INFORMATION AND SCHEDULE

POSITIVE YOUTH DEVELOPMENT, 7.5 HP

Contents and Course Aims
Course Management
Assessment
Literature
Schedule
POSITIVE YOUTH DEVELOPMENT, 7.5 HP

COURSE CONTENT
The positive youth development or PYD movement within the social, behavioral, and health sciences considers youth as assets. This is an emerging interdisciplinary field of scholarship that steps beyond the historic and simplistic view of young people as inherently troubled. A wider scholarly framework for PYD is Applied Developmental Science or ADS. ADS scholars focus on the real world application of what we know about human development in order to better people’s lives and often work across subfields within psychology as well as across disciplinary boundaries. ADS researchers develop and evaluate new interventions as well as examine the impact of existing policy and services on communities, families, and individuals across the lifespan. ADS is broader than PYD and can encompass the entire lifespan. PYD can fall under the ADS umbrella, but is distinct in that it is concerned with understanding and promoting well-being and health in the earlier part of the lifespan, from prenatal development up through young adulthood. This course is designed to provide a master’s level survey of theoretical, empirical, and practical issues involved in the multidisciplinary field of applied developmental science, with primary emphasis placed on topic areas related to the exploration and promotion of positive youth development.

COURSE AIMS/LEARNING OBJECTIVES
After completing the course, students:
• Should be able to explain and critically analyze core theoretical perspectives relevant to positive youth development.
• Should be able to explain and critically analyze a selection of research efforts to explore and promote positive youth development.
• Will develop many of the skills needed for scientific inquiry such as scientific writing and critical thinking through the synthesis and application of relevant research literature and theory.

COMMONLY USED, IN CLASS TEACHING AND LEARNING ACTIVITIES will include: conceptual maps, participation in break out groups and discussion of intended learning outcomes, and plenary sessions, and a student conducted interview of a child or adolescent.

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
Grading Criteria

Interview and Written Reflection compulsory, pass or fail assignment
Final exam 100%

**Interview and Reflection:** The purpose of the interview assignment is to allow students to reflect on the relevance and character of positive youth development in everyday life situations. For this course, students will interview a person (i.e., a child or adolescent) 18 years old or younger regarding this person’s view of what an optimally developing young person is like and what they do. See the “interview guidelines” document on our course website for detailed description of this assignment and grading criteria.

**Exam** closed book, essay format on the course aims/learning objectives. Students will earn a letter grade for the final exam. Students’ explanations of key points of knowledge will be weighted equally. Therefore, if there were 5 questions on the exam, each question would have the same importance for the final exam grade. Specific grading criteria for the exam are as follows:

An A grade for an explanation to a particular question would:
- Be accurate (in other words it would be “factually correct”).
- Have excellent coverage of content or knowledge relevant to the question. Including a complete explanation of psychological terms used in the answer.
- Have an innovative use of important and relevant (to the question) concepts that we have dealt with in class and the readings in the explanation.
- Make use of examples to illustrate key points.
- Be logical and coherent in organization.

A “B” grade for a given explanation (i.e., response to a question) would fulfill the criteria listed above but would be very good rather than excellent in terms of accuracy, content coverage, innovation, use of examples to illustrate key points, logical organization and coherence in answers.

A “C” grade for a given explanation (i.e., response to a question) would fulfill the criteria listed above but would have a major shortcoming in **one area:** accuracy, content coverage, innovation, use of examples to illustrate key points, poor logical organization and lack of coherence in answers.

A “C” grade for a given explanation can also be earned in a case in which the criteria listed above were fulfilled but would have significant shortcomings across **more than one grading criterion:** accuracy, content coverage, innovation, use of examples to illustrate key points, poor logical organization and lack of coherence in answers.

A “D” grade for a given explanation (i.e., response to a question) would have major shortcomings in **two areas:** accuracy, content coverage, innovation, use of examples to illustrate key points, poor logical organization and lack of coherence in answers.

A “E” grade for a given explanation (i.e., response to a question) would have major shortcomings in **three areas:** accuracy, content coverage, innovation, use of examples to illustrate key points, poor logical organization and lack of coherence in answers.

A “Fx” grade for a given explanation (i.e., response to a question) would have major shortcomings in **four areas:** accuracy, content coverage, innovation, use of examples to illustrate key points, poor logical organization and lack of coherence in answers.
A “F” grade for a given explanation (i.e., response to a question) would not fulfill any of the criteria for an A grade.

Letter grades are calculated using a seven-point rating scale of A to F. The grade for the final exam is recorded as a letter grade. The final course grade is the final exam grade and completion of the interview/reflection assignment.

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

LITERATURE

Book

NOTE
Unless noted otherwise, all articles listed below are available through the university library website on The PsychInfo PROQUEST database.

Articles on Positive Youth Development and Applied Developmental Science


Articles on theoretical views of PYD (Part 1)
*Available online at this link: http://ase.tufts.edu/airyd/documents/pubPromotingPositive.pdf

*Lerner, R. M. (2011). The positive development of youth: Findings from the first seven years of the 4-H study of positive youth development.
*Available online at this link: http://ase.tufts.edu/airyd/documents/4HPYDStudyWave7.pdf
Articles on theoretical views of PYD (Part 2)


Articles on Culture and PYD


Articles on Adolescent Sexuality and Positive Youth Development


Articles on Positive Youth Development Interventions


TEACHERS
LFW = Laura Ferrer-Wreder, PhD., docent, universitetslektor, Psyk.inst., SU
MS = Mina Sedem, PhD., Psyk.inst., SU
# Schedule for Positive Youth Development Winter/Spring 2014

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Content</th>
<th>Literature</th>
<th>Date/Time</th>
<th>Local</th>
</tr>
</thead>
<tbody>
<tr>
<td>LFW</td>
<td>*</td>
<td>Articles:</td>
<td>January 20 (Monday) kl. 9-12 (3 hours) (F)</td>
<td>357</td>
</tr>
<tr>
<td>LFW</td>
<td>Positive Youth Development: Theory and Constructs</td>
<td>Articles: Lerner, 2005 Lerner, 2011</td>
<td>January 29 (Wednesday) kl. 10-13 (3 hours) (F)</td>
<td>357</td>
</tr>
<tr>
<td>LFW</td>
<td>Positive Youth Development: Theory and Constructs (continued)</td>
<td>Articles: Benson, Leffert, Scales, and Blyth, 2012 Scales, Benson, and Roehlkepartain, 2011</td>
<td>February 5 (Wednesday) kl. 10-13 (3 hours) (F)</td>
<td>357</td>
</tr>
<tr>
<td>LFW</td>
<td>Adolescent Sexual Development and Positive Youth Development</td>
<td>Articles: Gavin, Catalano et al., 2010 Catalano, Gavin, Markham, 2010 Arnott Book Step 1: Select two chapters from the Arnett book. Step 2: In the chapters that you selected, read the part of the chapter on <strong>Love and Sexuality</strong>.</td>
<td>February 19 (Wednesday) kl. 10-13 (3 hours) (F)</td>
<td>357</td>
</tr>
<tr>
<td>MS</td>
<td>Honor-related contexts, culture, and positive youth development</td>
<td></td>
<td>March 5 (Wednesday) kl. 10-13 (3 hours) (F)</td>
<td>357</td>
</tr>
<tr>
<td>LFW</td>
<td>Adolescence in a Global Perspective Adolescent Problem Behaviors</td>
<td>Arnott Book Step 1: Select one chapter from each section of the Arnett book (i.e., one chapter from Europe, the Americas, Asia, Africa and the Middle East, 4 chapters in total). Step 2: In the chapters that you selected, read the part of the chapter on <strong>Health Risk Behavior</strong>.</td>
<td>March 12 (Wednesday) kl. 10-13 (3 hours) (F)</td>
<td>357</td>
</tr>
</tbody>
</table>

* Attendance at this class meeting is mandatory
<table>
<thead>
<tr>
<th>Teacher</th>
<th>Content</th>
<th>Literature</th>
<th>Date/Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>LFW</td>
<td>Positive Youth Development Interventions and Course Summary</td>
<td>Chapter/Article: Ferrer-Wreder, 2013 Romeo and Kelley, 2009</td>
<td>March 19 (Wednesday) kl. 10-13 (3 hours) (F) 357</td>
</tr>
<tr>
<td></td>
<td>*Turn in via FastReg your written reflection on your interview with child or adolescent and PYD, be prepared to discuss your reflection in this class.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Final Exam</strong></td>
<td></td>
<td>March 28 (Friday) 9-13.00 U16</td>
</tr>
</tbody>
</table>

* Attendance at this class meeting is mandatory