

Faculty of Health
Department of Psychology
PSYC 4010 3.0 Section A: SEMINAR IN DEVELOPMENTAL PSYCHOLOGY
Wednesdays, 2:30 – 5:30 pm, Bethune College (BC) 322
Fall 2017

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 Credit Exclusions

Please refer to [York Courses Website](#) for a listing of any course credit exclusions.

Course website: [Moodle](#)

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.

Program 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 facilitates improves community awareness about the evidence-based relationship between health and wellness and academic success.

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 developmental 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 the connection between academic success and health and well being.

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 student success among university studies.

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

There is no required text.

Course Requirements and Assessment:

Assessment	Due Date	Weighting
Health and Wellness Photo Assignment	October 4, 2017	10%
Knowledge Dissemination Summary	November 15, 2017	15%
Research Paper	December 14, 2017	35%
Seminar	TBD	20%
Student-Led Discussion	TBD	10%
Participation	Ongoing	10%
Total		100%

Description of Assignments

1. Health and Wellness Photo assignment: 10% (due October 4, 2:30 p.m.).

Students will participate in a Health and Wellness Photo Gallery hosted in Calumet and Stong Colleges at York University. Students are required to take a Photograph that represents an important aspect of adolescent and emerging adulthood health and wellness that has been shown in the research to support student success and 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). **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 a health and wellness and student success theory or framework. **Part B: Title and Abstract:** Include a 100-word abstract that summarizes the main points above (description, aspects). Please include the title at the top of the page and format your abstract in size 12 Arial font, double spaced, 1 inch page margins. 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, October 18th from 2:30 - 4:00pm (Stong Master's Dining Hall). **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>. **Please submit (A) two hard copies of your assignment on the due date, including two standard size photos (minimum 5 X 7 inches, maximum 8.5 x 11 inches), and (B) one electronic copy to rawana@yorku.ca (copy to njoron@yorku.ca (Nicole) in one combined PDF file (Part A, Part B, and the photo). Multiple files will not be accepted.**

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

Students are required to submit a one-page 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 December 14, 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 3-4) will lead a 45 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 10 minute **review of a specific adolescent psychology issue**, including a synthesis of the relevant empirical research on the issue; (2) 10 minute review of **evidence-based interventions and strategies**, (c) 10 minute review of an **effective knowledge mobilization strategy 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?), (d) 10 minute **interactive classroom learning activity** (4th student if necessary, or shared by other group members). 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 and Peer Feedback Handouts for additional details.
5. **Student-Led Discussion: 10% (see Course Calendar below for discussion dates).** Students (groups of 3-4) will lead a 30-minute class discussion and/or classroom activity 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 could involve three to four 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 or classroom activity 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%), quality of contributions to class discussions, as evidenced by completing assigned weekly readings (5%), and in-class course requirements (e.g., Peer Feedback, Photo Gallery Exhibit).

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 - [Grading Scheme for 2017-18](#))

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://myacademicrecord.students.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.

Important New Information Regarding Missed Tests

For any missed tests or late assignments, students **MUST** complete the following online form which will be received and reviewed in the Psychology undergraduate office.

[HH PSYC: Missed Tests/Exams Form](#). Failure to complete the form within 48 hours of the original deadline will result in a grade of zero for the test/assignment.

Add/Drop Deadlines

For a list of all important dates please refer to: [Fall/Winter 2017-18 - Important Dates](#)

	FALL (F)	YEAR (Y)	WINTER (W)
Last date to add a course without permission of instructor (also see Financial Deadlines)	Sept. 20	Sept. 20	Jan. 17
Last date to add a course with permission of instructor (also see Financial Deadlines)	Oct. 4	Oct. 18	Jan. 31
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	Nov. 10	Feb. 9	March 9
Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – see note below)	Nov. 11 - Dec. 4	Feb. 10 - Apr. 6	March 10 - Apr. 6

***Note:** *You may withdraw from a course using the registration and enrolment system after the drop deadline until the last day of class for the term associated with the course. When you withdraw from a course, the course remains on your transcript without a grade and is notated as "W". The withdrawal will not affect your grade point average or count towards the credits required for your degree.*

Electronic Device Policy

Generally, the use of mobile computing devices in the classroom is limited to note taking, accessing course materials, and performing a variety of independent or collaborative exercises assigned by the Course Director.

Audio and video recordings of classroom lectures or activities must be approved by the classroom professor or instructor prior to the beginning of the scheduled session. Recordings may only be used for individual study of materials presented during class and may not be published or distributed without the consent of the Course Director.

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.

Attendance Policy

Students are strongly encouraged to attend all classes and the Photo Gallery exhibit. Five percent of the final course grade is comprised of attendance marks.

Academic Integrity for Students

York University takes academic integrity very seriously; please familiarize yourself with [Information about the Senate Policy on Academic Honesty](#).

It is recommended that you review Academic Integrity by completing the [Academic Integrity Tutorial](#) and [Academic Honesty Quiz](#).

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.

Electronic Devices During a Test/Examination

Electronic mobile devices of any kind are not allowed during a test or examination. Students are required to turn off and secure any electronic mobile device in their bag which is to be placed under the chair while a test/exam is in progress. Any student observed with an electronic device during a test/exam may be reported to the Undergraduate Office for a potential breach of Academic Honesty.

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: 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 Psyc 4010 3.0 Section A 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](#).

Course Schedule

Class	Topic	Class Activities	Readings and Assignments <i>(due in class at 2:30 pm unless otherwise)</i>
1 September 13	Introduction to course	<ol style="list-style-type: none"> 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 2. Student sign-up for Review paper and Seminar topics and Student-Led Discussions 3. Student-Led Discussion Handout 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?) 	<p>Readings:</p> <p>*Course Syllabus</p> <p>*Ontario Ministry of Children and Youth Services (2011). Stepping Stones: A Resource on Youth Development. Toronto, ON (pp. 32-61).</p> <p>*a primer on adolescent development</p>

<p>2 September 20</p>	<p>Developmental and positive psychology/ strength-based theories of adolescence</p> <p>Mental Health Promotion and Prevention</p>	<ol style="list-style-type: none"> 1. Research Paper and Seminar Handouts 2. Developmental theories 3. Positive psychology theories related to development 4. Mental health promotion and prevention 5. Knowledge mobilization (KM) 6. Student-led Discussion #1 (what are the benefits of focusing on the <u>strengths of youth in mental health prevention?</u>) GROUP 1 7. Choosing a Review Paper and Seminar Topic / Template article (group work) 	<p>Review KM Websites on Moodle</p> <p>10 tips for success in publishing an article (H. Skinner)</p> <p>Readings:</p> <p>*Cicchetti, D., & 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., & 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., & Pantin, H., Coatsworth, J.D., & Szapocanik, J. (2007). Addressing the challenges and opportunities for today's youth: Toward an integrative model & its implications for research and intervention. <i>The Journal of Primary Prevention, 28</i>, 117-144.</p>
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			<p>Noorish, J.M., & 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., & Pittman, K. Principles for Youth Development. In S.F. Hamilton & 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>
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<p>3 September 27</p>	<p>Understanding and treating Externalizing Disorders in Adolescence</p> <p>Guest Speaker: Dr. Stephanie Craig, CIHR Post-doctoral fellow at CAMH (Better Behaviour Services); Clinical Psychologist (Supervised Practice) at KinderCare Pediatrics.</p>	<ol style="list-style-type: none"> 1. Current knowledge synthesis 2. Intervention 3. Knowledge mobilization 4. Knowledge Dissemination Summary Handout 	<p>Readings:</p> <p>*Winters, K. C., Botzet, A. M., Fahnhorst, T., Stinchfield, R., & Koskey, R. (2009). <i>Adolescent substance abuse treatment: A review of evidence-based research</i>. (pp. 73-96). New York, NY: Springer Science & Business Media.</p> <p>*McGorry, P., Bates, T., & Birchwood, M. (2013). Designing youth mental health services for the 21st century: Examples from Australia, Ireland, and the UK. <i>The British Journal of Psychiatry</i>, 202, S30-S35.</p> <p>*Högström, J., Olofsson, V., Özdemir, M. et al. (2016). Two-Year Findings from a National Effectiveness Trial: Effectiveness of Behavioral and Non-Behavioral Parenting Programs. <i>Journal of Abnormal Child Psychology</i>.</p> <p>Doran, N., Luczak, S. E., Bekman, N., Koutsenok, I., & Brown, S. A. (2012). Adolescent substance use and aggression: A review. <i>Criminal Justice and Behavior</i>, 39, 748-769.</p> <p>Jensen, C.D., Cushing, C.C., Aylward, B.S., Craig, J.T., Sorell, D.M., & 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.</p> <p>Mayberry, M.L., Espelage, D.L., & 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>
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<p>4 October 4</p>	<p>Internalizing Issues: Mood Disorders</p>	<ol style="list-style-type: none"> 1. Peer Feedback on Review Paper Outline 2. 2. Current knowledge synthesis 3. Intervention 4. Knowledge mobilization 5. Student-led Discussion #2 (how can educators facilitate a focus on <u>positive emotions in schools</u> and how can <u>mindfulness interventions</u> assist with this (e.g., happiness) GROUP 2 	<p>*DUE: October 4th – Health and Wellness Photo Assignment</p> <p>Readings:</p> <p>*Rutter, M. (2006). Psychopathological development across adolescence. <i>Journal of Youth and Adolescence</i>, 36, 101-110.</p> <p>*Rohde, P., Lewinsohn, P.M., Klein, D.N., Seeley, J.R., & Gau, J.M. (2013). Key characteristics of major depressive disorders occurring in childhood, adolescence, emerging adulthood, and adulthood. <i>Clinical Psychological Science</i>, 1, 41-53.</p> <p>Hyland, P., Shevlin, M., Elklit, A., Christoffersen, M., & 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</i>, 51, 331-338.</p> <p>Costello, D.M., Swendsen, J., Rose, J.S., & 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 Psychology</i>, 76, 173-183.</p> <p>Fredrickson, B.L. (2001). The role of positive emotions in positive psychology: The broaden-and-build theory of positive emotions. <i>American Psychologist</i>, 56, 218-226.</p>
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<p>5 October 11</p>	<p>Internalizing Issues: Anxiety Disorders Suicidal and non- suicidal self-harm behaviours</p>	<ol style="list-style-type: none"> 1. Current knowledge synthesis 2. Intervention 3. Knowledge mobilization 4. Student-led Discussion #3 (what are the barriers and solutions to <u>preventing suicide and self-harm</u> in Ontario high school students?) GROUP 3 	<p>Readings:</p> <p>*Hawton, K., Saunders, K.E.A., & O'Connor, R.C. (2012). Self-harm and suicide in adolescents. <i>Lancet</i>, 379, 2373–82.</p> <p>*James, A.C., James, G., Crowdrey, F.A., Soler, A., & Croke, A. (2013). Cognitive behavioural therapy for anxiety disorders in children and adolescents (review). <i>The Cochrane Library</i>, 6, 1-104. (read pp. 1-3, 6-7, 27-30).</p> <p>*Hill, R.M., Castellanos, D., & Pettit, J.W. (2011). Suicide-related behaviors and anxiety in children and adolescents: A review. <i>Clinical Psychology Review</i>, 31, 1133-1144.</p>
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<p>6 October 18</p>	<p>Youth Involved with the Legal System</p> <p>Youth Policy in Canada</p>	<ol style="list-style-type: none"> 1. Current knowledge synthesis 2. Intervention 3. Knowledge mobilization 4. Youth Policy 5. Student-led Discussion #5 (is there adequate uptake of <u>youth mental health issues in Canadian policy?</u>) Group 4 6. Photo Gallery (2:30-4:00 pm). 	<p>Readings:</p> <p>*Gretton, H.M., & 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.</p> <p>*Pyle, N., Flower, A., Fall, A.M., & Williams, J. (2016). Individual-level risk factors of incarcerated youth. <i>Remedial and Special Education</i>, 37, 172-186.</p> <p>*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).</p> <p>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>
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<p>7 October 25</p>	<p>Adolescent Relationships: Romantic, Peer, & Family Relationships</p>	<ol style="list-style-type: none"> 1. Group Seminar Topics 2. Current knowledge synthesis 3. Intervention 4. Knowledge mobilization 5. Student-led Discussion #6 (how can we support <u>evidence-based parenting strategies</u> around social media use among adolescents, eg texting, Facebook, Twitter; what do we tell them?) Group 5 	<p>*Due: Topic for Group Seminar Presented in Class Readings:</p> <p>*Olsen, J. P., Parra, G. R., & 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., & 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., & 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>
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8 November 1	Adolescents and school (learning and achievement) School-based mental health programs	<ol style="list-style-type: none"> 1. Current knowledge synthesis 2. Intervention 3. Knowledge mobilization 4. Student-led Discussion #7 (are <u>SBMH programs</u> the best way to address mental health problems in youth?) Group 6 5. Student-led Discussion #8 (how can we improve the <u>school success of vulnerable populations</u> such as crown wards?) Group 7 	<p>*DUE: Outline of Review Paper Due in Class for Peer and Course Director Feedback (label Student # only; returned next class)</p> <p>(Outline includes draft of title, thesis statement, search strategy/key words, 3-5 key findings from the research)</p> <p>Readings:</p> <p>*Antaramian, S.P., Huebner, E.S., Hills, K.J., & Valois, R.F. (2010). A dual- factor model of mental health: Toward a more comprehensive understanding of youth functioning. <i>American Journal of Orthopsychiatry</i>, 80, 462-472.</p> <p>Suarez-Orozco, C., Rhodes, J., & Miburn, M. (2009). Unraveling the immigrant paradox: Academic engagement and disengagement among recently arrived immigrant youth. <i>Youth & Society</i>, 41, 151-185.</p>
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<p>9 November 8</p>	<p>Special Populations</p> <p>Aboriginal youth mental health</p> <p>Diversity Issues in Adolescence</p>	<ol style="list-style-type: none"> 1. Special populations (e.g., youth transitioning out of care, child welfare populations, adolescent mothers, immigrant youth) 2. Aboriginal youth mental health 3. Student-led Discussion #8 (What are the barriers and solutions to improve <u>Indigenous youth</u> mental health in Canada?) Group 8 4. Student-led Discussion #8 (How can we engage diverse youth and their families to reduce <u>mental illness stigma</u>?) Group 9 	<p>Readings:</p> <p>*Yasui, M., & 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., & 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., & Vedder, P. (2006). Immigrant youth: Acculturation, identity, and adaptation. <i>Applied Psychology: An International Review, 55</i>, 303-332.</p> <p>Ning, A., & 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>
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<p>10 November 15</p>	<p>Student Seminars:</p>	<p>1. Adolescence and Brain Development GROUP 1</p> <p>2. Adolescence and Mental Health GROUP 2</p> <p>3. Adolescence and Global Health/Well-Being</p>	<p>*DUE: 1. Knowledge Dissemination Summary due today, 2:30pm (bring 2 colour copies; one to submit to Dr. Rawana and second to post in classroom to share). Readings:</p>
<p>11 November 22</p>	<p>Student Seminar:</p>	<p>4. Adolescence and Families GROUP 4</p> <p>5. Adolescence and Peers GROUP 5</p> <p>6. Adolescence and Romantic Relationships GROUP 6</p>	<p>1. Readings: TBA</p>
<p>12 November 29</p>	<p>Student Seminar:</p>	<p>7. Adolescence and Schools GROUP 7</p> <p>8. Adolescence and Social Media GROUP 8</p> <p>9. Adolescence and Special Populations GROUP 9</p>	<p>*DUE: 1. Final Review Paper on December 14, 2017 (4.p.m.) in hard copy to Dr. Rawana’s mailbox (and electronic copy to rawana@yorku.ca). Readings: TBA</p>

- Group 1:
- Group 2:
- Group 3:
- Group 4:
- Group 5:
- Group 6:
- Group 7:
- Group 8:
- Group 9: