Department of Family Social Science
University of Minnesota
290 McNeal Hall
1985 Buford Ave
St. Paul, MN 55108

612-625-1900
Email: fsosinfo@umn.edu
Web: z.umn.edu/FSoS
Welcome to the Department of Family Social Science!

Our mission is to enhance the well-being of diverse families in a changing world through teaching, research, and outreach.

An undergraduate, master’s, or doctoral degree in Family Social Science prepares students to use research to discover and apply knowledge, build communication skills, and develop as lifelong learners and effective leaders.

Our Department is focused on student success and preparing them for careers as researchers, trainers, and providers in such fields as family studies, family and community engagement, family therapy, and family financial studies.

Our faculty are mentors, renowned researchers, and committed teachers who provide students learning opportunities to discover and apply new knowledge through face-to-face, online, and blended courses. We also offer international learning opportunities, community-based internships, and opportunities to join on-going, family research projects headed by faculty.

Following graduation, many students pursue graduate degrees in such fields as couple and family therapy, family studies, multicultural studies, prevention science, social work, and public health.

Family Social Science alumni can be found globally in academic appointments, research institutions, and practice-oriented positions in a multitude of settings including family resource services, community-based social services, faith-based organizations, government agencies, and health care and family wellness settings.

Jodi Dworkin
Department Head
Professor

Department of Family Social Science
Programs and Degrees

Undergraduate Programs
Bachelor of Science (three concentrations)
Family & Community Engagement
Family Therapy
Family Financial Studies
Undergraduate Minor (four concentrations)
Family & Community Engagement
Family Therapy
Family Financial Studies
Family Social Science

Master’s Programs
M.A. in Family Social Science
M.A. in Prevention Science
M.Ed. in Family Education
Graduate Minor in Family Social Science

Professional Programs
Parent Education Certificate
Parent and Family Education Certificate

Doctoral Programs
Ph.D. in Family Social Science (two specializations)
Family Science
Couple & Family Therapy
Ph.D. Minor in Prevention Science
Graduate Minor in Family Social Science

More information: z.umn.edu/FSoS

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Teaching Philosophy
The primary goal of teaching is to provide learners with the foundation, motivation, and inspiration to seek out new knowledge by discovering solutions to existing and future problems that define their primary area of interest.

Courses I Teach
FSOS 5701/PREV 8001 Introduction to Prevention Science (face-to-face)

What Students Can Expect From Me
FSOS 5701/PREV 8001 Prevention science research addresses the complex neurobiological and psychosocial processes believed to influence the incidence, prevalence, and maintenance of human dysfunctions. This course will examine theoretical, empirical, and practical foundations of prevention science for designing, implementing, evaluating, and disseminating strategic interventions to prevent mental, behavioral, and chemical health problems and promote healthy development.

Research Interests
Attention & Behavior Problems | Adolescent Psychiatry Antisocial Behavior | Attention-Deficit/Hyperactivity Disorder | Drug Abuse Prevention

Currently Funded Research Projects
• Center for Personalized Prevention Research in Children’s Mental Health

Future Research Development
• Issues pertaining to the transportability and dissemination of evidence-based prevention program to community systems of care.
• The adaptation of preventive interventions to fit the needs and preferences of children at risk for serious conduct problems.

Faculty Bio: z.umn.edu/AugustG
Teaching Philosophy
To create a space in which we can bring academic knowledge, cultural knowledge, and experiential knowledge side-by-side, so that everyone in the classroom environment can work together to spark questions and surface teachings about how to support families from diverse cultural backgrounds and community experiences.

Courses I Teach
FSoS 2107: Preparation for Family and Community Engagement
FSoS 2103: Family Policy
FSoS 4296: Field Experience
PubH 6066: Building Communities, Increasing Health: Preparing for Community Health Work

What Students Can Expect From Me
In each of my courses, I invite community teachers into the class to share their knowledge and grassroots perspectives about families and communities.

Community teachers may include cultural elders, youth workers, and staff from community programs. In the service learning courses, students have the opportunity to work with a community based organization, which allows them both to draw important learning from a hands-on experience, and build their professional network.

Research interests
Community Engagement | Interfacing of different cultural knowledge systems, particularly indigenous and traditional knowledge systems with modern Western knowledge | Community Health
Truth and reconciliation as a strategy for healing relationships between communities and institutions | European American cultural identity
Decolonization
Teaching Philosophy
Learning is a collaborative process between the instructor and students, with each bringing their own unique wisdom, experiences, and skills to create a meaningful environment in which everyone gains important new knowledge.

What Students Can Expect From Me
Students who work with me in a research experience can expect to be actively involved in all aspects of the research process. I have an applied research agenda that involves community members across the United States. Students can participate either in project research or the outreach component of the work.

In my teaching, students can expect to be actively engaged in the learning process with the expectation that they will become knowledgeable consumers of the research related to their topics of interest. Together we will explore new ideas and discuss the implications of topics both in today’s world and in their own lives.

Undergraduate Research Opportunities
Students have the opportunity to work on a variety of research projects related to children, youth, and families in civilian and military families.

Research Interests
Military Families | Youth Development | Public Policy
Evaluation | Youth Workers | Key Words

Currently Funded Research Projects
- Research and Outreach for Military Families
- Youth Development Program Evaluation, Tools, and Coaching
- Afterschool Programs for at-risk Youth
- Military and Family Support Training System

Future Research Development
- Families as a context for development
- Community-based programs that promote positive development
- Public Policy
- Military Families
What Students Can Expect From Me

Students can expect me to create a learning environment that models the methods I teach to promote adult learning and development. This includes facilitating open, respectful dialogue with peers where you can share and reflect on your own and each other’s personal and professional experiences to process course material in a meaningful way. I will also ask you to reflect individually on your own perspectives and experiences in light of this new information and rich dialogue.

Undergraduate Research Opportunities

My research focuses on the design and implementation of learning environments that promote adult learning and development.
Undergraduate Research Opportunities
Currently my faculty appointment is part-time and the work I do with students is primarily with students whose interests overlap with my current research agenda. I can open up local and national opportunities for motivated undergraduates and graduate students.
What Students Can Expect From Me
Students can expect to be actively engaged in research, as a collaborator through all phases of the research process – literature review, IRB, data collection, data analysis, manuscript preparation, and conference presentations. Students interested in outreach and engagement have opportunities to do the work of translating research into practice both to develop resources for parents and research updates for professionals who work with youth and families.

Students meet with me weekly and have the opportunity to build relationships and collaborations with other graduate students. Students should expect to be independent, creative, and thinking critically about our work together.

Undergraduate Research Opportunities
My research and outreach focuses on risk-taking among adolescents and college students, promoting positive family relationships, parenting adolescents and college students, and the role of technology in family relationships.
Abigail Gewirtz
Professor and Director, Institute for Translational Research in Children’s Mental Health, CEHD
294 McNeal Hall
1985 Buford Avenue
St. Paul, MN 55108
agewirtz@umn.edu
(612) 624-1475
Faculty Bio: z.umn.edu/gewirtz

Research Interests
Prevention Science | Prevention and Intervention Research
Trauma | Resilience | Parenting
Children’s Resilience

Courses I Teach
FSoS 1201: Human Development and Families
CPsy 4311: Behavioral and Emotional Problems of Children
CPsy 8360: Clinical Interventions for Children
Prev 8001: Prevention Science
FSoS 8047: Integrative Research Seminar
FSoS 8550: New Topics in Prevention: Implementation & Dissemination

Undergraduate Research Opportunities
Undergraduates get a range of experiences in our lab - I am a prevention researcher and have a large team of graduate students and postdocs, professional staff.

Undergrads get experiences (depending on desire and fit) in any or several of the following: data entry, management, coding of parent-child observations, cleaning of physiological data, assisting the assessment team in the field (providing child activities in families’ homes during assessments), assisting the intervention team (providing child activities while parents are participating in the parenting group), assisting with curriculum modifications and other intervention-related activities, becoming assessment technicians (a paid position), and assisting with literature searches, instrument research, etc.

Teaching Philosophy
Family science should reflect the multiple contexts of influence within which families interact and children develop. Teaching (both inside and outside the classroom) allows me to frame my research in ways that make it relevant to broader communities. In turn, my research informs and enriches my teaching. I challenge students to broaden their understanding of the reciprocal influences of multiple contexts (individual, family, community) in development and adjustment.

What Students Can Expect From Me
Students join a busy but fun lab that conducts ‘team science’ in service of helping families thrive in the wake of stressful events. We have high expectations for commitment and responsibility and we welcome all students who share our curiosity about how families work, and how prevention programs can help strengthen parenting and children’s mental health.

Currently Funded Research Projects
• After Deployment Adaptive Parenting Tools/ADAPT (includes several funded grants)
• Center for Resilient Families
• Ambit Network

Future Research Development
• Widespread Implementation of ADAPT for US military families (active duty and Reserve Component)
• Prevention research across contexts and cultures to serve families affected by war, political and other violence,
Tabitha Grier-Reed

Associate Professor
299D McNeal Hall
1985 Buford Avenue
St. Paul, MN 55108

grier001@umn.edu
(612) 624-2089

Faculty Bio: z.umn.edu/Grier-Reed

Research Interests
Diversity Science | Prevention Science

Current Research
As an engaged scholar, I want to contribute to the social good and improve the human condition. My areas of interests include Diversity Science and Prevention Science with a focus on African Americans, particularly in educational settings. I seek to promote cultural health and optimal development of those from groups that have been historically disadvantaged. The African American Student Network (AFAM) is the cornerstone of my research.

Teaching Philosophy
I am committed to social justice and equity. This is who I am as a teacher, and who I am as a person. Better equipping students to contribute to our multicultural democracy as part of an informed citizenry and agents of social change who can think critically, engage in social analysis, and construct new knowledge is at the core of what I do as an educator.

I strive to engage students in a dynamic learning environment in which they can think critically, engage in authentic dialogue, and construct knowledge. Dynamic learning environments fueled by collaborative inquiry have always appealed to me, and these are the types of environments I try to create in the classroom. I consider students as active partners in the process of teaching and learning.

To that end, I develop courses that provide opportunities for students to engage in deep, meaningful discussion with me and with each other. My best classes leave me thinking in ways that I have not considered before and asking new questions. By engaging in collaborative inquiry with my students, including and considering the diversity of their ideas, I create space for self-analysis, the exchange of ideas, and the exploration of important social issues in the classroom from diverse perspectives.

Courses I Teach
FSOS 2101 Preparation for Working with Families
FSOS 3429 Counseling Skills Practicum I
FSOS 3431 Counseling Skills Practicum II
FSOS 5150 Special Topics: The African American Family

What Students Can Expect From Me
Students can expect me to engage them in the questions that I find deeply meaningful, important, and interesting, particularly complex questions with direct implications for the social good and the well-being of individuals and families. With an emphasis on diversity, positive assets, and resilience, my courses require students to apply learning to their own lives or immediate social contexts.
Teaching Philosophy
To engage students through active and thought provoking conversation and help them find answers, rooted in research and practice, to questions about family health and relational well being.

Courses I Teach
FSOS 4104W Family Psychology
FSOS 4110 - Introduction to Family Therapy
FSOS 8034 Marriage and Family Therapy Supervision
FSOS 8039 Clinical Interventions for Couples

What Students Can Expect From Me
FSOS 4104W provides a life cycle view of family life and problems families can face in normative and non-normative transitions.

The focus of the course is directed to those who are about to embark on a career in human services.

FSOS 4110 Introduction to Family Therapy is a hands on course on theories that shape the field of marriage and family therapy.

Undergraduate Research Opportunities
Most of the undergrad research opportunities are not part of a class but part of projects that I’m involved in, including The National Divorce Decision Making Project and the Minnesota Couples on the Brink Project.

I am also serving a four year term as editor of the Journal of Marital and Family Therapy that could provide additional opportunities to undergraduate students.

Research Interests
Couples, and Intimacy | Prevention of Unnecessary Divorce | Divorce Ideation
Family Therapy Ethics and Professional Development

Currently Funded Research Projects
• Marital First Responders Project

Future Research Development
• How couples make the decision to divorce (joint project with Bringham Young University, University of Utah, Montana State University and University of Alberta).
What Students Can Expect From Me
Community: you will learn the names of all of your classmates, which is the first step in building community. Individual work is very important in all of my courses, but understanding the perspectives of your classmates and engaging with them is crucial to our classroom.

Commitment to your academic growth: I believe that learning involves hard work and happens in a supportive, yet challenging environment. Constructive feedback is crucial. I actively work with students to help them develop the necessary skills for our coursework, and for future studies.

This is my 15th year teaching at the University of Minnesota. It is an honor and a privilege to work with students. As a senior teaching specialist, the majority of my work involves teaching. Currently I teach FSoS 1211--An Interdisciplinary Look at Family in Multicultural America, and EDHD1525W--First Year Inquiry.

Both of the classes that I teach involve community engaged learning. In other words, learners work in the community at a variety of sites including schools, libraries, food shelves, shelters for families experiencing homelessness, and more. I am committed to helping learners engage with our community in a way that creates connections and curiosity for more learning and engagement.

I come to teaching from the field of Applied Linguistics. I have a MA in Teaching English as a Second Language--Applied Linguistics. My graduate research focused on the interaction between native and nonnative speakers of English and how miscommunication (due to issues of both language and cultural norms) was or was not repaired (fixed). I continue to be interested in communication and miscommunication between people.
Opportunities for Undergraduates
Undergraduates who are interested in learning more about opportunities in Parent and Family Education are welcome to contact me. Our professional programs will develop your skills to plan, coordinate, and teach in an instructional program that addresses the intellectual, emotional, cultural, social, and physical needs of both parents and children. We offer a certificate, license, or master's degree.

Teaching Philosophy
To engage learners in ways that build their knowledge and skills, and enhance both their professional and personal lives. I use the UMN student development outcomes, the UMN student learning outcomes, and the seven writing abilities desired of students to graduate with a degree in FSOS when I design my syllabus.

Courses I Teach
FSoS 2103: Family Policy
FSoS 4155: Parent-Child Relationships
FSoS 4106: Family Resource Management
FSoS 4154: Families and Aging

What Students Can Expect From Me
My goal is to engage students in course topics so that the topics come alive and can be seen as real and relevant to their personal and professional lives. I strive to help students feel connected to CEHD and to envision the wide range of ways that they can use their college degree as they go out into the world.

Beth Magistad
Senior Lecturer, Director of Parent and Family Education program
385 McNeal Hall
1985 Buford Avenue
St. Paul, MN 55108
bmagista@umn.edu
(612) 626-4556
Faculty Bio: z.umn.edu/magistad
Undergraduate Research Opportunities

My research focuses on sex and gender minority (SGM) persons, with a specific focus on family relationships among transgender youth. Undergraduates can complete special projects or do a thesis, or work on an existing project doing data entry or analyses, data collection, surveys or literature reviews.

Research Interests

Health and well-being of transgender youth | Family relationships and gender identity | Coparenting

Currently Funded Research Projects

• Transgender youth family relationships
• Divorce education programs

Future Research Development

• Transgender youth well-being linked to medical transition care and family acceptance
• Gender identity development and parent socialization of gender self-acceptance
• Evaluation of divorce education programs for same-sex couples with children
• LGBT youth homelessness
Tai Mendenhall

Associate Professor
275C McNeal Hall
1985 Buford Avenue
St. Paul, MN 55108
mend0009@umn.edu
(612) 624-3138

What Students Can Expect From Me
FSOS 1101 explores how intimate relationships evolve and develop – and how they succeed or fail. We discuss key relationship topics and skills, including courtship and dating, cohabitation, marriage, sexual orientation, gender roles and power, communication and conflict resolution, relationship problems (e.g., abuse, infidelity, divorce), and couple enrichment/couples’ therapy.

I have a strong background in theater, and use this to make information come alive through charismatic lectures and storytelling, small- and large- group discussions, and use of technology and media. I encourage students to integrate newfound knowledge into real-life, and then bring their experiences back to the classroom for discussion. Finally, I encourage students to think beyond what I am saying, and to openly challenge me when something does not “fit” with their own experiences (or those with whom they work).

Research Interests
Medical Family Therapy | Trauma and Fieldwork | Community-based Participatory Research | Citizen Health Care | Families and Chronic Illness

Courses I Teach
FSoS 1101: Intimate Relationships
FSoS 3431: Counseling Skills Practicum II
FSoS 8047: Integrative Research Seminar
FSoS 8295: Couple/Marriage & Family Therapy Practicum
Supervisor, Undergraduate Clinical Internship: Family Social Science
Supervisor, Doctoral MFT/MedFT Clinical Placement: Family Social Science
Co-Coordinator of Behavioral Medicine Education, St. John’s Family Practice Residency

Undergraduate Research Opportunities
I involve both undergraduates and graduate students in my community-based participatory research (CBPR) that targets diabetes prevention and education in the American Indian community. Students work with me in the collection of data (physiological, knowledge, behavioral, experiential) across both quantitative and qualitative methodologies; they also gain experience in independent and collaborative community presentations and writing (for grants, refereed publications, and lay community publications).
What Students Can Expect From Me
As a practicing Psychologist and Sex Therapist, in all of my classes students can expect opportunities to apply course information to real-life family situations. They can expect opportunities to learn about future career options and support as they move towards professional goals. I hope to serve as a role model and support to students who are interested in pursuing careers in social work, psychology, MFT, or sex therapy. I hope to create classroom experiences that are lively, personally relevant, and extremely interactive.

Undergraduate Research Opportunities
I have provided undergraduate students opportunities to pursue individual research projects subsequent to the completion of FSOS 4101. Students have, for example, done academic research on issues related to cross-cultural issues in sexual relationships, technology and sex, sexual dysfunctions and relationships, and other sex-related topics.

Research Interests
Sexuality and Families | Gay, Lesbian, Bisexual and Transgender Families | Couple and Family Therapy | Sex Therapy

Teaching Philosophy
I am passionate about the courses I teach and my goal is to actively engage students to better develop a sense of their own passions as they move forward in their development as helping professionals.

Courses I Teach
3429: Counseling Skills Practicum I
4101: Sexuality and Gender in Family Relationships
4104W: Family Psychology
4152: LGBT People in Families

Cynthia Meyer
Lecturer
397 McNeal Hall
1985 Buford Avenue
St. Paul, MN 55108

cjmeyer@umn.edu
(612) 625-8265

Faculty Bio: z.umn.edu/meyer
Teaching Philosophy
To actively engage learners through the creation of an interactive environment and the stimulation of critical thinking.

Courses I Teach
FSoS 4104W: Family Psychology
FSoS 5014: Quantitative Family Research Methods I
FSoS 5702/PREV 8002: Prevention Science Research Methodology

What Students Can Expect From Me
Students can expect a dedicated and supportive mentor and teacher. As an instructor, I aim to create an engaging and interactive classroom. I strive to connect classroom content to “real world” applications and encourage critical thinking about each topic. As a graduate student mentor, I utilize a developmental model to help students develop competence in the research process and other areas of their professional development. Students have opportunities to be involved in all aspects of my research, from developing project ideas, engaging with community partners, collecting data from youth and families, to analyzing data and preparing manuscripts for publication.

Research Interests
- Prevention Science
- Child and adolescent conduct problems and substance use
- Family-focused prevention programming
- Peer relationships and influence
- Translational research
- Quantitative methods

Currently Funded Research Projects
- Adaptive intervention strategies in family-focused conduct problems prevention
- Youth neurocognitive functioning and intervention response

Future Research Development
- Peer contagion in group-based interventions for conduct problems
- Mechanisms of youth conduct problem prevention
Teaching Philosophy
I have knowledge to share. You can go farther than me.

Courses I Teach
FSoS 2105: Family Research Methods
FSoS 8014: Quantitative Family Research Methods

What Students Can Expect From Me
FSOS 2105 is designed to help future family practitioners (e.g., family therapists, social workers, etc.) stay current on cutting edge research relevant to their future practice by learning to understand and evaluate the quality of published research.

Undergraduate Research Opportunities
Undergraduates working with me on my research projects have engaged in a host of activities, including data analyses, data entry, observational coding, participant interviewing, participant recruitment, data management, literature searching and review, report writing.

Research Interests
Family Interactions in Families With Genetically Unrelated Parents and Children | Adoptive Families Family Communication
Child and Adolescent Adjustment | Family Research Methods
Family Observation Methods

Currently Funded Research Projects
• Family Communication Project

Future Research Development
• Child outcomes after in vitro fertilization (IVF) conception.
• Parent-child communication with donor-conceived children.
• Parenting children conceived using Assisted Reproduction Technologies (ART)
• Families built using ART (including those whose parents have experienced infertility, and families built by single mothers by choice or by same sex parents).
• Families with multiples (e.g., twins).
Teaching Philosophy
I draw from my research on family processes and family economic well-being to present relevant content in simple and meaningful ways, to provide frequent opportunities for relevant demonstration and practice, through mentoring, coaching, and self-reflection.

Courses I Teach
FSOS 2108 Preparation for Family Financial Studies: Money Matters in Families (Face-to-Face)

What Students Can Expect from Me
FSOS 2108 engages students in self-discovery of the role that money plays in the health and well-being of individuals, couples, and families across differing social contexts. We explore where our money values come from, how these values influence the choices we make, and how these choices influence the quality of our couple and family relationships.

Because students possess diverse knowledge, skills, and experiences, I strive to be flexible and encourage open communication. I challenge students to think critically and defend their positions using material from textbooks, current research, and other sources. I try to make content relevant through activities that allow students to anchor new concepts to prior knowledge, lived experiences, and current events. I encourage students to solve problems creatively, providing a safe environment for exploring alternative approaches.

Undergraduate Research Opportunities
FSOS 4294 Research Internships provide undergraduates opportunities to learn proactive strategies for managing their finances, to practice presentation and communication skills, and to teach these skills to other undergraduates and high school students in the community.
Catherine Solheim

Professor and Director of Graduate Studies
287 McNeal Hall
1985 Buford Avenue
St. Paul, MN 55108
csolheim@umn.edu
(612) 625-1201

Faculty Bio: z.umn.edu/solheim

Research Interests

Currently Funded Research Projects
- Karen Refugee Family Well-being and Adaptation
- Cultural Adaptations in Financial Capability Education
- Ambiguous Loss in Transnational Families

Teaching Philosophy
I strive to engage learners to recognize their own perspectives, to be curious about perspectives different than their own, to critically examine culture, ethnicity, race, gender, and social class in family and community contexts, and to embrace discomfort as opportunity for growth.

Courses I Teach
- FSoS 3102: Family Systems and Diversity
- FSoS 4158: Thailand: Global Change, Communities and Families
- FSoS 8001: Family Conceptual Frameworks
- FSoS 8002: Advanced Family Conceptual Frameworks

What Students Can Expect From Me
FSoS 3012, Family Systems and Diversity, has a 20 hour service-learning requirement that allows learners to engage with diverse individuals and families in community in order to make the classroom- and text-based material come alive. Learners also create a digital ethno-narrative in which they interview a key informant from a culture different than their own. Then they conduct thematic analysis of peers’ digital ethno-narratives to identify themes of how culture influences the experience of family.

FSoS 4158, Thailand: Global Change, Communities and Families, is a B-term spring semester learning abroad course. Four class periods are held to prepare for a three-week immersion experience in northern Thailand. Learners engage with local NGO leaders, community elders, and villagers to examine Thai culture, Buddhism, globalization, human trafficking, and indigenous family and community issues using human ecology and social justice frameworks.

Undergraduate Research Opportunities
Dr. Liz Wieling and I are currently developing qualitative research opportunities for learners interested in immigrant and refugee families that would involve interviewing, transcribing, coding, and interpreting data, and writing case studies.
Marlene Stum

Professor and Extension Specialist

299A McNeal Hall
1985 Buford Avenue
St. Paul, MN 55108

mstum@umn.edu
(612) 625-4270

Faculty Bio: z.umn.edu/stum

Research Interests
Aging Families, Economic Well-Being and Financial Literacy | Decision– Making Issues and Processes in Later Life | Families
Intergenerational Resource Transfers | Interpersonal Social Justice and
Inheritance Dynamics | Advance Care Planning | Long-term Care Risk Management

Currently Funded Research Projects
• Families and Inheritance: Meaning and Experience of “Fairness”
• Elder Familial Financial Exploitation

Future Research Development
• Families and Inheritance Decision Making
• Intergenerational and sibling relationships
• Role and meaning of fairness/justice motives
• Wealth transfer processes and outcomes (money and possessions)
• Elder Familial Financial Exploitation
• Elder justice
• Motives and consequences
• Prevention strategies
• Risk and protective factors

Teaching Philosophy
I approach teaching as a collaborative and engaged learning process. I respect and emphasize different ways of “knowing,” and believe developing and refining critical thinking skills is essential.

Classes I Teach
FSOS 2191 - Independent Study in Family Social Science
FSOS 3191 - Independent Study in Family Social Science
FSOS 4160H - Honors Capstone Project
FSOS 4191 - Independent Study in Family Social Science
FSOS 4294 - Research Internship
FSOS 5193 - Directed Study in Family Social Science
FSOS 8193 - Directed Study in Family Social Science
FSOS 8333 - FTE: Masters
FSOS 8444 - FTE: Doctoral
FSOS 8666 - Doctoral Pre-Thesis Credits
FSOS 8755 - Master’s Paper: Plan B Project
FSOS 8777 - Thesis Credits: Master’s
FSOS 8794 - Directed Research in Family Social Science
FSOS 8888 - Thesis Credit: Doctoral

Undergraduate Research Opportunities
Students can gain research and outreach experience in a range of normative decision making issues affecting elders in the context of intergenerational families.

Opportunities exist to learn and apply family theories, qualitative research skills, and prevention education strategies. Later life families are the fastest growing part of the population and having the skills and knowledge to strengthen elder and family well-being will be in demand.
Jill Trites

Senior Teaching Specialist, Director of Undergraduate Studies

275B McNeal Hall
1985 Buford Avenue
St. Paul, MN 55108

trite001@umn.edu
(612) 625-3035
Faculty Bio: z.umn.edu/trites

Research Interests
Family Communication | Refugee Resettlement in Minnesota
Current Trends in Bereavement Counseling

Teaching Philosophy
To create an effective, learner-centered classroom community that allows space for personal exploration, articulation of personal experiences and beliefs, as well as the building and sharing of knowledge.

Courses I Teach
EDHD 1051: Editing for Writers
EDHD 1525W: First Year Inquiry: Multidisciplinary Ways of Knowing
FSoS 1461: Presentations at Work: Families, Communities, Nonprofits, and Schools

What Students Can Expect From Me
Students enrolled in courses that I teach quickly learn that I really do care about their learning. By building a comfortable and enjoyable classroom community developed in the early weeks of the semester by sharing our stories and experiences, I focus on sharing key content related to communication, communication styles, and storytelling while encouraging students to take on their personal challenges and overcome them.
Susan Walker

Associate Professor
286 McNeal Hall
1985 Buford Avenue
St. Paul, MN 55108
skwalker@umn.edu
(612) 624-1273

Teaching Philosophy
To facilitate deeper understanding through learner-centered, constructivist practice, social engagement, and personal application.

Courses I Teach
FSOS 3105 Families and Technology (new course, fall 2017)
FSOS 4155 Parent-Child Relations
FSOS 5937 Parent-Child Interactions
FSOS 5946 Assessment and Evaluation in Parent Education

What Students Can Expect From Me
FSOS 4155 employs a variety of digital media for personal learning and social interaction on parenting today, including blogs and feature films and TV.

FSOS 5932 Explore parenting education and the profession of being a parenting educator.

FSOS 5937 Develop an understanding of the theory of parent-child relationships, impacts on child and adult development, and application to the delivery of parenting education.

FSOS 5943 Discover the profound influence of parenting on adult development and understand the parent as an adult learner.

Undergraduate Research Opportunities
With my technology integration research and with my research on intercultural learning through online classes, I have opportunities for students to learn qualitative data coding and analysis and interpretation. In some cases regarding research on parent learning and technology, students have opportunities for observation of parenting education classes and parent-child interaction classes.

And for all projects students have the opportunity to do literature searching, management, summaries and analysis. Oftentimes, students prepare short reports summarizing research that can be shared with family education practitioners and/or families.
Lindsey Weiler

Assistant Professor and Department Honors Faculty Representative

282 McNeal Hall
1985 Buford Avenue
St. Paul, MN 55108

lmweiler@umn.edu
(612) 301-9345

Faculty Bio: z.umn.edu/weiler

Teaching Philosophy
By encouraging students to be collaborators in the learning process, I believe it not only facilitates a solid understanding of the topic, but also an ability to think critically about a variety of issues.

Courses I Teach
- FSoS 1201: Human Development in Families: Lifespan
- FSoS 4109W: Family Theories
- FSoS 8001: Conceptual Frameworks in the Family
- FSoS 8036: Couple and Family Therapy Research
- FSoS 8295: Couple and Family Therapy Practicum
- FSoS 8794: Directed Research in Family Social Science
- GCC 3018: What American Dream? Children of the Social Class Divide

Undergraduate Research Opportunities
I offer a wide variety of experiences in research, including data collection (via qualitative and quantitative methods) and data analysis. Undergraduate students are exposed to Qualtrics, Dedoose, SPSS, and other software programs. Students are trained in their specific project protocol and review IRB and relevant literature.

Students may have specific opportunities such as the following: transcribing qualitative interviews and focus groups, analyzing data via statistical software, creating reports and scholarly posters/manuscripts, and presenting research.

Research Interests
Prevention Science | Children/Adolescent Mental Health | Youth Mentoring | Social and Community Support | Risk/Resilience within the Family

Currently Funded Research Projects
- Campus Connections: Therapeutic Mentoring for At-risk Youth
- Fostering Healthy Futures for Maltreated Children

Future Research Development
- Mentoring-based Interventions
- Impact of Adverse Childhood Experiences

What Students Can Expect From Me
Students can expect to engage with material and discussion regarding relevant issues facing individuals and families. My courses are interactive and engaging. Students can expect to apply what they’re learning to topics they are passionate about. FSoS 11201, FSoS 4109W, and GCC 3018 are professionally relevant for a wide range of majors (i.e. FSoS, Psychology, Nursing, Kinesiology, Youth Studies, Pre-med and more).

Undergraduate Research Opportunities
I offer a wide variety of experiences in research, including data collection (via qualitative and quantitative methods) and data analysis. Undergraduate students are exposed to Qualtrics, Dedoose, SPSS, and other software programs. Students are trained in their specific project protocol and review IRB and relevant literature.

Students may have specific opportunities such as the following: transcribing qualitative interviews and focus groups, analyzing data via statistical software, creating reports and scholarly posters/manuscripts, and presenting research.
Teaching Philosophy
I strive to create a context where learners will think critically about the world around them and identify their positionality in addressing global social justice issues affecting families.

Courses I Teach
FSoS 4104W: Family Psychology
FSoS 4107: Traumatic Stress and Resiliency in Vulnerable Families across the Lifespan
FSoS 8560: Evidence Based Treatments for Mass Trauma: Narrative Exposure Therapy
FSoS 8150: Global Perspectives on Immigrant and Refugee Families
FSoS 8013: Qualitative Family Research Methods
FSoS 8550: Advanced Qualitative Research Methods

What Students Can Expect From Me
I hold high expectations for myself as I facilitate and promote the development of knowledge inside the classroom. I encourage learners to develop a partnership with me whereby we hold each other accountable for putting forth our best effort in the process of growing personally and academically. For students, this often involves having the courage to reinvent/recreate the “self” and to integrate emerging learning realities into existing relationships as well developing an ethics of participation as a teacher/learner, researcher and clinician (for clinical students).

Undergraduate Research Opportunities
I periodically offer research opportunities for students to collaborate on my projects related to developing systemic interventions for families affected by traumatic stress -- the work is multi-method and students might learn to code observational parent-child interactions, support coding and analysis of qualitative interviews, etc.

Research Interests
Evidence Based Treatments for Families Affected by Traumatic Stress
Parenting Interventions/Children’s Mental Health | Immigrant and Refugee Mental Health Prevention, Implementation and Dissemination Science | Global Mental Health

Current Funded Research Projects
• Adapting and implementing multi-component systemic interventions for populations affected by mass traumas -- war and organized violence
• Immigrant and refugee communities in the United States
• Trauma-affected populations in low-income and post-conflict settings

Future Research Development
Integrating cross-cultural work and prevention background to develop ecological and culturally relevant multi-component interventions for populations affected by traumatic stress.
Zha Blong Xiong

Associate Professor

275G McNeal Hall
1985 Buford Avenue
St. Paul, MN 55108

xiong008@umn.edu
(612) 625-5882

Faculty Bio: z.umn.edu/xiong

Teaching Philosophy
Students need to feel connected to the instructor and other students to be motivated to learn.

Courses I Teach
FSoS 3102 Family Systems and Diversity
FSoS 3104 Global and Diverse Families
FSoS 8005 Multicultural Issues in Family Social Science

What Students Can Expect From Me
I believe in creating an environment that supports students personally and professionally.

Undergraduate Research Opportunities
Undergraduate students can enroll in FSoS 4294 Research Internship, apply for UROP, or volunteer to be part of my research projects. I am currently working on the Hmong Children Longitudinal Study with 10 charter and public schools, examining the role of social networks on achievement gap, and women’s perceptions of divorce in the Hmong community. Students will be able to learn how to review the literature review, fill out the IRB application, recruit participants for the various studies, conduct face-to-face interviews, build online survey, administer survey to students and parents, and/or use SPSS to enter and analyze data.

Research Interests
Child Adjustment in the Family Context in Immigrant & Refugee Families | Community Engagement & Education | Program Development and Evaluation | Southeast Asian American Families

Current Research Projects
• Teen Pregnancy Prevention & Intervention in the Hmong Community
• Social Networks & Child Adjustment
• Hmong Early Childhood Education

Future Research Development
• Social Networks, Education, and Mentoring
• Family Social Networks and Early Childhood Obesity
Teaching Philosophy
I see myself as a facilitator of knowledge rather than as disseminator of information, which requires a more personal approach to teaching, and places a greater emphasis on one-to-one interactions and small group gatherings inside and outside of the classroom.

Courses I Teach
FSoS 1301: Cash or Credit: You Need to Know
FSoS 3101: Personal and Family Finance
FSoS 4106: Family Resource Management
FSoS 4153: Family Financial Counseling

What Students Can Expect From Me
FSOS 1301 provides students with factual information about basic money management skills. The course emphasizes the responsible use of credit, specifically credit cards.
FSOS 3101 focuses on personal and family finances, not corporate or government finances. It is designed to be applicable to the student’s personal life decisions and his/her professional role.
FSOS 4153 emphasizes the development of professional skills for assisting individuals and families to cope with financial concerns in their day-to-day lives and is designed to increase awareness and knowledge of the characteristics of persons in serious financial difficulties.

Currently Funded Research Projects
• Economic Well-being of Diverse Families Residing in the United States and Specifically in Minnesota.

Future Research Development
• Family Financial Issues and Counseling
• College Students and Money Management
• Economic Well-being of the Family

Research Interests
Family Financial Issues & Counseling | Families & Culture
College Students & Money Management | Social & Human Capital
Economic Well-being of the Family | Latino/a families
Family Businesses | Family Resource Management

Undergraduate Research Opportunities
I am currently working with undergraduate students to develop program materials to teach other students (high school students and college age students) on topics of money management. As part of a peer-to-peer educator team called Peer$, students contribute to research and practice aimed at improving the financial decision-making of teens and young adults as well as have opportunities to practice communication and presentation skills.