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 4 p.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.


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


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](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](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](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](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/](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/](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


Book Publications


Chapter Publications


Presentations


  *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.

  *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.

  *Evidence of a five-factor model of racial profiling.* Paper presented at the meeting of the American Psychological Association, Honolulu, HI.

  *Pathways to resilience: Coping resources of at-risk children exposed to negative life events.* Poster session presented at the Gatlinburg Conference, San Diego, CA.


  *Initial validation of racial profiling attribution scale (RPAS).* Poster session presented at the meeting of the Multicultural Conference and Summit, Hollywood, CA.

**Symposia Presentations**

  *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.

  *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.

  *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.

  *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.

  *E-risk index: Early precursors of likely neglectful behaviors.* Symposium conducted at the National Head Start Conference, Washington, DC.

  *Early detection of child neglect: Findings from a 4-site prospective study.* Symposium conducted at the Federal Child Neglect Research Consortium, Bethesda, MD.

  *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.