

The University of Western Ontario
School of Health Studies

Health Issues in Childhood and Adolescence: A Community Engaged Learning Course
HS2700A

Instructor: Dr. Mantler

Email: tara.mantler@uwo.ca

Office Room Number:

Office Hours: TBD

Date/Time:

Location: TBD

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 Assistants are 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 Assistant is assigned 120 students, 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 number (HS2700), unfortunately, 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. Please note I do not respond to messages on weekends- so if you send an email on Friday it could take up until Tuesday for me to respond.

Lecture and Reading Schedule (subject to change)

Dates	Class	Tutorial Activity	Reading
	Welcome- Nuts and Bolts	No In-Person Tutorials Review Pre-Tutorial Materials	None.
	Understanding 'Normal' and In utero	Project Overview: Assign Topics and Form Groups	Chapter 1, 2, 3
	Infant and Toddler	How-To: Quality, Engagement, Creativity, and Accessibility of Resources	Chapter 4, 5,6
	Preschooler	Lower-Elementary Students: Learning Styles and Attention Spans	Chapter 7, 8, 9
	Midterm	No Tutorials	None
	School Age (6-8)	Working/Feedback Session	Chapter 10, 11, 12
	CEL-Project – No Class	Projects Due This Week: Working Session	None
	School Age (9-12)	Project 2: Assign New Topics and Conduct Preliminary Research	None
	Adolescence (12-15)	Upper-Elementary Students: Differences, Learning Styles, and Attention Spans	Chapter 13, 14, 15
	Adolescence (15-18)	Working/Feedback Session	None.
	CEL Project- No class	Projects Due This Week: Working Session	None.
	Bringing it all together	No Tutorials	None.
TBD	Final Exam		

*Over the course of the next 12 weeks, we will, at times, be discussing difficult issues such as suicide, violence, racism, and colonization which may be disturbing or difficult for some students. During class, if you ever feel the need to step outside during one of these discussions, either for a short time or for the rest of the class session, you may always do so without academic penalty. You will, however, be responsible for any material you miss, so please plan to get notes from another student.

Textbook & Reading List

Child Growth and Development:

<https://drive.google.com/file/d/1B4e6oKPTFeUE9tXsJMcjsczb6Kj7EfEb/view> (open source)

Evaluation

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

	Grade Component	Evaluator	Due Date
40%	CEL Project (20% each)	Teaching Team/ Community Partner	- 11:55PM EST
			- 11:55PM EST
5%	CEL Project Peer-Evaluation (2.5% each)	Teaching Team	- 11:55PM EST
			- 11:55PM EST
5%	Tutorial Participation (1% each)	Teaching Team	
25%	Midterm	Professor	during class
25%	Final Exam	Professor	TBD

CEL Project: SHS LEARN Lab

The goal of the SHS LEARN Lab is to create an open-access resource repository of short, evidence-based, developmentally appropriate, and engaging health resources that address learning outcomes requested by elementary school teachers in both Thames Valley District School Board and Waterloo Regional District School Board.

The SHS LEARN Lab consists of a community engaged learning partnership between HS2700 students (working in groups of 4 students in the same tutorial) and elementary school teachers in Thames Valley District School Board and Waterloo Regional District School Board.

So how does this work? Elementary school teachers will identify the need for a resource. Then students in groups of 4 in their tutorial will be assigned a resource. The groups can be selected by students or students can be asked to be placed in a group by the tutorial leader. Resources can be selected by groups or assigned to the tutorial leader. Next students will be responsible for creating a resource that meets the described need of the teacher. Research will be submitted to the teaching team for preliminary review and any necessary changes will be requested. Resources will then be posted online for teacher

use and feedback from elementary school students and teachers will be collected. Each resource is worth 20% of your final grade and each term each student will create two resources. Grading rubric for the resource is available online.

***** Top rated resource 2% bump on final grade as determined by teachers/teaching team*****

***** Runner up 1 % bump on final grade as determined by teachers/teaching team*****

CEL Project Peer Evaluation

The purpose of peer evaluation is to provide each group member with the opportunity to reflect on how each member contributed to the group project. Peer evaluation will be completed using a short online survey which will be open the entire week that each CEL Project is due. The survey will take no longer than 10 minutes to complete and the feedback will only be accessible to the teaching team. Each person is responsible for providing feedback on how other team members of their group participated including: quality of work, commitment, leadership, responsibility, and communication. A detailed rubric is available on the course website. Student who fully complete the peer evaluation- including providing a score and at least 2 pieces of evidence in point form supporting their scores- for all peers in their group by the due date will receive 100%.

***** Individual grades on the CEL group project may be adjusted according to a peer assessment factor in cases where individuals participated far below acceptable levels*****

Tutorial Participation

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. Participation in tutorials will account for 5% of your tutorial grade (1% per tutorial). There are 5 tutorials scheduled that you need to attend to receive full grades the week of

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
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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 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, fill in the blank, 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 4 short answer questions (totaling 20 marks). If you miss the midterm one make-up midterm will be offered for this course.

Final Exam

The final exam for this course is non-cumulative and scheduled by the registrar. All course content after the midterm 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.

MARKS

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 anticipated that the course averages in years 1 through 4 grades will vary and this is the normative breakdown of average grades/year:

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

POLICIES

Prerequisites

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Covid -19 Contingency Plan for 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>.

Late assignments

Assignments must not be missed unless there is 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 instructors consider a new due date for an assignment. Late assignments may be docked a certain percentage per day, which is determined by the instructor.

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.***

Use of Recording Devices and Course Content

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 electronic devices during ANY tests, quizzes, midterms, examinations, or other in-class evaluations.

*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.***

Use of Plagiarism Checking Software

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>).

Student Code of Conduct

Code of Student Conduct defines the standard of conduct expected of students registered at The University of Western Ontario, provides examples of behaviour that constitutes a breach of this conduct, provides examples of sanctions that may be imposed, and sets out the disciplinary procedures that the University follows. 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: [Academic Calendar - Western University \(uwo.ca\)](#).

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;
- **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**

Support Services

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

1. Student Development Centre -- <http://academicsupport.uwo.ca/>
2. Student Health -- <https://www.uwo.ca/health/>
3. Registrar's Office -- <http://www.registrar.uwo.ca/>
4. Ombudsperson 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.

Common Concerns Guidelines

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.

<i>Concern</i>	<i>How to address concern</i>
<i>Course administrative matters</i>	<i>Read through the course outline or email instructor if question cannot be answered from information in the course outline</i>
<i>Course content questions</i>	<i>Refer to the OWL Resources (notes, calendar, etc). Email the instructor.</i>
<i>Grade disputes and requests for appeals</i>	<p><i>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.</i></p> <p><i>Visit the following website for guide on submitting an appeal:</i> https://uwo.ca/fhs/policies/appeals.html</p>