Course outline: Psych 568C Adolescence
CRN 12823
Wed, 10 am to 12:50 m
COR A132

Location: Instructor: Dr. Bonnie Leadbeater
Office: A241 Cornett Building, Psychology Depart (721-7523) Email: bleadbea@uvic.ca

Course objectives:
1. This advanced lifespan course that focuses on expanding your understanding of current topics in normal adolescent development and of the promotion of health and prevention of problems in this period of development. The course assumes you have previous courses in adolescent development.

Grades will be based on: 3 Article reviews (15%), 1 class presentations (20%) Midterm paper (20%), a final paper (30%) , CLASS PARTICIPATION (15%)
Class participation is mandatory. Please email me if you will be absent for any reason.

ASSIGNMENTS

ASSIGNMENT #1. ORAL REVIEWS of ANY three class reading (15 %) MUST BE PRESENTED ON THE CLASS DAY WHEN THE READING IS INDICATED

ASSIGNMENT #2. Advice for parents project (20%). Due for Class presentation
Class presentation: Students are required to develop a class presentation relevant to the topic for the day. Presentations will take the format commonly utilized at conference settings 20-(30 minute presentation followed by 10 minutes of questions and answers). Students are strongly urged to use PowerPoint slides and have copies of these slides available for distribution to the audience.

ASSIGNMENT #3: Midterm paper (20%) DUE October 30th Review of the recent research literature (since 2006) on a topic related to the class discussion – include at least 8 articles from peer-reviewed journals (Five pages)

ASSIGNMENT #4: Final Research paper: (30%) Each student will be required to submit a final research paper/report by December 10th. The paper will further develop the area of research begun in the midterm Maximum length should be 15 pages, typed and double-spaced, not counting references, or tables. A thorough up-to-date bibliography about the topic using the APA style must be included.

Grading follows the university grading policy for graduate grades See http://web.uvic.ca/calendar2015-09/GRAD/FARe/Grad.html

ALL READINGS FROM RESEARCH ARTICLES ARE AVAILABLE through the UVIC Library GATEWAY ON Psych INFO

**OPTIONAL BACKGROUNG READING Handbooks of adolescent psychology**


These volumes are available online. Go to the Libraries website at http://library.uvic.ca and click on “Books & More” on the top menu. Search for “Handbook of Adolescent Psychology” in “Title begins with”. When the catalogue entries come up, click on the one with “electronic resource” in the title. Then click on the Web Link… Now you will be on the ebook homepage in the Wiley Online Library and you can “Find Articles” on the left-hand menu. You can also “register” for “My Profile” in order to save this book to your personal Wiley profile.
COURSE OUTLINE

Sept 6: Introduction

Plans for Course

Developmental Theory:


September 13: Introduction to the Victoria Healthy Youth Survey!

Read any two of the following. Also plan for your own research topic

Sept 20 Adolescent Puberty and Sex Education


Way, N., Cressen, J., Bodian, S., Preston, J., Nelson, J., & Hughes, D. (2014). 'It might be nice to be a girl... Then you wouldn’’t have to be emotionless': Boys' resistance to norms of masculinity during adolescence. *Psychology Of Men & Masculinity, 15*(3), 241-252. doi:10.1037/a0037262

Sept 27 Brain & Cognition


Oct 4 Romantic relationships: What IS a healthy relationship?


Oct 11 Parenting Adolescence IN CLASS PRESENTATIONS


Oct18 Identity, Peers, and the Culture Embedding of Adolescence


Oct 25 MID TERM REVIEW OF THE LITERATURE DUE

Oct 25 Physical Health (Diet, Activity and Sleep) in Adolescence


Nov 1 (Data Analyses Assistance)

Nov 8 Mentoring


**Nov 15 READING BREAK**

**Nov 22 Prevention Programs for Youth**


**Review THE WITS PROGRAMS (WWW.WITSPROGRAM.CA) AND take the community leaders’ OR educators’ online training For 5 BONUS POINTS**

**Nov 29 LAST CLASS Presentation of findings from research papers**

**Dec 6 FINAL PAPER DUE**

**ASSIGNMENT Parent Monitoring in Adolescents:** In class: Presentations!

1. Pick a concern (e.g. puberty, sexuality, healthy romantic relationships, peer influences, alcohol use, new drivers, sexting, …)
2. Find what is out there to help parents. (e.g. what evidence-based programs exists, good websites, videos?). Describe at least 3 different types of approaches: Find at least one Prevention approach that has been evaluated! (30%) 2 PAGES
3. **PROGRAMS:** What is the “research evidence” for evidence-based prevention approach(es)? (How do they know it works?) Have they been formally evaluated? Give the findings and references. What were the findings? (30%) 1-2 PAGES How can you access them?
4. **WEBSITES AND VIDEOS:** Compare the content to the available research literature. What is consistent (give references)? What are the gaps? What would you change? (20%) 1 PAGE
5. Monitoring adolescence relies on their willingness to communicate. Give five “openers” for introducing your topic to your hypothetical adolescent child or patient (give their age and sex). Remember you want them to talk! You can include a factoid but the idea is to elicit conversation not to deliver a lecture. (10%) 1 PAGE

6. Presentation to class October 11th (10%) 20 MINUTES MAX

Sample references (FYI)


ASSIGNMENT: FINAL RESEARCH PAPER

Tips for improving your grade for the final paper for 453C:

- Page double spaced 12 POINT FONT,
- DO NOT ADD LINES BETWEEN SPACES BETWEEN PARAGRAPHS,
- ¾ INCH MARGINS
- Turn on the grammar check – this is a fourth year class and you should be getting this right.
- Include a reference(s) to readings in the class syllabus.
- Use headings for the sections e.g.
Commitment to Inclusivity and Diversity

The University of Victoria is committed to promoting, providing and protecting a positive and supportive and safe learning and working environment for all its members.

Policy on Academic Integrity including Plagiarism and Cheating
The Department of Psychology fully endorses and intends to enforce rigorously the Senate Policy on Academic integrity [https://web.uvic.ca/calendar2017-09/grad/academic-regulations/academic-integrity.html#](https://web.uvic.ca/calendar2017-09/grad/academic-regulations/academic-integrity.html#), p.39-41 UVic Calendar September 2017). It is of utmost importance that students who do their work honestly be protected from those who do not. Because this policy is in place to ensure that students carry out and benefit from the learning activities assigned in each course, it is expected that students will cooperate in its implementation.

The offences defined by the policy can be summarized briefly as follows:

1. **Plagiarism.** You must make sure that the work you submit is your work and not someone else’s. There are proper procedures for citing the works of others. The student is responsible for being aware of and using these procedures.

2. **Unauthorized Use of an Editor.** The use of an editor is prohibited unless the instructor grants explicit written authorization.

3. **Multiple Submission.** Only under exceptional circumstances may a work submitted to fulfill an academic requirement be used to satisfy another similar requirement. The student is responsible for clarifying this with the instructor(s) involved.

4. **Falsifying Materials Subject to Academic Evaluation.** This includes falsification of data, use of commercially prepared essays, using information from the Internet without proper citation, citing sources from which material is not actually obtained, etc.

5. **Cheating on Assignments, Tests, and Examinations.** You may not copy the work of others in or out of class; you may not give your work to others for the purpose of copying; you may not use unauthorized material or equipment during examinations or tests; and you may not impersonate or allow yourself to be impersonated by another at an examination. The Department of Psychology has a policy of not making old examinations available for study purposes. Therefore, use of old exams without the express written permission of the instructor constitutes cheating by the user, and abetting of cheating by the person who provided the exam.

6. **Being an Accessory to Offences.** This means that helping another student to cheat (for instance, by showing or communicating to them answers to an assignment, or by allowing them to view answers on an exam) is an academic offence.

Instructors are expected to make every effort to prevent cheating and plagiarism. This may include the assignment of seating for examinations, asking students to move during examinations, requests to see student identification cards, and other measures as appropriate. Instructors also have available to them
a variety of tools and procedures to check for Internet and electronic media-based cheating. In instances of suspected or actual plagiarism or cheating, instructors, following prescribed procedures, are authorized to take steps consistent with the degree of the offence. These measures will range from a zero on the test or assignment or a failing grade for the course, probation within a program to temporary or even permanent suspension from the University.

Rights of Appeal are described in the Policy on Academic Integrity in the University calendar (on p. 40 in September 2017).

The definitive source for information on Academic Integrity is the University Calendar (p. 39-41 in September 2017) (https://web.uvic.ca/calendar2017-09/grad/academic-regulations/academic-integrity.html#)

Other useful resources on Plagiarism and Cheating include:
1. The Study Solutions Office: https://www.uvic.ca/services/counselling/success/study/index.php
2. The Ombudsperson’s office: http://www.uvss.uvic.ca/ombudsperson/pubsquides/plagiarism.pdf
3. UVic Library Resources: http://www.uvic.ca/library/research/citation/plagiarism/