

Western University  
Faculty of Health Sciences  
**School of Health Studies**

**Health Issues in Childhood and Adolescence:  
A Community Engaged Learning Course  
HS2700A  
Fall 2024**

<p><b>Instructor:</b> Dr. Mantler <b>Office:</b> <b>Email:</b> tara.mantler@uwo.ca  <b>Office Hrs:</b> By appointment only  <b>TAs:</b> We are fortunate to have 6 TA's assigned to this course.</p>	<p><b>Lectures:</b> TBD  <b>Lecture Instruction Mode:</b> In person <b>Tutorial Instruction Mode:</b> In person</p>
--	---

*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.*

**NOTE:** All course information including grades, assignment outlines, deadlines, etc. are available via the course website. Check the website regularly for course announcements.

**Calendar Course Description:**

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.

### **Statement on 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.

***NOTE: If you wish to enroll in this course without the stated pre-requisite(s), you must obtain written approval from the course instructor. The approval should then be forwarded to your academic counsellor.***

### **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.

**Learning Outcomes/Schedule** (subject to change)

<b>Dates</b>	<b>Class</b>	<b>Tutorial Activity</b>	<b>Reading</b>
<b>Sept 10</b>	Welcome- Nuts and Bolts	No In-Person Tutorials Review Pre-Tutorial Materials	None.
<b>Sept 17</b>	Understanding 'Normal' and In utero	Project Overview: Assign Topics for both Assignments and Form Groups	Chapter 1, 2, 3
<b>Sept 24</b>	Infant and Toddler	How-To: Quality, Engagement, Creativity, and Accessibility of Resources	Chapter 4, 5,6
<b>Oct 1</b>	Preschooler	Lower-Elementary Students: Learning Styles and Attention Spans	Chapter 7, 8, 9
<b>Oct 8</b>	School Age (6-8)	Working/Feedback Session	Chapter 10, 11, 12
<b>Oct 22</b>	CEL- Project- No Class	Projects Due This Week: Working Session	None
<b>Oct 29</b>	Midterm	Working Session	None
<b>Nov 5</b>	School Age (9-12)	Upper-Elementary Students: Differences, Learning Styles, and Attention Spans	None
<b>Nov 12</b>	Adolescence (12-15)	Working/Feedback Session	Chapter 13, 14, 15
<b>Nov 19</b>	CEL Project- No Class	Projects Due This Week: Working Session	None.
<b>Nov 26</b>	Adolescence (15-18)	No Tutorials	None.
<b>Dec 3</b>	Bringing it all together	No Tutorials	None.
<b>TBD</b>	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.

### **Required Course Material**

Child Growth and Development:

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

### **Course Evaluation**

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

	<b>Grade Component</b>	<b>Evaluator</b>	<b>Due Date</b>
<b>40%</b>	CEL Project (20% each)	Teaching Team/ Community Partner	Oct 22 - Noon  Nov 19 - Noon
<b>5%</b>	Tutorial Participation (1% each plus 1% for completing onboarding tutorial information and quiz available on course website)	Teaching Team	Sept 17, Sept 24, Oct 1, and Nov 5
<b>25%</b>	Midterm	Professor	Oct 29 during class
<b>30%</b>	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 electronic 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 4-6 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. Resources 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 15% and each annotated bibliography is worth 5% of your final grade. Each term each student will create two resources and two annotated bibliographies. 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\*\*

### **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.

Your tutorial participation grade will be comprised of two grades: 1) completion of the tutorial onboarding session and associated quiz; and 2) attendance at 4 mandatory tutorial sessions.

The **onboarding for the tutorial session** for the course is available on the course website and must be completed by Sept 17<sup>th</sup> along with the associated quiz. If you receive a grade of greater than 80% is worth 1% of your final grade, a grade of lower than 80% is worth 0%. This quiz can be taken an unlimited number of times until it closes on Sept 17<sup>th</sup>.

**Tutorial attendance** will be taken at each session that is mandatory which is: the week of Sept 17, Sept 24, Oct 1, and Nov 5. You will be asked to 'sign-in' at the start of each tutorial. Participation in tutorials will account for 4% of your tutorial grade (1% per tutorial X 4).

<b>Tutorial leader</b>	<b>Section</b>
	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 29th 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, 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 multiple-choice questions, fill in the blank questions, and short answer questions. If you miss the midterm one make-up midterm will be offered for this course.

### **Final Exam**

The final exam for this course is 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.

---

## Course/University Policies

1. The website for Registrar Services is <http://www.registrar.uwo.ca>.

In accordance with [policy](#), the centrally administered e-mail account provided to students will be considered the individual's official university e-mail address. It is the responsibility of the account holder to ensure that e-mail received from the University at his/her official university address is attended to in a timely manner.

### 2. Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, in the [Academic Calendar \(westerncalendar.uwo.ca\)](#).

#### Plagiarism

Student work is expected to be original. Plagiarism is a serious academic offence and could lead to a zero on the assignment in question, a zero in this course, or your expulsion from the university. You are plagiarizing if you insert a phrase, sentence or paragraph taken directly from another author without acknowledging that the work belongs to him/her. Similarly, you are plagiarizing if you paraphrase or summarize another author's ideas without acknowledging that the ideas belong to someone else. All 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 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 Western University and Turnitin.com ([www.turnitin.com](http://www.turnitin.com)).

#### Re-submission of Previously Graded Material

Without the explicit written permission of the instructor, you may not submit any academic work for which credit has been obtained previously, or for which credit is being sought, in another course or program of study in the University or elsewhere.

#### Use of Statistical Pattern Recognition on 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.

### 3. 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 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.**

**Personal Response Systems** (“clickers”) may be used in some classes. For those classes in which we use this technology, it is your responsibility to ensure that the device is activated and functional. You must speak with the course instructor immediately, if you have any concerns about whether or not your clicker is malfunctioning.

You must use only your own clicker. For all components of this course in which clicker records are used to compute a portion of the grade:

- The use of somebody else’s clicker in class constitutes a scholastic offence;
- The possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offense

#### 4. **Academic Considerations and Absences from Lectures and Assessments**

##### ***Religious Accommodation***

When a course requirement conflicts with a religious holiday that requires an absence from the University or prohibits certain activities, students should request (in writing) any necessary academic considerations at least two weeks prior to the holiday to the academic counsellors in their Home Department. Additional information is provided in the [Western Multicultural Calendar](#).

##### ***Academic Accommodation***

Please contact the course instructor if you require lecture or printed material in an alternate format or if any other arrangements can make this course more accessible to you. Students with ongoing accommodation needs within this course are also encouraged to contact [Accessible Education](#), which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The policy on Academic Accommodation for Students with Disabilities can be found [here](#).

##### ***Academic Consideration***

The University recognizes that a student’s ability to meet their academic responsibilities may, on occasion, be impaired by extenuating circumstances that are medical or compassionate in nature. These extenuating circumstances may be acute (short term), or it may be chronic (long term), or chronic with acute episodes. In all cases, students are advised to consult with

the academic counsellors in their home units, at their earliest opportunity. Academic counsellors may refer students to [Accessible Education](#) for ongoing academic accommodations.

Most forms of academic consideration require documentation, and this documentation is to be submitted to academic counsellors within five (5) business days of their return to academic responsibilities. Any such documents will be retained in the student's file, and will be held in confidence in accordance with the University's [Official Student Record Information Privacy Policy](#). Once the petition and supporting documents have been received and assessed, appropriate academic considerations shall be determined by academic counseling, in consultation with the student's instructor(s). Academic considerations may include extension of deadlines, waiver of attendance requirements for classes/labs/tutorials, arranging Special Exams or Incompletes, re-weighting course requirements, or granting late withdrawals without academic penalty. Academic considerations shall be granted only where the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete their academic responsibilities. (Note – it will not be sufficient to provide documentation indicating simply that the student “was seen for a medical reason” or “was ill.”).

Whenever possible, students who require academic considerations should provide notification and documentation in advance of due dates, examinations, etc. Under no circumstances are students expected to submit rationales for (or documentation of) any absences, to course instructors. Students are, however, required to follow-up with course instructors, in a timely fashion, to identify the ways in which the academic consideration will be implemented.

### **Examination Conflicts**

A student completing tests or examinations with flexible submission times (e.g., where one or more evaluation is a take-home assessment) cannot request alternative arrangements unless a conflict cannot be avoided by rescheduling writing the exam to a different time within the window specified by the instructor. This applies to direct conflicts as well as “heavy load” conflicts (e.g., three exams within a 23-hour period). The student should discuss any concerns about a potential conflict and/or request academic considerations with their academic counselling unit prior to the deadline to drop a course without academic penalty

In the case of online tests and examinations, use of a “Conflict Room,” wherein student can write two proctored exams concurrently, will be interpreted as arrangements for continuous proctoring.

### **5. *Contingency Plan for an In-Person Class Pivoting to 100% Online Learning***

In the event of a situation that requires this course to pivot to online content delivery, 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 the course website 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



Note that disruptive behaviour of any type during online classes, including inappropriate use of the chat function, is unacceptable. Students found guilty of Zoom-bombing a class or of other serious online offenses may be subject to disciplinary measures under the Code of Student Conduct.

## 6. Online Proctoring

Tests and examinations in this course may 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>.

## 7. Grades

Where possible assignment objectives and rubrics will be posted on the course website.

Generally, students can expect some form of feedback on their performance in a course before the drop date.

- November 12th, 2024 (for first term half-courses)
- December 2nd, 2024 (for full-year courses)
- March 7th, 2025 (for second term half-or full year courses)

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>

**Rounding of Grades** (for example, bumping a 79 to 80%):

This is a practice some students request. The final grade documented is the grade that you have achieved. There is no rounding to the next grade level, or 'giving away' of marks. Please don't ask me to do this for you; the response will be "please review the course outline where this is presented".

### Appealing a Grade Within this Course

You have the right to appeal any grade within this course. The grounds for a grade appeal may be one or more of: medical or compassionate circumstances, extenuating circumstances beyond the student's control, bias, inaccuracy, or unfairness. All grounds advanced in a request for relief must be supported by a clear and detailed explanation of the reasons for the request together with all supporting documentation.

Appeals generally proceed in this order:

1. Course instructor (informal consultation)
2. Department Chair (submission of written request)
3. The Dean of the Faculty (submission of written request)

In the case of perceived procedural unfairness, steps 2 and 3 are carried out within the Department and Faculty offering the course. In the case of extenuating medical or compassionate circumstances that impact on a grade, steps 2 and 3 are carried out within a student's Home Department and Faculty.

A request for relief against a mark or grade must be initiated with the instructor as soon as possible after the mark is issued. In the event that the instructor is not available to the student, or fails to act, or if the matter is not resolved satisfactorily with the instructor, a written request for relief must be submitted to the Chair of the Department within three weeks of the date that the mark was issued. In the case of a final grade in a course, the written request for relief must be submitted to the Chair of the department by January 31<sup>st</sup> (for first-term half courses) or June 30<sup>th</sup> (for second-term half courses or full-year courses)

## 8. Support Services

### **Health and Wellness:**

Information regarding health and wellness-related services available to students may be found at <http://www.health.uwo.ca/>.

Students who are in emotional/mental distress should refer to Mental Health@Western (<http://www.health.uwo.ca/>) for a complete list of options about how to obtain help.

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

*Student Development Centre* -- <http://www.sdc.uwo.ca/ssd/>

*Ombudsperson Office* -- <http://www.uwo.ca/ombuds/>

## 9. 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 Western University, 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 <https://www.uwo.ca/univsec/pdf/board/code.pdf>