



EXTENDED CAMPUS

COLLEGE *of* PROFESSIONAL
and CONTINUING STUDIES

HR 5023-494: Research in Human Relations

Course Description:

This course is designed to provide basic skills in statistical methods, data analysis and evaluation, as well as an introduction to the concepts of research design, methodology, sampling techniques, measurement, and internal/external validity. This will involve students using skills necessary to design and implement an applied research project related to their areas of concentration in Human Relations. The methodological approaches covered in this course are varied and include a wide range of social science orientations. Emphasis will be placed on students' understanding of research methods and becoming critical consumers of research. This course will also offer critical analysis of the statistical and research methods utilized in research studies.

Course Dates:

January 2 – April 30, 2019

Last day to enroll or drop without penalty: December 4, 2018

Site Director:

This is a three-credit hour online course. Please see your local Site Director or email our online site coordinator at aponline@ou.edu

Professor Contact Information:

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|-------------------------|--|
| Course Professor: | Shannon Bert, Ph.D. |
| Mailing Address: | University of Oklahoma 601 Elm Ave PHSC 706 Norman, OK 73019 |
| Telephone Number: | 405-325-1766 |
| Email Address: | bert@ou.edu |
| Virtual Office Hours: | Monday and Wednesday 9:30 – 12:30 PM CST |
| Professor availability: | The professor will be available via email to students during the above listed Virtual Office Hours and other methods by arrangement. |

Textbook(s) and Instructional Materials:

Student materials are available at the OU Bookstore Website at <https://ou.textbookx.com/institutional/index.php>. There is no longer a physical bookstore, the store will remain, but textbooks will not be stocked. The website has book selling, renting, buying, returning, and order tracking capabilities. If you need help with an order, or if you have any questions contact the toll-free phone at 1-(855)-790-6637, agents are available from 9a – 5p (EST) Monday – Friday. For more information or questions about textbooks, feel free to contact apsyllabi@ou.edu. Text prices are available online

1. Gay, L.R., Mills, G. E., & Airasian, P. (2015). *Educational research: Competencies for analysis and applications* (11th ed.). Old Tappan, NJ: Pearson Education. ISBN 9780134041032.
2. Materials posted on the OU Canvas learning management system: Access Canvas at <https://canvas.ou.edu>, enter your OU NetID and password, and select course to access material. If you require assistance with Canvas, please click on the Help icon. You can search the Canvas guides, chat with Canvas support, or contact OU IT.

OU Email:

All official correspondence from instructors will be sent only to students' ou.edu address.

Online Orientation:

The College of Arts and Sciences offers an online orientation for students who are enrolled in online or blended courses. The purpose of the orientation is to ensure that students are well prepared both technically and practically to take online courses. The orientation can be found on their website at:

<http://www.ou.edu/content/cas/online/student-online-orientation.html>

The College of Arts and Sciences Online and Academic Technology Services office is here to assist you with any questions, problems, or concerns you may have. For assistance visit their website at

<http://www.ou.edu/content/cas/online/student-information.html> or contact them by telephone at: (405)

325-5854 or email: casonline@ou.edu

Course Objectives:

- To provide an understanding of various statistical and research methods and an understanding of the ways in which these methods can be appropriately applied;
- To provide an opportunity to learn basic statistical procedures (basic descriptive and inferential statistics) useful in summarizing and analyzing data;
- To provide an understanding of quantitative and qualitative research methods and appropriate utilization;
- To provide an understanding of the issues of validity and reliability;
- To provide the student with basic knowledge related to different types of research designs and program evaluation;
- To provide the student with the knowledge to critically evaluate research projects;
- To provide the ability to develop a research question/research proposal with hypotheses;
- To discuss the ethical considerations in research with human subjects.

Tentative Weekly Schedule:

Due Dates for all assignments will be posted in Canvas.

| Week | Assigned Reading | Assignment | Due Date |
|-----------------------------|---|--|---|
| Week 1 January 1 – 6 | N/A | Familiarize yourself with the Canvas site for the course and complete an Introduction post with an emphasis on locating 1 – 2 group members. | Sunday, January 6 by 11:59 PM CST |
| Week 2 January 7 – 13 | Gay et al.: Ch.2: Selecting and Defining a Research Topic | Group Writing (Topic and Reference Search) Quiz #1 | Sunday, January 13 by 11:59 PM CST |

| Week | Assigned Reading | Assignment | Due Date |
|--------------------------------------|--|---|--|
| Week 3 January 14 – 20 | Canvas Material: Topic 2 – Experimental vs. Nonexperimental Studies; Topic 15 – Locating Literature Electronically | Group Writing (Title Page & Abstract) Quiz #2 | Sunday, January 20 by 11:59 PM CST |
| Week 4 January 21 – 27 | Gay et al.: Ch.3: Reviewing the Literature | Group Writing (Introduction Section) Quiz #3 | Sunday, January 27 by 11:59 PM CST |
| Week 5 January 28 – February 3 | Gay et al.: Ch.4: Preparing and Evaluating a Research Plan | Research Paper Title Page, Abstract, and Introduction Section Due Quiz #4 | Sunday, February 3 by 11:59 PM CST |
| Week 6 February 4 – 10 | Gay et al.: Ch.5: Selecting a Sample | Group Writing (Literature Review) Quiz #5 | Sunday, February 10 by 11:59 PM CST |
| Week 7 February 11 – 17 | Gay et al.: Ch.6: Selecting and Measuring Instruments | Group Writing (Literature Review) Quiz #6 | Sunday, February 17 by 11:59 PM CST |
| Week 8 February 18 – 24 | Gay et al.: Ch.7: Survey Research | Research Paper Literature Review Section Due Quiz #7 | Sunday, February 24 by 11:59 PM CST |
| Week 9 February 25 – March 3 | N/A | Exam I: Chapters 2 – 7 | Sunday, March 3 by 11:59 PM CST |
| Week 10 March 4 – 10 | The Collaborative Initiative Institutional Training Initiative (CITI) http://www.citiprogram.org/ | Research Ethics Education - CITI Certification Completion Report Due | Sunday, March 10 by 11:59 PM CST |
| Week 11 March 11 – 17 | Gay et al.: Ch.8: Correlational Research | Group Writing (Methodology Section) Quiz #8 | Sunday, March 17 by 11:59 PM CST |
| Week 12 March 18 – 24 | Gay et al.: Ch.9: Causal-Comparative Research | Group Writing (Methodology Section) Quiz #9 | Sunday, March 24 by 11:59 PM CST |
| Week 13 March 25 – 31 | Gay et al.: Ch.10: Experimental Research | Research Paper Methodology Section Due Quiz #10 | Sunday, March 31 by 11:59 PM CST |
| Week 14 April 1 – 7 | Gay et al.: Ch.11: Single-Subject Experimental Research | Group Writing (Data Analysis Section) Quiz #11 | Sunday, April 7 by 11:59 PM CST |

| Week | Assigned Reading | Assignment | Due Date |
|--------------------------|---|---|--|
| Week 15 April 8 – 14 | Gay et al.: Ch.12: Descriptive Statistics | Group Writing (Data Analysis Section) Quiz #12 | Sunday, April 14 by 11:59 PM CST |
| Week 16 April 15 – 21 | Gay et al.: Ch.13: Inferential Statistics | Group Writing (Data Analysis Section) and work on Group Member Evaluations | Sunday, April 21 by 11:59 PM CST |
| Week 17 April 22 – 28 | N/A | Research Paper Data Analysis Section and Group Member Evaluations Due | Sunday, April 28 by 11:59 PM CST |
| Week 18 April 29 – 30 | N/A | Exam II: Chapters 8 – 13 | Tuesday, April 30 by 11:59 PM CST |

Assignments, Grading, and Due Dates:

All communication for this course will take place via Canvas.

Checking Canvas

Regular updates and relevant information regarding the course will be posted to the “announcements” page on Canvas (that is the main page you access when you first log on). This will include module-specific information and updates. In order that you ensure that you do not miss any new information of relevance to the course, you will be responsible for checking the “announcements” page **at least once each week**.

All course content and materials will be accessed via the Canvas site under the “modules” tab. Required readings, quizzes, assignments, and grading rubrics will be organized on Canvas under the weekly modules. There will be a separate module for each of the eighteen weeks of the course. Finally, all assignments are due in the relevant “assignment.” **Please note that all deadlines for assignments are 11:59 PM CST.**

Exams (100 points each):

There will be two exams primarily comprised of material presented in lecture slides and the text, and will be multiple choice.

Group Research Paper (150 points)

In groups of approximately two-three, students will write a research paper that will consist of a title page (10 points), abstract (10 points), introduction (30 points), literature review (30 points), methodology (30 points), data analysis (30 points) and reference section (10 points) describing an applied research project. This will be presented in APA format **and deadlines (as stated in the Tentative Course Schedule) must be adhered to. Five points will be deducted for each day an assignment is late.**

Most universities have a writing center, a place for students, faculty, and staff to meet and talk about writing. The ConocoPhillips Writing Center here at OU is a resource I encourage you to use. As a writer you will want to seek feedback from many different readers. The writing consultants at the writing center are able to talk with you about your writing--at any stage in the process and for any course you are taking.

You can make an appointment (online or by phone) and you can drop in whenever they are open. I urge you to visit the web site for more information: www.ou.edu/writingcenter.

Evaluation of Group Member Participation (25 points):

Upon turning in your final section of the Group Research Proposal Paper, each student will be required to fill-out an “Evaluation of Group Member Participation” form **for themselves and each member** of their research group. Scores for an individual will be based on an average score received from group members.

Research Ethics Education (25 points):

The goal of this assignment is to better acquaint students with basic ethical principles that underlie conducting research with human subjects. The Collaborative Initiative Institutional Training Initiative (CITI) provides “research ethics education to all members of the research community.” Login to the CITI home page – <http://www.citiprogram.org/> you will need to create a login ID). Complete all of the **Social Behavioral Science Modules** and quizzes to earn CITI certification.

The final product will be the CITI completion report, which students may submit as a Word, PDF, or an .html file in its corresponding Canvas assignment. Students must receive at least a 70% average on the subtests to receive credit; students may complete subtests as many times as desired.

Attendance Quizzes (100 points):

After the first class, attendance will be worth a total of 10 points. That is, you may receive up to 10 points on 12 quizzes by successfully answering 10 multiple-choice or true/false questions (1- point each) related to the material presented that week. Likewise, if you fail to complete a specific week’s quiz, you will not earn the 10 points. **Students’ 2 lowest quiz scores will be dropped prior to calculating their final grade in the course.**

Grading:

This is a letter-graded course: A, B, C, D, or F.

| Assignment | Points Available |
|---------------------------|-------------------------|
| Exam I | 100 points |
| Exam II | 100 points |
| Research Paper | 150 points |
| Group Member Evaluation | 25 points |
| Research Ethics Education | 25 points |
| Attendance | 100 points |
| Total | 500 points |

Notice: Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.

Policy for Late Work:

Please contact the professor regarding his/her policy for late work

Attendance Policy:

In addition to interaction via Canvas and email contact, students are required to contact the instructor via email or telephone **before** the beginning of the course term for an initial briefing. Although physical class meetings are not part of this course, participation in all interactive, learning activities is required.

Student assignments and student/instructor communications will be conducted via Canvas, although students may contact the instructor via telephone, postal mail, email, or fax as needed

Incomplete Grade Policy:

A grade of “I” is not automatically assigned, but rather must be requested by the student by submitting to the instructor a “Petition for and Work to Remove an Incompleted Grade” form. An “I” can never be used in lieu of an “F” nor can an “I” be assigned because of excessive failure to participate in class activities.

Technical Support Information:

If you experience technical problems, contact Information Technology by visiting their website at: <http://webapps.ou.edu/it/> or contacting them by telephone at: (405) 325-HELP (4357).

POLICIES AND NOTICES

Attendance/Grade Policy

Note: Attendance/absences do not apply to online courses. However, participation in all course activities is extremely important to student success in online courses.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution's policy regarding "I" (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any "I" (Incomplete) grades by the end of the term or he/she may be placed on "financial aid probation." If the "I" grade is not resolved/completed by the end of the following term, the student's Financial Aid may be suspended making the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

Academic Integrity and Student Conduct

Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore all work and all grades should result from the student's own understanding and effort.

Academic misconduct is any act which improperly affects the evaluation of a student's academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. Academic misconduct includes: cheating and using unauthorized materials on examinations and other assignments; improper collaboration, submitting the same assignment for different classes (self-plagiarism); fabrication, forgery, alteration of documents, lying, etc...in order to obtain an academic advantage; assisting others in academic misconduct; attempting to commit academic misconduct; destruction of property, hacking, etc...; intimidation and interference with integrity process; and plagiarism. All students should review the Student's Guide to Academic Integrity at http://integrity.ou.edu/students_guide.html

Students and faculty each have responsibility for maintaining an appropriate learning environment. All students should review policies regarding student conduct at <http://studentconduct.ou.edu/>

Accommodation Statement

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

Adjustment for Pregnancy/Childbirth-Related Issues

Should you need modifications or adjustments to your course requirements because of documented pregnancy-related or childbirth-related issues, please contact me as soon as possible to discuss. Generally, modifications will be made where medically necessary and similar in scope to accommodations based on temporary disability. Please see <http://www.ou.edu/content/eoo/faqs/pregnancy-faqs.html>.

Title IX Resources

For any concerns regarding gender-based discrimination, sexual harassment, sexual misconduct, stalking, or intimate partner violence, the University offers a variety of resources, including advocates on-call 24/7, counseling services, mutual no-contact orders, scheduling adjustments, and disciplinary sanctions against the perpetrator. Please contact the Sexual Misconduct Office at smo@ou.edu or (405) 325-2215 (8-5), or the Sexual Assault Response Team at (405) 615 -0013 (24/7) to report an incident. To learn more about Title IX, please visit the Institutional Equity Office's website at <http://www.ou.edu/content/eoo.html>

Course Policies

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course.

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: <http://www.goou.ou.edu/>

INSTRUCTOR VITA

Shannon S.C. Bert, Ph.D.

Education

- 2001 BA in Psychology, University of Oklahoma
- 2004 MA in Developmental Psychology, University of Notre Dame
- 2006 Ph.D. in Developmental Psychology, University of Notre Dame
- 2005 – 2007 Postdoctoral Fellowship, Georgetown University

Current Positions

- 2012 – Present Associate Professor - Department of Human Relations, University of Oklahoma, Norman, OK.
- 2012 – Present Advanced Programs Liaison - Department of Human Relations, University of Oklahoma, Norman, OK.
- 2008 – Present Graduate Program Instructor - Advanced Programs, Department of Human Relations, University of Oklahoma, Norman, OK.

Frequently Taught Advanced Programs Courses

- HR 5403 Psycho-Social Development
- HR 5023 Research in Human Relations
- HR 5743 Violence Against Women and Children
- HR 5713 Women, Work and the Family
- HR 5013 Current Problems in Human Relations
- HR 5970 Special topics/Seminar: The Prevention/Intervention of Critical Social Issue

Major Areas of Teaching and Research Interest

- Developmental Theory
- Applied Research Methods and Advanced Research Methods
- Research for Human Relations
- Protective Factors and Resilience
- Biracial/Multiracial Identity Development
- Prevention and Intervention Programs for Disadvantaged Populations
- Emergent Adulthood
- Current Problems
- Violence Against Women and Children
- Women, Work, and the Family

Representative Publications and Presentations

Refereed Publications

- Bert, S.C., & Farris, J. R. (2016). Motherhood. In R.J.R. Levesque (Ed.), *Encyclopedia of Adolescence*. Springer International Publishing Switzerland.
- Farris, J.R., Bert, S.C., Nicholson, J., Glass, K., & Borkowski, J.G. (2013). Effective intervention programming: Improving maternal adjustment through parent education. *Administration and Policy in Mental Health and Mental Health Services Research*, 40(3), 211-223.
- Lanzi, R., Ramey, S.L., & Bert, S.C. (2012). The Parenting Responsibility and Emotional Preparedness (PREP) screening tool: A 3-item screen that identifies teen mothers at high risk for nonoptimal parenting. *Archives of Pediatrics and Adolescent Medicine*, 166 (8), 749-755.
- Bert, S.C., & Farris, J. R. (2012). Motherhood. In R.J.R. Levesque (Ed.), *Encyclopedia of Adolescence (pp.1796 – 1844)*. Springer.
- Bert, S.C., & Lanzi, R. (2011). History of abuse and its transmission to parenting: A comparison among adolescent and adult mothers. *Free Inquiry in Creative Sociology*, 39 (1), 24-39.

- Patchen, L., Lanzi, R., & Bert, S.C. (2011). Trauma history as risk factors for inter-pregnancy intervals less than twenty-four months among first-time adolescent and adult mothers. *Free Inquiry in Creative Sociology*.
- Bert, S.C. (2011). The influence of religiosity and spirituality on adolescent mothers and their teenage children. *Journal of Youth and Adolescence*, 40, 72-84.
- Bert, S.C. (2011). The influence of religiosity and spirituality on adolescent mothers and their teenage children. *Institute for the Biocultural Study of Religion Research Review*, 29. Reprinted from *Journal of Youth and Adolescence*, 40, 72-84.
- Long, W.C., & Bert, S.C. (2010). African American delinquent youth: Overcoming zero tolerance policies and finding educational success. *Free Inquiry in Creative Sociology*, 38 (2), 31-43.
- Deacon, Z., & Bert, S.C. (2010). Teaching diversity: The impact of race and gender on our experiences as educators. *Free Inquiry in Creative Sociology*, 38 (1), 35-45.

Book Publications

Borkowski, J.G., Farris, J., Whitman, T.L., Carothers, S.S., Keogh, D., & Weed, K. (Eds.) (2007). *Risk and resilience: Adolescent mothers and their children grow up*. Mahwah, NJ: Erlbaum.

Chapter Publications

- Bert, S.C., & Farris, J.R. (2009). Addressing attrition rates: New directions in administering parent training. In P.H. Krause, & T.M. Dailey (Eds.), *Handbook of Parenting: Styles, stresses, and strategies*. Hauppauge, NY: Nova Science Publishers, Inc.
- Howard, K., Carothers, S.S., Smith, L., & Akai, C. (2007). Overcoming the odds: Protective factors in the lives of children. In J.G. Borkowski, J.R. Farris, T.L. Whitman, S.S. Carothers, K. Weed, & D. Keogh (Eds.), *Risk and resilience: Adolescent mothers and their children grow up* (pp. 205-232) Mahwah, NJ: Erlbaum.
- Carothers, S.S., Farris, J.R., & Maxwell, S. (2007). Design and analytic approaches to risk and resilience research. In J.G. Borkowski, J.R. Farris, T.L. Whitman, S.S. Carothers, K. Weed, & D. Keogh (Eds.), *Risk and resilience: Adolescent mothers and their children grow up* (pp. 233-257). Mahwah, NJ: Erlbaum.
- Borkowski, J. G., Carothers, S. S., Howard, K., Schatz, J., & Farris, J. R. (2007). Intellectual assessment and intellectual disability. In J. W. Jacobson, J. A. Mulick, & J. Rojahn (Eds.), *Handbook of intellectual and developmental disabilities*. New York: Springer.
- Carothers, S.S., & Weaver, C. (2006). Preventing youth violence. In J. Borkowski & C.M. Weaver (Eds.), *The culture of prevention: Using science and art to promote healthy development*. Baltimore, MD: Paul H. Brooks.
- Weaver, C., Blotchett, E., & Carothers, S.S. (2006) Preventing risky sexual behavior. In J. Borkowski & C.M. Weaver (Eds.), *The culture of prevention: Using science and art to promote healthy development*. Baltimore, MD: Paul H. Brooks.

Presentations

- Bert, S.C. (2017, April). Racial profiling and sense of felt security within American minority families. 2017 Oklahoma Council on Family Relations, Oklahoma City, OK.
- Bert, S.C. (2016, April). Is there a need for a new paradigm? Examining issues and opportunities facing Black families in 2016. 2016 Oklahoma Council on Family Relations, Oklahoma City, OK.
- Bennett, C., & Bert, S. (2016, April). "Damn right sex sells:" An examination of how Black Female Hip Hop artists embrace negative images of women to appeal to male gaze. University of Oklahoma Honors College Undergraduate Research Day, Norman, OK.
- Lanzi, R., Fajgenbaum, D., Ramey, S., Ramey, C., & Bert, S.C. (2015, March). Conducting longitudinal research in the community: Boundaries and other dilemmas. Conversation Roundtable presented at the Society for Research in Child Development, Philadelphia, PA.
- Bert, S.C. (2014, March). Passing in either, belonging to neither: Biracial and bicultural identity. Paper presented at Teach in on Race, University of Oklahoma, Norman, OK.
- Bert, S.C. (2014, February). Being biracial: Past, present, and future experiences within college environments. Paper presented at Black History & Higher Education – A Discussion, University of Oklahoma, Norman, OK.

- Nicholson, J., Farris, J., Lefever-Burke, J., Bert, S.C., & Akai, C. (2012, February). The implementation of active control groups in parent-based interventions. Poster presented at the Society for Research in Child Development Themed Meeting: Developmental Methodology, Tampa, FL.
- Bert, S.C. (2011, October). How gender and race influence multiracial students' identity and adjustment. Paper presented at Diversity Challenge: Intersection of Race or Ethnic Culture with Gender or Sexual Orientation, Boston College, MA.
- Bert, S.C., & Long, W. (2001, September). African American delinquent youth: Overcoming zero tolerance policies and finding educational success. Paper presented at the Oklahoma City Metropolitan Alliance of Black School Educators (OCMABSE) Conference: Reclaiming the Promise of Public Education, Midwest City, OK.
- Bert, S.C., & Nix, K. (2010, October). *Causes and consequences: Examining racial identity among biracial/multiracial college students*. Paper presented at Diversity Challenge: Racial Identity and Cultural Factors in Treatment, Research, and Policy, Boston College, MA.
- Deacon, Z., & Bert, S.C. (2010, October). *Teaching diversity: The impact of race and gender on our experiences as educators*. Paper presented at Diversity Challenge: Racial Identity and Cultural Factors in Treatment, Research, and Policy, Boston College, MA.
- Bert, S.C., Findlay, D.A., & Maye, N.M. (2009, October). *A comparative cross sectional examination of biracial identity development*. Paper presented at Diversity Challenge: Racial Identity and Cultural Factors in Treatment, Research, and Policy, Boston College, MA.
- Bert, S.C., Borkowski, J.G., & Whitman, T.L. (2009, August). *Adolescent mothers and their teenage children: Religiosity, spirituality, and adjustment*. Paper presented at meeting of the American Psychological Association, Toronto, Canada.
- Guner, Bella M., Carothers Bert, S., Lanzi, R., Ramey, S.L., & The Centers for the Prevention of Child Neglect. (2007, March). *Maternal history of abuse and subsequent parenting knowledge, opinions, and behavior*. Poster session presented at the Society for Research on Child Development Conference, Boston, MA.

Representative Major Professional Affiliations

- American Psychological Association (APA)
- Society for Research in Child Development
- Society for Research on Adolescence
- APA, Division 35 – The Society for the Psychology of Women
- APA, Division 35 – Section 1, Psychology of Black Women

Representative Major Professional Affiliations

- American Psychological Association
- Society for Research in Child Development
- Society for Research on Adolescents