Course outline: Psych 435C Adolescence (22620)
January to April 2108 Monday & Thursday 13:00 to 14:20 pm
Room HHB 120

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

Course objectives:
1. Gain knowledge about Key Issues in Research on Adolescence & transitions to young adulthood
2. Recognize and evaluate evidence based interventions for youth
3. Apply Knowledge of Adolescent Development to
   - Parenting,
   - Bystander Interventions
   - Social Action and Mentoring Youth

ASSIGNMENT #1. Short ORAL REVIEWS of ANY three class reading (15 %) MUST BE PRESENTED ON THE CLASS DAY (OR WEEK) WHEN THE READING IS INDICATED Focus on main points!

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 (4 groups of 6) 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. Social Action project (20%) Due for Class Presentation

ASSIGNMENT #4. FINAL PAPER IS DUE April 6th (30%) Each student is required to submit a summary of your project for approval. The paper will provide the research foundation for the topic of your social action project! Summarize the important research literature since the year 2005 that informs your project (include at least one reading from the course and 6 articles from the research literature). What are the implications of this work for supporting adolescent well-being. Maximum length should be 5 pages, typed and double-spaced, not counting references or FIGURES. Use APA style PLEASE!

BONUS POINTS (5) THE WITS PROGRAMS (WWW.WITSPROGRAM.CA) and take the community leaders’ or educators’ online training For 5 BONUS POINTS

CLASS PARTICIPTION (15%) Class participation is mandatory. Please email me if you will be absent for any reason.

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

**OPTIONAL BACKGROUND 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
January 4th Introduction Developmental Theory
January 8th Growing up in BC The Victoria Healthy Youth Survey!


January 11th Evaluating Prevention Programs for Youth


January 15th & 18th Adolescent Puberty & Sex Education


January 22 Group meetings for Parenting Presentations – (6 groups - 4 students per group one with 5) READ TWO OF THE SAMPLE READINGS BELOW

<table>
<thead>
<tr>
<th>Authors</th>
<th>Title</th>
<th>Journal</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Padilla-Walker, L. M., Coyne, S. M., Kroff, S. L., &amp; Memmott-Elison, M. K.</td>
<td>The protective role of parental media monitoring style from early to late adolescence</td>
<td>Journal Of Youth And Adolescence</td>
<td>10.1007/s10964-017-0722-4</td>
</tr>
<tr>
<td>Guilamo-Ramos, V., Lee, J. J., Kantor, L. M., Levine, D. S., Baum, S., &amp; Johnsen, J.</td>
<td>Potential for using online and mobile education with parents and adolescents to impact sexual and reproductive health</td>
<td>Prevention Science, 16(1), 53-60</td>
<td>10.1007/s11121-014-0469-z</td>
</tr>
<tr>
<td>Rus, H. M., &amp; Tiemensma, J.</td>
<td>'It's complicated.' a systematic review of associations between social network site use and romantic relationships</td>
<td>Computers in Human Behavior, 75684-703</td>
<td>10.1016/j.chb.2017.06.004</td>
</tr>
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<td>Mulvey, K. L., &amp; Killen, M.</td>
<td>Keeping quiet just wouldn’t be right: Children’s and adolescents’ evaluations of challenges to peer relational and physical aggression</td>
<td>Journal of Youth And Adolescence, 45(9), 1824-1835</td>
<td>10.1007/s10964-016-0437-y</td>
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<td>Ellis, W., Zarbatany, L., Chen, X., Kinal, M., &amp; Boyko, L.</td>
<td>Peer groups as a context for school misconduct: The moderating role of group interactional style</td>
<td>Child Development</td>
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<td>Way, N., Hernández, M. G., Rogers, L. O., &amp; Hughes, D. L.</td>
<td>'I'm not going to become no rapper': Stereotypes as a context of ethnic and racial identity development</td>
<td>Journal of Adolescent Research, 28(4), 407-430</td>
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**February 12 & 15 READING BREAK.**

**February 19 & 22 Identity, Peers, and the Culture Embedding of Adolescence**

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**February 26 Physical Health (Diet, Activity and Sleep) in Adolescence**

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<td>Biddle, S. H., Braithwaite, R., &amp; Pearson, N.</td>
<td>The effectiveness of interventions to increase physical activity among young girls: A meta-analysis</td>
<td>Preventive Medicine: An International Journal Devoted To Practice And Theory, 62119-131</td>
<td>10.1016/j.ypmed.2014.02.009</td>
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</table>


**March 1st & 5th Brain & Cognition**


**March 8th Alcohol, Marijuana, Harm Reduction: What youth need to know.**


**March 12th & 15th Mentoring Adolescents**


**March 19 Group meetings for planning Social Action Projects**

**March 22, 26 & 29 IN CLASS PRESENTATIONS OF SOCIAL ACTION PROJECTS (6 groups, 4 members each)**

**April 2 Easter Monday No class**

**April 5 LAST CLASS Presentation of key points from your final papers April 6 FINAL PAPER DUE**
ASSIGNMENT GUIDELINES

2. 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 exist, good websites, videos?). Describe at least 3 different types of approaches: Find at least one Prevention approach that has been evaluated! (30%)
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%) 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%)
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. (20%)
6. Presentation to class 30 MINUTES MAX

3. SOCIAL ACTION PROJECT FOR CLASS PRESENTATION: (20% of grade) 30 MINUTES MAX

1. Pick a topic that concerns first year university or high school students (e.g. health, academic or social concern).
2. Create a video, pamphlet, posters, OR internet information.
3. Presentations of social action project presentations are to be 15 minutes in length.
4. It should be designed to promote class discussion for at least 5 minutes of class time.

Criteria for evaluation of social action project

CLARITY/COHERENCE (4): (Did you understand most of the presentation? What could be clearer? Were the group members well-coordinated?) What were the major points?
CREATIVITY (4): What was the best part? What did we learn that we didn’t know?
IMPORTANT QUESTIONS/ISSUES (4): What questions/issues are raised or addressed
WHAT ARE YOUR RECOMMENDATIONS FOR ACTION (4)
DISCUSSION (4) (Response of class. What interests and concerns are raised addressed? What questions or comments are made?)

4. FINAL PAPER HAVE YOUR TOPIC APPROVED

OUTLINE
1. Topic/Problem/Issue. Explain this in (½ page)
2. Summarize what we know about this topic based on empirical studies. You can use reading from class! (2 & 1/2 pages)
3. What are the gaps in our knowledge? (½ page)
4. What have you learned IN THIS CLASS that could help address these gaps? (1 page)
5 LIST 5 points stating what adolescents should know about your topic, when they should get this information and how it could best reach them (½ page).

Tips for improving your grade for the final paper for 453C:
- 5 pages double spaced use 12 POINT FONT,
- DO NOT ADD spaces or lines BETWEEN PARAGRAPHS (turn this off in word)
- USE ¾ INCH MARGINS
- Turn on the grammar checking options on WORD (file – options – proof reading – grammar check) – FIVE MARKS CAN BE LOST FOR GRAMMAR
- Include a reference(s) to readings in the class syllabus.
- Show how some topic discussed in class relates to your paper and to your choice of articles to further review.
- Organize your paper clearly: Use headings for the sections e.g.
Prerequisites

Students who remain in courses for which they do not have the prerequisites do so at their own risk. Students who complete courses without prerequisites ARE NOT exempt from having to complete the prerequisite course(s) if such courses are required for the degree program.

Program Requirements

For more information see pages 305-308 of the UVic Calendar January 2018.

Registration Status

Students are responsible for verifying their registration status. Registration status may be verified using My Page, View Schedule. Course adds and drops will not be processed after the deadlines set out in the current UVic Calendar.

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.

In the Event of Illness, Accident or Family Affliction (See UVic Calendar, January 2018, p. 46-47)

* What to do if you miss the final exam scheduled during the formal exam period

Apply at Records Services for a “Request for Academic Concession”, normally within 10 working days of the date of the exam. Records Services will forward the form to the instructor. If the concession is granted, the instructor will determine how to deal with the situation (for example, a deferred exam). Where a concession is not applied for or where such application is denied, an N grade will be entered on the student’s academic record.

OR, you can download the Request for Academic Concession form here:  
http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf

* What to do if you miss an exam other than one scheduled during the formal exam period

Do not apply at Records Services for a “Request for Academic Concession”. Instead submit documentation of the illness, accident or family affliction directly to your course instructor (or designated teaching assistant).

* What to do if you require additional time to complete course requirements

Apply at Records Services for a “Request for Academic Concession”, normally within 10 working days of the end of the course. Records Services will forward the form to the instructor. If the concession is granted, the instructor will determine how to deal with the situation (for example, a deferred exam). Where a concession is not applied for or where such application is denied, an N grade will be entered on the student’s academic record.

OR, you can download the Request for Academic Concession form here:  
http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf
**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/calendar2018-01/undergrad/info/regulations/academic-integrity.html#](https://web.uvic.ca/calendar2018-01/undergrad/info/regulations/academic-integrity.html#)), p. 42-45, UVic Calendar January 2018). 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 offenses 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. 43-44 in January 2018).

**The definitive source** for information on Academic Integrity is the University Calendar (p. 42-45 in January 2018) ([https://web.uvic.ca/calendar2018-01/undergrad/info/regulations/academic-integrity.html#](https://web.uvic.ca/calendar2018-01/undergrad/info/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](https://www.uvic.ca/services/counselling/success/study/index.php)
2. The Ombudsperson’s office: [http://www.uvss.uvic.ca/ombudsperson/subguides/plagiarism.pdf](http://www.uvss.uvic.ca/ombudsperson/subguides/plagiarism.pdf)