

The University of Oklahoma

College of Continuing Education

Advanced Programs – Course Syllabus

Course Title:

Research in Human Relations

Course Number:

HR 5023-494

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, 2017

Last day to enroll or drop without penalty: December 4, 2016

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: | University of Oklahoma 601 Elm Ave PHSC 706 Norman, OK 73019 |
| Telephone Number: | 405-325-1766 |
| Email 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 Follett Bookstore located at 1185 Asp Avenue; Norman, OK, and can be ordered online, by phone, by email, or by fax. Ordering online at <http://www.bkstr.com/oklahomastore/home> is strongly recommended – students can track the status of their order within 48 hours. If an order has not been shipped within three days, students can contact the Follett textbook manager by phone (405) 325-3511, (800) 522-0772 (toll-free) or email 0831mgr@fhcg.follett.com. Phone orders (ask for the textbook manager and identify yourself as an Advanced Programs student) can be placed 8 a.m. to 6 p.m. Monday through Thursday; 8 a.m. to 5 p.m. on Friday; 10 a.m. to 4p.m. on Saturday (CST). Summer hours: 9 a.m. to 5 p.m. Monday through Friday (CST). Fax orders can be placed 24 hours a day at (405) 325-7770. 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. Patten, M.L. (2013). *Understanding research methods: An overview of the essentials* (9th ed.). Glendale, CA: Pyrczak Publishing. ISBN 9781936523177.
3. Materials posted on the OU Desire to Learn (D2L) system: Access D2L at <http://learn.ou.edu>; enter your OU NetID and password, and select course to access material. Please contact your local Site Director if you require assistance.

Note: Follett is the Advanced Programs contractual textbook provider. Should text changes become necessary after publication of the course syllabus, Advanced Programs will facilitate text returns/refunds only for texts purchased through Follett.

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

OU Email:

All official correspondence from distance learning 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.

Course Outline and Tentative Weekly Schedule

Due Dates for all assignments will be posted in D2L.

| Week | Assigned Reading | Assignment | Due Date |
|--|--|---|---|
| Week 1 January 2 - 8 | N/A | Familiarize yourself with the D2L site for the course and complete an Introduction post with an emphasis on locating 1-2 group members. | Sunday, January 8 th by 11:59 PM CST |
| Week 2 January 9 - 15 | Gay et al.: Ch.2: Selecting and Defining a Research Topic Patten: Topic 1 – Introduction to Empirical Research | Group Writing (Topic and Reference Search) Quiz #1 | Sunday, January 15 th by 11:59 PM CST |
| Week 3 January 16 - 22 | Patten: Topic 2 – Experimental vs. Nonexperimental Studies; Topic 15 – Locating Literature Electronically | Group Writing (Title Page & Abstract) Quiz #2 | Sunday, January 22 nd by 11:59 PM CST |
| Week 4 January 23 - 29 | Gay et al.: Ch.3: Reviewing the Literature Patten: Topic 14 – Reasons for Reviewing the Literature | Group Writing (Introduction Section) Quiz #1 | Sunday, January 29 th by 11:59 PM CST |
| Week 5 January 30 – February 5 | Gay et al.: Ch.4: Preparing and Evaluating a Research Plan Patten: Topic 18 – Citing References | Research Paper Title Page, Abstract, and Introduction Section Due Quiz #3 | Sunday, February 5 th by 11:59 PM CST |
| Week 6 February 6 - 12 | Gay et al.: Ch.5: Selecting a Sample Patten: Topic 16 - Organizing a Literature Review; Topic 19 – Biased and Unbiased Sampling; Topic 23 – Introduction to Sampling Size | Group Writing (Literature Review) Quiz #4 | Sunday, February 12 th by 11:59 PM CST |
| Week 7 February 13 - 19 | Gay et al.: Ch.6: Selecting and Measuring Instruments Patten: Topic 17 – Writing a Literature Review; Topic 25 – Introduction to Validity | Group Writing (Literature Review) Quiz #5 | Sunday, February 19 th by 11:59 PM CST |
| Week 8 February 20 - 26 | Gay et al.: Ch.7: Survey Research Patten: Topic 29 – Reliability and Its Relationship to Validity | Research Paper Literature Review Section Due Quiz #6 | Sunday, February 26 th by 11:59 PM CST |
| Week 9 February 27 – March 5 | N/A | Exam I: Chapters 2 – 7 | Sunday, March 5 th by 11:59 PM CST |

| Week | Assigned Reading | Assignment | Due Date |
|-------------------------------|---|--|---|
| Week 10 March 6 - 12 | Patten: Topic 12 – Ethical Considerations in Research The Collaborative Initiative Institutional Training Initiative (CITI) http://www.citiprogram.org/ | Research Ethics Education - CITI Certification Completion Report Due | Sunday, March 12 th by 11:59 PM CST |
| Week 11 March 13- 19 | Gay et al.: Ch.8: Correlational Research Patten: Topic 49 – The Pearson Correlational Coefficient; Topic 7 – Research Hypotheses, Purposes, and Questions | Group Writing (Methodology Section) Quiz #7 | Sunday, March 19 th by 11:59 PM CST |
| Week 12 March 20 - 26 | Gay et al.: Ch.9: Causal-Comparative Research Patten: Topic 5 – Variables in Nonexperimental Studies; Topic 8 – Operational Definitions of Variables | Group Writing (Methodology Section) Quiz #8 | Sunday, March 26 th by 11:59 PM CST |
| Week 13 March 27 – April 2 | Gay et al.: Ch.10: Experimental Research Patten: Topic 3 – Experimental vs. Causal-Comparative Studies; Topic 6 – Variables in Experimental Studies | Research Paper Methodology Section Due Quiz #9 | Sunday, April 2 nd by 11:59 PM CST |
| Week 14 April 3 - 9 | Gay et al.: Ch.11: Single-Subject Experimental Research Patten: Topic 35 – Threats to Internal Validity; Topic 36 – Threats to External Validity | Group Writing (Data Analysis Section) Quiz #10 | Sunday, April 9 th by 11:59 PM CST |
| Week 15 April 10 - 16 | Gay et al.: Ch.12: Descriptive Statistics Patten: Topic 46 – The Mean, Median, and Mode; Topic 47 – The Mean and Standard Deviation; Topic 48 – The Median and Interquartile Range | Group Writing (Data Analysis Section) Quiz #11 | Sunday, April 16 th by 11:59 PM CST |
| Week 16 April 17 - 23 | Gay et al.: Ch.13: Inferential Statistics Patten: Topic 43 – Introduction to the Chi-Square Test; Topic 50 – The t Test; Topic 51 – One-Way Analysis of Variance | Research Paper Data Analysis Section and Group Member Evaluations Due Quiz #12 | Sunday, April 23 rd by 11:59 PM CST |
| Week 17 April 24 - 30 | N/A | Exam II: Chapters 8 – 13 | Sunday, April 30 th by 11:59 PM CST |

Assignments, Grading and Due Dates

All communication for this course will take place via D2L.

Checking D2L:

Regular updates and relevant information regarding the course will be posted to the “headlines” page on D2L (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 “headlines” page **at least once each week**.

All course content and materials will be accessed via the D2L site under the “content” tab. Required readings, quizzes, assignments, and grading rubrics will be organized on D2L under the weekly modules. There will be a separate module for each of the sixteen weeks of the course. Finally, all assignments are due in the relevant “dropbox.” **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 and 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 D2L dropbox. This is due on the final Friday of the semester. 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. Students will be graded on:

| 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 Desire2Learn 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 Desire2Learn, 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).

Procedures for Completion of Course Evaluation:

Upon completion of the course students should go to the [Advanced Programs Online Learning Information webpage](#) and click on the applicable semester link under "Online Course Evaluation" which will direct them to the evaluation. The evaluation will take approximately five minutes to complete. Completion of the online evaluation is an important tool allowing Advanced Programs to gain information and student feedback for improvement of courses.

Your responses will be kept confidential. They will be reviewed by the department and only supplied to the professor once grades for the course have been submitted.

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 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., Nicholson, J., & Borkowski, J.G. (2013). 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

- Lanzi, R., Bert, S.C., & Patchen, L. (2013, November). Adolescent and young adult maternal depression, childhood trauma experiences, and children's social/emotional development: Findings

and implications from a multi-site, longitudinal study. Poster presented at the 141st APHA Meeting, Boston, MA.

- Lanzi, R., Ramey, S.L., & Bert, S.C. (2012, April). The Parenting Responsibility and Emotional Preparedness (PREP) screening tool: A 3-item screen that identifies teen mothers at high risk for non-optimal parenting. Poster presented at the University of Alabama, School of Public Health's Research Day, Birmingham, AL.
- 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.
- 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.