

The University of Western Ontario
School of Health Studies

Health Issues in Childhood and Adolescence
HS2700A

September-December 2022

Instructor: Dr. Mantler

Email: tara.mantler@uwo.ca

Office Room Number: HSB 332

Office Hours: TBD

Date/Time: Tuesday 930-1130 + Tutorial

Location: TBD

TA: We are fortunate to have 5 TA's assigned to this course: TBD

We acknowledge that Western University is located on the traditional lands of the Anishinaabek, Haudenosaunee, Lūnaapéewak, 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 tutorial leader 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 48 hours

Lecture and Reading Schedule (subject to change)

Tutorial Dates	Module to be Completed Prior to Tutorial	Tutorial Activity	Reading
Sept 13	Welcome- Nuts and Bolts	Getting to know you... (not graded)	None.
Sept 20	Understanding 'Normal'	Name that person What's in a theory	Chapter 1
Sept 27	In utero	Baby 1, Baby 2 and Baby 3	Chapter 2, 3
Oct 4	Infant	What is...	Chapter 4, 5, 6
Oct 11	Toddler	Find your animal friends	Chapter 4, 5, 6
Oct 18	Preschooler	Let's have fun	Chapter 7, 8, 9
Oct 25	Midterm	None	None
Nov 8	School Age (6-8)	Intervention efficacy	Chapter 10, 11, 12
Nov 15	School Age (9-12)	360 View	Chapter 10, 11, 12
Nov 22	Adolescence (12-15)	Mind the gaps	Chapter 13, 14, 15
Nov 29	Adolescence (15-18)	I am a super hero	Chapter 13, 14, 15
Dec 6	Bringing it all together	That's a wrap	None.
TBD	Final Exam		

Textbook & Reading List

Child Growth and Development:

<https://drive.google.com/file/d/1B4e6oKPTFeUE9tXsJMcszcb6Kj7EfEb/view> (open source)

Evaluation

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

	Grade Component	Evaluator	Due Date
20%	Quizzes	Professor	The first 30 minutes of lecture
10%	Tutorial Participation	Teaching Team	Weekly
30%	Midterm	Professor	Oct 26, 2021
40%	Final Exam	Professor	TBD

Quizzes

There are three quizzes offered during this course- you must complete 2. Quizzes are conducted in the first 30 minutes of the following classes (from 9:30-10:00am). **If you are not planning on writing the quiz, then on following days lecture will begin at 10:00am.**

Quiz Date	Content Covered
Sept 27	Understanding 'Normal' Chapter 1
Oct 4	In Utero Chapter 2, 3
Oct 18	Infant & Toddler Chapter 4, 5, and 6

You are required to complete 2 quizzes; however, should you complete all 3, your lowest grade 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. Quizzes are worth 10% and will consist of, 5 fill in the blank questions (1 mark each), 5 true and false (1 mark each) and 1 short answer question (5 marks each). The quiz will take place during the first 30 minutes of class.

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. If you complete 7 it worth 2% of your tutorial grade. The intention of these tutorial activities is quiz/midterm preparation.

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.

Tutorial leader	Section
	Tuesday 1:30-2:30
	Tuesday 12:30-1:30
	Tuesday 4:30-5:30
	Wednesday 5:30-6:30
	Wednesday 4:30-5:30
	Monday 1:30-2:30
	Monday 11:30-12:30
	Monday 2:30-3:30
	Monday 9:30-10:30
	Monday 10:30-11:30

Midterm

The midterm exam for this course will cover all materials from the beginning of the class until the midterm. It will be held in-class on October 25th 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 15 multiple choice questions (1 mark each), 15 fill in the blank questions (1 mark each), and 8 short answer questions (short answer questions will total 30 marks, ranging from 2 to 5 marks per question). If you miss the midterm one make-up midterm will be offered for this course.

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, true and false, and short answer questions. More information on the specific break down will be provided after the fall reading week.

Note: 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

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

Contingency plan for an in-person class pivoting to 100% online learning

In the event of a COVID-19 resurgence during the course that necessitates the course delivery moving away from face-to-face interaction, all remaining course content will be delivered entirely online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience). The grading scheme will not change. Any remaining assessments will also be conducted online as determined by the course instructor.

In the event of a COVID-19 resurgence during the course that necessitates the course delivery moving away from face-to-face interaction, tests and examinations in this course will be conducted using a remote proctoring service. By taking this course, you are consenting to the use of this software and acknowledge that you will be required to provide personal information (including some biometric data) and the session will be recorded. Completion of this course will require you to have a reliable internet connection and a device that meets the technical requirements for this service. More information about this remote proctoring service, including technical requirements, is available on Western's Remote Proctoring website at: <https://remoteproctoring.uwo.ca>.

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

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) 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
- (ii) For non-medical absences, submitting appropriate documentation (e.g., obituary, police report, accident report, court order, etc.) to academic advising office 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 SMC, or immediately upon their return following a documented absence;
- **Are advised that all necessary documentation, forms, etc. are to be submitted to academic advising office within two business days after the date specified for resuming responsibilities**

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 Web site:

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

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>)

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. Ombud's Office -- <http://www.uwo.ca/ombuds/>

Health and Wellness

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 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 or Thames Valley Family Services (<https://www.familyservicethamesvalley.com/>), a trusted provider within the community. To help you learn more about mental health, Western has developed an interactive mental health learning module, found here: [Health & Wellness - Western University \(uwo.ca\)](#). 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.

SHS Grading Policy

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

A+	90-100	One could scarcely expect better from a student at this level
A	80-89	Superior work that is clearly 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

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.

Common Concerns Guideline

The table below summarizes a list of common student concerns and how they are to be resolved. If you have a concern that is not listed here, then please email your instructor.

Concern	How to address concern
Course administrative matters	Read through the course outline or email instructor if question cannot be answered from information in the course outline
Course content questions	Refer to the OWL Resources (notes, calendar, etc). Email the instructor.
Grade disputes and requests for appeals	A student requesting an appeal to a specific course with respect to a grade for an assignment or examination must first contact their instructor to discuss such matters. Visit the following website for guide on submitting an appeal: https://uwo.ca/fhs//policies/appeals.html