

Western University
School of Health Studies
HS 4120B: Social Media & Health
Winter 2021

1.0 CALENDER DESCRIPTION

Social media and its associated technologies have become ubiquitous in all aspects of our lives. This course integrates an understanding of social media with research in health and medicine. This course explores social media uses in health to address methodological, conceptual, ethical, and design issues pertinent to these emergent technologies.

Prerequisites: HS 2250A/B; Registration in the third or fourth year of the School of Health Studies

Anti-requisites: HS 4091B (if taken in 2015-2017)

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.

2.0 COURSE INFORMATION

Instructor: Eric Collins, BHSc, MSc, PhD (c)

Office: Online (Zoom)

Office Hours: By appointment

Email: ecollin9@uwo.ca (48-hour response time or 72 hours during exam season and holidays)

Teaching Assistant: Ariel Morales

Email: amorale5@uwo.ca

Lectures: The course material will be uploaded to **OWL** on a weekly basis.

Lecture Hours: This course is entirely online and asynchronous. As such, there will be no live lectures (please see statement above), which gives you the flexibility to navigate the lecture material at your own pace.

Tutorials: None

Attendance and Classroom Behaviour (online and/or in-person)

In the School of Health Studies, each course instructor sets specific expectations for attendance and participation that are specific to the course, teaching objectives, and learning outcomes. Regular attendance is expected and essential for all courses, but particularly those that include participation grades in their evaluation schemes. Participation means not only attendance, but active engagement in the class, including (for example) contribution to small and large group discussions, a demonstrated effort to prepare for class by completing assigned readings before class, and following the instructor's guidelines for use of electronic devices during class time. **Students who**

miss classes, or parts of classes, are responsible for the material they have missed. Instructors are not obliged to review the contents of missed lectures.

3.0 TEXTBOOK

There is no required textbook for this course. Instead, assigned readings will be posted to the Resources tool on OWL.

4.0 COURSE OBJECTIVES

In this course, we will explore the relationship between social media and several areas of health. We will begin our exploration by unpacking the history of social media and the development of digital health technologies. Then, we will examine how social media impacts and influences our mental health, sexual health, as well as our interpersonal relationships. We will also investigate how and why social media is used as a tool in medicine, public health, and health promotion. Lastly, we will evaluate how social media has influenced our parenting beliefs and behaviours.

4.1 STUDENT LEARNING OUTCOMES

Learning Outcome	Learning Activity	Learning Assessment
Depth and Breadth of Knowledge: Understand how and why social media has become a significant tool in our society and examine its overall impact on our health beliefs, health behaviours, and provision of health care.	Lectures	Quizzes
	Readings	Groupwork
	Groupwork	Exams
Application of Knowledge: Assess real-world scenarios and situations to predict how people will use digital health technologies and interpret the health information found on social media.	Lectures	Quizzes
	Readings	Groupwork
	Groupwork	Exams
Application of Methodologies: Explain the scientific models, concepts, and theories that have been used to understand the relationship between social media and health.	Lectures	Quizzes
	Readings	Groupwork
	Groupwork	Exams

5.0 EVALUATION

The university-wide descriptor of the meaning of letter grades, as approved by Senate:

A+	90-100	<i>One could scarcely expect better from a student at this level</i>
A	80-89	<i>Superior work that is clearly above average</i>
B	70-79	<i>Good work, meeting all requirements and eminently satisfactory</i>
C	60-69	<i>Competent work, meeting requirements</i>
D	50-59	<i>Fair work, minimally acceptable.</i>
F	below 50	<i>Fail</i>

It is expected that the grades for this course will fall between 74-80%. 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.

- 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

6.0 ASSESSMENT/EVALUATION SCHEDULE

Quizzes (5%) and (5%). This course includes two online quizzes. Both quizzes will be completed through the **Tests & Quizzes** tool on **OWL**. The first quiz will take place between **January 29-31** (72-hour window) and will test content from all of the assigned readings and PowerPoint materials from **weeks 1-3**. The second quiz will take place between **March 5-7** (72-hour window) and will test content from all of the assigned readings and PowerPoint materials from **weeks 4-6**.

Each quiz consists of **15 questions** and will be formatted as multiple-choice, true or false, matching, as well as fill-in-the-blanks. Quizzes will be completed in an open-book format, will be designed in a linear style, and will include a time-limit. Please ensure that you carefully read the instructions and have a strong internet connection before you begin each quiz. Please note: any student suspected of cheating will face serious academic penalties (see section 8.0 of the course outline). Western University has developed new anti-cheating technology that allows course instructors to better identify cheating when it occurs.

Group presentation (25%). At the beginning of the term, students will be randomly assigned to a group and are expected to prepare a PowerPoint presentation based on any topic from the course. Group presentations will be submitted through **OWL**. Group sizes and presentation lengths will be determined based on the final enrollment of this course. A presentation rubric will be posted to the **Resources** tool on **OWL**.

Midterm exam (30%). The midterm exam covers all assigned readings and PowerPoint materials presented from **weeks 1-5**. The midterm exam consists of **60 questions** and is

formatted as multiple-choice, true or false, matching, as well as fill-in-the-blanks. The midterm exam will be completed through the **Tests & Quizzes** tool on OWL.

Final Exam (35%). The final exam is **cumulative** and covers all of the assigned readings and PowerPoint materials presented in this course. The final exam consists of **75 questions** and is formatted as multiple-choice, true or false, matching, as well as fill-in-the-blanks. The final exam will be completed through the **Tests & Quizzes** tool on OWL.

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.

Grade Distribution

Component	Value
Quiz #1	5%
Quiz #2	5%
Midterm Exam	30%
Group Presentation	25%
Final Exam	35%
Total	100%

7.0 CLASS SCHEDULE

Week	Day	Topic	Assessment
1		A history of social media	
2		Digital health technologies (eHealth)	
3		Social media and mental health	
4		Social media and sexual health	
	Jan 29 – 31	Lectures 1-3	Online quiz #1
5		Social media and interpersonal relationships	
6		Social media and public health	
7	Feb 13 - 21	Family Day and reading week	
8	Feb 27	Lectures 1-5	Midterm exam
9		Social media and health promotion	
	Mar 5 - 7	Lectures 4-6	Online quiz #2
10		Social media and medicine	
11		Social media and parenting	
12	Due: April 9	Group presentations	Group presentations
	TBA	Lectures 1-9	Final Exam

8.0 STATEMENT ON 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

Plagiarism is a major academic offense. Plagiarism is the inclusion of someone else's verbatim or paraphrased text in one's own written work without immediate reference. Verbatim text must be surrounded by quotation marks or indented if it is longer than four lines. A reference must follow right after borrowed material (usually the author's name and page number). Without immediate reference to borrowed material, a list of sources at the end of a written assignment does not protect a writer against the possible charge of plagiarism.

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>).

9.0 POLICY CONCERNING ACADEMIC CONSIDERATION

The University recognizes that a student's ability to meet their academic responsibilities may, on occasion, be impaired by extenuating circumstances, including short-term illness or injury. Reasonable academic consideration is a cooperative process between the University, the student, and academic staff. All participants in the process must act in good faith, and fulfil their respective obligations, if it is to succeed.

Students who experience an extenuating circumstance (illness, injury, or other extenuating circumstance) sufficiently significant as to temporarily render them unable to meet academic requirements, may submit a request for academic consideration through the following routes:

- (i) Submitting a Self-Reported Absence form, provided that the conditions for submission are met;
- (ii) For medical absences, submitting a Student Medical Certificate (SMC) signed by a licensed medical or mental health practitioner, in order to be eligible for Academic Consideration; or
- (iii) For non-medical absences, submitting appropriate documentation (e.g., obituary, police report, accident report, court order, etc.) to Academic Counselling in their Faculty of registration, in order to be eligible for academic consideration.

Students seeking academic consideration:

- Are advised to consider carefully the implications of postponing tests or midterm exams or delaying handing in work;
- Are encouraged to make appropriate decisions, based on their specific circumstances, recognizing that minor ailments (e.g., upset stomach) or upsets (e.g., argument with a friend) are not normally an appropriate basis for a self-reported absence;
- **Must communicate with their instructors no later than 24 hours** after the end of the period covered by either the self-reported absence or SMC, or immediately upon their return following a documented absence;

- **Are advised that all necessary documentation, forms, etc. are to be submitted to academic counselling within two business days after the date specified for resuming responsibilities**

Students who experience an unexpected illness or injury or an extenuating circumstance (48 hours or less) that is sufficiently severe as to temporarily render them unable to meet academic requirements (e.g., attending lectures or labs, writing tests or midterm exams, completing and submitting assignments, participating in presentations) should self-declare using the online Self-Reported Absence portal. This option should be used in situations where the student expects to resume academic responsibilities within 48 hours or less. The following conditions are in place for self-reporting of medical or extenuating circumstances:

- a. Students will be allowed a maximum of two self-reported absences between September and April, and one self-reported absence between May and August;
- b. The duration of the excused absence will be for a maximum of 48 hours from the time the Self-Reported Absence form is completed through the online portal, or from 8:30am the following morning if the form is submitted after 4:30pm;
- c. The duration of the excused absence will terminate prior to the end of the 48-hour period, should the student undertake significant academic responsibilities (e.g., write a test, submit a paper) during that time;
- d. The duration of an excused absence will terminate at 8:30am on the day following the last day of classes each semester, regardless of how many days of absence have elapsed;
- e. Self-reported absences will not be allowed for scheduled final examinations; for midterm examinations scheduled during the December examination period; or for final lab examinations (i.e., “bellringers”);
- f. Self-reporting may not be used for assessments (e.g., midterm exams, tests, reports, presentations, or essays) worth more than 30% of any given course;
- g. Students must be in touch with their instructors no later than 24 hours after the end of the period covered by the Self-Reported Absence form, to clarify how they will be expected to fulfil the academic expectations they may have missed

10.0 OTHER INFORMATION

Use of Recording Devices and Course Content

Course instructors own and retain the intellectual property rights of their teaching materials. These rights extend to materials used in online settings and digital learning management systems like Owl, Zoom and TopHat. Students do not have our permission to make audio or video recordings of lectures, take pictures of lecture material, or distribute any course content for nefarious purposes (E.g. for sale or to cheat on exams). It is the decision of the instructor as to how and when teaching materials can be shared or used. **Unless explicitly noted otherwise, you may not make audio or video recordings of pre-recorded lectures or other course materials. Nor may you edit, re-use, distribute, or re-broadcast any of the material posted to the course website.**

11.0 HEALTH AND WELLNESS

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/>

The undergraduate experience is rewarding and challenging socially, emotionally, and intellectually. Finding ways to balance scholarly life with our personal lives can be tough, but it's important to learn how to manage stress. Western provides several health and wellness-related services to students, which may be found at <http://www.health.uwo.ca/>. You can also check out the Campus Recreation Centre or the McIntosh Gallery (<http://www.mcintoshgallery.ca/>), for alternative spaces to reconnect with your bodies and restore your spirit. You may also want to access local resources that are closer to where you are living during the school year. Recalibrating ourselves emotionally begins with slowing down, reminding ourselves that we are ok, and taking a few deep, slow breaths. This remarkably effective strategy brings the body from stress mode into a more relaxed state.

If you are in emotional or mental distress please see Mental Health@Western (<http://www.uwo.ca/uwocom/mentalhealth/>) for a list of options about how to obtain help. Western has developed an interactive mental health learning module: https://uwo.ca/health/mental_wellbeing/education/module.html. It's also advisable to have a wellness safety plan if you don't want to reach out to formal services. Having the numbers of a few trusted individuals is another strategy.