Informații
Human Development: Positive Psychological Functioning and Adaptation in Youth, 7.5 HP

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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 exam or project paper and Q&A assignment).

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, Psychology Department, Stockholm University (SU) and Aiko Lundquist, Ph.D., licensed psychologist, (SU) are in charge of the management of this course:

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Email: aiko.lundquist@psychology.su.se

ASSESSMENT

Grading Criteria

The Question and Answer Activity is a mandatory assignment. The final course grade is determined by the grade on a take home exam or project paper (student chooses which assignment to complete), which is letter graded on a 7 point scale, A to F. The final course grade is based on the completion of the exam or project paper and all mandatory course assignments.

Question & Answer Activity:
Before selected regular class meetings, each student will create and answer one question of their own making (the question and answer should no more than 200 words long, 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 before the scheduled class time, students email their question and answer to Laura (laura.ferrer-wreder@psychology.su.se) in a Word document.

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 for at least three class meetings.

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 the course leaders if this becomes applicable.

During the Question and Answer 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 (no more than 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 to 20 minutes.

STUDENTS WILL CHOOSE TO COMPLETE EITHER AN EXAM OR A PROJECT PAPER

Exam: To provide an opportunity to demonstrate content knowledge about positive youth development (PYD) and intervention science, students can choose to do a take home exam. This exam concerns the entire course. 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 in a specific situation. For this assignment students will:

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

More details about the project paper and exam (including the grading criteria for these assignments) are described in the guidelines posted on the course website.

Letter grades are calculated using a seven-point rating scale of A to F. The grades for the exam or project paper are recorded as a letter grade. Letter grades in the course are as follows:

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

Required Books


+ We will read selected chapters out of these books, the books are 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.

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


Lecture 2


Lecture 3

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 4


Lecture 5

Reading 5 (from Lopez): Brown Kirschman, K. J. et al., Positive Psychology for Children and Adolescents: Development, Prevention, and Promotion


Lecture 6


Lecture 7

**Lecture 8**


**Optional Readings**


**TEACHERS**
See schedule.

**READING INSTRUCTIONS**
See schedule.

**ABBREVIATIONS FOR BOOKS (COURSE LITERATURE)**
F = Fraser et al. (2009) *Intervention research: Developing social programs*