

**Faculty of Health  
Department of Psychology  
PSYC 4010 Section M  
SEMINAR IN DEVELOPMENTAL PSYCHOLOGY  
Winter 2017**

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**Time and Location:** Wednesdays, 2:30-5:30pm, Room 120 CB

**Instructor Information**

Instructor: Jennine S. Rawana, Ph.D., C.Psych., Associate Professor, Psychology; Master, Calumet College

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**Course Prerequisite(s): Course prerequisites are strictly enforced.**

- HH/PSYC 1010 6.00 (Introduction to Psychology), with a minimum grade of C.
- HH/PSYC 2021 3.00 (Statistical Methods I) or HH/PSYC 2020 6.00 (Statistical Methods I and II)
- HH/PSYC 2030 3.00 (Introduction to Research Methods) or substitutes
- HH/PSYC 2110 3.00 (Developmental Psychology)
- Students must be in an Honours program in Psychology and have completed at least 84 credits (excluding (EDUC) education courses)

**Course Description**

This is an advanced seminar course in Developmental Psychology. The goals of this course are two-fold: (1) provide students with an advanced **Knowledge Base** on contemporary theories, methodologies, and research pertaining to developmental psychology with a focus on adolescence; (b) provide students with an introduction to **Knowledge Mobilization Strategies** that translate developmental research to inform community-based stakeholders and programs (e.g., governments, policymakers, judicial system, schools, nonprofit organizations, hospitals, funding agencies, mental health agencies, youth, families, etc.), particularly related to promoting child and adolescent mental health and school success.

**Learning Outcomes**

Upon completion of this course, students should be able to:

1. Demonstrate in-depth knowledge in developmental psychology.
2. Critically evaluate, synthesize and resolve conflicting results in developmental psychology.
3. Articulate trends in developmental psychology.
4. Locate research articles and show critical thinking about research findings in developmental psychology.
5. Express knowledge of developmental psychology in written form.
6. Engage in evidence-based dialogue with course director and peers.
7. Demonstrate an ability to work with others.
8. Participate in a Photo Gallery exhibit that is associated with a mental health societal awareness community event.

## **Specific Learning Objectives:**

Students will learn:

### **Knowledge Base**

1. To review and critique developmental and positive psychology/strength-based theories of development, particularly related to adolescence.
2. To understand the developmental pathways of common mental health issues across childhood adolescence, and emerging adulthood.
3. To examine the common psychological disorders and mental health issues in childhood and adolescence, including depression, anxiety, suicide, substance abuse, romantic dating violence, and academic issues.
4. To review and critique mental health promotion and prevention strategies related to child and adolescent disorders.
5. To examine the role of key contexts on development, including families, peers, and schools, as well as the role of social media on the developing youth.
6. To examine Canadian policy related to mental health issues among children and youth, including justice-involved youth.
7. To consider throughout the implications of ethno-cultural and individual diversity issues, particularly related to Aboriginal youth in Canada.
8. To create and describe an image that highlights adolescent and youth mental health.

### **Knowledge Mobilization Strategies**

1. How to summarize and disseminate research on contemporary developmental psychology issues for community stakeholders, particularly related to adolescence.
2. How to translate research to inform effective prevention programs that promote child and adolescent mental health and school success.
3. How to create meaningful media (i.e., images) that provides awareness to the community about mental health issues among adolescent and youth.

By the end of this course, students will be able to:

### **Knowledge Base**

1. Demonstrate knowledge of key developmental and positive psychology theories.
2. Demonstrate knowledge of developmental pathways of common mental health issues from childhood to emerging adulthood.
3. Demonstrate advanced knowledge of common psychological disorders and mental health issues among children and adolescence, and the influence of key contexts, as well as prevention strategies.
4. Demonstrate knowledge on Canadian policy related to mental health issues among children and youth.
5. Demonstrate an appreciation of how ethnicity/culture (e.g., Aboriginal youth), gender, and individual diversity play a role in child and adolescent disorders and mental health issues.
6. Undertake a scholarly and high-quality review on a specific topic in adolescent psychology.

### **Knowledge Mobilization Strategies**

1. Identify key community stakeholders who uptake child and adolescent research.
2. Effectively summarize and disseminate key research findings on advanced developmental psychology issues for community audiences.
3. Apply the findings of developmental research to strengthen community programs that improve the lives of young people.
4. Demonstrate peer-review skills

## Course Requirements and Assessment

Information on course requirements and assessments.

Assessment	Date of Evaluation (if known)	Weighting
Bell Let's Talk Day – Photo Assignment	January 20, 2017	10%
Knowledge Dissemination Summary	March 22, 2017	15%
Research Paper	April 19, 2017	35%
Seminar	TBD	20%
Student-Led Discussion	TBD	10%
Participation	April 5, 2017	10%
Total		100%

## Description of Assignments

### 1. Bell Let's Talk Day – Photo assignment: 10% (due January 20<sup>th</sup>, 9a.m.)

Students will participate in a Bell Let's Talk Day Photo Gallery hosted in Calumet and Stong Colleges at York University on Bell Let's Talk Day (January 25, 2017). Students are required to take a Photograph that represents an important aspect of adolescent and emerging adulthood mental health, which may be related to a topic covered throughout the course. The image should also represent an aspect of the Calumet and Stong Colleges framework of Health and Wellness (Mind, Body, Spirit), and also include one of the four pillars of the Bell Let's Talk Campaign (<http://letstalk.bell.ca/en/our-initiatives/>).

**Part A: Title and One-Page Description:** Students should include a maximum one-page (double-spaced, 12pt font, 1 inch margins) description that explains (1) a description of the image is, such as location, time of day, subject(s), and design; (2) how it represents specific aspects of mental health and/or frameworks. **Part B: Title and Abstract:** Include a 100-word abstract that summarizes the main points above (description, aspects). This Abstract will be shared at the Photo Gallery. You will present your submission by standing beside it and speaking with people visiting the gallery about your work during your class on Wednesday, January 25th from 2:30 - 4:00pm (Stong Master's Dining Hall, 101 Stong College). **Additional notes:** Photo submissions must be at least 300 Pixels Per Inch (PPI) to ensure printing quality. You can be creative with your submission by making the image black and white, colour, collage, etc. Images must be respectful and uphold the principles of equity, diversity, and inclusivity. If needed, large photo files can be submitted via <http://dropbox.yorku.ca>.

### 2. Knowledge Dissemination Summary: 15% (due March 22, 2017, 2:30 p.m.).

Students are required to submit a one-page (double-spaced, 12pt font, 1 inch margins) lay summary of their Research Review Paper appropriate for a specific and relevant community stakeholder of your choice (e.g., nonprofit organization, schools, legal system, government policy makers, parents, or youth, etc.). Students are encouraged to create a Summary that is accurate, concise, and visually appealing. See Knowledge Mobilization Summary Handout for more details.

### 3. Research Paper: 35% (due April 19, 2017, 4:00 p.m.).

Students are required to write a **Research Review** paper on a specific topic related to child and adolescent psychology or mental health issue (e.g., mental health literacy and preventing adolescent depression, protective role of self-esteem on adolescent alcohol use). The paper should be on a topic that addresses a gap in the current research literature. The paper should be 8 - 10 pages (double-spaced, 12pt font, 1 inch margins), excluding the title page, abstract, references, and tables, and be APA 6 formatted. Late marks (5% per day) will be based on email submission time to Dr. Rawana. See Research Review Paper Handout for additional details.

#### 4. **Seminar: 20% (see Course Calendar below for presentation dates)**

Students (groups of 3) will lead a 50 minute oral presentation on a specific topic related to advanced child and adolescent psychology or mental health. The presentation will consist of three parts, and each group member will do one part: (1) a 15 minute **review of a specific adolescent psychology issue**, including a synthesis of the current empirical research on the issue; (2) 15 minute review of **evidence-based interventions and strategies**, and (c) 15 minute review of an **effective knowledge mobilization plan of the presentation content to a specific community stakeholder** (e.g., what research information on mental health issues among justice-involved youth is critical to share with legal professionals, such as lawyers and judges? how best to share this information?). Five minutes of the presentation will be allocated for additional questions from classmates. Students will prepare a group power-point presentation. Peer feedback will be provided to the Course Instructor on the seminar preparation process and final seminar. See Seminar Handout for additional details.

#### 5. **Student-Led Discussion: 10% (see Course Calendar below for discussion dates)**

Students (groups of 3) will lead a 30-minute class discussion on a topic related to child and adolescent psychology or mental health (focus on underlined broad topics in Calendar section, some examples of questions provided). The discussion will involve three interrelated questions relevant to course readings scheduled for the same day as the Student-Led discussion AND pertain to a specific community stakeholder (e.g., nonprofit organization, schools, post-secondary institutions, legal system, mental health clinic, hospital). Each group member will lead a discussion around one main question for 10 minutes. Other group members are encouraged to participate throughout the entire discussion. See Student-Led Discussion Handout for additional details.

#### 6. **Participation: 10%**

Students will be graded on attendance (5%) and general quality of contributions to class discussions, as evidenced by completing assigned weekly readings (5%).

### **Grading as per Senate Policy**

The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments and tests\* will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 90, B+ = 75 to 79, etc.)

(For a full description of York grading system see the York University Undergraduate Calendar - <http://calendars.students.yorku.ca/2016-2017/academic-and-financial-information/academic-services/grades-and-grading-schemes>)

### **Late Work/Missed Tests or Exams**

Students with a documented reason for missing a course test, such as illness, compassionate grounds, etc., which is confirmed by supporting documentation (Attending Physician Statement which can be found at: <http://registrar.yorku.ca/pdf/attending-physicians-statement.pdf>) may request accommodation from the Course Instructor. Further extensions or accommodation will require students to submit a formal petition to the Faculty.

Research Papers received later than the due date will be penalized. Assignments will be deducted **5% per 24- hrs** late based on when the assignment was due according to the Course Syllabus. Students that are absent for a class, including the day of their scheduled Seminar or Student-Led Discussion, will receive a mark of zero.

Exceptions to the lateness or absence penalty for valid reasons such as illness, compassionate grounds, religious accommodations etc., may be entertained by the Course Instructor but will require supporting documentation (e.g., a physician's note). Students are required within the first two weeks of the course to inform Course Directors if they anticipate a conflict with the date an assignment is due (e.g., conference travel).

## Email Etiquette

For all email correspondence please use PSY 4010 in the subject header. Generally, email correspondence is best used for urgent issues (e.g., missing class). You are encouraged to discuss non-urgent issues in class, and a portion of each class will be devoted to questions related to papers, seminars, and student-led discussions. For complex issues, please use email to arrange for a time where we can meet. *Email will not be answered in the evenings or on the weekends* but shortly afterwards. You are encouraged to follow similar email etiquette with your classmates.

## Add/Drop Deadlines

For a list of all important dates please refer to: [Important Dates](#)

Important dates	Fall (F)	Year (Y)	Winter (W)
Last date to add a course <b>without</b> permission of instructor (also see Financial Deadlines)	Sept. 21	Sept. 21	Jan. 18
Last date to add a course <b>with permission</b> of instructor (also see Financial Deadlines)	Oct. 5	Oct. 19	Feb. 1
Last date to drop a course without receiving a grade (also see Financial Deadlines)	Nov. 11	Feb. 10	March 10
Course Withdrawal Period (withdraw from a course and receive a "W" on the transcript – see note below)	Nov. 12 - Dec. 5	Feb. 11 - Apr. 5	March 11 - Apr. 5

## Academic Integrity for Students

York university takes academic integrity very seriously, please visit [an overview of Academic Integrity at York University](#) from the Office of the Vice-President Academic.

The following links will assist you in gaining a better understanding of academic integrity and point you to resources at York that can help you improve your writing and research skills:

- [Information about the Senate Policy on Academic Honesty](#)
- [Online Tutorial on Academic Integrity](#)
- [Information for Students on Text-Matching Software: Turnitin.com](#)
- [Beware! Says who? A pamphlet on how to avoid plagiarism](#)
- [Resources for students to help improve their writing and research skill](#)

## Academic Accommodation for Students with Disabilities:

While all individuals are expected to satisfy the requirements of their program of study and to aspire to do so at a level of excellence, the university recognizes that persons with disabilities may require reasonable accommodation to enable them to do so. The [York University Accessibility Hub](#) is your online stop for accessibility on campus. The Accessibility Hub provides tools, assistance and resources. Policy Statement

**Policy:** York University shall make reasonable and appropriate accommodations and adaptations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs.

The nature and extent of accommodations shall be consistent with and supportive of the integrity of the curriculum and of the academic standards of programs or courses.

Provided that students have given sufficient notice about their accommodation needs, instructors shall take reasonable steps to accommodate these needs in a manner consistent with the guidelines established hereunder.

For Further Information please refer to: [York university academic accommodation for students with disabilities policy](#)

## Course Materials Copyright Information

These course materials are designed for use as part of the HH/PSYC 4010 3.0M course at York University and are the property of the instructor unless otherwise stated. Third party copyrighted materials (such as

book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law.

Copying this material for distribution (e.g. uploading material to a commercial third-party website) may lead to a violation of Copyright law. Intellectual Property Rights Statement

**Test Banks:**

The offering for sale of, buying of, and attempting to sell or buy test banks (banks of test questions and/or answers), or any course specific test questions/answers is not permitted in the Faculty of Health. Any student found to be doing this may be considered to have breached the Senate Policy on Academic Honesty. In particular, buying and attempting to sell banks of test questions and/or answers may be considered as “Cheating in an attempt to gain an improper advantage in an academic evaluation” (article 2.1.1 from the Senate Policy) and/or “encouraging, enabling or causing others” (article 2.1.10 from the Senate Policy) to cheat.

**Course Schedule:**

Class	Topic	Class Activities	Readings and Assignments (due in class at 2:30 pm unless otherwise noted) *Primary Readings. Others are not required.
1 January 11	Introduction to course	<ol style="list-style-type: none"> <li>1. Introduction to child and adolescent mental health: historical and contemporary issues, primer on adolescent development, prevalence of adolescent disorders and mental health issues, developmental trajectories</li> <li>2. Student sign-up for Review paper and Seminar topics and Student-Led Discussions</li> <li>3. Student-Led Discussion Handout</li> <li>4. Director-Led Discussion (what are the key societal and mental health-related issues (e.g., stigma, literacy) facing adolescents in Canada? Any novel solutions? Do these issues vary across cultural groups?)</li> </ol>	<p><b>Readings:</b></p> <p>*Course Syllabus</p> <p>*Ontario Ministry of Children and Youth Services (2011). <i>Stepping Stones: A Resource on Youth Development</i>. Toronto, ON (pp. 32-61).</p> <p>*a primer on adolescent development</p>
2 January 18	<p>Developmental and positive psychology/ strength-based theories of adolescence</p> <p>Mental Health Promotion and Prevention</p>	<ol style="list-style-type: none"> <li>1. Research Paper and Seminar Handouts</li> <li>2. Developmental theories</li> <li>3. Positive psychology theories related to development</li> <li>4. Mental health promotion and prevention</li> <li>5. Knowledge mobilization (KM)</li> <li>6. Student-led Discussion #1 (what are the benefits of focusing on the strengths of youth?) <b>GROUP X</b></li> <li>7. Choosing a Review Paper and Seminar Topic / Template article (group work)</li> </ol>	<p><b>*DUE: Jan 20<sup>th</sup> – Bell Let’s Talk Day Photo Assignment (9 a.m.)</b></p> <p>Review KM Websites on Moodle</p> <p>10 tips for success in publishing an article (H. Skinner)</p> <p><b>Readings:</b></p> <p>*Cicchetti, D., &amp; Rogosch, F.A. (2002). A developmental psychopathology perspective on adolescence. <i>Journal of Consulting and Clinical Psychology, 70</i>, 6-20.</p> <p>*Damon, W. (2004). What is positive youth development? <i>The Annals of the American Academy of Political and Social Science, 591</i>, 13-24.</p> <p>Tolan, P. (2014). Future directions for positive development intervention research. <i>Journal of Clinical Child and Adolescent Psychology, 43</i>, 686-694.</p> <p>Henderson, J. L., Mackay, S., &amp; Peterson-badali, M. (2010). Interdisciplinary knowledge translation: Lessons learned from a mental health: Fire service collaboration. <i>American Journal of Community Psychology, 46</i>, 277-88.</p> <p>Schwartz, S.J., &amp; Pantin, H., Coatsworth, J.D., &amp; Szapocanik, J. (2007). Addressing the challenges and opportunities for today’s youth: Toward an integrative model &amp; its implications for research and intervention. <i>The Journal of Primary Prevention, 28</i>, 117-144.</p>

			<p>Noorish, J.M., &amp; Vella-Brodrick, D.A. (2009). Positive psychology and adolescents: Where are we now? Where to from here? <i>Australian Psychologist, 4</i>, 270-278.</p> <p>Cheon, J.W. (2008). Convergence of a strengths perspective and youth development toward youth promotion practice. <i>Advances in Social Work, 9</i>, 176-190.</p> <p>Hamilton, S.F., Hamilton, M.A., &amp; Pittman, K. Principles for Youth Development. In S.F. Hamilton &amp; M.A. Hamilton (Eds.) 2004, <i>The Youth Development Handbook: Coming of Age in American Communities</i> (pp.3-22). Thousand Oaks: Sage Publications, Inc.</p>
3 January 25	Internalizing Issues: Mood Disorders	<ol style="list-style-type: none"> <li>1. Current knowledge synthesis</li> <li>2. Intervention</li> <li>3. Knowledge mobilization</li> <li>4. Knowledge Dissemination Summary Handout</li> <li>5. <b>Bell Let's Talk Day Photo Gallery (2:30-4:00 pm).</b></li> </ol>	<p><b>Readings:</b></p> <p>*Rutter, M. (2006). Psychopathological development across adolescence. <i>Journal of Youth and Adolescence, 36</i>, 101-110.</p> <p>*Rohde, P., Lewinsohn, P.M., Klein, D.N., Seeley, J.R., &amp; Gau, J.M. (2013). Key characteristics of major depressive disorders occurring in childhood, adolescence, emerging adulthood, and adulthood. <i>Clinical Psychological Science, 1</i>, 41-53.</p> <p>Hyland, P., Shevlin, M., Elklit, A., Christoffersen, M., &amp; Murphy, J. (2016). Social, familial, and psychological risk factors for mood and anxiety disorders in childhood and early adulthood: a birth cohort study using the Danish Registry System. <i>Social Psychiatry and Psychiatric Epidemiology, 51</i>, 331-338.</p> <p>Costello, D.M., Swendsen, J., Rose, J.S., &amp; Dierker, L.C. (2008). Risk and protective factors associated with trajectories of depressed mood from adolescence to early adulthood. <i>Journal of Consulting and Clinical</i></p>
4 February 1	Internalizing Issues: Anxiety Disorders Suicidal and non-suicidal self-harm behaviours	<ol style="list-style-type: none"> <li>1. Current knowledge synthesis</li> <li>2. Intervention</li> <li>3. Knowledge mobilization</li> <li>4. Student-led Discussion #2 (is there an <u>over focus on negative emotions</u> in adolescence research and clinical practice?) <b>GROUP X</b></li> <li>5. Student-led Discussion #3 (what are the barriers and solutions to <u>preventing suicide</u> in Ontario high school students?) <b>GROUP X</b></li> </ol>	<p><b>Readings:</b></p> <p>*Hawton, K., Saunders, K.E.A., &amp; O'Connor, R.C. (2012). Self-harm and suicide in adolescents. <i>Lancet, 379</i>, 2373-82.</p> <p>*James, A.C., James, G., Crowdrey, F.A., Soler, A., &amp; Croke, A. (2013). Cognitive behavioural therapy for anxiety disorders in children and adolescents (review). <i>The Cochrane Library, 6</i>, 1-104. (read pp. 1-3, 6-7, 27-30).</p> <p>*Hill, R.M., Castellanos, D., &amp; Pettit, J.W. (2011). Suicide-related behaviors and anxiety in children and adolescents: A review. <i>Clinical Psychology Review, 31</i>, 1133-1144.</p>



5 February 8	Externalizing Issues: Substance Use	<ol style="list-style-type: none"> <li>1. Peer Feedback on Review Paper Outline</li> <li>2. Current knowledge synthesis</li> <li>3. Intervention</li> <li>4. Knowledge mobilization</li> <li>5. Student-led Discussion #4 (how can we improve <u>early identification and access to services</u> for youth at risk for substance use disorders?)</li> </ol> <p><b>Group X</b></p>	<p><b>*DUE: Outline of Review Paper Due in Class for Peer and Course Director Feedback</b> <b>(label Student # only; returned next class)</b> <b>(title, thesis, search strategy/key words, 3-5 key findings)</b></p> <p><b>Readings:</b>  *Winters, K. C., Botzet, A. M., Fahnhorst, T., Stinchfield, R., &amp; Koskey, R. (2009). <i>Adolescent substance abuse treatment: A review of evidence-based research</i>. (pp. 73-96). New York, NY: Springer Science &amp; Business Media.  *McGorry, P., Bates, T., &amp; Birchwood, M. (2013). Designing youth mental health services for the 21<sup>st</sup> century: Examples from Australia, Ireland, and the UK. <i>The British Journal of Psychiatry</i>, 202, S30-S35.  Doran, N., Luczak, S. E., Bekman, N., Koutsenok, I., &amp; Brown, S. A. (2012). Adolescent substance use and aggression: A review. <i>Criminal Justice and Behavior</i>, 39, 748-769.  Jensen, C.D., Cushing, C.C., Aylward, B.S., Craig, J.T., Sorell, D.M., &amp; Steele, R.G. (2011). Effectiveness of motivational interviewing interventions for adolescent substance use behavior change: A meta-analytic review. <i>Journal of Consulting and Clinical Psychology</i>, 79, 433-440.  Mayberry, M.L., Espelage, D.L., &amp; Koenig, B. (2009). Multilevel modeling of direct effects and interactions of peers, parents, school, and community influences on adolescent substance use. <i>Journal of Youth and Adolescence</i>, 38, 1038-1049.</p>
6 February 15	Externalizing Issues: Youth Involved with the Legal System  Youth Policy in Canada	<ol style="list-style-type: none"> <li>1. Current knowledge synthesis</li> <li>2. Intervention</li> <li>3. Knowledge mobilization</li> <li>4. Youth Policy</li> <li>5. Student-led Discussion #5 (is there adequate uptake of youth mental health issues in <u>Canadian policy</u>?) <b>Group X</b></li> </ol>	<p><b>Readings:</b>  *Gretton, H.M., &amp; Clift, R.J.W. (2011). The mental health needs of incarcerated youth in British Columbia, Canada. <i>International Journal of Law and Psychiatry</i>, 34, 109-115.  *Pyle, N., Flower, A., Fall, A.M., &amp; Williams, J. (2016). Individual-level risk factors of incarcerated youth. <i>Remedial and Special Education</i>, 37, 172-186.  *Ontario Ministry of Children and Youth Services (2006). A shared responsibility: Ontario's Policy Framework for Child and Youth Mental Health. Toronto, ON. (pp. i to 17).  Mental Health Commission of Canada. (2012). <i>Changing directions, changing lives: The mental health strategy for Canada</i>. Calgary, AB: Author (see pp. 6-10. 18-20; peruse for adolescent mental health topics)</p>
February 22	<b>Reading Week – No class</b>		

7 March 1	Adolescent Relationships:  Romantic, Peer, & Family Relationships	<ol style="list-style-type: none"> <li>1. Group Seminar Topics</li> <li>2. Current knowledge synthesis</li> <li>3. Intervention</li> <li>4. Knowledge mobilization</li> <li>5. Student-led Discussion #6 (how can we support <u>parenting about social media use</u> among adolescents, eg texting, facebook, twitter; what do we tell them?) <b>Group X</b></li> </ol>	<p><b>*Due: Topic for Group Seminar Presented in Class Readings:</b></p> <p>*Olsen, J. P., Parra, G. R., &amp; Bennett, S. A. (2010). Predicting violence in romantic relationships during adolescence and emerging adulthood: A critical review of the mechanisms by which familial and peer influences operate. <i>Clinical Psychology Review, 30</i>, 411-422.</p> <p>*Leen, E., Sorbring, E., Mawer, M., Holdsworth, E., Helsing, B., &amp; Bowen, E. (2013). Prevalence, dynamic risk factors and the efficacy of primary interventions for adolescent dating violence: An international review. <i>Aggression and Violent Behavior, 18</i>, 159-174.</p> <p>Dmitrieva, J., Chen, C., Greenberger, E., &amp; Gil-Rivas, V. (2004). Family relationships and adolescent psychosocial outcomes: Converging findings from eastern and western cultures. <i>Journal of Research on Adolescence, 14</i>, 425-447.</p>
8 March 8	Adolescents and school (learning and achievement)  School-based mental health programs	<ol style="list-style-type: none"> <li>1. Current knowledge synthesis</li> <li>2. Intervention</li> <li>3. Knowledge mobilization</li> <li>4. Student-led Discussion #7 (are <u>SBMH programs</u> the best way to address mental health problems in youth?)</li> <li>5. Student-led Discussion #8 (how can we improve the <u>school success of vulnerable populations</u> such as crown wards?) <b>Group X</b></li> </ol>	<p><b>Readings:</b></p> <p>*Antaramian, S.P., Huebner, E.S., Hills, K.J., &amp; Valois, R.F. (2010). A dual-factor model of mental health: Toward a more comprehensive understanding of youth functioning. <i>American Journal of Orthopsychiatry, 80</i>, 462-472.</p> <p>Suarez-Orozco, C., Rhodes, J., &amp; Miburn, M. (2009). Unraveling the immigrant paradox: Academic engagement and disengagement among recently arrived immigrant youth. <i>Youth &amp; Society, 41</i>, 151-185.</p>
March 10	<b>Last date to drop course without receiving a grade</b>		
9 March 15	Special Populations  Aboriginal youth mental health  Diversity Issues in Adolescence	<ol style="list-style-type: none"> <li>1. Special populations (e.g., youth transitioning out of care, child welfare populations, adolescent mothers, immigrant youth)</li> <li>2. Aboriginal youth mental health</li> <li>3. Student-led Discussion #9 (What are the barriers and solutions to improve <u>Aboriginal youth</u> mental health?) <b>Group X</b></li> <li>4. Student-led Discussion #10* (What are the main mental health issues among <u>immigrant youth</u>?) <b>Group X</b></li> </ol>	<p><b>Readings:</b></p> <p>*Yasui, M., &amp; Dishion, T.J. (2007). The ethnic context of child and adolescent problem behavior: Implications for child and family interventions. <i>Clinical Child and Family Psychology, 10</i>, 137-179.</p> <p>*Kirmayer, L., Simpson, C., &amp; Cargo, M. (2003). Healing traditions: Culture, community and mental health promotion with Canadian aboriginal peoples. <i>Australian Psychiatry, 11</i>, S15-S23.</p> <p>Berry, J.W., Phinney, J.S., Sam, D.L., &amp; Vedder, P. (2006). Immigrant youth: Acculturation, identity, and adaptation. <i>Applied Psychology: An International Review, 55</i>, 303-332.</p> <p>Ning, A., &amp; Wilson, K. (2012). A research review: Exploring the health of Canada's Aboriginal youth. <i>International Journal of Circumpolar Health, 71</i>, 1-10.</p>

10 March 22	Student Seminars:	1. Adolescence and Brain Development <b>GROUP X</b> 2. Adolescence and Mental Health <b>GROUP X</b> 3. Adolescence and Global Health/Well-Being <b>GROUP X</b>	<b>*DUE:</b> <b>1. Knowledge Dissemination Summary due today, 2:30pm (provide 2-minute overview for classmates, 1<sup>st</sup> half of class by last name).</b> <b>Readings:</b> TBA
11 March 29	Student Seminar:	4. Adolescence and Families <b>GROUP X</b> 5. Adolescence and Peers <b>GROUP X</b> 6. Adolescence and Romantic Relationships <b>GROUP X</b>	<b>1. Knowledge Dissemination Summary (provide 2-minute overview for classmates, 2<sup>nd</sup> half of class by last name)</b> <b>Readings:</b> TBA
12 April 5  *Winter classes end	Student Seminar:	7. Adolescence and Schools <b>GROUP X</b> 8. Adolescence and Social Media <b>GROUP X</b> 9. Adolescence and Leisure/Sports <b>GROUP X</b> 10. Adolescence and Special Populations*  *depending on class size.	<b>*DUE:</b> <b>1. Final Review Paper on April 19 (4.p.m) in Dr. Rawana's mailbox (and electronic copy to <a href="mailto:rawana@vorku.ca">rawana@vorku.ca</a>).</b> <b>Readings:</b> TBA