

**Psychology 3350G – Adolescent Risk Behaviours**  
Winter 2020

**1.0 BASIC COURSE INFORMATION**

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- 1.1 Course Number: Psychology 3350G  
1.2 Course Name: Adolescent Risk Behaviours  
1.3 Class Times: Thursdays 2:30pm-5:20pm, room W2  
1.4 Instructor Information

Instructor: Dr. Tara Dumas  
Office: V121  
E-mail: tdumas2@uwo.ca  
Office hours: Thursdays 1:30pm-2:30pm  
Course website: <http://owl.uwo.ca> {*UWO login ID & password*}

**2.0 CALENDAR DESCRIPTION**

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An in-depth analysis and critique of theory and research on risk behaviour in adolescence, including precursors, correlates and outcomes. Students will gain a comprehensive understanding of: (1) adolescence and emerging adulthood as developmental periods, (2) the biological, cognitive and social factors that underlie youth risk behavior, and (3) current prevention and intervention efforts.

Prerequisite(s): Psychology 2830A/B (or Psych 2800E, 2820E, 2840F/G, 2855F/G or 2855F/G) and registration in the third or fourth year of Honors Specialization, Major in Psychology, or permission of the Department.

**3.0 COURSE LEARNING OBJECTIVES**

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By the end of the course students should:

- possess a well-rounded knowledge of theory and research on adolescent/emerging adult risk behaviors;
- be able to think critically about and thoughtfully discuss these topics;
- have further honed their skills of critiquing research studies and writing scientific research papers.

**4.0 DESCRIPTION OF CLASS METHODS**

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This course has multiple components. Students will be responsible for:

1. Reading peer-reviewed journal articles and formulating well-thought-out questions or comments about these readings each week.
2. Participating in class discussion on the aforementioned readings.
3. Presenting one journal article to the class and moderating a class discussion on the topic of the article.

4. Writing a critical review paper on a topic related to adolescent/emerging adult risk behaviours.
5. Contributing to and present a group project for the Healthy Behaviours in an Online World Conference.

## 5.0 REQUIRED TEXTS

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N/A. Journal articles and chapters only.

## 6.0 EVALUATION

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<b>Class Participation</b>	<b>15%</b>
<b>Class Presentation and Discussion Moderator</b>	<b>25%</b>
<b>Critical Analysis Paper</b>	<b>30%</b>
<b>Healthy Online Behaviours Conference Project</b>	<b>30%</b>
<b>Total</b>	<b>100%</b>

### **Class Participation**

Students are responsible for attending every class and actively participating in class discussion. After each class, students' participation will be graded as follows: 0 = absent; 1 = present without participation; 2 = present with minimal participation; 3 = present with strong participation (10% of final grade). Grades will not only reflect the quantity of students' participation, but also the quality of students' contribution to discussion.

Students are responsible for bringing and communicating **at least 2 thoughtful, high-quality questions/comments** per class pertaining to the assigned weekly reading(s). Students will also be required to **send both Dr. Dumas and the discussion moderator(s) for that week their questions/comments before each class** (5% of final grade). **Questions/comments will be sent via the "Message" tab of our OWL course page.** Discussion moderators for each week will be listed in the "Schedule" tab on OWL. Students who send their questions/comments during class time or after class on a given week will lose participation marks. If students are unable to attend class on a given week, they are still responsible for sending their weekly questions/comments to Dr. Dumas and the discussion moderator(s).

### **Class Presentation and Discussion Moderator**

Beginning the week of January 23<sup>rd</sup>, students will have the opportunity to moderate class discussion of one assigned class reading. In pairs, students will choose a topic from a list of class readings on the first day of class. On their assigned day, students will first present a brief overview of their assigned reading in Powerpoint (max 10 minutes), including the study's major implications and limitations. Presenting students will then moderate a 25-30 minute class discussion, in which they will be responsible for communicating major topics of discussion, keeping discussion on track, and, if necessary, posing their own questions to be discussed. Students are responsible for **e-mailing Dr. Dumas their Powerpoint presentations by 2pm on the day of their discussion moderation**. Failure to do so will result in a 10% deduction from the students' final discussion moderation grade. Further details will follow.

### **Critical Analysis Paper**

Students will be required to write a critical analysis paper on a research topic in adolescent/emerging adult risk behaviour. A hard copy of your paper must be submitted to Dr. Dumas AND an electronic copy of your paper must be submitted via the Turnitin link on our Owl course webpage before 2:30pm on February 13<sup>th</sup>. Students will lose 5% off their paper grade if their proposals are submitted to Dr. Dumas or Turnitin after 2:30pm on February 13<sup>th</sup>, and they will lose an additional 5% for each subsequent day that their paper is late. Papers will be evaluated for content, clarity, form of writing and general scholarship. Further details will follow.

### **Healthy Online Behaviours Conference Project**

On Monday, March 30<sup>th</sup> from 9:30am-12noon, students will participate in the Healthy Behaviours in an Online World conference. This interactive conference, which was jointly created by Dr. Dumas and the Safe Schools<sup>1</sup> team at the Thames Valley District School Board (TVDSB), will be hosted at Huron by the 3350 class. The conference will involve a set of presentations given by 3350 students, Dr. Dumas and individuals from TVDSB, in addition to a set of breakout discussions.

In groups, 3350 students will be responsible for giving a presentation to conference attendees (high school students and teachers). Topics will be chosen in class and will cover the promotion of healthy online practices and the reduction of unhealthy online behaviours by youth. **Attendance at the Healthy Behaviours in an Online World conference is mandatory for 3350G students. Failure to attend their groups' presentation on that day will result in students receiving a zero for their presentation grade.**

About one week after the conference (April 6<sup>th</sup> before 4pm), groups will submit a paper that describes in more detail the research and theory that informed their presentations. Groups will submit their proposal both via the Turnitin link on our OWL course page and in hard copy to Dr. Dumas (V121). All group members will lose 5% off their proposal grade if their proposals are submitted to Dr. Dumas or Turnitin after 4:00pm on April 6<sup>th</sup>, and they will lose an additional 5% for each subsequent day that their paper is late. More detail on this project to come.

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<sup>1</sup>Safe Schools is a district-wide program that aims to maintain a positive learning environment for high school and elementary school students.

## **6.1 GRADES**

Students at Huron University College should consider a grade in the range from 70-74 to be evidence of satisfactory performance in a 2100-level Psychology course. Grades in the B+ (75-79) or A (80-89%) ranges will only be awarded for performance that is demonstrably superior to the second-year standard associated with the Major or Minor modules. A grade of A+ (90-100%) will only be awarded very rarely and only for work that is truly exceptional.

## 7.0 TENTATIVE SCHEDULE OF CLASSES

Week	Dates	Topic(s)	Reading(s)
1.	9-Jan	Introduction to course	---
2.	16-Jan	Adolescence as a developmental period	Arnett, J. J. (1999). Adolescent storm and stress, reconsidered. <i>American Psychologist</i> , 54, 317-326.
3.	23-Jan	Brain Development	Casey, B. J., Jones, R. M., & Somerville, L. H. (2011). Braking and accelerating of the adolescent brain. <i>Journal of Research on Adolescence</i> , 21(1), 21-33.  *Steinberg, L., Albert, D., Cauffman, E., Banich, M., Graham, S., & Woolard, J. (2008). Age differences in sensation seeking and impulsivity as indexed by behavior and self-report: evidence for a dual systems model. <i>Developmental Psychology</i> , 44(6), 1764.
4.	30-Jan	Family Influence	*Borawski, E. A., Levers-Landis, C. E., Lovegreen, L. D., & Trapl, E. S. (2003). Parental monitoring, negotiated unsupervised time, and parental trust: The role of perceived parenting practices in adolescent health risk behaviors. <i>Journal of Adolescent Health</i> , 33(2), 60-70.  *Samek, D. R., McGue, M., Keyes, M., & Iacono, W. G. (2015). Sibling facilitation mediates the association between older and younger sibling alcohol use in late adolescence. <i>Journal of research on adolescence</i> , 25(4), 638-651.
5.	6-Feb	Peer Contributions	*Cohen, G. L., & Prinstein, M. J. (2006). Peer contagion of aggression and health risk behavior among adolescent males: An experimental investigation of effects on public conduct and private attitudes. <i>Child development</i> , 77(4), 967-983.

Week	Dates	Topic(s)	Reading(s)
			*Gardner, M., & Steinberg, L. (2005). Peer influence on risk taking, risk preference, and risky decision making in adolescence and adulthood: an experimental study. <i>Developmental psychology, 41</i> (4), 625.
6.	13-Feb  <b>Critical Analysis Paper Due</b>	Special Topic: Aggression and Victimization in Adolescence	*Smith-Darden, J. P., Kernsmith, P. D., Victor, B. G., & Lathrop, R. A. (2017). Electronic displays of aggression in teen dating relationships: Does the social ecology matter? <i>Computers in Human Behavior, 67</i> , 33-40.  *Bauman, S., Toomey, R. B., & Walker, J. L. (2013). Associations among bullying, cyberbullying, and suicide in high school students. <i>Journal of Adolescence, 36</i> (2), 341-350.
7.	20-Feb	Reading Week – No class	
8.	27-Feb	Special topic: Online Behaviour in adolescence and emerging adulthood	*Dumas, T. M., Maxwell-Smith, M., Davis, J. P., & Giulietti, P. A. (2017). Lying or longing for likes? Narcissism, peer belonging, loneliness and normative versus deceptive like-seeking on Instagram in emerging adulthood. <i>Computers in Human Behavior, 71</i> , 1-10.  * Sherman, L. E., Greenfield, P. M., Hernandez, L. M., & Dapretto, M. (2018). Peer influence via Instagram: Effects on brain and behavior in adolescence and young adulthood. <i>Child development, 89</i> (1), 37-47.
9.	5-Mar	Prevention and Intervention	* Werch, C. E., Bian, H., Moore, M. J., Ames, S. C., DiClemente, C. C., Thombs, D., & Pokorny, S. B. (2008). Brief multiple behavior health interventions for older adolescents. <i>American Journal of Health Promotion, 23</i> (2), 92-96.  Yeager, D. S., Dahl, R. E., & Dweck, C. S. (2018). Why interventions to influence adolescent behavior often fail but could succeed. <i>Perspectives on Psychological Science, 13</i> (1), 101-122.

Week	Dates	Topic(s)	Reading(s)
11.	12-Mar	Substance Use in University	Arnett, J. J. (2005). The developmental context of substance use in emerging adulthood. <i>Journal of drug issues</i> , 35(2), 235-254.  *LaBrie, J. W., Hummer, J. F., Huchting, K. K., & Neighbors, C. (2009). A brief live interactive normative group intervention using wireless keypads to reduce drinking and alcohol consequences in college student athletes. <i>Drug and alcohol review</i> , 28(1), 40-47.
12.	19-Mar	Preparation for Conference Presentations	---
13.	26-Mar	Practice Conference Presentations	---
	30-Mar	<b>Healthy Behaviours in an Online World Conference – 9:30am-12pm</b>	
14.	2-Apr	No Class	---

\* Papers available for class presentation and discussion moderation

## Appendix to Course Outlines

### **Prerequisite Information**

Students are responsible for ensuring that they have successfully completed all course prerequisites. Unless you have either the requisites for this course or written special permission from your Dean to enrol in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

### **Conduct of Students in Classes, Lectures, and Seminars**

Membership in the community of Huron University College and the University of Western Ontario implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. The academic and social privileges granted to each student are conditional upon the fulfillment of these responsibilities.

In the classroom, students are expected to behave in a manner that supports the learning environment of others. Students can avoid any unnecessary disruption of the class by arriving in sufficient time to be seated and ready for the start of the class, by remaining silent while the professor is speaking or another student has the floor, and by taking care of personal needs prior to the start of class. If a student is late, or knows that he/she will have to leave class early, be courteous: sit in an aisle seat and enter and leave quietly.

Please see the *Code of Student Rights and Responsibilities* at:

<http://www.huronuc.ca/CurrentStudents/StudentLifeandSupportServices/StudentDiscipline>

### **Technology**

It is not appropriate to use technology (such as, but not limited to, laptops, PDAs, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and is distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

### **Academic Accommodation for Medical/Non-Medical Grounds**

#### **Requests for Accommodation on Medical Grounds for assignments worth 10% or more of final grade: Go Directly to Academic Advising**

University Senate policy, which can be found at

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_medical.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf),

requires that all student requests for accommodation on medical grounds for assignments worth 10% or more of the final grade be made directly to the academic advising office of the home faculty (for Huron students, the “home faculty” is Huron), with supporting documentation in the form (minimally) of the Senate-approved Student Medical Certificate found at:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform\\_15JUN.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform_15JUN.pdf).

The documentation is submitted in confidence and will not be shown to instructors. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been informed of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Dean. The instructor's decision is appealable to the Dean.

**Requests for Accommodation on Medical Grounds for assignments worth less than 10% of final grade: Consult Instructor Directly**

When seeking accommodation on medical grounds for assignments worth less than 10% of the final course grade, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. The instructor may **not** collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been informed of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Dean. The instructor's decision is appealable to the Dean.

**Requests for Accommodation on Non-medical Grounds: Consult Instructor Directly**

Where the grounds for seeking accommodation are not medical, the student should contact the instructor directly. Apart from the exception noted below, academic advisors will not be involved in the process of accommodation for non-medical reasons.

Where a student seeks accommodation on non-medical grounds where confidentiality is a concern, the student should approach an academic advisor with any documentation available. The advisors will contact the instructor after the student's request is received, and will outline the severity and duration of the challenge without breaching confidence. The student will be informed that the instructor has been informed that significant circumstances are affecting or have affected the student's ability to complete work, and the student will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. Before denying a request for accommodation where documentation has been submitted to an academic advisor, the instructor will consult with the Dean. The instructor's decision is appealable to the Dean.

**Statement on Academic Offences**

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: [http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

**Statement on Academic Integrity**



The International Centre for Academic Integrity defines academic integrity as "a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behaviour that enable academic communities to translate ideals to action." (CAI Fundamental Values Project, 1999).

A lack of academic integrity is indicated by such behaviours as the following:

- Cheating on tests;
- Fraudulent submissions online;
- Plagiarism in papers submitted (including failure to cite and piecing together unattributed sources);
- Unauthorized resubmission of course work to a different course;
- Helping someone else cheat;
- Unauthorized collaboration;
- Fabrication of results or sources;
- Purchasing work and representing it as one's own.

### **Academic Integrity: Importance and Impact**

Being at university means engaging with a variety of communities in the pursuit and sharing of knowledge and understanding in ways that are clear, respectful, efficient, and productive. University communities have established norms of academic integrity to ensure responsible, honest, and ethical behavior in the academic work of the university, which is best done when sources of ideas are properly and fully acknowledged and when responsibility for ideas is fully and accurately represented.

In the academic sphere, unacknowledged use of another's work or ideas is not only an offence against the community of scholars and an obstacle to academic productivity. It may also be understood as fraud and may constitute an infringement of legal copyright.

A university is a place for fulfilling one's potential and challenging oneself, and this means rising to challenges rather than finding ways around them. The achievements in an individual's university studies can only be fairly evaluated quantitatively through true and honest representation of the actual learning done by the student. Equity in assessment for all students is ensured through fair representation of the efforts by each.

Acting with integrity at university constitutes a good set of practices for maintaining integrity in later life. Offences against academic integrity are therefore taken very seriously as part of the university's work in preparing students to serve, lead, and innovate in the world at large.

A university degree is a significant investment of an individual's, and the public's, time, energies, and resources in the future, and habits of academic integrity protect that investment by preserving the university's reputation and ensuring public confidence in higher education.

**Students found guilty of plagiarism will suffer consequences ranging from a grade reduction to failure in the course to expulsion from the university. In addition, a formal letter documenting the offence will be filed in the Dean's Office, and this record of the offence will be retained in the Dean's Office for the duration of the student's academic career at Huron University College.**

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Personal Response Systems (“clickers”) may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else’s clicker in class constitutes a scholastic offence,
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

### **Policy on Special Needs**

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

[http://www.sdc.uwo.ca/ssd/?requesting\\_acc](http://www.sdc.uwo.ca/ssd/?requesting_acc)

### **Attendance Regulations for Examinations**

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

### **Class Cancellations**

In the event of a cancellation of class, every effort will be made to post that information on the Huron website, <http://www.huronuc.ca/AccessibilityInfo> (“Class Cancellations”).

### **Mental Health @ Western**

Students who are in emotional/mental distress should refer to Mental Health @ Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

### **Academic Advising**

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation [see above], students should contact an Academic Advisor in Huron’s Student Support Services ([huronsss@uwo.ca](mailto:huronsss@uwo.ca)). An outline of the range of services offered is found on the Huron website at: <http://www.huronuc.ca/CurrentStudents/AcademicAdvisorsandServices>

Department Chairs and Program Directors and Coordinators are also able to answer questions about their individual programs. Their contact information can be found on the Huron website at:

<http://www.huronuc.ca/Academics/FacultyofArtsandSocialScience>