

<b>PSYC 501.34</b>	<b>Advancing Youth Well-Being</b>		<b>Fall 2021</b>
<b>Instructor:</b>	Dr. Deinera Exner-Cortens	<b>Lecture Location:</b>	SS 117
<b>Phone:</b>	403-220-8871	<b>Lecture Days/Time:</b>	TR 12:30-13:45
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### Course Description

When considering youth well-being, the concept of resilience is often discussed. The goal of this course is to critically explore the construct of resilience from an interdisciplinary perspective. Readings will draw on knowledge from several disciplines, including school psychology, developmental psychology, prevention science, social work and education. Students will collaboratively build this interdisciplinary environment by contributing their own knowledge and lived experience to course discussions. This course also places emphasis on critically examining research that presents effective resilience supports for youth across different contexts and settings.

### Course Learning Outcomes

The Department of Psychology is committed to student knowledge and skill development. The table below lists the key learning outcomes for this course, the program-learning outcomes they facilitate (see <https://live-arts.ucalgary.ca/psychology/about#program-learning-outcomes>), and the expected level of achievement.

<b>Course Learning Outcomes</b>	<b>Assessment Methods</b>	<b>PLO(s)</b>	<b>Level(s)</b>
Describe and critique interdisciplinary research related to understanding youth resiliency	Reading responses, Class engagement	1, 2, 4, 8	C, A, A, C
Identify the role of multiple social contexts in promoting and supporting youth resiliency	Reading responses, Class engagement	1, 2, 4, 8	C, A, A, C
Critically evaluate research on promoting and supporting youth resiliency in schools, communities and families	Group discussion leadership, Class engagement	2, 4, 5, 7, 8	A, A, C, A, C
Create an ethically sound research proposal that can further understanding of youth resiliency	Research proposal	1, 2, 4, 6, 7, 8	C, A, A, C, A, C
Effectively present research findings and build skills for facilitating research discussions	Group discussion leadership	1, 4, 5, 7	C, A, C, C
Critically assess research and theory on youth resiliency from an anti-racist and decolonizing perspective	Reading responses, Class engagement, Group discussion leadership, Research proposal	2, 8	A, C

Notes. PLOs = Program-Learning Outcomes: 1 = demonstrate knowledge of psychological sciences, 2 = think critically and solve problems, 3 = conduct research and analyze data, 4 = communicate effectively, 5 = demonstrate information literacy, 6 = understand and implement ethical principles in a diverse world, 7 = apply psychological knowledge and skills, 8 = Demonstrate multicultural competence and awareness of issues related to equity, diversity,\* and inclusion. Level of PLO achievement facilitated by this course: I = introductory, C = competency, A = advanced.

### Acknowledgments and Respect for Diversity

Our classrooms view diversity of identity as a strength and resource. Your experiences and different perspectives are encouraged and add to a rich learning environment that fosters critical thought through respectful discussion and inclusion. The Department of Psychology would also like to acknowledge the traditional and current territories of the people of the Treaty 7 region in southern Alberta. The City of Calgary is also home to Métis Nation of Alberta, Region III.

### Course Format

This is an in-person class held on campus.

### Prerequisites

PSYC 300 – *Research Methods and Data Analysis in Psychology I*, PSYC 301 – *Research Methods and Data Analysis in Psychology II*, admission to the Psychology Honours program and consent of the Department.

### Required Text

There is no required text for this course. Instead, all readings will be from the peer-reviewed literature. Readings will be made available to students on D2L. A list of course readings is also included in the Tentative Lecture Schedule, below.

### Assessment Methods

Assessment Component	Weighting	Due Date and Time	Short Description
Class Engagement	20%	n/a	As this is a seminar-style, discussion-based course, full class engagement is key to the success of this course. Meaningful contributions to class engagement include demonstrating mastery of assigned readings (e.g., reading assigned papers and coming to class prepared to discuss and critique them) and thoughtful contributions to class discussions. <i>Effective engagement is about quality, not quantity.</i> Class participants should be aware of the space they are taking up in the discussion, so that everyone has the opportunity to participate.
Reading Responses	20%	Weekly (see Tentative Lecture Schedule for	To support students in their engagement with course readings, students will submit three questions about the readings for the day to the class D2L site. The frequency of this assignment is approximately weekly (see Tentative

		full list of due dates)	Lecture Schedule for full list of due dates and times). The questions for each class should be submitted by the <i>evening prior</i> to that day's class. Questions will be submitted via the D2L discussion board.
Group Discussion Leadership	25%	See Tentative Lecture Schedule	In groups, students will be responsible for leading class discussion on an empirical research paper once during the course. Groups will be decided in the first week of class. This assignment includes 1) preparing a brief (15-20 minute) presentation on the paper, including how it integrates with resiliency concepts; 2) creating a discussion guide with key questions; and 3) leading class discussion of the paper. The discussion guide and presentation slides (if relevant) should be sent to the instructor via email by 6:00pm MT on the day before the presentation. Students will be provided with a detailed description and rubric for this assignment early in the course.
Research Proposal	35%	December 14, 2021 by 6:00pm MT	To build research capacity, students will prepare a final research proposal on the topic of youth resiliency. This paper should emphasize the use of original (e.g., journal) sources, and must be prepared consistent with APA7 guidelines. The paper should be 8-10 pages, double-spaced, 12-point Times New Roman font, 1" margins, exclusive of references. Research proposals should be submitted via the Dropbox in D2L. Students will be provided with a detailed description and rubric for this assignment early in the course.

### **Missed Classes**

Class engagement and participation are critical to effective learning in this course. Students are strongly encouraged to attend all classes, but the instructor recognizes that there are important reasons why a student may need to occasionally miss a class (e.g., illness; religious holiday; caregiving responsibilities). If you know that you are going to miss a class, please email the instructor as soon as possible so that I am aware you will be away, and together we can create an alternate activity to demonstrate engagement with that week's readings. If missed classes become more than occasional, however, chronic non-attendance will be addressed and will result in a deduction to the class engagement grade.

### **Late Assignments**

Because they are part of the course structure, class engagement and group discussion leadership cannot be late. Per the above, if a class is missed, it is the student's responsibility to work with the instructor to create an alternate class engagement activity for that day. For the group discussion, if this presentation

is missed, the student will be awarded a grade of 0% without prior instructor approval. For weekly reading responses and the research proposal, please email **before** the due date to discuss the need for an extended due date and potential solutions. Without instructor approval, late weekly reading responses/the research proposal will be penalized 10% per day, including weekends.

### **University of Calgary Academic Integrity Policy**

Academic integrity is the foundation of the development and acquisition of knowledge and is based on values of honesty, trust, responsibility, and respect. We expect members of our community to act with integrity.

Research integrity, ethics, and principles of conduct are key to academic integrity. Members of our campus community are required to abide by our institutional code of conduct and promote academic integrity in upholding the University of Calgary's reputation of excellence. It is your responsibility to ensure that you have read and are familiar with the student academic misconduct policy:

<https://www.ucalgary.ca/policies/files/policies/student-academic-misconduct-policy.pdf>.

### **Department of Psychology Criteria for Letter Grades**

Psychology course instructors use the following criteria when assigning letter grades:

**A+ grade: *Exceptional Performance.*** An A+ grade indicates near perfect performance on multiple choice and short answer exams. For research papers/essays/course projects/presentations, an A+ grade is awarded for exceptional work deserving of special recognition and is therefore not a common grade.

**A, A- Range: *Excellent Performance.*** Superior understanding of course material. Written work is very strong in terms of critical and original thinking, content, organization, and the expression of ideas, and demonstrates student's thorough knowledge of subject matter.

**B Range: *Good Performance.*** Above average understanding of course material. Written work shows evidence of critical thinking and attention to organization and editing but could be improved in form and/or content.

**C Range: *Satisfactory Performance.*** Adequate understanding of course material. Knowledge of basic concepts and terminology is demonstrated. Written work is satisfactory and meets essential requirements but could be improved significantly in form and content. Note: All prerequisites for courses offered by the Faculty of Arts must be met with a minimum grade of C-.

**D range: *Marginally meets standards.*** Minimal understanding of subject matter. Written work is marginally acceptable and meets basic requirements but requires substantial improvements in form and content. Student has not mastered course material at a level sufficient for advancement into more senior courses in the same or related subjects.

F grade: *Course standards not met.* Inadequate understanding of subject matter. Written work does not meet basic requirements. Student has not demonstrated knowledge of course material at a level sufficient for course credit.

**Grading Scale**

A+	96-100%	B+	80-84%	C+	67-71%	D+	54-58%
A	90-95%	B	76-79%	C	63-66%	D	50-53%
A-	85-89%	B-	72-75%	C-	59-62%	F	0-49%

It is at the instructor’s discretion to round off either upward or downward to determine a final grade when the average of term work and final examinations is between two letter grades.

To determine final letter grades, final percentage grades will be rounded up or down to the nearest whole percentage (e.g., 89.5% will be rounded up to 90% = A but 89.4% will be rounded down to 89% = A-).

**Tentative Lecture Schedule**

Date	Important Semester Dates	Topic	Reading(s)	Assignment Due
T Sep 7	First day of lectures	Exploring the construct of resilience	Cicchetti, D., & Rogosch, F. A. (1996). Equifinality and multifinality in developmental psychopathology. <i>Development and Psychopathology</i> , 8(4), 597-600.	
R Sep 9			Masten, A. S. (2001). Ordinary magic: Resilience processes in development. <i>American Psychologist</i> , 56(3), 227-238. <a href="https://doi.org/10.1037/0003-066x.56.3.227">https://doi.org/10.1037/0003-066x.56.3.227</a>  Ungar, M., & Theron, L. (2019). Resilience and mental health: How multisystemic processes contribute to positive outcomes. <i>Lancet Psychiatry</i> . Advance online pub. <a href="https://doi.org/10.1016/S2215-0366(19)30434-1">https://doi.org/10.1016/S2215-0366(19)30434-1</a>	
T Sep 14		Exploring the construct of resilience		
R Sep 16	Last day to drop a class without financial penalty		Ungar, M. (2004). The social construction of resilience. In M. Ungar (Ed.), <i>Nurturing hidden resilience in troubled youth</i> (pp. 3-35). University of Toronto Press.	<b>Reading Response #1 by 6:00pm MT on Monday September 13<sup>th</sup> (2%)</b>
F Sep 17	Last day to add or swap a course			

T Sep 21		Exploring the construct of resilience	Garrett, P. M. (2016). Questioning tales of 'ordinary magic': 'Resilience' and neo-liberal reasoning. <i>British Journal of Social Work</i> , 46(7), 1909-1925. <a href="https://doi.org/10.1093/bjsw/bcv017">https://doi.org/10.1093/bjsw/bcv017</a>	Reading Response #2 by 6:00pm MT on Monday September 20 <sup>th</sup> (2%)
R Sep 23			Vanderplat, M. (2016). Activating the sociological imagination to explore the boundaries of resilience research and practice. <i>School Psychology International</i> , 37(2), 189-203. <a href="https://doi.org/10.1177/0143034315615938">https://doi.org/10.1177/0143034315615938</a>	
F Sep 24	Fee payment deadline for Fall Term full and half courses.			
T Sep 28		Considering resilience for youth who are marginalized	<p>Tynes, B. M., Umaña-Taylor, A. J., Rose, C. A., Lin, J., &amp; Anderson, C. J. (2012). Online racial discrimination and the protective function of ethnic identity and self-esteem for African-American adolescents. <i>Developmental Psychology</i>, 48(2), 343-355. <a href="https://doi.org/10.1037/a0027032">https://doi.org/10.1037/a0027032</a> - read by T Sep 28</p> <p>Marks, A. K., Woolverton, G. A., &amp; Garcia Coll, C. (2020). Risk and resilience in minority youth populations. <i>Annual Review of Clinical Psychology</i>, 16, 151-163. <a href="https://doi.org/10.1146/annurev-clinpsy-071119-115839">https://doi.org/10.1146/annurev-clinpsy-071119-115839</a> - read by T Oct 5</p> <p>Wexler, L. M., DiFluvio, G., &amp; Burke, T. K. (2009). Resilience and marginalized youth: Making a case for personal and collective meaning-making as part of resilience research in public health. <i>Social Science &amp; Medicine</i>, 69(4), 565-570. <a href="https://doi.org/10.1016/j.socscimed.2009.06.022">https://doi.org/10.1016/j.socscimed.2009.06.022</a> read by T Oct 5</p>	Group #1 Discussion Leadership Presentation
R Sept 30	No Classes – National Day for Truth and Reconciliation			
T Oct 5		Considering resilience for youth who are marginalized	Mustanski, B., Newcomb, M. E., & Garofalo, R., (2011). Mental health of lesbian, gay, and bisexual youths: A developmental resilience perspective. <i>Journal of Gay &amp; Lesbian Social Services</i> , 23(2), 204-225. <a href="https://doi.org/10.1080/10538720.2011.561474">https://doi.org/10.1080/10538720.2011.561474</a>	Reading Response #3 by 6:00pm MT on Monday October 4 <sup>th</sup> (2%)

R Oct 7			Ungar, M., Brown, M., Liebenberg, L., Othman, R., Kwong, W. M., Armstrong, M., & Gilgun, J. (2007). Unique pathways to resilience across cultures. <i>Adolescence</i> , 42(166), 287-310.	
M Oct 11	Thanksgiving Day, University closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.			
T Oct 12			Fleming, J., & Ledogar, R. J. (2008). Resilience, an evolving concept: A review of the literature relevant to Aboriginal research. <i>Pimatisiwin</i> , 6(2), 7-23.	
R Oct 14		Considering resilience for youth who are marginalized	Kirmayer, L. J., Dandeneau, S., Marshall, E., Phillips, M. K., & Williamson, K. J. (2011). Rethinking resilience from Indigenous perspectives. <i>Canadian Journal of Psychiatry</i> , 56(2), 84-91. <a href="https://doi.org/10.1177/070674371105600203">https://doi.org/10.1177/070674371105600203</a>  Truth and Reconciliation Commission of Canada. (2015). <i>Canada's residential schools: The legacy</i> (pp. 3-9). <a href="https://ehprnh2mwo3.exactdn.com/wp-content/uploads/2021/01/Volume_5_Legacy_English_Web.pdf">https://ehprnh2mwo3.exactdn.com/wp-content/uploads/2021/01/Volume_5_Legacy_English_Web.pdf</a>	Reading Response #4 by 6:00pm MT on Wednesday October 13 <sup>th</sup> (2%)
T Oct 19		Considering resilience for youth who are marginalized	Louie, D. (2018). Sexual exploitation prevention education for Indigenous girls. <i>Canadian Journal of Education</i> , 41(2), 633-663. <a href="https://www.jstor.org/stable/90025228">https://www.jstor.org/stable/90025228</a>	Group #2 Discussion Leadership Presentation
R Oct 21		Resilience and youth development theory	Donovan, J. E., & Jessor, R. (1985). Structure of problem behavior in adolescence and young adulthood. <i>Journal of Consulting and Clinical Psychology</i> , 53(6), 890-904. <a href="https://doi.org/10.1037/0022-006X.53.6.890">https://doi.org/10.1037/0022-006X.53.6.890</a>	Reading Response #5 by 6:00pm MT on Wednesday October 20 <sup>th</sup> (2%)
T Oct 26		Resilience and youth development theory	Lerner, J. V., Bowers, E. P., Minor, K., Boyd, M. J., Mueller, M. K., Schmid, K. L., ... Lerner, R. M. (2013). Positive youth development: Processes, philosophies, and programs. In R. M. Lerner, M. A. Easterbrooks, J. Mistry, & I. B. Weiner (Eds.), <i>Handbook of psychology: Developmental psychology</i> (pp. 365-392). John Wiley. [read to page 381 only – stop at "PYD As Instances of Youth Programs and Organizations"]	Reading Response #6 by 6:00pm MT on Monday October 25 <sup>th</sup> (2%)

R Oct 28			Ginwright, S., & Cammarota, J. (2002). New terrain in youth development: The promise of a social justice approach. <i>Social Justice</i> , 4(90), 82-95. <a href="https://www.jstor.org/stable/29768150">https://www.jstor.org/stable/29768150</a>	
T Nov 2		Resilience and youth development theory	Godfrey, E. B., & Burson, E. (2018). Interrogating the intersections: How intersectional perspectives can inform developmental scholarship on critical consciousness. In C. E. Santos & R. B. Toomey (Eds.), <i>Envisioning the integration of an intersectional lens in developmental science. New Directions for Child and Adolescent Development</i> , 161, 17-38.	<b>Reading Response #7 by 6:00pm MT on Monday November 1<sup>st</sup> (2%)</b>
R Nov 4			Poteat, V. P., Godfrey, E. B., Brion-Meisels, G., & Calzo, J. P. (2009). Development of youth advocacy and sociopolitical efficacy as dimensions of critical consciousness within gender-sexuality alliances. <i>Developmental Psychology</i> , 56(5), 1208-1219. <a href="https://doi.org/10.1037/dev0000927">https://doi.org/10.1037/dev0000927</a>	<b>Group #3 Discussion Leadership Presentation</b>
Nov 7-13	<b>Term Break No Classes</b>			
W Nov 11	<b>Remembrance Day (Observed). University Closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.</b>			
T Nov 16		Supporting youth resilience across social contexts	Dray, J., Bowman, J., Campbell, E., Freund, M., Wolfenden, L., Hodder, R. K., McElwaine, K., Tremaine, D., Bartlem, K., Bailey, J., Small, T., Palazzi, K., Oldmeadow, C., & Wiggers, J. (2017). Systematic review of universal resilience-focused interventions targeting child and adolescent mental health in the school setting. <i>Journal of the American Academy of Child &amp; Adolescent Psychiatry</i> , 56(10), 813-824. <a href="https://doi.org/10.1016/j.jaac.2017.07.280">https://doi.org/10.1016/j.jaac.2017.07.280</a>	<b>Reading Response #8 by 6:00pm MT on Monday November 15<sup>th</sup> (2%)</b>
R Nov 18			Crooks, C. V., Smith, A. C. G., Robinson-Link, N., Orenstein, S., & Hoover, S. (2020). Psychosocial interventions in schools with newcomers: A structured conceptualization of system, design, and individual needs. <i>Children and Youth Services Review</i> , 112, 104894. <a href="https://doi.org/10.1016/j.childyouth.2020.104894">https://doi.org/10.1016/j.childyouth.2020.104894</a>	<b>Group #4 Discussion Leadership Presentation</b>
T Nov 23		Supporting youth resilience	The Change Collective. (2017). <i>Working with vulnerable youth to enhance their natural supports: A practice framework.</i>	<b>Reading Response #9 by 6:00pm MT on Monday</b>
R Nov 25			<a href="http://www.burnsfund.com/research-">http://www.burnsfund.com/research-</a>	



		across social contexts	<a href="#">publications/working-with-vulnerable-youth-to-enhance-their-natural-supports/</a> [pages 1-42 only]  Ryan, C. (2010). Engaging families to support lesbian, gay, bisexual, and transgender youth: The Family Acceptance Project. <i>Prevention Researcher</i> , 17(4), 11-13.	November 22 <sup>nd</sup> (2%)
T Nov 30		Supporting youth resilience	Fuller-Thomson, E. (2005). Canadian First Nations grandparents raising grandchildren: A portrait in resilience. <i>The International Journal of Aging and Human Development</i> , 60(4), 331-342. <a href="https://doi.org/10.2190/LCR8-FJNM-F73L-58G3">https://doi.org/10.2190/LCR8-FJNM-F73L-58G3</a>	Group #5 Discussion Leadership Presentation
R Dec 2		across social contexts	Klinck, J., Cardinal, C., Edwards, K., Gibson, N., Bisanz, J., & Da Costa, J. (2011). Mentoring programs for Aboriginal youth. <i>Pimatisiwin</i> , 3(2), 109-130.	Reading Response #10 by 6:00pm MT on Wednesday December 1 <sup>st</sup> (2%)
T Dec 7		Course Review / Final Paper Office Hour	n/a. This class will be used for course wrap-up and a final research proposal office hour.	
R Dec 9	Fall Term Lectures End. Last day to withdraw with permission from Fall Term half courses.	Final Paper Office Hour	This class will be used for a final research proposal office hour.	
Dec 13-22	Fall Final Exam Period			Research Proposal by 6:00pm MT on Tuesday December 14 <sup>th</sup>

Extra research participation course credit is not offered for this course.

### **Supporting Documentation**

Students may be asked to provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will support their situation. Supporting documentation may be dependent on the reason noted in their personal statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, or a statutory declaration, etc. The decision to provide supporting documentation that best suits the situation is at the discretion of the student. Students cannot be required to provide specific supporting documentation, such as a medical note.

Students can make a Statutory Declaration as their supporting documentation (available at [ucalgary.ca/registrar](http://ucalgary.ca/registrar)). This requires students to make a declaration in the presence of a Commissioner for Oaths. It demonstrates the importance of honest and accurate information provided and is a legally binding declaration. Several registered Commissioners for Oaths are available to students at no charge, on campus, please see [ucalgary.ca/registrar](http://ucalgary.ca/registrar).

Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

**Reappraisal of Graded Term Work** <http://www.ucalgary.ca/pubs/calendar/current/i-2.html>

**Reappraisal of Final Grade** <http://www.ucalgary.ca/pubs/calendar/current/i-3.html>

### **Academic Accommodations**

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/). Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at <https://www.ucalgary.ca/legal-services/university-policies-procedures/accommodation-students-disabilities-procedure>.

### **Academic Misconduct**

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

### **Instructor Intellectual Property**

Course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor.

The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

### **Copyright Legislation**

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright ([www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf](http://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf)) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

### **Freedom of Information and Protection of Privacy**

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary

### **Student Support and Resources**

<https://www.ucalgary.ca/registrar/registration/course-outlines>

### **Important Dates**

The last day to drop this course with no "W" notation and **still receive a tuition fee refund is Thursday, September 16, 2021.** Last day add/swap a course is **Friday, September 17, 2021.** The last day to withdraw from this course is **Thursday, December 9, 2021.**

<https://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html>