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## 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 child and adolescent health. A primary goal of the course is to encourage new ways of thinking about 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 (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, mainly 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. Each week that tutorials are held 10 questions or statements pertaining to the previous week's lecture will be posted on WEB CT. You are required to select 2 questions or statements from this list and make very brief notes or jottings about them to bring with you to each tutorial, which will be used to help facilitate the group discussions. Although the jottings will not be graded and are for reference purposes only, you will only receive the 5% allotted for this portion of your mark if all of the jottings from all of the tutorials are handed in- **at the beginning of each tutorial**. If there are any questions regarding the tutorials, inquiries should be directed towards the TA who leads the session that students 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 the questions/statements posted on WEB CT, and share their different

viewpoints during very informal oral presentations (by 1 member of the group) of approximately 3 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, each worth 10% of your final mark, that will be marked by the TA who leads the tutorial you are registered in. They will be handed in at the end of class on the lectures of October 11th and November 22nd. These will be analytical in nature and are intended to demonstrate your thinking in relation to a topic of your choice that we cover in class before and after the mid-term exam. Each write-up will be 2 double-spaced pages or between 500-600 words, and if you exceed this word limit marks will be deducted. Each write-up must contain an *introductory paragraph*, which introduces the topic of the assignment, a description of the 2-3 main points to be examined, and a concluding sentence that clearly articulates the importance of your topic in relation to the broader subject of health during childhood or adolescence. The next portion of the write-up, basically the “*body section*”, is where students must clearly discuss their perspectives on the 2-3 main points that constitute the focus of the assignment. It is recommended that 1-2 well-organized paragraphs be used to analyze each point to be discussed. In academic writing, one paragraph consists of 5-7 sentences, and this rule must be adhered to. Each assignment must also contain a *concluding paragraph*, which summarizes the main topics examined and reiterates the importance of your analysis of these topics with respect to the issue of health during childhood or adolescence. This paragraph must contain original writing and cannot be cut and pasted from the introductory paragraph.

Although these write-ups are not formal research papers, you must use 4-5 references that you have located on your own and which are not part of this course. Only academic sources can be used, which does not include Internet sites. Search engines such as Pub Med and Google Scholar are ideal places to begin your search for appropriate academic studies that relate to your topics. Use in-text citation and the APA reference style throughout, which you will find descriptions of on-line. References can be included on the 2<sup>nd</sup> page of the assignment or a separate page, no cover page is required, and you **must include** your name, student number, tutorial number, and the name of your TA on each assignment. ONLY paper copies will be accepted.

#### *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 October 25<sup>th</sup> class, which is the day of our mid-term examination, you will be asked for your input on cue-cards, which you will hand in when you are finished your mid-term. 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. It should also be noted that I do NOT round up marks, and a 79% is a 79% not an 80%.

<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 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 an examination. You may 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. 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.

*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*

Visit the website <http://www.uwo.ca/univsec/handbook/exam/english.pdf>.

*Accommodation for Medical Illness or Non-Medical Absences*

[http://www.uwo.ca/univsec/handbook/appeals/accommodation\\_medical.pdf](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](http://www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_undergrad.pdf).

Additionally,

1. All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).
2. 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. Ombuds 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.

## **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=9)- 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.

Orchard, Trenea (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: September 13, 2011**

- Outline of syllabus
- Materials and assignments
- Overview of perspectives and objectives

View Episodes from: *My So Called Life*

NO TUTORIALS

**2) Theories and methods regarding child and adolescent health: bridging biomedical and social perspectives: September 20, 2011**

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

**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 meet the TAs, introduce yourself and discuss your ideas about and objectives for the class, and to go over the parameters of contact, communication, and conduct between one another as well as between yourself and the TAs.

**3) Prenatal health and childbirth: September 27, 2011**

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

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

TUTORIAL #1

**4) Childhood Part I- the normative model: October 4, 2011**

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

View Film: *Mickey Mouse Monopoly*

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

TUTORIAL #2

**5) Childhood Part II- "other" childhood experiences: October 11, 2011**

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

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

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

TUTORIAL #3

FIRST WRITE UP DUE IN CLASS

**6) Childhood Part III- the medicalization of childhood: October 18, 2011**

View: *Generation Rx*

TUTORIAL #4

**7) MIDTERM EXAMINATION- 9.30-12.30: October 25, 2011**

Informal Class Evaluation

NO TUTORIALS

**8) Adolescence Part I- the normative model: November 1, 2011**

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

View Film: *Deadly Desires*

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

TUTORIAL #5

**9) Adolescence Part II- “other” adolescent experiences: November 8, 2011**

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

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

TUTORIAL #6

**10) Adolescence Part III- the medicalization of adolescence: November 15, 2011**

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

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

TUTORIAL #7

**11) Virginity- a contested moral, medical, and cultural domain: November 22, 2011**

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

**Class presentations on Virgin slideshow**

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

SECOND WRITE UP DUE IN CLASS

TUTORIAL #8

**12) Finish up slideshow presentations and a brief discussion of “tweens”: November 29, 2011**

(Read; Walsh, 2005)

**Finish class presentations on Virgin slideshow**

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

TUTORIAL #9

**13) Final exam review and film: December 6, 2011**

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

NO TUTORIALS