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FAMILY CONNECTIONS
Spring 2019



Message From The Director

Alan J. Hawkins
Director
School of Family Life



**INSPIRED LEARNING • EXPERIENTIAL LEARNING
ENGAGED LEARNING • STUDENT-CENTERED RESEARCH**

Dear Alumni,

We hear these terms frequently on campus these days. As faculty members, we are charged with the responsibility to be a “refining host” for our students. Even our research is to be student-centered, engaging them in meaningful learning experiences outside the traditional classroom and through faculty mentoring.

This initiative brings a recent graduate to mind who had been enrolled in several of my classes. She had limited financial support from her family, so paying for her education was a struggle. She also suffered some significant health challenges that regularly reduced her energies to focus on school. But she was passionate about her learning in the School of Family Life and wanted to make a difference with her education once she graduated.

One summer, I helped her get a full-time internship working for an organization that provided family life education services to disadvantaged youth and couples in a major U.S. city. Despite her financial struggles, she managed to go on a study abroad experience at the end of her undergraduate career. Then, as a senior with a Civic Engagement Leadership minor, she got involved with a bill before the Utah legislature that promoted participation in premarital education. She obtained 1,000 signatures to an online petition urging the legislature to approve the bill. Amazingly, it passed! After graduation, she was able to get a paid position offering family life education programs to youth and couples. Since her education in the School of Family Life went far beyond the classroom, she is now making valuable contributions to her community.

In the School of Family Life, we are committed to making these kind of “experiential learning” opportunities a hallmark of our students’ education. For instance, most of our faculty research publications are co-authored with students. And you will see further evidence of that commitment in this issue of our alumni magazine with students from our new advanced writing course authoring many of the articles. One of our newest faculty members, Julie Haupt directs our integrated writing program in the School and helps our students learn to write for academic as well as public audiences. Through this issue, these student voices will reach a potential audience of nearly 20,000 SFL graduates sharing their passion and conviction. My thanks to Julie as she takes over the leadership of our alumni magazine and to Lis Malmgren, our alumni relations coordinator, who did the design.

As you read, we hope you will enjoy learning about our accomplished alumni, talented students, and program developments. We welcome your feedback at familyconnections@byu.edu.

Alan J. Hawkins
Director, School of Family Life

**Family Connections
School of Family Life
Alumni Magazine
Issue: Spring 2019**

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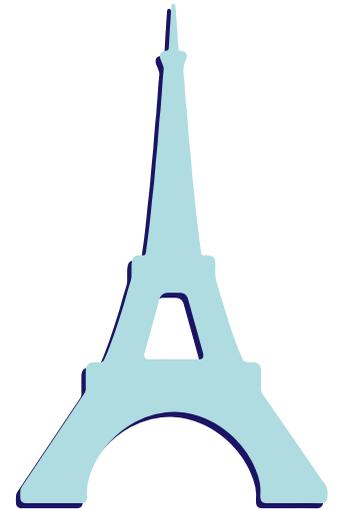
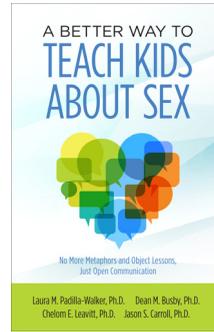
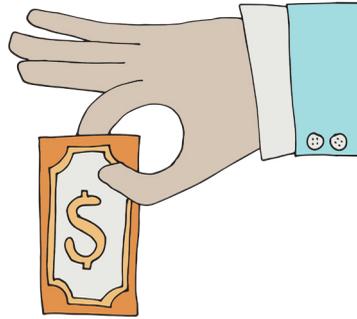
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The Proclamation: A Divine Guide Through Life's Challenges

By Julie H. Haupt

One of the grand purposes of *The Family: A Proclamation to the World* is to provide hope, comfort, and needed direction to all. The introduction of the Proclamation in 1995 at a time when “doctrinal truths about marriage and the family were well understood without restatement”¹ is evidence of the foreknowledge of God and of His mercies in anticipating current confusion regarding family, gender, and sacred marital vows.

The preparation of this doctrine was a long, painstaking process for 15 inspired prophets and seers who studied and sought the Lord’s direction in constructing a document that would so perfectly fit the eternal doctrine that it would not need to be changed despite rapid societal shifts in succeeding decades. “Our attitude toward and use of the family proclamation is one of [the] tests for this generation,”² said Elder Dallin H. Oaks, and a pathway to some of its greatest blessings. As President Hinckley reminded us, “if we will cling to our values . . . we will be blessed in a magnificent and wonderful way. We will be looked upon as a peculiar people who have found the key to a peculiar happiness.”³

Adapted from an address given at BYU Women’s Conference in May 2018



Illustration by Lis Malmgren © BYU SFL

The Messy Middle

Even for the most vigilant disciples, the pathway to a peculiar happiness in family life comes at a cost and is not without its twists and turns. In fact, sometimes the straightest route (as in a “straight line”) has become the straitest route (as in a difficult and rigorous trek) in seeking marital happiness and family fulfillment. Though we knew in premortal realms about this “messy middle” we call mortality, life’s unexpected difficulties can still be deeply unsettling. If at any point in our youth we hoped to be in one of those perfect families (which Elder Maxwell reminds us does not happen either in the world or in the Church),⁴ we have likely found at some point a need to make adjustments to those idyllic dreams we once thought could be achieved solely by virtue of our own diligent, happy-hearted efforts or, at the very least, were our due if only we could hold out righteous.

Elder Henry B. Eyring once relayed a principle to then BYU-Idaho President David A. Bednar that added eternal insight for those wrestling with these messy middle mortal family concerns (e.g., infertility, or not finding a companion in this life). “It is a truth,” said Elder Eyring in that conversation, “an eternal truth—that we will live in families in eternity. Some men and women marry and have their own biological children as a preparation to live in families in eternity. Some other men and women

marry [and] don’t have their own biological children as a preparation to live in families for eternity. I do not know why one couple is prepared one way and another couple is prepared another way, but this I know, we will live in families in eternity.”⁵ Reframing mortal challenges as preparation for future eternal family experiences provides a wider lens for viewing the journey, since whatever our current situation, we can be assured that God is preparing us to live in families in eternity.

When the Lord comes and His Kingdom is claimed, much of what we’ve known here will fade or disappear in those glorious days to come, such as geopolitical boundaries, socioeconomic status, and the relevance of certain professional accomplishments. In that day, we will no longer be subject to kings, presidents, or rulers, for we will have one King, and we will each be expected to take our rightful place as rulers in family organizations. In sum, many of our experiences in this life, both inside and outside the family, can prepare us for these roles, most especially those that helped us stretch, exercise godly virtues, and hold the hand of God in humility and patience as “things worked out.”⁶ As Elder Maxwell stated, “Part of enduring well consists of being meek enough, amid our suffering, to learn from our relevant experiences. Rather than simply passing through these things, they must pass through us . . . in ways which sanctify [us].”⁷

The Safety of Covenants

The doctrine that “marriage is ordained of God”⁸ and is “essential to His eternal plan”⁹ is clearly set forth in the Proclamation. Implicit in this doctrine is His paternal encouragement for us to partner with Him and with another soul in this journey joined in the bonds of matrimony. In this divinely appointed marital organization, its structure, like a triangle with its three points (husband, wife, and God) can withstand pressures from all sides. Since the binding of these lines comes from covenants, this structure has a way of providing its own natural safeguards and increasing the likelihood of success. “Happiness in family life is most likely to be achieved when founded upon the teachings of the Lord Jesus Christ.”¹⁰ Through this arrangement, a marriage can be both safeguarded by the presence of God as one of its operant members and strengthened as both the husband and the wife seek to draw closer to God through obedience. In so doing, they draw ever closer to the apex and to each other.¹¹ Safety thereby is chiefly found in covenant keeping by each partner in the relationship.

For those whose marriage relationships are founded in a stable structure and whose partners stay true and faithful, “lasting happiness is possible,” said President Spencer W. Kimball, “and marriage can be, more an exultant ecstasy than the human mind can conceive.”¹² Individuals thus sealed in holy temples can exercise agency to maintain the covenant relationship, even if their partner chooses not to do so. The redemptive nature of the covenant allows the individual who honors the covenant relationship with God to maintain the power in family that binds hearts, lives, and family members together ultimately in eternal relationships, as per the mercies and justice of a loving Father. Thus, while the selfish choices of one partner may compromise or destroy the marriage, those choices cannot destroy the binding link of an individual in the new and everlasting covenant with God who remains faithful to those covenants, righting wrongs, binding up wounds, and drying all tears.¹³

The Power of Equal Partnerships

Another safeguard found in the Proclamation for the messy middle is the explicit requirement that marriages be composed of equal partnerships. The Proclamation teaches this heavenly pattern and asks fathers and mothers, husbands and wives to be equal. “In these sacred responsibilities [of parenthood], fathers and mothers are

obligated to help one another as equal partners.”¹⁴ Elder L. Tom Perry helps us envision this divine principle: “. . . there is not a president or a vice president in a family. The couple works together eternally for the good of the family. . . They are on equal footing. They plan and organize the affairs of the family jointly and unanimously as they move forward.”¹⁵ Thus, we don’t model after a corporate plan (president/vice president) or even an ecclesiastical model (leader with counselors).¹⁶ “In this Church the man neither walks ahead of his wife nor behind his wife but at her side. They are coequals.”¹⁷ In marvelous ways that many couples have only begun to explore, this restoration doctrine liberates men and women to be the full, contributing partners they need to be for a marriage to work in the Lord’s way.

As couples navigate the path with its unexpected twists and turns, they can choose to counsel together and with Him to make family decisions, declining the temptation of drawing too heavily on cultural notions that can cloud the

"Reframing mortal challenges as preparation for future eternal family experiences provides a wider lens for viewing the journey since whatever our current situation, we can be assured that God is preparing us to live in families in eternity."

true way the Proclamation envisions men’s and women’s responsibilities. For example, too often household duties are traditionally defined in ways that do not match the family’s particular situation, each partner’s interests, or an appeal to a fair division of duties. Though some in one couple’s neighborhood found it strange that the wife mowed the lawn, while the husband routinely vacuumed, this counter-intuitive switch of traditional roles did not defy Proclamation principles. In fact, the couple’s wise choice sustained them. In short, we must be careful not to designate acceptable or typical social practices as always aligning with doctrine and must be careful students of the meaning and implications of Proclamation principles so as to not honor local cultural practices more than we enshrine the actual doctrines that have power to exalt us and bring happiness to our families here and hereafter.

In sum, marriage, in its truest sense, is a partnership of equals, with neither person exercising dominion over the other, but with each encouraging, comforting, and helping the other.¹⁸ For “alone, neither the man nor the woman could fulfill the purposes of his or her creation.”¹⁹ Thus, gender differences, as so created, were intended to bless both the individual and the family unit. If in the grand heavens, our Heavenly Parents consider it their divine and principal work²⁰ to engage in “soul development,” then it seems that our opportunity to parent in this existence gives us invaluable practice for that which we hope to do eternally.

Finally, in the way we live, in the way we interpret our own situations, and in our opportunities to study the doctrine of the Proclamation, we can find hope and direction in the strait way. We may find that we frequently have remarkable opportunities to both exemplify

and share these Proclamation principles that ground us. Sister Joy D. Jones stated, “I promise you that whether it’s in the boardroom or the bakery, at some point, as a disciple of Christ, you will be called upon to articulate what you know and believe.”²¹ Certainly in all times and places as we represent our Lord, we would use “perceptivity, patience, and love to so customize counsel.”²²

God loves His children. Our covenant-keeping is our link to Him so that when things go wrong in the messy middle, when we are misunderstood or underappreciated in our many sacrifices and in our divine responsibilities, and when we invest our best efforts into making the best of our own circumstances only to find them different than expected, we can fully place our hopes in Him and take wisdom from the principles and eternal truths He has revealed particularly for our time and generation.



About the Author

Julie H. Haupt is an associate professor in the School of Family Life and directs the SFL writing program. She has taught classes related to the family, parenting, and the Proclamation for more than 30 years at BYU and has three lovely daughters.

Notes

¹ Oaks, D. H. (2017, November). The plan and the proclamation. *Ensign*, 47, 28–31, 30.

² Oaks, D. H. (2017, November). The plan and the proclamation. *Ensign*, 47, 28–31, 31.

³ The Church of Jesus Christ of Latter-day Saints. (2016). Obedience: Simply live the gospel. *Teachings of the Presidents of the Church: Gordon B. Hinckley* (p. 186).

⁴ Maxwell, N. A. (1994, May). Take especial care of your family. *Ensign*, 24, 88–91, 89.

⁵ Bednar, D. A. (2014, February 12). *Power to become: Discussion with women part 1 -short video* [Video file]. Retrieved from <http://seek.deseretbook.com/david-bednar-power-become-discussion-women-part-1-short-video/i>

⁶ Doctrine and Covenants 112:10.

⁷ Maxwell, N. A. (1997, April). Enduring well. *Ensign*, 27, 6–10, 8.

⁸ The family: A proclamation to the world. (1995, November). *Ensign*, 25, 102.

⁹ The family: A proclamation to the world. (1995, November). *Ensign*, 25, 102.

¹⁰ The family: A proclamation to the world. (1995, November). *Ensign*, 25, 102.

¹¹ Bednar, D. A. (2006, June). Marriage is essential to His eternal plan. *Ensign*, 36, 82–87, 86.

¹² Kimball, S. W. (1977, March). Oneness in marriage. *Ensign*, 7, 3–5, 4.

¹³ Andersen, N. L. (2018, November). Wounded. *Ensign*, 48, 83–86.

¹⁴ The family: A proclamation to the world. (1995, November). *Ensign*, 25, 102.

¹⁵ Perry, L. T. (2004, May). Fatherhood, an eternal calling. *Ensign*, 34, 69–72, 69.

¹⁶ Oaks, D. H. (2005, November). Priesthood authority in the family and the Church. *Ensign*, 35, 24–27.

¹⁷ Hinckley, G. B. (1996, November). This thing was not done in a corner. *Ensign*, 26, 48–51, 49.

¹⁸ The Church of Jesus Christ of Latter-day Saints. (n.d.). Marriage. Retrieved from <https://www.lds.org/topics/marriage?lang=eng>

¹⁹ Bednar, D. A. (2006, June). Marriage is essential to His eternal plan. *Ensign*, 36, 82–87, 83.

²⁰ Moses 1:39

²¹ Jones, J. D. (2019, February 14). Stand up, speak up, and shine [Blog post]. Retrieved from <https://www.lds.org/blog/stand-up-speak-up-and-shine?lang=eng>

²² Maxwell, N. A. (1997, April). Enduring well. *Ensign*, 27, 6–10, 9.

A Broad Reach:

How SFL Alumni are Enriching Many Workplaces

Several years ago, Dr. Jeff Hill walked into a BYU Career Fair for SFL majors and noticed to his surprise that a prominent investment bank had a booth. “What are you doing here?” he asked the representative. People skills was the answer. Though others may come with a variety of technical skills to be used in the industry, the cadre of human relationship and communication skills that SFL majors have are valuable. “We are here to recruit your talented graduates.”

Given the wide variety of soft skills gained by SFL graduates, we shouldn’t be surprised that our graduates find their way into a variety of fields—leavening the loaf with their relationship expertise. These alumni profiles are only a few examples of how an SFL education has spread the good in a variety of family circumstances and professional pursuits.

These alumni profiles written by Amy Nilsson Maughan, Associate Editor.

Amy graduated from BYU when Family Science was still a major and the SFLC was still a building. She lived in two residences that have since been demolished, and though these facts make her seem old—she prefers the term “vintage chic.” She lives in Ponte Vedra Beach, Florida with Superman, five kids, and a hedgehog. She loves to travel, collect sharks’ teeth, and eat the darkest chocolate she can get to without climbing a cacao tree.



Photo by Nate Edwards © BYU Photo



Photo by Rebekah Baker © BYU Photo



Photo by Tabitha Summison © BYU Photo



Rachel Tanner

Business Entrepreneur



“Never in a million years did I think I’d be running my own business!” Rebecca reports, explaining she’s “naturally risk averse” and had to step far out of her comfort zone to enter the entrepreneurial world. For her, that world is Bookroo (bookroo.com), a family company that began as a side project in a college basement apartment and grew into a thriving, successful business.

Raised in Kaysville, Utah, Rebecca attended BYU, where she earned her degree in Human Development. She loves learning about socialization across childhood, cognitive development, and media effects on children and families, considering herself “lucky to be in a position where my work revolves around this passion.” Though she felt inadequate in the early days of Bookroo—lacking technical skills, a business background, or any experience as an entrepreneur—Rebecca eventually came to appreciate the

unique and valuable perspective she brought to the table through her education. “I may not have a business degree,” she observes, “but I know about children’s cognitive abilities and different family dynamics that help me understand my customers.”

Now residing in California’s Bay Area, Rebecca oversees a customer support team, manages fulfillment, curates chapter book boxes, runs an Instagram page, and does marketing through collaborations with bloggers and social media influencers. But her favorite part of the job is finding great books to help families bond and encourage children to relish reading. “I love getting messages from customers [telling] me how their son, who hated reading, now enjoys it because of our books,” she says, “or how a certain book helped a child adjust in a new experience, move, or transition.”

Jessica Shumway

Mother of Twins, Writer, and FACS Teacher

Jessica began as an Elementary Education major at BYU, but switched when she realized “there was something fulfilling in child development that I didn’t find in other areas of study.” After graduating in 2006 with a degree in Marriage, Family, and Human Development, Jessica and her husband relocated to Indiana where she took a job filing dissertations for Purdue University while her husband was a graduate student.

Recognizing that the job didn’t align with her passion for teaching, Jessica next worked as a paraprofessional for students with autism at a local elementary school, and later took a long-term substitute job teaching a parenting course and “six cooking classes!” After a stint in Colorado for her husband’s further schooling, they moved to Texas where Jessica became a certified Family and Consumer Sciences teacher. Working at an alternative school where many students had a child or were soon to be parents, Jessica says her course content was vital for them. “They would come in expecting it to be a ‘blow-off class,’ but leave saying, ‘I really needed to learn this stuff.’”

After a six year struggle with “the pain and sorrow of infertility,” Jessica and her husband welcomed the first of what would become two sets of twins within five years. “Suddenly all of my child development knowledge seemed insufficient to deal with what I’d be facing with 4 kids under the age of 5!” Jessica exclaims. The family moved to South Florida and the second set of twins required a six-and-a-half-week stay in the NICU after being born nine weeks early. “Today they are three years old,” Jessica reports. “Healthy and passionate about life (aka wild!)”

A year after the twins’ births, Jessica returned to teaching—this time for an online high school. When the director asked her to write a child development curriculum for the school, she took on the project, resulting in “a busy summer with lots of late nights and Diet Coke.” But she loved writing the course and was able to use material from her BYU days to guide her. While still teaching online high school, Jessica also runs a photography business, serves in the Primary, and is busy “raising lots and lots of twins.”



Tamara Atkin

Educator and Volunteer

It was a friend's life-changing experience with family therapy that encouraged Tamara toward the field of marriage and family. "This whole family was transformed through counseling," says Tamara, who grew up in Bakersfield, California. "Their story made me want a career that could impact peoples' lives in such a significant and positive way." As a student at BYU, Tamara chose a Family Science major and served as vice president for the FHSS Student Association. After graduating in 1997, she went on to earn her Secondary Education certificate—also from BYU—which allowed her to teach Adult Roles, Child Development, Health, and Human Relations classes to high school students.

Tamara spent her student teaching year at various middle and high schools throughout Utah Valley and Salt Lake. She met and married her husband that same year, which Tamara says, "began my true family relations practicum of raising four kids." Amid the demands of a busy household, Tamara stayed involved in the community by volunteering in schools and local civic matters.

With her eldest now 17 and her youngest child 11, Tamara is back to full-time work as the Junior High Educational Specialist for Canyon Grove Academy in Pleasant Grove, where she oversees curriculum and counsels with students about their future educational path. Her newest endeavor is helping disabled adults realize their life goals through meaningful employment and training them to work successfully in their chosen fields.

In keeping with the original goal that drew her to the field of Family Life in the first place, Tamara would still like to earn her MFT. "I never considered Family Science to be my end degree," she explains, "rather a pit stop along the journey to becoming a therapist." Driven by her desire to help families, couples, and individuals, Tamara has already made a difference for so many, and will continue to make a positive impact in the world.



SCHOOL OF FAMILY LIFE BY THE NUMBERS

2018

932 Total SFL Majors

SFL offers 2 undergraduate degrees (Family Life or Family & Consumer Sciences Education) and 2 graduate degrees (Marriage & Family Therapy and Marriage, Family, & Human Development).

4954 Enrollments in SFL Classes

Across all sections and with students from other majors in SFL GE classes, enrollments are up 35% in 5 years.

128 Faculty Scholarly Articles

SFL faculty members published an impressive number of articles in a single year, many first-authored in top-tier journals.

35 Full-time SFL Faculty

Among current faculty, upward trends for the percentage of full-time female SFL faculty members.

419 Family Life Minors

In the last four years, the SFL minor has grown by 139%, and is touted as the minor for every major.

332 SFL Graduates

SFL graduates pursue a variety of post-graduation tracks; up to 50% pursue a graduate degree within 5 years.

186 Gerontology Minors

The gerontology minor is steadily gaining ground; up 158% in 5 years.

72 Degree Programs

Since 1980, the School of Family Life and its predecessors have granted degrees in 72 different programs.

Can you find yours?



FAMILY ECONOMICS HOME ECONOMICS EDUCATION COMPOSITE

Apparel Studies University Teaching Fashion Merchandising
Textiles Theatrical Costume Design FAMILY ECONOMICS GENEALOGY

Family Management & Consumer Studies

Vocational Home Economics **Home & Family Life** Equipment & Housing
Home Family & Consumer Sciences Education **HOMEMAKING EDUCATION HOUSING**

Economics Home & Family/Home Economics **Home & Family**
Home Administration Human Development **Development**

CLOTHING *Family Financial Counseling & Planning* Early Childhood Education

Child Development & Family CHILD DEVELOPMENT & FAMILY RELATIONSHIPS

Relations (General) CHILD & FAMILY SCIENCE **Marriage & Family Studies**

FAMILY *Child Development & Family Relations (General)* **Public Policy**
Clothing & Textiles Home Economics: Family Life

Family Life Education **SFL** Home Economics Education

Home Management **Family Relationships**

Fashion Design **degrees** **INTERIOR DESIGN**

Family Sciences **over the** **HOME TECHNOLOGY**

Textile Arts **years** **Apparel Design**

INTERNATIONAL RELATIONS **Family Science**

Family Living **Apparel Production**

Human Development & Family Relationships

Self- **Marriage & Family Therapy** **FAMILY FINANCIAL PLANNING &**

Employment **Home & Family** **COUNSELING FAMILY LIFE (BGS)**

Child Development **Marriage, Family, & Human Development**

Homemaking **Family Resource Management**

Family Financial & Estate Planning **MARRIAGE & FAMILY COUNSELING**

Law Enforcement Education **HOME ECONOMICS** **Family Relations**

HOUSING & HOME MANAGEMENT EDUCATION **CHILD DEVELOPMENT & FAMILY**

FAMILY STUDIES **COMPOSITE** **RELATIONS (PREPROFESSIONAL)**

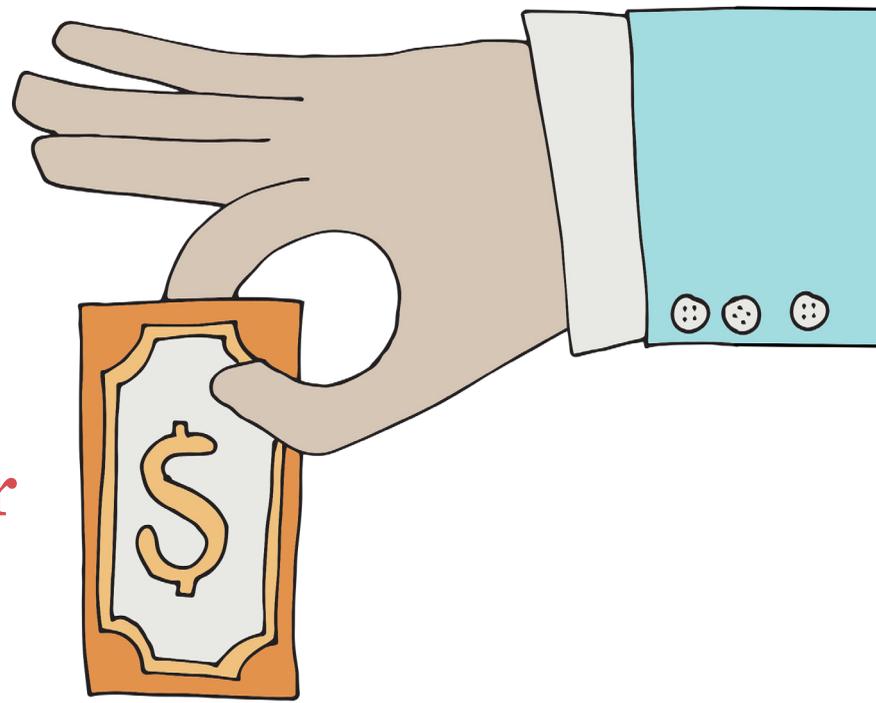
Family Science & Human Development **General Clothing & Textiles**

Home & Family Living **Family Life Emphasis** **Fashion Communication**

CLOTHING & TEXTILES & COMMUNICATIONS

INTERNATIONAL AFFAIRS

FAMILY & HOME MANAGEMENT
Spanish-Speaking American Studies



3 Strategies for Teaching Your Kids about Money

By Ashley B. LeBaron, MS

Money affects many facets of our lives, including our physical and mental health¹, our academic success,² and our marriage and family relationships.³ The bad news: we aren't doing a very good job of preparing kids for financial adulthood. Today's emerging adults (ages 18–30) have insufficient financial knowledge and unhealthy financial habits—and we're beginning to see the ramifications of that lack of knowledge in Millennials.⁴ The good news: we can do better for future generations!

Research has consistently shown that parents are the number one source of kids' financial education.⁵ In fact, kids learn more about money from their parents than from school, media, peers, and work experience—by far.⁶ So, parents, it's up to you! What and how you teach your kids about money will have a defining impact on their lives.

You may be thinking: "I am definitely not qualified to be a financial educator." Well, to be frank—too bad. Whether you teach them purposefully or not, you will be your kids' top source of financial education (even if that means a lack thereof). No one-semester financial literacy class in high school can replace your ongoing, salient influence.

You don't have to be perfect with money to be a good financial educator to your kids. By applying the three strategies in this article, you can equip your children well to succeed financially and set them up for success in many areas of their lives.

The Whats and Hows of Family Financial Socialization⁷

I was recently involved in a research project with BYU School of Family Life professors Dr. E. Jeffrey Hill and Dr. Loren Marks. Our research team interviewed 90 undergraduate students, 17 of their parents, and 8 of their grandparents (115 total participants). The emerging adults were from three universities in three different regions of the United States. Each interview was recorded, transcribed verbatim, and coded via a rigorous, team-based process. The project took several years to complete.

The purpose of this undertaking was to better understand what and how parents teach their children about money. We wanted to identify best practices so that we could improve the quality of family financial socialization for future generations.⁸ Here are some things we learned.

Strategy #1: Make Finances an Ongoing, Open Conversation in Your Family

Unfortunately, many parents treat talking about money the same way they treat talking about sex: it's taboo or it's awkward, so they just decide to not talk about it. Honestly, if we never talk to our kids about money, how do we expect them to learn anything about it? We don't need to be financial experts to be good financial educators. Here are some tips for making finances an ongoing, open conversation in your family:

- **Be open!** Discuss with your kids (of appropriate age) your income, budget, retirement plan, etc. If you are uncomfortable giving them exact figures, you can still talk about the processes of how you chose to make money, how you create a budget, and why you are saving for a rainy day.
- **Share your experiences and stories about money**—whether good or bad. Kids can learn valuable lessons from both kinds of experiences.
- **Plan sit-down lessons and conversations.** For example, if you haven't talked about the benefits and dangers of credit cards with your teenagers, you might need to make up for lost time. Encourage questions on financial topics.
- **Teach on the fly.** For example, you can compare price per ounce on a trip to the grocery store or talk about the difference between a checking account and a savings account when you drop by the bank.
- **Involve kids in financial decisions.** Share information about your family budget with your kids and involve them in making choices about staying within that budget, especially on family outings or vacations when they may have more to say about various options.

What we found in our research was that Millennials wished their parents had done these things more often and had been more open with them. However, if this kind of open financial communication wasn't typical of your family of origin, you might relate to some of the following common worries.

Worry #1: “My kids will ask me money questions I don't know the answer to, and then they'll find out how incompetent I am!”

Response: Maybe the best advice here is to “get over yourself.” Recognize that mistakes represent the way we learn. Asking questions

is a child's way to learn to be more financially competent and to learn early the lessons of life. Find out and discuss the answers to these questions together, and treat it as an opportunity for both of you to learn and to bond.

Worry #2: “My kids will share our family's financial information with other people!”

Response: Practice both caution and trust. Share information about your family's finances when kids are of appropriate age and maturity. When discussing sensitive information, ask them not to share, and then trust them.

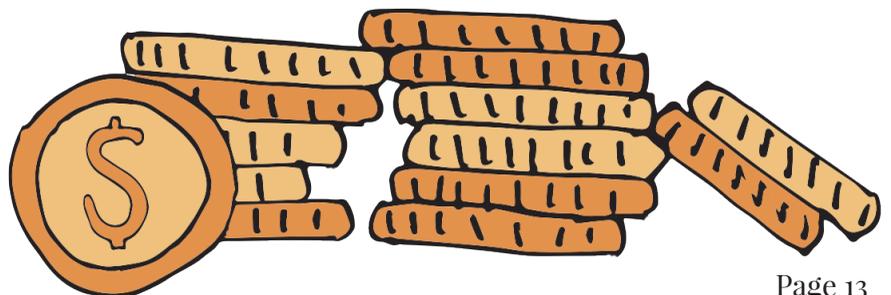
Worry #3: “Telling the kids about our financial struggles will stress them out!”

Response: If you have financial stresses, they probably already feel the stress. Help your children understand that the burden is not on their shoulders—the struggles are for you to work out. But assure them that you have a plan and that they might be able to help out too (such as by being more understanding when you say “no” to purchases).

Strategy #2: Set the Example

Ralph Waldo Emerson said, “Your actions speak so loudly, I cannot hear what you are saying.” Your kids are always watching you, including your financial behaviors and attitudes. However, our children can't learn from our good example if we don't let them see what we do. When asked what their parents had taught them about money, some participants in our research study could not recall anything their parents said about money, but most participants could remember and had been affected by what their parents did with their money. Here are a few takeaways:

- **One way to improve your kids' future financial well-being is to improve your own.** Educate yourself to increase your financial knowledge, and be bold in improving your financial habits. Do you want your kids to avoid debt, live within a budget, be generous in helping others, and be ready for retirement? The first step is to be doing all those things yourself.
- **Give your kids a chance to watch you managing money.** Don't budget behind closed doors; do it out on the kitchen table and invite them to come see what you're doing. Take your kids with you when you go to the bank,



to tithing settlement, and to the car dealership.

- **You won't be perfect with your money, and that's okay.** Still, be open with your kids and let them learn from your fortunate and unfortunate experiences. Talk with them about why you are making certain decisions and share with them instances when you wish you had made a different decision.

Strategy #3: Help Them Learn Through Experience

As humans, we learn by being told what to do, and we learn by watching what others do, but perhaps the best way we learn is by doing—ideally, doing something over again until it becomes habit. When children are actively involved in family finances and can practice what they've seen and been taught, they will be better able to internalize financial knowledge, attitudes, values, and behaviors.

Think about it: What if college was the first time your kids had to work? Pay for their own stuff? Use a bank account? Manage a credit card?

We can't shield kids from experiences with money and then wave them off at age 18 with a new, shiny credit card

and a growing mountain of student loans and expect them to succeed. We need to give kids age-appropriate responsibilities and help them learn through their own experience. Whatever financial value or habit you want them to internalize—working for their money, budgeting for and saving up for something they want, paying tithing—facilitate experiences

"We can't shield kids from experiences with money and then wave them off at age 18 with a new, shiny credit card and a growing mountain of student loans and expect them to succeed."

where they can practice those habits now while they're still at home. There are several ways to get money into kids' hands early on. Our participants described methods such as giving kids an allowance, paying them for completion of chores (or at least for extra chores), helping them have entrepreneurial experiences (lemonade stands, babysitting, mowing lawns, etc.), and encouraging them to get a job in high school. Our

findings suggest that how you choose to do it is not as important as doing it—get your kids money to practice with (even small amounts), and then use discussions and your own example to help guide their behavior.

When you give kids opportunities to handle money, they will inevitably make some financial mistakes.

However, it is better for them to make those mistakes at a young age when the consequences are not as big. Consider this: 5-year-olds make \$5 mistakes. 10-year-olds make \$50 mistakes. 15-year-olds make \$500 mistakes. 20-year-olds make \$5,000 mistakes. Which would you rather have your children make?

Conclusion

As your children's primary source of financial education, your intentional investment in their later success will

pay big dividends, since the financial knowledge, values, and habits they learn (or don't learn) at home will affect many areas of their life for the rest of their life. So, make finances an ongoing, open conversation in your family. Set the example. And help your children learn through experience. By implementing these three strategies, you can prepare them well for the challenges that may lie ahead.



About the Author

Ashley B. LeBaron is a doctoral student in Family Studies & Human Development at the University of Arizona. She received her bachelor's and master's degrees at Brigham Young University. Ashley's research focuses on family finance, including couple finance and financial socialization (how kids learn about money from their parents).



Photo by Irina Murza on Unsplash

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News in the School

Focus on Public Scholarship

Writing is foundational to the work of undergraduates, graduate students, and professionals in the family disciplines. In response to the need to better train writers to make their much-needed contribution to sharing the truths, principles, and research findings with a wider world, the School of Family Life has created an in-house integrated writing program that rolled out in Fall 2018.

Formerly, students enrolled in an advanced writing course that taught general skills offered through the English department, to fulfill graduation requirements. Now, the new **SFL 315: Advanced Writing and Presenting** course is offering a discipline-specific approach to the development of advanced writings skills. A long-time adjunct with the School of Family Life, Associate Professor Julie H. Haupt, who has also taught advanced writing in the Marriott School of Business and in the Department of Psychology, is the School's new hire as the SFL Writing Program Director. In Fall 2018, she piloted the first three sections of the new course.

In scope, the course trains both academic writing and public scholarship (intended for general audiences). The major course assignments are designed not just to fulfill course requirements, but also to position students well to potentially submit their work for publication. In the opening semester, more than 40 pieces were prepared and submitted to various channels for publication. In this way, this student writing program seeks to follow the invitation given to the faculty to increasingly disseminate a voice of truth through many channels.

In response to the need for increased opportunities for student publication, an **SFL student journal** is being initiated this year that will include an accompanying website to keep the public, including alumni, informed about current research, trends, and principle-based applications for human development and family life. Much of the success of the course relies on students taking the extensive feedback given on their writing after posting a draft. The feedback is given by the instructor and their peers in addition to TAs specifically trained in grammar and APA style. Writing Fellows from the English department also provide skilled post-production editing help for those students seeking to polish and submit their work.

This exciting initiative promises wonderful results in coming months and years. In this edition of the SFL Alumni Magazine, for example, four students contributed their work. You'll notice they wrote the Book Review and the Inspired Learning column. Two additional pieces are featured here and illustrate the high-quality work we are seeing from our talented undergraduate students in the School of Family Life.



Photo by Celina Reese© BYU SFL

Student Voices

Changing the Perfectionistic Mind

By Hailey Palmer

Several years ago, while living miles away from home and working 16-hour days in a challenging role, I was frequently struck with crippling fear and anxiety that emerged in the form of critical thoughts. In my mind, a deceitful voice hissed, “You are worthless, pathetic; you will never measure up; you can do better than that; try harder, harder, harder; don’t make excuses.” During this time and for years after, I often felt bombarded with these critical thoughts, coercing me to pursue perfection. But, at the end of every day, I felt exhausted and wholeheartedly believed I was a failure.

This pattern is common in the mind and behavior of a maladaptive perfectionist. Maladaptive perfectionism is defined as “having high personal performance standards and tendencies to be extremely self-critical.”¹ People struggling with this type of perfectionism often experience all-or-nothing thinking, “basing self-worth on the tyranny of ‘shoulds’ and ‘musts.’”² This type of perfectionism has been linked with depression,³ anxiety,⁴ eating disorders, and obsessive-compulsive disorders among other things.⁵ It has even been linked to suicide.⁶

But what if we could change this perfectionistic mind and avoid such negative effects? Here are three helpful shifts perfectionists can make for more compassionate results.

A Shift in Perspective

Carol Dweck has dedicated her life’s work to the study of mindset, or our inner, most basic beliefs. She believes that changing one’s mindset, even slightly, can change one’s life.⁷ Dweck describes a common type of mindset often found in perfectionists, called the fixed mindset that avoids failure, dwells on comparison to others, and is trapped in the now. In contrast, Dweck advocates for what she calls the growth mindset, in which “failure can be a painful experience. But it doesn’t define you. It is a problem to be faced, dealt with, and learned from.”⁸ Seeing failure as an opportunity rather than an obstacle is key to a shift in perspective. This shift unlocks the power of “yet.”

Put into practice, this shift in perspective may include adding the word “yet” to critical thoughts that appear. For example,

if a critical thought utters, “You can’t play the piano,” simply adding the word “yet” on the end of the sentence brings hope and determination: “You can’t play the piano yet.” With this mindset, we believe that abilities and attributes are developed over a lifetime of growth and failure; rather than requiring ourselves to be perfect now, we allow ourselves to live in the “yet.”

A Shift in Motivation

Early in my high school education, I set my sights on maintaining such a high GPA that I could eventually pay for my college costs with scholarships alone. Financially, this goal had several benefits. Emotionally, this goal ate at me. Rather than internalizing material, I focused solely on memorizing information to appease the expectation that repeated in my mind like a broken record: “I must get all A’s. I must get all A’s. I must get all A’s.”

Perfectionists often develop goals based on the phrases of “I have to,” “I must,” and “I should.” Dr. Derek Griner of Counseling and Psychological Services at BYU suggests that a shift in motivation can often occur when we simply change the wording of these goals.⁹ He offers ideas for kinder alternatives such as “I want to,” “I would like to,” or “it would be nice if.” These alternatives don’t undo the important need to set achievable “stretch” goals, but they can help to ease the pressure of perfect performance.

Griner also recommends a shift in motivation from working to avoid failure to working toward growth.¹⁰ J. K. Rowling expressed it well: “It is impossible to live without failing at something, unless you live so cautiously that you might as well not have lived at all—in which case you fail by default.”¹¹ Becoming comfortable with the idea of failure as part of the growth process can help us to thrive rather than retreat in the face of challenge.

A Shift in Internal Dialogue

We are all born with varying emotions that may have differing levels of power over our minds. These emotions often engage in back-and-forth dialogues, manifesting themselves as different voices. Many perfectionists often feel inclined to push away negative emotions and thoughts, allowing only the voices of joy and positivity to come to the surface. However, there may be a more effective approach that can allow for greater depth in our human experience.

Compassion Focused Therapy (CFT), founded by Paul Gilbert, seeks to help people to understand these voices and to avoid the tendency to push negative thoughts and feelings away



About the Author

Hailey Palmer is an undergraduate student in the School of Family Life who hopes to one day become a professor and advocate for healthy family relationships.

completely. CFT emphasizes the importance of being curious and learning to develop gratitude for each voice. This therapy approach advocates for developing a compassionate voice through deep breathing and imagery, imagining the ideal compassionate self, how it would sound, and what it would do.

Rather than seeking to drown out the other emotions and voices present in our minds, this compassionate self acknowledges their important contribution, allowing for and being mindful of the presence of difficult emotions such as sorrow, anger, and fear. When speaking of this concept, Paul Gilbert expressed, “Compassion is the courage to descend into the reality of human experience.”¹² Truly, allowing ourselves to feel basic human emotions and make space for a more compassionate voice can shift our internal dialogue from unhelpful to hopeful.

I wish I had found this hope and compassion earlier in my experiences. However, within the past few years, as I have worked hard to incorporate these shifts in perspective, motivation, and internal dialogue, I have witnessed growth within myself and my relationships. My perfectionistic mind has changed dramatically, bringing more hope, compassion, and peace into my life.

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The Stories of Depression

By Jacob Gossner

Shortly after my wife and I were married, I finally found a name for the debilitating darkness that had repeatedly descended upon me since my teenage years: depression. Almost as soon as our wedding vows were uttered, I precipitously fell from joyful happiness to awful despair. In my own eyes, nothing I did was good enough, and I could never be “enough.”

In my form of depression, my brain processed incoming stimuli through a series of destructive cognitive distortions,¹ such as “should” thinking, internalizing, and catastrophizing. A similar process of negative storytelling can contribute to anxiety.² These distortions came together to create a demoralizing and immobilizing story about all of the ways I was useless, powerless, and purposeless. After an interaction as simple as not helping someone with groceries, I told myself, “I should have helped that person; because I did not, I am selfish and weak; my life is such a waste.”

When mental illness is left as the primary author of one’s life story, its myopic focus on all of the things that are going wrong can significantly impact marriages,³ parent-child relationships, and individual and family well-being.⁴ My wife could not understand the inexorable darkness that struck like lightning every time I felt I had not

measured up, whether in actuality or within my mind. Not understanding, however, did not spare her from the emotional damage that my depression stories caused as I believed and acted on them. She would try to reaffirm my value, but in the end all that she could do was hold me until the storm blew over.

Owning Your Story

The importance of narrative as it relates to mental health is not a new one. The National Alliance on Mental Health (NAMI) frequently advocates⁵ sharing one’s story as a way to reduce stigma⁶ and provide hope for those who similarly struggle. But I am not simply talking about the power of sharing one’s story; I am talking about the power of rewriting it. This distinction between owning and changing one’s story is the difference between accepting one’s past and charting one’s future.

I can still remember the moment when I realized that, chemicals aside, I was making my depression worse by letting it control my story. I read about self-betrayal, when an individual knows it would be right to do one thing but acts contrary to that knowledge,⁷ and thought back to all of the times that my depression had stopped me from helping my wife or someone in need.

From that moment, I resolved that I would not make any more self-betraysals in my life. When I felt the urge to serve my wife or to help someone around me, I would try to do so, and I would not let depression control my story. As you might imagine, I have faltered countless times in my attempts to change. But one thing did change on that day: the story I tell myself.

Changing Your Story

Without realizing it, I applied some of the principles of narrative theory, a branch of psychology that focuses on making meaning out of life experiences. Julie Beck, senior editor for *The Atlantic*, observed that narrative psychology is focused on “the way a person integrates . . . facts and events internally—picks them apart and weaves them back together to make meaning.”⁸

One of the most beneficial components of this process of meaning-making is the sense of agency⁹ it provides, the belief that one has the power to control the course of one’s life. One study¹⁰ found that this increase in agency as a result of narrative led to markedly improved mental health in those who experience depression. Framing mental or physical



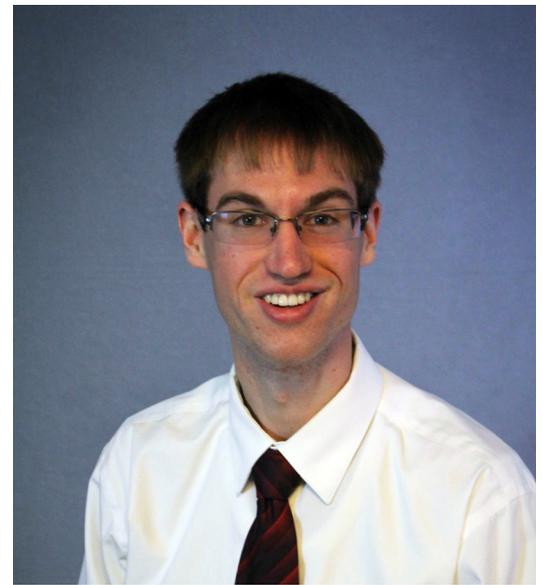
Photo by Sydney Regan © BYU SPL

Student Voices

challenges as journeys of redemption and growth is also associated with improved mental health.¹¹

As I continue to write my story, I increasingly realize that the fact that I am not yet who I want to be does not mean I am a failure; it means I am human. I have found the value in what Nancy Mellon, author and counselor, taught when she wrote, “Although setbacks of all kinds may discourage us, the grand old process of storytelling puts us in touch with strengths we may have forgotten, with wisdom that has faded or disappeared, and with hopes that have fallen into darkness.”¹²

Changing my story of mental illness has revived my hopes for the future of a loving marriage, a happy family, and a life of meaningful service. There is power in story.



About the Author

Jacob Gossner is a senior majoring in family life with plans to become a marriage and family therapist. He and his wife, Alexis, have been married for two-and-a-half years.

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A Selection of Recent Public Scholarship

Faculty Public Scholarship

“Is ‘Gaming Disorder’ Really Something to be Concerned About?” by Sarah Coyne, *Deseret News* (June 29, 2018).

“How (and Why) Government Should Invest in Marriage” by Alan Hawkins and Hal Boyd, *Public Discourse* (August 20, 2018).

“The Abiding Power of Sacred Family Rituals” by Loren Marks and David Dollahite, *Meridian Magazine* (August 16, 2018).

“Is Pornography Use Increasing Loneliness, Particularly for Young People?” by Mark Butler, Institute for Family Studies (July 3, 2018).

“How Denial and Victim Blaming Keep Sexual Assault Hidden” by Jason Whiting, Institute for Family Studies (January 7, 2019).

Mentored SFL 315 Students

“Counteracting Negative Effects of Cohabitation for Couples and Children through RE” by Hailey Palmer & Alan J. Hawkins, Relationship Educator Blog (December 19, 2018).

“Longevity Secrets of Utah Centenarians” by Jake Rogers & Jeremy Yorgason, Boston University’s Public Health Post (November 28, 2018).

“Love: The Greatest Motivation to Change” by Kaelie Lemmon, United Families International Blog (January 2, 2019).

“Knowledge is Power: My Fight Against Postpartum OCD” by Sammi Trujillo, Institute for Family Studies (October 30, 2018).

“Family—When Less May Not Be More” by Mariah Sanders, United Families International Blog (December 20, 2018).



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*“It may be that in our daily lives, some of us are seldom asked to stand—literally or figuratively—to defend the gospel of Jesus Christ and His kingdom here on earth. On the other hand, some of us may be required to speak up on a regular basis to defend truth: perhaps at school, at work, with friends, or even with family. . . . I promise you that whether it’s in the **boardroom** or the **bakery**, at some point, as a disciple of Christ, you will be called upon to articulate what you know and believe.”*

Sister Joy D. Jones

Stand Up, Speak Up, and Shine
http://bit.ly/lds_shine



Healing and Hope Through a BYU Education

By Riley Whiting



“I never want to see you again!”

“I don’t want you to ever speak to me or your mother, and if you ever come near us, you’ll have hell to pay!” These were the last words that were ever spoken to my grandfather by his father. A long-impending dispute between the two had led to a heated argument, which ended in each swearing to never speak to the other person again. It was a dispute that each would carry to their grave with a bitterness that would continue to future generations.

President Worthen’s Inspiring Learning initiative challenged the BYU community to inspire students to deeper learning and to elevate learning that leads to inspiration. This type of learning is spiritually strengthening, intellectually enlarging, character building, and leads to lifelong learning and service.

Read President Worthen’s article by scanning the QR code.



Such difficulties have permeated my family throughout generations. Husbands and wives have divorced, hate has welled up between siblings, parents have abused children, and children have rebelled against parents. Divorce, addictions, substance abuse, teen pregnancy, gambling, and many other individual choices have caused chaos and pain, damaging family relationships.

I experienced the consequences of such life choices in my early childhood as I watched my parents bitterly divorce, remarry, and struggle to find peace and security in their own lives. Confusion and darkness overwhelmed me at times as I tried to find meaning amidst the mayhem surrounding me. I loved my family with my whole heart, but I knew that this wasn't what a family was supposed to be like. I remember kneeling by my bedside as an eight-year-old boy, pleading with Heavenly Father that he would help me and my family to heal from these wounds. This tear-filled prayer is one that I continued to pray for many years.

As I began my education at BYU, I had many fears about family, relationships, and what my future would be like. During my first semester at BYU, I decided to take a class in the School of Family Life that was based on *The Family: A Proclamation to the World*.¹ As I began learning from this inspired document, I felt the Spirit connect with the deepest yearnings of my soul. I felt like a new life was being breathed into me as I began to study this inspired document from scholarly and spiritual perspectives. My experiences led me to take more classes in the School of Family



About the Author

Riley Whiting is from Cove, Utah, and is studying Human Development in the School of Family Life at BYU. He and his wife love the outdoors, rock climbing, and learning the mysteries of the world together.

Life, and eventually I felt moved to declare a major in the School of Family Life.

Each new course invited me to apply many doctrines, principles, and practices that were new to me. My spiritual and scholarly knowledge transformed my understanding of families and what family could be for me. Along the way, I met wonderful professors who saw in me things I could not see in myself and who enabled me to become better. This confidence gave me a new hope. I now know the true meaning of inspiring learning. I had gone from fearing family and relationships to believing that it would be possible for me to have a peaceful and loving family. I felt God helping me to develop the tools that I needed to succeed.

My learning was described in President Worthen's words: "the spark [that] ignites a student's passion for learning and illuminates a life course."² My education has been one of God's greatest gifts of grace to me. It has helped me to heal the wounds of my past and taken bitterness out of my heart; it has set me on a quest in which I hope to become a family scholar; and perhaps most importantly, it has given me the courage and tools that I need for my wonderful marriage with my precious wife, which has just begun.

My SFL education has been a divine manifestation of God's merciful hand in my life. For me and many others, the inspiring learning in my BYU education has been an answer to the heartfelt prayers of many years.

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Book Review

By Mary Buckley

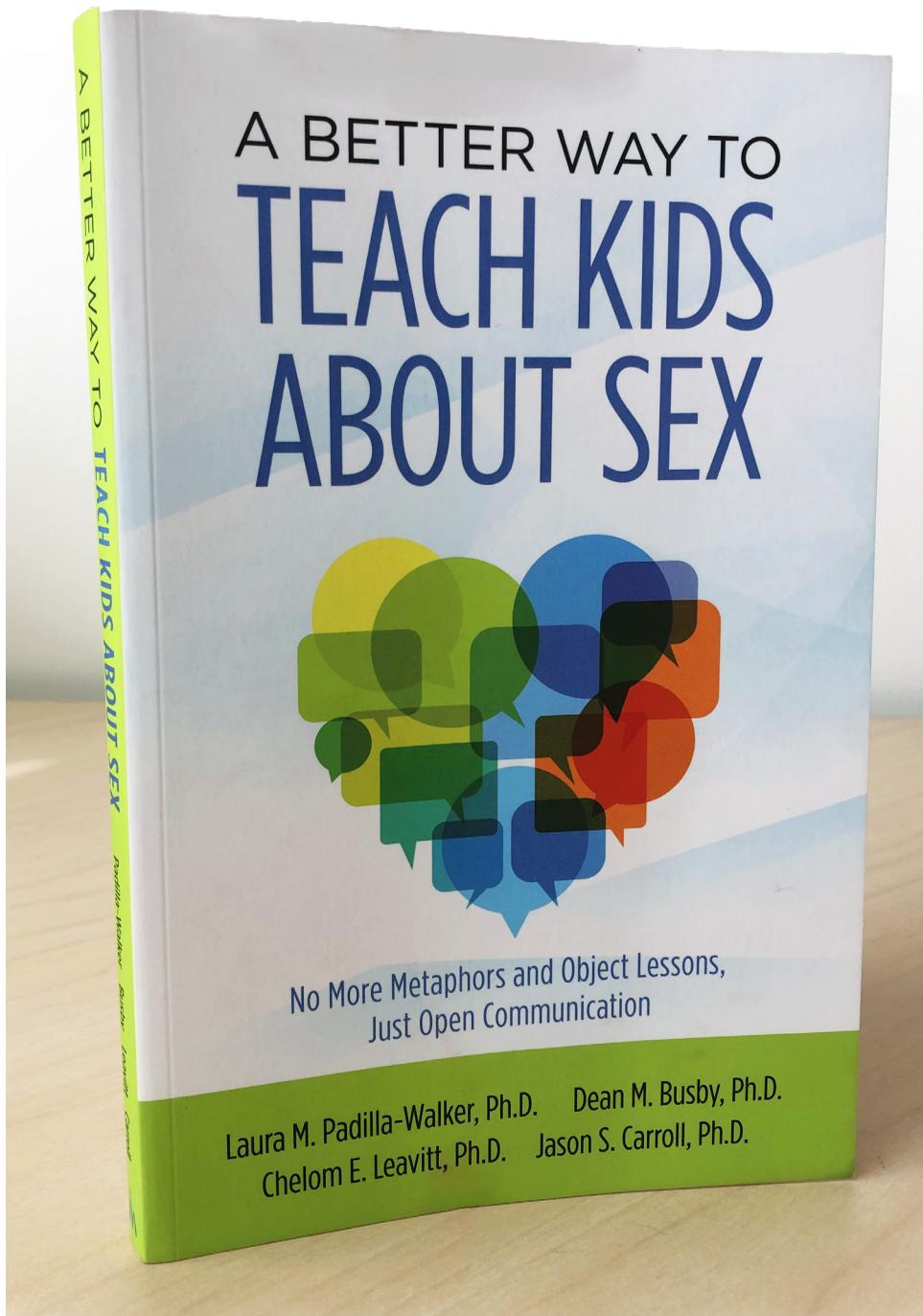
Parents can direct their child's development and destination through teaching (Proverbs 22:6).

Brigham Young stated “We can guide, direct, and prune a tender sprout, and it inclines to our direction, if it is wisely and skillfully applied.”¹ In *A Better Way to Teach Kids about Sex* by Laura M. Padilla-Walker, Dean M. Busby, Chelom E. Leavitt, and Jason S. Carroll,² the authors share the whys and hows to better teach children about sexuality.

A child's journey toward healthy sexual understanding may introduce awkwardness or challenges that make parent-child communication difficult at times. However, parents can learn ways to share the principles of healthy sexuality to better fulfill parental stewardships to “bring up [their] children in light and truth” (D&C 93:40). Throughout the book, two primary themes emerge: parents should teach sexual wholeness, not fragmentation, and they should teach with an attitude of joy, not shame.

Teach Wholeness, Not Fragmentation

Some parents or youth leaders may use metaphors to teach children and teens about sex. While these adults generally have good intentions, metaphors may leave children or teens with misconceptions or with an incomplete view of sex. In a common example, a teacher asks if anyone wants a cupcake. When the class responds enthusiastically, the teacher unwraps the cupcake and passes it around for the students to touch until it is “unclean” and less desirable. In an effort to teach sexual abstinence, this metaphor also seems to teach children that sexual touch inherently taints



individuals while failing to teach that God has ordained sex within marriage and has also provided a Savior to cleanse individuals from the effects of sexual sin.

Indirect approaches, such as these object lessons or metaphors, often focus solely on the physical aspect of sexuality and portray sex as an individual issue instead of a relational one. Direct approaches, on the other hand, allow parents to teach about the elements of sexuality in their unified state (sexual wholeness) and not in their isolated or disconnected state (sexual fragmentation).

Sexual wholeness, as described in the book, operates more like a circle divided into three sections that connect at an inner circle. Each of the sections represents a dimension of sexual nature: physical, emotional, and spiritual. The authors explain, “Complete sexual wholeness in marriage involves three types of bonding or integration—the bonding of the spirit and the body, the bonding of spouses to each other, and the bonding of the couple with God.”³ These elements come together at the center circle, which represents wholeness or a complete integration of these sexual dimensions. Conversations that focus only on the physical dimension of sexuality



About the Author

Mary Buckley is from Orem, Utah, and currently studies Family Life at BYU. She likes to create art, write songs, and spend time with her family and friends.

can fragment a child’s understanding of sexual wholeness. Author Chelom Leavitt, observes, “I think it’s hard to ignore the physical aspect of sex because we experience it in a body. What often happens is that we ignore the emotional part, the spiritual part, or the meaning making part of it.”⁴ She then explains that each element of sexuality is intended to create a total union in marriage, based on physical, emotional, and spiritual sharing. Teaching children that their sexual nature has three unified dimensions may help them understand true sexual wholeness that unites husband to wife and couple to God.

Teach with Joy, Not Shame

The Prophet Joseph Smith spoke of the joyful purposes of mortal bodies: “We came to this earth that we might have a body and present it pure before God in the celestial kingdom. The great principle of happiness consists in having a body.”⁵ For many teens, the happiness of having a physical body gets lost in the uncomfortable moments of puberty and in the imbalance of teachings about sexuality that primarily focus on the severity of sexual sin.

Parents can instead teach the true nature of physicality by celebrating the human body and using language that recognizes that having a physical body is a blessing and an adventure.

Dr. Leavitt encourages parents to remember joy, especially when they themselves might feel uncomfortable or ashamed about discussing the topic. A parent could deliberately frame the conversation, for example, as follows: “I don’t want to pass on these ideas about sex in an attitude of shame. I’m going to be really careful about what I say since I want you to know that I do think this is a joyful, happy part of who you are. It’s God-given and it’s lovely and it has wonderful purposes within your future marriage and how you will individually develop as a person.” By teaching kids that their physical and sexual dimensions have joyous, divine purposes, children and teens have a better chance of developing and preparing for sexual wholeness in marriage.

The book, published by Deseret Book in 2018, has been well received and includes discussions of other sensitive topics (such as masturbation, pornography, and same-sex attraction) to help parents meet children’s and teens’ needs at various developmental and life stages—all with the goal to help parents raise sexually healthy individuals.

Notes

- 1 Young, B. (1855–86). *Journal of discourses*, 26 vols. Liverpool, Eng.: F. D. Richards, 9:248, March 23, 1862.
- 2 Padilla-Walker, L. M., Busby, D. M., Leavitt, C. E., & Carroll, J. S. (2018). *A better way to teach kids about sex*. Salt Lake City, UT: Deseret Book.
- 3 Padilla-Walker, L. M., Busby, D. M., Leavitt, C. E., & Carroll, J. S. (2018). *A better way to teach kids about sex*. Salt Lake City, UT: Deseret Book, 16.
- 4 Leavitt, C. E. (2018, October 9). Personal interview.
- 5 Smith, J. (1977). *Teachings of the Prophet Joseph Smith*. Joseph Fielding Smith, Ed., Salt Lake City, UT: Deseret Book, 181.

An Introduction to Wheatley

by Jenet Jacob Erickson

From an office tucked away on the second floor of the beautiful Gordon B. Hinckley Alumni Center at Brigham Young University, the Wheatley Institution extends its influence as a center devoted to “lifting society by preserving and strengthening its core institutions.” In the 11 years since its founding, the privately funded institution has hosted 296 speakers from 210 institutions, held 26 conferences, published 279 fellow notes and 7 books from its 22 research fellows, and enabled thousands to watch presentations on its youtube channel. The focus of this expansive effort has been to engage world-renowned thought leaders with students and faculty in generating the best in ideas, reasoning, and intellectual resources to defend and rebuild the institutions that are core to human flourishing. Thought leaders ranging from General David Petraeus and Condoleeza Rice, to Sir Roger Scruton, Clayton Christensen, Robert George, Julie Beck, and Arthur Brooks have all come, presented, and met with students and faculty to discuss critical ideas in civic virtue, ethics, and faith and intellect.

But of all the institutions the Wheatley Institution hopes to

preserve and strengthen, it is the family that is most central to human flourishing. To that end, each year the Wheatley Institution hosts the Wheatley Roundtable on Family, where students from BYU and around the nation spend several days engaging with scholars on current issues surrounding marriage, sexuality, and children. After listening to and working with thought leaders in these areas, students are given time to develop and present a report applying sound scholarly work to a real-world problem in the area of marriage, sexuality, or children. Students leave the conference knowing that they can not only participate in the scholarly discourse around the family, but they can also influence it.

Few experiences are more enriching for students and faculty than engaging with world-renowned leaders to address issues that deeply matter. And through the online resources made available by the Wheatley Institution, individuals from around the world can learn from and become part of the effort to generate the best reasoning and intellectual resources to defend and rebuild our core institutions. That

was the vision Jack and Mary Lois Wheatley had in the creation and continued funding of the Wheatley Institution—to build a base for outside experts to come engage with students and faculty in serious, important scholarship that can benefit society, and that starts with the family.



About the Author

Jenet Jacob Erickson is an adjunct faculty member in the School of Family Life, columnist for the Deseret News, and a Fellow of the Wheatley Institution at BYU.





A Selection of Articles from Wheatley

The Ennobling Effect of Religion on Higher Education

by Douglas Archibald

“In the last years of her life, Jane Stanford worked furiously to construct a Venetian-style church on the nascent Stanford University campus she and her husband had founded. The church would be the centerpiece of the university complex. Her desire was not only for it to elevate the campus architecturally but also to elevate the students spiritually. The words she inscribed on the stone of the east transept reminded the students of this wish: ‘Destined . . . for immortality, [a great soul] finds all that is not eternal too short, all that is not infinite too small. . . .’”

Continue reading this article by scanning the QR code.



We Need Children, Even More than They Need Us

by Jenet Erickson

“When renowned Harvard sociologist Carle Zimmerman published his sweeping analysis of the rise and fall of great civilizations, he made a striking conclusion: The defining feature of civilizations at their peak of creativity and progress was their orientation to children, specifically the bearing and nurturing of children within families. Culturally, we tend to focus on how much children depend on adults. Yet if Zimmerman’s extraordinary feat of research is right, we may need children even more than they need us. . . .”

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Relationships Matter

by Kim S. Cameron

“The relationships we form with other people matter a lot. Recent findings, for example, indicate that if a person is obese, the probability of dying early is 20%. If a person is an excessive drinker, the probability of dying early is 30%. If a person is a smoker, the probability of dying early is 50%. If a person is in poor social relationships, the probability of dying early is 70%. Relationships are more important in predicting longevity and long-term health than are the physiological factors that capture so much of our attention and medical research. . . .”

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Empowering Others Through Vulnerability

by Brad Owens

“One night while knocking on my six-year-old daughter’s bedroom door to say goodnight, through the partially open door, I could see her looking under her bed. When she heard my knock she stood up very quickly with a look of panic and then leaned casually against her bed trying to appear relaxed. . . . When I looked under her bed, I discovered a 10-pound bag of granulated sugar that she must have taken from the pantry sometime earlier that day! . . . I sat down next to her and began to explain why stealing was wrong and that eating too many sweets would make her unhealthy, but these words did not seem to register. She just kept looking at the ground. . . .”

Continue reading this article by scanning the QR code.



What's Happening In the School of Family Life?

Award-Winning Article on Sex and Money



Wondering about the impact of money and sex on marital stability?

Apparently, others also find the topic fascinating, since Dr. Jeff Hill's article on the topic

received an NCFR top award last November and topped the charts as the most viewed article ever for its scholarly journal, *The Journal of Financial Therapy*. The study confirmed that though financial stressors predict increased financial dissatisfaction and sexual dissatisfaction, marital instability can be reduced when couples engage in healthy communication patterns. Good couple communication relieves the stress associated with family challenges, such as inadequate income, conflicts over sexual frequency, and work-family balance.

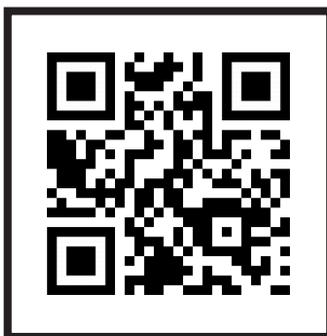
To read the article visit:
<http://bit.ly/smoney12>



A Kaleidoscope of Religious Perspectives

Exploring the meanings of faith and family in many religious communities was the focus of an entire volume of *Marriage and Family Review*, prepared under the direction of Dr. David Dollahite and Dr. Loren Marks. Eleven articles in this volume share a diversity of perspectives on faith and family in American faith communities, including Black American Christians, Protestant, Catholic and Orthodox Christian families, American Evangelical families, Jewish families, and families of The Church of Jesus Christ of Latter-day Saints. Authors also share insights on surmounting the empathy wall, explore the impact of various religious traditions, and express some "holy envy."

To read the article visit:
<http://bit.ly/akorp12>



Exploring Fashion Internationally

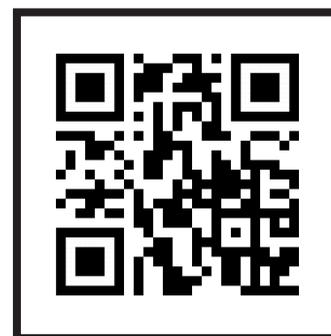
Students in Family and Consumer Science Education, Family Life, and other majors across campus are globetrotting to enrich their understanding of fashion, textiles, design, culinary arts, architecture, and interior design. As part of BYU's experiential learning in the Inspiring

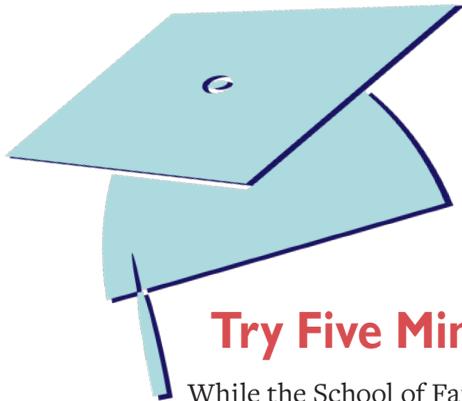


Learning Initiative, 22 students will fly to Europe in May 2019 to visit fashion centers, such as Paris, Florence, Milan, London, and Edinburgh. Students will see historic buildings, visit textile markets and mills, admire architecture, and peruse museum exhibits.

Across the campus in a single year, nearly 2,000 BYU students will enroll in one of the 206 international study programs now operating in a total of 75 countries.

For more information about campus study abroad programs, visit:
<https://kenedy.byu.edu/isp/>





Try Five Minors!

While the School of Family Life espouses an SFL minor as the “minor for every major,” imagine having a major that is a composite of five minors! The current Family and Consumer Science Education major is comprised of five minors: Early Childhood & Child Development, Clothing and Textiles, Interior Design, Foods & Nutrition, and Parenting & Family. This interdisciplinary degree also includes educational coursework for state licensure, culminating in a student teaching experience. The 15–20 graduates of this program each year have a 100% placement rate to teach at the junior high or high school level after graduation.

For more information about this program, visit:
<http://facs.byu.edu/>

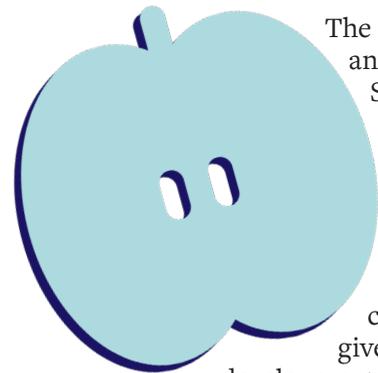
BYU MFT #1

In a recent report from the top journal in the field, the BYU Marriage and Family Therapy doctoral program is ranked #1 in the country for research productivity over a 16-year period. This remarkable achievement speaks to the dedication of our past and present researchers, several of whom were distinguished in the top 11 most prolific research faculty: Jonathan Sandberg, Russ Crane, Jeff Larson, and Rick Miller. For faculty with fewer than 15 years in the field, Shayne Anderson ranked #2 of eight promising young scholars.



For more information about this ranking, visit:
<http://mft.byu.edu/>

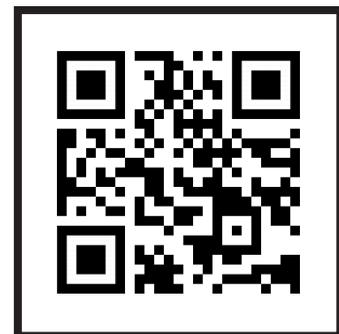
Window into Wonder



The BYU Child and Family Studies Laboratory provides teacher training in early childhood classes and gives human development students

a window on that world through one-way glass. The student teachers gain a unique training experience that balances “real world” preschool and kindergarten classrooms with support from a seasoned teacher. Students in the lab setting learn to identify how daily lessons target the physical, cognitive, social and emotional growth of their students to ensure that the needs of each child are met. As a result, graduates are poised to make a distinctive impact as they work with children and parents in this exciting field.

For more information or parenting tips, visit:
<https://preschool.byu.edu>



Alumni-Funded Scholarship Recipient

Combine a broad range of talents and interests with drive, determination, and a desire to help children, and you get Joshua Jensen—the very definition of a Renaissance man. Born and raised in Provo, Utah, Josh attended Timpview High School, where he played football, baseball, and participated on a competition cheer squad. During the years at home with his family, he discovered a love for cooking, but didn't know at the time how this passion would fuel his future endeavors.

After serving a mission in Eugene, Oregon, Josh attended BYU, but was still unsure of his major. Guided by his “love for teaching and a desire to help kids find a love of learning,” he settled on Family and Consumer Science Education, where he felt he could teach “the practical aspects to every subject.” Providing examples of this practical application, Josh offers a compelling perspective on how a FACS major crosses multiple disciplines: “Math is used in sewing, interior design, financial literacy, and food prep,” he explains. “Science is used in foods, human development, and child development.” And English and technology? Used in “just about everything!”



Josh was selected as a recipient for the Family and Consumer Science Student Teaching Scholarship at BYU, one of the many scholarships that alumni help support through donations. As the only male in his major at the time, Josh “hopes more men will continue in his footsteps and dare to be a little different.” He completed his degree this past December and was hired as a teacher at Spanish Fork High School just three days after graduation. Further evidencing Josh’s well-rounded nature, he’s been coaching football the past four years and is currently the defensive coordinator at the school where he teaches.

Along with cooking, Josh enjoys hunting, sewing, design, and anything outdoors with his family and friends. He’s been married to his beautiful wife for 5 years and has two lovely daughters, a 3 ½ year-old and a 7-month-old baby. But there isn’t much down time for this ambitious alumnus—Josh recently enrolled in a Masters of Sports Administration program, another step in his diverse and encompassing journey.

Join our [SFL Alumni LinkedIn](#) page for updates and great articles

KATIE CARLILE: Inspiring Learning on the Job



Many student jobs are funded by donors and provide valuable work experience.

For Katie Carlile, student jobs help fund her education in Family Home and Social Sciences along with providing work skills. She started out on an early education track, but switched to Family Home and Social Sciences because she “didn’t feel settled.”

“I always thought I would be a teacher or a nurse,” she said. Then someone suggested she should consider being a child life specialist, working with children in trauma situations using techniques such as play therapy and distraction to help them cope.

Currently she’s working with Dr. Sarah Coyne on a College of Family, Home, and Social Sciences research project called Flourishing Families. It’s a long-term child-development study of how children prosper in different environments. The project has helped her understand the influence of family on individuals, including herself.

“My mother is very nurturing. She loves children and she instilled that love in me.”

“We have the top human development program in Utah and it’s #18 in the nation,” she said.

Katie also works another job in the Religious Studies department. All of this work experience is helping her prepare for an upcoming internship requiring 600 hours working in a certified child life specialist program.

To donate to inspiring learning experiences for students like Katie and Josh, visit give.byu.edu/fhss





SFL Alumni Magazine
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Photo by Nate Edwards © BYU Photo

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

D&C 88:118