INFORMATION AND SCHEDULE
POSITIVE YOUTH DEVELOPMENT, 7.5 HP

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POSITIVE YOUTH DEVELOPMENT, 7.5 HP

COURSE CONTENT

The aim of the course is to provide a master's level survey of theoretical, empirical, and practical issues involved in documenting and promoting positive youth development. The course covers the following topics: a) theories and research on optimal psychological functioning and adaptation and b) intervention design and evaluation.

COURSE AIMS/LEARNING OBJECTIVES

After completing the course, students will:

- Be able to explain and critically analyze (a) theoretical perspectives and the evidence base on positive youth development as well as (b) intervention design and evaluation, including showing their awareness of ethical aspects in conducting intervention research.

- Demonstrate skills required to participate in research such as academic writing and oral presentation skills (i.e., as shown by successful completion of the written report and oral presentation).

COMMONLY USED, IN CLASS TEACHING AND LEARNING ACTIVITIES will include: The use of intervention case studies from the international research literature, participation in small discussion groups and lectures, and oral presentation of select readings by class participants.

COURSE MANAGEMENT

Laura Ferrer-Wreder, PhD., Docent, universitetslektor is in charge of the management of this course:
Email: laura.ferrer-wreder@psychology.su.se   Tel: 08-163898

ASSESSMENT

Grading Criteria

The presentation activities, submission of a project prospectus, participation in a seminar and peer review activities are mandatory assignments. The final course grade is determined by the grade on the exam (worth 30% of the final grade) and a project paper (worth 70% of the final grade). Both the exam and project paper will be letter graded on a 7 point scale, A to F. The final course grade is based on the completion of the exam, project paper, and all mandatory course assignments.

Presentation:
Before selected regular class meetings, each student will create and answer one question of their own making (the question and answer should be no more than 200 words, not including reference). The question and answer should relate to at least one of the course readings for that day. Students’ questions and answers will be used as a foundation for discussion during class time.
Important: Twenty-four hours (or 1 day) before the scheduled class time, students will post their question and answer in the fastreg forum set up for the task.

If the deadline for submitting the question and answer is missed, this late submission will not count towards a student’s total tally of questions and answers created by the student. You are asked to participate in this discussant activity as a question writer for one class meeting.

IMPORTANT: Participation is defined by submitting a question and answer according to the guidelines above and to be present in class and participate when the discussant activities take place. If students do not fulfil this requirement, they can complete a complementary paper. Please contact your course leader, if this becomes applicable.

During the discussant time in class, a subset of the submitted questions will be reviewed during class and students who wrote the selected questions will be asked to provide a short summary of why this question was written and what it concerns (in about 5 to 10 minutes). Students in class will then pick one of the selected questions to discuss with the question writer. Student’s names will be identified in the question and answer list that groups work with. The author of the chosen question will give feedback and comment on the group’s discussion the selected question and answer. The exchange between each group and question author should take 10 minutes.

- During the final seminar students will present their project paper (see below for a description of the project paper). This presentation will be no more than 10 minutes long. The presentation of your project paper is a compulsory pass or fail assignment, students should use only one power point slide to guide their presentation.

Exam: To provide an opportunity to demonstrate content knowledge about positive youth development, students will have a take home exam. See the document “Instructions for the Exam” for more information.

Project Paper: For this paper, you will be able to integrate and apply the content knowledge you have learned about interventions and the field of positive youth development to a specific situation. In addition, this assignment offers the chance to develop scientific writing skills, which can be of value in a variety of contexts.

For this assignment students will:

- Design and argue for the value of conducting an experimental trial of an original or existing positive youth development program/intervention. The project paper will consist of the students’ response to several specific points which are common in research plans written for grant applications and intervention-oriented empirical articles (e.g., specific aims, background and significance, research design, method, ethical considerations).

- You should submit a project prospectus to the Fast Reg forum set up for this assignment (see course schedule for the submission date). Your prospectus should give a brief description of the project that you have in mind and the reasons why this is a worthwhile study to pursue. You will turn in a written copy of your prospectus to your course leader as a way to develop ideas about your project paper.

- You should submit a written copy of a first draft of your project paper a Fast Reg forum set up for this assignment (see course schedule for the submission date). One peer evaluator and a course
instructor will provide feedback on your first draft of your project paper via email. During the final seminar students will present their project paper, 10 minutes and have the opportunity to discuss the feedback they received. Your project paper will be letter graded, after you have made revisions to it based on the peer feedback received during the Seminar and related activities (see course schedule for the final paper submission date). The presentation of your project paper is a compulsory pass or fail assignment, as noted students should use one power point slide to guide their presentation.

Letter grades are calculated using a seven-point rating scale of A to F. The grades for the exam and project paper are recorded as a letter grade. More details about the grading criteria for the project paper and exam are described in the guidelines posted on the course website.

A-Excellent  D-Satisfactory  F-Fail
B Very Good  E-Sufficient  Fx-Insufficient

LITERATURE

Required Books


*This book is not available via the university library website and should be bought in the traditional way.*


+ We will read selected chapters out of this book, I do not recommend to buy this book for the course, the book is available for free as an e-book from the Stockholm University Library Website, put the title of the book in quotation marks. For example, “*Oxford Handbook of Positive Psychology*” and you will be taken to the search engine that provides access to the book and its chapters, which one can read on line, print, or download, make sure you log in on the university library website before you search for this e-book and you will then get access to the book.

Reading 1 (from Lopez): Lerner, R. M. *The positive youth development perspective: Theoretical and empirical bases of a strengths-based approach to adolescent development.*

Reading 2 (from Lopez): Lopez, S. J., & Gallagher, M. W. *A Case for Positive Psychology*

Reading 3 (from Lopez): Diener, E. *Positive Psychology: Past, Present, and Future*

Reading 4 (from Lopez): Brown Kirschman, K. J. et al., *Positive Psychology for Children and Adolescents: Development, Prevention, and Promotion*

READINGS BY LECTURE

All articles and chapter listed below are available through the Stockholm University Library website on the PsychInfo PRO QUEST database, unless otherwise noted below.

Lecture 1

Reading 1 (from Lopez): Lerner, R. M. *The positive youth development perspective: Theoretical and empirical bases of a strengths-based approach to adolescent development.*


Lecture 2

Reading 2 (from Lopez): Lopez, S. J., & Gallagher, M. W. *A Case for Positive Psychology*

Reading 3 (from Lopez): Diener, E. *Positive Psychology: Past, Present, and Future*

Lecture 3

Reading 4 (from Lopez): Brown Kirschman, K. J. et al., *Positive Psychology for Children and Adolescents: Development, Prevention, and Promotion*

Lecture 4


Lecture 5


Lecture 6

**Lecture 7**


**Lecture 8**


**Lecture 9**


**TEACHERS**

AL = Aiko Lundqvist, PhD., licensed psychologist, Psyk.inst., SU
LFW = Laura Ferrer-Wreder, PhD., docent, universitetslektor, Psyk.inst., SU
MS = Mina Sedem, Ph.D., Department of Child and Youth Studies, SU
NP = Ninni Persson, Ph.D., licensed psychologist, Psyk.inst., SU
TO = Tina Olsson, Ph.D., Psyk.inst., SU
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<thead>
<tr>
<th>Teacher</th>
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<tr>
<td><strong>PART I Course: Positive Development</strong></td>
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| **LFW** | **LECTURE 1**  
Course Introduction & Positive Youth Development according to the 5C’s | Lopez Reading 1: Lerner  
Fraser et al., Chapters 1, 2 | January 20 (Friday)  
kl. 13-16.00 (3 hours) (F) | House 14  
Room 357 |
| **AL** | **LECTURE 2**  
Positive Psychology | Articles:  
Lopez Reading 2: Lopez & Gallagher  
Lopez Reading 3: Diener | January 27 (Friday)  
kl. 15-17 (2 hours) (F) | House 14  
Room 357 |
| **AL** | **LECTURE 3**  
Positive Development in Children | Lopez Reading 4: Brown et al. | February 3 (Friday)  
kl. 15-17 (2 hours) (F) | House 14  
Room 357 |
| **MS** | **LECTURE 4**  
Resilience and Honor Related Violence | Lopez Reading 5: Masten  
Article: Masten 2014 | February 6, 2017  
**KL. 15:00-18:00** | **U21** |
| **LFW** | **LECTURE 5**  
Positive Youth Development: Alternatives and Critical Reflection | Articles: Scales et al., 2011; Spencer & Spencer 2014 | February 8 (Wednesday)  
kl. 9-12.00 (3 hours) (F) | House 14  
Room 357 |
| **NP** | **LECTURE 6**  
Adolescent Brain Development and PYD  
**LECTURE CANCELED** | Article: Casey 2015 | February 10 (Friday)  
kl. 13.00-16.00 (3 hours) (F) | House 14  
Room 357 |
| **PART II Course: Interventions and PYD** | | | | |
| **LFW** | **LECTURE 7**  
Examples of Youth Development Interventions | Chapter/Article:  
Catalano et al., 2004  
Eccles & Gootman 2002  
Ferrer-Wreder, 2013 | February 20 (Monday)  
kl. 9-12 (3 hours) (F) | House 14  
Room 357 |
| **LFW** | **LECTURE 8**  
Intervention Development and Design | Chapter/Article:  
Fraser et al., chapters 3, 4, 5 | February 22 (Wednesday)  
kl. 9-12 (3 hours) (F) | House 14  
Room 357 |

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1 Students can post a Q and A for any lecture with a 1 in front of it
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<tr>
<td>LFW</td>
<td>LECTURE 9 1 Intervention Evaluation</td>
<td>Fraser et al., chapters 6 &amp; 7 Report: Fixsen et al., 2005</td>
<td>February 24 (Friday) kl. 9.00-12.00 (3 hours) (F)</td>
<td>House 14 Room 357</td>
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Students turn in their project prospectus by email to their course instructors by 13.00 on February 27, Monday. Feedback on prospectus given to students individually by email.

Students turn in their first draft of their project paper to their peer evaluator and Laura via email by 13.00 on March 6.

Peer reviewers should send by email their review to their author and Laura on March 13 by 20.00

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<tr>
<td>LFW</td>
<td>* SEMINAR on Project Paper</td>
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<td>March 15 (Wednesday) Group A kl. 9-11.00 (2 hours) (S) Group B kl. 11.00-13.00 (2 hours) (S)</td>
<td>U14</td>
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March 20 by 20.00, is the date to turn in the Exam and Project Paper grading. Turn in your paper and exam via the Fast reg forum set up for this assignment.

* Attendance at this class meeting is mandatory, time for seminar depends on group student is in (e.g., Group A or B).