

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: SSC-2050

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

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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, 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 different cultural settings; 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 some of the topics of interest covered in the previous week's class and bring to each tutorial, which will be used to facilitate group discussions. Although the jottings will not be graded 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 students are registered in.

A Note About Assigned Readings from Text:

With respect to the assigned readings from the text, several pages end not necessarily at the end of a specific chapter or section, but at the logical conclusion of the paragraphs relating to the topics covered.

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.

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Written Write-Up (15%) and Outline (5%)

Each student is responsible for a 2 page write-up that explores a topic selected from the 9 options listed below. The write-up will be double-spaced pages, between 600-700 words, using 12 pt. Times New Roman font and regular margins. If you exceed this word and page 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 articulates the importance of your topic in relation to health during childhood or adolescence. The next portion of the write-up, the “*body section*”, is where students discuss their perspectives on the 2-3 main points that constitute the focus of the assignment. 1 well-organized paragraphs should be used to analyze each point. 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 topic with respect to the childhood or adolescent health. This paragraph must contain original writing and cannot be cut and pasted from the introductory paragraph.

Although this is not a formal research paper, to contextualize your topic and demonstrate your thinking beyond what we read in class you must do a minimal amount of outside reading. Each write-up must cite 5-7 academic references, which does NOT include Internet sites or class references. Search engines such as Pub Med and Google Scholar are ideal places to begin your search for 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 last page of the assignment or on 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.

To ensure that you are on the right track and have a narrowly defined topic that will provide a suitable context for a meaningful discussion each student will complete an **outline** (worth 5% of your final mark) for the write-up. This outline will provide a framework for your write-up ideas and includes: statement of interest; a point form a list of the 2-3 main themes to be discussed (i.e., one sentence per theme); and a statement of purpose (i.e., why and how the topic relates to child or adolescent health). These will be due on October 15 IN CLASS, and handed in to the TA who leads your tutorial.

Students will select ONE of the topics listed below for the write-ups, which can be approached through your own particular perspectives. There is no template to follow for the assignment, but having a selection to choose from will make your task of narrowing down options easier:

- 1) An examination of two theories related to childhood development
- 2) An examination of two theories related to adolescent development
- 3) Socio-cultural influences on child health
- 4) Socio-cultural influences on adolescent health
- 5) The medicalization of childhood
- 6) The medicalization of adolescence
- 7) An analysis of media representations of virginity
- 8) An analysis of the film *The Downside of High* and related sources
- 9) An analysis of the film *Karla's Arrival* and related sources

The following rubric will be used to mark the write-ups: Length (1 pt); Introduction (3 pts.); Body (5 pts); Conclusion (3 pts); References and In-text Citation (3 pts) = 15 pts.

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Mid-term exam (35%)

The mid-term exam will be in the multiple choice format and cover lecture notes (which consist of the textbook readings, the supplementary 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 (35%)

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.

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%.

A+	90-100	Exceptional
A	80-89	Superior work, above average.
B	70-79	Good work, meeting all requirements, and eminently satisfactory.
C	60-69	Competent work, meeting requirements.
D	50-59	Fair work, minimally acceptable.
F	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 new examinations. 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 until 1 week after original due date. If those deadlines and rules are not met, the penalty for late assignments is 2% per day.

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

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

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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. 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. All of the films shown in class are available on-line for free.

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

Supplementary articles (n=8)- Posted on Sakai:

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, 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.

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.

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 10, 2013

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

View “The Zit” Episode from the television series *My So Called Life*

2) Theories and methods regarding child and adolescent health: bridging biomedical and social perspectives: September 17, 2013

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

TUTORIALS BEGIN THIS WEEK: everyone go to assigned tutorial session to meet the TAs, 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 24, 2013

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

4) Social, moral, and cognitive development among babies: October 1, 2013

View Film: *Born to be Good?*

5) Childhood Part I- the normative model: October 8, 2013

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

View Film: *Mickey Mouse Monopoly*

6) Childhood Part II- “other” childhood experiences: October 15, 2013

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

NO TUTORIALS THIS WEEK- Thanksgiving

OUTLINES FOR WRITE-UPS DUE- in class*

7) MID-TERM EXAMINATION-9.30-11.30: October 22, 2013

To be held in our classroom

NO TUTORIALS THIS WEEK

8) Childhood Part III- the medicalization of childhood: October 29, 2013

View Film: *The Downside of High*

9) Adolescence Part I- the normative model: November 5, 2013

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

View Film: *Deadly Desires*

WRITE-UP DUE-hand in to your TA in your tutorial

10) Adolescence Part II- “other” adolescent experiences: November 12, 2013

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

11) Adolescence Part III- the medicalization of adolescence: November 19, 2013

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

12) Virginitv- a contested moral, medical, and cultural domain: November 26, 2013

(Review: “V for Victory” Slideshow on Sakai)

Class discussion about Virgin slideshow

13) Overview of final exam and film: December 3, 2013

View Film: *Karla’s Arrival*

NO TUTORIALS THIS WEEK