INFORMATION AND SCHEDULE
Human Development: Positive Psychological Functioning and Adaptation in Youth
PSMT60, 7.5 HP

Människans utveckling – Positiv psykologisk funktion och anpassningar hos ungdomar

Contents and Course Aims
Course Management
Assessment
Literature
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:

- Explain and critically analyze theoretical perspectives and the evidence base in positive youth development*.
- Explain and critically analyze the design and evaluation of interventions*.
- Demonstrate knowledge of ethical aspects of conducting intervention research*.
- Demonstrate the skills required to engage in research, specifically academic writing* and oral presentation+.

* = assessed by the exam or project paper; + = assessed by the QA 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/presentation groups and lectures, and oral presentation of select readings or course content by class participants.

COURSE MANAGEMENT

Laura Ferrer-Wreder, PhD., Docent, universitetslektor, Psychology Department, Stockholm University (SU) is in charge of the management of this course

Email: laura.ferrer-wreder@psychology.su.se Tel: 08-163898

Language in the Course and Exam

Lectures and the course readings will be in English. Students are encouraged to complete their exam or project paper in English, other compulsory course work (e.g., QA assignment) can be completed in English and/or Swedish. It is important to note that for Spring term 2021, this course will be given completely online and instructions for online participation are posted on the course website (on Athena).
ASSESSMENT

Grading Criteria

The Question and Answer Activity is a compulsory assignment. The final course grade is determined by the grade on a take home exam or a written report which is a project paper (student chooses which assignment to complete), and 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 the compulsory course assignment (the QA assignment).

QA or Question & Answer Assignment
Before certain class activities (i.e., QA seminars), each student will create and answer one question of their own making. Students’ questions and answers will be used as a foundation for discussion during the QA seminar time. You are asked to participate in this presentation/discussion activity for three QA seminars. Details about the QA assignment are described in the document called “Instructions QA assignment” posted on the Athena course website.

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

Exam: To provide an opportunity to demonstrate content knowledge about positive development in young people 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 (including the grading criteria for this assignment).

Project Paper (written report): For this written report/paper, you will be able to integrate and apply the content knowledge you have learned about interventions and the field of positive development in young people to 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 development or resilience. 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).

See the document “Instructions for the Project Paper” for more information (including the grading criteria for this assignment).

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:

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<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
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<tr>
<td>B</td>
<td>Very Good</td>
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<tr>
<td>C</td>
<td>Good</td>
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<tr>
<td>D</td>
<td>Satisfactory</td>
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<tr>
<td>E</td>
<td>Sufficient</td>
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<tr>
<td>F</td>
<td>Insufficient</td>
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LITERATURE

Required Books


  Chapters 1, 2, 3, 4, 5 and Chapters 6 & 7


  Reading 1 (from Lopez): Lopez, S. J., & Gallagher, M. W. A Case for Positive Psychology

  Reading 2 (from Lopez): Diener, E. Positive Psychology: Past, Present, and Future

  Reading 3 (from Lopez): Brown Kirschman, K. J. et al., Positive Psychology for Children and Adolescents: Development, Prevention, and Promotion


+ 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 online, 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.

ABBREVIATIONS FOR BOOKS (COURSE LITERATURE)
F = Fraser et al. (2009) Intervention research: Developing social programs
L = Lopez et al. (2011). Oxford Handbook of Positive Psychology (2nd ed.).

REQUIRED READINGS BY LECTURE

Lectures will be a mixture of live and taped lectures. See course schedule for details.

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

LECTURE 1. Course Introduction

LECTURE 2. Positive Psychology, Part 1
(students can post a Q&A for the readings below, this is connected to QA Seminar 1)

Reading 1 (from Lopez): Lopez, S. J., & Gallagher, M. W. A Case for Positive Psychology

Reading 2 (from Lopez): Diener, E. Positive Psychology: Past, Present, and Future

LECTURE 3. Positive Psychology, Part 2
(students can post a Q&A for the reading below, this is connected to QA Seminar 2)

Reading 3 (from Lopez): Brown Kirschman, K. J. et al., Positive Psychology for Children and Adolescents: Development, Prevention, and Promotion

LECTURE 4. Resilience


LECTURE 5. The 5Cs Model
(students can post a Q&A for this lecture or the readings below, this is connected to QA Seminar 3)


LECTURE 6. Developmental assets framework
(students can post a Q&A for this lecture or the readings below, this is connected to QA Seminar 4)


**LECTURE 7. Intersections and Reflections on Positive Perspectives**


**LECTURE 8. Examples of youth development interventions, Part 1**


**LECTURE 9. Examples of youth development interventions, Part 2**

(Students can post a Q&A for this lecture or the readings below, this is connected to QA Seminar 5)


**This chapter is in a free E-book available from the Stockholm University Library Website, put the first few words of the book title in quotation marks “Identity in Adolescence”**.


**LECTURE 10. Intervention Evaluation**

(Students can post a Q&A for this lecture or the readings below, this is connected to QA Seminar 6)


**LECTURE 11. Intervention Implementation**

(Students can post a Q&A for this lecture or the readings below, this is connected to QA Seminar 7)

TEACHERS
See schedule on ATHENA or TimeEdit

READING INSTRUCTIONS
See schedule on ATHENA or TimeEdit

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Optional Readings (maybe useful for final exam or project paper)

Additional reading about the Developmental Assets Framework

Another reading about resilience

Readings about Positive Development in Youth in Different Parts of the World

http://dx.doi.org/10.1007/s10566-018-9475-9


Additional Readings about Different Types of PYD Interventions


**Additional Readings about Implementation**

