

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

**Instructor:** Dr. Treena Orchard

Day of Class: Tuesdays

Time: 9:30-11:30 + weekly tutorials (50 mins)

Lecture Room: NS-1

Office Hours: 1pm-3pm Tuesdays, Rm 208 Arthur and Sonia Labatt Health Sciences Bldg.

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### Teaching Assistants:

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### Course Description:

This is an undergraduate class designed to introduce students to a range of theoretical and applied perspectives that pertain to the issues of child and adolescent health. A primary goal of the course is to encourage new ways of thinking about both health, which encompasses an array of interconnected subjects, and the life stages of childhood and adolescence. We cover some of the classic approaches to this field, such as: prenatal health and childbirth as well as normative models of childhood and adolescence. The class also examines some newer, 'alternative' areas of research, including: growing up and health issues in a variety of different cultural settings; the medicalization of childhood and adolescence, medico-moral debates surrounding virginity; and controversies regarding the newly emerging 'tween' life phase.

### Class Schedule and Format:

The class consists of one lecture per week (2 hours) and a tutorial (50 minutes). I will lead the lectures but encourage and expect a level of participation from students as well, mainly in terms of bringing your perspectives and ideas into our discussions. The tutorials will be run by the TAs and it is imperative that you remain in the group you registered for. Each week 10 questions or statements pertaining to the week's lecture will be posted. Students must select two questions or statements and jot down 5-7 points pertaining to the question or statements in order to facilitate the group discussions. The jottings will not be graded and are for reference purposes only. Two more formal write-ups (2 pages, double-spaced), which are intended to be analytical (versus descriptive) in nature, will be handed in by students. If there are any questions regarding the tutorials, inquiries should be directed towards the TA who leads the particular session that students are registered in.

### Evaluation:

#### *Tutorials (5%)*

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 (2.5%) and bring your discussion points to tutorials each session (2.5%). During tutorials, students will form into groups of 6-7, review their perspectives on the questions/statements posted on line, and share their different viewpoints during very informal oral presentations (by 1 member of the group) of approximately 5 minutes per group.

**NOTE:** There are no tutorials during the first week, the week of the midterm, and the last week of classes.

*Written Write-Ups (20%)*

Each student is responsible for two write-ups that will be marked by your TA and will be handed in to them on October 12 and November 23 in class. These will be analytical in nature and intended to demonstrate your original thinking in relation to a topic of your choice that we covered before and after the mid-term exam. They will be 2 double-spaced pages, use in text citation, and the APA reference style. Each paper must NOT exceed 500 words, and if they do marks will be deducted. References (3-4) can be included on the 2<sup>nd</sup> page of the assignment. Turn It In Software will be used to determine whether or not the assignments are original or copied from another source. ONLY paper copies will be accepted, period.

*In-class group work on Virginité slideshow (5%)*

The slideshow is intended to help cultivate debates and exchanges of ideas regarding the power of visual images in the representation of a number of issues connected with virginité, such as gender, sexuality, health, and disease. During the November 23<sup>rd</sup> lecture you will break up into groups of 10 for 15 minutes and discuss the most compelling or provoking ideas or issues in the ‘Virgin’ slideshow, which will be posted on Web CT beforehand and be shown during class that day. One person will then describe your group’s perspectives in a very informal presentation, which should be 5 minutes in length.

*Mid-term exam (30%)*

The mid-term exam will be in the multiple choice format and cover lecture notes, films, and readings.

*Final exam (40%)*

The final will only cover topics since the mid-term examination and will consist of multiple choice questions that cover lecture notes, films, readings, slide show, and guest lectures.

*Your contributions regarding class evaluation*

At the end of the course you complete the formal evaluation materials distributed by the University. However, finding out what did and did not appeal to you at the end of the class does not leave much room for change. For this reason, during the November 2<sup>nd</sup> lecture you will be asked for your input on cue-cards, which will be distributed and then handed in at the end of that class. On the cards you are invited to jot down your comments regarding the class, what you like, dislike, and suggestions for ways to improve the presentation of the materials.

**Grading scheme:**

I use the format provided below for grading, which is the university-wide scale that has been approved by the UWO Senate.

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

**Policies:**

*Late assignments*

This class is evaluated primarily through examinations, which must NOT be missed for any other reason than a medical condition. A note from your Physician indicating the nature of your condition must be

submitted to the BHSc. Main Office, and only upon receipt of such a letter will I reschedule an examination. You may visit Western's Policy on Accommodation for Medical Illness at: <https://studentservices.uwo.ca/secure/index.cfm> for further details. With respect to the written assignments, nothing past the due dates will be accepted without a Doctor's note, and the extended deadline will only be up until 1 week after original due date.

### *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.

### *Plagiarism*

The primary form of evaluation and grading for this course is achieved through the administration of computer-marked multiple choice examinations. These tests may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating. I will also be using the Turn It In software to check for plagiarism on the two written assignments.

### *Student Inquiries*

If you require any information regarding Student Support Services or the Student Development Services, see their Web site: <http://www4.registrar.uwo.ca>.

### **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.

## **REQUIRED MATERIALS: Text in bookstore and articles on Web CT**

**Textbook:** Berk, Laura (2008). *Exploring Lifespan Development* (First Edition). Boston: Allyn and Bacon, a division of Pearson Education, Inc.

### **Supplementary articles (n=10)- Posted on Web CT:**

Biering, Pall (2002). Caring for the Involuntarily Hospitalized Adolescent: The Issue of Power in the Nurse-Patient Relationship, *Journal of Child and Adolescent Psychiatry*, 15(2), 65-74.

Blair, Gilliam and Martha Kirkland Strachan (2005). Medicalization of Unacceptable Behaviors: Treatment, Necessary or Sufficient? *Journal of Forensic Psychology Practice*, 5(3), 89-98.

Burton, Linda (1997). Ethnography and the Meaning of Adolescence in High-Risk Neighborhoods. *Ethos*, 25(2), 208-217.

Draper, Jan (2002). 'It Was a Real Good Show': The Ultrasound Scan, Fathers, and the Power of Visual Knowledge. *Sociology of Health & Illness*, 24(6), 771-795.

Gilfoyle, Timothy (2004). "Street-Rats and Gutter-Snipes": Child Pickpockets and Street Culture in New York City, 1850-1900. *Journal of Social History*, 37, 853-882.

Orchard, Treana (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.

Panter-Brick, Catherine (2004). Homelessness, Poverty, and Risks to Health: Beyond Risk Categorizations of Street Children. *Children's Geographies*, 2(1), 83-94.

Pavis, S. And Cunningham-Burley, S. (1999). Male Youth Street Culture: Understanding the Context of Health-Related Behaviours. *Health Education Research*, 14(5), 583-596.

Walsh, Shannon (2005). "Losers, Lolitas, and Lesbos: Visualizing Girlhood." IN *Seven Going on Seventeen: Tween Studies in the Culture of Girlhood*, Claudia Mitchell and Jacqueline Reid-Walsh, eds. New York: Peter Lang Publishing, Inc., 191-205.

Wood, Katherine, Fedelia Maforah, and Rachel Jewkes (1998). 'He Forced Me To Love Him': Putting Violence on Adolescent Sexual Health Agendas. *Social Science & Medicine*, 47(2), 233-242.

## Lecture Outline:

### 1) Introduction

*NO TUTORIALS*

*September 14, 2010*

- i. Outline of syllabus
- ii. Materials and assignments
- iii. Overview of perspectives and objectives

View Film: *Stand By Me*

### 2) Theories and methods regarding child and adolescent health: bridging biomedical and social perspectives

(Read: Berk, 2008: 4-16, 21-26; Burton, 1997)

*September 21, 2010*

**Question:** how much of an influence does science and biomedicine have on our understanding of child and adolescent health?

TUTORIALS: everyone go to assigned tutorial session to be divided in groups A & B

### 3) Prenatal health and childbirth

(Read: Berk, 2008: 65-71, 83-87; Draper, 2002)

*September 28, 2009*

**Questions:** are pregnancy and childbirth strictly medical or are there also socio-cultural and religious components to these processes?

TUTORIALS GROUPS A

**4) Childhood Part I- the normative model**

(Read: Berk, 2008: 168-175, 178-182, 200-208, 211-219)

*October 5, 2010*

View Film: *Mickey Mouse Monopoly*

**Question:** what does childhood and being a child mean in 'our' culture?

TUTORIAL GROUPS B

**5) Childhood Part II- "other" childhood experiences**

(Read: Orchard, 2007; Panter-Brick, 2004)

*October 12, 2010*

View Film: *Nobody's Child: Canada's Home Children*

**Question:** is it important to understand other cultural models associated with children and childhood?

TUTORIALS GROUPS A

FIRST WRITE UP DUE IN CLASS

**6) Childhood Part III- the medicalization of childhood**

View: *Generation Rx*

*October 19, 2010*

TUTORIALS GROUPS B

**7) MIDTERM EXAMINATION: 1.30-3.30 IN OUR CLASSROOM**

*NO TUTORIALS*

*October 26, 2010*

**8) Adolescence Part I- the normative model**

(Read: Berk, 2008: 283-287, 288-299, 314-319,324-333)

*November 2, 2010*

View Film: *Deadly Desires*

Guest Lecture by Teaching Assistants

**Question:** with respect to the normative model, what is adolescence about and how are adolescents viewed?

INFORMAL CLASS EVALUATION

TUTORIALS GROUPS A

**9) Adolescence Part II- “other” adolescent experiences**

(Read: Pavis and Cunningham-Burley, 1999; Wood et al., 1998)

Guest Lecture by Tamara Landry-ethical and methodological issues relating to doing research with adolescents living with HIV/AIDS

*November 9 2010*

**Questions:** is adolescence a universal phenomenon and is our Western model applicable cross-culturally?

## TUTORIALS GROUPS B

**10) Adolescence Part III- the medicalization of adolescence**

(Read: Biering, 2002 and Blair and Kirkland Strachan, 2005)

*November 16, 2010*

**Questions:** what are some of the pros and cons of medicalization during this phase of the life cycle?

## TUTORIALS GROUPS A

**11) Virginity- a contested moral, medical, and cultural domain**

(View: “V for Victory” Slideshow on Web CT and in class for group work)

*November 23, 2010*

**Class presentations on Virgin slideshow (n=10)**

**Questions:** why is it so important and how is this phenomenon valued across the genders?

## SECOND WRITE UP DUE IN CLASS

## TUTORIALS GROUPS B

**12) Finish up slideshow presentations and a brief discussion of “tweens”**

(Read; Walsh, 2005)

*November 30, 2010*

**Class presentations on Virgin slideshow (n=10)**

**Questions:** what are the “tweens” and is it a valid life phase or just a product of marketing?

**13) Final exam review-NO TUTORIALS**

*December 7, 2010*

View Film: *Kuper Island-Return to the Healing Circle*