The University of Oklahoma  
College of Continuing Education  
Advanced Programs – Course Syllabus

Course Title:  
Family Assessment and Intervention

Course Number:  
HR 5110-491

Course Description:  
This course focuses on the family system or subsystems as the arena of or resource for change. The family is defined to include a variety of life styles, alternative family forms, or intimate associations. This course explores the dynamics of high risk and multi-problem families to whom human services are delivered through public and private means. This course examines a range of family and individual assessment approaches and tools, family preservation services, risk assessment, services to children in their own homes, divorce and custody, and other special needs situations. Issues of primary prevention, and evaluation of practice and services are explored.

Course Dates:  
January 2-April 30, 2013  
Last day to enroll or drop without penalty: December 4, 2012

Site Director:  
This is a three-credit hour online course. Please see your local Site Director or e-mail our online site coordinator at aponline@ou.edu

Professor Contact Information:  
Course Professor: Shannon Bert, PhD  
Mailing Address: University of Oklahoma  
Physical Sciences Building, Room 706  
601 Elm Ave  
Norman, OK  73019  
Telephone Number: (405) 325-1766  
Fax Number: 405-325-4402  
E-mail Address: bert@ou.edu  
Virtual Office Hours: Contact your professor for this information.  
Professor availability: The professor will be available via the above e-mail.

Textbook(s) and Instructional Materials:  
Student materials are available at the Follett/AP Bookstore located in the Oklahoma Memorial Union, 900 Asp Ave., Norman, OK. Orders can be placed online at www.oklahomaunion.bkstr.com or by telephone at 866-369-9713 (toll free in the U.S.) or 405-325-5960 (outside the U.S.). E-mail orders may be sent to oklahomaunion@bkstr.com. Representatives are available from 8 a.m. to 6 p.m. CST Monday through Thursday and 8 a.m. to 5 p.m. CST on Friday. Summer hours: 8 a.m. to 4 p.m. CST. Faxed orders may be placed 24 hours a day to 866-223-5607 (toll free in the U.S.) or 405-325-7140 (outside the U.S.). (Text prices are available online.)


4. Materials posted on the OU Desire to Learn (D2L) system: Additional readings may also be assigned throughout the semester. These will be made available on D2L. Access D2L at [http://learn.ou.edu](http://learn.ou.edu); enter your OU NetID (4+4) and password, and select course to access material. Please contact your local Site Director if you require assistance.

Note: The Follett/AP Bookstore 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 the Follett/AP Bookstore.

**OU E-Mail:**

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

**Online Learning Resource Center:**

The Online Learning Resource Center of the University of Oklahoma’s College of Arts and Sciences Online Program is here to serve you and assist you with any questions, problems, or concerns you may have. For assistance go to [http://casweb.ou.edu/olr/](http://casweb.ou.edu/olr/) or contact us by telephone at: (405) 325-5854 or Email: casonline@ou.edu

**Course Objectives:**

Upon completion of this course, students will have a concrete understanding of how to:

1. conduct a comprehensive family assessment using various different forms of assessment;
2. provide services to children in their own homes;
3. accommodate for and be sensitive to the interactive influence of race, ethnicity, sexual orientation, gender, religion, physical or mental challenges, socioeconomic status, age, and urban/rural living;
4. identify risk in multiproblem families and mobilize the necessary resources to help ameliorate the inherent risks;
5. develop a viable intervention plan for a multi-problem family; and
6. develop a measurable evaluation protocol in order to assess the effectiveness of an intervention plan.

**Course Outline and Tentative Weekly Schedule**

<table>
<thead>
<tr>
<th>Week</th>
<th>Assigned Reading</th>
<th>Assignment</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 4&lt;sup&gt;th&lt;/sup&gt; – 6&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Course Begins – Familiarize yourself with the D2L site for the course.</td>
<td>Introduction Post</td>
<td>Sunday, Jan. 6&lt;sup&gt;th&lt;/sup&gt; by 11:59 PM CST</td>
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<tr>
<td>Week 1</td>
<td>Thomlison: Ch. 1, “Family Contexts”</td>
<td>Exercise # 1</td>
<td>Sunday, Jan. 13&lt;sup&gt;th&lt;/sup&gt; by 11:59 PM CST</td>
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<tr>
<td>Jan. 7&lt;sup&gt;th&lt;/sup&gt; – 13&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Lowenstein: Ch. 1, “Assessment Activities”</td>
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<tr>
<td>Week 2</td>
<td>Thomlison: Ch. 2, “A Framework for Understanding Families”</td>
<td>Exercise #2</td>
<td>Sunday, Jan. 20&lt;sup&gt;th&lt;/sup&gt; by 11:59 PM CST</td>
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<tr>
<td>Jan. 14&lt;sup&gt;th&lt;/sup&gt; – 20&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Lowenstein: Ch. 1, “Assessment Activities”</td>
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<tr>
<td>Week 3</td>
<td>Thomlison: Ch. 3, “The Family System”</td>
<td>Exercise #3</td>
<td>Sunday, Jan. 27&lt;sup&gt;th&lt;/sup&gt; by 11:59 PM CST</td>
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<tr>
<td>Jan. 21&lt;sup&gt;st&lt;/sup&gt; – 27&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Lowenstein: Ch. 2, “Identifying and Coping with Feelings”</td>
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<tr>
<td>Week 4</td>
<td>Thomlison: Ch. 4, “Intergenerational Family Systems”</td>
<td>Exercise #4</td>
<td>Sunday, Feb. 3&lt;sup&gt;rd&lt;/sup&gt; by 11:59 PM CST</td>
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<tr>
<td>Jan. 28&lt;sup&gt;th&lt;/sup&gt; – Feb. 3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>Lowenstein: Ch. 2, “Identifying and Coping with Feelings”</td>
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<tr>
<td>Week</td>
<td>Assigned Reading</td>
<td>Assignment</td>
<td>Due Date</td>
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<tr>
<td>Week 5</td>
<td>Thomlison: Ch. 5, “Family Assessment”</td>
<td>Exercise #5</td>
<td>Sunday, Feb. 10th by 11:59 PM CST</td>
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<td>Feb. 4th – 10th</td>
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<tr>
<td>Week 6</td>
<td>Thomlison: Ch. 6, “Designing Family Interventions”</td>
<td>Exercise #6</td>
<td>Sunday, Feb. 17th by 11:59 PM CST</td>
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<tr>
<td>Feb. 11th – 17th</td>
<td>Lowenstein: Ch. 3, “Anger Management”</td>
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<tr>
<td>Week 7</td>
<td>Thomlison: Ch. 7, “Evaluation”</td>
<td>Paper #1 Due</td>
<td>Sunday, Feb. 24th by 11:59 PM CST</td>
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<td>Feb. 18th – 24th</td>
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<tr>
<td>Week 8</td>
<td>Thomlison: Ch. 8, Evidence-based Practices for Strong Families and Competent Parents”</td>
<td>Exercise #7</td>
<td>Sunday, Mar. 3rd by 11:59 PM CST</td>
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<tr>
<td>Feb. 25th – Mar. 3rd</td>
<td>Lowenstein: Ch. 4, “Social Skills”</td>
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<tr>
<td>Week 9</td>
<td>Thomlison: Ch. 9, “Critical and Reflective Thinking”; Ch. 10, “Narratives: Journaling, Letter Writing, and Stories”; Ch. 11, “Exploring Your Own Family Systems”</td>
<td>Exercise #8</td>
<td>Sunday, Mar. 10th by 11:59 PM CST</td>
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<tr>
<td>Mar. 4th – 10th</td>
<td>Lowenstein: Ch. 5, “Self-Esteem”</td>
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<td>Week 10</td>
<td>Corcoran: Ch. 1, “Psychoeducation with Attention Deficit/Hyperactivity Disorder”</td>
<td>Exercise #9</td>
<td>Sunday, Mar. 17th by 11:59 PM CST</td>
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<tr>
<td>Mar. 11th – 17th</td>
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<tr>
<td>Week 11</td>
<td>SPRING BREAK</td>
<td>N/A</td>
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<td>Mar. 18th – 24th</td>
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<tr>
<td>Week 12</td>
<td>Corcoran: Ch. 2, “Behavioral Parent Training with Oppositional Defiance Disorder”; Ch. 3, “Solution-Focused Therapy with Oppositional Defiant Disorder”</td>
<td>Exercise #10</td>
<td>Sunday, Mar. 31st by 11:59 PM CST</td>
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<td>Mar. 25th – 31st</td>
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<td>Week 13</td>
<td>Corcoran: Ch. 4, “Cognitive-Behavioral Intervention with Physical Abuse”; Ch. 5, “Cognitive Behavioral Group Treatment with Mothers of Sexual Abuse Victims”</td>
<td>Exercise #11</td>
<td>Sunday, April 7th by 11:59 PM CST</td>
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<td>April 1st – 7th</td>
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<td>Week 14</td>
<td>Corcoran: Ch. 6, “Structural Family Therapy with Adolescent Conduct Disorder”; Ch. 7, “Multisystemic Treatment with Juvenile Offending Substance Abuse, and Prevention of Adolescent Pregnancy”</td>
<td>Exercise #12</td>
<td>Sunday, April 14th by 11:59 PM CST</td>
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<td>April 8th – 14th</td>
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<tr>
<td>Week 15</td>
<td>Corcoran: Ch. 8, “Reinforcement Training with the Partners of Those Who Abuse Substances”; Ch. 9, “Cognitive-Behavioral Marital Therapy with Depression”</td>
<td>Paper #2 Due</td>
<td>Sunday, April 21st by 11:59 PM CST</td>
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<tr>
<td>April 15th – 21st</td>
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<td>Week 16</td>
<td>Corcoran: Ch. 10, “Multiple-Family Psychoeducational Group for the Purpose of Persons with Schizophrenia”; Ch. 11, “Psychoeducation with Caregivers of Older Adults”</td>
<td>Exercise #13</td>
<td>Sunday, April 28th by 11:59 PM CST</td>
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<tr>
<td>April 22nd – 28th</td>
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<tr>
<td>N/A</td>
<td>Post Course Assignment</td>
<td>Paper #3 Due</td>
<td>Tuesday, April 30th by 11:59 PM CST</td>
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</table>

**Assignments, Grading, and Due Dates:**

The content for this course is delivered electronically using the Desire2Learn (D2L) course management system. Unless otherwise noted, all references to documents, instructions, articles, examples, or exercises will be found on D2L. All students are expected to have completed an online orientation as a prerequisite to taking this course by the end of the first week of this course.
This course involves a number of different components. First, it involves reading: assignments, written instructions, posted discussion questions, email notices, assignment outlines, and course-related material. Second, the course involves working independently to complete the course requirements. This will challenge students’ planning and organization skills. There will be numerous individual exercises to which students will respond on the D2L discussion page.

The following summarizes the major assignments with due dates. All deadlines are 11:59 p.m. Sundays, unless otherwise noted. Detailed instructional guidelines and other resources as appropriate will be provided via D2L accessible at: www.learn.ou.edu.

Papers

There are three papers in this course. All papers will be typed double spaced and appropriately referenced using American Psychological Association’s (APA) publication citation and format. Students will be required to conduct a family assessment, develop a family intervention, and write an integrative paper. Outlines for these will be provided on D2L as the semester progresses. A brief overview of the papers is given below:

Paper #1 – Due February 26

Students will develop an assessment of a family of their choice. The family can be real or fictitious. The paper will be 8-10 pages double spaced, exclusive of any attachments (e.g., clinical assessment scales, genograms, ecomaps, family collage, interview questions, etc.). Students are expected to integrate the use of relevant literature throughout the assignment. Some of the components for the family assessment follow below.

a. Source of the referral for this family.
b. Background characteristics of the family.
c. Presenting issues, concerns, and problems
d. Plan for assessing the family members (e.g., who, how, when, and why).
e. Discussion of instrumentation used and rationale.
f. Results of the assessment (include family strengths and needs).
g. Practitioner’s recommendations for treatment.

Paper #2 – Due April 22

Students will conduct an assessment and develop an intervention plan for an actual family. The paper will be 10-14 pages, double spaced, exclusive of any attachments. Students are expected to integrate the use of relevant literature throughout the assignment. Some components that will be included in the family intervention component follow below. For the assessment part, use the headings from Paper #1.

a. Background characteristics (e.g., race, ethnicity, culture, religion, sexual orientation, etc.) of the family and in what way that will influence the intervention. List potential issues that may arise and the plan for addressing each concern.
b. Summary of the family assessment (identify the issues that will and will not be included in the intervention plan and provide a rationale for each).
c. Focus of the intervention (how it was developed, the rationale for its selection, and a description of the approach selected).
d. Behaviorally specific short- and long-term goals for each client system (e.g., husband and wife; father and child, etc.), with a timetable for accomplishment.
e. Examples of advocacy and client empowerment used with family.
f. Evaluation plan to determine treatment efficacy (e.g., detailed explanation of the evaluation plan).
g. Lessons to apply in future assessments.
h. Lessons to apply in future intervention efforts.
i. Lessons to apply in future practice evaluations.
Paper #3 – Due April 30

Students will write an integrative paper which pulls together their required readings, weekly exercises, written papers, classmates’ postings, and their professional development during the course of the semester. This is a 5 to 7-page unstructured paper. There is no outline for this paper.

Attachments to all written assignments should be identified as Appendices (e.g., Appendix A, Appendix B, etc.). It is expected that students will integrate issues relating to people/group of color, socioeconomic status, gender, marital status, sexual orientation, mental and/or physical challenges, age, urban/rural, and spirituality as appropriate. Discussion of any of these particular issues, as well as relevant consideration(s) by practitioner and how this may facilitate the assessment and/or intervention should be included. Students will draw upon their experiences from their internship, current, or past work in order to complete this particular assignment.

Individual Exercises

Since all of the course content is delivered electronically it is important that we stay connected with one another throughout the course. One way of doing that is through a series of individual exercises for students to participate in via the discussion page on D2L. This provides an opportunity to maintain the connections made from the beginning of the course with the personal introductions through each of the online learning exercises and assignments. This is an integral part of the course.

Questions, issues, and/or individual exercises will be posted to which each student must respond. These will invariably expand on the readings or related material. All of the information needed to complete these assignments will be found on D2L. Deadline dates will vary but the time will always be 11:59 p.m. on the date due. Discussion exercises count as class participation and, like all assignments, are deadline sensitive. Responses not received by the deadline will receive a “0”.

Course Participation

As this is an online course, there is no classroom attendance per se. Course participation is used in lieu of classroom attendance. Course participation is counted when students complete the three papers and complete the weekly individual exercises by the posted deadlines. Any late submissions will be assigned a “0” unless arrangements have been previously made with the course instructor.

Policy on Late Papers

It is expected that all papers are submitted timely. In the event that this is not the case, there will be a 10% reduction in the grade points for the late submission. In other words, if the assignment is worth 100 points, the late submission will decrease its value by 10 and its worth is thereby 90 points. Moreover, a paper that is four weeks late will be assigned a zero.

All student grades will be posted on D2L in the Grades section Students will receive written feedback on an evaluation sheet for papers. Paper assignment grades will be posted concurrently with written feedback. There will be no extra credit opportunities in this course.

Military Students

Anyone who is in the military and is deployed or receives deployment orders while attending the course should inform me of such. We may need to make special arrangements to accommodate deployment so as not to impede course progress or jeopardize the student’s class standing.

Grading:

This is a letter-graded course: A, B, C, D, or F. The course grade will be comprised of the following:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Individual Exercises (IEs)</td>
<td>150 points</td>
</tr>
<tr>
<td>Family assessment assignment</td>
<td>100 points</td>
</tr>
<tr>
<td>Family intervention &amp; evaluation assignment</td>
<td>125 points</td>
</tr>
<tr>
<td>Integrative paper</td>
<td>25 points</td>
</tr>
<tr>
<td>Total</td>
<td>400 points</td>
</tr>
</tbody>
</table>
Final Grade will be assigned as shown:

- A=360+ points
- B=320 – 359 points
- C=280 – 319 points
- D=240 – 279 points
- F=Less than 240 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. According to University policy, a grade of “I” (Incomplete) is only given when a student has completed most of his or her course requirements and due to extenuating circumstances cannot complete the course by the end of the semester.

Statement on Respect:
The classroom is a forum for exploration, discussion, and learning, irrespective of the format in which the instruction is delivered. Each participant brings his/her own values, expectations, and experiences to our virtual classroom. Human Relations is a professional program and as such, students should conduct themselves accordingly. Every student has the right to express his/her viewpoint and be able to do so without the fear of reprisal or verbal assault. Expressing opinions about beliefs, ideas, or sharing information is encouraged provided it is done respectfully and neither humiliates nor otherwise deliberately offends others. I encourage openness, honesty, open-mindedness, tolerance, and acceptance. This is the least one would expect of a human relations professional. This does not imply one is condoning another’s behavior; however, each opinion is to be respected although there is ample opportunity to discuss opinions among students on the discussion board so long as it does not degenerate into name calling. Should any student have a problem or issue with any of the course content, group process, or any other course related issue, he/she is encouraged to contact me so that we can discuss the situation amicably and work toward a successful resolution.

Communication Policy:
In terms of communication with me, you can expect to hear from me not later than 48 hours from the time you contact me. This is a reasonable time frame and allows for administrative and other responsibilities, as well as unforeseen circumstances. Do not hesitate to follow-up if you think too much time has passed. I receive many emails daily and it is not uncommon to overlook a communication on occasion. I am here to help you; let me know how best I can do that.

Prior to each semester’s course, I thoroughly review the previous semester’s classes and make changes to improve the materials in an effort to enhance students’ learning experiences. Toward that end, you will have an opportunity to respond to a brief assessment every four weeks that is called the Course Barometer or CB. Each CB consists of 10 questions and the content may vary from month to month. This is to help me gauge where you are in terms of understanding the material, the instructions, timeliness of communication, and overall satisfaction with the course at that point in time. There is also a space for students to write what has been the most helpful, suggest improvements, and open comments. I am hoping this will help to resolve any problems as they arise and make the learning experience better for everyone rather than waiting until the end when it’s too late. This is separate from the end-of-course evaluations that are conducted by the university. I hope that students will be candid on the CB—you have my complete assurance that no one’s grade will be affected by honest responses to these evaluations. I am motivated by developing the best course possible to optimally serve students in their learning. It is toward that end that I endeavor and thank you in advance for your assistance with this effort.

The Department of Human Relations website is: http://www.ou.edu/cas/hr

Academic Integrity
Honesty is a fundamental precept in all academic activities, and you have a special obligation to observe the highest standards of honesty.

Academic misconduct includes:
- Cheating is using unauthorized materials, information, or study aids in an academic exercise, plagiarism, falsification of records, unauthorized possession of examinations, intimidation, and any
and all other actions that may improperly affect the evaluation of a student’s academic performance of achievement.

- Plagiarism is the representation of the words or ideas of another as one’s own, including:
  - Direct quotation without both attribution and indication that the material is being directly quoted, e.g., quotation marks.
  - Paraphrase without attribution;
  - Paraphrase with or without attribution where the wording of the original remains substantially intact and is represented as the author’s own; and/or
  - Expression in one’s own words, but without attribution of ideas, arguments, lines of reasoning, facts, processes, or other products of the intellect where such material is learned from the work of another and is not part of the general fund of common academic knowledge.

- Assisting others with any such act.
- Attempting to engage in such acts.

The University of Oklahoma Student Association, OU’s student government, established an Honor Council and Statement of Academic Integrity. This Act specifies that students should include and sign the statement that reads:

“On my honor, I affirm that I have neither given nor received inappropriate aid in the completion of this exercise.”

This statement will appear as a footer on all exams indicating that by the student’s submission of his/her completed exam, he/she is attesting the effort involved represents an individual one. The statement is an implied one in the case of any group papers students will turn in since the latter assignments reflect teamwork and not a solitary effort.

All acts of academic misconduct will be reported and adjudicated as prescribed by the Academic Misconduct at the University of Oklahoma. All penalties are listed in the Academic Code. For further information on academic misconduct, please refer to the following link: http://www.ou.edu/provost/integrity/

Religious Holidays

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.

Attendance Policy:

In addition to interaction via Desire2Learn and E-mail contact, students are required to contact the instructor via E-mail or telephone BEFORE the beginning of the course term for an initial briefing. Although physical class meetings are not part of this course, participation in all interactive, learning activities is required.

Student assignments and student/instructor communications will be conducted via Desire2Learn, although students may contact the instructor via telephone, postal mail, e-mail, or fax as needed.

Incomplete Grade Policy:

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

Technical Support Information:

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

Upon completion of the course students should go to the Advanced Programs Distance Learning webpage and click on the applicable semester link under “Course Evaluations” which will direct them to the evaluation. The evaluation will take approximately five minutes to complete. Completion of the online evaluation is an important tool allowing Advanced Programs to gain information and student feedback for improvement of courses.

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

Important information you should know about online courses:

- To sign on to Desire2Learn (D2L), log in using your 4+4 and your OU network password (note that this is the same 4+4 and password that you use to access your OU email). Once you are logged in, please look for “My Courses,” locate your course and click on it. Remember to check your course site on D2L every day.

- Students enrolled in online courses may be required to take the CAS student orientation in Desire 2 Learn. To take the orientation, sign-on to D2L and then click on “Self Registration” at the top left corner of the page. Information about and instructions for the orientation can be found at http://casweb.ou.edu/olr/public/students/orientation.htm

- Course Materials are available at Follett/AP Bookstore. On this syllabus you will find a link to the Follett Bookstore.

- If you need to drop or withdraw from a course, please contact your Site Director. You can drop a course without a penalty up to the add/drop date. You can drop a course after the add/drop date through the first day of class with a penalty. There will be a 25% penalty if you drop 16-29 days before the start of class, 50% penalty if you drop between 15 days before and the start of the class, or 100% penalty if you drop on the first day of class or later.

- After the class has started, you can only withdraw from the course with the professor’s permission; you will not receive a refund for your tuition. You can only drop without a penalty after the add/drop date by providing proper documentation and receiving approval from the Advanced Programs Theater Director. Provide this documentation to your Site Director.
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.

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. 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 Honesty

Honesty is a fundamental precept in all academic activities and … [you] have a special obligation to observe the highest standards of honesty. Academic misconduct in any form is inimical to the purposes and functions of the University and is therefore unacceptable and is rigorously proscribed. Academic misconduct includes:

- cheating (using unauthorized materials, information, or study aids in any academic exercise), plagiarism,
- falsification of records, unauthorized possession of examinations, intimidation, and any and all other actions that may improperly affect the evaluation of a student’s academic performance or achievement; assisting others in any such act; or attempting to engage in such acts.

All acts of academic misconduct will be reported and adjudicated as prescribed by the student code of the University of Oklahoma. All students should review the “Student’s Guide to Academic Integrity” found at http://www.ou.edu/provost/integrity

Accommodation Statement

The College of Continuing Education [Advanced Programs] is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your OU Site Director.

Course Policies

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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 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 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 5970 Special topics/Seminar: The Prevention/Intervention of Critical Social Issue

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


• 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.


Symposia Presentations


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.

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