career and education.

**Madelyn** Bennett recently graduated from the School of Family Life with a degree in Biological Foundations of Human Development. After a summer of fun and growing her floral business, she will begin a master's program in Marriage, Family, and Human Development at BYU in the fall.



A portrait of Michelle Haddock, a young woman with long blonde hair, smiling and wearing a dark blue sweater and a gold necklace. She is standing in front of a red brick wall.

# A Family-First Agenda

**MICHELLE HADDOCK ALWAYS KNEW** she wanted to be a Cougar; her parents and all seven of her siblings have attended BYU. In addition to spending time outdoors, reading, and putting together photo albums, Haddock loves to serve others. She chose to pursue a major in the School of Family Life because it will help her do just that: serve.

"As I was exploring majors, I started taking family life classes, and I realized that the School of Family Life would bless my life personally as well as provide a way for me to bless and help others in their relationships and families," she says.

Haddock plans to pursue a master's degree after graduation, and she appreciates those who have selflessly given to support her education. "I'm grateful that I will get to continue my education and then pay it forward by using my education to help and bless others," she says.

*To help support students like Michelle Haddock in the School of Family Life, please visit [give.byu.edu/sfl](https://give.byu.edu/sfl).*



# A Note from the Editors

As you come to the close of this magazine, we hope that you have learned something new and gained a new perspective, whether that is a new recipe you want to try, a new and improved view of unique family structures, or a greater appreciation for your degree from the School of Family Life. Ultimately, we wanted to highlight just how big an impact this discipline is having on individuals all across the world.

In particular, we hope that throughout this magazine, you have found yourself noticing the value that comes from diversity: diverse ways of applying your degree from the School of Family Life; diverse cultures that are being studied; diverse individuals from all backgrounds, races, ages, and stages of life; diverse research that is impacting families across continents, cultures, and careers; diverse experiences for each individual within the School of Family Life. This focus on diversity can impact individuals and future generations for years to come.

Discovering new things about the world around us as well as celebrating the diversity among us is enhanced with faith in Jesus Christ. This is because He is not only our Mediator with the Father, but He is our Mediator with one another. As we learn to understand others as He does, we will find our hearts and communities healed. We will find greater unity. We will find greater peace. May we all use our common faith in Christ to bridge the gaps between us.

Doctrine and Covenants 38:27 “Be one; and if ye are not one ye are not mine.”

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## On our cover can you find . . . ?

- |                               |                                |
|-------------------------------|--------------------------------|
| 1. A pirate                   | 9. The blue umbrella           |
| 2. 2 cats                     | 10. 3 bicycles                 |
| 3. A street artist            | 11. 2 Boy Scouts               |
| 4. 5 musicians                | 12. A boy with a rainbow shirt |
| 5. Someone who looks like you | 13. 4 people dancing           |
| 6. A knight                   | 14. A man with a skateboard    |
| 7. 2 firefighters             | 15. A family taking a selfie   |
| 8. 3 old ladies               | 16. 2 dogs                     |



# **BYU** School of Family Life

SFL Alumni Magazine

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*“Seek ye out of the best books words of wisdom; seek learning, even by  
study and also by faith.”*

D&C 88:118