



EXTENDED CAMPUS

COLLEGE of PROFESSIONAL
and CONTINUING STUDIES

HR 5013-494: Current Problems in Human Relations

Course Description:

Over the course of the semester, we will review and discuss numerous current problems relevant to human relations (including both a domestic as well as an international focus). We will examine each topic in order to illuminate the complexity and contradictions inherent in each issue. In addition, we will jointly review a book, *Nickel & Dimed*, which is intended to provide you with applied insight into some of the topics that we will be covering.

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:

Course Professor: Shannon Bert, Ph.D.
Mailing Address: Department of Human Relations
601 Elm Ave
PHSC 706
Norman, OK 73019
Fax Number: (405) 209-2555
E-mail Address: bert@ou.edu
Virtual Office Hours: Tuesday and Thursday 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. Ehrenreich, B. (2010). *Nickel and dimed: On (not) getting by in America*. New York: Henry Holt. ISBN 9780312626686.
2. Researcher, C. Q. (2009). *International issues in social work and social welfare: Selections from CQ Researcher*. Thousand Oaks, CA: Sage. ISBN 9781412979405.
3. Zinn, B. M. (2015). *Gender through the prism of difference* (5th ed.). New York: Oxford University

Press. ISBN 9780190200046.

4. Materials posted on the Canvas 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:

The goal of this course will be to familiarize you with some of the complex social issues that impact the human experience and that have implications for human relations. We will be examining the ways in which the larger social context impacts individuals' experiences, and vice versa. Finally, we will be analyzing the multiple dimensions that are of significance to individuals' and communities' experiences of these current problems. These include the importance of factors such as race, gender, class, culture, nation of origin, popular culture, etc. It is expected that by the end of the course you will not only be familiar with some of the issues impacting individual and social health and wellbeing, but that you will also be able to provide a thoughtful analysis of these issues.

Course Outline:

Over the course of the semester you will be expected to complete all assigned reading in a timely fashion. You will additionally be expected to participate in class discussions using the discussion forum on Canvas, and you will complete reflection papers, a book review, and a final paper. The course will be divided into modules, each with its own participation assignments. In addition, you will be expected to complete two major assignments – a two-part book review and a final paper.

Checking Canvas:

Regular updates and relevant information regarding the course will be posted to the “Announcements” page on Canvas. This will include module-specific information and updates. In order to 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**. Additional information, links, and documentation will be posted on the “Modules” tab. Finally, all assignments are due in the relevant submission folders.

Assignments, Grading, and Due Dates:

All communication for this course will take place via Canvas.

Participation assignments:

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 discussion forum posts and reflection papers.

During weeks that discussion forum posts are due, you will be expected to make a posting to 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 **one** of your classmates. Thus, your first post should be a response to the posed question, while your second post should be a **respectful** and insightful response to one 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.**

During weeks that reaction papers are due, you will be expected to prepare a brief paper in response to the assigned material. Your reaction papers should be typed using 12-pt font and standard margins and should be two to three pages long. Your paper should be written as you would any other academic paper and should be proofread and spell and grammar checked. You should consider the goal of the chapter author(s) and your reactions to their statements (do you agree or disagree and why?). You should also consider whether the author(s) changed the way you think about the topic, whether you learned something new from the article, how it fits with the rest of what we are learning, etc. The more thorough and thoughtful your paper is, the higher your grade will be. Reaction papers will receive a grade out of 10. **Late papers will be subject to a 50% grade reduction.**

At the end of the semester, your two lowest participation grades will be dropped.

Book review:

In addition to the weekly readings, you are expected to complete a book review of *Nickel and Dimed*. This review will have two components. First, you are expected to participate in a class discussion regarding the book. The relevant discussion forum on Canvas will remain open for one week. During this time, you will be responsible for posting your reactions to the assigned text (in response to a provided framing question). In addition, you are expected to respond to at least **two** postings made by your classmates. Accordingly, you are expected to make a minimum of **three** postings. Please see below for the relevant due dates.

Your first posting should reflect your reactions to the assigned text. You should comment on the text, including your thoughts on how it fits in with what we are learning in class. You should also provide your own reactions to the author's experiences and comments. Finally, your responses to your classmates should include **respectful** agreement or disagreement with them or comments on their reflections. You will receive a score out of 10 for each posting you make, giving you a total final score out of 30 for each discussion topic. Thoughtful postings that reflect independent and critical thought will receive the highest scores. **You will receive a 0 for any unmade postings, and all late postings will be subject to a 50% grade reduction.**

You will additionally be expected to complete a written review of the text. Your book review should be at least five double-spaced pages in length, should conform to conventional formatting instructions, and should follow correct APA formatting guidelines. You are not required to use outside sources in your review. Rather, I am interested in your perspective. However, if you do include outside sources, these should be cited appropriately.

In preparing your review I would like for you to provide a critical analysis of the assigned text. I would like you to evaluate the ways in which it relates to the concepts that we have covered in class while providing your personal reflections on the author and her experiences. This will be your opportunity to respond to the author. Your book review papers will receive a grade out of 100, with the most thorough and thoughtful reviews receiving the highest grades. **Late reviews will receive an automatic 10-point deduction for each day that the paper is late.**

Additional instructions will be posted on Canvas closer to the time that the review is due.

Final papers:

You will need to hand in a final paper discussing a current problem of your choice (you are responsible for identifying an issue that you consider to be a current problem for human relations). You may select an issue we covered in class or you may select an entirely new topic (e.g., teenage drug use, urban homelessness, women's mental health, the school experience of immigrant children, etc.). It is highly recommended that you select an aspect of a problem to discuss; this will make your paper more

manageable (e.g., rather than looking just at drug use in general, look at teenage drug use or discuss urban homelessness, etc.) You will need to submit your topic to me for approval by the designated date and time. **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 problem that you have selected. You should explain the various dimensions of the problem (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 current problem for human relations. In addition, you should provide an analysis of some of the ways in which the problem can be addressed (what has already been done, why has this worked or not worked, what do **you** think should be done to address the problem and **why**, etc.?). 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 problem you selected, the completeness of your analysis of potential solutions to the problem, etc.); 30 points for critical thinking (the degree to which you provide a thoughtful analysis of the dimensions of the problem, the thoughtfulness of your discussion of potential solutions to the problem, etc.)

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

Grading:

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

Assignment	Percent of Course Grade
Participation assignments	50%
Book review discussion	5%
Book review paper	15%
Final paper	30%

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).

HR 5013: Current Problems - Spring 2019 Due Dates

Specific instructions for each participation assignment, including formatting instructions, can be found on the “Modules” tab of Canvas. **Please note that all deadlines are 11:59PM CST.**

Week	Topic	Assigned Reading	Assignment	Due Date
Week 1 Jan. 2 – 6	Course Overview & Getting to Know One Another	NA	Course Begins – Familiarize yourself with the D2L site for the course Introduction Post	Sunday, Jan. 6 by 11:59 PM CST
Week 2 Jan. 7 – 13	Gender, Race, Class and Difference	Zinn et al. Chapters 1, 5, 7, 8, 9, and 10	N/A	N/A
Week 3 Jan. 14 – 20	Gender, Race, Class and Difference	Zinn et al. Chapters 11, 15, 18, 19, 22, 23, and 24	Reaction Paper #1 (over any chapter(s) assigned thus far)	Sunday, Jan. 20 by 11:59 PM CST
Week 4 Jan. 21 – 27	Gender, Race, Class and Difference	Zinn et al. Chapters 27, 29, 31, 33, 34, 38, and 41	Discussion Forum: Race and Gender	Post #1 (Original Post): Wednesday, Jan. 23 by 11:59 PM CST Post #2 (Response to a classmate): Sunday, Jan. 27 by 11:59 PM CST
Week 5 Jan. 28 – Feb. 3	Women’s Rights	CQ Researcher Chapter 3	Reaction Paper #2	Sunday, Feb. 3 by 11:59 PM CST
Week 6 Feb. 4 – 10	Women’s Rights	Begin Reading Ehrenreich ~ pages 1 - 78	Discussion Forum: Women’s Rights	Post #1 (Original Post): Wednesday, Feb. 6 by 11:59 PM CST Post #2 (Response to a classmate): Sunday, Feb. 10 by 11:59 PM CST
Week 7 Feb. 11 – 17	Living Wage	Read Ehrenreich ~ pages 79 - 157	Discussion Forum – Book Review: <i>Nickel and Dimed</i>	Post #1 (Original Post): Wednesday, Feb. 13 by 11:59 PM CST Post #2 and #3 (Response to 2 classmates): Sunday, Feb. 17 by 11:59 PM CST
Week 8 Feb. 18 – 24	Living Wage	Finish Reading Ehrenreich ~ pages 158 - 235	N/A	N/A
Week 9 Feb. 25 – March 3	Different Forms of Violence	Zinn et al. Chapters 12 and 14	Reaction Paper #3	Sunday, Mar. 3 by 11:59 PM CST

Week	Topic	Assigned Reading	Assignment	Due Date
Week 10 Mar. 4 – 10	Different Forms of Violence	CQ Researcher Chapters 1, 2, 7 and 8	Discussion Forum: Terror Research Final Paper Topics	Post #1 (Original Post): Wednesday, Mar. 6 by 11:59 PM CST Post #2 (Response to a classmate): Sunday, Mar. 10 by 11:59 PM CST Final Paper Topic: Sunday, Mar. 10 by 11:59 PM CST
Week 11 Mar. 11 – 17	Spring Break	N/A	Enjoy time with family and friends	N/A
Week 12 Mar. 18 – 24	Different Forms of Violence	CQ Researcher Chapter 9	Reaction Paper # 4	Sunday, Mar. 24 by 11:59 PM CST
Week 13 Mar. 25 – 31	<i>Nickel and Dimed</i>	N/A	Book Review Paper: <i>Nickel and Dimed</i>	Sunday, Mar. 31 by 11:59 PM CST
Week 14 Apr. 1 – 7	Disaster as a Current Problem	Zinn et al. Chapter 13; CQ Researcher Chapter 4	Reaction Paper #5	Sunday, Apr. 7 by 11:59 PM CST
Week 15 Apr. 8 – 14	Disaster as a Current Problem	CQ Researcher Chapter 6, 10, and 11	Discussion Forum: Disaster Preparedness	Post #1 (Original Post): Wednesday, Apr. 10 by 11:59 PM CST Post #2 (Response to a classmate): Sunday, Apr. 14 by 11:59 PM CST
Week 16 Apr. 15 – 21	N/A	N/A	Work on Final Papers	N/A
Week 17 Apr. 22 – 28	N/A	N/A	Final Papers Due	Sunday, Apr. 28 by 11:59 PM CST

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 make 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 Doctoral Fellowship, Georgetown University

Current Positions

- 2007 – Present Associate Professor, 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.
- 2008 – Present Adjunct Assistant Professor, Women's and Gender Studies Program, University of Oklahoma, Norman, OK.
- 2010 – Present Adjunct Assistant Professor, Liberal Studies Program, University of Oklahoma, Norman, OK.

Frequently Taught Advanced Programs Courses

- HR 5403 Psycho-Social Development
- HR 5743 Violence Against Women and Children
- HR 5013 Current Problems in Human Relations
- HR 5110 Family Assessment and Intervention
- HR 5970 Special Topics/Seminar: The Prevention /Intervention of Critical Social Issues

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

- Farris, J.R., Bert, S.C., Nicholas, J., & Borkowski, J.G. (in press). Reducing symptoms of maternal psychopathology through a parent intervention program. *Administration and Policy in Mental Health and Mental Health Services Research*.
- 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). Adolescent 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*.
- 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.

- 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.
- Lanzi, R.G., Bert, S.C., Keltner, B.J., & and Centers for the Prevention of Child Neglect (2009). Depression among a sample of first time adolescent and adult mothers. *Journal of Child and Adolescent Psychiatric Nursing*, 22, 194-202.
- Bert, S.C., Guner, Bella M., Lanzi, R., & The Centers for the Prevention of Child Neglect. (2009). The influence of maternal history of abuse on parenting knowledge and behavior. *Family Relations*, 58, 176-187.
- Bert, S. C., Farris, J.R., & Borkowski, J.G. (2008). Parent training: Implementation strategies for Adventures in Parenting. *Journal of Primary Prevention*, 29 (3), 243-261.
- Carothers, S.S., Borkowski, J.G., & Whitman, T.L. (2006). Children of adolescent mothers: Exposure to negative life events and the role of social supports on their socioemotional adjustment. *Journal of Youth and Adolescence*, 35, 827-837.
- Carothers, S.S., Borkowski, J.G., Burke Lefever, J., & Whitman, T.L. (2005). Religiosity and the socioemotional adjustment of adolescent mothers and their children. *Journal of Family Psychology*, 19, 263-275.

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

- 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.
- Carothers Bert, S., Farris, J.R., Borkowski, J.G., Bethel, A., Cimino, M.A., & Wishon, A. (2007, March). *Parent training: Implementation strategies for Adventures in Parenting*. Poster session presented at the Society for Research on Child Development Conference, Boston, MA.
- Carothers Bert, S., Farris, J.R., Borkowski, J.G., Arfanis, J., & Conley, P. (2007, March). *Predicting differential outcomes within a parent-training prevention program*. Poster session presented at the Society for Research on Child Development Conference, Boston, MA.
- Lanzi, R., Ramey, S.L., Keltner, B., Carothers Bert, S., & the Centers for the Prevention of Child Neglect. (2006, November). *Addressing the mental health needs of first-time adolescent and adult mothers*. Paper presented at Mental Health of the 135th Annual Meeting & Exposition, Washington, DC.
- Carothers, S.S., Farris, L.R., Borkowski, J.G., Glass, K.E., & Burke, E. (2006, March). *Determining appropriate levels of interventions for mothers with at-risk children*. Poster session presented at the Gatlinburg Conference, San Diego, CA.
- Carothers, S.S., Weaver, C.M., & Borkowski, J.G. (2005, April). *The effects of early maternal adjustment on quality of infant home environment*. Poster session presented at the Society for Research on Child Development Conference, Atlanta, GA.
- Carothers, S.S., Burke-Lefever, J., White, K.J., Gilbert, T., & Borkowski, J.G. (2005, April). *Support from mothers, fathers, best-friends, and faith: Combined and differential influences on prenatal maternal well-being*. Poster session presented at the Society for Research on Child Development Conference, Atlanta, GA.
- Carothers, S.S. (2004, August). *Social support as a coping resource for at-risk children exposed to negative life events*. Poster session presented at the meeting of the American Psychological Association, Honolulu, HI.
- Cisco, H.C., Howard, K.S., Carothers, S.S. (2004, August). *Evidence of a five-factor model of racial profiling*. Paper presented at the meeting of the American Psychological Association, Honolulu, HI.
- Carothers, S.S. (2004, March). *Pathways to resilience: Coping resources of at-risk children exposed to negative life events*. Poster session presented at the Gatlinburg Conference, San Diego, CA.
- Carothers, S.S., Whitman, T.L., & Tingley, S. (2003, April). *Religiosity and the socioemotional and behavioral adjustment of adolescent mothers and their children*. Poster session presented at the Society for Research in Child Development 2003 Biennial Meeting, Tampa, FL.
- Cisco, H.C., Carothers, S.S., Howard, K., & Pope-Davis, D.B. (2003, January). *Initial validation of racial profiling attribution scale (RPAS)*. Poster session presented at the meeting of the Multicultural Conference and Summit, Hollywood, CA.

Symposia Presentations

- Bert, S.C. (2011, November). *Racial Socialization, Identity, and Adjustment in Black and Biracial Youth, An Examination of Biracial Identity Development Using a Qualitative Research*

Design. Symposium conducted at the National Council on Family Relations Annual Conference, Orlando, FL.

- Bert, S.C. (2009, March). Searching for Protection in the Face of Risk, *Pathways to resilience: Spirituality, adjustment, and academic achievement*. Symposium conducted at the meeting of the Gatlinburg Conference, New Orleans, LA.
- Carothers Bert, S., Lanzi, R., Ramey, S.L., Keltner, B., & the Centers for the Prevention of Child Neglect. (2007, March). Parenting for the First Time among Adolescent and Adult Mothers, *Application of the E-RISK Index with Children with Special Needs: A Reliable and Easy-to Administer Screening Tool of Early Precursors of Likely Neglectful Behaviors*. Symposium conducted at the Gatlinburg Conference, Annapolis, MD.
- Lanzi, R., Ramey, S.L., Carothers Bert, S., Keltner, B., & the Centers for the Prevention of Child Neglect. (2007, March). Precursors of Early Childhood Neglect and Developmental Delays: The Parenting for the First Time Project, *Reliable and Easy-to Administer Screening Tool of Early Precursors of Likely Neglectful Behaviors*. Symposium conducted at the Society for Research on Child Development Conference, Boston, MA.
- Lanzi, R., Ramey, S.L., Keltner, B., Carothers, S., Klerman, L., & the Centers for the Prevention of Child Neglect. (2006, June). *E-risk index: Early precursors of likely neglectful behaviors*. Symposium conducted at the National Head Start Conference, Washington, DC.
- Ramey, S.L., Lanzi, R., Carothers, S., & the National Centers for the Prevention of Child Neglect. (2006, January). *Early detection of child neglect: Findings from a 4-site prospective study*. Symposium conducted at the Federal Child Neglect Research Consortium, Bethesda, MD.
- Carothers, S.S., Willard-Noria, C., & Tingley, S.L. (March, 2003). Risk, Protection, and Resilience in Adolescent Mothers and their Children, *Religiosity and protection: The socioemotional adjustment of adolescent mothers and their children*. Symposium conducted at the meeting of the Gatlinburg Conference, Annapolis, MD.

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 Honors and Awards Received

- Received University of Notre Dame KANEB Teaching Certificate
- Listed in Cambridge Who's Who Among Executive and Professional Women Psychologists
- Received University of Oklahoma New Faculty Seminar Certificate for "High Attendance"
- Received University of Oklahoma, Research Council Junior Faculty Award in 2008
- Received University of Oklahoma, College of Arts and Sciences Junior Faculty Award in 2009 and 2010
- Selected to participate as a protégé in the University of Oklahoma, Office of the Vice President of Research, Excellence in Proposals Pilot Project.