

The University of Oklahoma

College of Continuing Education

Advanced Programs – Course Syllabus

Course Title:

The Prevention/Intervention of Critical Social Issues

Course Number:

HR 5970-421

Course Description:

Social issues refer to the problems that affect people living together in a society. In the US, some predominant social issues include the growing divide between rich and poor; youth violence; unemployment; pollution; urban decay; racism and sexism; and many others. Social problems faced by developing countries include issues of poverty, food shortages, lack of basic hygiene, spread of incurable diseases, ethnic cleansing, and lack of education. Solving problems before they become a national crisis benefits entire at-risk populations and saves time, money, and resources. Effective prevention and intervention programs can make these benefits a reality. This course will provide a synthesis of prevention/intervention efforts, research, and methodology targeting today's most pressing social problems that affect society on both a domestic and international level.

Course Dates:

November 1-December 31, 2016

Last day to enroll or drop without penalty: November 1, 2016

Site Director:

Please see your local Site Director or email Chad Manos at chad.manos@ou.edu

Professor Contact Information:

Course Professor: Shannon Bert, Ph.D.

Mailing Address: University of Oklahoma
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: Please contact professor for this information.

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@fheg.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. Cohen, L., Chavez, V., & Chehimi, S., (2010). *Prevention is primary: Strategies for community well-being* (2nd ed.). New York: John Wiley. ISBN 9780470550953.

2. Odom S. (Ed.) (2003). *Early intervention practices around the world*. Baltimore, MD: Brookes. ISBN 9781557666451.

Choose one additional textbook from the list below based on student interest:

- Brown, L. (2011). *World on the edge: How to prevent environmental and economic collapse*. New York: W. W. Norton. ISBN 9780393339499.
- Donnelly, J. (2002). *Universal human rights in theory and practice* (2nd ed.). Ithaca, NY: Cornell University Press. ISBN 9780801487767.
- Thornton, T. (2005). *Youth violence prevention: A sourcebook for community action*. Hauppauge, NY: Nova Science. ISBN 9781594547058.
- Zinn, M., Hondagneu-Sotelo, P., & Messner, M. (Eds.). (2010). *Gender through the prism of difference* (4th ed.). New York: Oxford University Press. ISBN 9780199743025.

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.

OU E-Mail:

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:

- Closely examine prevention efforts, including its structure, scope, target population, methodology, and results.
- Consider the characteristics of successful prevention programs.
- Clarify the challenges that future efforts still need to address.
- See the interplay between the science of research and the art of practice — and appreciate the profound difference prevention efforts can make in the lives of oppressed populations.
- Envision model prevention programs to address current social issues.

Assignments, Grading, and Due Dates:

This course has three written assignments. **All assignments are due no later than December 31st**. If at all possible, assignments should be placed in their corresponding D2L dropbox for this course.

Assignment 1:

Read *Prevention is Primary*, which provides models, methods, and approaches for building health and equity in communities. First, summarize the main points in each chapter. Next, give your opinion of the authors' ideas. How do they compare to your experiences and to other ideas you have about social issues and prevention. What most interested you?

Assignment 2:

Read *Early Intervention Practices*, which spotlights effective, innovative practices at work in China, Sweden, Ethiopia, Portugal, India, Israel, Australia, Germany, and more. Along with a detailed overview of and rationale for early intervention, chapters highlight intervention practices within specific international areas. First, summarize the main points in each chapter. Next, give your opinion of the authors' ideas. How do they compare to your experiences and to other ideas you have about social issues and intervention. What most interested you? Lastly, discuss how the concepts of prevention and intervention relate to one another when addressing social issues. How do they compare and/or differ. Use references from *Prevention is Primary* and *Early Intervention Practices* to support your statements.

Assignment 3:

Choose an additional textbook to read based on your interest: (1) Gender Issues; (2) Environmental Protection; (3) Youth Violence; or (4) Human Rights. First, describe the social issue. Summarize the background of this social issue. Provide a rationale for its significance. Second, identify what you feel is the most important issues related to your specific social issue. Lastly, using the knowledge you have gained from the course readings, design a prevention/intervention program aimed at alleviating your specific social issues. Make sure to include a discussion of the program's structure, scope, target population, methodology, possible challenges, and potential results.

Document Preparation:

Please ensure your name, course name and number, and date appear on each one of the assignments you turn in. Use headings to organize your paper and to ensure that each section of the assignment has been addressed. Minimum page limits have not been set as quality is more important than quantity. All assignments are to be word-processed, double spaced, paginated, and saved to either Word (.doc) or Rich Text Format (.rtf) documents. The textbooks are identified and shown in American Psychological Association (APA) citation format. When used as a reference in an assignment, they must be appropriately cited and listed separately on a reference page. If you have questions, you may contact me for clarification.

Grading:

This course is graded Satisfactory or Unsatisfactory (S/U). A grade of S is equivalent to B or better.

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.

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 Incomplete 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 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.

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

- 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 5713 Women, Work, and the Family
- 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*.
- 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., & 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., Fajgenbaum, D., Ramey, S., Ramey, C., & Bert, S.C. (2015, March). Conducting longitudinal research in the community: Boundaries and other dilemmas. Conversation Roundtable presented at the Society for Research in Child Development, Philadelphia, PA.
- Bert, S.C. (2014, March). Passing in either, belonging to neither: Biracial and bicultural identity. Paper presented at Teach in on Race, University of Oklahoma, Norman, OK.

- Bert, S.C. (2014, February). Being biracial: Past, present, and future experiences within college environments. Paper presented at Black History & Higher Education – A Discussion, University of Oklahoma, Norman, OK.
- 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.