

**Psychology 3350G 550 – Adolescent Risk Behaviours**  
Winter 2023

**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: Mondays & Wednesdays 10:30am-12:30pm, Room W17  
1.4 Instructor Information  
Instructor: Dr. Tara Dumas  
Office: V121  
E-mail: tdumas2@uwo.ca  
Office hours: Tuesdays from 12:30-2:30pm  
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 presenting 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

#### 1) Weekly Discussion Participation (10%)

- 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, or 3 = present with strong participation
- Grades will not only reflect the quantity of students' participation, but also the quality of students' contribution to discussion.

#### 2) Submission of Weekly Discussion Questions (5%)

- During classes for which there is an assigned reading, students are responsible for bringing and communicating at least 1 thoughtful, high-quality question/comment pertaining to that reading.
- Students will also be required to send both Dr. Dumas and the discussion moderator(s) their question/comment via the "Message" tab of our OWL page.
- **Questions/comments must be received before 12noon the day prior to a discussion.**
- Discussion moderators will be listed in the "Schedule" tab on OWL.
- Students who send their question/comment during class time or after class will lose participation marks.

- If students are unable to attend class, they are still responsible for submitting their question/comment to Dr. Dumas and the discussion moderator(s).

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

Beginning the week of January 16<sup>th</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 (see 7.0 *Tentative Schedule of Classes*). 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 9:30am 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 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 10:30am on February 8<sup>th</sup>. Students will lose 5% off their paper grade if their proposals are submitted to Dr. Dumas or Turnitin after 10:30am on February 8<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**

- The Healthy Behaviours in an Online World (HBOW) conference was jointly created by Dr. Dumas and the Thames Valley District School Board (TVDSB) Safe Schools and Wellbeing team.<sup>1</sup>
- HBOW is hosted by the 3350 class and involves a set of presentations given by 3350 students and interactive discussions.
- This year, the conference will be held online, and is **tentatively scheduled for April 3<sup>rd</sup> and 5<sup>th</sup>**.
- In groups of 5, you will be responsible for giving a presentation to conference attendees (high school students and teachers).
- Presentation topics will be on the promotion of healthy online practices and the reduction of unhealthy online behaviors by adolescents.
- Presentation topics will be guided by secondary student feedback (provided by the Safe Schools & Wellbeing team), which will be analyzed by the 3350 class on February 13<sup>th</sup> and 15<sup>th</sup> to identify major themes.

- After the conference (**April 10<sup>th</sup> before 11:55pm**), groups will submit a paper that describes in more detail the research and theory that informed their presentations.
  - Groups will submit 1 electronic copy of their proposal via our OWL course page.
  - All group members will lose 5% off their proposal grade if their proposals are submitted after 11:55pm on April 10<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	---
	11-Jan	Adolescence as a Developmental Period	Arnett, J. J. (1999). Adolescent storm and stress, reconsidered. <i>American Psychologist</i> , 54, 317-326.
2.	16-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.
	18-Jan		*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.
3.	23-Jan	Family Influence	*Bleakley, A., Ellithorpe, M., & Romer, D. (2016). The role of parents in problematic internet use among US adolescents. <i>Media and Communication</i> , 4(3), 24.
	25-Jan		*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.
4.	30-Jan	Peer Contributions	*Chein, J., Albert, D., O'Brien, L., Uckert, K., & Steinberg, L. (2011). Peers increase adolescent risk taking by enhancing activity in the brain's reward circuitry. <i>Developmental Science</i> , 14, F1-F10.
	1-Feb		*Gommans, R., Sandstrom, M. J., Stevens, G. W., ter Bogt, T. F., & Cillessen, A. H. (2017). Popularity, likeability, and peer conformity: Four field experiments. <i>Journal of Experimental Social Psychology</i> , 73, 279-289.
5.	6-Feb	Critical Analysis Paper Q&A/Work Session	--

Week	Dates	Topic(s)	Reading(s)
	8-Feb	Social Media Influence: Part 1  <b>Critical Analysis Paper Due</b>	*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.
6.	13-Feb	Guest Speaker: TVDSB Safe Schools & Wellness Co-ordinator  HBOW Conference Topic Data Analysis: Part 1	--
	15-Feb	HBOW Conference Topic Data Analysis: Part 2	--
7.	20-Feb, 22-Feb	Reading Week – No class	
8.	27-Feb	Social Media Influence: Part 2	*Geber, S., Frey, T., & Friemel, T. N. (2021). Social media use in the context of drinking onset: The mutual influences of social media effects and selectivity. <i>Journal of Health Communication, 26</i> (8), 566-575.
	1-Mar	Prevention and Intervention	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.
9.	6-Mar	Cyber-aggression	*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.
	8-Mar		*Muñoz-Fernández, N., & Sánchez-Jiménez, V. (2020). Cyber-aggression and psychological aggression in adolescent couples: A short-term longitudinal study on prevalence and common and differential predictors. <i>Computers in Human Behavior, 104</i> , 10619

Week	Dates	Topic(s)	Reading(s)
10.	13-Mar	Social Media & Mental Health	*Valkenburg, P. M., Beyens, I., Pouwels, J. L., van Driel, I. I., & Keijsers, L. (2022). Social media browsing and adolescent well-being: Challenging the “Passive Social Media Use Hypothesis”. <i>Journal of Computer-Mediated Communication</i> , 27(1), zmab015.
	15-Mar		*Radovic, A., Gmelin, T., Stein, B. D., & Miller, E. (2017). Depressed adolescents' positive and negative use of social media. <i>Journal of Adolescence</i> , 55, 5-15.I
11.	20-Mar	Preparation for Conference	---
	22-Mar	Presentations	---
12.	27-Mar	Practice Conference Presentations	---
	29-Mar		---
13.	3-Apr	<b>Healthy Behaviours in an Online World Conference: Part 1</b>	
	5-Apr	<b>Healthy Behaviours in an Online World Conference: Part 2</b>	
14.	10-Apr	No Class	

\* Papers available for class presentation and discussion moderation

## **Appendix to Course Outlines: Academic Policies & Regulations Fall/Winter 2022-2023**

Huron will continue to follow the guidance of public health and government officials. It is anticipated that there will be no disruptions to in-person instruction. This is subject to change.

### **Student Code of Conduct**

Membership in the community of Huron University College and Western University 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. While in the physical or online classroom, students are expected to behave in a manner that supports the learning environment of others. Please review the Student Code of Conduct at:

<https://huronatwestern.ca/sites/default/files/Res%20Life/Student%20Code%20of%20Conduct%20-%20Revised%20September%202019.pdf>.

### **Prerequisite and Antirequisite Information**

Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course antirequisites. Unless you have either the requisites for this course or written special permission from your Dean to enroll 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.

### **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.

Review the policy on Attendance Regulations for Examinations here: [Academic Calendar - Western University \(uwo.ca\)](#)



### **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 website:

[Academic Calendar - Western University \(uwo.ca\)](http://www.uwo.ca) . The appeals process is also outlined in this policy as well as more generally at the following website:

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/appealsundergrad.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/appealsundergrad.pdf).

### **Turnitin.com**

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 (<http://www.turnitin.com>).

### **Statement on Use of Electronic Devices**

It is not appropriate to use electronic devices (such as, but not limited to, laptops, tablets, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and 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.

### **Statement on Use of Personal Response Systems (“Clickers”)**

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.

### **Academic Consideration for Missed Work**

All students pursuing academic consideration, regardless of type, must contact their instructors no less than 24 hours following the end of the period of absence to clarify how they will be expected to fulfill the academic responsibilities missed during their absence. **Students are reminded that they should consider carefully the implications of postponing tests or midterm exams or delaying submission of work, and are encouraged to make appropriate decisions based on their specific circumstances.**

Students who have conditions for which academic accommodation is appropriate, such as disabilities or ongoing or chronic health conditions, should work with Accessible Education Services to determine appropriate forms of accommodation. Further details concerning policies and procedures may be found at: <http://academicsupport.uwo.ca/>.

### **Policy on Academic Consideration for a Medical/ Non-Medical Absence**

**(a) Consideration on Medical Grounds for assignments worth *less than 10%* of final grade: Consult Instructor Directly and Contact Academic Advising**

When seeking consideration 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. If documentation is requested, the student will need to complete and submit the **Student Medical Certificate**. 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 notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation.

**b) Medical Grounds for assignments worth 10% or more of final grade: Go Directly to Academic Advising**

University Senate policy, which can be found at [Academic Calendar - Western University \(uwo.ca\)](https://www.uwo.ca/academic_calendar/) 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: [https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.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 notified 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.

**c) Consideration on Non-Medical Grounds: Consult Huron Support Services/Academic Advising, or email [huronsss@uwo.ca](mailto:huronsss@uwo.ca).**

Students seeking academic consideration for a **non-medical** absence (e.g. varsity sports, religious, compassionate, or bereavement) will be required to provide appropriate documentation. All consideration requests must include a completed **Consideration Request Form**. Late penalties may apply at the discretion of the instructor.

Please review the full policy on Academic Consideration for medical and non-medical absence at:

[accommodation\\_medical.pdf \(uwo.ca\)](#). Consult [Huron Academic Advising](#) at [hurousss@uwo.ca](mailto:hurousss@uwo.ca) for any further questions or information.

### **Support Services**

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation, students should email an Academic Advisor in Huron's Student Support Services at

[hurousss@uwo.ca](mailto:hurousss@uwo.ca). An outline of the range of services offered is found on the Huron website at: <https://huronatwestern.ca/student-life/student-services/>.

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

<https://huronatwestern.ca/contact/faculty-staff-directory/>.

If you think that you are too far behind to catch up or that your workload is not manageable, you should consult your Academic Advisor. If you are considering reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines. Please refer to the Advising website, <https://huronatwestern.ca/student-life/student-services/academic-advising/> or review the list of official Sessional Dates on the Academic Calendar, available here:

<http://www.westerncalendar.uwo.ca/SessionalDates.cfm>.

You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. Note that dropping a course may affect OSAP and/or Scholarship/Bursary eligibility.

Huron Student Support Services: <https://huronatwestern.ca/student-life/student-services/>

Office of the Registrar: <https://registrar.uwo.ca/>

Student Quick Reference Guide: <https://huronatwestern.ca/student-life/student-services/#1>

Academic Support & Engagement: <http://academic-support.uwo.ca/>

Huron University College Student Council: <https://huronatwestern.ca/student-life/beyond-classroom/hucsc/>

Western USC: <http://westernusc.ca/your-services/#studentservices>

### **Wellness and Health Supports at Huron and Western**

University students may encounter setbacks from time to time that can impact academic performance. Huron offers a variety of services that are here to support your success and wellbeing. All Huron staff and faculty have received training on responding to disclosures of Gender-Based Sexual Violence (GBSV); students should know that the Community Safety Office is a resource for survivors, providing support and, if desired, guidance while referring them to the further supports that they may require. Please visit <https://huronatwestern.ca/student-life-campus/student-services/wellness-safety> for more information or contact staff directly:

#### **Wellness Services:**

[hurouwellness@huron.uwo.ca](mailto:hurouwellness@huron.uwo.ca) Community

Safety Office: [safety@huron.uwo.ca](mailto:safety@huron.uwo.ca)

Additional supports for Health and Wellness may be found and accessed at Western through, <https://www.uwo.ca/health/>.

Western Calendar - Policy Pages -  
[Academic Calendar - Western University \(uwo.ca\)](#)