INFORMATION AND SCHEDULE
Human Development: Positive Psychological Functioning and Adaptation in Youth
PSMT44, 7.5 HP

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Schedule 6 or Fastreg for latest
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
Aiko Lundquist, Ph.D., licensed psychologist, Email: aiko.lundquist@psychology.su.se

ASSESSMENT

Grading Criteria

The presentation activity is a mandatory assignment. The final course grade is determined by the grade on a take home exam and project paper, which is letter graded on a 7 point scale, A to F. The final course grade is based on the completion of the exam and all mandatory course assignments.

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   
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

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


Lecture 4

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

Lecture 5


Lecture 6


Lecture 7


Lecture 8


TEACHERS

AL = Aiko Lundquist, PhD., licensed psychologist, Psyk.inst., SU

DL = Delia Latina, PhD., Lecturer, Psyk.inst., ÖU

MS = Mina Sedem, Ph.D., Lecturer, Specialpedagogiska inst., SU
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<tr>
<th>Teacher</th>
<th>Content</th>
<th>Literature</th>
<th>Date/Time/Type of Teaching</th>
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<tr>
<td><strong>PART I Course: Positive Development</strong></td>
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<tr>
<td>AL</td>
<td><strong>LECTURE 1</strong>&lt;br&gt;Course Introduction &amp; Positive Youth Development according to the 5C’s</td>
<td>Lopez Reading 1: Lerner&lt;br&gt;Fraser et al., Chapters 1, 2</td>
<td>January 26 (Friday)&lt;br&gt;kl. 14-16 (2 hours) (F)</td>
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<td>AL</td>
<td><strong>LECTURE 2</strong>&lt;br&gt;Positive Psychology</td>
<td>Articles:&lt;br&gt;Lopez Reading 2: Lopez &amp; Gallagher&lt;br&gt;Lopez Reading 3: Diener</td>
<td>February 1 (Thursday)&lt;br&gt;kl. 14:30-16:30 (2 hours) (F)</td>
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<td>MS</td>
<td><strong>LECTURE 3</strong>&lt;br&gt;Resilience and Honor Related Violence</td>
<td>Lopez Reading 4: Masten&lt;br&gt;Article: Masten 2014&lt;br&gt;Lopez Reading 4: Brown et al.</td>
<td>February 6 (Thursday)&lt;br&gt;kl. 13-15 (2 hours) (F)</td>
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<td>AL</td>
<td><strong>LECTURE 4</strong>&lt;br&gt;Positive Development in Children</td>
<td>Lopez Reading 5: Brown et al.</td>
<td>February 16 (Friday)&lt;br&gt;Kl. 14:30-16:30 (2 hours)</td>
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<td>DL</td>
<td><strong>LECTURE 5</strong>&lt;br&gt;Positive Youth Development: Alternatives and Critical Reflection Information about seminar.</td>
<td>Articles: Scales et al., 2011; Spencer &amp; Spencer 2014</td>
<td>February 22 (Thursday)&lt;br&gt;kl. 13-16 (3 hours) (F)</td>
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<td>DL</td>
<td><strong>LECTURE 6</strong>&lt;br&gt;Adolescent Brain Development and PDY</td>
<td>Articles: Casey 2015</td>
<td>February 26 (Monday)&lt;br&gt;kl. 13-16 (3 hours)</td>
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<td><strong>PART II Course: Interventions and PYD /Seminar</strong></td>
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<td>AL</td>
<td><strong>LECTURE 7</strong>&lt;br&gt;Examples of Youth Development Interventions and Design</td>
<td>Chapter/Article:&lt;br&gt;Catalano et al., 2004&lt;br&gt;Eccles &amp; Gootman 2002&lt;br&gt;Ferrer-Wreder, 2013&lt;br&gt;Fraser et al., chapters 3, 4, 5</td>
<td>March 1(Tuesday)&lt;br&gt;kl. 10:00-12:00 (2 hours) (F)</td>
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<td>DL</td>
<td><strong>LECTURE 8</strong>&lt;br&gt;Intervention Evaluation</td>
<td>Chapter/Article:&lt;br&gt;Fraser et al., chapters 6 &amp; 7&lt;br&gt;Report: Fixsen et al., 2005</td>
<td>March 5 (Monday)&lt;br&gt;kl. 13-16 (3 hours) (F)</td>
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Students turn in their project paper to their peer evaluator and Delia via email by 24.00 on March 9, Friday.

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

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| DL      | SEMINAR on Course | | March 15 (Wednesday)  
Group A kl. 9-11.00 (2 hours) (S)  
Group B kl. 11.00-13.00 (2 hours) (S) | |
|         | March 20 by 20.00, is the date to turn in the Exam. Turn in your paper and exam via the Fast reg forum set up for this assignment. | | March 20 (Monday) |  |