



# EXTENDED CAMPUS

COLLEGE of PROFESSIONAL  
and CONTINUING STUDIES

## HR 5403-492: Psycho-Social Development

### Course Description:

This course will review human development through the life span from a psychosocial approach with a special emphasis on early development and its influence on subsequent stages of development. The theories of Freud, Erikson, and Piaget will be emphasized to explicate different aspects and orientations of developmental theory. Students will be encouraged to apply their own experiences developmentally and/or those of people they know to the theory and information presented.

### Course Dates:

March 1 – April 30, 2019

Last day to enroll or drop without penalty: January 31, 2019

### 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](mailto:aponline@ou.edu)

### Professor Contact Information:

Course Professor: Shannon S.C. Bert, Ph.D.  
Mailing Address: 601 Elm Avenue, PHSC 706  
Norman, OK 73019  
Telephone Number: (405) 325-1766  
Fax Number: (405) 325-4402  
E-mail Address: [Bert@ou.edu](mailto:Bert@ou.edu)  
Professor availability: The professor will be available via email to students during the course.

### 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](mailto:apsyllabi@ou.edu). Text prices are available online.

1. Newman, B. M. & Newman, P. R. (2014). *Development through life: A psychosocial approach* (12<sup>th</sup> ed.). Belmont, CA: Wadsworth. ISBN 9781285459967.
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](mailto:casonline@ou.edu)

## **Course Objectives:**

The purpose of this course is to help students:

- develop an understanding of human development as a product of genetic, maturational, societal, and self-directed factors;
- to be able to identify the developmental stages and the tasks associated with each stage;
- to be able to explain how successful resolution of each developmental crisis contributes to development of a prime adaptive ego quality; and
- to be able to explain how unsuccessful resolution of each developmental crisis contributes to core pathology.

## **Assignments, Grading, and Due Dates:**

**Successful completion of this course will require the use of Canvas. Students are encouraged to become familiar with the site for this specific course prior to the start of class.**

## **Attendance and Participation:**

Over the course of the semester, you will be expected to complete numerous participation assignments. These assignments will ensure that you are staying up-to-date on your reading and will allow you interact with the material. Given that this is an online course, these participation assignments are an essential aspect of the class and will provide you with an opportunity to communicate both with the instructor as well as with your classmates. Participation assignments will consist of weekly discussion forum posts.

Discussion forum posts are due weekly using the relevant forum on Canvas. A framing question related to the material to be covered will be posted. You will be expected to respond to this question as well as to at least **two** of your classmates. Thus, your first post should be a response to the posed question, while your second posts should be a **respectful** and insightful response to at least two of your classmates. The discussion forum will remain open for one week. Please see below for the relevant due dates. You will receive a grade out of 10 for each discussion post you make. **You will receive a 0 for any unmade postings, and all late postings will be subject to a 50% grade reduction.**

## **Midterm Paper (100 points)**

Utilizing the text as a resource, prepare a 7-10 page paper assessing a person whom you know or someone you interview regarding their developmental history as it relates to Erikson's psychosocial stages of development as presented in the text (e.g., trust vs. mistrust). APA format must be used. See Final Paper Guidelines. Papers will receive a grade out of 100. **Late papers will receive an automatic 10-point deduction for each day the paper 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 website for more information: [www.ou.edu/writingcenter](http://www.ou.edu/writingcenter).

More details regarding your midterm papers will be posted to Canvas closer to the due date.

### **Final Paper (100 points)**

You will need to complete a final paper discussing a topic of your choice (you are responsible for identifying the topic from the list provided below). It is highly recommended that you select an aspect of the issue to discuss; this will make your paper more manageable (e.g., rather than looking just at violence prevention use in general, look at youth violence prevention or discuss terrorism and war, etc.) You will need to submit your topic to me for approval by the designated date. **If you do not submit a topic on time, 10 points will automatically be deducted from your final paper grade.**

Your paper should include an overview of the topic that you have selected. You should explain the various dimensions of the issue (e.g., the ways that race, class, gender, culture, etc. interact when considering this problem) and the reasons why you have selected it as a topic. In addition, you should provide an analysis of extant literature (what does the literature say about the topic?). You need to use at least **seven** sources for your paper, of which no more than **two** may be reports published by governmental, non-governmental, and/or non-profit organizations. The remainder of your sources needs to be scholarly books and/or journal articles. Only **one** of these may be a chapter we covered in class. Your paper should be approximately seven to ten pages long and should be typed, double-spaced, and should use conventional margins. Finally, your paper needs to conform to APA formatting guidelines.

Your paper will receive a grade out of 100. **Late papers will receive an automatic 10-point deduction for each day the paper is late.** Final grades will be assessed in the following manner: 10 points for stylistic considerations (correct use of APA format, font, margins, page length, etc.); 60 points for content (the thoroughness of your discussion of the topic you selected, the completeness of your literature review, etc.); 30 points for critical thinking (the degree to which you provide a thoughtful analysis of the dimensions of the issue, the thoughtfulness of your discussion of your personal reflections on the topic, etc.)

More details regarding your final papers will be posted to Canvas closer to the due date.

**Please note that all deadlines are 5PM CST.**

Final Paper Topics:

1. Cultural Views of Pregnancy and Childbirth
2. Paternal Rights and Abortion
3. Attachment
4. The Impact of Poverty on Development
5. Gender Differences
6. Moral Development in Early Childhood
7. Violence Prevention
8. Parent-Adolescent Relationships
9. College and Moral Development
10. The Relationship of Gender Identity and Career Decision Making
11. Early Marriage Adjustments
12. Nonmarital Childbearing and Childbearing Choice
13. Managing the Household
14. Discrimination in the Workplace
15. Widowhood
16. Social Support in Older Age
17. Bereavement

### **Grading:**

Students will be graded on:

Participation Assignments	100 points
Midterm Paper	100 points
<u>Final Paper</u>	<u>100 points</u>
<b>Total:</b>	<b>300 points</b>

Each student will receive a final grade according to the following point scale:

90% to 100%	A
80% to 89%	B
70% to 79%	C
60% to 69%	D
Below 60%	F

**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).

**Online HR 5403 Spring 2019**  
Tentative Course Outline

<b>Week</b>	<b>Topics</b>	<b>Assigned Reading</b>	<b>Assignment</b>	<b>Due Date</b>
March 1 <sup>st</sup>	N/A	N/A	Course Begins – Familiarize yourself with the Canvas site for the course	N/A
<b>Week 1</b> March 4 – 10	Course Overview and getting to know one another	Newman & Newman Chapters 1 - 3	Introduction Post	<b>Sunday, March 10 by 11:59 PM CST</b>
<b>Week 2</b> March 11 – 17	Pregnancy & Prenatal Development; Infancy	Newman & Newman Chapters 4 and 5	Discussion Post #1	<b>Post #1</b> (Original Post): Wednesday, March 13 by 11:59 PM CST <b>Post #2</b> (Response to a classmate): Sunday, March 17 by 11:59 PM CST
<b>Week 3</b> March 18 – 24	<i>Spring Break</i>	N/A	<i>Enjoy time with family and friends</i>	N/A
<b>Week 4</b> March 25 – 31	Toddlerhood; Early School Age	Newman & Newman Chapters 6 and 7	Discussion Post #2	<b>Post #1</b> (Original Post): Wednesday, March 27 by 11:59 PM CST <b>Post #2</b> (Response to a classmate): Sunday, March 31 by 11:59 PM CST
<b>Week 5</b> April 1 - 7	N/A	N/A	<b>Midterm Paper Due</b>	Sunday, April 7 by 11:59 PM CST
<b>Week 6</b> April 8 – 14	Middle Childhood; Early Adolescence; Later Adolescence	Newman & Newman Chapters 8 - 10	Discussion Post #3	<b>Post #1</b> (Original Post): Wednesday, April 10 by 11:59 PM CST <b>Post #2</b> (Response to a classmate): Sunday, April 14 by 11:59 PM CST
<b>Week 7</b> April 15 – 21	Early Adulthood; Middle Adulthood; Later Adulthood	Newman & Newman Chapters 11 - 13	Discussion Post #4; <b>Final Paper Topic Due</b>	<b>Post #1</b> (Original Post): Wednesday, April 17 by 11:59 PM CST <b>Post #2</b> (Response to a classmate): Sunday, April 21 by 11:59 PM CST
<b>Week 8</b> April 22 – 28	Very Old Age; Bereavement	Newman & Newman Chapters 14 and 15	Discussion Post #5	<b>Post #1</b> (Original Post): Wednesday, April 24 by 11:59 PM CST <b>Post #2 and #3</b> (Response to 2 classmates): Sunday, April 28 by 11:59 PM CST
<b>Week 9</b> April 29 – 30	N/A	N/A	<b>Final Paper Due</b>	<b>Tuesday, April 30th by 11:59 PM CST</b>

## **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](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](mailto: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