

## First Graduating CSPA Cohort

In June 2002, SHSS graduated its first student cohort in College Student Personnel Administration (CSPA).

## New Degree in Family Therapy

SHSS now offers a new Doctor of Marriage & Family Therapy (DMFT) program in addition to its successful Ph.D. Program in Family Therapy.

## Community Resolution Services

Community Resolution Services (CRS) is DCAR's community outreach program and largest practicum site.

## Editing For Students:

Graduate academic programs, particularly at the doctoral level, demand quality writing from students.

## Schooling Parents

Anne Rambo, Ph.D., associate professor of family therapy, has published a book to help parents handle their children's school challenges.

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Pat Cole, Ph.D., director of our master's program in family therapy, was promoted in 2001 to Associate Professor of Family Therapy and Family Business.

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Michele Rice, Ph.D., talks about her work in helping people create effective, cooperative community projects

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## SHSS Graduates First Class in College Student Personnel Administration Specialization

In June 2002, SHSS graduated its first student cohort in College Student Personnel Administration (CSPA). These were online master's students in the Department of Conflict Analysis and Resolution (DCAR) who chose to specialize in the CSPA track.

The CSPA program, which began in September 2001, offers interdisciplinary graduate studies for emerging Student Affairs practitioners. CSPA offers grounding in conflict analysis and resolution while providing the training necessary to effectively engage the 21st century college student. Areas of study include: theories of conflict resolution and practice as applied in a campus setting, student development theory, understanding the greater University, and the college student and the law.

The CSPA specialization applies an interdisciplinary approach to understanding the field of Student Affairs to prepare graduate students for professional positions in the field of Student Affairs. The

Dr. Brad A. Williams, Dean of Student Affairs and adjunct faculty member of SHSS, said, "The College Student Personnel specialization/certificate program blends new applications in a collaborative effort to prepare Student Affairs practitioners for the 21st century. This offers graduates much more than a traditional CSPA program. While CSPA students are grounded in student development theory, they also develop skills in negotiation, facilitation, and conflict resolution, skills I utilize almost daily as Dean of Student Affairs."

Dr. Williams goes on to mention that, "We are blessed as a University to point to the first group of graduates as the standard bearers of the program. Having personally taught in the program, I can testify that they are intelligent, enthusiastic, and have servant hearts. I have always thought that a college campus is a magical environment where students grow and ultimately transform. These first graduates will be wonderful guides to help future students grow and develop."

programs in CSPA collaborate closely with the University's Division of Student Affairs, which serves as a host site for practica and other hands-on training opportunities. Paraprofessional graduate assistantships are available for those qualifying for the program both in the residential and online formats.

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## A NEW DEGREE IN FAMILY THERAPY

SHSS now offers a new Doctor of Marriage & Family Therapy (DMFT) program as a companion to its successful Ph.D. Program in Family Therapy.

The DMFT is a practitioner-oriented, terminal degree program designed to help students develop skills in family therapy practice and in wider applications of systems skills to organizational, structural, and community settings.

This program supports working adults who seek a non-traditional doctoral credential, but the DMFT differs from the Ph.D. in its focus on training students to effectively answer the specific multiple demands of clinically-based service providers in mental health professions.

When Chris Burnett, Psy.D., director of SHSS's doctoral family therapy programs, was asked what a student can get only from the DMFT program, he answered, "DMFT students can get a course of study aimed squarely at providing the skills necessary to graduate with an identifiable area of clinical expertise. The DMFT enables students not only to apply what they have learned in the program directly in clinical settings, but also to evaluate the

It's more than just the current master's program, though. "Students who graduate from the Masters program in Family Therapy find themselves equipped to do good clinical work, and are eligible to sit for state licensure," Chris noted. "Some clinical professionals want a more theoretically complete training in family systems theory than the master's program provides. M.S. graduates who have been working in the field for years often come back to school to more fully develop themselves and their clinical abilities."

The DMFT curriculum compliments the strengths of the existing Ph.D. in Marriage & Family Therapy program, but is unique in four specific ways:

1. Instead of four research courses, DMFT requires two 3-credit courses that provide the skills necessary for program evaluation and action research for conducting field-based inquiry and assessment.

2. DMFT students take two additional 3-credit practicum courses at sites outside the program's on-campus clinic.
3. DMFT students do not take separate research and written qualifying exams. Instead, they are required to take and pass a qualifying exam, administered once a year, which addresses the entirety of their doctoral courses.
4. DMFT students are required to complete an Applied Clinical Project (ACP) instead of a dissertation. The ACP requires

effectiveness of their work. Each graduate of the DMFT program will have demonstrated that they can create, implement, and evaluate a unique program of clinical intervention."

Chris further explained how potential students would know that the DMFT program is the right choice for themselves. "If they see themselves working primarily in clinical settings such as private practice, agency work, or consulting, then the DMFT will present them with opportunities to develop excellent practical clinical skills. If a student believes that a large part of their future career is centered around academic life, we recommend that they consider the increased emphasis on research and writing that the PhD program provides."

DMFT students to demonstrate their ability to conceive, propose, implement, and evaluate an applied systemic program, and to make a professional, reflective presentation of results and recommendations.

NSU is only the second academic institution in the U.S., along with Loma Linda University in CA, to offer this doctoral degree. In addressing the needs of a student population that has lacked an option for doctoral training, SHSS continues to broaden its scope of applications for the principles of systemic family therapy.

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## Community Resolution Services

An integral part of SHSS, Community Resolution Services (CRS) is the Department of Conflict Analysis and Resolution's practicum site. CRS supports students who intend to enhance their skills and participate in projects and activities rich with prospects for professional development.

"CRS offers DCAR students experiential learning," according to its director, Judith McKay, J.D., Ph.D. "As the department's largest practicum site, we offer students professional opportunities in the community, the chance to practice mediation, facilitation, workshops and trainings. Students get to practice their academic knowledge and skills outside the classroom, and it serves the community where our services are needed most."

This service looks outward from East Campus to the university-wide system and to the community beyond NSU's many campuses. Several specific CRS projects are already underway.

### *CRS initiatives*

The Campus Conflict Resolution and Mediation Project offers training and mediation services from our graduate students to the

The VOICES Family Outreach Project, which has provided students with unique and vital practicum experiences since 1997, utilizes students to offer mediation and family education workshops for families struggling with new ways to handle low to moderate levels of conflict.

The Interdisciplinary Training in a Homeless Shelter (ITHS) Grant, which operates in cooperation with the NSU Departments of Occupational Therapy, Optometry, and Audiology/Speech Pathology, engages students from CRS with practicum students from those healthcare-oriented departments to provide interdisciplinary trainings and services for residents of the Broward County Salvation Army facilities for the homeless.

### *flexibility*

As the experiential arm of DCAR, CRS also offers specialty tracks and advanced electives. "This is an attractive feature for students due to its variety of projects and flexible hours," Judith points out. "This adaptability can accommodate the needs of students who are employed full time, and can benefit students concerned about fulfilling practicum requirements in already busy schedules." For further information, contact Community Resolution Services at 954-262-4237 or at <http://www.nova.edu/shss/CRS/>.

NSU community. Judith says, "Areas of interest include student life, residence hall staff and students, as well students and staff in student affairs and in clubs, organizations, Greek activities and athletics who could benefit from training and facilitation services."

The Community Mediation and Peace Project offers workshops and trainings for local communities, agencies and organizations. Topics include conflict resolution and establishing peaceful neighborhoods. This project also offers mediation services for landlord-tenant and neighborhood disputes.

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## EDITING FOR STUDENTS

Graduate academic programs, particularly at the doctoral level, demand quality writing from students. While such an opportunity tends to bring out the best in students, this challenge brings great stress to students who have not yet learned to write at the level a rigorous academic program demands.

If any aspiring academic writers producing work for the social sciences want a head start on becoming better writers and editors for their own work, books are available that can be a great help. *Writing Between the Lines* (W.W. Norton & Company) by SHSS's own Douglas Flemons, Ph.D. provides guidance through all facets of academic writing that graduate students in the social sciences are likely to need for success. Also, *Writing To Learn* (HarperCollins) by William Zinsser is a thought provoking guide, in mostly non-academic language, to linking creativity and inspiration with the demands of academia.

Not everyone feels willing or able to take on a solo flight through intensive self-study on this subject. Many graduate students prefer to work with a capable editor to clarify their work and help them

We asked two experienced academic editors, Tommie V. Boyd, Ph.D., and Jacqueline Sparks, Ph.D., to share their insights on the challenges that student writers face. Respected graduates of the SHSS Ph.D. program in Family Therapy, their academic careers have been distinguished by excellent writing. They well understand the opportunities and challenges of the highly specialized field of academic editing.

Tommie has just been appointed Assistant Professor of Family Therapy and Family Systems Health Care at SHSS, so she will no longer be available to edit student work here. But she and her husband Bill continue to run their academic editing business with students from other programs around the country. Jackie remains available to SHSS students as well as those from other programs.

These two respected academic editors agree on most of their advice and encourage those students who seek support as developing academic writers. Still, each of our commentators provides a unique perspective on the questions of who needs an academic editor and what to do, or not do, with one.

understand their writing better  
from both the inside and the  
outside.

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## SCHOOLING PARENTS ABOUT EDUCATION

Anne Rambo, Ph.D., associate professor of family therapy, has published a book to help parents handle their children's school challenges.

*I Know My Child Can Do Better!* (McGraw-Hill) offers practical solutions to problems raised by many students' individual educational needs. This user-friendly guide escorts parents through the broad spectrum of options and resources that are available whether the child is in public, private, or home schooling.

When a child's educational process is in jeopardy, parents need to see positive results to make life easier for the whole family. The child's ongoing school difficulties may affect the entire family, generating unending arguments and upsetting schedules to accommodate meetings with teachers and school staff members. These problems can provoke other conflicts, including sibling battles, which are rooted in a child's doubts and anxieties.

Anne's book makes clear that parents need to address these concerns directly, rather than waiting for school administrators and teachers to clear the way for them. "Parents worry that they shouldn't be pushy, but the

### *solving the real problems*

Anne addresses problems for children from age 5 to 18. Her work has demonstrated that different age groups require different approaches because the choice of strategies changes according to how much time the child has left in the school system. A second grader with a reading problem, for example, has lots of time for remedial education, while a 17 year old may need to cut further losses and focus on options such as vocational training.

Strategies that parents can consider for helping their children will vary not just according to age but also gender and context. Elementary, middle and high schools are structured differently, so they must be handled differently. Also, social pressures change with different age groups, exacerbating problems. By middle school, for example, many children won't admit to their academic difficulties because this embarrasses them.

How can a parent navigate these challenges? "Parents have to choose which issues to deal with first," Anne claims. "It's overwhelming for many parents, so it helps to have your own parental priorities sorted out before engaging the school system." For this reason, the book sorts parental concerns by dividing material into sections according to the most common complaints. A concerned parent can seek out the appropriate

squeaky wheel gets the grease. A parent advocate who's effective gets the most appropriate available services."

A soft-spoken and persistent professional, Anne insists that informed strategies often lead to effective solutions. *I Know My Child Can Do Better!* provides parents with evaluation techniques, components for a successful action plan, and ways to engage the child's teacher as an ally. Because Anne advocates the importance of appreciating the child's perspective, her book avoids diagnostic language as much as possible, speaking directly to parents instead. Real life vignettes support the insights Anne has gained from her career as a child and family therapist, parent advocate, and education issue specialist.

### ***learning how school works***

Anne's family therapy career inspired her to develop a consulting program, ChildFit, to support parents as advocates for their children's unique educational requirements. Anne and the parents she works with have learned and tested successful approaches to navigating complex school system bureaucracies. "In the larger educational system, each professional that a parent hears from defines the problem in their own particular way, with their particular way of speaking, so my goal is to empower parents," Anne says. "Families who have problems with the school system are often unfairly considered the source of the child's problem."

section for the child who has fallen behind, who has moved far ahead of expected performance levels, who finishes assignments first and gets into trouble because of being bored, who is inconsistent, or who is unhappy for any number of other reasons.

### ***extra help***

Anne's cousin, Julie Little, a Special Education teacher, wrote Teacher Tips for each chapter to present teachers' perspectives. This brings balance to Anne's perspective as a parent's advocate. "Julie clarifies what strategies the parent can seek that just wouldn't have come up unless the parent knows what to ask for," Anne explains. Every chapter also provides hands-on activities for parents and children to do together. "You can have fun together AND explore what the school context is like for your child."

"I've seen so many parents in therapy who don't know which professional to go to for help with the problems I discuss in this book. And it's easy for parents to get discouraged, to think they don't have options or power, but it's not true. A parent needs an overview of how their child's school system works, what options are open to them. It's also useful to know the unwritten rules of teachers' expectations for parents."

For further insights and support, Anne has provided a web site for interested parties at:

[schoolsolutionstalk.com](http://schoolsolutionstalk.com)

First, parents shouldn't forget their own expertise. "If you raised your child, you're the expert on the child. You can present your view of the child to school officials who often see a much more limited view of the child. The school's experts only see the child for an hour or two before making their evaluation."

These problems are more common than many parents realize. Anne insists, "I've seen so many parents in therapy who don't know which professional to go to for help with the problems I discuss in this book." And the viewpoints of specialized school professionals who evaluate students can bewilder parents who make the effort to seek a more appropriate school placement for their children. "It's frightening and discouraging for parents to not know the right thing to do. Parents often don't know their legal rights with the school system, or that the school system is waiting for them to advocate for their own children. And if the child has special needs, the whole process has to be renegotiated every time the child moves to a new school."

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## STEPPING UP

Pat Cole, Ph.D., director of our masters program in family therapy, was promoted in 2001 to Associate Professor of Family Therapy and Family Business.

When asked what's different about now being an associate professor, Pat replied, "It offers a sense of accomplishment. You've been judged favorably by your peers on the value of your work, by people you don't have close personal relationships with."

The evaluation committee consisted of two professors of family business and two of family therapy. They included faculty members from the University of Montana, Alfred University, the University of Georgia, and a former academic now in a private practice called the Metropolitan Group. Of course, her fellow family therapy faculty members at SHSS also reviewed her qualifications. But outsiders are engaged to evaluate professors for promotion because internal friendships and politics might color an internal review of a school's candidate.

Selecting the review committee is a demanding process for both the candidate and the school. The four who evaluated Pat's candidacy were chosen from a list she supplied of four family business professionals and four family therapy professionals she had met

### *working with family businesses*

What possibilities will students find in working with family businesses? "Most family businesses have family relationship problems that affect operations. Working on the family relationships, and at the same time asking systemic questions about the business, can improve the quality of the family relationships, thereby affecting the quality of the business.

"Take, for example, a business run by a mother and son. When the mother asks the son to do a report in his role as an employee, he may have a flashback to his teen years, and interpret his mother's request as asking him to 'clean up his room'. And they may carry on a fight at business that is really a fight left over from the history of their family relationships."

What are the career possibilities for a family therapist who focuses on family businesses?

"Several. One is to become a family business consultant, maintaining a practice. Another is to become an instructor of family business. A third possibility is to direct an institute of family business at a college or university."

In our current age of giant corporations, are there many family businesses still out there? "Yes. They range anywhere from mom-and-pop stores to large

through conferences and organizations. Pat submitted their qualifications, as well as any appropriate specifics about her relationships with them. Dean Yang suggested that, to create a gender balance, Pat should have two women and two men on the final committee.

The most challenging hurdle in this process, Pat said, was "getting all the materials together - a long, long process. Abstracts of every presentation and article you've done, your community work - it made a large packet to send out. Then this packet was reviewed, along with letters of recommendation."

How does her promotion affect Pat as a teacher of family therapy?  
"The addition of 'Family Business' to my title gives the students a clear signal that I'm somebody they can contact if they have an interest in work with family businesses. This is useful since we don't have formal courses in this right now. For instance, I run the Family Business Resource Center on a volunteer basis to give complimentary assessments and consultations to family businesses. Students will now know they can come with me to learn ways to apply family therapy techniques to such consultations."

corporations. Playboy Enterprises is a family business. Mars Candy too."

### *looking forward*

Her new title supports Pat in other ways. "The promotion helps me when I'm at conferences. I used to be the oldest assistant professor at conferences, so most people assumed that I got my degree many years ago, rather than 1993. They might think I'm not busy moving forward in my field. Now they'll know better. At conferences, people notice these things. Soon I want them to see me as a full professor."

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## CREATING INCLUSIVE COMMUNITIES

When you meet Michele Rice, Ph.D., her enthusiasm is palpable and engaging. A conversation with the SHSS Visiting Assistant Professor of Conflict Resolution draws from many sources. But given her own choice of topic, Michele most prefers promoting the principles and practices of social inclusion.

Originally from Haiti, she has lived in the United States for twenty years. A language student in college, Michele taught English as a second language to students who grew up speaking Haitian Creole, French, or Spanish. Then she worked with students from many more countries at Florida International University's (FIU) English Language Institute and served as an administrative coordinator in experiential education. While going for her masters in Linguistics at FIU, she continued to teach English composition but found herself acutely interested in culture.

Michele says, "Socio-linguistic studies fascinate me. My interest in languages had been my interest in cultures, because language is the entrance into cultures." Already a student of Spanish and French, Michele began to closely study the development of Haitian Creole and the related linguistic

The mentoring program focused on creating interactions between professionals from the community and at-risk students in Miami through sessions on social and academic skill building, followed by tutoring and phone contacts. Michele mentored students herself, going to their houses, meeting with families, tutoring and helping students with assigned projects. The public schools the students came from were rated as D or F schools by the Florida educational system, so mentors tutored the students for proficiency in the state's standardized FCAT tests. Mentors were also encouraged to go beyond tutoring, to introduce students to cultural contexts they didn't yet know. The results demonstrated an increase in students' positive behavior and improved FCAT performances.

A parallel mentoring project donated old computers to students in this program. Some computers were broken and some needed updating, so qualified mentors held workshops to teach college students how to fix the computers. Once the computers were fixed, they were donated to students for use in their homes if their parents agreed.

### *theory in the moment*

All the people working in these Ellison Model programs had to be trained in theoretical aspects of this model, particularly in how to engage productively with contexts

considerations that affect upward mobility for Haitians. Then she discovered comparative sociology, which integrates anthropology and sociology through quantitative and qualitative research methods.

### *community activism*

Michele wrote her dissertation on Inclusive Community Building, studying ways to include all members of a community in initiatives that affect them. "I was involved with multicultural services," she mentions, "providing support networks for various-cultured students. The director of Multicultural Services at FIU created a program that included conferences on inclusive community building, festivals, student panel discussions, and guidance on ways to engage community activists. He explored a variety of issues, such as law and business, and I began to see him as my mentor."

This man is Deryl G. Hunt, Ph.D., Associate Director of Multicultural Programs and Services at FIU. He developed The Ellison Executive Mentoring Inclusive Community Building Model in 1994 as a university-community interface project. Michele notes, "I worked with him on this model, editing materials and manuals on diversity issues. We put on conferences to inform the public of cultural diversity issues and how the Ellison Model could help resolve such issues. In many areas of Miami, conflict arises from diversity issues. There have been constant clashes in government over racial tensions related to socio-economic and cultural

of cultural diversity. Participants attended conferences and workshops to learn the importance of being inclusive in their thoughts and strategies before they were ready to work with students.

Michele also facilitated Community Moments discussions, in which people shared their emotionally intense experiences of culturally diverse encounters. She led groups through games and processes that teach how to avoid or resolve conflict by shifting from perceptions of diversity to those of unity and community by being loving, sharing and caring. "A personal epiphany about the value of difference in others can inform ways to work and share with others. When shared, it becomes teachable, spreading awareness."

In some conference workshops, people encouraged Michele to use terms like 'loving' even if they don't seem scientific enough." While love is often seen as an emotional, romantic, or familial context, Michele insists that we don't need to be limited by those frameworks. "The disposition of our understanding, our being caring and patient and not jumping to conclusions, leads away from conflict. Being loving can be an application of behavior. If you step back in loud confrontations and ask yourself what the loving response can be, rather than yelling back, you can approach the other person in a way that's productive, no matter what the context is."

"I realized people could learn the meaning of love as a pattern of behavior, as respect and

issues. FIU, a state university, has a significant proportion of students from Hispanic and African descent, so Dr. Hunt turned materials from our speakers and presenters into monographs that we published for trainings. We also created newsletters."

"Dr. Hunt is very humble and extremely smart. And he believes you have to integrate theory and practice. He teaches that the intellectual and theoretical offerings of a university are important, but so also are the offerings of everyday members of the community," adds Michele.

### ***mentoring***

Dr. Hunt and Michele facilitated an inclusive community mentoring program for pre-college students by engaging university directors and coordinators with mentors from businesses. All participants were volunteers. Everyone contributed according to his or her capabilities and responsibilities. For example, if a student mentor had a good idea, the project mentor would then manage the administrative aspects as the proposal was put into effect. The chain of effectiveness was variable, with new initiatives able to arise from anywhere in the system.

understanding. In attitudes of honoring, respect, and understanding, people can build communities that include others."

### ***common differences***

"Traditional diversity training programs focus on appreciating cultural differences between people," Michele points out. "But they usually stop there. While understanding cultural differences has meant developing tolerance, this isn't always good. Tolerance doesn't necessarily mean appreciating someone well enough to want to work with them. Dr. Hunt says that we need to find common ground to work with, helping people understand what they share as much as how they differ. Once we find unity through our commonalities, we can build community through projects that are inclusive. We can help educate students, for instance, so they can succeed academically and engage in careers they hadn't previously thought of because their groups were at risk."

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## SHSS ANNOUNCEMENTS

### Center News

**Honggang Yang, Ph.D.**, Dean of SHSS, was recognized in April at the third annual Student Life Achievement Awards as NSU Academic Dean of the Year.

The **Family Therapy Department**, in support of the SHSS commitment to holding classes at times most convenient to students, switched to an evening class schedule as of the Winter 2002 semester.

SHSS initiated a new **Doctor of Marriage & Family Therapy (DMFT)** program as a companion to its successful Ph.D. Program in Family Therapy. DMFT is a practitioner-oriented terminal degree program to develop skills in both family therapy practice and wider applications of systems skills to organizational, structural, and community settings. This program supports working adults who seek a non-traditional doctoral credential, but the DMFT differs from the Ph.D. in its focus on answering the unique demands of clinically-based service providers in mental health professions.

**Neil Katz, Ph.D.**, Director of Training and Organizational Development for the Executive Education Programs at the Maxwell School of Citizenship and Public Affairs at Syracuse University, presented two workshops at SHSS on June 7-8. These workshops addressed "The Power and Potential of Interest-Based Negotiation Strategy" and "Workplace Mediation as a Supervisory and Team-Building Tool".

In May and June, the **Department of Family Therapy** at SHSS initiated a series of workshops by systems therapy specialists to demonstrate ways to develop new solutions to problems. This material is based on the recognition that people already have the resources, knowledge and strengths they need to successfully address their challenges.

Workshop topics included:

*Inspiring Freedom: Zen, Taoism, and Brief Therapy* with Douglas Flemons, Ph.D.

*Marriage 101*, with Anne Rambo, Ph.D.

*Improving Communication in Family and Business*, with Pat Cole, Ph.D.

*Applying Bowen Family Systems to Current Clinical Practice*, with Chris Burnett, Psy.D.

*Family Therapy with Adolescents*, with Jim Hibel, Ph.D., and Tommie Boyd, Ph.D.

These workshops offered ways to solve problems that therapists, parents, partners and individuals can apply.

NSU is only the second academic institution in the U.S., along with Loma Linda University in CA, to offer this doctoral degree.

**Jessica Senehi**, Ph.D., was appointed to the faculty position of Assistant Professor of Conflict Resolution and Peace Studies. Jessica served for DCAR and SHSS as the first NSU Postdoctoral Fellow of Conflict Resolution in 2000-2001, and has been a Visiting Assistant Professor of Conflict Resolution and Humanities since last August of this academic year.

Also, **Judith McKay**, J.D., Ph.D., was appointed to the faculty position of Assistant Professor of Conflict Resolution and Community Studies. She is currently serving as a Visiting Assistant Professor and is Director of DCAR's practicum and community outreach program, Community Resolution Services (CRS).

**Cynthia Irvin**, Ph.D., was appointed Assistant Professor of Conflict Analysis and Resolution, effective July 2002.

**Michele Rice**, Ph.D., was appointed Visiting Assistant Professor of Conflict Resolution, effective July 22nd, 2002. Michele served as a Postdoctoral Fellow of Conflict Resolution in the 2001-2002 Academic Year.

Effective August 12th, 2002, **Debra Nixon**, Ph.D. was appointed Assistant Professor of Family Therapy.

In the winter, **SHSS** collaborated with the Office for Institutional Advancement in conducting an assessment study to set up fundraising priorities such as student scholarships, faculty endowments, and other possibilities.

In February, DCAR held the **2002 Winter Residential Institute** for online masters and doctoral students. Seventy-nine students attended. In addition to classes, technical trainings, a workshop, a career café, and meetings with faculty, special events also included a barbeque at the NSU Recplex sponsored by the SHSS Student Association, a tour of the new library, a social gathering at the Flight Deck, and a film discussion.

SHSS held a successful **Open House** for prospective students in January, drawing almost double the expected number of attendees.

The **Brief Therapy Institute (BTI)**, the Family Therapy Department's practicum site that facilitates SHSS family therapy services for the South Florida community, instituted a successful Spanish-speaking practicum program to address the needs of these clients that was facilitated by Martha Marquez, Ph.D.

**DCAR** and the South Florida Regional Planning Council established a study practicum for community-based collaborations.

SHSS hosted a successful **Open House** in March with 32 attendees.

**Tommie Boyd, Ph.D.**, was appointed Assistant Professor of Family Therapy and Family Systems Health Care, effective August 12th, 2002.

**Janice Burgoyne, MBA**, was appointed to the position of Director of Finance & Administration for SHSS from her previous position as Administrative Manager for SHSS.

Accreditation for the **Family Therapy Masters Program** with the American Association of Marriage and Family Therapy (AAMFT) was renewed for 6 more years.

The Department of Conflict Analysis and Resolution (DCAR), through the facilitation of DCAR faculty member Jessica Senehi, Ph.D., sponsored the **Common Ground Film Festival**, an exceptional presentation of important films that seldom get the audience they deserve. Free screenings, open to the public, were held in February 2002 at the Melnick Auditorium at NSU's Health Professions Division on Main Campus.

The festival's eight award-winning films emphasized the common humanity shared by people in conflict, illustrating why they feel, think and act as they do. Promoting what people have in common while honoring differences between them, these films demonstrated that people can find workable solutions to difficult conflicts.

In March 2002, the Department of Conflict Analysis and Resolution presented lectures and an intensive

**The American Express Employee Recognition Award** winners for Spring 2002 were:  
Sean Byrne, Ph.D.  
Pat Cole, Ph.D.  
Amy Dover  
Yolanda Hankerson  
Chrissy Virzi

The following members of the SHSS community were nominated for the **NSU Stuey Awards**:

- Sean Byrne, Ph.D., director of the doctoral program in Conflict Analysis and Resolution, for NSU Professor of the Year
- The SHSS Student Association for NSU Graduate Club of the Year
- Ann Booth, Ph.D., Director of Enrollment and Student Affairs, for NSU Cocurricular Adviser of the Year
- Cheyenne Corbett, a current PhD student in Family Therapy, for Student of the Year
- Leon de Leon, '97, for SHSS Alumni of the Year.

SHSS hosted an **Internship and Practicum Fair** on May 22. This was the first time the Department of Conflict Analysis and Resolution's practicum sites were featured with those of the Department of Family Therapy. Many students attended, as did 30 agencies and organizations from the community, enhancing and expanding collaborations between both departments and the community.

In June, **Amanda Myrick** was hired as the new SHSS Marketing Coordinator.

In July, **Kelly-Gene Lawson** was hired as the new SHSS

workshop with **Johan Galtung**, Professor of Peace Studies and Director of TRANSCEND: A Peace and Development Network. Sean Byrne, Ph.D., and DCAR doctoral student Margaret Armand organized this event.

The public lecture was on "The U.S. in Conflict" and the workshop taught the TRANSCEND method of conflict transformation by peaceful means.

Johan Galtung is considered the founder of the academic discipline of peace research. He has served as Professor of Peace Studies in Hawaii, mainland America, Europe and Asia. He is also the founder of the International Peace Research Institute in Oslo as well as the Journal of Peace Research.

Admissions and Student Records Assistant.

**Sonia Melendez** joined SHSS as the new DCAR Program Coordinator in July.

**Lee E. Shazier** became our new academic office assistant in August 2002.

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## SHSS ANNOUNCEMENTS

### Faculty and Staff News

**Douglas Flemons, Ph.D.**, Professor of Family Therapy, was appointed the Interim Director of the SHSS Brief Therapy Institute, which provides family therapy and other related services to the community.

DCAR faculty member **Michele Rice, Ph.D.**, moderated the Student Centered Symposium on Trade, Democracy and Justice in US/Caribbean/African Policy in December 2001 at Florida International University. FIU's African New World Studies and the Office of Multicultural Programs and Services from the Division of Student Affairs sponsored this Fourth Annual Student Centered Symposium.

**Sean Byrne, Ph.D.** director of the DCAR doctoral program, participated in a roundtable discussion on *Distance Education and Conflict Resolution Within the Global Arena* at the United States Institute of Peace in Washington, D.C., in November, 2001. Sean also spoke on *International Conflict Resolution* at NSU's Institute for Retired Professionals

**Sean Byrne, Ph.D.**, co-chaired the Board of the National Network for Peacemaking and Conflict Resolution in March in Tucson, AZ, to plan upcoming events and projects.

With DCAR faculty member **Jessica Senehi, Ph.D.**, Sean presented *Planet Storytelling: The Role of Transcultural Storytelling in Peacemaking and Post Conflict Peacebuilding* at the International Studies Association, 39th Annual Conference in New Orleans, March 2002.

At the same conference, Sean organized a panel on *Ethnopolitical Conflicts: Roles for Transformational Conflict Resolution and Peacebuilding*, and presented there with **Cynthia Irvin, Ph.D.**, on *Economic Aid and Transformational Conflict Resolution: Building the Peace Dividend in Northern Ireland*. Sean also participated in a roundtable discussion on *Distance Education and Conflict Resolution Within the Global Arena* at the United States Institute of Peace, Washington D.C., in November 2001.

**Anne Rambo, PH.D.**, consulted with the NSU University School middle school faculty on parent/teacher relationships on March 15th, providing a half day training with family therapy doctoral student Mary Neal. Also, in March, Anne spoke to Nova public High School ESE parents on *Life After High School*. In August, Anne co-wrote an article with **Roni Leiderman** of

in January, 2002;  
 on *Social Cubism, Conflict Transformation and September 11* for the American Jewish Committee in Boca Raton, January;  
 and on *International Terrorism: The Role of Conflict Resolution* to the NSU Bah'ai Student Group, October, 2001.

**Anne Rambo**, Ph.D., presented workshops for parents at Nova Blanche Forman Elementary in January and Nova High School in February based on her recent book, *I Know My Child Can Do Better!* Her book is also featured in the 2002 Back To School issue of Nick Jr. Magazine.

Family Therapy Professor  
**Douglas Flemons**, Ph.D., published a book, *Of One Mind: The Logic of Hypnosis, the Practice of Therapy* with W.W. Norton.

Also, Norton issued his previous book, *Writing Between the Lines: How to Compose Riveting Social Science Manuscripts*, in paperback.

His new book chapters include: *High Noon: A "Fictional" Dialogue*, with C. Ellis; and, with Dr. Shelley Green of the Department of Family Therapy, *Stories That Conform/Stories That Transform - A Conversation in 4 Parts*, in *Ethnographically Speaking: Autoethnography, Literature, and Aesthetics*, edited by A. Bochner and C. Ellis, published by Altamira Press. Douglas gave a juried presentation on *Altering, Not Abolishing*, at the 8th International Congress on Ericksonian Approaches to Hypnosis and Psychotherapy in Phoenix, AZ, in December 2001.

NSU's Family Center for the NSU Public Affairs web site on the recent rash of child murders/abductions.

**Judith McKay**, J.D., Ph.D., taught *Health Care Conflict Resolution* for the College of Allied Health's Doctoral Health Sciences Program.

**Michele Rice**, Ph.D., presented in April at the *Best Practices in Online Learning Forum 2*, sponsored by NSU's Graduate School of Computer and Information Sciences. NSU faculty and students attended her presentation, titled, *Teaching Qualitative Research Methods Online*.

Michele also presented in April at FIU's Office of Multicultural Programs and Services symposium on *An Inclusive Community Building Approach to Management and Administration*. This presentation helped a delegation of Bahamian dignitaries to form effective strategies for establishing a center for training public administrators to offer better service to Bahamian citizens and build community across the board.

**Anne Rambo**, Ph.D., received the 2002 *Contributions to Diversity Award* at the Florida Association for Marriage and Family Therapy Conference in Orlando.

**Natasha Marinoff**, M.S., the SHSS Community Education and Business Coordinator, graduated from our DCAR master's program.

**Chrissy Virzi**, M.S., the Administrative Assistant to the Director of the SHSS Brief

He also offered invited workshops at the 25th Psychotherapy Network Symposium on *Beyond Family Therapy* and *A Day for Beginning Therapists* in March 2002.

Therapy Institute, graduated from our master's program in family therapy.

**Natasha Marinoff**, SHSS Community Education and Business Coordinator, married Jaron Rider in July.

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## EDITING FOR STUDENTS:

an interview with  
Tommie Boyd, Ph.D.

### **Why would some students need an editor?**

Some students have been out of the writing process for a while and need support to get their confidence up and return to academic writing; therefore an editor can help. Students may be stuck in the process of not knowing how to write academically. They may not be confident in their ability to organize or articulate their thoughts on paper. Writers may want an editor to check grammar, punctuation, thematic organization, idea transitions, or APA style. If English is a second language, writers can use editors to make sure their writing is up to English standards.

### **What do you most want the students you edit for to know?**

What writers are trying to say is useful only if expressed in a clear, concise, non-redundant way so readers can understand the topic. Many students know what they want to say in their head, but when their fingers type it on paper, the

### **What advice can you offer about writing in A.P.A. style?**

The APA model is a detailed, organized way to write so the social science reader can quickly understand the material and not get lost in having to stop at inconsistency.

Students may initially fear the APA style because it is unknown; they may feel overwhelmed and intimidated. They need to know that they are learning a very specific process that supports them in writing creatively and professionally. At first, this can seem like two opposite pulls that are hard to mix-being creative and using a detailed model.

Some writers do not want to take the time to learn APA or it doesn't make sense, but it leads to a more formatted paper when the rules are consistently followed. I often tell students that they don't have to like APA, but they will like the look of their paper and like the fact that they get better grades when they do follow it. APA is an accepted writing style, a way of being professional in our specific field. Because the format makes sense to the profession as a whole, it can serve as a way to gain acceptance as a writer.

### **What are your pet peeves about student manuscripts you work with?**

It's important for writers to do everything they can to minimize

meaning just doesn't come through the way they want it to. They do not need to know everything before they begin. Students have their own way of organizing themselves and their work; they have their own writing style. It is important for them to know that they can write, and write the way they want to-it takes work and sometimes, many rewrites-but they can do it. They need not be embarrassed by their writing, just ask for help. This teaches them to write on their own and not need an editor.

### **What problems do you often see in student writing?**

I see a lot of redundancy in writing, which may not be realized until someone points it out; for example, using the same word too many times in one paragraph or on the same page or using similar sentences in various places. A reader will catch these and wonder if the quote has been used before, then have to stop and check. Students may write about one idea with no connection from that idea to the next-no smooth transition. The struggle between being a creative writer and a good editor is difficult when reading our own work-we put blinders on.

Getting started is one of the most difficult challenges for a writer, deciding what's important enough to write about, then actually writing about just that. Also, sometimes academic writers gather so much information on a topic it is difficult to pick out the most important pieces and then logically fit them together. Writers can feel overwhelmed with all that

the editor's time because the clock is running and the student has to pay. The writer should do a thorough spell check, grammar check, and spacing check before submitting the manuscript to an editor. It's difficult to read a manuscript when I have to keep stopping for misspelled words, incomplete sentences, extremely long, paragraph-like sentences, trying to find out where a quote began and ended and page numbers for quotes, which reference pertains to what, etc. This interrupts the flow of attention and makes the editor back up and start over again.

### **How should a writer approach a first draft?**

People ask how they can get what's in their head on paper. I see this stifling the writer's ability to get started. It's important for writers to take time to focus their thoughts and get in touch with what they know and what they want to say, their creativity. I tell them to begin with a word, a sentence, or an idea and forget everything else-don't try to use professional jargon to sound academic-just begin. Put on their creative hat and let the writing flow, sometimes as though it's taken on a mind of its own. Writers often don't know exactly what they're going to say until they start writing.

The material can always be bumped up to an academic level-the edited version. Editing can wait until after the information is on the page, sometimes paragraph by paragraph or page by page. Sometimes it takes a few paragraphs to clear the mind and

information and not know where to begin to bring everything together into a coherent piece of writing.

Organizing and writing a literature review is similar to researching. The writer can ask what the literature is saying and what makes sense in the context of the topic. If writers outline their ideas first from the material they have read, then put the information from all sources into ideas, the paper will develop more coherently. The literature a writer gathers for a paper affects the writer's relationship with the material-it's a circular involvement between the writer and the articles. This circular relationship leads to a well-written text. Problems occur when a writer gets lost in details or tries to put everything they know in one paper.

Writers learn a lot about themselves from the way they write, which is positive. Remaining open in the face of confusion helps writers conceptualize and write better. The confusion that's inevitable in the writing process demands that we hold on to the confusion while we're writing, to learn from that confusion, learn what it's saying to us, rather than getting overwhelmed and shutting down. I learned this from Douglas.

find a good beginning. It also helps to write and then leave it for a while, to step back for an hour, a day, or two days, and then go back to it with a different view. I encourage people to realize that what they put on paper the first time won't look or read like the finished product. They need to relax and allow it to grow with the revisions, to let it become a unique creative piece over time instead of trying to perfect it with the first word.

Many times, writers just want to be finished, but they know something is missing, that it isn't complete. They're so connected to what they've written that they are unable to conceptualize another way to write or put their paper together. This stifles their unique style and, like any other form of writing, good academic writing demands creativity. Writing can really be fun!

Editing clients can contact Tommie Boyd at [wjboyd3@yahoo.com](mailto:wjboyd3@yahoo.com).

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## EDITING FOR STUDENTS:

an interview with  
Jacqueline Sparks,  
Ph.D.

### Why would some students need an editor?

First, to get good grades, to pass courses. You may have a great idea, but if it isn't presented well, written in a sharp, coherent way, you won't get credit for how good it is. Professors, like any other readers, are affected by how something's presented. Professors won't like a work that doesn't flow, that isn't written well - and that will affect your grades. It will also affect how quickly you can complete the qualifying process and the dissertation. You may also want an editor simply to learn to write better. Or, you may want to publish, and a good editor can help that happen for you.

An editor can help you maximize your ideas. Editors can help you learn how not to need editors anymore. After working with a good editor a couple of times, you should not need one as much. It's therefore an investment in your learning.

A good editor can also save you

After some feedback, clients need to use what the editor gives them, then come back for one more look. Use an editor sparsely but intensively. There's no need for repeated and ongoing contact throughout every phase of the paper. Engage your editor and listen, starting with the beginning of the first conversation. Make sure you are clear about what your editor is telling you, then put that feedback to use. Otherwise, you could reach a point of diminishing returns, where more feedback is not necessarily going to clarify the problem. What my clients come up with on their own, even with minimum feedback from me, is usually the best.

Clients should not feel they have to do everything an editor advises. It's the author's choice as to whether or not to use the editor's suggestions. An editor should not get the credit or the blame for the outcome of the client's work. That's what being an author is: you're going to get the glory or the criticism. The editor is a tool, like a dictionary. Writers have to decide how to put everything together so it's their artistic creation.

Working with an editor can free up writers to really try to get everything down instead of panicking. But people need to do the upfront struggle themselves, get everything on paper and organize it. Struggle with the concepts and the organization. You have to be a writer before you

time and aggravation. You can be the idea person and enlist an editor to help you with APA format, for example, and other not so exciting work.

Not all students would want to use an editor. If you feel you have solid writing skills and can learn APA well on your own, you probably won't need an editor. But don't forget to have others read your work, people whose judgment you can trust.

A good editor will offer a knowledgeable set of eyes to give you an invaluable perspective on your writing, on the development of your ideas, and on the ideas themselves. A good editor will show interest in what you're saying, and will engage you in a conversation around your ideas. Someone with a special knowledge, not only about writing but also about your field, can give you a new perspective on what you're trying to say.

What problems do you encounter most often with editing clients?

My clients bring me a variety of requests and concerns. Chief among those are the everyday kinds of sentence and paragraph structure, referencing, correct formatting, punctuation - basic writing skills problems that need to be addressed at a graduate level.

I'm often asked, "Tell me if this makes sense. Am I all over the place? Are the ideas flowing, is there enough logic to what I'm saying?" People ask for help with simply making sense of what they're trying to put down.

work with an editor.

People shouldn't use editors just because they don't have the time or energy to look things up in the APA manual. The whole idea should be to use an editor so that you eventually won't need one. Editors are there to catch all the little things you don't know to look up or just don't see.

### **How should a writer approach a first draft?**

Do your homework first: go to the library, to the data bases, and collect the relevant reading sources. Do an outline based on that. The outline should contain the main points you want to make in the paper - no more than 2 or 3 points. Then do a literature review, and then the body of the paper. Then do your conclusion. Proceed in a step by step fashion. Academic writing has a lot of rules, lots of do's and don'ts. Choose ideas that involve your highest degree of interest, and get something down. From then on, you'll be revising and reworking the material. That's the point you can engage an editor.

Know who your audience is, what's going to be appropriate for your readers. You could publish in any number of venues once the work is completed. An editor can advise you on that what are possible options for publishing.

Finally, a good editor can help you relax and enjoy-yes, actually enjoy-the writing process. When you're enjoying yourself, you will see it flows better and reads better overall.

Punctuation raises a high level of anxiety. I also get questions about formatting references and whether there's enough referencing.

### **What are your pet peeves with editing clients?**

If someone gives me something to look at that isn't complete - they may ask me to contribute more than I feel is appropriate for my role as editor. The first thing I ask to see is a completed draft-not the end product, but a version that has all the elements from start to finish as best the author can make it, their best first attempt. I find it difficult when time gets wasted because I'm asked to work on a segment of a paper. I need to see their best first draft effort for me to make coherent comments about the total concept.

You can contact Jackie Sparks at [sparksj@nova.edu](mailto:sparksj@nova.edu)

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## THE TEACHER AS STUDENT

Currently a Fulbright Scholar, DCAR doctoral student Joshia Osamba had already taught for 10 years at Egerton University, Kenya's 4th largest university. At Egerton, the oldest agricultural college in East and Central Africa, Joshia has taught history, governance, military history, constitutionalism and conflict resolution, society and international humanitarian law, "which we call Peace Studies, my key area of interest." Joshia has taught at every level in the Kenyan educational system, and has trained teachers. A thoughtful and quietly eager conversationalist, he speaks with calm authority about his chosen area of study because he's faced its great challenges in life, not just in books.

In the 1990s, when multi-party politics were introduced in Kenya, a great deal of ethnic animosity and violence followed. "We encountered conflict across the political divisions that affected mainly western Kenya, where my university is located." When parties formed along ethnic lines, the resulting clashes left more than 1000 killed. Thousands more were displaced from their homes. "Lots of property was destroyed. There was extensive insecurity and fear. So I wrote a proposal to one of the

### *the politics of real people*

This balance between political and social possibilities is very important to Joshia's work. "In multiparty politics, a ruling party can't always see eye to eye with the opposition party. This can lead to fears of people and organizations being marginalized or punished." As a result, Joshia is writing about the ways that multiparty politics can contribute to ethnic problems. "We need to educate Africans in political coexistence," Joshia insists. "We need to be able to agree to disagree and remain friends and colleagues.

Kenya's current ethnic problems have roots similar to those of many African countries that were artificially organized in ways that included historical enemies in the same governments. Traditional enmities have persisted where geographic divisions have not changed, so that different ethnic groups occupy different parts of the country. "There are not lots of ethnic interactions in rural areas, a situation that supports strong ethnic solidarities. But when people go to the towns, they mix with other ethnic groups. Some begin to see the towns as homes, while others retain ties to rural roots. As a result, the younger generations are interacting more with others, but the older ones maintain more commitment to their ethnic backgrounds."

Colonialism in Africa promoted

leading research organizations in Africa: The Council For the Development of Social Science Research in Africa (CODESSRIA) in Dakar, Senegal. My proposal was for their 1998 Governance Institute, whose theme was 'Security, Violence, and Public Order in Africa'. My proposal, one of 15 accepted from all parts of Africa, was 'Violence As a Political Tool: Some Lessons From Kenya'."

### *linking with kindred spirits*

Scholars from different parts of Africa attended the 6-week Institute. It featured lectures by resource persons from different parts of the world. "From interactions at this conference, I developed a greater interest in conflict resolution. Also, I joined a newly launched NGO called The Center For Conflict Resolution in Kenya. Based in Nakuru, where my university is located, its objective has been to help create peaceful coexistence among the various ethnic groups in the Rift Valley Province, as well as to promote constructive approaches to conflict resolution. Through the NGO we brought in members of different ethnic groups to help them resolve conflicts. The NGO received funds from USAID and Ford Foundation."

Joshia's professional capabilities advanced as he worked where the need was great. "USAID sponsored me to attend a 2-month training course in South Africa at The Center For Conflict Resolution in Cape Town. There I was trained as a facilitator and trainer so I could return home and

ethnic fighting, putting one group over another, which perpetuated old tensions. "Also, we haven't had very good leadership. Those in power tend to use resources for their own groups, rather than sharing with different groups. Ethnic groups get marginalized. We need leaders to see leadership as service, not just a way to acquire wealth for themselves and their supporters."

### *alternatives to animosity*

Until democracy is firmly rooted, people in charge can use military power or other state machinery to punish their opponents in most African states, Joshia points out. In Kenya, civil servants can dismiss complaints at will and the president cannot be impeached. "The key is to educate the people. Multiparty politics can work in Africa, but to have such democracy, we need openness. If we had many political parties, this would be another kind of difficulty. We need a few political parties that are strong, rather than ten or twenty that divide the voters too much."

Cultural interactions can promote positive differences. "During festivals, singing and dancing people share the cultural heritage with other groups. In terms of music, tribal groups borrow from each other. We have lots of festivals every year. Schools have festivals where they sing songs from other ethnic groups."

Kenyan ethnic and political differences are more contentious than cultural differences. Joshia points out that there are "more

train others in promoting conflict resolution techniques."

During his two months in South Africa, Joshia met many conflict resolution experts. Returning home, he ran conflict resolution trainings and linked the Cape Town organization with the one in Kenya. When Joshia then applied for a Fulbright to study conflict resolution further, the Fulbright Program recommended NSU's Department of Conflict Analysis and Resolution.

### *keeping busy*

"I had to start from scratch here," Joshia says. "Everything was new, even though it fit with my interests, particularly facilitation and such, with which I had experience. I've learned a lot about conflict theories, which I found very interesting." Joshia will put this education to use as soon as he graduates. "I'm on study leave, so as soon as I complete my studies, I must work at the university, teaching for at least 5 years."

He hopes to work for international organizations, spreading the use of conflict resolution techniques to a larger audience. "I'm writing a lot in this area. While I was in South Africa, I wrote a paper that I presented at the All Africa Conference on Indigenous Approaches to Conflict Resolution in Addis Ababa, November 1999."

After coming to NSU, Joshia then presented two papers at the University of Massachusetts in Boston, one on "Indigenous Methods of Conflict Resolution", the other on "Ethnic Conflict in

arguments over who controls the state's resources than anything else. The political elite don't consider potential benefits to ordinary people often enough. Common people all suffer the same, no matter what ethnic group they're from. The key is educating these people so they will be able to coexist. Then their political differences won't make them enemies."

### *the journey to South Florida*

"When I was younger, I wanted to be a lawyer or administrator for the district. I was not good in sciences, but was good in humanities. But my father wanted me to be a teacher and I've not regretted it. I enjoy it." Joshia has earned his right to be a teacher. "I've always struggled and have been dedicated, been disciplined in my academic endeavors. Nothing was given to me on a silver platter. Discipline is important in the academic world." In terms of academic achievements, "Getting the Fulbright was the most prestigious thing I every achieved. It was very competitive. They selected 7 out of 200 applicants, and we had to go through four stages of competition: writing a proposal, then defending that proposal, then an oral interview, and then we had to do the GRE and TOEFL."

All that effort led to the DCAR program at SHSS. "It was a real struggle, but I'm happy I came to NSU. I like the weather here, being a bit allergic to cold. The faculty here is very supportive to students, very accessible. Unlike in my country, I don't always have to

Kenya". He has published articles in several journals around the world, including the NSU Law Review Journal.

"I also was selected as one of 12 practitioner scholars under the auspices of The Network of Communities For Peacemaking and Conflict Resolution based in Pennsylvania. My duties include writing three articles for publication."

***we're not in Kenya anymore***

Joshia has found life in South Florida to be very different from home life in West Kenya. "I come from a large polygamous family," he explains. "My father has 4 wives. I'm the second born of wife number two. So I grew up in a communal form of life, where sharing is very important. People in America are much more individualistic. In my society, when you meet people, you greet them more - I miss that." That's not all he misses. "I'm married with 5 children, and they're all in Kenya. So it's more lonely here, and life is very hectic, people are very, very busy."

Life in America has other notable differences from African lifestyles. "People here are very committed and show up on time. In Africa we're more relaxed. Patriotism is very strong in the U.S., but people in Africa are more loyal to their ethnicity. We know what group people are from by their names. Also, political differences are more manifest in Africa. Many people see those from other groups as enemies. In America, after the arguments over the elections,

make an appointment to see my professors." What changes would he like to see in the program? "There should be more full time residential students. And one thing that really affected me is that I have a master's degree but had to start over, because my credits weren't transferable. So that was a detriment. It would have been great to have better credit transfer."

Joshia is the current International Student Representative in the Student Association. "The Student Association is good for bringing students and faculty together. We should all continue to promote it," he observes, demonstrating his continual attention to efforts that bring people into cooperative activities that benefit everyone involved.

people went back to doing things together. But in our communal life back home, we share problems - I value that very much. Americans are more communal in politics, Kenyans more communal in family and ethnic groups."

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# SHSS Dialogs

news from our local and global community

When Professor Johan Galtung, who many consider the principle founder of Peace Studies, came to South Florida, he presented a weekend of trainings and a public lecture on ways to transform conflicts. His work has earned admiration around the world.



Johan Galtung, Professor of Peace Studies and Director of TRANSCEND: A Peace and Development Network, presented ways to transform conflict by peaceful means.



Johan Galtung with Sean Byrne, Ph.D., director of DCAR's doctoral program. Sean's international work has helped provide a context for DCAR students to appreciate the scope of Professor Galtung's work.




Sean and Margaret were two of the principle organizers of the Galtungweekend. There isn't room in the picture for Florence Ross, Natasha Rider, Jessica Senehi, Marcia Sweedler, the SHSS Student Association, and everyone else who worked hard to make this event possible.

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 <i>news from our local and global community</i>		
	<p><b>SHSS ANNOUNCEMENTS</b></p> <hr/> <p><b>Alumni News</b></p> <hr/> <p><b>Paul Maione</b>, Ph.D, SHSS faculty adjunct and doctoral graduate in family therapy, announced that he and his wife Angie, had their first daughter, Hanna Theresa Maione, on New Years Day, 2002.</p>	<p><b>Cindy Silitsky</b>, Ph.D., a graduate of our doctoral program in family therapy and popular adjunct faculty member here, has been hired to a faculty position at St. Thomas University. She will teach graduate family therapy and counselor education courses.</p>

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## SHSS ANNOUNCEMENTS

### Student News

Family therapy doctoral student **Maria Pinkston**, program coordinator for Take Stock in Children, was named to the Board of Directors for Broward Meals on Wheels.

**Robert Keller**, a doctoral student in DCAR, lifted and placed first at the USPF Collegiate National Powerlifting Championships in May 2002 at Arcadia University in Glenside, Pennsylvania.

The **SHSS Student Association** initiated a peer mentoring program between cohorts to help newer students benefit more directly from the experience of fellow students more advanced in the various programs.

From January-April 2002, **Rodrigo Afanador**, a DCAR doctoral student, taught the *Fundamentals of Conflict Resolution Certificate Program* at the Center for Labor Research and Studies at Florida International University.

At the Broward County Main

**Joshia Osamba** was appointed an NSU Presidential Knight for the year 2002-3.

**Misty Wheeler**, a DCAR master's student, was appointed by The Florida Bar to sit as a Grievance Committee Member for the next three years.

DCAR doctoral students **Guilherme Batista, Karen Jenkins, Gabriel Posadas, Helena Rozlivkova, and Lieutenant Superville** published, with Sean Byrne, Ph.D., *Early Warning and Contingency Approaches: Shaping a Multi-Dimensional Peace-Building System Within Ethnic Conflicts* in the Sri Lanka Journal of International Law, Volume 13, in 2001.

**Greg Vecchi**, a DCAR doctoral student, published *Hostage/Barricade Management: A Hidden Conflict Within Law Enforcement* in the FBI Law Enforcement Bulletin, 71(5), 1-7 (2002). His other recent publications include:

DCAR graduate **Florence Ross**, Ph.D., was honored by Florida Leader magazine, a publication for Florida college students. She was featured in their Best of Florida Schools 2002 issue as *Best Octegenarian* for receiving her doctorate at age 82.

DCAR doctoral student **Kathleen Harmon** published *Mediation:*

Library in Fort Lauderdale, several community groups sponsored a *Summit on Ending Inter-Ethnic Conflict* on February 16, 2002.

DCAR doctoral student **Joshia Osamba** and master's student **Marcella McKoy** co-facilitated a workshop on inter-ethnic family conflict.

Master's students **Bennie Barnes**, **James Jean-Francois**, **Andrea Owes**, and **Christine Livingston** co-facilitated a workshop on inter-ethnic school conflict. In addition, DCAR doctoral student **Ann Mitchell** and visiting research scholar **Sam Godongs** participated in the workshop on inter-ethnic community conflict.

**Joshia Osamba's** paper, *Peace Building and Transformation From Below: Indigenous Approaches to Conflict Resolution and Reconciliation Among the Pastoral Societies in the Borderlands of Eastern Africa* was published in ACCORD, the African Journal of Conflict Resolution, No. 1/2001, University of Durban, Westville, South Africa. This paper is also available online from [www.accord.org.za/publications](http://www.accord.org.za/publications).

On February 1, 2002 DCAR doctoral student **Bini Litwin** presented a paper on *Social Cubism: A Multi-Modal, Multi-Factor Analysis of the Origins of Workplace Violence* at the 11th Annual Conflict Symposium sponsored by Carleton Law School in Ottawa, Ontario.

The **SHSS Student Association** organized a weekly *Meditation Club* led by DCAR doctoral student **Hansa Dinnath** and

*Satisfaction in the Process and Outcome* in the June 2002 issue of Construction Briefings.

Doctoral DCAR student **Robert Keller** competed in the 125k weight class of the 2002 IPF World University Student Powerlifting Championships, in Novgorod, Russia, in April 2002. He won a bronze medal in the squat (295kg), a bronze medal in the bench press (180kg), a silver medal in the deadlift (275kg), and a bronze medal overall (750kg).

Family therapy doctoral students **Cheyenne Corbett** and **Jeff Krepps** had a baby girl named Logan McKenzie on June 17, 2002. She was 7 lbs, 11 oz., and 20 inches, and put her mom in a very short labor.

In March 2002, DCAR doctoral student **Margaret Armand** presented a workshop titled *Conflict Resolution and the Rights of Women* at the National Organizations of Women Rights in Haiti- Conference organized in Miami by The Edge World Wide Organization.

In March, Margaret was a guest speaker at the *Women in Diversity* event organized by the Broward County Women's History Coalition, American Association of University Women, and League of Women Voters. Margaret presented on *Minority Women in Politics*.

Margaret also present a workshop at Tulane University's Department of Caribbean Studies in April on *Reclaiming our Soul: Healing in Haitian Vodou*.

Also in April, Margaret presented at the International Conference on

faculty advisor Sean Byrne.

The **SHSS Student Association** was nominated as a candidate for NSU Student Organization of the Year.

In March, DCAR doctoral student **Joshia Osamba** presented a paper on *The Culture of Peace and Mechanisms of Conflict Resolution Among the Pastoral Communities in Eastern Africa* at the International Study Association's (ISA) 43d Annual Convention in New Orleans.

Joshia also published a paper titled, *The Dynamics of Ethnopolitical conflict and violence in the Rift Valley province of Kenya* in the Journal Nationalism & Ethnic Politics (London)-Vol.7, Winter 2001, No.4.

DCAR master's student **Gabriel Hermelin** was recently selected, along with seven others, to co-author a book intended for college students and student affairs staff. *Inspiration For Lesbian, Gay, Bisexual & Transgender (LGBT) Students & Their Allies* is the fourth book in the Inspiration Book Series published by The Collegiate EmPowerment Company, Inc.

DCAR students offered presentations during March at *Peace Place*, situated in the Broward County Library's Main Branch in Fort Lauderdale. Talks included **Michael Schules** on *The Future of Peace Place*, **Ismail Sarabi** on *The Roots of Violence*, and **Gary Kissel** on *What is Peace & How Can it be Achieved?*  
A non-profit and non-political

Conflict Resolution: A Dialogue among Cultures and Religions on *Conflict Resolution and Dialogue in Haitian Vodou*. This conference was organized by the International Association of University Presidents, Brigham Young University, The Foundation for Interreligious Diplomacy, and was hosted by Union Theological Seminar.

**Bonita Para**, a DCAR master's student, became a certified mediator for the Benton Franklin Dispute Resolution Center for community mediations in Kennewick, Washington.

The Educational Leadership Department of Clark Atlanta University presented DCAR doctoral student **K. Michelle Scott**, Ph.D. with their *Special Recognition Award for Contributions to Service Learning*.

organization, Peace Place presents the public with opportunities to explore practical paths to peace, operating in cooperation with the Broward County Library and the Department of Conflict Analysis and Resolution.

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## SHSS ANNOUNCEMENTS

### Transitions

**Barbara Janus, PH.D.**, a graduate of our family therapy doctoral program, passed away in July 2002. She was 53. An energetic and dedicated student, Barbara contributed a great deal of time and attention to people, projects and causes she believed in.

Shelley Green remembers, "I worked a lot with Barbara, and was always amazed by her energy, her eternal sense of humor, and her warmth. She was unbelievably committed to getting her degree. As a returning student after excelling in several other careers for 20-plus years in education and retail, she had a voracious appetite and enthusiasm for her various projects. She was also tremendously committed to her family-her children and grandchildren were her primary love and source of inspiration."

Anne Rambo adds, "I remember Barbara's great sense of humor, her warmth, and her consummate professionalism - she always showed up early, dressed to the nines in stockings and heels when some of the other students would drag in late in jeans."

\*

**Yolanda D. Thomas**, a distance DCAR doctoral student, died in a boating accident in July 2002. An exceptional person with an endearing zest for all things academic, Yolanda's thirst for knowledge was surpassed only by her zest for life and warm presence.

Sean Byrne remembers Yolanda as a welcome member of the DCAR community. "She had great warmth and was very witty. Yolanda showed a great sense of intellectual humor."

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