



## Family Studies and Human Development Department

### FSHD 2410 Section 50: Self Protection

Spring 2017, Tuesdays 5:30-6:45 pm (Class) and 6:50-8:30 pm (Lab)

CRN: 22348 Credit Hours: 3 Class Location: WEDU 107 & 127

Instructor Information			
Instructor	Email Address	Phone	Office Hours/Location
David H. Jones, MA, MFHD, LMFT, CFLE	djones@dixie.edu	435-652-7845	Tues: 1-5:30 pm (WEDU 108)
Ben Lee	Bjaminlee77@gmail.com	435-705-3984	By Appointment

*\*\*This syllabus and/or course schedule is subject to change with proper notice.*

**Course Description:** *Learn to see potential problems before they happen! Learn to identify characteristics of predators and develop skills to maintain healthy relationships. Learn about healing from traumatic events. Learn to fight to protect yourself!* Informed by current research, this course is open to all students and integrates a comprehensive educational and training experience to be safer throughout life: education, fighting skills, and the psychology of being safe. Through its biopsychosocial approach the course awakens personal growth and awareness, self-confidence, a commitment to healthy boundaries, and trust in one's physical skills. At the core of the Self-Protection Course is an in depth study of gender dynamics and cultural norms that make sexual assault and domestic violence a national as well as transnational problem. It juxtaposes traditional morality and cultural values against the reality of experience, pinpointing patterns of behavior in verbal and body language that predict violence in cultures. The course examines historical attitudes and current events to encourage activism towards social and cultural change to a safer world. Concepts are presented through lecture, audio-visual, Socratic dialogue, provided readings and exercises, collaborative work, guest lecturers, technology, active learning opportunities, and physical skill development.

#### Family Studies and Human Development Department Learning Outcomes:

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

**Course Objectives:** This course uses a holistic approach by combining psychoeducational experiences and physical exercise for skill development, confidence building, greater self-awareness and enhanced self-esteem. Through regular attendance and active participation you will be able to:

1. Understand the scope and definitions of gender-based violence.
2. Understand concepts and ideas relevant to learning of social roles for men and women, with a focus on safety.
3. Conduct yourself with more assertiveness and confidence.
4. Understand the relational dynamics for both men and women and prevent assault.
5. Identify manipulative and abusive behavior.
6. Understand the dynamic of experienced trauma and the process of healing.
7. Become more physically capable of maintaining personal safety.
8. Understand the axioms of physical conflict and be able to apply the core principles of self-defense tactics.
9. Identify barriers to personal empowerment.
10. Demonstrate physical skills and improvement of skills in the lab portion of class.

**Course Goal:** *To increase your personal sense of self-worth and ability to live safely in society.*

**Course Requirements:** This course is biopsychosocial. It is a combination of social and psychologic educational learning with physical self-defense instruction. A willingness to actively participate both mentally and physically is required.

**Required Texts (available at the DSU book Store):**

1. *Self-protection: A holistic approach to creating gender-equality, gender-respect, and healthy boundaries*, 5<sup>th</sup> Ed. (2015) Tim Eicher, Life Changing Counseling.
2. *The Gift of Fear* (1997), Gavin De Becker, Delta Trade.

**Grading Summary (More assignment details on pages 4):**

ASSIGNMENT POINTS	
Description	Value
Class Attendance/ Participation	15 x 5 pts = 75
Lab Effort	15 x 5 pts = 75
Textbook Worksheets	13 x 10 = 130
Quizzes	13 x 5 = 75
Textbook Exercises	5 x 25 = 25
Introduction Paper/Canvas Intro	20
Pre Survey	25
Post Survey	25
Final Paper	75
Midterm Fight	50
Final Fight	75
Written Final Exam	100
<b>Total Points</b>	<b>750</b>

**Grading Scale:**

A = 95-100%	B- = 81-83%	D+ = 68-70%
A- = 91-94%	C+ = 78-80%	D = 64-67%
B+ = 88-90%	C = 74-77%	D- = 61-63%
B = 84-87%	C- = 71-73%	F = below 60.9%

**Course Guidelines:**

1. Well-Being: First and foremost, know that we honor your choices in all course activities. Care for your well-being. We trust in you, we believe in you, and we have confidence in you!
2. Confidentiality: The effectiveness of the course is enhanced by maintaining a safe environment for all. Accordingly, all Personal Safety participants agree to maintain the confidentiality of other participants by not disclosing the names of individuals, any identifying information, and narratives that are shared in class without permission from the individual. You will see stories shared by former students in the textbook. These are printed with expressed permission from each student. This policy will continue to be maintained.
3. Investment and Outcome: To make an impactful and sustaining transformation in your life it is recommended to devote 2 – 2.5 hours per week outside of class time for reading, homework, practicing, etc.

4. Online Involvement: This is a *blended* course, meaning a portion of the course content is on Canvas. It's that on a given week, due to instructor availability that the entire class content and lecture videos will be on Canvas.
5. Cell phones: Please show respect for the learning environment, yourself, and others by turning your phone off during class.
6. Attire: Each class will have a fitness/exercise component relevant to self-defense. Dress as you would for a PE class; wear loose, comfortable clothing that will aid physical activity. Jeans are not recommended due to restrictive mobility. Jewelry is not permitted.
7. Tactile Teaching: It is understood that in this type of experiential learning, much like in the study of dance, movement involves tactile teaching. The instructor may ask to appropriately position the student's body for better understanding of a movement technique. This is totally voluntary, and you may opt out by informing one of us by email or written note. All such correspondence will be kept confidential.
8. Limitations: You may have informed us of physical limitations on your registration application. Please let me know if you have any injuries or conditions that require we modify your exercise.
9. Partner Practice: Each week in the gym portion of the class you will practice with a partner. This requires close physical contact. To effectively learn the physical defense skills it is essential that you perform the practice skills to the best of your ability AND present a level of resistance for your partner that simulates real resistance. You are also encouraged to practice with many different partners throughout the course. This will diversify your learning thus giving you a better sense of your body and capabilities regarding the defense skills.
10. Warm-up/Visualization/Meditation: We will begin each gym class with a warm-up and will end each class with a variety of visualizations and meditation/mindfulness techniques.
11. Self-care: Self-care includes tending to your biology, psychology, and sociology. It is your responsibility to care for yourself. Psychology and Sociology: Course content has the potential to activate/ trigger emotional and physical responses from past trauma. For this reason recommendations include maintaining a therapeutic relationship, and family and/or peer support. Biology: hydrate-bring a water bottle to class. Muscle soreness may occur as with any type of exercise.
12. Reading: *The Gift of Fear* chapters are not read in order. Please refer to the outline for the reading schedule.
13. Injury: Pay attention to your body. You may experience an injury during the lab. At times, we continue to exercise/workout in spite of an injury. If injured, immediately bring it to our attention. A first-aid kit is provided.
14. Continued Learning: To refresh, reinforce, and enhance the individual learning experience, once a student has paid for a course, the student may return to any number of classes and/or labs at no cost. Letting me know that you will be in attendance ahead of time is not required but it is appreciated. You are always welcome!
15. Principle Effectiveness: The assignments and exercises are designed to give an idea of how you're doing in understanding and applying the principles taught, and how I'm doing in teaching them. I appreciate your thoughts and will provide feedback on your assignments.

## Course Assignments:

1. Attendance/Participation: Attendance is required. Your contribution to the classroom discussions enriches the learning and healing of all in attendance. You will receive 5 points for every day of class participation.
2. Lab/Gym Effort: It is expected that you will give a good effort in the physical practice part of the lab. You will be learning new physical skills. Every student will progress in an individual way. You will receive 5 points for every day of lab participation. If you are unable to participate for physical reasons, it is expected that you will still attend to watch and learn.
3. Worksheets: At the end of each chapters 1-13 in the textbook you will find a worksheet with a few questions for you to answer. These are also saved electronically on Canvas for you to complete and upload, which is how they will be graded. They are worth 10 points each.
4. Quizzes: Weekly quizzes will be based upon topics studied either in the textbook and/or *The Gift of Fear* book. These quizzes will be given at the very beginning of each class. They are worth 5 points each. If you arrive late, you will likely miss the quiz for that day.
5. Textbook Exercises: There are six exercises in chapter 14 of the text. You will choose five of the six exercises to complete outside of class. (For advanced experience and learning you are encouraged to do all six exercises that are in Chapter 14 of your textbook, but you are only required to complete five exercises.) The due dates are specified in the outline. Typically, each will ask you to try a new behavior to practice your growing understanding about personal safety. You will first do the exercise, and then submit a typewritten paper on your experience with the exercise and how it might affect your future behaviors. Each exercise and write-up is worth 25 points. The exercises will be graded on content, effort, punctuation, and spelling.
6. Introduction Paper/Canvas Intro: You will find the instructions for this assignment posted on Canvas. **Please complete assignment through Canvas by the due date noted.** It is worth 20 points.
7. Simulated Fights: You will have two experiential self-defense applications. In these sessions you will have a chance to practice your self-defense skills. These sessions are extremely important for you to discover your own fighting mentality, your skills, and what you might want to work on. The midterm session is worth 50 points and the final session is worth 75 points to your grade. The sessions will be tailored for your specific physical limitations and abilities, and are more for your emotional development than anything else. Everyone works as hard as they can during these full contact events, and everyone who participates gets full credit.
8. Pre-and Post-Surveys: Two surveys will be administered in class, one at the beginning and one near the end. These will assess your attitudes, skills and knowledge of concepts that this course will cover. It is hoped that the effect of these surveys will help with your self-assessment final paper. Each is worth 25 points.
9. Final Paper: A final typewritten paper will be required at the end of the semester. It is both a self-assessment of your development during the semester as a 'self-protector' and a time for you to give feedback about the course. This paper is worth 75 points.
9. Written Final Exam: A final exam will be given during the scheduled final exam time. It will include concepts from the reading, lecture, and lab. A study guide for the final exam will be provided. The written final is worth 100 points.

## Class/College Regulations and Information

**DSU Policies:** Click on this link - <https://academics.dixie.edu/syllabus/#semester> for comprehensive information on the Semester Dates. In addition, please review DSU policies and statements with regards to Academic Integrity, Disruptive Behavior and Absences related to university functions.

Other useful link are:

Final Exam Schedule for Spring 2018: <https://academics.dixie.edu/final-exam-schedule-spring-2018/>

Disability Resource Center – <https://dixie.edu/drcenter>

Health and Counseling Center – <https://wellness.dixie.edu>

IT Help Desk – <https://dixie.edu/helpdesk> (Including issues with Canvas/Passwords)

Library – <http://library.dixie.edu>

Testing Center – <http://dixie.edu/testing>

Tutoring Center – <http://dixie.edu/tutoring>

Writing Center – <https://writingcenter.dixie.edu>

**Written Work:** All written work must be word processed, double spaced, and when assigned (as most written work is turned in through Canvas) on one side only of 8.5 x 11 inch plain white paper, no more than 1" margin Any physically turned in papers must have multiple pages stapled!! Each turned in paper must include the student's name, the Course Dept., Number and Section, Date, and Assignment Title (SINGLE SPACE your Heading). For example:

*David H. Jones*

*FSHD 2410-01*

*14 Aug 2017*

*Exercise 1*

These things are collegiate standards and will be graded!

If a paper is being turned in to make up an absence, it must also include the date of the absence being made up. Proper grammar and spelling at the collegiate level is expected and will be graded appropriately.

**Timeliness of Papers/Assignments/Exams:** Assignments are due **at the beginning of class** on the day that they are due unless otherwise notified. If your paper is turned in after this time, it will be considered late. If you cannot make an assignment or exam, it can be arranged to take it some other time. Late assignments/exams *will* be docked 10% per day they are late (I don't count weekends or breaks), up to 10 total days, unless they are pre-arranged with the instructor. It is important to communicate with the instructor in the event of an expected late assignment/exam so that proper arrangements can be made, with minimal impact on scores. **Technology glitches or other inability to upload assignments to Canvas will be considered on a case-by-case basis, but be advised that I do check date/time stamps on your documents for when they were started and last saved.**

## About the Instructor

I am a native to Payson, Utah, being raised as the youngest of divorced parents and three older siblings. I graduated from the very small Tintic High School in Eureka, Utah, where I was active in sports, music, and student government. I received a BS in Marriage, Family, and Human Development from Brigham Young University (where I completed Army ROTC) and a Master's in Family and Human Development from Utah State University. I also have completed additional graduate courses in Bible and Ministry, with a focus on Family Ministry, from Lubbock Christian University, and I am a Certified Family Life Educator (CFLE)—a designation awarded from the National Council of Family Relations. Additionally, I completed a Master's Degree in Marriage and Family Therapy from Northcentral University, and received the designation of Licensed Marriage and Family Therapist in the State of Utah. I practice as a therapist in the community at two locations.

I served a mission for The Church of Jesus Christ of Latter-day Saints in the Dakotas, and am very active in my faith. I am a Chaplain for the United States Army Reserve, but have spent most of my career in the Utah Army National Guard, where one of my favorite things to do has been to teach our *Strong Bonds* marriage and relationship programs. In addition to teaching at DSU, I work as a Part-time Therapist at LDS Family Services, and another Private Practice. Before these, I have worked as the Community Action Services Planner at Five County Association of Governments, coordinating programs and providing case management designed to combat poverty and homelessness. Prior to that, my career has mostly revolved around serving Military Families, having had employment as the State Family Program Director for the Utah National Guard, Director of Military Programming for the non-profit National Fatherhood Initiative, and as a contract Program Manager for the Army National Guard's Family Readiness Support Assistant program, and the Officer in Charge for the Utah National Guard Community Covenant Program.

But the most important Military Family to me is my own! I am the "patriarch" in a *blended* family that consists of my wife, Melodie (a Fifth-grade school teacher), and our eight wonderful children, Braden (18), Reese (17), Bryant (16), Lydia (15), Sarah Grace (14), Cortnie (12), Liam (11) and Grayson (9). And we very much honor the role that our parenting partners (aka, ex-spouses) play in our family. We currently reside in Ivins, Utah.

I have taught at Dixie State University since Fall 2011 in both the Communication Department, (teaching Family Communication and Interpersonal Communication) and in the Family Studies and Human Development Science Department (teaching Family Relationships, Human Development, and First Year Experience), and now, Self Protection.

