Course Syllabus- 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: TBA
Office Hours: 12pm-2pm 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 typed 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 you are registered in.

Evaluation: 
Tutorials (10%)
The tutorials provide an opportunity to engage in collaborative and in-depth discussions with your peers about 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 notes or jottings to tutorials each session (5%). During tutorials, students will form into groups of 6-7, review their perspectives on course materials and jottings/notes, and share their viewpoints during very informal oral presentations (by 1 member of the group) of approximately 2-3 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. There are approximately 50-60 questions on the exam.
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. There are 60-75 questions on the exam.

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

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>One could scarcely expect better from a student at this level</td>
</tr>
<tr>
<td>A</td>
<td>80-89</td>
<td>Superior work that is clearly 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>

It is expected that the grades for this course will fall between 70-75%. In the event that the course average falls outside this range, a constant may be added (or subtracted) from each student’s grade, by the instructor, to bring the class average in line with school policy. It is anticipated that the course averages in years 1 through 4 grades will vary and this is the normative breakdown of average grades/year

- Year 1: 68-72
- Year 2: 70-74 (core) and 72-76 (elective)
- Year 3: 72-76 (core) and 74-78 (elective)
- Year 4: 74-80

Policies:
Prerequisites
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.

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](https://studentservices.uwo.ca/secure/index.cfm) for further details.

Electronic devices
**During Exams:** Unless you have medical accommodations that require you to do so, or explicit permission from the instructor of the course, you may not use any of the following electronic devices during ANY of the tests, quizzes, midterms, examinations, or other in-class evaluations: cellphones, smart phones, smart watches, smart glasses, audio players or recorders of any sort, video cameras, video games, DVD players, televisions, laptop/notebook/netbook computers, flashlights or laser pointers.
During Lectures and Tutorials: Although you are welcome to use a computer during lecture and tutorial periods, you are expected to use the computer for scholastic purposes only, and refrain from engaging in any activities that may distract other students from learning. From time to time, your professor may ask the class to turn off all computers, to facilitate learning or discussion of the material presented in a particular class. Unless explicitly noted otherwise, you may not make audio or video recordings of lectures – nor may you edit, re-use, distribute, or re-broadcast any of the material posted to the course website.

If personal devices are clearly being used for non-class purposes, students may be asked to stop this behaviour or leave class. If I’m not on my phone during class, neither should you be 😊.

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
https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.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: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf

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 Web site: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

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/

Health and Wellness
As part of a successful undergraduate experience at Western, we encourage you to make your health and wellness a priority. Western provides several on-campus health-related services to help you achieve optimum health and engage in healthy living while pursuing your degree. For example, to support physical activity, all students receive membership in Western’s Campus Recreation Centre as part of their registration fees. Numerous cultural events are offered throughout the year. Please check out the Faculty of Music web page (http://www.music.uwo.ca/), or the McIntosh Gallery (http://www.mcintoshgallery.ca/). Further information regarding health and wellness-related services available to students may be found at http://www.health.uwo.ca/.

If you are in emotional or 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. To help you learn more about mental health, Western has developed an interactive mental health learning module, found here: https://uwo.ca/health/mental_wellbeing/education/module.html.

Communicating with me
I'm a peasant when it comes to tech.-related things and I am not available for comment at all times. I am a very busy woman and need my down time, just like each of you. I would like us to keep our communications to day-time (i.e., 8 am- 5pm). 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.

NAVIGATING OUR SITE ON OWL
RESOURCES- ALL ARTICLES AND SOME SUPPLEMENTARY FILES OF INTEREST
LECTURE SLIDES- ALL SLIDES POSTED IN WORD
ANNOUNCEMENTS- I MAKE THEM OFTEN, SO PLEASE CHECK REGULARLY

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 (new or used copies are fine).

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 4, 2018: Introduction
   - Outline of syllabus
   - Materials and assignments
   - Overview of perspectives and objectives
   - Talking about mental health, learning to learn, and being kind

2) September 11, 2018: 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, yourself, and the TAs.

3) September 18, 2018: Childhood Part I- the normative model  
(Read: Halfon et al., 2010 & Waller, 2014)  
View Film: Born to be Good?

4) September 25, 2018: Childhood Part II- “other” childhood experiences  
(Read: Orchard, 2007; Panter-Brick, 2004)

5) October 2, 2018: Childhood Part III- the medicalization of childhood  
View Film: The Downside of High

NO CLASS WEEK OF THE 8thTH DUE TO THANKSGIVING & FALL BREAK

6) October 16, 2018: The Outside Circle  
(Read: The entire graphic novel)

7) October 23, 2018: MID-TERM EXAMINATION  
To be held in our classroom  
NO TUTORIALS THIS WEEK

8) October 30, 2018: Adolescence Part I- the normative model  
(Read: Viner et al., 2012 & Jensen and Arnett, 2012).

9) November 6, 2018: Adolescence Part II- “other” adolescent experiences  
(Read: Pavis and Cunningham-Burley, 1999; Wood et al., 1998)

10) November 13, 2018: Adolescence Part III- the medicalization of adolescence  
(Read: Biering, 2002 and Blair & Kirkland Strachan, 2005)

11) November 20, 2018: Virginity- a contested moral, medical, and cultural domain  
(Review: “V for Victory” Slideshow on Owl)
Class discussion about Virgin slideshow

12) November 27, 2018: View Film: *Karla’s Arrival* & Wrap-Up