

Interactions

Family Social Science Newsletter



Letter from the Department Head

Education is opportunity

New FSoS Website & URL



FSoS has a new website <http://cehd.umn.edu/fsos>. Over the last six months we worked hard with the CEHD IT to develop our new site. Our goals for the site include: 1) ensuring the new site reflects our department and the high caliber of faculty, staff, and students who pass through McNeal Hall, 2) providing timely information about the work FSoS faculty, students and staff are doing -- research, teaching, hosting visiting scholars, receiving grants, projects being launched or entering a new phase--accomplishments and events of all kind, and 3) greater focus on prospective students and other external audiences.

COLLEGE OF EDUCATION
 + HUMAN DEVELOPMENT
 UNIVERSITY OF MINNESOTA

In this issue of Interactions, I send you greetings at the beginning of our new academic year. As we settle down to the year's business, we are excited to welcome new undergraduate and graduate students who now begin their personal journeys with Family Social Science. We are also energized by two new FSoS items: first, the premier of our new website – a visually exciting and content-rich source of information about FSoS, and second, the celebration of our diverse departmental culture with the mounting of flags in our hallway.

I've been reflecting these past few days on the stories featured in this Fall, 2008 issue. In this process, I've have been struck by the real impact our educational opportunities provide to us individually, and as importantly, to others who benefit from our individual efforts. Sometimes we are so busy attending to the daily details that we allow them to overshadow our recognition of the circles of influence that occur because we are in a special place of learning.

For me, this issue of Interactions “yanks” me back to these core values – education is opportunity – opportunity for personal growth, for community change, and for social justice. I am reminded with this issue of Interactions that difficult and unjust things happen all the time in our world but our best hope for making a difference remains with access for personal growth and educational opportunity, and individuals' passions for making a difference in the lives of others.

It is rewarding to be reminded that these values are alive and well in Family Social Science. Reading the stories of our colleagues reminds us of our opportunities in and responsibilities for a global community.

Please join me in Celebrating our opportunities and circles of influence highlighted in this issue of Interactions!



Zha Blong Xiong

Associate Professor

The journey that brought Zha Blong Xiong to the University of Minnesota Department of Family Social Science has all the elements of an adventure story: tragedy, danger, and sacrifice. As a child, Zha Blong lived in the second largest city of Laos - Luang Prabang. He was a city kid who preferred hanging out with his friends instead of going to school. In 1977 everything changed. At age ten, he and his family (mother, father, five brothers, and three sisters) fled in the night. He left behind his friends, his belongings, and his pet rooster (for fear that its crowing would reveal their whereabouts). Zha Blong's father had been a captain in the Laotian military during the Secret War - one of the largest clandestine operations ever run by the CIA. As a result of his involvement, Zha Blong's father was wanted by the new communist regime for "re-education camp"-- code for imprisonment, torture, death.

On May 14, 1975 Zha Blong's family had to leave their home in the city and travel with his uncle to a rugged Laotian mountain village where his uncle lived. His father went into hiding. His family lived there for a year and a half (from May 1975 to February 1977) before his father appeared and took them to join the resistant force called Chao Fa or Prince of Sky in the jungle, which was located between the cities of Luang Prabang and Vientiane, still in hiding from the communist government.

On April 1977, Zha Blong's eldest brother, along with several other children, was killed in a night-time attack by the

communist army while the community was hiding in caves. After running from jungle to jungle because of various attacks from the communist army for one year and eight months, Zha Blong and his mother, along with his three sisters and four brothers, finally were forced to surrender to the communist army, leaving his father and several men who served under his father behind in the jungle.



As a child, Zha Blong lived in the second largest city of Laos - Luang Prabang. He was a city kid who preferred hanging out with his friends instead of going to school, but in 1977 everything changed.

On January 1979, Zha Blong and his family, without his father, returned to his uncle's village thinking it would be safer. With an absent father, at age eleven, Zha Blong was now the eldest male and assumed the responsibility of providing for his family. Zha Blong, his older sister, and his mother worked in the rice and corn fields while his siblings and other children his age went to school. He spent his days producing food for his family and their animals, in addition to collecting water and firewood. While his family appreciated his efforts, Zha Blong dreamed of returning to school.

On January 1980, unknown to Zha Blong and his family, his father escaped to the Ban Vinai Refugee Camp (the largest Hmong refugee camp in Thailand that accommodated more than 30,000 refugees). Meanwhile, Zha Blong's family also realized they needed to escape to Thailand for their safety. To flee the city

undetected, Zha Blong's family broke into two small groups. Zha Blong and his three younger brothers rode on a military truck under the guise that they were traveling to a funeral. Upon meeting up with the second group the next day, the family began their five day walk to Thailand. Zha Blong's family was fortunate to have two escorts guide their way. When paths were discovered by the military, soldiers planted land mines resulting in escape routes being changed. Forging new paths through the dense jungle added time and difficulty in reaching their destination. Each family member was responsible for carrying his/her own belongings, food, and sometimes the younger children as well. After five days, the family arrived in Sotuang Refugee Camp, a small rural camp with approximately

15,000 refugees, in northern Thailand. The refugee experience introduced Zha Blong to the routine of standing in numerous lines to receive food, water, and clothes. With the help of relatives, he and his family built a structure in the camp where they lived for the next 18 months. During this time, Zha Blong and his family learned his father was alive. After numerous complications, his father finally rejoined the family in time to immigrate to the United States.

Zha Blong's aunt and uncle, who lived in Rosemount, and the local Lutheran Church, sponsored the Xiong family's relocation to Minnesota. They arrived in Rosemount during the winter of 1982, mid-semester, allowing Zha Blong to attend the last half of 9th grade. Zha Blong found himself in a completely new environment - this one full cold weather, and a totally unfamiliar culture. At age fourteen, Blong began to learn English, his fourth language (Hmong, Laotian, and Thai being the other three).

Knowing that their children needed to understand the English language and a new culture, Zha Blong's parents ar-

continued on page 3

Zha Blong Xiong cont.

ranged for him and his younger brother to live on a family farm with a Caucasian family. After spending a year immersed in the English language, learning about life on the farm, eating new food, and living with a western family, Zha Blong and his brother returned to their family who were now living in Hastings, Minnesota. With a deeper understanding of the English language, Zha Blong chose to repeat ninth grade in Hastings High School. He audited numerous English classes, focused on learning and acquiring knowledge. The first novel Zha Blong selected to read in English was Jules Vern's *20,000 Leagues Under the Sea*.

After graduating from high school, Zha Blong studied at Winona State University where he majored in psychology. He became active in the Hmong community by serving as the president of the Hmong Student Club. Zha Blong actively volunteered as a teacher at the Winona Community Adult Education Center, teaching a course about Hmong cultural traditions and helping new Hmong immigrants settle in Winona.

After graduating from Winona State University, Zha Blong worked as an extension agent for the University of Minnesota Extension Service in Dakota County, developing curricula and programs relating to family issues of recent immigrants primarily from Southeast Asia. Looking for further educational resources to use in his extension classes, Zha Blong approached Daniel Detzner, a professor in the University of Minnesota's College of Human Ecology Family Social Science department (now Detzner teaches in the Department of Post Secondary Teaching and Learning in the College of Education and Human Development). Detzner encouraged Zha Blong to develop the curriculum himself while pursuing his master's degree in the Family Social Science program at the University of Minnesota. Zha Blong applied and was accepted into the master's program. Over the next five years, he and Detzner worked together to develop

the curriculum "Helping Youth Succeed: Bicultural Parenting in Southeast Asian Families." The pair had the curriculum translated into Cambodian, Hmong, Lao, and Vietnamese. Discovering there was only a modest amount of social science research related to Asian American families, Zha Blong continued his education and earned a Ph.D. from the University of Minnesota in the Family Social Science Department.

After teaching for two years at Iowa State University, Zha Blong returned to the Twin Cities to be close to his family and work in an area with a vibrant immigrant community. In 2006, while teaching in General College at the U of MN, Zha Blong became the first Hmong tenured professor at a research university in the United States. Zha Blong joined the faculty in Family Social Science in the fall of 2007 and is currently working on several projects.

Collaborating with seven non-profit agencies, Zha Blong is working on a community engagement project funded by Blue Cross and Blue Shield. This is the

first year of a training model that will bring together various groups of people: business leaders, medical providers, clan

leaders, spiritual and religious leaders, group leaders, and influential community leaders. These leaders will receive training and become tobacco educators in their community throughout Minnesota. The premise is to access the larger community through various channels with a consistent and unified message instead of each group working independently. Because of their connection to the community, they will penetrate community-educating the leaders on the consequence of tobacco usage in addition to seeing the value in a tobacco-free community. The mentoring and training model will be developed to encourage self sufficiency and momentum of communicating the message through a wide network of leaders. This model will be tested and, if successful, the team will add

parent education and other components into the program.

In 2006, Zha Blong received an 18 month grant from ClearWay Minnesota, an independent, nonprofit organization that focuses on the health of Minnesotans by reducing the harm caused by tobacco. ClearWay Minnesota's mission is to enhance life for all Minnesotans by reducing tobacco use and exposure to secondhand smoke through research, action, and collaboration. The grant funded a pilot study "Intervention Approaches to Reduce Tobacco Use Among Southeast Asian Communities" that revealed which intervention models work with specific Southeast Asian communities. The project was completed in August and the final report is due December 2008.

This fall Zha Blong is launching a bilingual project that will be the first in the nation. He will be working with Jackson Magnet School in St. Paul, the English Language Learners (ELL) Program at St. Paul Public Schools, and Concordia University. The program will teach Academic Hmong in reading and writing so that the student's acquisition of English as their second language will be much richer and fuller.

The premise of the project is that if children receive a strong understanding of their first language, they will learn a second language successfully. During the Pre-K year they will be taught in Hmong 70% and English 30%. For the first grade the Hmong/English ratio will be 55%/45%; second Grade 30%/70% and by the third grade they will be taught 90% English and 10% Hmong. The actual research program begins fall 2008.

Zha Blong's cutting-edge research and creation of new knowledge significantly contributes to Southeast Asian refugees transition to living in Minnesota and helps those working with refugees to better understand the personal and cultural challenges they are experiencing. Zha Blong's personal experience blended with his academic research helps forge the way for others by developing unique projects that connect immigrants to the community, education, and culture. ❖

Undergraduate Students: Sartu and Chaltu Hassan

This past June, Sartu and Chaltu Hassan came by 290 McNeal to talk about the UGO! scholarship and their experience as Family Social Science majors. To begin with, the sisters said they should have been born twins because they are so alike; their age difference is only 13 months. They are extremely respectful of each other, laughing often, and adding details to each other's sentences.

I asked Sartu and Chaltu at what point in their lives did they decide to go to college and how they made the decision to attend the University of Minnesota. Their answers were intertwined: "Going to college after high school was always part of our educational plan. No question. We always knew." Their

older brother attended the University of Minnesota, recently graduating with a degree in chemistry. Because of his positive experience at the University, the sisters decided they wanted to study here too.

When asked how they arrived at declaring Family Social Science as their majors, they both said they "want to help people." Chaltu considered studying psychology until she discovered the FSoS program. She became intrigued with the department's focus on the "whole system versus just the individual." During her freshman year, she took Wayne Caron's FSoS 1101 Intimate Relationships class and was "completely blown away." His course made her more inclined toward studying family social science and was admitted into the program her sophomore year. Chaltu believes that the University is a place to share opinions and beliefs and to strengthen one's principals saying "Education sharpens my point of view."

For Sartu, college "provides for exposure to autonomy and openness." FSoS 3104 Global and Diverse Families with Paul Rosenblatt had a profound effect on her education. The course "was eye-opening and surprising." She "took a lot away from the class, that there are issues in

and Chaltu both said William Goodman is an "intelligent teacher, he gets students talking together, and he listens and pays attention. When anyone has a question, he'll stop everything he is doing, give his full attention, and answer the question."



In addition to their full-time studies, Sartu and Chaltu help raise and care for their three younger siblings and are involved with the Oromia Student Union. In August Sartu focused on finding sponsors for Ramadan. She is looked for donations of food for students when they broke their fast. Her goal was to provide food for

students every night during the month of Ramadan.

the world that many people are unaware of which may affect them directly or indirectly." Chaltu added that the course was an unexpected experience, causing her to wonder "What am I doing?" Both sisters consider Paul Rosenblatt "a phenomenal teacher, patient, and intelligent." They wish he taught more classes.

Sartu and Chaltu also took William Goodman's FSoS 2101 Preparation for Working with Families. This class made both sisters go "...outside their comfort zone. Way outside." Everything from seating arrangements (students are requested to sit next to one another instead of spreading out around the lecture hall) to attending events they would not typically go to, such as a Jewish worship service at Hillel at the University of Minnesota East Bank. Also, William Goodman deepened Sartu and Chaltu's understanding of "I" language i.e. starting sentences with the pronoun "I" so that one takes "ownership of words, ideas, and feelings and not lumping people together." Sartu

While Sartu attends to the issue of food, Chaltu initiated the *Sharing the Knowledge* donation book drive. Her goal is to acquire donations of books and school supplies to send to Oromo people in East Africa. In the future she hopes to travel to Oromia to see how the donations made a difference in the lives of the Oromo people.

This past May Session, Sartu and Chaltu attended the Awakening Leaders course. It was a three week Monday through Friday course to study the theory and practice of leadership and to begin to cultivate personal leadership skills through engagement with local leaders, readings, case studies, and self-reflection. They met with local leaders from a wide variety of sectors - politics, labor, business, the arts, science, faith-based organizations, education, and the non-profit world including:

Ambit Network: Trauma Focused Parent Coaching



Trauma Focused Parent Coaching participants during role-playing session.

Ambit Network began hosting a year long learning collaborative on Trauma Focused Parent Coaching during the week of August 18, 2008.

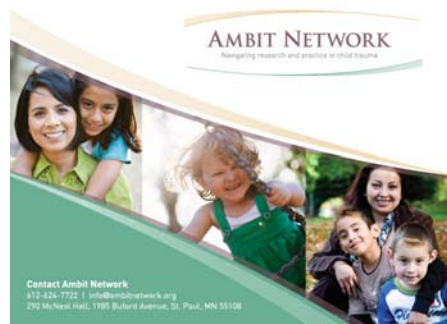
The twelve participants in the learning collaborative represent mental health providers from a variety of community agencies including Center for Victims of Torture, Centro Cultural, Tubman, and three agencies working directly with Minneapolis Public Schools: La Familia, Mental Health Collective, and African Aid. Mental health providers from these agencies participate in 18 full days of interactive training that prepares them to facilitate parent groups of Trauma Focused Parent Coaching beginning in fall 2008.

Trauma Focused Parent Coaching, developed by Abi Gewirtz and colleagues, is an adaptation of Parenting Through Change (PTC), a 14-week group-based parent training intervention that has been designated a National Registry of Effective and Promising Practices (www.nrepp.samhsa.gov) 'model practice'. Developed by Marion Forgatch, PTC was originally designed as a preventive intervention to improve adjustment and curb the emergence of behavior problems among children of newly single and separating mothers (Forgatch & DeGarmo, 1999). Trauma Focused Parent Coaching seeks to build

on PTC effectiveness for traumatized populations by enhancing curriculum focus on emotion socialization, emotion regulation, and mindfulness.

Abi Gewirtz, project director of Ambit Network, will be delivering the training and ongoing coaching, together with Laura Rains of Oregon Social Learning Center. Crystal Cullerton-Sen and Dawn Reckinger will be coordinating the year-long learning collaborative.

Ambit Network:
New Branding Reflects Mission



Minnesota Child Response Center is now Ambit Network. Ambit means circuit, compass and a sphere of action or influence. Network was chosen because it represents the array of resources and people at work in the organization.

Sartu and Chaltu Hassan cont.

Regent David Larson, Rabbi Zimmerman, Julie Gilbert (Senior Executive V.P.; Best Buy), Gloria Perez Jordan (Executive Director; Jeremiah Project), Mayor R.T. Rybak, Steve Rothschild (CEO; Twin Cities Rise!), Mary Keefe (Hope Community), Professor Doris Taylor, Senator Mee Moua, Monica Little (CEO; Little and Company), Stanley Hubbard (Hubbard Broadcasting), and Jack Lee (CEO; Youth Frontiers). This course "blew away our preconception of leaders being ego driven, concerned with their own power, status, and authority. Instead, we were exposed to open and straightforward leaders who find strength in the success of the people who work with them; leaders who work to motivate; and leaders who bridge goals and work."

Both Sartu and Chaltu are planning to attend graduate school. At this point in their educational career, these two thoughtful and highly responsible women are deciding how to use their family social science education. "The field is so open. It gives us the opportunity to choose from a variety of different careers, yet in the same field of study." ❖

About UGO!

UGO! A scholarship program designed to support selected, high-potential students with demonstrated financial need who are from an underrepresented group or a first-generation college student. UGO students receive financial, academic, and social support over four years, including aid that closes any gaps in their funding and fully loaded laptop computers.



Family Social Science Colloquium Wednesdays, 12:00 to 1 PM 278 McNeal

September 10, 2008

What motivates us?

TED Ideas worth spreading

We watched a video from an Internet-based resource, TED.com, which brings together thought leaders and does “who are challenged to give the talk of their lives.” We heard Tony Robbins discuss “Why we do what we do and how we can do it better” and broke into small groups to collectively reflect on the ideas he presented - the invisible forces that motivate our actions - and how they relate to our roles as people, students, faculty, staff, citizens, family members, etc.

September 17, 2008

Marlina Gonzales, programs manager at Intermedia Arts, artist, and curator of *Moving Perspectives: Art and the Immigrant Experience* discussed the diverse creative styles of immigrant artists who have come to live in Minnesota, living between two worlds, discovering new ways of life while keeping their cultures. Through photography, drawing and painting, folk art, sculpture and new media, they share their eclectic perspectives about their moving immigrant stories.



Marlina Gonzalez talking about the immigrant experience.

September 24, 2008

Sami Rasouli is the Iraqi-American founder and member of Muslim Peacemaker Teams, started in 2005 as a nonviolent response to the conflict and violence in Iraq. He spoke about the *Iraqi & American Reconciliation Project* which seeks to raise consciousness in the American public about the well-being of Iraqis, their daily lives and their culture in order to build bridges between the people in both countries.



Sami Rasouli describing his recent experience in Iraq.

October 1, 2008

Patricia Schaber, Ph.D., OTR/L (Licensed Occupational Therapist) Assistant Professor, Program in Occupational Therapy and 2004 FSOS Graduate will speak about *Understanding Family Interaction Patterns with Alzheimer's disease: A Modified Analytic Induction Study*.

October 8, 2008

Sara Axtell, Ph.D., Community-Campus Health Outreach Liaison and Janice Ellerby, Director of European American Studies and Knowledge Production, Cultural Wellness Center will present “Beyond Just Whiteness: Cultural Identity and European Americans.” Community organizers and scholars are recognizing that, while an analysis of whiteness is vital to racial justice work, it lacks the depth needed to sustain healthy cultural identity. This session will present a multi-layered model of European American cultural identity, and discuss the implications for health and justice work.

October 15, 2008

Graduate students Ali Hurtado, Alisha Hardman, Arthur Brown, Kyujin Yon, Omar Daar, and Mary Marczak, professor and Evaluation Specialist for Family Development in Extension, will discuss listening to people from Minnesota’s communities of color and how Extension’s programming can be more relevant for their lives.

October 22, 2008

Jill Trites, a Senior Teaching Specialist in the Department of Postsecondary Teaching and Learning, will share her recent volunteering experience in the Beira, Mozambique, area teaching English courses to primary school students, youth, and adults and provided teacher training for the schoolteachers. She regards her teaching experiences as a significant opportunity to learn more about the culture and people of Mozambique, which is considered to be one of the poorest countries in the world with seventy percent of the population living below the poverty line.

October 29, 2008

Amelia Blackerby, Administrative Fellow in CEHD/FSOS, will give a presentation on “Clickers,” generally known in the industry as “Student Response Systems” (SRS).



Ohio State students using clickers

Clickers are typically small, battery operated, handheld devices that transmit electronic data wirelessly to a receiving device. Student response systems are much more than multiple choice/true-

Welcome the 2008 FSoS Cohort!



Front row L to R: Roberta Daigle, Jennifer Sampson (Ph.D. MFT), Xiaohui Li (Ph.D.), Erica Kanewischer (Ph.D. MFT), Laurel Davis (MA/Ph.D.), Juyoung Jang (Ph.D.), Han-NahKim (MA/Ph.D.) Back row: Max Zubatsky (Ph.D. MFT), Jean Bauer, Tisa Thomas (Ph.D.), Meaghan Nelson (Ph.D.)

Colloquium cont.

false quizzing or attendance-taking tools. By combining text, graphics, animations and even audio components, they can foster multi-dimensional learning, collaborative learning, problem-based learning, and the development of critical thinking skills.

November 12, 2008

Janet Yeats, Ph.D. student in the MFT program will share her experiences leading trauma, grief and loss seminars throughout Kenya and teaching a Pre-Marital Counseling course at the International Christian Ministries School in Kenya and Rwanda.

November 19, 2008

Libby Plowman, Ph.D. student will share her internship experiences which included working one day per week at Tranby Aboriginal College, a cooperative college founded to support the education and progress of adult Indigenous Australians.

December 3, 2008

FSoS Undergraduate Student's *Senior Portfolio Day*.



FSoS Faculty works with Dillard and Augsburg Students

This past summer FSoS had the pleasure of working with students from Dillard University and Augsburg College.

Marissa Frazier, senior at Dillard University, New Orleans, Louisiana worked with **Jean Bauer** and **Katie Brewton** for 10 weeks during the summer to complete a research project on Mothers in Louisiana and Minnesota using the Rural Family Speaks data. During the Multi-



L to R: Katie Brewton, Marissa Frazier, and Jean Bauer.

cultural Summer Research Opportunities Program (MSROP) she shared her research with a larger group of students from the Big Ten Universities at a conference in Michigan, prepared a poster, and a completed paper. During the coming year Marissa will begin to search for Graduate Programs that match her interests. She plans to get a Ph.D. and become a researcher.

MSROP was sponsored by the U of M Graduate School and other Big Ten Universities to give selected students an opportunity to experience a mentored research experience.

Robert Goodman, a sociology junior at Augsburg College, worked with **Shonda Craft** this summer exploring the motivations of self-identified heterosexual men that engage in surreptitious homosexual relationships.

Flags Hanging in McNeal Hall



The flags hanging in the hallway of McNeal recognize and celebrate our department's faculty and student global and cultural diversity.

It is this diversity that provides one avenue for enriching the experience at

FSoS and exemplifies what education is truly about.

Our student's global exposure reinforces the idea that education is our best hope for peace and understanding throughout the world.

Graduate Student: Libby Plowman

When people asked me what I did this summer, I excitedly replied that I spent eight weeks living and working in Sydney, Australia. I happily report on my love affair with the Opera House. I sadly admit that yes, it is hard to be back. And I cheerily answer the same questions over and over again: no, I did not get to hold a koala – it's illegal in New South Wales; yes, some Australians really do say "G'day, mate"; and no, I did not eat Vegemite every day.

Although I did see the sights, explore the city, and get a taste of Australian culture, what I actually spent my summer discovering was myself—myself as a student, myself as a future faculty member, myself as a person. I refined my personal and professional identities by continually challenging myself to take risks and try new things. It was an exceptional experience and I still cannot quite believe I had the courage to organize it myself.

During August of 2007, in the midst of my master's thesis data collection, my advisor and friend, Wayne Caron passed away unexpectedly. Wayne's death was a wake-up call for me because it compelled me to reflect on my professional career path and hopes for the future. As I slowly but surely navigated my way through my thesis, my spirit and motivation were continually challenged. However, no matter how difficult the trials I encountered, Wayne's passion for teaching and advising stayed with me and sustained



L to R: Libby and JewishCare supervisors

me throughout the year. It served as a constant reminder for me about why it is important to become a professor. In addition to my memories of Wayne, the



support I received from my current advisor, Jan McCulloch, served as testament to the role a professor can have in a student's life.

After completing my master's degree and considering the path I want to take as I work towards my doctorate, I realized that my spirit, as a graduate student and as a person, needed rejuvenation. I considered different ways I could challenge myself over the summer. In the midst of my search, I looked back to my application materials for graduate school and was reminded why I felt called to be here. As an undergraduate at St. Olaf College, I studied family relationships in Australia and Hawaii. My professor, George Holt, taught our classes about family relationships and social justice issues facing Indigenous Australians. I applied to graduate school with the intention of becoming a professor who could lead global seminars and open students' eyes to new perspectives and international experiences. Unfortunately, amidst the demanding commitments of graduate school, my intention had been shuffled to the bottom of my priority list. The first step in reprioritizing, I decided, was to go abroad myself.

After researching several learning abroad opportunities and heading down more than one dead end road, I found the program that fulfilled my need for academic credit while aiding in my professional development. Many phone calls and countless emails later, I booked my airfare to Sydney and reserved my spot in the Arcadia University Sydney Summer Internship program. The program allowed me to complete a seven-week internship to observe the complex administration of a study abroad program, and to experience living and working in Sydney with 23 undergraduate students from across the country. I had the opportunity to work three days per week for the Big Brothers Big Sisters and Prison Outreach programs

at JewishCare, a non-profit organization that offers a multitude of services to Sydney's Jewish population. Working at JewishCare gave me exposure to fieldwork and social services in a country with a system different from my own. Also, researchers are often criticized for staying in their ivory towers without working on issues that are relevant to the populations outside their doors. My internship allowed me to "walk the walk" and opened my eyes to the advantages and disadvantages of the systems in place in the United States.



Featherdale Wildlife Park, Doonside

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Libby Plowman cont.

My internship also included one day per week at Tranby Aboriginal College, a co-operative college founded to support the education and progress of adult Indigenous Australians. Working at Tranby was a once-in-a-lifetime opportunity for several reasons. First, it allowed me to observe the inner workings and administration of an alternative educational system, which complemented my program minor in Educational Policy and Administration. Secondly, it allowed me to network with educators and professionals whom I may work with as I plan study abroad opportunities for students in the future. Lastly and most importantly, it exposed me to the important social justice issues that are ever present in Australian society. My

education in FSoS aided in my learning about the unjust treatment of Aboriginal and Torres Strait Islander peoples because I was able to consider these issues from a systemic perspective. Additionally, sharing my experience and knowledge about issues facing Indigenous Australians with the undergraduates in my program helped me realize that social justice issues in other countries can serve to provide more neutral platforms for discussing controversial concepts such as structural poverty and institutional racism. Students who may have been opposed or turned off to discussing these hot topics in the United States seemed open and willing to consider the possibilities of these phenomenon occurring.

This experience provided a framework that will shape my approach to teaching students about these issues as a future faculty member.

Human rights and women's activist Miriam Beard once said, "Travel is more than the seeing of sights; it is a change that goes on, deep and permanent, in the ideas of living." When I consider the profound and pivotal changes that emerged for me as a result of my summer in Sydney, it is my greatest wish that she is correct – that this change will deeply and permanently guide the decisions I make over the course of my life. (photos by Libby Plowman) ❖



Australian bilby



Sunset at Byron Bay



Sydney Opera House



Fireworks finale on the harbour

Graduate Student: Janet Yeats

Do You Know What I Did Last Summer?

I had the opportunity to spend this past summer in Kenya. I taught a pre-marital counseling course and I led trauma, grief and loss seminars throughout the country. Additionally, I was able to conduct interviews for my special project research by meeting with counselors and ministers who worked with refugees in internally displaced persons (IDP) camps.

I had such a great time in Kenya – met generous people, ate great food, learned a lot about the culture and traditions of this beautiful country – my trip was such an extraordinary experience that I am planning to return.

I also spent a week in Rwanda on vacation and visiting genocide memorials. There is so much painful history that people are still recovering from. Although difficult, it was a privilege to be added to



Joy



Maasai village



On safari

those who will not forget the incredible loss the country endured.

People have asked me what my favorite part of the summer was—a question I can't answer as there wasn't one favorite! I travelled quite a bit in the southwestern part of the country, went on safari for a couple days, shopped the Maasai market and visited a glass factory, saw the pink shoreline of Lake Naivasha – pink because it was completely covered in flamingos, watched beautiful sunsets, spent an afternoon watching traditional dances.

I made some wonderful friends, met incredibly strong people who have experienced a lot of pain and loss. So often I was told how much my work and presence meant to the people I was with . . . they didn't seem to understand how much of an impact they had on me! I will not ever forget this summer – it changed my life – Kenya became home to me. ❖



Janet Yeats, Ph.D. student in the MFT program will speak at the November 12, 2008 Colloquium. (photos by Janet Yeats)

Faculty News

The graduate faculty voted to approve the nominations of **Sara Axtell** and **Cynthia Meyer** to M2 Member/Advising status on the graduate faculty at its meeting held September 15, 2008.

On September 11, **Bill Doherty** led a talk on "Sharing Appreciation" for couples and mentors participating in the Minnesota Family Formation Project. The monthly event is part of an initiative that works with unmarried and married new parents who want to form stable families in which to raise their child. After the talk, the couples and their mentors formed into small groups to discuss how to show appreciation to their partner and why showing appreciation is important to building a healthy marriage.

Sharon Danes was interviewed for an article in the *International Herald Tribune* on September 19, 2008 for an article titled "Learning to Reach Lower for Happiness."

Jodi Dworkin was interviewed on KSTP, June 6 and MPR on June 5. She discussed her online course for parents to confront youth drinking.

Jodi Dworkin, a faculty member in the FSoS since 2002, has been promoted from assistant to associate professor.

Abi Gewirtz was quoted in the *Star Tribune* July 11, 2008 article "Domestic dispute turns deadly."

Sara Lassig was chosen to receive the 2008 *Graduate Outstanding Student Paper Award* from the Nation Council of Family Relations' Association of Councils.

Paul Rosenblatt is consulting with the Hospice Foundation of America in Washington, DC, helping them develop a teleconference and supporting print materials dealing with diversity issues in end-of-life care. He will be one of the six featured experts in the teleconference,

which will be broadcast live nationally in spring, 2009.

Paul Rosenblatt and Sungeun Uang recently published "Confucian Family Values and Childless Couples in South Korea" in the *Journal of Family Issues* 2008; 29:571.

Cathy Solheim received a Technology Enhanced Learning Fellowship from the Digital Media Center and is teaching FSoS 3101 Personal and Family Finances during the fall semester in the BioSci Collaborative Learning classroom.

Cathy Solheim published an article in the *National Council on Family Relations* June 2008 Report: Families and Resource Management titled "Family Resource Management through Multi-cultural Lenses."

Cathy Solheim was interviewed on KSTP Channel 5 which aired on September 26 and University of Minnesota radio K that aired on September 28.

Royal College of Psychiatrists of London invited **William Turner** to contribute a chapter to a volume on *Psychiatrists as Professionals in the 21st Century*, published by Oxford University Press. The Royal College of Psychiatrists is the professional and educational body for psychiatrists in the United Kingdom and the Republic of Ireland since 1841: First as the "Association of Medical Officers of Asylums and Hospitals for the Insane" (later changed to the Medico Psychological Association) then, in 1926 receiving its Royal Charter to become the "Royal Medico Psychological Association, and finally, in 1971 receiving a Supplemental Charter to become the "Royal College of Psychiatrists."

William Turner wrote a food safety bill that was introduced by Senator Barack Obama. In addition, the *Wall Street Journal* wrote an in-depth story on the bill for an upcoming issue. "The Improving Food-borne Illness Surveillance and Response Act of 2008" would improve information sharing and collaboration

between public and private agencies and other organizations to effectively address food safety challenges. William had great help in writing the bill from the Centers for Disease Control, former directors of the Food and Drug Administration, and the nation's top researchers on food-borne illness, including Dr. John Besser of the Minnesota Health Department.

William Turner addressed the Institute of Medicine of the National Academies of Science on Friday July 18, at the Keck Center Auditorium in Washington, D.C. The title of his presentation was "Beyond Access: Expanding our Definitions of Health Policy."

Liz Wieling is giving a keynote address at the Minnesota Association for Marriage and Family Therapy (MAMFT) conference on November 6th titled "Mass Trauma: Cultural and Contextual Dimensions and Implications for MFTs."

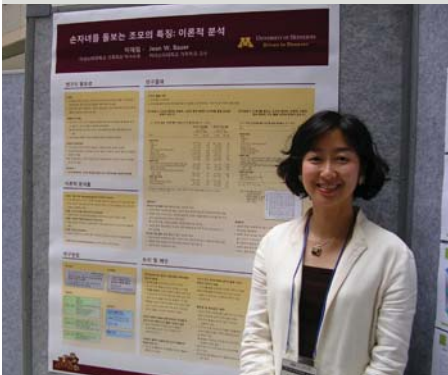
Student News

Laura Battaglia and **Gabrielle Hurd**, FSoS undergraduate students, have been invited to participate in Higher Education Consortium for Urban Affairs' (HECUA) Metro Urban Studies. Laura will participate fall 2008 and Gabrielle will participate spring 2009. They will examine issues of poverty and inequality in the Twin Cities, working with non-profit organizations, community activists, and politicians (among others) who will provide them with a context for understanding their readings/studies about economics, housing systems, education, welfare, government policies, urban sprawl, regional race and class segregation, and institutional discrimination.

Kourtnee Baukol, FSoS undergraduate student, is serving as an AmeriCorps Promise Fellow with Big Brothers Big Sisters. For one year Kourtnee will help run their school-based mentoring program in the Minneapolis Public Schools.

2004 FSoS cohorts, **Holli Kelly-Trombley**, **Mary Kelleher**, and **Paul Orieny** are conducting a workshop at the MAMFT conference titled "Secondary Trauma and the Therapist."

Jaerim Lee, Ph. D candidate received a poster award at the 2008 semi-annual Conference of Korean Home Management Association, which took place on May 24, 2008. Poster title: "Profiles of grandmothers providing child care to their grandchildren: Theoretical analysis."



Jaerim at the Conference of Korean Home Management Association

Ph.D candidate **Sam Rieks** passed her national MFT licensing exam this past June. She is now a Licensed Associate

Marriage and Family Therapist. **Lynn Von Korff**, FSoS Ph.D. candidate, led a two day research methods seminar at University of East Anglia, Norwich, UK, as part of a two week stay working with a team of researchers who are studying best practices to help birth parents and families whose children are adopted.



Lynn (red jacket) with research team

MA student **Pa Nhia Yang** was selected for the Hmong Women Leadership Program. This program provides emerging Hmong women leaders with the opportunity to develop their leadership in a supportive and nurturing environment.

Teri Schweiger, FSoS undergraduate student, was awarded the Beverly A. Busta Scholarship.

Alumni News

Liddy Hope, Ph.D. '07, is now Assistant Professor of Sociology at Ripon College, WI.

FSoS graduate, **Joel Imrie**, gave a graduation speech to his AmeriCorps Class on July 30, 2008. (youtube.com/watch?v=xoUchogGCfc).



FSoS graduate, **Gina Munnely**, a Christian vocalist, was a finalist this year at the Minnesota State Fair Talent Show. She sang "How to Live" which won her semifinal competition and performed at the finals Sunday, Aug. 31, at the grandstand.

FSoS graduate, **Thomas Tapeh**, signed with the Minnesota Vikings as a full-back.

Spring 2008 Dean's List

Barnes, Chelsea M	Halvorsen, Kristina Joell	Le, Annie Ngoc	Petersen, Elizabeth Chase
Bonsen, Stephanie Lynn	Helgason, Katherine M	Levine, Stephanie Mae	Richert, Eric Scott
Brookens, Nicole L	Henderson, Grace Susan	Lovitz, Katie Marie	Ryan, Erin K
Buckholz, Nicole Lea	Henricks, Elissa Anne	Lybeck, Sara Mae	Schweiger, Teri Joyce
Chang, Ong	Hietpas, Cora Jean	Malm, Emily Claire	Seaverson, Amy A
Christopher, Lisa Michelle	Hoa, Anthony Viet Quoc	Marich, Gina Renee	Siems, Sarah G
Custer, Corie Christine	Hurd, Gabrielle Marie	Mortensen, Nicole Jean	Sorge, Kendra Wells
Dockendorf, Danielle Nicole	Johnson, Ann C	Mulwanda, Zondwayo Nkindu	Taylor, Elena Kay
Duchan, Amy L	Kaeske, Chelsea Louise	Munzesheimer, Sara Weiss	Tracy, Elizabeth Dianne
Farnsworth, Karalynn M	Kaminski, Krystal K	Neumann, Meredith K	Xiong, Chao
Gau, Lindsey M	Korenchen, Abby Mae	Paulzine, Katie Holte	
Guggisberg, Jenna Lynn	Lane, Christa J	Person, Ann L	



Big Brothers Big Sisters Opportunity

For 88 years, Big Brothers Big Sisters of the Greater Twin Cities (BBBS) has been matching young people ages 7-13 with caring, volunteer mentors. Big Brothers and Big Sisters provide friendship, emotional support and hope to young people. Mentoring a young person is one of the most rewarding things that we can do to make our communities stronger by giving our kids positive reinforcement and helping them grow into stronger, more engaged citizens. BBBS offers programs to meet the needs of a wide variety of volunteer interests, such as the School-based Program. In the School-based Program, volunteers meet with young people at one of 35 participating schools for an hour once a week for focused activities, including reading, educational games, physical activity or art.

Right now, there are hundreds of young people waiting for a friend like YOU! Currently, BBBS is seeking mentors to volunteer one hour per week at Anishinabe or Elizabeth Hall located in Minneapolis. The school based program is structured so that mentors can volunteer during their lunch hours or free time between the hours of 9 am-4pm.

What matters to young people is not what they do with their mentors, but the fact that they have a caring adult in their lives who listens to them when they talk about their problems, successes, fears and dreams.

For more information about BBBS, you can call 651-789-2400 or visit www.bigstwcities.org. Become a mentor today!

A LITTLE Bit of YOU
Makes a BIG Difference!

ClearWaySM

MINNESOTA

On Saturday, August 23, 2008 50 members of the Cambodian, Hmong, Lao, and Vietnamese communities gathered at Lao Family Community of Minnesota in St. Paul as part of the ClearWay Southeast Asian Tobacco Intervention Project (SEATIP).

The purpose of the half-day retreat was to bring together leaders and community members to celebrate the work of SEATIP, discuss the preliminary results of Zha Blong Xiong's research on community engagement around tobacco intervention, and explore the next steps each of the four communities can take to implement culturally appropriate smoking intervention strategies.

Organizational leaders from Lao Advancement Organization of America, Lao Family Community of Minnesota, United Cambodian Association of Minnesota and Vietnamese Minnesotans Association and invited guests from their communities participated in the retreat, which was one of the first times all four communities has come together to share knowledge and collaborate on a common goal.

At the retreat, 20 attending community leaders who had participated in the community leadership groups were acknowledged and awarded certificates of appreciation. Both the research project and the retreat were funded by ClearWay Minnesota.



Zha Blong Xiong (center) presented community leaders with certificates of appreciation.

INTERACTIONS is published quarterly by the Department of Family Social Science, University of Minnesota. It is distributed to alumni, students, faculty, staff, and friends of the department. We welcome your comments, ideas, suggestions, opinions, and news items which you can send to sandre@umn.edu

B. Jan McCulloch, Department Head
Susan Andre, Editor and Design

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Sharing the Knowledge Book Drive

On-going

Sharing the Knowledge Book Drive is an effort of the Oromo Student Union (OSU) to promote learning and education to those with minimum access to books and school supplies. Take part in alleviating the crisis of illiteracy by donating books and school materials. These supplies will be given to impoverished public schools and libraries in Oromia (East Africa).

Bring items to the OSU office in Coffman Union room 226 or call us at 612/227-6944 to assist in pick up.

National Conclave for/Phi Upsilon Omicron/National Honor Society

September 25-28th, 2008

The National Conclave for Phi Upsilon Omicron National Honor Society (Phi U) was founded by the University of Minnesota in 1909; Family Social Science was the Alpha Chapter. Members have busy planning their national conference held on September 25-28, 2008 at the Embassy Suites Minneapolis Airport in Minneapolis. FSoS faculty, including **Pauline Boss**, presented Jan Hogan is one of the co-chairs of the overall planning committee.

Phi U is an honor society whose members are from three U of M colleges - CEHD, CFANS, and CDes. The current collegiate chapter includes several FSoS students: president - **Nikki Buckholz** (undergraduate), vice-president - **Pa Nhia Yang** (graduate student), and initiation co-chairs - **Jaerim Lee** and **Dorothy Rombo** (graduate students). Numerous alumni from Family Social Science and the former College of Human Ecology are involved in the alumni chapter. **Catherine Solheim** serves as one of the collegiate advisers. **Jaerim Lee** and **Pa Nhia Yang** received scholarships from the alumni chapter this year.

American Association for Marriage & Family Therapy

66th AAMFT Annual Conference

October 30th - November 2nd, 2008

*Ethical Legal Challenges in
Contemporary Family Therapy*
Memphis Convention Center
Memphis, TN

National Council on Family Relations 70th NCFR Annual Conference

November 5-8th, 2008

Lenses on Family
Peabody Hotel - Little Rock, AR

Minnesota Association for Marriage & Family Therapy

Fall Conference

November 6th - 7th, 2008.

*Healing the Wounded Spirit: Addressing
Trauma in Clinical Practice*
Grace Church Roseville
1310 County Rd. B2 West
Roseville, MN

Minnesota Saves Network Presents Building Prosperity through Self-Employment

November 18, 2008

9 AM to 4 PM

Continuing Education & Conference
Center

University of Minnesota
St. Paul Campus

The goal of this conference is to arm professionals, who work with these individuals, with tools and resources for navigating self-employment to build family stability and prosperity. Cost is \$25,. Register online at <http://umnext.cmiregistration.com/ProgramDetail.aspx/Building-ProsperityThroughSelfEmployment>

Make a difference

Your gift is an investment in our collaborative learning community and your support will help us keep our community vital. With your donation we can continue to educate and support families, train students of all disciplines, and reach out to connect with and train professionals in your community.

Together, we can make a difference.

You may make a gift to the Department of Family Social Science through the University of Minnesota Foundation. You may choose to designate your gift to any of the funds below:

Friends of the Family Assistantship (3911)
Shirley Zimmerman Fund (5487)
David Olson Fellowship (5816)
FSoS Strategic Initiative (2748)
Jan Hogan Fellowship (5734)
Family Caregiving Program (5995)
Neubeck Scholarship Fund (2191)
Wayne Caron Memorial Fund (1938)
Ott International Student Fellowship (1883)
David H. and Karen
Olson Marriage and Family Fellowship (1920)
Family Stress and Resilience Endowment (7645)

You may also choose to memorialize a loved one by donating in their name. Visit www.foundation.umn.edu or call 612-626-8560 or 1-800-775-2187 for more information.

Thank you,



Family Social Science





Your Circle of Influence

Since 1931 the University has participated in an annual fund drive. That first year, during the Depression, the faculty, staff and students raised \$14,000 (equivalent to \$200,000 today). Over the years, the University has continued this annual fund raising event as a way for us to give back to the communities and charities that touch our lives.

The University has teamed up with respected, well-run organizations that support social services, education, arts, and health to make it easy for faculty and staff to give to the community. The best part is that you can choose where your donation money goes by selecting from a wide variety of worthy causes.

Options for Donations:

- Community Health Charities MN
- Community Shares of MN (formerly Community Solutions Fund)
- Federation Administrative and Fund-raising Expenses
- Greater Twin Cities United Way
- Minnesota Environmental Fund
- Open Your Heart to the Hungry and Homeless
- United Arts
- United Negro College Fund
- If your favorite 501(c)3 charities are not listed you can add them

This year we are aiming to raise \$1.25 million - funds that will go a long way toward addressing critical community needs. Mary, Roberta, Zac, and Susan will host fund raising events during the month of October. Look for fun raffles and special events.

Here's a sample of what your donation can do:

Community Health Charities MN
\$3 PER PAY PERIOD funds two scholarships to the Brain Injury Association of Minnesota's annual conference, where people with brain injuries participate in a supportive education event and learn about the latest innovations in treatment and rehabilitation.

Community Solutions Fund
\$3 PER PAY PERIOD will allow 10 patients to get a glucose test for blood sugar problems

Greater Twin Cities United Way
\$3 PER PAY PERIOD helps four victims of domestic violence get counseling and legal advice

Minnesota Environmental Fund
\$3 PER PAY PERIOD will buy a six-foot tree that Tree Trust youth workers will plant in a low-income neighborhood or purchase an adaptive canoe seat that enables people with disabilities to participate in Wilderness Inquiry experiences.

Open Your Heart to the Hungry and Homeless

\$1 PER PAY PERIOD puts a smile on the face of a homeless child by providing a backpack and school supplies.

\$3 PER PAY PERIOD provides voice mail services for four homeless Minnesotans for four months, allowing them the connection they need to seek employment, education and medical attention.

United Arts

\$3 PER PAY PERIOD purchases art supplies for a hands-on workshop for families.

United Negro College Fund

\$3 PER PAY PERIOD pays student fees for one quarter at a historically black college or university like Morehouse, Xavier or Tuskegee.

Attention Alumni We are looking for you!

Send news of your educational achievements, promotions, recent awards or project announcements, and images (300dpi, min 3 x 3, jpg, less than 3MB) to sandre@umn.edu

Reconnect with FSoS