The University of Western Ontario  
School of Health Studies  
Health Issues in Childhood and Adolescence  
HS2700A  
September-December 2021

Instructor: Dr. Mantler  
Email: tara.mantler@uwo.ca  
Office Room Number: HSB 332  
Office Hours: TBD  
Date/Time: Tuesday 930-1130 + Tutorial  
Location: TBD

*We acknowledge that Western University is located on the traditional lands of the Anishinaabek, Haudenosaunee, Lūnaapėewak, and Attawandaron peoples, on lands connected with the London Township and Sombra Treaties of 1796 and the Dish with One Spoon Covenant Wampum.*

*With this, I respect the longstanding relationships that Indigenous Nations have to this land, as they are the original caretakers. We acknowledge historical and ongoing injustices that Indigenous Peoples (e.g. First Nations, Métis and Inuit) endure in Canada, and we accept responsibility as a public institution to contribute toward revealing and correcting miseducation as well as renewing respectful relationships with Indigenous communities through our teaching, research and community service.*

**Prerequisite Checking**

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.

**Course Information**

This course will explore the physical, social, psychological, and spiritual determinants of health from the prenatal period to early adulthood. The focus will be on health applications of developmental concepts such as sensorimotor, perceptual, cognitive, language, social and emotional throughout childhood. An emphasis will also be placed on contemporary issues affecting health. By the end of this course students will be able to:
Identify key sensorimotor, perceptual, cognitive language, social and emotional milestones throughout childhood and adolescence
Compare and contrast theories of development
Understand key issues in childhood and adolescence
Apply developmental theories and knowledge to case studies

The class consists of one lecture (2 hours) and a tutorial (50 minutes) each week. It is expected that all students will come to class and tutorial prepared to engage with material. The tutorials will be run by the TAs and you MUST attend the specific tutorial you registered for – NO EXCEPTIONS, as there are limits on room capacities.

Classroom Expectations

Contemporary academic traditions are built upon the power of a select groups of people, namely privileged white folks, typically men. However, that is changing as we move towards classroom content and approaches that acknowledge the importance of inclusivity and equity. I have worked hard to ensure the course content reflects the knowledge created by authors working from diverse social locations. However, there is always room for improvement and feel free to contact me (in person or electronically) if you have any suggestions to improve the quality of course materials.

Furthermore, I would like to create a learning environment with my students that is respectful and supports inclusivity and diversity. In this class, I encourage and appreciate expressions of different ideas, opinions, and beliefs. My goal is to have meaningful conversations and interactions and create opportunities for intellectual and personal enrichment. I disavow racism, xenophobia, homophobia, sexism, Islamophobia, anti-Semitism, classism, ableism, and hate speech or actions that attempt to silence, threaten, and degrade others. To help accomplish these classroom goals, I invite you to partner with me in the following ways:

I am still in the process of learning about anti-racism, decolonization and diverse perspectives and identities. If something was said in class (by anyone) that made you feel uncomfortable, please talk to me about it (Anonymous feedback is always an option).

If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me.

Large Class Logistics

In addition to myself, there are a number of Graduate Teaching Assistants assigned to support this course. Your Graduate Teaching Assistants are happy to provide clarification on any course concepts or course related questions via email or before, during the break, and after class, from the hours of 9 am to 5 pm. Graduate Teaching Assistant is a great resource for strategies on how to be successful in this course, as most of them have taken this course previously and done very well! Generally speaking, each Graduate Teaching Assistants is assigned 120 students in both of the tutorials they teach, whereas I am assigned all (approximately 400) students registered in this class. Emailing your TA is the most efficient mode of communication and I encourage you to reach out to them if you have any questions. You may copy (cc) me on the email as well, however, it will be the TAs primary responsibility to respond. Please ensure all emails about course come from a Western email address (as Western’s spam filters are quite aggressive) and include the course code, failure to do so will likely result in your email being missed.
I am trying to have a healthier relationship with my email this year and will only be responding to emails from between 9am and 5pm Monday through Friday. My email response time is typically less than 24 hours, but during peak times such as the start of semester and close to midterms/finals my response time can take up to 36 hours.

**Lecture and Reading Schedule** (subject to change)

<table>
<thead>
<tr>
<th>Tutorial Dates</th>
<th>Module to be Completed Prior to Tutorial</th>
<th>Tutorial Activity</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept 14</td>
<td>Welcome- Nuts and Bolts</td>
<td>Getting to know you... (not graded)</td>
<td>None.</td>
</tr>
<tr>
<td>Sept 21</td>
<td>Understanding ‘Normal’</td>
<td>Name that person What’s in a theory</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>Sept 28</td>
<td>In utero</td>
<td>Baby 1, Baby 2 and Baby 3</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>Oct 5</td>
<td>Infant</td>
<td>What is.../Optional Quiz 1</td>
<td>Chapter 4,5,6</td>
</tr>
<tr>
<td>Oct 12</td>
<td>Toddler</td>
<td>Find your animal friends</td>
<td>Chapter 7,8</td>
</tr>
<tr>
<td>Oct 19</td>
<td>Preschooler</td>
<td>Let’s have fun</td>
<td>Chapter 7,8</td>
</tr>
<tr>
<td>Oct 26</td>
<td>Midterm</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>Nov 9</td>
<td>School Age (6-8)</td>
<td>Intervention efficacy</td>
<td>Chapter 9,10</td>
</tr>
<tr>
<td>Nov 16</td>
<td>School Age (9-12)</td>
<td>360 View/Optional Quiz 2</td>
<td>Chapter 9,10</td>
</tr>
<tr>
<td>Nov 23</td>
<td>Adolescence (12-15)</td>
<td>Mind the gaps</td>
<td>Chapter 11,12</td>
</tr>
<tr>
<td>Nov 30</td>
<td>Adolescence (15-18)</td>
<td>I am a super hero</td>
<td>Chapter 11,12</td>
</tr>
<tr>
<td>Dec 7</td>
<td>Bringing it all together</td>
<td>That’s a wrap</td>
<td>None.</td>
</tr>
<tr>
<td>TBD</td>
<td>Final Exam</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Textbook & Reading List**

The required textbook/online learning platform is: *Revel for Lifespan Development*, Sixth Canadian Edition-- Access Card, 6/E. This learning platform can be purchased online and at the bookstore. A demonstration of this teaching platform will be provided on the first day of class- so please come prepared with your access number.
**Evaluation**

In this course, there will be many opportunities for evaluation of your learning.

<table>
<thead>
<tr>
<th>Grade Component</th>
<th>Evaluator</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>20% Quizzes</td>
<td>Professor</td>
<td>Opens Wednesday at noon closes Thursday at noon</td>
</tr>
<tr>
<td>15% Tutorial Participation</td>
<td>Teaching Team</td>
<td>Weekly</td>
</tr>
<tr>
<td>30% Midterm</td>
<td>Professor</td>
<td>Oct</td>
</tr>
<tr>
<td>35% Final Exam</td>
<td>Professor</td>
<td>TBD</td>
</tr>
</tbody>
</table>

**Quizzes**

The quizzes will be open on the OWL website under ‘test and quizzes’ for a 24-hour period starting Wednesday at noon and closing Thursday noon on the following weeks and cover the following content:

<table>
<thead>
<tr>
<th>Quiz Date</th>
<th>Content Covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept 22 -</td>
<td>Understanding ‘Normal’ and Chapter 2</td>
</tr>
<tr>
<td>Sept 29</td>
<td>In Utero and Chapter 3</td>
</tr>
<tr>
<td>Oct 6</td>
<td>Infant and Chapter 4, 5, and 6</td>
</tr>
<tr>
<td>Oct 20</td>
<td>Toddler, Preschool, and Chapter 7 and 8</td>
</tr>
<tr>
<td>Nov 17</td>
<td>School Age 6-8 and 9-12, and Chapter 9 and 10</td>
</tr>
</tbody>
</table>

You are required to complete 4 quizzes; however, should you complete all 5, your lowest mark on one of the quizzes will be dropped. If you miss a quiz and receive academic accommodation, the make-up will consist of a written quiz (1000-word max, APA format) that will be due the following Friday at noon. Each quiz is worth 5% and will consist of 8 multiple choice questions (1 mark each), 3 fill in the blank questions (1 mark each), and 2 short answer questions (2 marks each). It is anticipated that each quiz will take you no more than 30 minutes to complete.

**Tutorial Participation**

Each week there will be a tutorial activity for you to complete.

**Online:** These activities will only be open for one week (opens the week they are due at 9am Monday and closes at 4pm Friday). At the end of the tutorial activity there will be a code which you will get to input into the quiz function in the class website. These will be an all or none i.e., you will get 100% if you complete the tutorial and enter the code into the quiz you will get 0% if you miss either of these steps. The tutorials will close down for each given week Friday at 4pm. There are 9 online tutorial activities you are required to complete 7. This is worth 7% of your tutorial grade.

**Tutorial Sessions (in-person):** When you registered for the course you also signed up for a tutorial time slot- this is your tutorial. You need to attend the tutorial that you were registered for, as there are not
only capacity limits for rooms but also this is the only tutorial that you will receive credit for attending. Attendance will be taken at each tutorial. You will be asked to ‘sign-in’ at the start of each tutorial. Participant in tutorials will account for 8% of your tutorial grade. There are 9 tutorials scheduled, you are required to participate in 8 to receive full grades. Participation in tutorials can involve a wide range of activities including: sharing your thoughts/opinions during the large tutorial discussion, sharing your thoughts/opinions during the small group discussions in tutorials, sharing your thoughts/opinions directly with your TA during tutorial, or attending tutorial and providing a short (500 word max) written reflection to your TA about the content presented prior to leaving your tutorial. This is worth 8% of your tutorial grade.

**Midterm**

The midterm exam for this course will cover all materials from the beginning of the class until October 19th (?). It will be held in-class on October 26th from 9:30-11:20 am. All course content including lectures, readings, tutorials and assigned multimedia presented up to that week will be testable. The midterm will consist of a mix of multiple choice and short answer questions. You will have 1 hour and 50 minutes to complete your midterm and it will take place in-person during class time. The midterm will consist of 25 multiple choice questions (1 mark each), 15 fill in the blank questions (1 mark each), and 5 short answer questions (2 marks each).

**Final Exam**

The final exam for this course will be cumulative and scheduled by the registrar. All course content including lectures, readings, tutorials and assigned multimedia will be testable. The exam will consist of a mix of multiple choice, fill in the blank, and short answer questions. More information on the specific break down will be provided after the fall reading week.

**Statement on Use of 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, 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.**
**ADDITIONAL STATEMENTS**

**Multiple Choice Exams**

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.

**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.

**Accommodation for Medical Illness or Non-Medical Absences**

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:

1. Submitting a Self-Reported Absence form, provided that the conditions for submission are met;
2. 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
3. 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;

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
Attendance

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.

Persistent absenteeism may have serious repercussions, and may result in you failing this course. In this course, the equivalent of 3 weeks of unexcused absences, per term, will be considered to be persistent absenteeism. Persistent absenteeism will result in you being contacted by the instructor, who may request a meeting. Continued absence after this point will be reported to the Undergraduate Chair, and may result in debarment from writing the final examination, and/or submitting the final course paper. In such a case, you would receive a grade of zero on the evaluations from which you were debarred.

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: https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1 &SelectedCalendar=Live&ArchiveID=#Page_20

Support Services

There are various support services around campus and these include, but are not limited to:

1. Academic Support and Engagement-- Academic Support & Engagement - Western University (uwo.ca)
2. Student Health and Wellness -- Health & Wellness - Western University (uwo.ca)
3. Registrar’s Office -- http://www.registrar.uwo.ca/
4. Ombudsperson 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 Mental Health Support - Health & Wellness - Western University (uwo.ca) 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: Health & Wellness - Western University (uwo.ca).

**SHS Grading Policy**

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</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 and 74. 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.