



YORK UNIVERSITY, FACULTY OF HEALTH
DEPARTMENT OF PSYCHOLOGY

Seminar in Developmental Psychology
4010 3.0M (W)

Time and Location: Thursdays, 2:30 – 5:30 pm (Winter 2014), Room 110 FC

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- **Pre-requisites:** (a) PSYC 1010 6.0 (Introduction to Psychology with a minimum grade of C), (b) PSYC 2020 3.0 (Statistics), (c) PSYC 2030 3.0 (Research Methods), PSYC 2010 3.0 (Developmental Psychology).

Course Description and Objectives:

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.

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.

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.

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 Format:

This course will consist of 12 classes consisting of didactic lecture, in-class discussions, instructor- and peer-feedback, and student-led oral presentations and discussions. The course format places an emphasis on scholarly and active discussion on advanced developmental psychology topics.

Participation will be important and students **must come to class prepared** to discuss the week's topic. Class attendance is **mandatory**. If you miss a class (e.g., illness), you are required to contact the Course Director at least 24-hours beforehand, and you are responsible for obtaining missed coursework.

Course Management:

This course will use **Moodle@York**, which can be accessed at <http://moodle.yorku.ca/> using your Passport York username and password. Access the course website for Psych 4010 by clicking on **MY COURSES**. Course announcements and handouts will be posted on Moodle. Please contact UIT Helpdesk ext. 55800 or helpdesk@yorku.ca for technical support.

Evaluation:

1. **Research Paper: 40% (due April 17, 2014).**
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, 12 pt 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.
2. **Knowledge Dissemination Summary: 15% (due March 21, 2014).**
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. **Seminar: 25% (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.
4. **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.
5. **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 and Lateness Policy:

The grades for the course conform to the grading system used in the undergraduate program in Psychology at York (A+ = 90-100, A = 80-89, B+ = 75-79, B = 70-74, C+ = 65-69; C = 60-64, D+ = 55-59; D = 50-54; E = 40-49, F = 0-39).

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.

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 9	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 4. Role play (groups of 3): Knowledge Dissemination (sharing research information with a youth) 5. Student-Led Discussion Handout 6. 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). <i>Stepping Stones: A Resource on Youth Development</i>. Toronto, ON (pp. 32-61). *a primer on adolescent development</p> <p>10 tips for success in publishing an article (H. Skinner)</p>
2 January 16	<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 strengths of youth?) 7. Choosing a Review Paper and Seminar Topic / Template article (group work) 	<p>Review KM Websites on Moodle</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>*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</p>

			<p>an integrative model & its implications for research and intervention. <i>The Journal of Primary Prevention</i>, 28, 117-144.</p> <p>Noorish, J.M., & Vella-Brodrick, D.A. (2009). Positive psychology and adolescents: Where are we now? Where to from here? <i>Australian Psychologist</i>, 4, 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</i>, 9, 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>
3 January 23	Internalizing Issues: Mood Disorders	<ol style="list-style-type: none"> 1. Current knowledge synthesis 2. Intervention 3. Knowledge mobilization 4. Knowledge Dissemination Summary Handout 5. Student-led Discussion #2 (is there an <u>over focus on negative emotions</u> in adolescence research and clinical practice?) 	<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>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>
4 January 30	Internalizing Issues: Anxiety Disorders Suicidal and non-suicidal self-harm behaviours	<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</u> in Ontario high school students?) 	<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>

5 February 6	Externalizing Issues: Substance Use	<ol style="list-style-type: none"> 1. Peer Feedback on Review Paper Outline 2. Current knowledge synthesis 3. Intervention 4. Knowledge mobilization 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?) 	<p>*DUE: Outline of Review Paper Due in Class for Peer and Course Director Feedback (label Student # only; returned next class) (title, thesis, search strategy/key words, 3-5 key findings)</p> <p>Readings: *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. *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. 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. 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. 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>
6 February 13	Externalizing Issues: Youth Involved with the Legal System Youth Policy in Canada	<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 youth mental health issues in <u>Canadian policy</u>?) 	<p>Readings: *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. *Ontario Ministry of Children and Youth Services (2006). <i>A shared responsibility: Ontario's Policy Framework for Child and Youth Mental Health</i>. 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 20	Reading Week – No class		

7 February 27	Adolescent Relationships: Romantic, Peer, & Family Relationships	<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>parenting about social media use</u> among adolescents, eg texting, facebook, twitter; what do we tell them?) 	<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</i>, 30, 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</i>, 18, 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</i>, 14, 425-447.</p>
8 March 6 *last date to drop course without receiving a grade	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?) 5. Student-led Discussion #8 (how can we improve the <u>school success of vulnerable populations</u> such as crown wards?) 	<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>
9 March 13	Special Populations Aboriginal youth mental health Diversity Issues in Adolescence	<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 #9 (What are the barriers and solutions to improve <u>Aboriginal youth</u> mental health?) 4. Student-led Discussion #10* (What are the main mental health issues among <u>immigrant youth</u>?) 	<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</i>, 10, 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</i>, 11, 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</i>, 55, 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</i>, 71, 1-10.</p>

10 March 20	Student Seminars:	<ol style="list-style-type: none"> 1. Adolescence and Brain Development 2. Adolescence and Mental Health 3. Adolescence and Global Health/Well-Being 	<p>*DUE:</p> <p>1. Knowledge Dissemination Summary due in class today (provide 2-minute overview for classmates, 1st half of class by last name)</p> <p>Readings:</p> <p>TBA</p>
11 March 27	Student Seminar:	<ol style="list-style-type: none"> 4. Adolescence and Families 5. Adolescence and Peers 6. Adolescence and Romantic Relationships 	<p>1. Knowledge Dissemination Summary (provide 2-minute overview for classmates, 2nd half of class by last name)</p> <p>Readings:</p> <p>TBA</p>
12 April 3	Student Seminar:	<ol style="list-style-type: none"> 7. Adolescence and Schools 8. Adolescence and Social Media 9. Adolescence and Leisure/Sports 10. Adolescence and Special Populations* <p>*depending on class size.</p>	<p>*DUE:</p> <p>1. Final Review Paper on April 17 (4pm) in Dr. Rawana's mailbox (and electronic copy to rawana@yorku.ca).</p> <p>Readings:</p> <p>TBA</p>