Course Syllabus- HS 2700a  
Health Issues in Childhood and Adolescence

Instructor: Dr. Treena Orchard  
Day of Lecture: Tuesdays  
Time: 9:30-11:30 + weekly tutorials (50 mins)  
Lecture Room: HSB-40  
Office Hours: 1pm-3pm Tuesdays, Rm 216 Arthur and Sonia Labatt Health Sciences Bldg.  
E-mail: torchar2@uwo.ca

Teaching Assistants: TBA

Course Description:  
This is an undergraduate class designed to introduce students to a range of theoretical and applied perspectives that pertain to child and adolescent health. The primary goal of the course is to encourage new ways of thinking about health, childhood, and adolescence and to understand the broader socio-economic, cultural, scientific, and political process at play in the construction of these areas of study. We cover the basic theoretical models used to understand childhood, adolescence, and health as well as different methodological approaches employed during research into these intertwined issues. The class also examines cross-cultural and ‘alternative’ areas of research, including: growing up and health issues in different cultural settings, including the experiences of Aboriginal youth; the medicalization of childhood and adolescence, and medico-moral debates surrounding virginity.

Class Schedule and Format:  
The class consists of one lecture (2 hours) and a tutorial (50 minutes) each week. I lead the lectures but encourage and expect a level of participation from students as well, in terms of bringing your perspectives and ideas to our discussions. The tutorials will be run by the TAs and you MUST remain in and consistently attend the group you registered for- NO EXCEPTIONS. Prior to each tutorial you are required to make brief (3-4 well-developed points) notes or jottings about topics or issues of interest covered in the previous week’s class. These can be hand-written or types and they must be brought to each tutorial, which will be used to facilitate group discussions. The jottings will not be graded, but you will only receive the 5% allotted for this portion of your mark if all jottings from all tutorials are handed in- at the beginning of each tutorial. Questions regarding the tutorials should be directed to the TA who leads the session that you are registered in.

Evaluation:  
Tutorials (10%)  
The tutorials provide an opportunity to engage in collaborative and in-depth discussions with your peers about some of the most interesting, problematic, or relevant issues in each week’s lecture. A significant amount of your mark is allotted to the tutorials and it is in your best interest to attend (5%) and bring your discussion points to tutorials each session (5%). During tutorials, students will form into groups of 6-7, review their perspectives on course materials and jottings points, and share their viewpoints during very informal oral presentations (by 1 member of the group) of approximately 3 minutes per group.
Mid-term exam (50%)
The mid-term exam will be in the multiple choice format and/or true and false questions that cover lecture notes (which consist of the articles, and ‘extra’ information that I provide during lectures to contextualize the concepts for each week and the assigned readings), films, and readings.

Final exam (40%)
The final will only cover topics since the mid-term examination and will consist of multiple choice and/or true or false questions that cover lecture notes, films, readings, and the virginity slide show.

Grading scheme:
I use the format provided below for grading, which is the university-wide scale that has been approved by the Western University Senate. It should also be noted that I DO NOT ROUND UP MARKS AND A 79% IS A 79% NOT AN 80%.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
<td>Exceptional</td>
</tr>
<tr>
<td>A</td>
<td>80-89</td>
<td>Superior work, above average.</td>
</tr>
<tr>
<td>B</td>
<td>70-79</td>
<td>Good work, meeting all requirements, and eminently satisfactory.</td>
</tr>
<tr>
<td>C</td>
<td>60-69</td>
<td>Competent work, meeting requirements.</td>
</tr>
<tr>
<td>D</td>
<td>50-59</td>
<td>Fair work, minimally acceptable.</td>
</tr>
<tr>
<td>F</td>
<td>below 50</td>
<td>Fail</td>
</tr>
</tbody>
</table>

Policies:

Late assignments
This class is evaluated primarily through examinations, which must not be missed unless in the case of a medical condition, family emergency, or other unforeseen circumstances. A note from your Physician indicating the nature of your condition must be submitted to the School of Health Studies Main Office, and only upon receipt of such a letter will I reschedule new examinations. Visit Western’s Policy on Accommodation for Medical Illness at: https://studentservices.uwo.ca/secure/index.cfm for further details.

Electronic devices
Cellular phones must be turned off during class and lap-top computers will only be allowed to be open during lectures if you are making notes regarding lecture materials. If personal devices are clearly being used for non-class purposes, students may be asked to stop this disrespectful behaviour or leave the class.

Student Code of Conduct
The purpose of the Code of Student Conduct is to define the general standard of conduct expected of students registered at The University of Western Ontario, provide examples of behaviour that constitutes a breach of this standard of conduct, provide examples of sanctions that may be imposed, and set out the disciplinary procedures that the University will follow. For more information, visit http://www.uwo.ca/univsec/board/code.pdf.

English Proficiency for the Assignment of Grades

Accommodation for Medical Illness or Non-Medical Absences
http://www.uwo.ca/univsec/handbook/appeals/accommodation_medical.pdf

The University recognizes that a student’s ability to meet his/her academic responsibilities may, on occasion, be impaired by medical illness. Illness may be acute (short term), or it may be chronic (long term), or chronic with acute episodes. The University further recognizes that medical situations are deeply
personal and respects the need for privacy and confidentiality in these matters. However, in order to ensure fairness and consistency for all students, academic accommodation for work representing 10% or more of the student’s overall grade in the course shall be granted only in those cases where there is documentation indicating that the student was seriously affected by illness and could not reasonably be expected to meet his/her academic responsibilities.

A UWO Student Medical Certificate (SMC) is required where a student is seeking academic accommodation. This documentation should be obtained at the time of the initial consultation with the physician or walk-in clinic. An SMC can be downloaded under the Medical Documentation heading of the following website: https://studentservices.uwo.ca/secure/index.cfm.

Documentation is required for non-medical absences where the course work missed is more than 10% of the overall grade. Students may contact their Faculty Academic Counselling Office for what documentation is needed.

Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, examinations, etc. Students must follow up with their professors and their Academic Counselling office in a timely manner. Documentation for any request for accommodation shall be submitted, as soon as possible, to the appropriate Academic Counselling Office of the student’s Faculty of registration. For BHSc students, you may go to the School of Health Studies Office in HSB room 222.

Scholastic 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: http://www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_undergrad.pdf.

Additionally,
1. 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.

Support Services
There are various support services around campus and these include, but are not limited to:
1. Student Development Centre -- http://www.sdc.uwo.ca/ssd/
2. Student Health -- http://www.shs.uwo.ca/student/studenthealthservices.html
3. Registrar’s Office -- http://www.registrar.uwo.ca/
4. Ombudsmen Office -- http://www.uwo.ca/ombuds/

Creating a “healthy” classroom
Teaching and learning is a two-way process and to ensure the best and most productive experience for us I ask that we all be considerate of the following: arrive on time, do not be disruptive, respect one another, be attentive, and be willing to challenge yourself.

Information about communication
I'm a peasant when it comes to tech.-related things and unlike most of earth’s population, I do not desire to be linked up/available all the time. I do a ton of work as it is and we all need our down time and space to just to 'be.' With that in mind, I would like us to keep our communications to day-time (i.e., 8 am- 5pm), as I'm typically working early and I shut down my computer around 6 pm each day. And, I don't do any email or electronic work on my phone--so if you email me after 6pm, you won't hear back until the following morning. Also, let's stick to Monday-Friday versus week-ends. I share this information with you not to restrict your access to me in any way, just to let you know what my preferred boundaries or parameters are. These timings also extend to our TAs.

REQUIRED MATERIALS: All articles will be posted for you on OWL.

The Textbook is available at the bookstore-The Outside Circle, by Patti LaBoucane-Benson and art by Kelly Mellings (2017).

Supplementary articles (n=12)


Orchard, Treena (2007). Girl, Woman, Lover, Mother: Towards a New Understanding of Child Prostitution Among Young Devadasis in Rural Karnataka, India. Social Science & Medicine, 64(12), 2379-2390.


**Lecture Outline:**

1) **September 12, 2017: Introduction**
   - Outline of syllabus
   - Materials and assignments
   - Overview of perspectives and objectives
   - Talking about mental health, learning to learn, and being kind

2) **September 19, 2017: Health, Childhood & Adolescence-The construction of ideas through the example of ‘dis’-ability**
   (Read: Nazli, 2012 & East and Orchard, 2013)

   *TUTORIALS BEGIN THIS WEEK: everyone go to assigned tutorial session to meet the TAs, discuss your ideas about the class, and go over the parameters of contact, communication, and conduct between one another as well as between yourself and the TAs.*

3) **September 26, 2017: Childhood Part I- the normative model**
   (Read: Halfon et al., 2010 & Waller, 2014)
   View Film: *Born to be Good?*

4) **October 3, 2017: Childhood Part II- “other” childhood experiences**
   (Read: Orchard, 2007; Panter-Brick, 2004)

5) **October 17, 2017: Childhood Part III- the medicalization of childhood**
   View Film: *The Downside of High*

6) **October 24, 2017: The Outside Circle**
7) October 31, 2017: **MID-TERM EXAMINATION**
   To be held in our classroom
   NO TUTORIALS THIS WEEK

8) November 7, 2017: Adolescence Part I- the normative model
   (Read: Viner et al., 2012 & Jensen and Arnett, 2012).

9) November 14, 2017: Adolescence Part II- “other” adolescent experiences
   (Read: Pavis and Cunningham-Burley, 1999; Wood et al., 1998)

10) November 21, 2017: Adolescence Part III- the medicalization of adolescence
    (Read: Biering, 2002 and Blair & Kirkland Strachan, 2005)

11) November 28, 2017: Virginity- a contested moral, medical, and cultural domain
    (Review: “V for Victory” Slideshow on Sakai)
    Class discussion about Virgin slideshow

12) December 5, 2017: View Film: *Karla’s Arrival* & Wrap-Up