



EXTENDED CAMPUS

COLLEGE of PROFESSIONAL
and CONTINUING STUDIES

HR 5743-101: Violence Against Women and Children

Course Description:

This course will provide an overview of contemporary issues in the struggle to end violence against women and children. A specific focus of the course will be to discuss prevention and intervention research and efforts to address specific issues such as: sexual violence, interpersonal violence, legal and criminal justice issues, batterer's treatment programs, youth violence, and dating violence. We will also address the bio-psycho-social needs of batterers and victims, education, safety planning, and danger assessment. Types of interpersonal violence to be discussed will include: physical, sexual, emotional, verbal, economic, using children as weapons, LGBT, persons with disabilities, older women and women who are recent immigrants.

Class Dates, Location and Hours:

Dates: February 2 - 4 & 9 - 11, 2018

Location: OCCE, Norman, Oklahoma. Classes are held at the Thurman White Forum Building of OCCE, 1704 Asp Avenue.

Hours: Friday 5:30-9:30 p.m.; Saturday 8:30 a.m.-4:30 p.m.; Sunday 1:00-5:00 p.m.

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

Site Director:

Email: apnorman@ou.edu. Phone: 405-325-3333.

Professor Contact Information:

Course Professor: Shannon Bert, Ph.D.

Mailing Address: Department of Human Relations
601 Elm Ave
PHSC 706
Norman, OK 73019

Telephone Number: (405) 325-1766

E-mail Address: Bert@ou.edu

Virtual Office Hours: Monday and Wednesdays 9 – 12 PM CST

Professor availability: The professor will be available via e-mail 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. Bancroft, R.L., Silverman, J.G., & Ritchie, D. (2011). *The batterer as parent: Addressing the impact of domestic violence on family dynamics* (2nd ed.). Thousand Oaks, CA: Sage. ISBN 9781412972055.
2. Quindlen, A. (2010). *Black and blue: A novel*. New York: Random House. ISBN 9780812980493.
3. Thomas, D. (2003). *I can't see the azaleas: Violence against women and children*. Bloomington, IN: AuthorHouse. ISBN 9781414015514.
4. 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.
5. You can find an excellent resource on APA style and general academic writing at Purdue University's Owl website located at: <http://owl.english.purdue.edu/owl/resource/560/01>

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.

Course Objectives:

- To demonstrate a historical perspective of how violence has been perpetuated against women and children into epidemic proportions in the US.
- To obtain a general understanding of the legal system as it pertains to cases involving violence against women and children.
- To demonstrate an understanding of the impact of domestic violence on children and ways to assist them in overcoming the violence they have witnessed or been a part of.
- To demonstrate an understanding of the “cycle of violence” and how it evolves.
- To demonstrate an understanding of the impact of violence against women and children at the societal level.
- To develop a safety plan that addresses a woman's unique risk factors, strengths, and respects their individual choices and values.

Assignments, Grading and Due Dates:

Students will be required to complete a total of three writing assignments (i.e., Pre-class Reaction, Midterm Reaction, and Final paper) and one presentation over the course of the semester. Reaction papers will receive a grade out of 100 points (50 points for completing the assignment; 20 points for following directions; and 30 points for quality). The class presentation will be worth 50 points (20 points for completing the assignment; 10 points for following directions; and 20 points for quality). Final papers will be worth 150 points (60 points for completing the assignment; 40 points for following directions; and 50 points for quality). **All assignments are due in the relevant “Canvas Submission Folder” by 5PM CST.** Late papers will be subject to a 50% grade reduction.

Pre-Class Reaction Paper

Pre-class reaction **Papers are due Friday February 2nd by 5:00 PM CST** in its corresponding submission folder. Reactions must center on *I Can't See the Azaleas* by Dianna Cook Thomas.

Reactions should be typed using **12-point Times New Roman** font and standard margins (1-inch on all sides) and should be 2-3 double-spaced pages in length. 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 author and your reactions to her statements (do you agree or disagree and why?). You should also consider whether the author changed the way you think about the topic, whether you learned something new, how it fits with the topic we are learning, etc. The more thorough and thoughtful your paper is, the higher your grade will be.

Mid-term Reaction Paper

Mid-term reaction **Papers are due Friday, February 9th by 5:00 PM CST** in its corresponding submission folder. Reactions must center on *Black and Blue* by Anna Quindlen.

Reactions should be typed using **12-point Times New Roman** font and standard margins (1-inch on all sides) and should be 2-3 double-spaced pages in length. 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 and your reactions to her statements (do you agree or disagree and why?). You should also consider whether the author changed the way you think about the topic, whether you learned something new, 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.

Class Presentation

Class Presentations will begin the 2nd weekend of class. **A written handout of the presentation is due February 9th by 5:00 PM CST** in its corresponding submission folder. This presentation will be your opportunity to develop a personalized domestic violence safety plan.

The safety plan should address the following: (1) If you are in an abusive relationship, think about... (2) If you consider leaving your abuser, think about... and (3) If you have left your abuser, think about... I would also like to see a checklist of possible items to take and/or pack. Class-presentation papers should be typed using **12-point Times New Roman** font and standard margins (1-inch on all sides) and should be 2-3 double-spaced pages in length. Your paper should be written as you would any other academic paper and should be proofread and spell and grammar checked. Bulleted list are acceptable for this particular assignment when necessary; however, I would like as much detail as possible.

Final Paper

Final papers are due Sunday, February 18th by 5:00 PM CST in its corresponding submission folder. This paper will synthesize material covered in the course.

Choose a specific type of interpersonal violence committed against women and children (e.g., physical, sexual, emotional, verbal, economic, using children as weapons, LGBT, persons with disabilities, older women and women who are recent immigrants) and provide a rationale for the significance of preventing this particular form of violence. Second, identify what you feel are the most important issues related to your specific topic. Lastly, using the knowledge you have gained from the course discussions and material, design a prevention/intervention program aimed at alleviating the specific form of violence. Make sure to include a discussion of the program's structure, scope, target population, methodology, possible challenges, and potential results.

Final papers should be typed using **12-point Times New Roman** font and standard margins (1-inch on all sides) and should be 7-10 double-spaced pages in length. Your paper should be written as you would any other academic paper and should be proofread and spell and grammar checked.

Grading:

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

Assignment	Due Date	Percent of Grade
Pre-class Reaction Paper	February 2, 2018	25%
Class Presentation	February 9 – 11, 2018	12.5%
Mid-term Reaction Paper	February 9, 2018	25%
Final Paper	February 18, 2018	37.5%

Checking Canvas:

Regular updates and relevant information regarding the course will be posted to the “announcements” page on Canvas (that is the main page you access when you first log on). In order that you ensure that you

do not miss any new information of relevance to the course, you will be responsible for checking the “announcements” page at least once each week.

All course content and materials will be accessed via the Canvas site under the “modules” tab. Please also see the “links” page for websites that may be of interest to you and that are relevant to the course.

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.

POLICIES AND NOTICES

Attendance/Grade Policy

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

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. Advanced Programs does not provide duplicating services or office supplies.

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

- 2012 – Present Associate Professor, Department of Human Relations, University of Oklahoma, Norman, OK
- 2012 – Present Associate Professor, African and African American Studies, University of Oklahoma, Norman, OK
- 2007 – 2012 Assistant 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, Women's and Gender Studies Program, University of Oklahoma, Norman, OK.
- 2010 – Present Adjunct, 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 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*.
- Bert, S.C., & Farris, J. R. (2012). *Adolescent motherhood*. In R.J.R. Levesque (Ed.), *Encyclopedia of Adolescence*. 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). The Perfect Storm: Trauma history and depression 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., & 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.