



STUDYDADDY

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Reading and Resources


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Required Resources

Textbook: Adolescence  ([/d2l/common/dialogs/quickLink/quickLink.d2l?ou=1554023&type=lti&rcode=snhu-1508384&srcou=615423](https://d2l.common/dialogs/quickLink/quickLink.d2l?ou=1554023&type=lti&rcode=snhu-1508384&srcou=615423)), Chapters 4 and 5
Complete this textbook reading.

Reading: The Mental Health of Transgender Youth: Advances in Understanding 
(<https://ezproxy.snhu.edu/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=edselp&AN=S1054139X1630146X&site=eds-live&scope=site>)
This Shapiro Library resource outlines the growing research on the mental health of transgender youth. This resource will support the Module Three Short Paper.

Reading: Youth and Caregiver Perspectives on Barriers to Gender-Affirming Health Care for Transgender Youth 
(<https://ezproxy.snhu.edu/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=edselp&AN=S1054139X16000963&site=eds-live&scope=site>)
This Shapiro Library resource discusses access to care for transgender youths and explores the barriers faced by both transgender youth and their caregivers.

Reading: “It’s Complicated”: Collective Memories of Transgender, Queer, and Questioning Youth in High School 
(<https://ezproxy.snhu.edu/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=94241061&site=eds-live&scope=site>)
This Shapiro Library resource explores how transgender, queer, and questioning (TQQ) youth make meaning of their sexual orientation and gender identity through high school experiences.

Website: United Nations World Youth Report 2007 

(<https://www.un.org/development/desa/youth/world-youth-report/world-youth-report-2007.html>)

Explore the World Youth Report. It examines the challenges and opportunities existing for the roughly 1.2 billion young people between the ages of 15 and 24 in the world. It will be helpful in completing this week's short paper assignment.

 Reflect in ePortfolio

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Activity Details

Task: View this topic



Review the module resources.



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