

HLTHAGE 4103 – AGING AND HEALTH

Winter 2020

January 6th to April 7th

Instructor: Dr. Yvonne LeBlanc

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Lecture: PC 335 Wednesday

11:30am – 2:20 pm

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27414

Office Hours: Wednesday 4-5
pm or By Appointment

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Course Description

This seminar course examines the health and aging of older adults. During the term, we will explore a range of social theories, concepts, debates, and topics/issues related to aging and health. The fundamental questions that we will consider are: how does aging impact the health of older adults? What social factors influence 'healthy aging'? What are the central issues/concerns associated with aging and health? To address these questions, we will consider health and aging trends at an international and national level, explore social determinants of health, examine active aging and healthy environments, consider self-care and chronic health issues in later life, informal and formal care giving, end of life decisions and aging and pharmaceuticals.

Course Objectives

Learning Outcomes- The learning outcomes of this course are consistent with [McMaster's Undergraduate Degree Level Expectations](http://ccl.mcmaster.ca/COU/pdf/Undergraduate%20Degree%20Level%20Expectations.pdf).

URL:<http://ccl.mcmaster.ca/COU/pdf/Undergraduate%20Degree%20Level%20Expectations.pdf>.

These connect to several of the undergraduate degree level expectations including developing a depth and breadth of knowledge and development of communication skills.

The central objective of the course is to provide an opportunity for students to think critically about health and aging in society. By the end of the course students will be able to:

- Assess the intersection of aging and health through various theoretical approaches
- Describe global and national health and aging trends
- Explain how social determinants influence healthy aging
- Discuss active aging in the context of healthy environments
- Identify and explain health challenges facing older people and their caregivers in later life and at end of life
- Advance research, group work, writing, and oral presentation skills

Required Materials and Texts

There is no text book for this class. Required article readings will be available through the McMaster Library System. See Course Schedule pp 11-14 in course outline for a list of the required readings.

Class Format

The course will consist of lectures, discussions, and student presentations. Classes will involve short lectures but will largely be held in a seminar format that requires enthusiastic interaction and active participation from all students.

Attendance at all seminars is an essential component of the course. Students are expected to read the assigned readings before class and actively participate in the seminar discussions and activities.

Course Evaluation – Overview

COMPLETION OF ALL ASSIGNMENTS IS MANDATORY TO PASS THE COURSE

1. Short Writing Assignment (15%), due January 29th
2. In-class Attendance and Participation (15%), on-going
3. Group Presentation (25%), as assigned
4. Annotated Bibliography (10%), due Feb 26th
5. Term Paper (35%), due March 25th

Course Evaluation – Details

Short Writing Assignment (15%), due January 29th

Students are required to write a short essay (4-5 pages double spaced) on ‘the most important health issue’ facing older adults in Canada today. The essay should incorporate theoretical insights, as well as ideas and findings from a minimum of 3 scholarly, peer reviewed social science research articles (published after 2009). Further details will be discussed in class and guidelines and a grading rubric will be posted on the content page of Avenue. **Submit this assignment electronically to the Avenue to Learn Dropbox no later than 11:30 am on the date that it is due.**

Class Participation (15%)

Class participation is based on 2 components:

1) In-class participation and attendance (10%)

- Regular class attendance is necessary to optimize your success in this course. Students can earn participation grades by actively engaging in discussion, group activities, and writing exercises on an ongoing basis throughout the term. Please note that all students should be prepared to actively contribute to class discussions and exercises and to share insights, comments, and questions that demonstrate thoughtful reflection on the weekly topic and knowledge of the required readings.
- In general, there is no accommodation for missed in class participation. Any exceptional circumstances requiring accommodations will be considered on a case by case basis in coordination with a student SAS coordinator or academic advisor (see Absences p 13). Students who are granted an accommodation must complete a make-up assignment within one week of the missed class to receive partial credit for an occasional missed class (1-2 missed classes during the term). In such instances, if the makeup assignment is completed, students can expect to receive a credit for missed attendance, but no grade will be given for

interactive in-class group participation. This is in accordance with university expectations and the learning outcomes outlined in the Course Objectives p 3.

- Detailed instructions and a grading rubric for the in-class assignments will be reviewed in class and posted on Avenue

2) Leading Seminar Discussion (5%)

- Beginning week 3 a small group of students (depending on class enrolment) will be expected to lead the class in a discussion on the required readings. Each student will lead the class in discussion for 30 minutes. Students should not merely describe the readings but provide thought provoking questions and an activity or exercise to generate in-depth class assessment of the core information, central arguments, and concepts presented in the readings. All students should be prepared to address how the readings inform the real like contexts of older adults. Sign up will take place in class January 15th. **Any student who does not sign up for leading the discussion of weekly readings will be assigned by the instructor.**
- In preparation for the seminar, each group member is required (individually) to write a brief (2 pages double-spaced) reflection on the required weekly readings. The submissions will briefly synthesize what the readings are about (½ page) and explain how the articles relate to each other (1/2 page) and then critically reflect on the content (1 page). The reflection will provide the reader with your interpretation of the readings and how they inform or are relevant to the weekly topic. When preparing the reflection think about the central themes/ ideas/ and or arguments in the articles and consider what you find is most insightful, puzzling, questionable or intriguing about the readings (this can include findings /arguments/ theoretical insights). Write the reflection in your own words. Do not use direct quotes from the readings. At the end of the reflection include the questions that you will pose to help facilitate class discussion. Each student should prepare at least 2 questions on each of the assigned weekly readings. Each student is expected to pose their prepared questions on each of the readings to the class. **Submit the reflection in a WORD document to the appropriate Avenue Drop Box by 11:30 am on the date that it is due.**

Group Presentation (25%)

Commencing week 4 a small group of students will be required to give a presentation **on a focused topic** that relates to and informs the weekly theme (but does not address the specific topics covered in the scheduled required readings) and **uses outside scholarly sources** (peer-reviewed scholarly articles or book chapters) along with credible internet information (for example, organizational or government websites, newspaper articles) to inform the presentation. A minimum of 2 outside scholarly sources per student is required. The group should allow for a 1-hour presentation that involves an interactive lecture and discussion period (a creative component is required - i.e. games, activities, exercises). Each student should contribute equitably to the oral

presentation and actively engage the class in discussion; each group member should prepare at least 1 thoughtful question about the chosen topic. A sign-up sheet for the presentations will be distributed in class on January 8th. Any student who does not sign up for a presentation date will be assigned a date by the instructor. **It is mandatory that all seminar presentation topics for the term be discussed and approved by the instructor a minimum of 3 weeks prior to the presentation date.**

*** The group is responsible for providing a typed report that in 4 -6 pages summarizes the presentation in a word document. The report should contain a clear thesis statement and clearly and coherently (in one voice) present your central arguments/points/ conclusions. Include a properly formatted (APA style) cover page with title of the topic, names of group members and IDs, and date of the presentation) and a separate reference page. Submit the presentation summary to the Avenue Drop Box by 11:30 am on the date that the presentation is due. No hardcopies please.

Annotated Bibliography (10%) due Feb 26th

For this assignment, first select a focused topic that you will pursue for the critical analysis paper and then prepare an annotated bibliography.

Generally speaking, an annotated bibliography is a list of academic sources that briefly describe and inform your topic. The purpose of the annotation is to inform the reader of the relevance, accuracy, and quality of the sources that you plan to cite in your paper.

The annotated bibliography will be comprised of a) a properly formatted citation (using APA formatting) of each article and b) a short evaluative commentary about each source. In each commentary explain how the source will be used in writing the literature review. In other words, **DO NOT DESCRIBE THE ARTICLE** but rather inform the reader of its relevance to your topic. Of the 10 sources, indicate the most relevant with an asterisk and note in your summary why it is most important. The bibliography must not exceed 4 double spaced pages. Assignments will be graded on the citation style, quality of the summaries, and selection of the readings.

Term Paper (35%) March 25th

You will be required to conduct library-based research and write a paper that critically analyses a topic of your choice. The focused topic must relate to one of the weekly course themes (do not use the same topic as your group presentation). The 10- 12 page double spaced paper, excluding the reference page will require that you demonstrate a comprehensive understanding of, and facility with, the theoretical perspectives, concepts, major arguments and/or evidence presented in the course that relate to your topic. The submitted paper

needs to be formatted in APA style, double spaced, with one- inch borders, in Times New Roman, 12- point font. Further instructions about the paper and a grading rubric will be reviewed in class and posted on Avenue to Learn. Submit this assignment electronically to the Avenue to Learn Dropbox by

Weekly Course Schedule and Required Readings

Week 1 January 8th

Course Overview

Readings:

- Course Outline

Notes:

Sign up for group work

Week 2 January 15th

Aging and Health: Trends

Readings:

- [WHO 2015. World Report on Ageing and Health](#). Pp. 1-18.
- [WHO 10 facts on ageing and health. 2017.](#)

Week 3 January 22nd

Social Determinants of Health: Health Inequalities/Poverty

Readings:

- Raphael D. 2011. A Discourse Analysis of the Social Determinants of Health. *Critical Public Health*. 21(2): 221–236 doi: 10.1080/09581596.2010.485606
- Vallgarda S. 2007. Health Inequalities: Political Problematizations in Denmark and Sweden. *Critical Public Health*. 17(1): 45–56. doi: 10.1080/09581590601071705
- McDonough, Peggy, Amanda Sacker, and Richard D. Wiggins. 2005. “Time on My Side? Life Course Trajectories of Poverty and Health.” *Social Science & Medicine* 61:1795-1808.

Notes:

Student Led Discussions on Required Readings

Week 4 January 29th

Social Determinants of Health: Gender, Racialization, Ethnicity

Readings:

- Hankivsky, O & A. Christofferson (2008). Intersectionality and the Determinants of Health. *Critical Public Health*. 18(3):271-283.
- Wilson K., M. W. Rosenberg, S. Abonyi and R. Lovelace. 2010. Aging and Health: An Examination of Differences between Older Aboriginal and non-Aboriginal People. *Canadian Journal on Aging / La Revue canadienne du vieillissement*, 29: 369-382.

- Jette S. and P. Vertinsky. 2011. Exercise is medicine': Understanding the exercise beliefs and practices of older Chinese women immigrants in British Columbia, *Canada. Journal of Aging Studies*. 25 272–284.

Notes:

Student Led Discussions on Required Readings

Group Presentation

*Writing Assignment due

Week 5 February 5th

Active Aging & Healthy Environments

Readings:

- Talmage, C. A., Mark, R., Slowey, M., & Knopf, R. C. (2016). Age friendly universities and engagement with older adults: Moving from principles to practice. *International Journal of Lifelong Education*, 35(5), 537-554. doi:10.1080/02601370.2016.1224040
- Narushima, M., Liu, J., & Diestelkamp, N. (2018). Lifelong learning in active ageing discourse: Its conserving effect on wellbeing, health and vulnerability. *Ageing and Society*, 38(4), 651–675. <https://doi.org/10.1017/S0144686X16001136>
- [McMaster University Institute for Research on Aging. 2019. Age Friendly University Report](#). 1-27. https://www.mcmaster.ca/ua/alumni/alumnivoices/AFU_Report_FINAL.pdf

Recommended reading:

- [Age-friendly Cities- checklist](#) (World Health Organization)
 - http://www.who.int/ageing/publications/Age_friendly_cities_checklist.pdf

Notes:

Student Led Discussions on Required Readings

Group Presentation

Week 6 February 12th

Experiencing Illness in Later Life

Readings:

- Hurd Clarke L. and M. Griffin. 2008. Failing Bodies: Body Image and Multiple Chronic Conditions in Later Life. *Qualitative Health Research*. 18 (8): 1084-1095.
- Charmaz. The Body, Identity, and Self: Adapting to Impairment. 1995. *The Sociological Quarterly*. 36 (4): 657-680.
- Bury Michael. 1982. Chronic Illness as Biographical Disruption. *Sociology of Health and Illness*. 4 (2): 167-181.

Notes:

Student Led Discussions on Required Readings

Group Presentation

Week 7 February 19th

Reading Week

Week 8 February 26th

Aging & Self- Care

Readings:

- Hurd Clarke L. and Erica V. Bennett. 2012. Constructing the moral body: Self-care among older adults with multiple chronic conditions. *Health*. 17(3) 211–228.
- Allain, K. A., Marshall, B., & Allain, K. (2017). Foucault Retires to the Gym: Understanding Embodied Aging in the Third Age. *Canadian Journal on Aging / La Revue Canadienne Du Vieillissement*, 36(3), 402–414. <https://doi.org/10.1017/S0714980817000216>
- Mcgrath, C., Rudman, D. L., Polgar, J., Spafford, M. M., & Trentham, B. (2016). Negotiating “positive” aging in the presence of age-related vision loss (ARVL): The shaping and perpetuation of disability. <https://doi.org/10.1016/j.jaging.2016.08.002>

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Notes:

Student Led Discussions on Required Readings

Group Presentation

Week 9 March 4th

Informal Caregiving

Readings:

- Giosa J.L., P. Stolee, S. L. Dupuis, S. E. Mock and S. M. Santi. 2014. An Examination of Family Caregiver Experiences during Care Transitions of Older Adults. *Canadian Journal on Aging / La Revue canadienne du vieillissement*. 33 (02): 137 - 153
- Bledsoe L.K., S. E. Moore & W. Lott Collins. 2010. Long Distance Caregiving: An Evaluative Review of the Literature. *Ageing International*. 35: 293–310.
- Pinquart M. and S. Sörensen. 2011. Spouses, Adult Children, and Children-in-Law as Caregivers of Older Adults: a Meta-Analytic Comparison. *Psychology and Aging*. 26 (1): 1–14.

Notes:

Student Led Discussions on Required Readings

Group Presentation

Week 10 March 11th

Formal Health Care

Readings:

- DeForgea R., P. van Wyk, J.Hall, and A. Salmoni. 2011. Afraid to care; unable to care: A critical ethnography within a long-term care home. *Journal of Aging Studies*. 25 (2011): 415–426.
- Frankowski, A. C. 2015. Don't touch! The Taboo of Intimacy in Assisted Living. *Aging Today*. 36 (4): 3-3, 16
- Clarke L.H., E. V. Bennett and A. Korotchenko. 2013. Negotiating Vulnerabilities: How Older Adults with Multiple Chronic Conditions Interact with Physicians.1-12.

Recommended Reading:

- Grignon, M., & Spencer, B. G. (2018). The Funding of Long-Term Care in Canada: What Do We Know, What Should We Know. In *Canadian Journal on Aging* (Vol. 37, pp. 110–120).
<https://doi.org/10.1017/S0714980818000028>

Notes:

Student Led Discussions on Required Readings

Group Presentation

Week 11 March 18th

End of Life Issues

- Lloyd-Williams M., V. Kennedy, A. Sixsmith, and J. Sixsmith. 2007. The End of Life: A Qualitative Study of the Perceptions of People Over the Age of 80 on Issues Surrounding Death and Dying. *Journal of Pain and Symptom Management*. 34 (1): 60-66.
- Clarke A. and J. Seymour. 2010. “At the Foot of a Very Long Ladder”: Discussing the End of Life with Older People and Informal Caregivers. *Journal of Pain and Symptom Management*. 1-11.
- Burns, V. F., Sussman, T., & Bourgeois-Guérin, V. (2018). Later-Life Homelessness as Disenfranchised Grief*. *Canadian Journal on Aging / La Revue Canadienne Du Vieillessement*, 37(2), 171–184.
<https://doi.org/10.1017/S0714980818000090>

Notes:

Student Led Discussions on Required Readings

Group Presentation

Week 12 March 25th – Aging and Pharmaceuticals

Readings:

- Minerbi, A., Häuser, W., & Fitzcharles, M. A. (2019). Medical Cannabis for Older Patients. *Drugs and Aging*. <https://doi.org/10.1007/s40266-018-0616-5>
- Adams, O., & Smith, J. (2017). National Pharmacare in Canada: 2019 or Bust? *SSRN Electronic Journal*. <https://doi.org/10.2139/ssrn.2957892>

- Bentley, C., Peacock, S., Abelson, J., Burgess, M. M., Demers-Payette, O., Longstaff, H., ... Wilson, M. G. (2019). Addressing the affordability of cancer drugs: Using deliberative public engagement to inform health policy. *Health Research Policy and Systems*, 17(1).
<https://doi.org/10.1186/s12961-019-0411-8>

Notes:

Student Led Discussions on Required Readings

Group Presentation

Term Paper Due

Week 13 April 1st

Course Wrap Up

Course Policies

Assignment Submission

Detailed instructions and a grading rubric for the writing assignments will be reviewed in class and posted on the Avenue to Learn Content Page. **Unless otherwise specified, each writing assignment must be submitted electronically in a WORD document to the appropriate Avenue to Learn drop box no later than 8:30 am on the date due; hardcopies or emailed copies will not be accepted.** All assignments should have a title page, all pages should be numbered and have 2.54 cm (1 inch) margins on all four sides. All text should be double-spaced, using 12-point Times New Roman Font. Assignments must be properly using the APA Style Guide. Carefully follow the manuscript formatting with respect to in-text citation references, reference page formatting, and manuscript writing style. See: [McMaster APA Style Guide](#) There will be a 10% penalty each day (including weekends and holidays) that assignments are late. Failure to adhere to these guidelines will be reflected in the mark for the assignment. Instructions on the assignments will be reviewed in class. No assignments will be accepted 1 week after the due date.

Grades

Grades will be based on the McMaster University grading scale:

MARK	GRADE
90-100	A+
85-90	A
80-84	A-
77-79	B+
73-76	B
70-72	B-
67-69	C+
63-66	C
60-62	C-
57-59	D+
53-56	D
50-52	D-
0-49	F

Late Assignments

Without approved excuses, you must make arrangements directly with me to hand in the assignment. Assignments will be marked down 10% if turned in late on the day it is due, and an additional 10 percentage points for each day it is late after that; this includes weekend days and holidays. If an assignment is due at the start of a class, it will be considered one day late any time after the end of class that day.

Absences, Missed Work, Illness

All reasons for illness, injury and family emergency must be addressed through the office of the Associate Dean of Social Sciences who will notify the Professor of your absence. The policy contains the following requirements:

1. If you are seeking relief for missed academic work because of an absence lasting up to 3 days in duration, you must use the McMaster Student Absence Form. The course work you have missed must be worth 24% or less of your grade.
2. You may submit a maximum of 1 Academic Work Missed request per term. It is YOUR responsibility to follow up with your Instructor immediately (NORMALLY WITHIN TWO WORKING DAYS) regarding the nature of the accommodation.
3. If you are absent for reasons other than medical reasons, for more than 3 days, or exceed 1 request per term you MUST visit your Associate Dean's Office (Faculty Office). You may be required to provide supporting documentation. This form should be filled out immediately when you are about to return to class after your absence. Additional requests for relief of academic missed work must be reported to your Faculty's Associate Dean's Office (Be prepared to submit appropriate documentation. Relief for missed academic work is not guaranteed). MSAF is now available in MOSAIC Student Center (in the drop down menu under Academics)
4. You should expect to have academic commitments Monday through Saturday but not on Sunday or statutory holidays. If you require an accommodation to meet a religious obligation or to celebrate an important religious holiday, you may use the McMaster Student Absence Form or contact your Faculty's Associate Dean's Office.
5. In deciding whether or not to grant relief for missed work, factors such as the following may be taken into account: the timing in relation to the due date of the missed work and the degree of the student's incapacitation.
6. You are responsible to contact your Professor(s) promptly to discuss the appropriate relief.
7. It is the prerogative of the Professor of the course to determine the appropriate relief for missed term work in his/her course.

See the Faculty of Social Sciences web page on [Student Absence Information](https://socialsciences.mcmaster.ca/current-students/absence-form)
<https://socialsciences.mcmaster.ca/current-students/absence-form>

Email

Send all emails to my McMaster email account: leblanyl@mcmaster.ca. Please consider email equivalent to any other form of written communication. Students who write to their instructors are expected to follow rules of spelling, grammar and punctuation. In addition, please include a proper greeting, such as "Dear Dr. LeBlanc," and a closing that includes your full name, such as "Sincerely, John Smith." Email failing to meet these standards may be returned unanswered. Emails that require a very short reply will be answered within 4 working days (I will generally not respond to emails over the weekend). Email questions requiring

a more detailed response will only be answered - in person - during office hours or by appointment.

Use of Mobile Devices

Mobile devices, specifically laptops and tablets, may be used in this course for educational purposes only (i.e., learning directed related to the course). At times I may direct you to use your mobile device to complete an activity or task, other times I may ask you to close your laptop or turn off your tablet to focus your attention on other course related tasks. Off-task use (e.g., Facebook, texting, other) will result in your device being confiscated for the class and/or being asked to leave the classroom for all or part of the class.

Release of Grades

Assignment grades will NOT be given out over the phone or by email. Final exam grades will not be released by the instructor. Final course grades will be released through the Registrar's Office.

Review of Marks

I will be diligent in marking all assignments fairly and accurately. However, occasionally students disagree with the marks they receive. If this occurs, the instructor will be happy to review the mark of any assignment or exam, if the procedure outlined below is followed. Please note that when a mark is reviewed, the new mark may be lower than the original.

To request a review of a mark, write a 1-page typed memo describing in detail the nature of the perceived marking error. Submit this memo (in person, not e-mail), with the original marked assignment, to the instructor. You may submit requests for review no sooner than 48 hours, and no later than 1 week after the assignment feedback is distributed via the Avenue drop box.

Avenue to Learn

In this course we will be using Avenue to Learn. Course information will be posted here throughout the term. Please check this site often to keep informed of assignment instructions, links to course resources, important announcements, and interim grades. It is the responsibility of all students to be aware of all information posted on 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.

Step 1: Make sure you are in the Avenue to Learn system.

If you officially registered for the course, you were automatically enrolled in the Avenue To Learn system. Go directly to step 2. Students who registered late for

this course need to be added to the Avenue to Learn database before they can perform the next step. The best way to do this is to make sure that you are officially registered for this course.

Step 2: Logon to Avenue to learn. Go to <http://Avenue.mcmaster.ca/>

All the information you need for logging on to the site, for configuring your web browser, and for adding this course to your account are available here.

Step 3: Support

If you are interested in viewing the support for Avenue to Learn, including quick help guides and other resources please visit <http://avenue.mcmaster.ca/help/>

Turnitin.com

In this course we will be using a web-based service (Turnitin.com) to reveal plagiarism. Students will be expected to submit their work electronically to Turnitin.com so that it can be checked for academic dishonesty. Assignments for this course should be uploaded in the appropriate digital drop-box on Avenue to Learn prior to the assignment deadline. When you upload your assignment to the digital drop-box on Avenue to Learn your assignment will be automatically forwarded to Turnitin.com to be checked for academic dishonesty. To see the

[Turnitin.com Policy](http://www.mcmaster.ca/academicintegrity), please go to www.mcmaster.ca/academicintegrity

Students who do not wish to submit their work to Turnitin.com must still submit a hard copy of the assignment to their TA. No penalty will be assigned to a student who does not submit their work to Turnitin.com.

If you would like additional feedback or just to talk about your assignments I strongly encourage you to meet with me. As your instructor, I am available to meet in person by appointment.

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:

1. Plagiarism, e.g. the submission of work that is not one's own or for which credit has been obtained.

2. Improper collaboration in group work.
3. 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 Policy for [Academic Accommodation of Students with Disabilities](#).

URL:[http://www.mcmaster.ca/policy/Students-](http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicAccommodation-StudentsWithDisabilities.pdf)

[AcademicStudies/AcademicAccommodation-StudentsWithDisabilities.pdf](http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicAccommodation-StudentsWithDisabilities.pdf)

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).

Accommodations

I am committed to making appropriate accommodations for students' observance of religious holidays. Please contact me as early in the term as possible to make individual arrangements.

I am also committed to working with students with disabilities to make individualized accommodations according to your specific needs. All such arrangements must be made through Student Accessibility Services (SAS). Please drop by my office at the beginning of the term to review individual arrangements. All such arrangements will remain confidential.

Student Accessibility Services: For information about academic support services, contact SAS at MUSC B107 (ext. 28652) or <http://sas.mcmaster.ca>.

Support Services and Accommodations

The Student Accessibility Services (SAS) office (*formerly, the Centre for Student Development) offers group and individual consultation about effective learning strategies, essay writing, and study habits; accommodations, assistive technology, advocacy and support for students with disabilities. Personal/group counseling is offered at the Student Wellness Centre (SWC). If you believe these services may be helpful to you, contact:

***Student Accessibility Services**

(SAS)

Phone

(905) 525 9140 x 28652

Teletypewriter (TTY)

(905) 528-4307

Email

sas@mcmaster.ca

Website

<http://sas.mcmaster.ca/>

Location

MUSC B107

Student Wellness Centre

(SWC)

Medical and Counseling Services

(905)-525-9140 x 27700

Wellness Education

(905) 525-9140 x 23312

Email

wellness@mcmaster.ca

Website

<http://swc.mcmaster.ca/>

Location

MUSC B101, 107, and 106

Religious, Indigenous and Spiritual Observances (RISO)

The University recognizes that, on occasion, the timing of a student's religious, Indigenous, or spiritual observances and that of their academic obligations may conflict. In such cases, the University will provide reasonable academic accommodation for students that is consistent with the Ontario Human Rights Code.

Please review the [RISO information for students in the Faculty of Social Sciences](#) about how to request accommodation.

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.

Course Modification

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of 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.