

HLTH AGE 2F03: AGING AND HEALTH CARE SYSTEMS Winter 2019

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Class Location: Chester New Hall (CNH), Room B107
Lecture Times: Tuesdays and Fridays from 12:30 p.m. to 1:20 p.m.

Tutorial 01:** Fridays from 2:30 p.m. to 3:20 PM in KTH 106: Jane Parry
Tutorial 02*: Tuesdays from 10:30 a.m. to 11:20 a.m. in UH B126G: Jonelle Ward
Tutorial 03*: Tuesdays from 10:30 a.m. to 11:20 a.m. in KTH 106: Jane Parry
Tutorial 04:** Fridays from 9:30 a.m. to 10:20 a.m. in KTH 106: Jonelle Ward
* Tutorials 02 and 03 will begin meeting on Tuesday, January 22, 2019
** Tutorials 01 and 04 will begin meeting on Friday, January 25, 2019

N.B.: When contacting any members of the teaching team by way of email, please start your subject line with our course code (e.g., "Subject: HLTH AGE 2F03: AGING AND HEALTH CARE SYSTEMS (Winter 2019): ..."). In addition, you must disclose your first/given name, your surname, and your student number in the contents of your correspondence. Failing to do so will jeopardize your chance of receiving a response from Professor Lam and/or the Teaching Assistants.

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Course Description

This course examines the available international evidence on the impact of aging on health and long-term care expenditures and organization, as well as the choices various societies are making around issues of aging, health, and long-term care, and the equity issues such choices raise.

Course Objectives

a. Depth and breadth of knowledge

- 1) Apply theories of health policy to the case analysis of health reform
- 2) Apply theories of health policy to important health care issues
- 3) Understand the form and function of Canada's health system
- 4) Critically examine key health, care, and health delivery issues
- 5) Understand fiscal federalism, division of powers and related topics as they pertain to the funding, delivery and administration of health care in Canada
- 6) Understand public and private funding, delivery and administration of health care
- 7) Identify key Canadian academics who contribute to health policy ideas and debates

b. Knowledge and methodologies

- 1) Assess health policy issues at macro, meso, and micro levels of analysis
- 2) Understand health policy politics
- 3) Learn the fundamentals of APA referencing

c. Application of knowledge

- 1) Demonstrate the capacity to conduct secondary research and write an argumentative paper in draft format.
- 2) Use feedback provided for the draft to edit a final paper

d. Communication skills

- 1) Develop critical thinking, reading and writing skills

e. Awareness of limits of knowledge

- 1) Use research and analysis of policy initiatives to assess / argue whether health reform initiatives have been a success with respect to the topic area chosen for the final paper

f. Autonomy and professional capacity

- 1) Attend in-class lectures
- 2) Improve time management skills (e.g., submit material on time)
- 3) Improve skills in critical thinking, reading and writing

Required Materials and Texts

Required Textbook:

[Marchildon, G.P. \(2012\). Canada: Health System Review. *Health Systems in Transition*, 15\(1\), 1-179. Copenhagen, Denmark: WHO Regional Office for Europe on behalf of the European Observatory on Health Systems and Policies.](#)

Supplemental Reading:

[Canadian Institute for Health Information. \(2012\). *Health Care in Canada 2011: A Focus on Wait Times*. Ottawa: Canadian Institute for Health Information.](#)

Other Helpful Web Sites for Future Reference:

[Canadian Institute for Health Information](#)

[Canadian Policy Research Network](#)

[Commission on the Future of Health Care in Canada](#)

[EvidenceNetwork](#)

[Health Canada](#)

[Health Council of Canada](#)

[Ontario Ministry of Health and long-Term Care](#)

[Statistics Canada](#)

Course Evaluation – Overview

Assessment	% of total grade	Due Date (MM/DD/YYYY)	Date Grade Returned to Student (MM/DD/YYYY)
Short Summaries (10 in total throughout the course)	10%	Fridays of Weeks 2 to 11	The Following week
Short Analytical Paper	25%	01/29/2019 (Tuesday of Week 4)	02/12/2019 (Tuesday of Week 6)
Research Essay Proposal	5%	02/12/2019 (Tuesday of Week 6)	02/26/2019 (Tuesday of Week 7)
Research Essay	30%	03/19/2019 (Tuesday of Week 10)	04/02/2019 (Tuesday of Week 12)
Tutorial Attendance and Participation	10%	Tuesday or Friday of Week 3 to Week 12	End of the Course
Final Examination	20%	During Official Exam Period: Refer to note 1 below	Not Applicable

Note 1: The final exam will take place on any time during the official final examination period from Thursday, April 11, 2019 to Monday, April 29, 2019. It is your responsibility as a student to ensure that you are available to sit for examinations during the entire exam period for the term corresponding to your course. We strongly recommend that you do not make any travel arrangements prior to the end of the term's examination schedule.

Course Evaluation – Details

A. Ten (10) Short Summaries

- Value: 10% of overall grade
- Due Dates: Every Friday from Weeks 2 to 11 at 12:30 p.m.
- Length: 125 words
- References: None required

Summarize in paragraph form the following:

- Key points from the readings
- Whether this material is consistent with what you believed prior to taking this course
- Your reaction to having read it

These assignments are graded on a Pass/Fail basis with each short summary being worth 1% of your final grade. **Be aware that any short summaries that exceed the 125-word limit will automatically receive a Fail given that they are marked on a Pass/Fail basis. Also, note that a late submission is not permitted so do not wait until the last minute to hand in your short summaries.**

B. Short Analytical Paper

- Value: 25% of overall grade
- Due Date: January 29, 2019 at 12:30 p.m., the Tuesday of Week 4
- Length: Maximum 3 pages (excluding title page and bibliography/works cited list)

Students are to critically analyze the following article:

Maioni, A. (1997). Parting at the Crossroads: The Emergence of Health Insurance in the United States and Canada. *Comparative Politics*, 29(4), 411-431.

Keep in mind that the purpose of the assignment is not to merely describe and/or regurgitate the content. Instead, focus your attention on:

- the key point that Maioni wants to get across to the readers
- whether and why she is or is not convincing in making her case
- important 'take-home' messages that you come across

C. Research Essay Proposal

- Value: 5% of overall grade
- Due Date: February 12, 2019 at 12:30 p.m., the Tuesday of Week 6
- Format: Each student is required to prepare a short abstract (maximum 125 words) outlining the topic of their research essay. The proposal will then be reviewed by your Teaching Assistant.

The Research Essay Proposal should serve as a blueprint to a student's Research Essay. In the event that he or she receives a Fail (less than 50%) on this assignment, the student may be required to redo the assignment until he or she attains a passing grade of D- or better (a minimum of 50%) before being allowed to proceed with submitting the Research Essay.

D. Research Essay

- Value: 30% of overall grade
- Due Date: March 19, 2019 at 12:30 p.m., the Tuesday of Week 10
- Length: Maximum 6 pages (excluding title page and bibliography/works cited list)

Beyond choosing a topic that is of interest and relevant to health policy, students need to demonstrate their understanding of major concepts learned in the course as well as the ability to integrate both scholarly literature (e.g., journal articles) and grey literature (e.g., government, non-governmental, and/or technical reports) in their research essay. Marks will be awarded accordingly on the following basis:

- Strength of main position (e.g., how strong is your thesis statement)
- Analysis (e.g., the extent to which critical thinking is demonstrated)
- Evidence (e.g., sources used to support your perspectives, which can be qualitative and/or quantitative)
- Balance (e.g., ability to acknowledge and address both sides of an argument, including any counter-arguments)
- Quality of writing (e.g., sound grammar, spelling, sentence structure, and clear expression/organization of thoughts)

E. Final Examination

- Value: 20% of overall grade
- Date: The final exam will take place on any time during the official final examination period from Thursday, April 11, 2019 to Monday, April 29, 2019.
- Length: 2.5 hours (with actual writing time being 2 hours/120 minutes)

A total of 6 essay-type questions will appear on the in-class final examination, each of which will be weighted equally. Students are required to answer any 2 of them. When answering these questions, students are expected to draw on a combination of lecture materials, assigned readings, as well as other relevant sources and synthesize them accordingly.

Weekly Course Schedule and Required Readings

Week 1 (01/08/2019 and 01/11/2019)

Introduction and Overview

Objectives of Session:

- Review the syllabus and course requirements
- Grasp the factors affecting public policy development and change through the concepts of Ideas, Interests, and Institutions as a conceptual framework

Required Readings:

- None

Optional Readings:

- None

Week 2 (01/15/2019 and 01/18/2019)

Canadian Federalism and the Dynamics of Public Policy Making

Objectives of Session:

- Understand the structure of the Westminster system
- Identify key governing institutions within the Canadian political system from a neo-institutionalism viewpoint
- Grasp the key concept of separation of powers
- Comprehend the dynamics of intergovernmental relations with respect to health care

Required Readings:

- House of Commons, Government of Canada. (2005). *Guide to the Canadian House of Commons* (3rd Ed.), p.1-14.
- Privy Council Office, Government of Canada. (2001). *Guide to Making Federal Acts and Regulations*. (2nd Ed.). Ottawa: Privy Council Office and Department of Justice, Canada, p. 3-17 and 145-165.

Optional Readings:

- Marchildon, G. P. (2001). *Royal Commissions and the Policy Cycle in Canada: The Case of Health Care*. Regina: Saskatchewan Institute of Public Policy, p. 1-25.

Week 3 (01/22/2019 and 01/25/2019)

Historical Evolution of the Canadian Health System

Objectives of Session:

- Examine the inception and subsequent development and changes of Canada's publicly funded universal health insurance system from both a political and economic perspective
- Analyze major health legislations that helped shape Medicare to this date

Required Readings:

- Marchildon, G. P. (2012). Chapter 2: Organization and governance. In A. Sagan and S. Thomson(Ed.). *Health Systems in Transition: Canada. Health System Review*, 15(1), p. 19-59. Copenhagen, Denmark: WHO Regional Office for Europe on behalf of the European Observatory on Health Systems and Policies.

Optional Readings:

- Institute of Intergovernmental Relations, School of Policy Studies, Queen's University (November 2002). *Federal - Provincial Relations and Health-Care: Reconstructing the Partnership*. (Summary report: Fiscal Federalism and Health). Ottawa: Commission on the Future of Health Care in Canada, p. 1-35.

Week 4 (01/29/2019 and 02/01/2019)

Health Care Financing and Delivery in Canada: The Public/Private Mix

Objectives of Session:

- Underscore the complexity of fiscal federalism when financing health care
- Clarify the public/private mix in the Canadian health care system and in the process identify which health care services are publicly-funded and which ones fall outside of public coverage

Required Readings:

- Marchildon, G. P. (2012). Chapter 3: Financial resources. In A. Sagan and S. Thomson(Ed.). *Health Systems in Transition: Canada. Health System Review*, 15(1), p. 61-79. Copenhagen, Denmark: WHO Regional Office for Europe on behalf of the European Observatory on Health Systems and Policies.
- Canadian Institute for Health Information. (2005). *Exploring the 70/30 Split: How Canada's Health Care System Is Financed*. Ottawa: Canadian Institute for Health Information, p. 1-11 and 31-40.

Optional Readings:

- Evans, R. (2002). Discussion Paper No 27: Raising the Money: Options, Consequences, and Objectives for Financing Health Care in Canada.

Ottawa, Royal Commission on the Future of Health Care in Canada, p. 1-35.

Week 5 (02/05/2019 and 02/08/2019)

High Users of Health Care Services

Objectives of Session:

- Understand how the distribution patterns of health care expenditures may affect financing health care
- Determine the extent to which these patterns vary by age and sex, as well as by type of service
- Relate how these patterns may be linked to values about what costs should be public or private

Required Readings:

- Deber, R. and Lam, K. C. K. (2009). Handling the High Spenders: Implications of the Distribution of Health Expenditures for Financing Health Care. (Paper for 2009 American Political Science Association Annual Meeting, Social Science Research Network).
- Deber, R. B., Lam, K. C. K., Roos, N., Walld, R., Finlayson, G. S. and Roos, L. L. (2008). Canadian Healthcare: Need and Utilization in an Almost-Universal System. *Harvard Health Policy Review*, 9(1), 78-87.
- Monheit, A. C. (2003). Persistence in health expenditures in the short run: Prevalence and consequences. *Medical Care*, 41(7 Supplement), III-53-III-64.

Optional Readings:

- Berk, M. L. and Monheit, A. C. (2001). The concentration of health care expenditures, revisited. *Health Affairs*, 20(2), 9-18.

Week 6 (02/12/2019 and 02/15/2019)

Public Health and Public Health Policy

Objectives of Session:

- Trace the genesis, progression, and influence of the healthy public policy movement
- Appraise the pros and cons of Health Impact Assessment as an instrument for healthy public policy

Required Readings:

- Marchildon, G. P. (2012). Chapter 5.1: Public health. In A. Sagan and S. Thomson (Ed.). *Health Systems in Transition: Canada. Health System Review*, 15(1), p. 100-103. Copenhagen, Denmark: WHO Regional Office for Europe on behalf of the European Observatory on Health Systems and Policies.
- Milio, N. (1988). Making healthy public policy; developing the science by learning the art: an ecological framework for policy studies. *Health Promotion*, 2(3), 263-74.
- Gangon, F., Turgeon, J., and Dallaire, C. (2007). Healthy Public Policy A Conceptual Cognitive Framework. *Health Policy*, 81, 42-55.

Optional Readings:

- Marmor, T. R. and Boyum, D. (1999). Medical care and public policy: the benefits and burdens of asking fundamental questions. *Health Policy*, 49(1-2), 27-43.

Mid-term recess: 02/19/2019 and 02/22/2019

No Classes and Tutorials

Week 7 (02/26/2019 and 03/01/2019)

Long-Term Care, Home Care, and Community Care

Objectives of Session:

- Examine the challenges faced by all industrialized countries in developing policies to appropriately support the aging population and their informal social networks
- Consider the history of long-term care as well as home and community care within Canada and consider both the benefits and drawbacks of particular policy choices
- Highlighting both the challenges and opportunities for moving forward

Required Readings:

- Marchildon, G. P. (2012). Chapter 5.8: Long-term care and Chapter 5.9: Services for informal caregivers. In A. Sagan and S. Thomson (Ed.). *Health Systems in Transition: Canada. Health System Review*, 15(1), p. 110-113. Copenhagen, Denmark: WHO Regional Office for Europe on behalf of the European Observatory on Health Systems and Policies.
- MacAdam, M., Hollander, M. J., Miller, J. A., Chappell, N. and Pedlar, D. (2009). Increasing Value for Money in the Canadian Healthcare System: New Findings and the Case for Integrated Care for Seniors. *Healthcare Quarterly*, 12(1), 38-47.
- Williams, A. P., Challis, D., Dever, R., Watkins, J., Kuluski, K., Lum, J., Daub, S., (2009). Balancing institutional and community-based care: Why

some older persons can age successfully at home while others require residential long-term care. *Longwoods Review*, 7(1), 95-105.

Optional Readings:

- Health Canada. (2011). *Canada's Health Care System*. Refer to the following sections: Evolution of Our Health Care System, What Happens Next (secondary services), and Trends/Changes in Health Care.

Week 8 (03/05/2019 and 03/08/2019)

The Primary Care/Primary Health Care Setting: A Closer Look at Health Human Resources

Objectives of Session:

- Explain the differences between primary care and primary health care
- Discuss the advantages and challenges of integrating and utilizing expertise from different health care providers in various health care settings
- Look at the perception of Canadians on Medicare

Required Readings:

- Marchildon, G. P. (2012). Chapter 4.2: Human resources. In A. Sagan and S. Thomson(Ed.). *Health Systems in Transition: Canada. Health System Review*, 15(1), p. 89-98. Copenhagen, Denmark: WHO Regional Office for Europe on behalf of the European Observatory on Health Systems and Policies.
- Armstrong, P. and Armstrong, H. (2002). *Discussion Paper No 28: Planning for Care: Approaches to Health Human Resource Policy and Planning*. Ottawa: Royal Commission on the Future of Health Care in Canada, p 1-28.

Optional Readings:

- Howlett, M. and Ramesh, M. (2003). Chapter 6: Policy Formulation: Policy Communities and Policy Networks. In M. Howlett and M. Ramesh (Ed.). *Studying public policy: policy cycles and policy subsystems* (2nd Ed.). (p 143-161). Toronto: Oxford University Press.

Week 9 (03/12/2019 and 03/15/2019)

The Power of Physicians: Medical and Professional Dominance

Objectives of Session:

- Scrutinize the concept of and criteria for medical dominance

- Assess the relationship between medical doctors and other health care professionals
- Detail how medical dominance is manifested in provider-client relationship
- Evaluate the debate concerning the rise and fall of medical dominance

Required Readings:

- Kemp, R. (2007). Medical Dominance and Institutional Change in the Delivery of Health Care Services. *Forum for Social Economics*, 36(1), 43-51.
- Coburn, D. (2006). Medical dominance then and now: critical reflections. *Health Sociology Review*, 15(5), 432-443.
- Coburn, D. (1993). State authority, medical dominance, and trends in the regulation of the health professions: The Ontario case. *Social Science & Medicine*, 37(7), 841-850.

Optional Readings:

- Bourgeault, I. L. and Mulvale, G. (2006). Collaborative health care teams in Canada and the US: Confronting the structural embeddedness of medical dominance. *Health Sociology Review*, 15(5), 481-495.

Week 10 (03/19/2019 and 03/22/2019)

Health Law: The Legacy of the Chaoulli Decision

Objectives of Session:

- Assess the impact of the Chaoulli decision for patients, health care professionals, and decision/policy makers going forward at the Micro level
- Comment on the prospects of a two-tier health care system in Canada at the Meso and Macro level

Required Readings:

- Flood, C. (2006). Chaoulli's Legacy for the Future of Canadian Health Care Policy. *Osgoode Hall Law Journal*, 44(2), 273-310.

Optional Readings:

- Flood, C. M. and Xavier, S. (2008). Health Care Rights in Canada: The Chaoulli Legacy. *Medicine and Law*, 27(3), 617-644.

Week 11 (03/26/2019 and 03/29/2019)

Sustainability and Reform of the Canadian Health System

Objectives of Session:

- Review major health reform efforts both at the federal and provincial level as well as the effectiveness of these initiatives
- Elaborate on the ongoing dialogue on whether Medicare is sustainable in the future

Required Readings:

- Marchildon, G. P. (2012). Chapter 6: Principal health reforms, Chapter 7: Assessment of the health system, and Chapter 8: Conclusions. In A. Sagan and S. Thomson(Ed.). *Health Systems in Transition: Canada. Health System Review*, 15(1), p. 121-148. Copenhagen, Denmark: WHO Regional Office for Europe on behalf of the European Observatory on Health Systems and Policies.

Optional Readings:

- Health Council of Canada. (2012). *Progress report 2012: Health care renewal in Canada*. Toronto: Health Council of Canada, p. 1-28.

Week 12 (04/02/2019 and 04/05/2019)

SiCKO (2007 American documentary film) and Examination Review

Required Readings:

- None

Optional Readings:

- [Canadian Institute for Health Information. \(2012\). Health Care in Canada 2011: A Focus on Wait Times. Ottawa: Canadian Institute for Health Information.](#) (focus on the Executive Summary on p. xv- xvi/15-16 of 108)

Course Policies

General Specifications for Short Analytical Paper and Research Essay

- *Title page*: Include the title of your paper, your name, your student number, name of the Course Director, name of your Teaching Assistant, course number and title, as well as date of submission
- *Font type*: Times New Roman
- *Font size*: 12 point
- *Spacing*: Double-spaced
- *Margins*: 1" on all sides
- *Citation and referencing style*: American Psychological Association (APA), 6th/7th Edition
- Be sure to include a bibliography/works cited list

Submissions that do not meet the above criteria will be penalized 5% from the final grade of the assignment.

Requests for Regrading of Assignments

You are welcome to approach Dr. Lam to understand why you received the grade(s) that you did for your assignment(s) should you need additional clarifications. Keep in mind that while Professor Lam is receptive in going over the strengths and weaknesses of your assignments with you, Dr. Lam normally does not remark assignments unless there are legitimate reasons (e.g., a technical error in the form of calculating your grade) given that Professor Lam has assessed your work thoroughly before arriving at a mark that Dr. Lam feels is reflective of the quality of your submitted work, which is also compared against the quality of the work handed in by your classmates. If you strongly feel that you deserve a higher grade in a given assignment, you must write a detail letter or memo to Professor Lam stating why and where you believe you should be awarded extra marks (e.g., identifying the strengths and weaknesses in your research essay based on careful review of the assignment and the teaching team's comments and then provide a clear argument, based on examples from your work, about why you feel your grade should be higher). Dr. Lam will then review your request and decide whether a remark is warranted. Note that if your request for a remark is accepted (which could well be denied), you might be awarded a mark that is higher than, identical to, or lower than the original grade you received.

Grades

Grades will be based on the McMaster University grading scale:

GRADE	POINTS	EQUIVALENT PERCENTAGES
A+	12	90-100
A	11	85-90
A-	10	80-84
B+	9	77-79
B	8	73-76
B-	7	70-72
C+	6	67-69
C	5	63-66
C-	4	60-62
D+	3	57-59
D	2	53-56
D-	1	50-52
F	0	0-49

Late Assignments

All submissions are due at 12:30 p.m. sharp on the due date. Late submissions will be penalized 5% each day (weekends inclusive) from the final mark of the assignment up to a maximum of 50% after which the assignment(s) will not be accepted and a mark of 0% will be awarded.

Requests for Relief for Missed Academic Term Work

McMaster Student Absence Form (MSAF)

In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work”.

Avenue to Learn

In this course we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

Authenticity / Plagiarism Detection

In this course we will be using a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. Students will be expected to submit their work electronically either directly to Turnitin.com or via Avenue to Learn (A2L) plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish to submit their work through A2L and/or Turnitin.com must still submit an electronic and/or hardcopy to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com or A2L. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). To see the Turnitin.com Policy, please go to www.mcmaster.ca/academicintegrity.

Course Modification

The instructor reserves the right to modify elements of the course during the term. If any modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.

University Policies

Academic Integrity Statement

You are expected to exhibit honesty and use ethical behavior in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behavior can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](#), located at www.mcmaster.ca/academicintegrity.

The following illustrates only three forms of academic dishonesty:

- Plagiarism, e.g. the submission of work that is not one’s own or for which credit has been obtained.
- Improper collaboration in group work.
- Copying or using unauthorized aids in tests and examinations.

Academic Accommodation of Students with Disabilities

Students who require academic accommodation must contact [Student Accessibility Services \(SAS\)](#) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. [Student Accessibility Services](#) can be contacted by phone 905-525-9140 ext. 28652 or e-mail sas@mcmaster.ca. For further information, consult McMaster University’s [Academic Accommodation of Students with Disabilities](#) policy.

If you require this course outline in an alternate/accessible format, please contact the Department of Health, Aging & Society (ext. 27227 | e-mail: hasdept@mcmaster.ca).

Academic Accommodation for Religious, Indigenous or Spiritual Observances (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the RISO policy. Students requiring a RISO accommodation should submit their request to their Faculty Office normally within 10 working days of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

Faculty of Social Sciences E-mail Communication Policy

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student’s own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student’s responsibility to ensure that communication is sent to the university from a McMaster

account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

Extreme Circumstances

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.