PSYC325

SOCIALIZATION: MEDIA CONTENT & EFFECTS

Winter 2024
Mondays & Wednesdays, 10:00am-1:00pm
SWNG 221

WELCOME TO PSYC325!

How does media—TV, movies, video games, social media, smartphones, etc.- help shape you into who you are? In this course, we will be considering the impacts of media throughout development, from your first time watching TV in childhood until your scrolling on TikTok right now.

We'll start the course by discussing *why* media might influence us during development, and whether effects differ across ages. Then, we'll spend the bulk of the term exploring different media contents (violent content, sexual content, gender content etc.), and the possible impacts on children and adolescents. Finally, in our last few weeks, we'll focus specifically on social media.

LEARNING GOALS

By the end of this course, you should be able to:

1. Reflect on how media—in amount, content, type, etc. has shaped you (and continues to shape you) into who you are.
2. Consider the methodological challenges in studying the impacts of media.
3. Describe, contrast, and evaluate theories on how media and media content impact youth.
4. Read and critique empirical research on media and development.
5. Discuss whether the impacts of media may differ across media type, across ages/stages of development, and across individuals.
6. Consider how the affordances of social media may lead to unique effects (compared to traditional media or in-person interactions) on users across development.
7. Appreciate the active field-- and unanswered questions-- of research on media and development.

We acknowledge that this course, at the Point Grey campus of UBC, takes place on the traditional, ancestral, and unsurrendered land of the xʷməθkʷəy̓əm (Musqueam) people.

The xʷməθkʷəy̓əm people have used this land as a site of learning for generations before us. In this class, we aim to honour this history. We also acknowledge the harms inflicted through the colonialization of Indigenous lands.

OUR COURSE TEAM

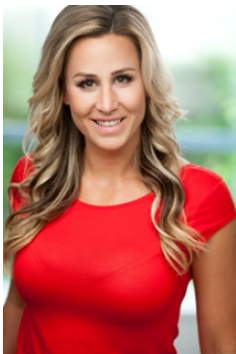## INSTRUCTOR

Dr. Lillian (Lily) May
- Please call me: Lily or Dr. May (pronouns: she/her)
- Email: lamay@psych.ubc.ca
- Office: Kenny 2037
- Zoom Drop-in Student Hours:
    - Tuesdays: 11:00am-12:00pm
    - Thursdays: 3:00-4:00pm
- Appointments (either in-person or via Zoom): Email or book on calendly.com/lamay

Hi! I'm Lily, your instructor for the term! I'm a Lecturer in the Department of Psychology, where I teach several classes all about development. I also have 3 kids at home—5 year-old Remy and 2 year-old twins Gus and Poppy!

My favourite media to consume is terrible reality TV (Love is Blind, Vanderpump Rules)

TEACHING ASSISTANT

Cassandra Hesse
- Please call me: Cassandra (pronouns: she/her)
- Email: hesse.cassandra@alumni.ubc.ca
- Student hours by appointment
- *Cassandra is a full-time faculty instructor in the Psychology Department at Kwantlen Polytechnic University and a developmental and sexuality researcher in the Department of Education and Counselling Psychology & Special Education at The University of British Columbia. Her expertise focuses specifically on controversial human sexuality and developmental behavioral concepts. Currently, she is finishing her PhD which will examine the effects of pornography on young people's sexual knowledge, beliefs, behaviours, and attitudes. She is an advocate for the sexual health and well-being of young people through research and education.*

STUDENTS

You! You are an important part of this course! I hope to be able to learn from you all—please feel free to add your perspectives, experiences, etc. during class, on Canvas, and/or in office hours.

I also wholeheartedly believe that ***you* and your well-being are more important than anything going on is this course**. I fully understand that you may have other priorities—your self-care, your families, your work, etc. If you find that you are struggling to balance these priorities with the demands of this class, do reach out. I will try my best to provide resources and discuss options.

If you are dealing with an emergency during this course (medical, emotional, family, etc.), try to take care of yourself first. Contact us when you are able. We will then work with you to figure out the best course of action— along with likely having you discuss with your faculty's advising office.

ABOUT THIS COURSE

Our class is planned to be fully **in-person**: lectures will be held in the classroom on Mondays and Wednesdays. It is generally expected that you attend class— a lot of learning happens as we discuss course content *together*. However, **lecture recordings *will* be available** to anyone who is unable to attend class (for illness, family circumstances, etc.).

You can find the room recordings via the link on our Canvas homepage, following each class session.

Do note that recordings will likely (definitely) experience technical difficulties, and will not be perfect! You probably will want to get to know some classmates from whom you can get notes on days you are unable to attend.

Class time will be a mix of lecture, discussion, and activities. When possible, we aim to make class interactive— you should feel welcome to ask questions, make comments, chat with your classmates!

In this class, we may discuss potentially sensitive topics, including (but not limited to): pornography, sex, sexual orientation, gender identity, transgender youth, eating disorders, body image, violence, dating violence, race and racism. If you are concerned about any of these topics, please consider talking with the instructor/TA. You might also choose to consult the course schedule and watch the lecture recording instead of attending class on those days.

DIVERSITY & INCLUSION

I hope we all come to this class as *our whole selves*. I come to this class as a settler to these lands, as a developmental psychologist, a white straight cisgender woman, a mom, a person with an anxiety disorder… it is impossible for me to separate my teaching from these identities. **I welcome you to bring your identities to our learning, in whatever way you feel safe and able.**

To that end**,** we strive to build a classroom environment where all students feel included for *all of who you are*. **This class aims to be inclusive of gender identity, gender expression, sex, race, ethnicity, socioeconomic background, sexual orientation, political and religious affiliation, ability/disability, health, mental health, body size, and age (this is not an exhaustive list!).**

Students, instructors, and readings may sometimes raise controversial and/or sensitive issues. Respectful discussion is encouraged: our goal is not to always agree, but rather to explore different perspectives without being threatening or alienating. Statements or behaviours likely to offend others or make others feel excluded in any way should not be shared in class-- but can be shared with me after class or in office hours.

I am always working to learn more and do better supporting diverse experiences and identities. If you ever feel as though the class is failing to live up to an inclusive environment, *please* let me or a TA know.

READINGS

There is no course textbook! Instead, 2 readings will be assigned for each unit and are available through the course Canvas website.

Beginning with Unit 3, these readings are typically empirical research articles. These have been selected to demonstrate both some of the foundational research as well as new and active areas of study within the field.

If you are new to reading research articles, don't worry—we'll give you some help in getting used to this form of writing. Research writing is a somewhat different style than textbook chapters, as it can be dense and filled with statistics! **You do not need to understand the statistics, formulas, numbers, etc.!** I recommend focusing on the Abstract, Introduction, and Discussion sections, while skimming the Methods and Results. Useful guides on reading research writing can be found here and here.

You will be responsible for knowing the material from readings, and it will be discussed in class and tested on exams. Parts of the readings that are not covered in lecture may also be tested on exams.

COURSE WEBSITE: CANVAS

Our course website is essential! Find everything on **www.canvas.ubc.ca**, and check the site often!

Course material (lecture slides, readings, etc.) will be posted on the Modules tab. Assignments— guides and submission—can be found on the Assignments tab.

The Modules tab is also where you can find lecture slides. The night before class, you can find a "draft" version posted—this version will be incomplete (discussions and "surprises" left out, and changes may be made just before class!), but will give you an outline on which you can take notes. Following class, a "final" version will be posted.

We will use Canvas announcements to be in touch with you throughout the term, and to send weekly updates. ***Make sure your Canvas settings are such that you see coure announcements when they are released*** (go to Account → Notifications→ Announcements → select Notify me right away).

TOPHAT

TopHat is an online classroom response system that allows you to answer questions and engage in discussions during class. We will use it for in-class activities, and for your Engagement mark.
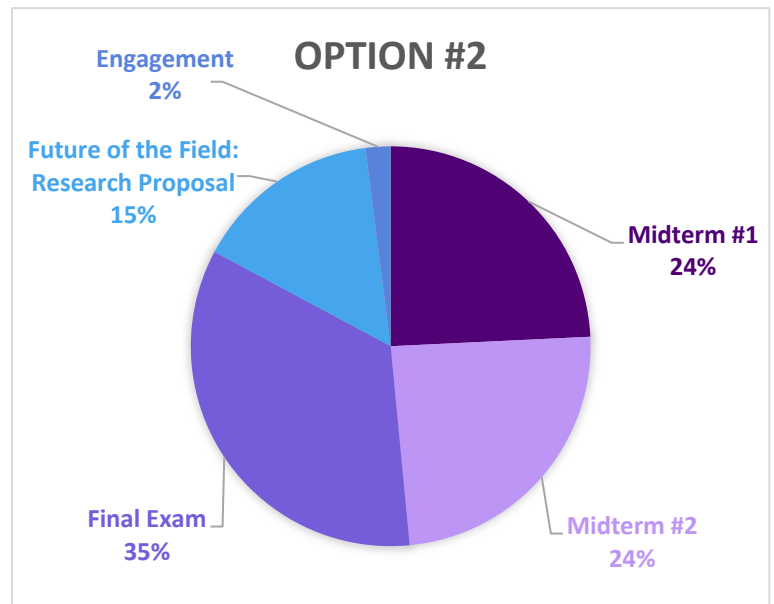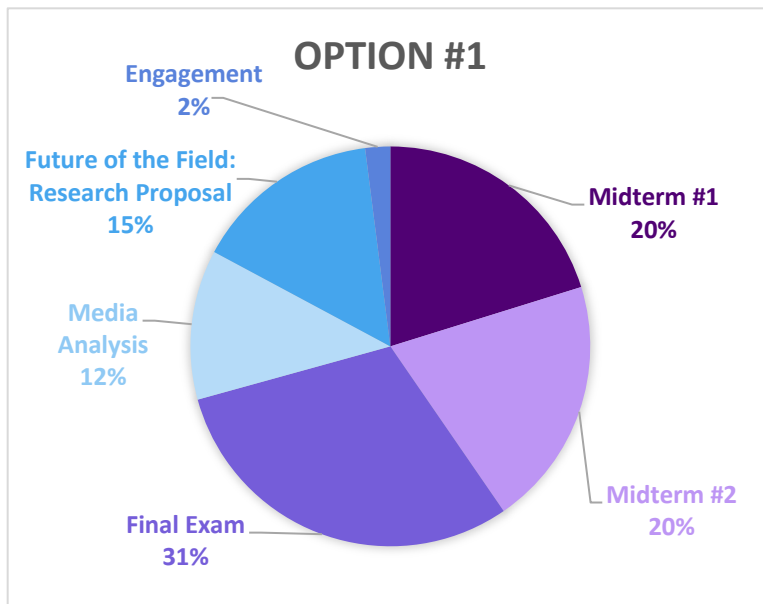

Sign up at tophat.com:
- **Course Join Code: 739290**

Top Hat can be accessed through your internet browser, or through Apple/Android apps. During sign-up, make sure you enter your UBC Student ID correctly so your Top Hat responses are counted towards your grades!

COURSE ASSESSMENTS & GRADING

OPTION #1

Engagement 2%
Future of the Field: Research Proposal 15%
Media Analysis 12%
Final Exam 31%
Midterm #1 20%
Midterm #2 20%

OPTION #2

Engagement 2%
Future of the Field: Research Proposal 15%
Final Exam 35%
Midterm #1 24%
Midterm #2 24%

There are two different grading options for this course. You must indicate your choice for one of the two options by Friday, January 26, via Canvas. If you do not submit a choice, you will automatically be assigned to Option #1.

EXAMS
(OPTION 1: 71%, OPTION 2: 83%)

MIDTERM EXAMS
Option 1: Midterms each worth 20%
Option 2: Midterms each worth 24%

Two non-cumulative midterm exams. Midterm exams will consist of multiple choice questions. The midterms will have a time limit of 50 minutes.

FINAL EXAM
Option 1: Final exam worth 31%
Option 2: Final exam worth 35%

The final exam will be scheduled during the University exam period (April 16-27)

Cumulative final exam, covering material from across the course. The final exam will consist of both multiple choice and short answer questions, and will have a time limit of 2 hours, 30 minutes.

Notes on Exams:
- Exams will cover content from assigned readings, lectures, and class discussion. Basically, anything covered throughout the course is possible to show up on exams!
- Exams tend to rely heavily on application: i.e., you need to do more than just memorize terms and facts, but be able to *apply* this knowledge to new examples and situations.

ASSIGNMENTS
(OPTION 1: 27%, OPTION 2: 15%)

For assignments, you can work alone or in groups of up to 3 classmates.

MEDIA ANALYSIS
Option 1: 12%
Option 2: none

Throughout the term, we will be exploring theories and research on how the content of media (violent content, sexual content, racial content, etc.) may impact youth consumers.

For this assignment, you'll be asked to apply these theories/research to an analysis of media. You will select and observe two comparable pieces of media. In your assignment, you will briefly

summarize the media, then provide an analysis comparing their potential effects on youth. Your analysis should be supported by theories and/or research discussed in this course.

Your analysis should focus on the impacts of media on one of the content areas discussed this term: violence, sex, body image, race and/or gender. Each content area has its own due date, in line with our course schedule:
- **Violence: due February 16 @11:59pm**
- **Body Image: due March 1 @11:59pm**
- **Sex: due March 8 @11:59pm**
- **Race and/or Gender: due March 15 @11:59pm**

If you choose Grading Option #1, you are only to submit ONE Media Analysis assignment! If you submit more than one, only your first submission will be marked. (If you choose Grading Option #2, you do not submit any Media Analysis assignment).

Your Media Analysis paper should be 600-900 words, not including a reference section (in-text citations *are* included in word count).

Further details on the Media Analysis assignment, including a rubric, will be posted to the Assignments page on Canvas.

FUTURE OF THE FIELD: RESEARCH PROPOSAL (15%)

The field of media psychology is incredibly active—with SO many unanswered questions yet to be explored!

In this assignment, you have the opportunity to convince us of what research should be next. You will propose a study to address an unanswered question in the field of media and development. You can propose to explore something within a topic not covered in this course (Parasocial relationships? Advertising? Virtual reality? TikTok? AI??), or expand on an unanswered question within a topic we've discussed.

Your research proposal will take the form of an *infographic* or *poster*—these formats allow you to quickly and effectively share information.

Your proposal will have two primary components: 1) an *introduction*, to identify the unanswered question you are proposing to explore, and the previous research related to this topic, and 2) the *proposed methods* you will use for your study.

Due April 12 @ 11:59pm

600-900 words, not including reference section (in-text citations *are* included in word count).

Further details on the Research Proposal assignment, including a rubric, will be posted to the Assignments page on Canvas.

Notes on Assignments:
- If you choose to work with classmates on an assignment, the same grade will be given to all. Choose your groupmates wisely!
- When we return grades on assignments, there will be general feedback given via the grading rubric. If you wish for more detailed feedback**:**
  - First, email the marking TA. The TA will be able to give you more written feedback, but typically cannot change marks.
  - If after receiving feedback from the TA, request further feedback (& grade reconsideration) from Lily. You can request either written or live feedback, but this feedback *must* be requested in advance of any meeting (ie, I will not provide feedback at office hours without advance notice).

ENGAGEMENT (2%)

Attending and engaging with lecture is incredibly useful for our course learning! To help encourage this engagement, we will use TopHat questions during each class—some will help you test your knowledge, some will help spark discussion, and some will be just for fun.

None of the TopHat questions will be graded for accuracy—they are all just marked for participation. Your Engagement mark will be determined in the following manner:

If you respond to…	You will receive…
>50% of TopHat questions	2%
<50% of TopHat questions	0%

EXTRA CREDIT: HUMAN SUBJECTS POOL (UP TO 3%)

You can gain research experience by serving as a participant in one of the many different psychological studies that are being conducted by the department. For each hour of experimental participation you can earn one credit towards your final grade. You can sign up for studies by visiting https://ubc-psych.sona-systems.com/.

If you prefer, you can earn these same extra credits by completing a library-writing project, in which you read and summarize a peer-reviewed research article.

For more information on HSP extra credit, visit: https://psych.ubc.ca/hsp.

GRADING POLICIES

MISSED EXAMS

I understand that life happens, and can sometimes interfere with coursework.

If you are unable to take a midterm exam (for any reason—you don't have to tell me why, I don't need to know the details!), you can be excused from the exam and have the weight moved to the cumulative final. Just let us know in advance of the exam: *we cannot reweigh marks from already-completed exams*.

If you are unable to take the final exam, you must contact your faculty's advising office as soon as possible to apply for Academic Concession.

LATE ASSIGNMENTS

If you are unable to submit an assignment on time, a 3-day grace period is automatically granted. As long as you submit your assignment within 3 days of the due date, there is no penalty—and you do not need to let us know! This is already built in to Canvas.

If you need more than 3 days past the due date, please check in with Lily. We may ask that you apply for formal in-term concession with your faculty's advising office. While we may be able to accommodate a later submission, this does often mean that there will be a delay in receiving marks/feedback.

For UBC policies regarding in-term academic concessions, visit: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,329,0,0.

GRADE DISTRIBUTION & SCALING

In order to reduce grade inflation and maintain equity across multiple course sections, all psychology classes are required to comply with departmental norms regarding grade distributions.

The average grades for 300- and 400-level classes will be 75% for an excellent class, 73% for an average class, and 71% for a week class, with a standard deviation of 13.

Class Performance	Mean	SD
Strong class	75%	13%
Average class	73%	13%
Weak class	71%	13%

Scaling may be used in order to comply with these norms; grades may be scaled up or down as necessary by an instructor or the department.

Grades are not official until they appear on a student's record. Further details on UBC's grading practices are available at https://students.ubc.ca/enrolment/courses/grades

EMAILS

Please feel free to email your course instructor or TA for any reason. Using email—not Canvas inbox—is the best method of contant.

Our policy is to aim for emails replies within 48 hours, excluding weekends and holidays. If you haven't heard back from us in 48 hours, do follow up. We're not ignoring you—emails just can get lost in the pile!

ACADEMIC INTEGRITY

We are all—students, professors, TAs—members of the academic community. In this community, there are ethical standards for how we share and produce knowledge. These standards of academic integrity hold that we produce our own contributions (ie, we don't copy or buy papers, we don't cheat on exams) and we don't take credit for someone else's work (ie, we include citations and references).

Students are expected to comply with all university regulations regarding academic integrity; including plagiarism, cheating, and submitting your own work more than once. Policy guidelines can be found at: http://vpacademic.ubc.ca/integrity/ubc-regulation-on-plagiarism/.

CITING VS. PLAGIARISM
Plagiarism is defined as "where an individual submits or presents the oral or written work of another person as his or her own." In academic work, it is crucial that you acknowledge where ideas come from through citing those sources. If you are ever unsure of whether to cite, it is best to err with caution and cite a source! It is very unlikely to ever be penalized for over-citing, while under-citing may be a significant error. Unless a statement can be thought of as common knowledge, spend some time thinking about the source of that information and how best to cite.

In Psychology, we typically use APA citation style to indicate our sources. Useful guides to APA style can be found at:
https://guides.library.ubc.ca/apacitationstyle and https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html.

In writing within Psychology, direct quotations from sources are discouraged. Instead, you should try to paraphrase ideas into your own words, while citing the original source of those ideas.

If you have questions on citing or what may constitute plagiarism, please discuss with Lily/TAs *before* any assessment is submitted.

AI/CHAT GPT

Recent developments in AI have been an exciting field! As such, AI is now a potentially useful—and potentially harmful—tool for your learning and performance in this class.

AI (Chat GPT and other related resources) can be helpful in testing your own knowledge, and providing new ideas for projects. However, AI is not perfect—it commonly makes mistakes, and is heavily biased.

In this class, you can use AI at your own risk. My advice is to *not* use it for any *final* version of a project—it can be great for getting initial inspiration (or for exam review), but the potential errors can be very damaging for final projects. To me, use of AI on final projects also seems to undermine the *learning* we aim to emphasize in projects within this class. But that is your decision to make.

If you do use AI in your projects, you must cite it appropriately (ie, https://apastyle.apa.org/blog/how-to-cite-chatgpt) —as with other academic standards of integrity, it is important to provide credit for where your work/information comes from. In this class, there is no penalty or negative connotation associated with using AI *if cited*.

If it is suspected that you used AI without citation, we will invite you to a meeting to discuss further.

This may constitute a violation of academic integrity, and subject to associated penalties.

PSYCHOLOGY DEPARTMENT'S POSITION ON ACADEMIC MISCONDUCT

Cheating, plagiarism, and other forms of academic misconduct are very serious concerns of the University, and the Department of Psychology has taken steps to alleviate them. In the first place, the Department has implemented software that can reliably detect cheating on multiple-choice exams by analyzing the patterns of students' responses. In addition, the Department subscribes to TurnItIn – a service designed to detect and deter plagiarism. All materials (term papers, lab reports, etc.) that students submit for grading will be scanned and compared to over 4.5 billion pages of content located on the Internet or in TurnItIn's own proprietary databases. The results of these comparisons are compiled into customized "Originality Reports" containing several sensitive measures of plagiarism; instructors can receive copies of these reports for every student in their class.

In all cases of suspected academic misconduct the parties involved will be pursued to the fullest extent dictated by the guidelines of the University. Strong evidence of cheating or plagiarism may result in a zero credit for the work in question. According to the University Act (section 61), the President of UBC has the right to impose harsher penalties including (but not limited to) a failing grade for the course, suspension from the University, cancellation of scholarships, or a notation added to a student's transcript.

All graded work in this course, unless otherwise specified, is to be original work done independently by individuals. If you have any questions as to whether or not what you are doing is even a borderline case of academic misconduct, please consult your instructor. For details on pertinent University policies and procedures, please see Chapter 5 in the UBC Calendar and read the

University's Policy 69 (available at http:/www.universitycounsel.ubc.ca/policies/policy 69.html).

UBC VALUES STATEMENT

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious and cultural observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available here (https://senate.ubc.ca/policiesresources-support-student-success).

RESOURCES

We participate in the **Early Alert program**, which helps us support students who are facing difficulties that are interfering with school. For answers to frequently asked questions regarding the Early Alert program, please visit: https://facultystaff.students.ubc.ca/systems-tools/early-alert

ACADEMIC RESOURCES

- **UBC Academic Regulations:** http://www.calendar.ubc.ca/Vancouver/index.cfm?tree=3,0,0,0 Information on UBC regulations, including academic concession and accommodation.
- **UBC Learning Commons:** http://learningcommons.ubc.ca/ Offers a variety of learning and research sources for students, including tutoring, writing support, and many other links to academic resources.
- **Centre for Accessibility:** http://students.ubc.ca/about/access or 604-822-5844. Provides accommodations for students living with physical, mental, and/or learning disabilities.

WELLNESS RESOURCES

- **Campus Lightbox:** campuslightbox.ca A student-created website noting many of the mental health support resources available to UBC students.
- **The Kaleidoscope:** http://the-kaleidoscope.com/ A confidential peer-run mental health support group.
- **UBC Counselling Services:** https://students.ubc.ca/health/counselling-services **or** 604-822-3811**.** Offers a variety of resources to help you maintain your mental health while in school, including individual and group counselling.
- **AMS Peer Support:** https://www.ams.ubc.ca/student-services/peer-support/ Provides free, confidential, one-on-one peer support for UBC students and staff facing a wide variety of challenges.
- **Student Health Services:** https://students.ubc.ca/health/student-health-service **or** 604-822-7011. Provides students with a variety of healthcare related services to help you maintain your health. Access to doctors and registered nurses.
- **Mental Health Awareness Club:** http://blogs.ubc.ca/ubcmhac/ A club that offers opportunities to speak about mental health, and strives to promote mental health awareness throughout the UBC community.
- **AMS Food Bank:** https://www.ams.ubc.ca/support-services/student-services/food-bank/ If you are in a financial emergency, the AMS food bank can provide you with a food bag. You are able to use the service for up to 16 times per term.
- **BC Crisis Center:** **http://www.crisiscentre.bc.ca/** or 604-872-3311**.** Non-profit, volunteer-driven organization that provides emotional support to youth, adults, and seniors in crisis in BC. Crisis line available 24/7.
- **Distress Line:** 1-800-Suicide (784-2433)**.** If you are in distress or are worried about someone in distress who may hurt themselves, call 1-800-SUICIDE 24 hours a day.

ACKNOWLEDGEMENTS

COURSE SCHEDULE
Subject to Change

	Unit	Assigned Readings	Important Dates
1	**January 8-12:** *What Is Media & How Do We Study It?*		
2	**January 15-19:** *Media Effects: Development & Theories*	• *Kirsch (2010): Media in the Lives of Youth* • *Kirsch (2010): Media Effects Theories*	January 19: Add/drop deadline
4	**January 22-26:** *Media & Learning*	• *Mares & Pan (2013). Effects of Sesame Street: A meta-analysis of children's learning in 15 countries.* • *Aladé & Nathanson (2016). What preschoolers bring to the show: The relation between viewer characteristics and children's learning from educational television.*	January 26: Submit choice for Grading Option #1 or Option #2
5	**January 29-February 2:** *Media & Violence*	• *Konjin, Nije Bijvank, & Bushman (2007). I wish I were a warrior: The role of wishful identification in the effects of violent video games on aggression in adolescent boys* • *Shoshani & Krauskopf (2021). The Fortnite social paradox: The effects of violent-cooperative multi-player video games on children's basic psychological needs and prosocial behaviour.*	
	February 5: Midterm Review **February 7: MIDTERM #1** February 9: No Class Project Time!		
6	**February 12-16:** *Media & Body Image*	• *Hargreaves & Tiggemann (2004). Idealized media images and adolescent body image: "comparing" boys and girls.* • *Fardouly, Pinkus, & Vartanian (2017). The impact of appearance comparisons made through social media, traditional media, and in person in women's everyday lives.*	February 16: Media Analysis- Violence Due
	FEBRUARY 19-23: READING BREAK		
7	**February 26-March 1:** *Media & Sex*	• *Brown et al. (2006). Sexy media matter: Exposure to sexual content in music, movies, television, and magazines predicts Black and White adolescents' sexual behavior.* • *Hesse & Pederson (2017). Porn sex versus real sex: How sexually explicit material shapes our understanding of sexual anatomy, physiology, and behaviour.*	March 1: Media Analysis- Body Image Due
8	**March 4-8:** *Media & Race/Gender*	• *Coyne et al. (2016). Pretty as a princess: Longitudinal effects of engagement with Disney princesses on gender stereotypes, body esteem, and prosocial behaviour in children.* • *Shafer & Rivadenayra (2022). The impact of televised stereotypes on the state self-esteem of Latino/a emerging adults: The moderating role of Ethnic-Racial Identity.*	March 8: Media Analysis- Sex Due
9	**March 11-15:** *Social Media & The Self*	• *Qiu et al. (2015). What does your selfie say about you?* • *Bates, Hobman, & Bell (2020). "Let me do what I please with it… Don't decide my identity for me": LGTBQ+ youth experiences of social media in narrative identity development.*	March 15: Media Analysis- Race/Gender Due
	March 18: Midterm Review **March 20: MIDTERM #2** March 22: No Class Project Time!		
10	**March 25-April 3:** *Social Media & Relationships*	• *Armstrong-Carter et a. (2022). Momentary links between adolescents' social media use and social experiences and motivations: Individual differences by peer susceptibility* • *Reed, Tolman, & Ward (2017). Gender matters: Experiences and consequences of digital dating abuse victimization in adolescent dating relationships*	
	MARCH 29- APRIL 1: EASTER BREAK		
11	**April 5-10** *Social Media & Well-Being*	• *Scott & Woods (2018). Fear of missing out and sleep: Cognitive behavioural factors in adolescents' nighttime social media use.* • *Beyens et al. (2020). The effect of social media on well-being differs from adolescent to adolescent.*	
	April 12: Course Review & Wrap-Up		April 12: Future of the Field Due
	APRIL 16-27: FINAL EXAM TO BE SCHEDULED BY THE UNIVERSITY		