

Psychology of Adolescence: A Scandinavian Perspective

Spring 2017

DIS Copenhagen

Credits: 3

Major Disciplines: Psychology, Child Development, Human Development

Days: Tuesdays and Fridays

Time: 11.40-13.00

Room: N7-C24

Course Information and Purpose

1. Instructor Information:

Lars Rossen

Cand. Psychology (2007, University of Copenhagen). BA. Psychology (2005, University of Copenhagen). Psychologist and consultant at Copenhagen Municipality in various positions (2007-2010). Consultant for Bornholm and Odense Municipalities, as well as for the closed youth facility Soenderbro in Copenhagen Municipality (2011 – 2014). Psychological supervisor, Den sikrede institution Stevnsfortet, Region Sjælland (2012-2014). With DIS since 2011.

Consultation: Should you need additional individual/group advising, please email me or speak to me before/after class

Psychology Program Director:

Carla Caetano, Ph.D.

DIS Contact:

Psychology Program Assistant:

Collin Shampine

Email: cas@dis.dk

Phone: +45 33 76 54 14

Guest lecturers:

Feb. 21st: Project manager and social worker Christoffer Hansen from The Sports Project

Christoffer will give a talk on adolescence and delinquency – the Danish way of fixing things. Christoffer works with delinquent youth in various setting, and will focus on delinquency and re-socialization, as well as participation and volunteer work in a Danish context.

Mar. 14th: Representatives from 'Sex og Samfund' (Sex and Society)

Introduction to Sex and Society and their work, incl. frequently asked questions on their hot line, the Sex Line as well as sexual education in Denmark, based on common objectives for the subject of Health sex education and family studies. The guest lecture includes hands on experiences with the topic of sex education.

2. Course Description:

Prerequisites: A course in Psychology at the university level.

This course will introduce students to the main areas of adolescent psychosocial development, as well as explore some areas of pathology and treatment with particular focus on the Scandinavian context.

Adolescence is often perceived as a period of rapid change with new roles and social settings and that can be extremely turbulent for many young people. But is adolescence only a time of crisis, rebellion and risk-taking behaviors, or does it also contain areas of continuity? How can adolescence be understood from a life-span perspective? How are the physiological and cognitive changes of adolescence intertwined with and linked to changing social positions and relationships? And finally, how is adolescence experienced in the Scandinavian context?

During this course, we will focus on and examine developmental psychological theories with regard to nature-nurture, normality-pathology, free will-determinism and individual-society dualities. Students will use critical analysis to explore issues surrounding subjects such as adolescent identity, psychosocial challenges, gender and sexuality, individual autonomy, adolescent substance abuse, and peer relationships. We will also examine new, predominantly Scandinavian research. Case studies will include narratives from Scandinavian films.

3. Objectives:

- Analyze different core themes, assumptions and values expressed in adolescent psychology via contemporary theory and discourse.
- Compare, contrast and synthesize theoretical perspectives and practical approaches in order to cultivate a broader understanding of adolescent psychology.
- Get acquainted with (particularly Scandinavian) research on different aspects of adolescent development.
- Get an overview of the historical, current and emerging theoretical perspectives within developmental psychology.
- Consider practical applications by developing skills through case studies of adolescents
- Integrate theory, practice and research findings through case analysis.
- Gain basic knowledge and understanding of various adolescent developmental psychopathologies and psychological interventions.
- Apply critical thinking to research and theories presented in class.
- Reflect on and relate the field of adolescent mental health to the broader societal and cultural context

Course Components

1. Required Textbook (available at DIS Library):

- Steinberg, L. (2011). *Adolescence*. (9th ed.). New York, NY: McGraw- Hill.

2. Required Articles and Other Media on Canvas:

- Selected research articles and book chapters will be uploaded on Canvas. References are listed in the course schedule below as well as at the end of the syllabus.

3. Approach to teaching:

- **Interactive teaching** presupposes active participation from the students. For this reason, I will ask you to critically reflect on the theory, research and practice presented in the class.

- There are **underlying assumptions in all approaches to theory, research and practice in psychology**. In my opinion, one of the best things that can happen during a course is walking away with an “aha” experience, feeling that one has revealed the central assumptions that guide a particular psychological theory, research or practice. Sometimes such a critical examination uncovers inconsistencies or lack of elaboration. However, being critical of basic assumptions in a theory does not negate the theory altogether. Therefore, we will be trying to integrate, rather than dismiss, the different approaches presented in the course.
- It is also important for me as a teacher to facilitate an **open and respectful classroom environment**, where you are welcome (but not pressured) to share your own experiences and observations, for instance, with regard to differences in adolescence in Scandinavia and the US. No matter whether or not you choose to share your experiences with the others, I would like you to apply the material and discussions from the classroom to your own lived experience- both from other settings and from your time in Copenhagen.

4. Expectations of students:

In this course each and every one of us has the equal and unique responsibility to facilitate the most optimal learning outcomes. Students are expected to:

- Complete all reading assignments prior to coming to class.
- Make reference to the readings to support the points you are making when responding to questions in class.
- Contribute to class discussions and group activities.
- Draw upon your interactions and observations in Denmark to compliment theory, research, and practice.
- Work independently and be active in group work.
- Be punctual and attend all classes and field studies.

Regarding discussions and group work:

- Please try your best not to interrupt each other during group discussions.
- If you disagree with another student, try to be curious and open minded. There may be questions you can ask the other student(s) that will enable you to understand their viewpoint better.
- It is not always possible (or preferable) to reach an agreement. Disagreements in discussions might reflect the real-life complexity of psychological phenomena, rather than a failure to decipher a single truth.

Regarding technology and presence in the classroom:

To establish a positive learning environment it is important that everyone is present (in body and mind) and not distracted by technology or other disruptive behaviours. Please observe the following simple rules:

- You are welcome to bring food and drinks to class. Please remember to clean up after yourself.
- Please do not leave the classroom during class. Please plan on staying for the full class time and take care of bathroom visits (and such) before class or during breaks. Of course you can leave if it is urgent.
- Cell phones are not permitted outside your backpack/pocket/purse while in the classroom. Please turn off your cell phone and put it away before coming to class. If you are expecting an emergency call or text during class let me know so we can discuss an exception to this policy for that class.

5. Field studies:

Field studies serve to complement your course work by placing you in the professional field to extend and rethink what we read and discuss in class. Please be ready for each field study by completing readings (when these are assigned) and preparing questions in advance.

Wednesday, Feb. 22nd from 13.00-16.00: Christoffer Hansen and the volunteers from The Sports Project

- On this first Field study, we will see how their praxis work – and be participating ourselves; The main task of The Sports project is to introduce at-risk and criminal youth to sports and exercise, involving them in a prosocial culture built around sports, and finally, get young people integrated in associations or sports clubs, thus helping them to participate in society in a different manner than there are used to.
- Location TBA. Please be aware that this will include physical activities – dress accordingly.

Wednesday, Apr. 26th from 9.00-12:00: Ørestad College

- We will meet at street level below Ørestad Metro Station and go to Ørestad College. Ørestad is 100 percent digital institution, and students receive e-books and other electronic materials instead of physical books. We will hear a short presentation on the pedagogical strategies and teaching in the open space and meet one of the student advisors who talk about the everyday life of Danish high school students – problems, habits and the daily hassle of being a teenager. This is followed by a tour of the building.

6. Class Representatives:

Each semester DIS looks for class representatives to become an official spokesperson for their class group, addressing any concerns that may arise (in academic or related matters), suggesting improvements and coming up with new ideas. Class representatives are a great way for DIS faculty to ensure better and timelier feedback on their courses, assessments and teaching styles, and as such perform an invaluable role in connecting student needs with faculty instruction during term time. Class Representatives will be elected in class at the beginning of the semester.

Assignments and Evaluation

Methods of Evaluation	How evaluated	Due Date	Percentage of grade
Active participation and engagement	Individual	On-going	10%
Case reviews I, II & III based on class discussion	Individual	Jan. 31 st , Apr. 4 th & May 2 nd at 23.59 on Canvas	15 % each, total = 45 %
Midterm Exam- short answer questions	Individual	Mar. 28 th	25%
Take Home Final Exam	Individual	Friday, May 11 th at 23.59 on Canvas	20%
Total			100%

Active participation and engagement (10%)

Active participation and engagement in classes, field studies and guest lectures are important because they show that you are taking responsibility for your own learning. It also demonstrates that you are keeping up with the readings and understanding the theoretical perspectives discussed in class. It is imperative that you show development in your knowledge and grasp of psychological theory and research relating to Adolescence, as well as improvement in your reflection and analytical skills during the course.

Active participation and engagement includes asking questions related to readings and material presented in the class and taking part in discussions and case analysis. The grading of this course component will also include evaluation of teamwork when it occurs in class. Attendance is mandatory.

Case Reviews I, II & III – 3 X 15% = 45 %**Due Dates: Jan. 31st, Apr. 4th & May. 2nd at 23.59 on Canvas**

Before class you will, based on the case and the questions attached to it, find a relevant peer reviewed research paper to present in a matrix group (no news paper articles, pop sciences web page print outs), i.e. four students will discuss the case as well as present their article of choice to the group, then shift so new groups are made, and the discussion from the previous group is recapped and expanded in the new group. Based on the group discussion you will write a 2-3 page essay – excluding reference list (one page = 300 words) and submit to Canvas.

Your paper **must** have at least **three academic** references, of which at least two are not on the syllabus

On the day of the discussion you will submit the paper you have chosen to Canvas, so everybody has a pool of references to draw from when writing their paper.

Midterm exam- short answer questions (25%)**Due Date: Tuesday, Mar 28th**

The Midterm exam will test basic comprehension of **all class material** covered prior to the exam– class discussions, cases, guest lectures and field studies in addition to the readings.

The Midterm will take place on Tuesday the 22nd of March and lasts for 1 hour and 20 minutes (regular class time). The exam will consist of approximately 10 short answer questions. No study materials will be allowed.

The main learning objective of the course is building your analytical skills with regard to theoretical discussion and integration, critical analysis of research studies and findings, as well as application of theory and research to practice through case studies. Understanding of the material which will be tested in the midterm exam is a precondition for development of your analytical skills and critical reflection (and for doing well on the Case study and Case analysis assignments).

Final exam- Take Home (20%)**Due Date: May 11th on Canvas by 23.59**

The case analysis and discussion paper in the final exam will be building on the skills you gained in writing the case study paper (above), but will demand a higher degree of integration of theory, practice and research, as well as a higher level of analysis. You will be given a case with questions in advance to prepare for the exam - you will be provided with a set of questions for the case to be answered, for example:

- Identify and briefly describe at key psychological themes in the case, referring to course literature (fx. intimacy vs. autonomy, development of sexuality and/or gender identity; peer pressure, risk- taking behaviours, and/or addiction.
- State important psychosocial conflicts the youth(s) is/are facing. Analyse them from a psychological perspective and analyse them in a critical academic discussion.
- Identify individual and environmental risk and protective factors in this case.
- Analyse the possible advantages and disadvantages, as well as challenges, of offering psychological intervention to the youth. Would you offer treatment?

The questions for the final exam will be available on Canvas.

In your paper you will write a 5-6 page case analysis – excluding reference list (one page = 300 words) and submit to Canvas in line with the previous three cases, but with a broader scope as well as use of both general theories, ie. Stage theory, psot-modern theory, ect. as well as specific research papers.

Your paper ***must*** have at least ***five academic*** references, of which at least three are not on the syllabus.

To be eligible for a passing grade in this class you must complete all of the assigned work.

Disability and resource statement: Any student who has a need for accommodation based on the impact of a disability should contact the Office of Academic Support (acadsupp@dis.dk) to coordinate this. In order to receive accommodations, students should inform the instructor of approved DIS accommodations within the first two weeks of classes.

Policies

Attendance

You are expected to attend all DIS classes when scheduled. If you miss multiple classes, the Office of Academic Support, and the Director of Student Affairs will be notified and they will follow-up with you to make sure that all is well. Absences will jeopardize your grade and your standing at DIS. Allowances will be made in cases of illness, but in the case of multiple absences you will need to provide a doctor's note.

Academic Honesty: Plagiarism and Violating the Rules of an Assignment

DIS expects that students abide by the highest standards of intellectual honesty in all academic work. DIS assumes that all students do their own work and credit all work or thought taken from others. Acts of academic dishonesty include falsifying or creating data, cheating on exams (such as using unauthorized notes, looking at a neighbour's exam, or learning the content of the exam from a student who has already taken it), plagiarism (copying the work or words of others and claiming them as your own), facilitation (helping another cheat), unauthorized collaboration (working with others when independent effort was required), or accessing previous course material (looking at former students' exams or papers).

Academic dishonesty will result in a final course grade of "F" and can result in dismissal. The students' home universities will be notified. DIS reserves the right to request that written student assignments be turned in electronic form for submission to plagiarism detection software. See the Academic Handbook for more information, or ask your instructor if you have questions.

Policy on late papers

Late essays will be accepted for up to 3 days after the deadline, but the grade for the paper will be reduced by half a grade for each day that it is late.

Policy for students who arrive late to class

Please come to classes on time, as it is disturbing for the lecturer and other students. Repeated lateness will result in a referral to the head of the Office of Academic Support.

Course Schedule	
<p>Friday, Jan. 20th Class 1</p>	<p>Introduction to the course</p> <ul style="list-style-type: none"> • Welcome and course outline • Using Canvas with this course • Your interests • Adolescence delineated • The context of Scandinavia and the welfare state <p>Required Readings</p> <p><u>Textbook:</u></p> <ul style="list-style-type: none"> • Steinberg, L. (2011). Introduction: The Study of Adolescent Development. <i>Adolescence</i>. (9th ed.). (pp 3-17). New York, NY: McGraw- Hill. <p><u>Canvas:</u></p> <ul style="list-style-type: none"> • Trost, K. (2012). Sweden. In Arnett, J. J. (ed.) <i>Adolescent psychology around the world</i>. (pp. 335- 350). Hove: Psychology Press.
<p>Tuesday, Jan. 24th Class 2</p>	<p>Psychological perspectives & theoretical background</p> <ul style="list-style-type: none"> • Lifespan development: between childhood and adulthood • Developmental psychology as an overarching paradigm • Central dualities in developmental psychology: <ul style="list-style-type: none"> ○ Nature/nurture and biology/culture; ○ individual/society; ○ determinism/free will, ○ normal /abnormal development <p>Required Readings</p> <p><u>Canvas:</u></p> <ul style="list-style-type: none"> • Miller, P. H. (2011). Chapter 1. Introduction. <i>Theories of Developmental Psychology</i>. (5th ed.). (pp. 1-26). New York, NY: Worth Publishers.
<p>Friday, Jan 27th Class 3</p> <p><i>Prepare case discussion from home.</i></p>	<p>Case I: psychology and life – Development and challenges</p> <ul style="list-style-type: none"> • Read the case and find at least one academic article that supports your arguments concerning the case. Prepare to discuss the case using your article of choice as support for your perspective. • Case and instructions to be found on Canvas.
<p>Tuesday, Jan 31st Class 4</p> <p>Due: Case analysis paper I</p> <p>To be uploaded on Canvas by 23.59</p>	<p>Physical changes in adolescence and adolescents’ body image</p> <ul style="list-style-type: none"> • Physical changes and body image in adolescence • Defining healthy and abnormal behaviours with regard to body image • Physical changes: Gender roles and differences <p>Required Readings</p> <p><u>Textbook:</u></p>

	<ul style="list-style-type: none"> Steinberg, L. (2011). Chapter 1. Biological Transitions. <i>Adolescence</i>. (9th ed.). (pp 23-56). New York, NY: McGraw- Hill. <p><u>Canvas:</u></p> <ul style="list-style-type: none"> Wängqvist, M. & Frisén, A. (2013). Swedish 18-year-olds' identity formation: Associations with feelings about appearance and internalization of body ideals. <i>Journal of Adolescence</i>, 36(3), 485–493.
Friday, Feb. 3rd Class 5	<p>Neuropsychology of Adolescence</p> <ul style="list-style-type: none"> The developmental brain in Adolescence Neuropsychological foundations of adolescent behaviour Reductionism and the mind-body problem <p>Required Readings</p> <p><u>Canvas:</u></p> <ul style="list-style-type: none"> Blackmore, S. (2008). The social brain in adolescence. <i>Nature Reviews-Neuroscience</i>, 9, 267-277.
<p>Core Course Week No Classes Feb 6th to Feb 10th</p>	
Tuesday, Feb. 14th Class 6	<p>Cognitive changes in adolescence</p> <ul style="list-style-type: none"> Case: risk taking behaviors in adolescence. The case is not be used for a reflection paper but only class discussion. A review of cognitive changes in adolescence An introduction to bio-psycho-social and ecological models of development: linking individual and the environmental factors <p>Required Readings</p> <p><u>Textbook:</u></p> <ul style="list-style-type: none"> Steinberg, L. (2011). Chapter 2. Cognitive Transitions. <i>Adolescence</i>. (9th ed.). (pp 57-86). New York, NY: McGraw- Hill. <p><u>Canvas:</u></p> <ul style="list-style-type: none"> Case: Risk taking behaviors in adolescence.
Friday, Feb 17th Class 7	<p>Peer Groups and Mass Psychology</p> <ul style="list-style-type: none"> Peer groups from a psychological perspective Mass psychology - a historical perspective Individual vs social influences on behaviour <p>Required Readings</p> <p><u>Textbook:</u></p> <ul style="list-style-type: none"> Steinberg, L. (2011). Chapter 5. Peer Groups. <i>Adolescence</i>. (9th ed.). (pp. 149-180). New York, NY: McGraw- Hill.
Tuesday, Feb. 21st Class 8	<p>Guest Lecture by project manager and social worker Christoffer Hansen from The Sports Project:</p> <p>Adolescence and delinquency – the Danish way of fixing things</p> <ul style="list-style-type: none"> Delinquency and re-socialization Participation and volunteer work in a Danish context

	<p>Required Readings <u>Canvas:</u></p> <ul style="list-style-type: none"> • Kirk, D. S. & Sampson, R. J. (2013) Juvenile Arrest and Collateral Educational Damage in the Transition to Adulthood. In: <i>Sociology of Education</i> 86(1) 36–62
<p>Field Study Wednesday, Feb. 22nd 13.00-16.00 The Sports Project – re-socializing delinquent adolescents in practice Please be aware that this this will include physical activities – dress accordingly</p>	
<p>Friday, Feb. 24th Class 9</p>	<p>Stage theories of identity</p> <ul style="list-style-type: none"> • Identity development in stage theories • Criticisms of stage theories <p>Required Readings <u>Textbook:</u></p> <ul style="list-style-type: none"> • Steinberg, L. (2011). Chapter 8. Identity. <i>Adolescence</i>. (9th ed.). (pp. 245-276). New York, NY: McGraw- Hill.
<p>Long Study Tour / Travel Break No Classes Feb. 25th to Mar. 5th</p>	
<p>Tuesday, Mar. 7th Class 10</p>	<p>Social constructionist perspectives on identity</p> <ul style="list-style-type: none"> • Theories of distributed/relational/multiple selves • Research findings • Discussion: critical perspectives on social constructionism <p>Required Readings <u>Canvas:</u></p> <ul style="list-style-type: none"> • Gergen, K. (2011). The Self as Social Construction. <i>Psychological Studies</i>, 56(1), 108–116. • Ferrer-Wreder, L., Trost, K., Lorente, C. C., & Mansoor, S. (2012). Personal and ethnic identity in Swedish adolescents and emerging adults. In S. J. Schwartz (Ed.), <i>Identity Around the World. New Directions for Child and Adolescent Development</i>, 138, 61–86.
<p>Friday, Mar. 10th Class 11</p>	<p>Sexuality in adolescence</p> <ul style="list-style-type: none"> • First relationships and sexual behaviors – Scandinavian statistics • Development of gender identity • Cases: campaigns for safer sex <p>Required Readings <u>Textbook:</u></p> <ul style="list-style-type: none"> • Steinberg, L. (2011). Chapter 11. Sexuality. <i>Adolescence</i>. (9th ed.). (pp. 337-370). New York, NY: McGraw- Hill. <p><u>Canvas:</u></p> <ul style="list-style-type: none"> • Morgan, M. E. (2012). Not always a straight path: College students' narratives of heterosexual identity development. <i>Sex Roles</i>, 66, 79–93.

<p>Tuesday, Mar. 14th Class 12</p> <p>Guest Lecture</p>	<p>Guest Lecture: Representatives from Sex and Society</p> <p>Introduction to Sex and Society and their work, incl. frequently asked questions on their hot line, the Sex Line as well as sexual education in Denmark, based on common objectives for the subject of Health sex education and family studies. The guest lecture includes hands on experiences with the topic of sex education.</p> <p>No required readings for today.</p>
<p>Friday, Mar. 17th Class 13</p>	<p>Youth drinking and Social Norms in Scandinavia</p> <ul style="list-style-type: none"> • Drinking behaviors, cultural capital and social class • Youth drinking cultures • The differences between the Scandinavian countries regarding youth drinking patterns <p>Required Readings <u>Canvas:</u></p> <ul style="list-style-type: none"> • Kolind, T. (2011): Young people, drinking and social class. Mainstream and counterculture in the everyday practice of Danish adolescents. <i>Journal of Youth Studies</i>, 14(3), 295-314. • Demant, J. & Ravn, S. (2013). Communicating trust between parents and their children: A Case study of adolescents' alcohol use in Denmark. <i>Journal of Adolescent Research</i>, 1-23
<p>Study Tour/Travel Break No Classes Saturday, Mar. 18th to Sunday, Mar. 26th</p>	
<p>Tuesday, Mar. 28th Class 14</p>	<p>MIDTERM EXAM *During regular class time</p>
<p>Friday, Mar. 31st Class 15</p>	<p>Case II: Sexual development and Identity in Scandinavia</p> <p>Read the case and find at least one academic article that supports your arguments concerning the case. Prepare to discuss the case using your article of choice as support for your perspective. Case and instructions to be found on Canvas.</p>
<p>Tuesday, Apr. 4th Class 16</p> <p>Due: Case analysis paper II</p> <p>To be uploaded on Canvas by 23.59</p>	<p>Aggressive and antisocial behaviours in the Scandinavian context</p> <ul style="list-style-type: none"> • Reasons behind aggression and aggressive behavior • Developmental trajectories and aggression – what leads to what? • Negative emotionality as a predictor for past and future problem behavior. <p>Required Readings <u>Canvas:</u></p> <ul style="list-style-type: none"> • Strohmeier, D., Fandrem, H., Stefanek, E., & Spiel, C. (2012). The goal to be accepted by friends as underlying function of overt aggressive behavior in immigrant adolescents. <i>Scandinavian Journal of Psychology</i>, 53, 80–88

<p>Friday, Apr. 7th Class 17</p>	<p>Internalizing and externalizing disorders in adolescence</p> <ul style="list-style-type: none"> • Internalizing and externalizing disorders • Societal and historical factors • Prevalence in Scandinavia <p>Required Readings (additional TBA) <u>Textbook:</u></p> <ul style="list-style-type: none"> • Steinberg, L. (2011). Chapter 13. Psychosocial Problems. <i>Adolescence</i>. (9th ed.). (pp. 401-435). New York, NY: McGraw- Hill.
<p>Tuesday, Apr. 11th Class 18</p>	<p>Psychopathology in adolescence</p> <ul style="list-style-type: none"> • Risk, protective, maintaining and precipitating factors with regard to psychopathology • Comorbidity and differential diagnoses • Assessment and treatment: an introduction <p>Required Readings <u>Canvas:</u></p> <ul style="list-style-type: none"> • Leikanger, E. et al. (2012). Sex and age-related anxiety in a community sample of Norwegian adolescents. <i>Scandinavian Journal of Psychology</i>, 53, 150–157. • Sonnby, K., Åslund, C., Leppert, J., & Nilsson, K. W. (2011). Symptoms of ADHD and depression in a large adolescent population: Co-occurring symptoms and associations to experiences of sexual abuse. <i>Nordic Journal of Psychiatry</i>, 65(5), 315-322.
<p>Travel Break No Classes Apr 12th to Apr. 17th</p>	
<p>Tuesday, Apr. 18th Class 19</p>	<p>Psychopathology in adolescence cont.</p> <ul style="list-style-type: none"> • Self-harm and suicidal ideation • Eating disorders <p>Required Readings <u>Canvas:</u></p> <ul style="list-style-type: none"> • Madge, N., Hewitt, A., Hawton, K., Wilde, E. J. d., Corcoran, P., Fekete, S., Heeringen, K. v., Leo, D. D. and Ystgaard, M. (2008), Deliberate self-harm within an international community sample of young people: comparative findings from the Child & Adolescent Self-harm in Europe (CASE) Study. <i>Journal of Child Psychology and Psychiatry</i>, 49: 667–677 • Nilsson, K. (2007) Recovery from Adolescent Onset Anorexia Nervosa – a Longitudinal study. In: <i>European Journal of Eating Disorder Reviews</i>. 2008 Sep;16(5):386-94.
<p>Friday, Apr. 21st Class 20</p>	<p>Adjustment to Major Life Transitions</p> <ul style="list-style-type: none"> • Foster Care • Separation and Divorce <p>Required Readings <u>Canvas:</u></p>

	<ul style="list-style-type: none"> Carr, Alan (2006) <i>The Handbook of Child and Adolescent Clinical Psychology: A Contextual Approach</i> 2nd ed. London, UK: Routledge, pp.1025-1086
<p>Tuesday, Apr. 25th Class 21</p>	<p>Theoretical integration</p> <ul style="list-style-type: none"> Differences and parallels between the theories covered in the course A critical, interdisciplinary perspective on developmental psychology Take home final exam handed out <p>Required Readings <u>Canvas:</u></p> <ul style="list-style-type: none"> Green, L. (2010). Chapter 3. The New Social Studies of Childhood. In <i>Understanding the life course: Sociological and psychological perspectives</i>. (pp. 63-88). Malden, Polity Press
<p>Field study Wednesday, Apr. 26th 9.00-12.00 Ørestad College</p> <p>We meet at street level below Ørestad Metro Station and go to Ørestad College. Ørestad is 100 percent digital institution, and students receive e-books and other electronic materials instead of physical books. We will hear a short presentation on the pedagogical strategies and teaching in the open space and meet one of the student advisors who talk about the everyday life of Danish high school students – problems, habits and the daily hassle of being a teenager. This is followed by a tour of the building.</p>	
<p>Friday, Apr. 28th Class 22</p> <p><i>Prepare case discussion from home.</i> <i>Case and questions to be found on Canvas</i></p>	<p>Case III: Cross Cultural Variances – what makes Scandinavian Adolescence Scandinavian?</p> <ul style="list-style-type: none"> Read the case and find at least one academic article that supports your arguments concerning the case. Prepare to discuss the case using your article of choice as support for your perspective. Case and instructions to be found on Canvas
<p>Tuesday, May 2nd Class 23</p> <p>Due: Case analysis paper III To be uploaded on Canvas by 23.59</p>	<p>Wrap- up class</p> <ul style="list-style-type: none"> What have we learned? Take home experiences and lasting impressions? Critical reflections on the Scandinavian model <p>Required Readings <u>Canvas:</u></p> <ul style="list-style-type: none"> Guidelines and grading rubric for the final exam Case for final exam to be handed out in class
<p>Final Exam Period Monday May 8th-Thursday May 11th</p>	
<p>Friday, May 11th Take home final exam DUE 23.59 Take home final exam- case analysis DUE To be uploaded on Canvas</p>	

Readings:

Textbook:

Steinberg, L. (2011). *Adolescence*. (9th ed.). (pp 3-17). New York, NY: McGraw- Hill.

On Canvas:

Blackmore, S. (2008). The social brain in adolescence. *Nature Reviews-Neuroscience*, 9, 267-277.

Buckingham, D. (2000) *After the death of Childhood*, chapter 1-3 (pp 21-61)

Carr, Alan (2006) *The Handbook of Child and Adolescent Clinical Psychology: A Contextual Approach* 2nd ed. London, UK: Routledge, pp.1071-1121

Demant, J. & Ravn, S. (2013). Communicating trust between parents and their children: A Case study of adolescents' alcohol use in Denmark. *Journal of Adolescent Research*, 1-23

Erlandsson, K., Nordvall, C. J., Öhman, A., & Häggström- Nordin, E. (2012). Qualitative interviews with adolescents about "Friends-with-Benefits" relationships. *Public Health Nursing*, 30(1), 47–57.

Ferrer-Wreder, L., Trost, K., Lorente, C. C., & Mansoor, S. (2012). Personal and ethnic identity in Swedish adolescents and emerging adults. In S. J. Schwartz (Ed.), *Identity Around the World. New Directions for Child and Adolescent Development*, 138, 61–86.

Gergen, K. (2011). The Self as Social Construction. *Psychological Studies*, 56(1), 108–116.

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