

COLLEGE OF EDUCATION
+ HUMAN DEVELOPMENT

**Department of
Family Social Science
Faculty Profile Book 2021-2022**



UNIVERSITY OF MINNESOTA
Driven to Discover®

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.

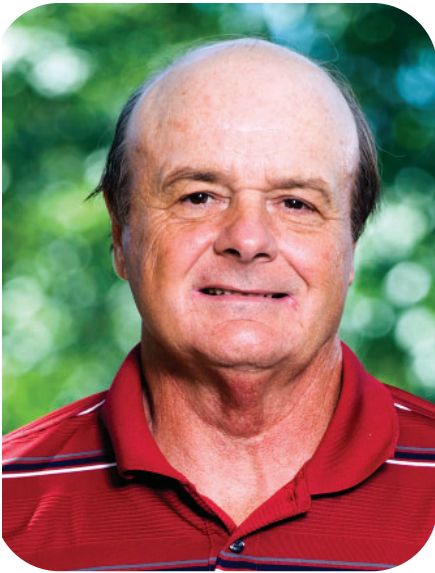
Family Social Science alumni can be found globally in academic appointments, research institutions, and practice-oriented positions in a multitude of settings including family resource services, community-based social services, faith-based organizations, government agencies, and health care and family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

Stacey Horn
Department Head
Professor

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Gerald August



Professor

**284 McNeal Hall
1985 Buford Avenue
St. Paul, MN 55108**

augus001@umn.edu

Faculty bio: z.umn.edu/AugustG

Research Interests

Attention & behavior problems | Adolescent psychiatry | Antisocial behavior | Attention-Deficit/Hyperactivity Disorder | Drug abuse
Prevention science

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 programs to community systems of care
- The adaptation of preventive interventions to fit the needs and preferences of children at risk for serious conduct problems

Courses I Teach

FSOS 5701/PREV 8001: Prevention Science: Principles and Practices
(face-to-face)

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.

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.

Sara Axtell



**Lecturer and Faculty-at-
Large,
Cultural Wellness Center**

**388 McNeal Hall
1985 Buford Avenue
St. Paul, MN 55108**

axtel002@umn.edu

Faculty bio: z.umn.edu/axtell

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

Courses I Teach

FSOS 2107: Preparation for Family and Community Engagement
FSOS 3426/5426: Alcohol and Drugs: Families and Culture
FSOS 4296: Field Experience

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.

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.

Undergraduate and Graduate Research Opportunities

While I do not typically have active research projects that graduate students can be a part of, I am happy to meet with students to discuss how community-engaged research approaches could enhance their work.

Lynne Borden



**Professor
Associate Dean
of Research and
Engagement
UMN Extension**

**290 McNeal Hall
1985 Buford Avenue
St. Paul, MN 55108**

lborden@umn.edu

Faculty bio: z.umn.edu/borden

Research Interests

Children, youth and their families | Youth development | Public policy evaluation | Youth workers

Currently Funded Research Projects

- Children, Youth and Families at Risk
- Youth Development Program Evaluation, Tools, and Coaching
- Youth programs for ages 10-18

Future Research Development

- Families as a context for development
- Community-based programs that promote positive development
- Public policy

Teaching Philosophy

Learning is a collaborative process between the instructor and students with each bringing their 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 and Graduate Research Opportunities

Students have the opportunity to work on a variety of research projects related to children, youth, and families. These projects include data collection and analysis, curriculum development, and development of other outreach materials.

Chalandra Bryant



**Professor and Pauline
Boss Faculty Fellow in
Ambiguous Loss**

**385 McNeal Hall
1985 Buford Avenue
St. Paul, MN 55108**

cmbryant@umn.edu

Faculty bio: z.umn.edu/Bryant-C

Research Interests

Family Processes | Ambiguous Loss | Marital Functioning | Stress | Minority Families | African American Couple Functioning | Health and Health Behaviors | Connections Between Marital Functioning, Health, and Racial Discrimination

Currently Funded Research Projects

- Build and Broaden: Collaborative Research: African American Family Relationship Research through Partnerships with HBCUs.
- RAPID: Economic and Social Consequences of the COVID-19 Pandemic for Low Income, Late Middle-Aged African Americans.

Courses I Teach

FSOS 2101: Preparation for Working with Families

Teaching Philosophy

My teaching philosophy is simple: Treat all students fairly. Be flexible. Listen. My mission, as a teacher, is to foster learning, to promote creativity, to inform, and to encourage, and by so doing teach students not necessarily what to think, but how to think and how to critically analyze. My goal is to train them to think for themselves so that when they leave my classroom, they are not simply able to regurgitate theories verbatim, but they are instead able to use those theories as a basis for drawing intelligent conclusions, and perhaps use them as a basis for the development of their own thought-provoking research questions in the future. I urge my students to consider the social context of family relationships, thereby enabling them to better understand factors that have shaped families. One cannot understand the dynamics of interpersonal relationships of families without an understanding of the context in which families are embedded.

What Students Can Expect From Me

I strive to create a safe open space, one in which students are encouraged to share their ideas even if those ideas differ from my own.

Graduate and Undergraduate Research Opportunities

Students working with me are engaged in analyzing data, developing conceptual models, and writing literature reviews.

William Doherty



Professor

**Couple & Family Therapy
specialization**

**297 McNeal Hall
1985 Buford Avenue
St. Paul, MN 55108**

bdoherty@umn.edu

Faculty bio: z.umn.edu/doherty

Research Interests

Citizen health care | Marriage | Political depolarization | Divorce |
Marriage and couples therapy | Police-black community relationships

Courses I Teach

FSOS 8101: Family Stress, Coping and Adaptation

Undergraduate and Graduate 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.

Jodi Dworkin



Professor, and Extension Specialist

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

jdworkin@umn.edu

Faculty bio: z.umn.edu/dworkin

Research Interests

Technology and family development | Promoting positive family development | Strengthening families
Parenting adolescents and college students

Currently Funded Research Projects

- Promote engagement with school and learning among at-risk youth through a partnership with families and afterschool programs

Future Research Development

- Understanding the role of technology in family relationships over time
- A family systems approach to the prevention of negative risk behaviors
- Understanding processes and outcomes of technology use for parenting
- Engaging families in positive youth development

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 and Graduate 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.

Students interested in Extension work and translating research into practice have opportunities to develop resources for families and professionals working with families.

Tabitha Grier-Reed



Professor

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

grier001@umn.edu

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 interest 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.

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
FSOS 8013: Qualitative Family Research Methods
FSOS 8014: Qualitative Family Research Methods II

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 become 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 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.

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.

Steven Harris



Professor

**283 McNeal Hall
1985 Buford Avenue
St. Paul, MN 55108**

smharris@umn.edu

Faculty bio: z.umn.edu/sharris

Research Interests

Couples, and intimacy | Prevention of unnecessary divorce | Divorce ideation | Family therapy ethics and professional development

Currently Funded Research Projects

- Minnesota Couples on the Brink
- National Divorce Decision-making Project

Courses I Teach

FSOS 4104: Family Psychology
FSOS 4110: Introduction to Family Therapy
FSOS 5111: Introduction to Family Therapy (graduate level)
FSOS 8034: Marriage and Family Therapy Supervision
FSOS 8039: Clinical Interventions for Couples

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.

What Students Can Expect From Me

FSOS 4104 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 that presents theories that shape the field of marriage and family therapy.

Undergraduate and Graduate Research Opportunities

Most of the undergraduate research opportunities are not part of a class but part of projects that I'm involved in, including Minnesota Couples on the Brink Project.

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

Stacey Horn



**Department Head and
Professor**

**290C McNeal Hall
1985 Buford Avenue
St. Paul, MN 55108**

sshorn@umn.edu

Faculty bio: z.umn.edu/horn-s

Research interests

Issues of sexual prejudice and bias-motivated harassment among adolescents | Adolescents' reasoning about peer harassment | LGBT students' experiences in schools and communities

Current Research

I'm currently launching two research projects.

1. Parental attitudes about sexuality education and safe school practices related to sexual orientation and gender identity/expression.
2. Teachers as perpetrators of bias-motivated bullying in schools (e.g. racist bullying, anti-gay bullying.)

Future Research

I am exploring research that would investigate school-family-community partnerships to address adolescent health and well-being.

Courses I teach

FsoS 8200 FSoS Orientation Seminar (Grad Students)

Teaching Philosophy

A fundamental focus of any educational endeavor is to increase student learning. But, learning toward what? I believe that education should be liberatory. That is, the focus of education should not be reproducing society as it is, but transforming society toward more justice, equity, and inclusion. Education should be a space where students can go beyond their comfort zones, engage in critical dialogue with others, and expand their learning edges and perspectives. I try to facilitate educational experiences and environments that are liberatory, courageous, respectful, supportive, and transformative.

What Students Can Expect from Me

As a developmental scientist, I love working with students, learning about their stories, and facilitating reflective dialogues about life paths/life journeys. As a mentor/advisor I try to facilitate opportunities for students that help them to experience new things, gain new knowledge, and reach their short-term and long-term goals. Students can expect me to be fair, transparent, collaborative, and supportive. I try to maintain a research group that pushes students to go beyond their comfort zones but also that fosters an environment of radical support and encouragement to find success.

Graduate and Undergraduate Research Opportunities

Students interested in research should reach out to me about opportunities for research mentorships and research apprenticeships. My current research centers around bullying and harassment in schools, bias-motivated harassment, sexual orientation and gender identity/expression based prejudice, school-based intervention and prevention programs to improve culture and climate, and school-parent-community partnerships. In most of my research, I also have a strong focus on community partnerships and ensuring that our research findings have a real and immediate impact on young people, families, and communities.

Margaret Kelly



Senior Teaching Specialist and Director of Undergraduate Studies

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

deleh003@umn.edu

Faculty bio: z.umn.edu/kelly

Research Interests

The interaction between native and nonnative speakers of English and communication, and miscommunication between people

Courses I Teach

FSOS 1211: An Interdisciplinary Look at the Family in Multicultural America (face-to-face)

FSOS 1461: Presentations at Work: Families, Communities, Nonprofits, and Schools (face-to-face)

EDHD1525W: First Year Inquiry: Multidisciplinary Ways of Knowing

FSOS 3222W: Our Addicted World

Teaching Philosophy

I believe that learning involves hard work and happens in a supportive, yet challenging environment.

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.

Beth Magistad



**Senior Lecturer and
Director of Parent
and Family Education
program**

**399 McNeal Hall
1985 Buford Avenue
St. Paul, MN 55108**

bmagista@umn.edu

Faculty bio: z.umn.edu/magistad

Courses I Teach

FSOS 2103: Family Policy

FSOS 5937: Parent-Child Interaction

FSOS 5942: Diverse Family Experiences

Teaching Philosophy

To engage learners in ways that build their knowledge and skills to 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.

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.

Opportunities for Undergraduate and Graduate Students

Students 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, and master's degree.

Jenifer McGuire



**Associate Professor and
Extension Specialist**

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

jmcguire@umn.edu

Faculty bio: z.umn.edu/mcguire

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
- Development of non-binary gender measures

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
- Family religion and acceptance of transgender youth
- Measurement development for gender affirmative clinical treatments

Undergraduate and Graduate Research Opportunities

My research focuses on sex and gender minority (SGM) persons with a specific focus on family relationships, mental health, and resilience 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.

Graduate students working with me as research assistants or on thesis or dissertation research, or directed research have a variety of project opportunities. I have collected qualitative data from semi-structured interviews, as well as transcribed hotline phone calls. I also have survey data from a measures development project creating gender measures suitable across the spectrum of gender identity and transition. Finally, I work with the National Center for Gender Spectrum Health (NCGSH) and collaboratively collect data with persons seeking gender affirmative care in that context. Interested students can meet with me and we will discuss together the best learning opportunity for the student.

Illustrative Publications

McGuire, J. K., Beek, T. F., Catalpa, J. M., and Steensma, T. D. (2018). "The genderqueer identity (GQI) scale: Measurement and validation of four distinct subscales with trans and LGBQ clinical and community samples in two countries." *International Journal of Transgenderism*, z.umn.edu/46ih

McGuire, J.K., Doty, J.L., Catalpa, J.M., and Ola, C.1 (2016). "Body image in transgender young people: Findings from a qualitative, community-based study." *Body Image*, 18, 96-107. z.umn.edu/46ij

Tai Mendenhall



Associate Professor

**Couple & Family Therapy
specialization**

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

mend0009@umn.edu

Faculty bio: z.umn.edu/mendenhall

Research Interests

Medical family therapy | Trauma and fieldwork | Community-based participatory research | Citizen health care | Families and chronic illness

Currently Funded Research Projects

- Family Education Diabetes Series (FEDS): Reducing Health Disparities in an Urban-Dwelling American Indian Community
- Preventing Compassion Fatigue in Disaster Responders: Advancing and Evaluating the Effectiveness of a Mobile Self Care App

Future Research Development

- Walking in Balance: Community-based Participatory Research with Native Youth to Improve Diabetes-related Health
- Practicing what we Preach: Preventing and Mitigating Burnout and Compassion Fatigue in Disaster-response Teams

Courses I Teach

FSOS 1101: Intimate Relationships

FSOS 3431: Counseling Skills Practicum II

FSOS 4107: Traumatic Stress and Resilience in Vulnerable Families across the Lifespan

FSOS 8295: Couple/Marriage & Family Therapy Practicum

Supervisor, Undergraduate Clinical Internship: Family Social Science

Supervisor, Doctoral MFT/MedFT Clinical Placement: Family Social Science

Teaching Philosophy

My role as a teacher incorporates an effective balance between leading (teaching the “science”), coaching (facilitating the connection of knowledge to real-life situations in the field – the “art”), and knowledge co-discovery (interactions between students and instructor).

What Students Can Expect From Me

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 and/or supervision 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).

Undergraduate and Graduate 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).

Cynthia Meyer



Senior Lecturer

**397 McNeal Hall
1985 Buford Avenue
St. Paul, MN 55108**

cjmeyer@umn.edu

Faculty Bio: z.umn.edu/meyer

Research Interests

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

Courses I Teach

FSOS 3429: Counseling Skills Practicum I
FSOS 4101: Sexuality and Gender in Family Relationships
FSOS 4104: Family Psychology
FSOS 4110: Introduction to Family Therapy
FSOS 4152: LGBT People in Families
FSOS 8151: Preparation for Independent Teaching in Family Studies

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.

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 and Graduate 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.

Timothy Piehler



Associate Professor

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

tpiehler@umn.edu

Faculty bio: z.umn.edu/piehler

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

- The development of a preventive intervention to support mental and chemical health in gender-nonconforming adolescents
- The development of a new intervention for adolescents with co-occurring substance use disorders and mental illness

Future Research Development

- Mechanisms of youth conduct problem prevention
- Mindfulness training as a preventive intervention for youth conduct problems

Courses I Teach

FSOS 2105: Methods in Family Research
FSOS 4104: Family Psychology
FSOS 5014: Quantitative Family Research Methods I
FSOS 5702/PREV 8002: Prevention Science Research Methodology

Teaching Philosophy

To actively engage learners through the creation of an interactive environment and the stimulation of critical thinking.

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.

Shannon N. Rader



Lecturer

**390 McNeal Hall
1985 Buford Ave.
St. Paul, Minn., 55108**

rade0081@umn.edu

Faculty bio: z.umn.edu/rader-s

Research interests

Parent Education and Evaluation | Parent-Child Relationships | Early Childhood Education and Evaluation | Professional Learning Communities in Early Childhood Family Education

Courses I Teach

FSOS 5944: Curricular Design in Parent Education (online)
FSOS 5945: Teaching and Learning in Parent Education (online)
FSOS 5946: Assessment and Evaluation in Parent Education (online)
FSOS 5949: Student Teaching in Parent Education (online)

Teaching Philosophy

I am energized when I work with students to develop the knowledge and skills to be a quality parent educator. I view my role as a collaborative mentor focusing on developing relationships that inspire students to strengthen current skills and incorporate new initiatives into their current practices. My approach to teaching and learning is relationship-based and strength-based. This stems from my work with parents, both as a parent educator/facilitator and as a program director. I bring my extensive field-based experience in early childhood education and parent education to the classroom and provide real-life examples and dilemmas for students to explore together. I balance compassion, empathy and understanding with program policies, procedures, and requirements. In a sense, I conduct my classes using the philosophy I teach parents: Love and Limits.

What Students Can Expect From Me

Practicality based in strong theory and research. Flexible, individualized instruction rooted in equity, anti-racism and inclusion. I love making connections among students and the field. I come from a practitioner background and have worked in the field with both parents and young children for over 20 years. I bring my experience to the classroom to help students solve real-world problems. I believe the best way to work with students is to ensure they feel seen, valued, supported, and prepared by developing and nurturing relationships within the University and community.

Joyce Serido



**Associate Professor and
Extension Specialist**

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

jserido@umn.edu

Faculty bio: z.umn.edu/serido

Research Interests

Financial lives of emerging adults | Managing financial stress | Financial identity and life success | Family financial socialization | Financial behavior and romantic relationships

Currently Funded Research Projects

- Young Adult Autonomy: Risk and Protective Factors from College to Career
- Financial capability among Native college students
- Emerging adults and upheaval due to COVID-19

Future Research Development

- Impact evaluation of after-school financial activity toolkit
- Multinational Study of COVID-19 impacts on emerging adults' present lives and future dreams

Teaching Philosophy

I draw from my research on family processes and family economic well-being to present relevant content in simple and meaningful ways and to provide frequent opportunities for relevant demonstration and practice through mentoring, coaching, and self-reflection.

What Students Can Expect from Me

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 and Graduate Research Opportunities

As an Extension Specialist, much of my research occurs in diverse communities of learners including youth and families from low income, immigrant and American Indian populations. I actively engage undergraduate students in applied research projects, working with both high school and college students to raise awareness of their money values and to direct them to free resources available to help them manage their finances more effectively. These interactions provide opportunities for students to develop confidence in their own financial ability as they help other students.

Catherine Solheim



**Professor and Director
of Graduate Studies**

**287 McNeal Hall
1985 Buford Avenue
St. Paul, MN 55108**

csolheim@umn.edu

Faculty bio: z.umn.edu/solheim

Research Interests

Immigrant and refugee family resettlement and adjustment | Families and culture | Transnational family systems | Ambiguous loss, human ecology, and social justice theories

Currently Funded Research Projects

- Karen refugee family well-being and adaptation
- Cultural adaptations in financial capability education
- Ambiguous loss in transnational families

Courses I Teach

FSOS 4158: Thailand: Global Change, Communities and Families
FSOS 8001: Family Conceptual Frameworks
FSOS 8002: Advanced Family Conceptual Frameworks

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.

What Students Can Expect From Me

Students can expect me to challenge them to think for themselves and critically evaluate what they read, hear, observe, and experience. I work to create a learning environment that is intellectually stimulating and challenging, yet personally relevant. As a result, my courses are theoretical and abstract as well as pragmatic and concrete. My scholarly work is guided by my identity as a postmodern social constructivist feminist who seeks to understand the interdependence of individuals, families, and their environments. I am committed to a scholarly agenda that is relevant for families and has the potential to improve their lives, especially for those who are marginalized in societies around the world.

As an advisor, graduate students can expect a relationship that is grounded in mutual respect, collegiality, accountability, and reciprocity. I believe that advising involves more than developing research skills and giving instrumental/technical advice. My approach is to be a mentor who supports and guides students through the ups and downs of their program, to provide space to talk about personal as well as professional issues, and to challenge and hold students accountable.

Undergraduate and Graduate Research Opportunities

Testing a culturally and contextually relevant financial education program for Karen refugees.

Marlene Stum



**Professor and Extension
Specialist**

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

mstum@umn.edu

Faculty bio: z.umn.edu/stum

Research Interests

Economic and social well-being of later life families | Elder family financial exploitation | Interpersonal social justice | Inheritance decisions | Long-term care risk management

Ongoing Research-informed Extension Outreach

- Elder Familial Financial Exploitation: Implications for Prevention Education
- Families and Inheritance: The meaning and experience of "fairness"
- Who Gets Grandma's Yellow Pie Plate™
- Advance Care Planning
- North Central Region Aging Network

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.

Undergraduate and Graduate Research Opportunities

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

Graduate students have opportunities to learn and apply family theories, qualitative research skills, and prevention education strategies and translate findings into educational resources. Current projects are in the analyses and writing phases. 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.

Xiaoran Sun



Assistant Professor

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

sunx0521@umn.edu

Research Interests

Technology and families | Family system processes | Adolescent and young adult achievement | Cultural contexts | Quantitative methods | Data science

Current Research Projects

- Families and adolescents in the digital context: the Family Screenome Project
- Machine learning for research on family experiences and youth achievements
- Family processes and gender dynamics in ethnic minority families

Future Research Development

- Using high-intensity digital data to study digital behaviors, family relationships, and adolescent well-being
- Incorporating data-intensive science into family and adolescent research
- Smartphone-based interventions for improving family functioning and adolescent health

Teaching Philosophy

I feel excited and enthusiastic about human development and family studies and strive to spread the enthusiasm in the classroom. I hope every student can walk out of my classroom by using the knowledge learned to be a better or happier partner, parent, caregiver, sibling, and/or friend. I see building agency and self-efficacy in students an important part of my teaching, especially for research methods classes. I believe it is important to create a supportive and inclusive classroom environment for students from diverse backgrounds to learn knowledge and skills.

What Students Can Expect From Me

I involve students in a variety of research activities so that students will eventually feel confident and ready for their next steps, such as to be an independent researcher. I encourage students' exploration for careers paths (e.g., academia, government/NGOs, industry) that they will be passionate about and can help students to make connections. I give constructive and in-time feedback to students' work. I highlight the importance of mental health and self-care to students. I value and foster open and honest communication with students.

Graduate and Undergraduate Research Opportunities

I am excited to work with undergraduate and graduate students at UMN who are interested in my research. Projects are always available for students with backgrounds or interests in any of the following areas: family dynamics, adolescent and young adult development, technology and families, cultural contexts for family processes, or applied data science and machine learning.

Susan Walker



Associate Professor

**286 McNeal Hall
1985 Buford Avenue
St. Paul, MN 55108**

skwalker@umn.edu

Faculty bio: z.umn.edu/swalker

Research Interests

Social context influences on parent learning | Technology integration in non-formal teaching and adult learning | Parenting education and the preparation of parenting and family educators | Family engagement in education

Currently Funded Research Projects

- Parentopia: Design-based implementation research on technology integration for parent learning in nonformal education programs
- Family education practitioners use of technology

Future Research Development

- Continued implementation, testing, and research on integrating technology in group-based programs, and effects on parent social learning, social support, social capital, and network structures as influences on parenting and family-school engagement.

Courses I Teach

- FSOS 3105: Families and Technology
- FSOS 5937: Parent-Child Interactions
- FSOS 5946: Assessment and Evaluation in Parent Education

Teaching Philosophy

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

What Students Can Expect From Me

FSOS 3105 uses critical perspectives on our individual use of technology, and influences on personal, intimate and family relationships. Applications for students' futures as professionals included.

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

FSOS 5946 prepares practitioners to plan and execute formative and summative evaluations of family education programs.

Undergraduate and Graduate Research Opportunities

With my technology integration research, 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



**Associate Professor
and Dept. Honors
Faculty Representative**

**Couple & Family Therapy
specialization**

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

lmweiler@umn.edu

Faculty bio: z.umn.edu/weiler

Research Interests

Prevention science | Children/adolescent mental health |
Youth mentoring | Social and community support | Risk/resilience within
the family

Currently Funded Research Projects

- Supplemental Children's Mental Health Interventions
- Campus Connections: Therapeutic Mentoring for At-risk Youth
- Fostering Healthy Futures for Maltreated Children
- Autism Mentorship Program

Future Research Development

- Moderators of intervention effectiveness
- Development of a children's mental health intervention
- Randomized controlled trials of mentoring-based interventions

Courses I Teach

FSOS 4109W: Family Theories
FSOS 4155: Parent-child interactions
FSOS 8001: Conceptual Frameworks in the Family
FSOS 8295: Couple and Family Therapy Research Methods

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.

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. My courses are professionally relevant for a wide range of majors (i.e. FSOS, Psychology, Nursing, Kinesiology, Public Health, Communications, Youth Studies, Pre-med and more).

Undergraduate and Graduate Research Opportunities

I offer a wide variety of experiences in research, including data collection (via qualitative and quantitative methods) and data analysis. 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: collaborating with community partners, coding observational research, entering and analyzing data via statistical software, creating reports and scholarly posters/manuscripts, and presenting research.

Armeda Wojciak



**Associate Professor and
CFT Program Director**

**293 McNeal Hall
1985 Buford Avenue
St. Paul, MN 55108**

awojciak@umn.edu

Faculty bio: z.umn.edu/wojciak

Research Interests

Improving outcomes for at-risk individuals and families with adverse childhood experiences (ACEs) through interventions that include:

- sibling-sibling
- caregiver/parent-child
- teacher-parent-student formats

Currently Funded Research Projects

- Adapting through community based participatory research, “We Can! Building Relationships and Resilience for Parents”
- Investigating the role of parent and sibling visitation on the mental health of youth in child welfare

Future Research

- Ways to prevent and mitigate the effects of adverse childhood experiences on children and families
- Community based participatory process in intervention development

Courses I Teach

FSOS 4155: Parent Child Relationships

Teaching Philosophy

I view teaching similarly to the way that I view therapy. I am there to create a safe environment to enable students to actively engage in their learning process. I provide the structure, and students will get out of the class and the learning activities what they put into the them. My goal is to encourage active involvement, critical thinking, a growth orientation, and self reflection.

What Students Can Expect From Me

In classes, students can expect that I want to set them up for success. Much of my planning is around what is most salient for students to get out of the class, what is the best structure to accomplish those goals, and how can the work students do be applied to real world situations they may face.

For graduate students, they can expect that I will meet them where they are at developmentally in their academic journey. Together we will identify their goals and work together to co-create a plan to help them reach their goals. As they work toward their goal, students can expect that I will have high expectations and provide high levels of support.

Graduate and Undergraduate Research Opportunities

I welcome students to reach out if they are interested in the research that I am conducting. Research is a collaborative process and I expect students to be involved in each part.

Zha Blong Xiong



Associate Professor

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

xiong008@umn.edu

Faculty bio: z.umn.edu/xiong

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

Courses I Teach

FSOS 3102: Family Systems and Diversity

FSOS 4108: Understanding and Working with Immigrants and Refugee Families

Teaching Philosophy

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

What Students Can Expect From Me

I believe in creating an environment that supports students personally and professionally.

Undergraduate and Graduate 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, fill out an IRB application, recruit participants for the various studies, conduct face-to-face interviews, build online surveys, administer surveys to students and parents, and/or use SPSS to enter and analyze data.

Virginia Solis Zuiker



Associate Professor

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

vzuiker@umn.edu

Faculty bio: z.umn.edu/zuiker

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

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
- COVID and Economic Adjustments/Financial Anxiety
- D2D: Financial Management Practices of 2019 Minnesota State Fair Attendees.

Courses I Teach

FSOS 2106: Family Resource Management
FSOS 3101: Personal and Family Finance
FSOS 4153: Family Financial Counseling

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.

What Students Can Expect From Me

I consider teaching and learning to be one of the most important aspects of my professional life. I believe that one learns best in a guided experience. Therefore, I believe it is my responsibility to help prepare future scholars by connecting and combining teaching in the classroom with research. My goal is to foster the growth of the students I work with as professionals and support them as they move from their role as a student to that of a professional.

After completing the following two courses FSoS 3101 and FSoS 4153, students can enroll and pay a fee to take the Accredited Financial Counselor (AFC) exam.

- 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.

Undergraduate and Graduate Research Opportunities

I welcome both undergraduate and graduate students who have an interest in research that focuses on the economic perspective of the family to join my research projects. Students who work with me will be engaged in a variety of activities depending on the research stage of the project. These activities may include literature reviews and searching of research of articles, filling out an IRB application, survey instrument development, survey development using Qualtrics, participant recruitment, participant interviewing, data management, data entry, data analyses, and writing of manuscripts for publications and/or presentations.



CAREER OPPORTUNITIES *in* FAMILY SCIENCE



Business, Consumer & Family Resource Services

Employee Assistance
Corporate Childcare
Family Financial Counseling & Planning
Vocational Guidance
Consumer Protection
Family Resource Management
Food Assistance
Child and Family Poverty Research
Work Life Balance
Family Business Consultation
Academic Advising

Community-Based Social Services

Youth Development Programs
Adoption Agencies
Foster Care
Teen Pregnancy Prevention & Assistance
Family Preservation
Welfare Assistance
Vocational Rehabilitation & Job Training,
4-H Youth Development
YMCA/YWCA
Scouting Programs
After-school Programs
Adult Day Care
Gerontology Programs

Education

Public Schools
Cooperative Extension
University & Colleges
Research
Family Life Education
Community Education
Parent Education
Family Peace & Justice Education
Children's Museum Education
Marriage & Family Enrichment & Education
High School Guidance Counseling
Program & Curriculum Development
College Student Life Programs.

Family Intervention

Individual & Family Therapy
Case Management
Crisis & Hotline Services
Court-Mandated Parent Education
Divorce Mediation
Abuse Protection Services
Sexual Violence Prevention
Drug & Alcohol Prevention
Residential Treatment Programs
Victim/Witness Support Services

Faith-Based Organizations

Clergy
Family Mentor
Parent Education
Youth Programs
Budgeting and Money Management
Marriage and Relationship Programs

Early Childhood Education

Childcare Centers
Head Start Programs
Preschools
Early Childhood Family Education

Government & Public Policy

Family Policy Analysis
Advocacy/Lobbying
Military Family Support Services
Child & Family Services
Juvenile Justice
Family Court

Healthcare & Family Wellness

Public Health Programs & Services
Child Life
Nutrition, Wellness and Sexuality Education
Prenatal and Maternity Services
Disability Services
Long-Term Care Programs
Hospice
Funeral Services

International Education & Development

International Family Policy Analysis
Peace Corps and NGO Leadership
Global Family Planning Programs
Community & Sustainable Development
International Human Rights Advocacy
Immigration & Migrant Families Services

Research

Grant Proposal Writing
Academic and Government-Related Research
Population Studies & Demographic Research
Research for Community Non-Profit Agencies
Program Evaluation & Assessment

Writing & Communication

Curriculum & Resource Development
Public Service Radio and TV Programming
Newspaper & Magazine Journalism
Blogging & Social Media



Department of Family Social Science Programs and Degrees

Undergraduate Programs

Bachelor of Science (three concentrations)

- Family Financial Studies
- Family & Community Engagement
- Family Therapy

Undergraduate Minor (four concentrations)

- Family Financial Studies
- Family & Community Engagement
- Family Therapy
- 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

