



EXTENDED CAMPUS

COLLEGE of PROFESSIONAL
and CONTINUING STUDIES

HR 5713-492: Women, Work, and the Family

Course Description:

This course is a creative exploration of the dynamics of women's issues in both the family and the workplace. Using a developmental perspective, we will study the societal conditioning creating the "superwoman," balancing roles, gendered expectations of women's and men's roles in the family and workplace, child care, racial differences, time-management, discrimination in the workplace, relational practice at work, and companies that care for and about women and families. Exploration will include strategies for innovative planned change.

Course Dates:

July 1 – August 31, 2021

Last day to enroll or drop without penalty: June 2, 2021

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
Fax Number:	405-325-4402
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 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. Moe, K. (2003). *Women, family, and work: Writings on the economics of gender*. New York: Wiley. ISBN 9780631225768.
2. Crittenden, A. (2010). *The price of motherhood: Why the most important job in the world is still the least valued*. New York: Henry Holt. ISBN 9780312655402.

3. Hochschild, A, & Machung, A. (2003). *The second shift*. New York: Penguin Books. ISBN 9780142002926.
4. Materials posted on the OU CANVAS system: Access CANVAS at <http://canvas.ou.edu>; enter your OU NetID and password, and select course to access material. Please contact your local Site Director if you require assistance.

OU Email:

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

Online Orientation:

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

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

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

<http://www.ou.edu/content/cas/online/student-information.html> or contact them by telephone at: (405) 325-5854 or email: casonline@ou.edu

Course Objectives:

- To understand historical and contemporary pressures that women and families face in the United States' workplace.
- To see the structural changes in the relationship between women, family, and the workplace.
- To develop strategies for managing the "second shift," the time spent working at home after the workday.
- To devise solutions, both on the individual and policy levels, to make the workplace more family-friendly and to reduce stress in the family.

Course Outline and Tentative Weekly Schedule

Due Dates for all assignments will be posted in CANVAS.

Week	Topic	Assigned Reading	Assignment	Due Date
Week 1 July 1 – 4	Introductions	N/A	Course Begins – Familiarize yourself with the CANVAS site for the course and complete an Introduction post.	Sunday, July 4 by 11:59 PM CST
Week 2 July 5 – 11	Setting the Stage	Moe: Introduction and Chapter 1; Hochschild & Machung: Chapter 1; Working Family Factoids: Changing Family Structure (on CANVAS) ; Newman & Newman: Chapters 11 and 12 PowerPoint slides (on CANVAS)	Discussion Post # 1	Sunday, July 11 by 11:59 PM CST

Week	Topic	Assigned Reading	Assignment	Due Date
Week 3 July 12 – 18	The Economics of Marriage	Moe: Chapter 2 and 3; Hochschild & Machung: Chapters 2, 5, 9, and 11; Working Family Factoids: Family and the Time Crunch (on CANVAS)	Discussion Post #2 and Respond to 2 Classmates Posts from March 15	Sunday, July 18 by 11:59 PM CST
Week 4 July 19 – 25	The Division of Work in the Household	Moe: Chapters 4 and 5; Hochschild & Machung: Chapters 10 and 12	Discussion Post #3 and Respond to 2 Classmates Posts from March 22	Sunday, July 25 by 11:59 PM CST
Week 5 July 26 – August 1	The Economics of Childbearing and Child Caring	Moe: Chapters 6 – 8; Hochschild & Machung: Chapter 15 and Appendix; Working Family Factoids: Families and Childcare	Midterm Reaction Paper Due	Sunday, August 1 by 11:59 PM CST
Week 6 August 2 – 8	The Gender Gap in Earnings	Moe: Chapters 9, 10, 11, and 12; Hochschild & Machung: Chapters 13 and 16	Discussion Post #4 and Respond to 2 Classmates Posts from March 29	Sunday, August 8 by 11:59 PM CST
Week 7 August 9 – 15	The Gender Gap in Earnings	Balancing Work and Families (on CANVAS) ; Ezzedeen & Ritchey (on CANVAS)	Discussion Post #5 and Respond to 2 Classmates Posts from April 12	Sunday, August 15 by 11:59 PM CST
Week 8 August 16 – 22	The Issue of Culture	Hochschild & Machung: Chapter 3; Terry & Meiksins (on CANVAS) ; Childers & Sage (on CANVAS)	Work on Final Paper	N/A
Week 9 August 23 – 29	N/A	N/A	Final Paper Due	Sunday, August 29 by 11:59 PM CST

Methods Used To Deliver Online Material

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 weekly class discussions using the discussion forum on CANVAS. You will also complete a reflection paper and final paper.

1. **Learning from reading:** Each student is expected to keep up with the assigned reading from the texts as well what is posted on CANVAS for that particular week or module.
2. **Learning from one another:** Each student is expected to actively participate in assigned discussion posts and respect other students' cultures, interests, backgrounds, and ideas.
3. **Learning from writing:** Each student is expected to write as an integral part of this online course. There will be both formal and informal writing assignments and written responses. CANVAS discussion posts will comprise the informal writing assignments and responses.

Assignments, Grading, and Due Dates:

Checking CANVAS

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

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

Discussion Board Posts

In lieu of meeting to discuss required readings, weekly essay-style discussion assignments will be provided on the CANVAS “discussion” tab. I will review discussion posts as students complete them, and sometimes post replies. The following week, students will be required to reply to two of their classmates essay posts from the previous week. Replies should be a **respectful and insightful** response. Therefore, students will have to complete their own essay and two replies to posts from the previous week in order to receive full participation credit.

Original discussion posts will receive a grade out of 10 points (5 points for completing the assignment; 2 points for following directions; and 3 points for quality). Responses to classmates' posts will receive a grade out of 5 points (2 points for completing the assignment; 1 point for following directions; and 2 points for quality) for each response post you make. Thus, complete discussion posts may receive a grade out of 20 points (a possible 10 points for original posts, a possible 5 points for a response to a classmate, and a possible 5 points for a response to a different classmate). **Students will receive a 0 for any unmade postings, and all late postings will be subject to a 50% grade reduction.**

Writing Assignments

Students will be required to complete a total of two writing assignments over the course of the semester (i.e., Midterm Reaction and Final paper). Each assignment will receive a grade out of 100 points. **Late papers will receive an automatic 10-point deduction for each day the paper is late.** Specific instructions, grading rubrics, and deadlines for completing these assignments will be provided in the “Modules” tab of CANVAS. Assignments should conform to conventional formatting instruction, and should follow correct APA formatting guidelines. Sources used to support statements should be cited appropriately.

Grading:

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

Assignment	Points Available
Discussion Posts	100 points
Midterm Reaction Paper	100 points
Final Paper	100 points
Total	300 points

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

Policy for Late Work:

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

Attendance Policy:

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

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

Incomplete Grade Policy:

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

Technical Support Information:

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

POLICIES AND NOTICES

Attendance/Grade Policy

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

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

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

Representative Major Professional Affiliations

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

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.