

## **AGING AND HEALTH CARE SYSTEMS: HLTH AGE 2F03**

### **Winter 2021**

Instructor: Michel Grignon

Classes: lectures are videos posted on Avenue to Learn and to be watched as indicated on the course calendar (also on Avenue to Learn). We will “meet” once a week, Tuesday from 10:30 to 11:20am for Q&A sessions (attendance is voluntary) via Zoom.

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Tutorials: tutorials will take place via Zoom (synchronous sessions)

T01: Tuesday 2 :30pm-3 :20pm

T02: Tuesday 11 :30am-12 :20pm

T03: Monday 11 :30am-12 :20pm

T04: Tuesday 1 :30pm-2 :20pm

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## 1. COURSE DESCRIPTION

### 1.1 Content:

This course will examine health care systems in the context of an aging population. Focusing predominantly on Canada, we will explore the social, political, and economic dilemmas faced by the health care system when the population is aging. The course is divided into four modules of three weeks. The first half of the course will be about understanding health care systems (module 1) and population aging (module 2). We will then discuss how the two are inter-related: the effect of an aging population on public health care expenditures (with an introduction to the concept of age as time-to-death) and the effect of medical care on longevity and quality of life (module 3), the effect of an aging population on the organization of health care delivery (module 4).

### 1.2. Intended Learning Outcomes:

1. Explain how health care is financed, funded, delivered and regulated in Canada.
2. Explain the causes and consequences on health (including obesity and frailty) of population aging in Canada.
3. Explain the role of proximity to death in health care costs, and why increased longevity reduces the impact of population aging on health care spending.
4. Assess the sources of longevity gains and the role of health care in increased longevity.
5. Use the concept of the disablement process to map components of “integrated care” models into the requirements of elderly patients and end-of-life care.

## 2. REQUIRED MATERIALS AND TEXTS

2.1. Textbook: A combination of two books, available as a package from the bookstore to a cost of \$59.95 (if purchased as a package.):

- Maioni, Antonia (2015) Health Care in Canada, Oxford University Press
- Laura Funk (2016) Sociological Perspectives on Aging, Oxford University Press

The ISBN for the package is 9780199024476

You can buy the package on the [Campus Store website](#).

2.2. Courseware: All the readings in the Courseware are available through McMaster Library Electronic Database. In order for you to have off-campus access to electronic library materials, you must use a LibAccess account.

## 3. COURSE EVALUATION – OVERVIEW

- **Participation:** 20%, for attending tutorials and taking the quizzes.
- **Assignments:** 30%, one assignment at the end of each module, 7.5% each assignment. Assignments are group assignments (groups of five, pre-assigned).

- **Midterm:** 25%. The midterm will be a short take-home, open-book exam covering weeks 1 to 6 of the course, due March 15. Midterm is individual.
- **Final:** 25%. The final will be a short take-home, open-book exam covering weeks 7 to 12 of the course, due one week after the end of class (exact date to be determined and posted on Avenue). The final is individual.

#### **4. ABSENCES**

All excuses for illness, injury and family emergency must be addressed through the office of the Associate Dean of Social Sciences who will notify the instructor of your absence. We are committed to accommodate the students observing religious holidays (see 7.8 below, [RISO policy](#)). Please make sure to discuss the arrangements individually with your teaching assistant or the instructor as soon as possible.

### **5. COURSE ORGANIZATION AND POLICIES:**

#### **5.1. Organization:**

The course is delivered partly asynchronously, through recorded videos posted on the course shell on Avenue, and partly synchronously, through Zoom sessions (tutorials and weekly Q&A sessions with the instructors). I will post all slides as well as videos on Avenue and you are welcome to read slides before watching the video. Slides provide the basic material only and I will elaborate during lectures (watching videos is therefore required to succeed in the course, simply skimming slides will not be enough). Videos will not only be about me delivering material, but will also introduce discussions based on hands-on practice. Material for hands-on practice will be posted on Avenue. I will mostly use the same material assigned for quizzes or tutorials. If you read the material and take the quiz before watching the video (lecture) you will have an opportunity to use it to answer questions I raised during the video. You can then use the weekly Q&A session to ask questions about the material and/or continue the discussion. Material assigned will often consist of a website or a database and I will ask you to retrieve data to answer a simple (often quantitative) question. It can also be an external video (talks or lectures) illustrating points developed in the slides or written academic papers or reports.

**Knowing where to find information and how to use it is a key component of this course.**

You will also virtually attend weekly tutorials that will allow you to review the material, ask questions to the assistants, and answer questions on readings as well as perform hands-on activities to get a more intuitive understanding of the concepts discussed in the video.

#### **5.2. Submission of Assignments and Policy on Late Assignments:**

At the end of each module, you will complete an assignment (with a due date two weeks after the end of the module). Assignments are to be submitted electronically on the Avenue to Learn Dropbox. Late submissions will be penalized 5% per day. Use 2 or 1.5 line spacing and font Times New Roman 12 or Arial 10-11. The assignment should have a title page with your name and student number, use headings and subheadings and APA style referencing. **Upload your assignments as PDF (not word processing format) to avoid formatting issues.**

### **5.3 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.

## **6. WEEKLY SCHEDULE**

### **Module 1: Health Care Systems.**

**Week 1: January 11 to 15, Q&A session January 12**  
**(Tutorial will take place during the week of January 18-22, dates and times to be determined and posted on Avenue).**

Topics: **Introduction to the course (organization) and definition of health system**

Week 1, lecture 1: organization of the course and preparation of tutorial #1 (how to read material)

Learning outcomes:

1. Understand how the course works
2. Know your TA's and the course material (readings and textbooks)
3. Know how to prepare for tutorials and read material or access evidence
4. Prepare to learn by searching for information rather than passively ingesting information from instructor

Week 1, lecture 2: general definition of health care systems.

Learning outcomes:

1. Know what a health care system is
2. Describe the scope of what a health care system does
3. Describe the main actors taking part in the working of a health care system
4. Understand the three functions of a health care system and the role of governance

Readings:

- Textbook: Antonia Maioni, chapter 1, pages 21 to 30 and chapter 2, pages 31 to 35

**Week 2: January 18 to 22, Q&A session January 19**  
**(Tutorial during the week of January 25-29).**

Topics: **How health systems work (financing, funding, delivering and governance).**

Week 2, lecture 1: financing, paying and delivering

Learning outcomes:

1. Understand the various forms financing of health care can take, and their implications

2. Understand the various forms funding of health care can take, and their implications
3. Understand the various forms delivering of health care can take, and their implications
4. Describe how financing, funding and delivering work in Canada

Readings:

- Gregory Marchildon, Health in Transition, Canada 2013, Toronto University Press (available online at [http://www.euro.who.int/\\_data/assets/pdf\\_file/0011/181955/e96759.pdf](http://www.euro.who.int/_data/assets/pdf_file/0011/181955/e96759.pdf)): chapter 3, pages 61 to 63 (included), 67 to 72 (from section 3.2, included to 3.3.3, excluded), and 75 (starting at section 3.4) to 77.
- Gregory Marchildon, Health in Transition, Canada 2013, Toronto University Press (available online at [http://www.euro.who.int/\\_data/assets/pdf\\_file/0011/181955/e96759.pdf](http://www.euro.who.int/_data/assets/pdf_file/0011/181955/e96759.pdf)): chapter 3, pages 78 to 80, chapter 4: pages 89 to 99, and chapter 5.

Videos:

- Kahn Academy on paying doctors: <https://www.youtube.com/watch?v=4J-dRA3MGc8>

Week 2, lecture 2: regulation and governance

Learning outcomes:

1. Understand what regulation is (what it does and who does it)
2. Understand what governance is (what it does and who does it)
3. Describe the various roles of regulation in relation to the three functions of a health care system
4. Describe how health care systems are regulated and governed in Canada

Readings:

- Textbook: Antonia Maioni, chapter 2, pages 36 to 42
- Gregory Marchildon, Health in Transition, Canada 2013, Toronto University Press (available online at [http://www.euro.who.int/\\_data/assets/pdf\\_file/0011/181955/e96759.pdf](http://www.euro.who.int/_data/assets/pdf_file/0011/181955/e96759.pdf)): chapter 2, pages 29 to 42

**Week 3: January 25 to 29, Q&A session January 26  
(Tutorial during the week of February 1-5).**

**Topics: Regulation and governance; Main reforms in Canada; Information sources on the Canadian health system.**

Week 3, lecture 1: main reforms in Canada and international comparisons

Learning outcomes:

1. Discuss the main reforms that took place in Canada's health care systems in the past 20 years
2. Discuss the main reforms that are discussed in Canada's health care systems today
3. Understand how national health care systems can be categorized

4. Describe the main types of health care systems internationally

Readings:

- Textbook: Antonia Maioni, chapter 2, pages 43-46 and chapter 5, pages 82-90
- Gregory Marchildon, Health in Transition, Canada 2013, Toronto University Press (available online at [http://www.euro.who.int/\\_\\_data/assets/pdf\\_file/0011/181955/e96759.pdf](http://www.euro.who.int/__data/assets/pdf_file/0011/181955/e96759.pdf)): chapter 6, pages 121-129.

Week 3, lecture 2: where to find information on health care systems and summary of module 1.

Learning outcomes:

1. Know how to use CIHI's information to learn about Canadian health care systems
2. Know how to use HRO-ORS to learn about reforms in Canada's health care systems
3. Know how to use HSPM, the OECD survey and the Commonwealth Fund to learn about Canada's governance and institutions in international perspective
4. Know how to use the OECD's "health database" to learn about Canada's inputs, throughputs and outcomes in international perspective

Websites:

- Canadian Institute for Health Information (CIHI)
- Health Reform Observer – Observatoire des Réformes de Santé (HRO-ORS)
- Organization for Economic Development and Cooperation (OECD)

Assignment #1: write a two-page description of the English National Health System and compare to the Canadian case, based on Maioni chapter 5 pages 79-90; due February 8 at 11pm.

## **Module 2: Population aging.**

**Week 4: February 1st to 5, Q&A session February 2<sup>nd</sup>  
(Tutorial during the week of February 8 to 12)**

Topics: **What is population aging and how did it happen in Canada?**

Week 4, lecture 1: What is the aging of the population (definition, mechanisms, causes, tools to analyze it)?

Learning outcomes:

1. Know how to measure aging of a population
2. Understand the mechanisms of the aging of the population (fertility and mortality)
3. Describe the plausible causes for the changes in fertility and mortality
4. Understand how the age pyramid is built (and the link with age distribution) and how it helps understand how population aging works

Readings:

- Textbook: Laura Funk, chapter 2, pages 28-33

Videos:

- Hans Rosling on world population ([https://www.youtube.com/watch?v=\\_Vog3uZ47O8](https://www.youtube.com/watch?v=_Vog3uZ47O8)). From beginning to 7'03" (population growth), from 9'30" to 13'18" (the toilet paper simulation of the big fill-up effect) and 15'30" to 18'40" (the age pyramids).

#### Week 4, lecture 2: Aging in Canada

##### Learning outcomes:

1. Describe the main features of Canada's changes in fertility and mortality in the past century
2. Understand the main concepts used to describe demographic change: TFR and life expectancy
3. Discuss the sustainability (or not) of keeping a constant age distribution after a baby-boom
4. Understand the concept of dependency ratio and how Canada benefited from a demographic dividend

##### Readings:

- Bélanger, A. et al. (2005) Population Projections for Canada, Provinces and Territories, 2005-2031, Statistics Canada, Demography Division (can be downloaded at the following address: <http://www.statcan.gc.ca/pub/91-520-x/91-520-x2010001-eng.pdf>). **Highlights only, pages 16 and 17.**

##### Videos:

- Animated pyramids at Statistics Canada website (<http://www12.statcan.gc.ca/census-recensement/2011/dp-pd/pyramid-pyramide/his/index-eng.cfm>)

#### **Week 5: February 8 to 12, Q&A session February 9 (Tutorial during the week of February 22-26)**

##### Topics: **Age and death, and age and health**

#### Week 5, lecture 1: The epidemiological transition: Changes in mortality

##### Learning outcomes:

1. Understand what a survival curve is and how it describes the fate of a population
2. Describe the changes in the survival curve and why it is called rectangularization
3. Understand the link between rectangularization and the epidemiological transition
4. Understand the concept of maximum lifespan and discuss how it might evolve

##### Readings:

- Textbook, Laura Funk, chapter 4, pages 74-78
- Laurent Martel, Mortality Overview, 2010-11, Statistics Canada (<http://www.statcan.gc.ca/pub/91-209-x/2013001/article/11867-eng.htm>)

#### Week 5, lecture 2: The epidemiological transition: Changes in health

##### Learning outcomes:



1. Understand the difference between age and cohort effects
2. Know what measures are used to describe the health of a population
3. Understand the concepts of expansion and compression of morbidity
4. Understand the concept of health-adjusted life expectancy.

**Week 6: February 15-19.**

**Reading week**

**Week 7: February 22 to 26, Q&A session February 23  
(Tutorial during the week of March 1st - 5).**

Topics: **The future of healthy aging**

Week 7, lecture 1: Slowing down wear and tear and the threat of obesity

Learning outcomes:

1. Describe how healthy aging can prevent the onset of CVD and diseases of the metabolism
2. Understand the concept of investment in health (health at age 60)
3. Understand the effect of healthy aging on compression/expansion
4. Describe the potential effect of the obesity epidemic on healthy aging

Readings:

- Cristel Le Petit and Jean-Marie Berthelot, "Obesity, a growing issue", Health Reports 17(3), 2006: 43-50
- Katherine Flegal et al., "Association of All-cause Mortality with Overweight and Obesity Using Standard Body Mass Index Categories", JAMA, 309(1), 2013: 71-84

Week 7, lecture 2: The future of healthy aging (2): Cancer and frailty

Learning outcomes:

1. Describe the rise of cancer as a cause of death in Canada
2. Understand the difference between incidence and prevalence
3. Understand the effect of cancer on compression/expansion
4. Describe the rise of frailty in Canada

Readings:

- Bergman et al. "Developing a Working Framework for Understanding Frailty" (2004) Will be available on Avenue to Learn.

Assignment #2: short (2 pages) essay on global population aging, ageism and definitions of aging, due March 8.

**Midterm due Monday March 15 at 11:30pm.**

## **Module 3: Aging and Spending.**

### **Week 8: March 1st to 5, Q&A session on March 2<sup>nd</sup> (Tutorial during the week of March 8-12)**

Topic: **Information on health care spending by age and policy debates (apocalyptic demography)**

Week 8, lecture 1: Where to find information on health care spending by age

Learning outcomes:

1. Know how to use CIHI's NHEX data on health care spending
2. Understand the concept of "age profile of expenditures"
3. Understand the determinants of the shape of the age profile
4. Know how to use OECD data on health care spending by age

Websites:

- CIHI
- OECD Health

Week 8, lecture 2: Policy options for public health care systems in aging populations

Learning outcomes:

1. Understand the concept of rationing health care and its implications
2. Understand the concept of privatizing health care and its implications
3. Understand the concept of smoothing financing of health care and its implications
4. Understand the concept of health care spending as investment in longevity

No readings

### **Week 9: March 8 to 12, Q&A session March 9 (Tutorial during the week of March 15-19)**

Topics: **How much will aging cost the health care system?**

Week 9, lecture 1: The demographic scenario

Learning outcomes:

1. Understand how the demographic scenario works (involves some arithmetic and spreadsheets)
2. Discuss the consequences of the demographic scenario on health care spending in Canada
3. Discuss the explicit assumption of the demographic scenario (stability of the age profile)
4. Discuss the implicit assumption of the demographic scenario (expansion of morbidity)

Readings:

- Textbook, Laura Funk, chapter 2, pages 33-36.

Week 9, lecture 2: The time-to-death scenario

Learning outcomes:

1. Understand how the time-to-death scenario works (some arithmetic and more spreadsheets)
2. Discuss the consequences of the time-to-death scenario on health care spending in Canada
3. Discuss the explicit assumption of the time-to-death scenario (stability of morbidity)
4. Know and weight the evidence on time-to-death versus demographic scenario and how to forecast the effect of aging on spending

Readings:

- Zhou Yang et al. Longevity and Health Care Expenditures: The Real Reasons Old People Spend More, *Journal of Gerontology – Social Sciences*, 58B(1), 2003: S1-S10

Videos:

- Stephen Duckett

**Week 10: March 15-19, Q&A session March 16  
(Tutorial during the week of March 22-26)**

Topics: **Health care as a source of quantity and quality of life.**

Week 10, lecture 1: The true reason health care spending increases (aka the “Tsunami effect”)

Learning outcomes:

1. Understand the tsunami effect (health care spending by age increases over time)
2. Discuss the causes of the tsunami effect: income
3. Discuss the causes of the tsunami effect: technology
4. Understand the expansion effect of technology in health

Week 10, lecture 2: The effect of technology on quantity and quality of life

Learning outcomes:

1. Understand the main determinants of changes in longevity over time
2. Describe and explain the Preston curve
3. Discuss the role of medical progress in gains in longevity
4. Discuss longevitism

Readings:

- Textbook, Laura Funk, chapter 3, pages 64-73

Videos:

- Aubrey de Grey, Ted Talk at [http://www.ted.com/talks/aubrey\\_de\\_grey\\_says\\_we\\_can\\_avoid\\_aging?language=en](http://www.ted.com/talks/aubrey_de_grey_says_we_can_avoid_aging?language=en)

Assignment #3: Write an op-ed to explain why increased longevity will save dollars to the Canadian health care system. Due March 29.

**Week 11: March 22-26,  
Buffer week**

**Module 4: Aging and the organization of health care.**

**Week 12: March 29 to April 2nd, Q&A session March 30  
(Tutorial during the week of April 5-9)**

Topics: **The disablement process and the “Wagner” model of integrated care.**

Week 12, lecture 1: The disablement process

Learning outcomes:

1. Describe the clinical consequences of aging
2. Understand the disablement process
3. Understand the Nagi scheme
4. Describe what is needed to address the disablement process

Readings:

- Textbook, Laura Funk: chapter 3, pages 51-64

Videos:

- Global News clip on managing multiple chronic conditions (<http://globalnews.ca/video/1221869/managing-multiple-chronic-conditions/> )

Week 12, lecture 2: The Wagner model of integrated care

Learning outcomes:

1. Understand the concept of holistic care
2. Describe the origins of the Wagner model
3. Understand the concept of integrated care
4. Understand the concept of proactive care

Videos:

- “10 common mistakes” ([https://www.youtube.com/watch?v=JBh0\\_e7DJb4](https://www.youtube.com/watch?v=JBh0_e7DJb4) )
- Interview of Edward Wagner (<https://www.youtube.com/watch?v=K-z6HjRkKSc> )

**Week 13: April 5-9, Q&A session April 6  
(Tutorial during the week of April 12-14)**

Topics: **Caregiving and long-term care.**

Week 13, lecture 1: Long-term care

Learning outcomes:

1. Define long-term care
2. Understand the changing relationship between long-term care and living arrangements
3. Discuss policy issues pertaining to long-term care

4. Understand the link between long-term care and end-of-life care

Readings:

- Textbook Laura Funk, chapter 4, pages 80-98;

Week 12, lecture 2: End-of-life care

Learning outcomes:

1. Define end-of-life care
2. Define palliative care
3. Understand organizational issues in end-of-life care in Canada
4. Discuss physician-assisted-death in Canada

Readings:

- Joshua Tepper, “Why we need better care for the dying”, Canadian Healthcare Network, posted December 18, 2014
- Andreas Laupacis, “The changing face of end of life care”, HealthyDebate, posted December 3, 2014

Assignment #4: Where do Canadians die and where do they want to die? Due April 14.

**Week 14: April 12 to 14, Q&A session April 13.**

**Review session.**

## **7. UNIVERSITY POLICIES**

### **7.1. Academic Integrity**

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. **It is your responsibility to understand what constitutes academic dishonesty.**

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 behaviour 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. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/), located at <https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/>

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 other credit has been obtained.
- improper collaboration in group work.
- copying or using unauthorized aids in tests and examinations.

## 7.2. Authenticity / Plagiarism Detection

*Some courses may* use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software. **All submitted work is subject to normal verification that standards of academic integrity have been upheld** (e.g., on-line search, other software, etc.). For more details about McMaster's use of Turnitin.com please go to [www.mcmaster.ca/academicintegrity](http://www.mcmaster.ca/academicintegrity).

## 7.3. Courses with an On-line Element

*Some courses may* use on-line elements (e.g. e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, 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 a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

## 7.4. Online Proctoring

**Some courses may** use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

## 7.5. Conduct Expectations

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](#) (the "Code"). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online**.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students' access to these platforms.

## **7.6. Academic Accommodation of Students With Disabilities**

Students with disabilities who require academic accommodation must contact [Student Accessibility Services](#) (SAS) at 905-525-9140 ext. 28652 or [sas@mcmaster.ca](mailto:sas@mcmaster.ca) to make arrangements with a Program Coordinator. For further information, consult McMaster University's [Academic Accommodation of Students with Disabilities](#) policy.

## **7.7. 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".

## **7.8. 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 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.

## **7.9. Copyright And Recording**

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

## **7.10. 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.

## **7.11. 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.