

Curriculum Vitae

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Statement of Teaching Philosophy

It is a privilege and high honor to motivate students to achieve to the best of their abilities. This inspires me to continually improve course content and delivery as I seek to enlighten, empower, and encourage each student. I find it exciting to challenge students to consider how historical periods, genetic influences, cultural and environmental factors, as well as public policy affect real world situations. Teaching students to assess and evaluate information on their own are the first steps in helping them attain a well-balanced platform from which they can draw their own conclusions and beliefs. It is my hope to encourage critical thinking as students move from theory to practice; therefore, it is my highest objective to teach students to critically evaluate and apply what they have learned as they navigate through real-world experiences.

Having taught in both the online environment, and in face-to-face classes since 2005, I have gained a clear understanding of the limitations within the online arena, as well as the strengths. While developing and delivering course content, I effectively balance course expectations with efficient course design to ensure a reasonable and smooth learning environment. I incorporate facets of Bloom's Taxonomy and Quality Matters in course design and have learned from trial-and-error what works, and what does not work. From this personal experience, as well as from knowledge gained from my participation in various online training programs, I have an excellent vision of how to develop and facilitate online courses to ensure a positive experience for both the student and the instructor. I recognize the importance of exposing students to a variety of learning experiences to help them become a more versatile online learner. As a course developer, I combine a sensible balance of content, graphics, videos/animation, and interactivity. I present up-to-date course content from credible and empirical research, as well as from my field experience, that embraces various learning styles. I have consistently earned excellent course evaluations from both students and supervisors. This underscores my success in achieving a rich learning environment for students, which includes their active participation.

I have mastered how to effectively challenge students to keep them fully engaged and eager to learn, connecting with students, individually, and as a group. I continually reach out personally to each student throughout the semester to encourage them and make myself readily accessible should they have questions or simply need further instructions or clarifications. I know the importance of providing timely feedback, so I generally answer messages within two hours and return grades with feedback within 24 to 36 hours, with few exceptions. Students quickly realize that I am available, personable, real, and extremely excited to help them meet their academic goals.

I have been teaching adjunct classes, maintaining a full course load, since 2005, for various colleges and universities. Depending on needs, sometimes I work for more than one college to maintain a full load.

Education

University of North Texas, Denton, Texas

M.S. in Applied Gerontology with a minor in Psychology, December 2004

GPA: 4.0

Completed 18 graduate hours in Psychology, qualified to teach undergraduate PSY courses as well as SOC/AGING courses

Stephen F. Austin State University, Nacogdoches, Texas

B. A., Criminal Justice with a minor in Sociology, December 1997

GPA: 4.0

Summa Cum Laude

Kilgore College, Kilgore, Texas

A.A., Social and Behavioral Sciences, December 1997

Major: Psychology

GPA: 4.0

With Highest Honors

Teaching Experience

Adjunct Faculty/Psychology October 2023 – Present

Lamar State College Orange, Orange, Texas

Courses developed and taught:

PSYC 2314- Lifespan Development (online)

Adjunct Faculty/Sociology August 2018 – Present

Lamar Institute of Technology, Beaumont, Texas

Courses developed and taught:

SOC 1301- Introduction to Sociology (online)

This course examines the scientific study of human society, including ways in which groups, social institutions, and individuals affect each other and includes analysis of social issues such as social stratification, gender, race/ethnicity, and deviance.

Adjunct Faculty/Sociology August 2016 – 2018

Northwestern University, Natchitoches, Louisiana

Courses developed and taught:

SOC 1010- Principles of Sociology (online)

This course examines human social relationships and processes, functioning of familial, recreational, religious, economic, political, and other social groups in contemporary society.

Adjunct Faculty/Sociology/Psychology January 2009 – 2017

A&M University, Central Texas

Courses developed and taught:

SOC 310- Social Gerontology (online)

This course examines the reciprocal relationship between society and those considered aged by society, utilizing concepts and theoretical frameworks applicable to that population group. It examines the social forces that impinge on the aging process, including socially constructed images of the aged, and patterns of inequality of gender, race, and economics.

SOC 421- Death and Dying (online)

The ramifications of death, including the experiences and rights of the dying and the significance to those who mourn. Using major sociology theories focuses on the meaning to society of the reality and symbolism of death.

PSY 490- Human Sexuality (online)

This course examines the psychology of sexual behavior as related to social conduct. It explores the

historical, biological, psychosocial, behavioral, and cultural aspects of human sexuality.

PSY 405- Social Psychology (online)

This course examines theory and phenomena of social psychology. The effect of social variables upon the behavior of individuals. Topics covered include socialization, language and communication, prejudice, social attitudes, attitude change, aggression, prosocial behavior, and group behavior.

Adjunct Faculty/Psychology January 2015 – 2017

Bossier Parish Community College

Course developed and taught:

PSYC 205 Child Psychology

This course offers a study of the development of human behavior from conception through age twelve with emphasis on the physical cognitive and social-emotional development of the child.

Adjunct Faculty/Sociology January 2013 – 2015

University of Mary Hardin-Baylor, Belton, Texas

Courses developed and taught:

SOCI/SOCW 4313- Gerontology (online)

This course acquaints the student with the normal aging process, as well as with the social and psychological problems related to that process. Intervention techniques are emphasized. This course acquaints the student with the sociological/psychological aspects of aging and with the interventions available to the over-65-population through social work and other helping professions. It provides awareness regarding later life development not only to assist the individual in coping with his/her own aging but to provide insight and tools useful in careers dealing with the older population

SOCI 4315- Death and Dying (online)

An introduction to the sociological and psychological aspects of death and dying within the American cultural milieu. Emphasis is on self-awareness regarding attitudes about death and on therapeutic intervention.

Associate Faculty/Psychology January 2011 – 2015

Post University, Waterbury, Connecticut

Courses developed and taught:

PSY 203- Adolescent Psychology (online)

This course is an intensive study of the development of adolescents in terms of theory and research with special attention to the contemporary problems that confront adolescents.

PSY 201-Child Development (online)

This course emphasizes the psychological development of the child from birth to adolescence. Consideration is given to data, theories, and methods of studying child behavior. Emphasis is placed upon the general characteristics of various stages of development and upon general determinants of the developmental process.

Course taught:

PSY 320- Language Development (online)

This course covers new advances in linguistics and neurology in addition to the importance of literacy in terms of individual development. It explores the aspects of syntax, morphology, semantics, phonology, and pragmatics. Cultural issues are included as well as issues of diversity in the United States regarding this complex topic.

Adjunct Instructor/Psychology/Sociology January 2007 – 2012

Stephen F. Austin State University, Nacogdoches, Texas

Courses developed and taught:

SOC 305- Death and Dying (online)

Sociological approach exploring how the American culture as a society deals with illness, dying, death and bereavement. This course explores the field's diversity, controversy, and newest research—helping students to evaluate and understand their own attitudes toward death.

SOC 370- Social Gerontology (online)

This course explores a variety of perspectives on aging, including the social aspects of aging: family relationships, health, economics, retirement, widowhood, and care of the frail elderly.

SOC 477- Topics Course- Caregiving (online)

This course explores the social aspects of caregiving in America. Emphasis is on issues faced by informal caregivers of the elderly and disabled.

SOC 477- Topics Course- Long-term Care (online)

With the aging of our population, more and more elderly need assistance with health issues, as well as with activities of daily living. This course explores the fundamentals of longterm care with emphasis on examining formal long-term care providers and issues facing longterm care residents.

PSY 153- Human Sexuality (online and on campus)

Psychology of sexual behavior as related to social conduct. This course explores the field's diversity, controversy, and newest research--helping students to evaluate and understand their own unique experiences in sexuality.

Adjunct Instructor/Sociology/Psychology January 2005 – 2009

Kilgore College, Kilgore, Texas

Courses developed and taught:

SOC 1301 Introductory Sociology (on campus)

The scientific study of human society, including ways in which groups, social institutions, and individuals affect each other. Causes of social stability and social change are explored through the application of various theoretical perspectives, key concepts, and related research methods of sociology.

PSYC 2306- Human Sexuality (online)

Study of the psychological, sociological, and physiological aspects of human sexuality.

PSYC 2319 Social Psychology (on campus)

Study of individual behavior within the social environment. May include topics such as the socio-psychological process, attitude formation and change, interpersonal relations, and group processes.

PSYC 2314 Lifespan Development (on campus)

Life-Span Growth and Development is a study of social, emotional, cognitive, and physical factors and influences of a developing human from conception to death.

PSYC 2301 General Psychology (on campus and online)

A survey of the major psychological topics, theories, and approaches to the scientific study of behavior and mental processes.

Professional Experience

Long-Term Care State Certified Staff Ombudsman September 2000- 2007

Area Agency on Aging of East Texas, Kilgore, Texas

Advocated for nursing home/assisted living residents in 30+ nursing homes/assisted living facilities within a four-county region Provided mediation between facility staff and family/residents Worked closely with DHS State Regulatory, the State Ombudsmen's office, CPS, long-term care administrators and other entities within the long-term care field to ensure the rights of long-term care residents Was direct supervisor and trainer of state certified volunteer ombudsmen serving those facilities.

Presentations

State Certified Ombudsman Presentations September 2000- 2007

Area Agency on Aging, Kilgore, Texas

Developed and presented multiple PowerPoint Training sessions, quarterly, as required by the State of Texas for all Certified Volunteer Ombudsmen within a 14-county region. Presentation Examples: Walking the Fine Line--This presentation offered ombudsmen volunteers information on how to become strong advocates for nursing home residents in a way that developed trust and did not alienate facility staff and administrators. This CVO training presentation was distributed nationwide through NCCNHR ORC, March 2005, and was included in Texas State CVO mandatory training programs. Don't Judge a Book by Its Cover--This presentation taught ombudsmen volunteers how to navigate sensitive topics with nursing home staff while advocating for resident's sexual rights. Developed and presented training sessions for long-term care facility staff (certified nurse aides, social workers, etc.) related to Residents' Rights.

Highly Competent Subject Areas

Learning Management System Experience: Blackboard, Canvas, Moodle, Desire2Learn, WebCT

Computer Experience: Microsoft Word, Excel, Outlook, PowerPoint, Respondus

Subject Matter Expert: Gerontology, Death and Dying, Human Sexuality, Lifespan Development, Long-term Care, Sociology, Psychology

Professional Development and Awards

Outstanding Excellence in Online Education Award, Stephen F. Austin State University Office of Instructional Technology, 2011

Certified Long-term Care Ombudsman, Texas Department of Aging and Disability Services, 2000 to 2007

Certified Online Instructor, Stephen F. Austin State University, May 2007 • Specialist in Aging Certificate, University of North Texas, 2003

Mediation Certificate, University of North Texas, 2004

Completed online training programs at the following Universities/Colleges: BPC, SFASU, TAMU-CT, NSU, Post University, Kilgore College, Lamar Institute of Technology