

HLTHAGE 4103 – AGING AND HEALTH

Winter 2021

January 11th to April 14th

Instructor: Dr. Yvonne LeBlanc

Email: leblanyl@mcmaster.ca

Office Hours: Via Zoom Videoconferencing,

Wednesday 11 am – 12 pm (OR by Appointment via Zoom, phone, or avenue Chat)

Course Delivery: Virtual and on-line:

Virtual Class Wednesday 2:30 pm – 5:20 pm Via Zoom Videoconferencing

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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 for a list of the required readings.

Course Format & Delivery

There are 2 components to the format and delivery of the course:

1. An online component offered through the McMaster's online learning management system, Avenue-to-Learn (A2L). A2L is web-based and can be

accessed from any internet connection . Students are expected to do the majority of their learning via weekly self-directed modules. All course information including, power point slides with additional notes, instructional videos, required readings, assignment guidelines and grading rubrics, and any other applicable course resources can be accessed through A2L. PP lecture slides, will highlight and augment key aspects of the required reading.

This course will also make use of A2L Discussion Board forums to provide opportunities for small groups to lead discussions on required readings, peer-to-peer dialogue, and electronic poster presentations. A2L is also used for assignment submissions, and for viewing instructor feedback on individual and group assignments.

2. There will also be virtual classes delivered by the videoconferencing platform known as Zoom. Students registered in the course can access the virtual classroom through a recurring link that will be provided on the Content page of Avenue to Learn. During the term, the class sessions will provide you with the opportunity to take part in interactive lectures, and guest presentations that reinforce core course content, participate in class discussion, raise questions and voice opinions, Online Zoom etiquette, and ways that you will be able to participate in the Zoom sessions are detailed in the module week 1 pp lecture slides and will be reviewed during our first virtual session.

You should be aware that, when you access the electronic components of this course, private information such as first and last names, usernames for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the 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.

Course Evaluation – Overview

1. Course Participation (20%)
 - Leading a Discussion Board Forum on the Required Readings X1 (10%)
 - Discussion Board Participation on required readings (10%)
2. Group Project (25%) Specified dates
3. Annotated Bibliography (10%) Due March 10th
4. Reflective Journal (10%) April 7th
5. Term Paper (35%) Due April 14th

Course Evaluation – Details

Course Participation

Your grade will be based asynchronously on:

Discussion Board Postings Forum: Leading a Discussion on Required Readings (10%)

Beginning week 3, a small group of students will be responsible to lead the class in discussion on the required readings through the 'Discussion Board Postings Forum' and participate in the discussion board postings (see below) Further details, instructions, and a grading rubric on the components of ' Leading the Discussion Forum' will be posted on Avenue and reviewed in our virtual class.

Discussion Board Postings Forum: Discussion Board Postings (10%)

During the term, commencing week 3, each of you is required to participate in weekly discussion board postings. Each posting requires a response to the posting made by the groups leading the discussion on the required readings and a response to one other student's entry.

In the discussion forum, your response to the initial posting made by students leading the discussion should include a 250 word written response (using proper grammar, complete sentences, and use of citations). Your comments should augment and reinforce or challenge ideas in the posting (on both required readings) made by the group leading the discussion. Then, you are required to respond (in a short comment – two to three sentences) to one other student's entry that is different from your own. Your individual response must be posted by 11:59 pm on Wednesday and your peer response must be posted by 11:59 pm on Saturday. [For example, week 3, post your individual response by Wednesday at 11:59 pm and your peer response by Saturday at 11:59 pm. For guidance on generating optimal online discussion see the link to the following article: [Discussion Board Guidelines](#).

Grades will be calculated on a cumulative basis and your total grade /10 will be posted on Avenue at the end of the term Further details about each week's topic will be posted on the Discussion Forum and a grading rubric for participation in for the discussion posts will be available on Avenue.

Muddy Points Discussion Forum (Optional)

Rather than emailing me (Dr. LeBlanc) individually regarding course related questions, I am requesting that you redirect your non-urgent queries to this Discussion Board. In this forum, each week you will have the opportunity to chat with any of your peers who post ideas, questions, and discuss any course content. You can do this anonymously. If one person has a question it is likely that others do as well, and I encourage you to help each other. I will monitor the postings each week and respond to any outstanding issues via the Announcement Page on Avenue. Of course, if there is something specific that you need to ask only me about or something of a more urgent matter please do not hesitate to contact me via email.

Please note that although these posts are anonymous, it is imperative that you remain 'respectful' and use proper online etiquette within this forum. This is an optional activity,

intended for meaningful communication (there is no grade value attached to these posts).

Term Assignments:

Group Project (25%), Due on specified dates between weeks 7 and 12

Students will be required to complete a group project on a health and aging issue that relates to one of the course-based topics.

Based on the current class size, there will be 5 groups of 4 students and 1 group of 5 students working together to complete a creative group project. Between weeks 7 and 12 groups will be required to present their projects during the virtual class. Everyone is expected to attend and actively participate in the discussion of the group projects.

Self enrollment in the term projects will take place Week 2. At the end of week 2 anyone who has not self enrolled will be automatically assigned to a group. More detailed instructions for the projects will be reviewed in class and posted on the Content Page of Avenue to Learn. **All components of the project must be submitted electronically to the Avenue to Learn Dropbox on the scheduled due date.**

Annotated Bibliography (10 %) Due March 10th at 11:59 pm

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. For this assignment you must include 5 scholarly research articles published 2011 or later.

The annotated bibliography will be comprised of a) a properly formatted citation (using APA formatting) of each article and b) a short evaluative commentary (5-6 sentences) about each source. In each commentary explain why the source is useful and how it will be used in your paper. In other words, do not merely describe the article but rather inform the reader of its relevance to your topic. Of the 5 sources, indicate the most relevant with an asterisk and note in your summary why it is most important.

Assignments will be graded on the citation style, quality of the summaries, and selection of the readings. Further instructions and a grading rubric will be posted on Avenue.

Reflective Journal (10%) Due April 10th 11:59 pm

Commencing week 3 you will keep a weekly reflective journal that describes your personal thoughts and reactions to key issues from class discussion posts, readings, and any guest presentations/workshops. I will provide you with a journal entry template to guide your weekly entries. Each entry should be 250-500 words. Using the journal, at the end of the term, you will submit a 500-word evaluative summary of your journal entries and include the weekly reflections in an appendix following the summary.

Further details about the assignment will be posted on Avenue. The weekly journal entries are worth 5% and your evaluative summary 5% of the assignment grade.

Term Paper (35%) Due April 14th at 11:59 pm

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 11:59 pm on the date that it is due.

Weekly Course Schedule and Required Readings

Week 1 Virtual Class January 13th

Course Overview

Readings:

- Course Outline

Notes:

- Navigating the 4I03 on line environment
- Sign up for group work

Week 2 January 20th Aging and Global Health Trends

Required Reading:

- WHO 2018 Ageing and health: key facts
- United Nations (2020) Policy Brief: The Impact of COVID-19 on older persons

Recommended Reading

- [WHO 2015. World Report on Ageing and Health](#). Pp. 1-18.

Notes:

- Review of Term Assignments

Week 3 Virtual Class January 27th Social Determinants of Health: Health Inequalities/Homelessness

Required Reading:

- Lundberg, O. (2020). Next steps in the development of the social determinants of health approach: the need for a new narrative. *Scandinavian Journal of Public Health*, 48(5):473-479. doi:[10.1177/1403494819894789](https://doi.org/10.1177/1403494819894789)
- Milaney, K., Kamran, H., & Williams, N. (2020). A Portrait of Late Life Homelessness in Calgary, Alberta. *Canadian Journal on Aging / La Revue Canadienne Du Vieillissement*, 39(1), 42-51. doi:10.1017/S0714980819000229

Recommended Reading:

- 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

Notes:

- Student Led Discussions on Required Readings Begin
- Discussion Forum Participation begins

Week 4 Virtual Class February 3rd Social Determinants of Health: Gender, Racialization, Ethnicity

Required Reading:

- Gee, G. C., Hing, A., Mohammed, S., Tabor, D. C., & Williams, D. R. (2019). Racism and the Life Course: Taking Time Seriously. *American Journal of Public Health*, 109(S1), S43–S47. <https://doi.org/10.2105/AJPH.2018.304766>
- Schulz, A. J., Mehdipanah, R., Chatters, L. M., Reyes, A. G., Neblett, E. W., & Israel, B. A. (2020). Moving Health Education and Behavior Upstream: Lessons From COVID-19 for Addressing Structural Drivers of Health Inequities. *Health Education and Behavior*, 47(4), 519–524. <https://doi.org/10.1177/1090198120929985>

Recommended Reading:

- Hankivsky, O & A. Christofferson (2008). Intersectionality and the Determinants of Health. *Critical Public Health*. 18(3):271-283.
- 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.
- Salma, J., Keating, N., Ogilvie, L., & Hunter, K. F. (2018). Social dimensions of health across the life course: Narratives of Arab immigrant women ageing in Canada. *Nursing Inquiry*, 25(2), n/a-n/a. <https://doi.org/10.1111/nin.12226>

- 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.

Notes:

- Student Led Discussions on Required Readings
- Discussion Forum Participation
- *Tentative Guest Presentation*

Week 5 Virtual Class February 10th Active Aging & Healthy Environments

Required Reading:

- 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
- Hansen, R. J., Talmage, C. A., Thaxton, S. P., & Knopf, R. C. (2019). Barriers to Age-Friendly Universities (AFU): Lessons from Osher Lifelong Learning Institute demographics and perceptions. *Gerontology & Geriatrics Education*, 40(2), 221–243. <https://doi.org/10.1080/02701960.2019.1572003>

Recommended Reading:

- [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
- [Age-friendly Cities- checklist](#) (World Health Organization)
- http://www.who.int/ageing/publications/Age_friendly_cities_checklist.pdf
- Clare Luz & Roger Baldwin (2019) Pursuing Age-Friendly University (AFU) principles at a major university: Lessons in grassroots organizing, *Gerontology & Geriatrics Education*, 40:3, 290-306, DOI: 10.1080/02701960.2019.

Notes:

- Student Led Discussions on Required Readings
- Discussion Forum Participation
- *Tentative Guest Presentation 'McMaster an Age Friendly University'*

Week 6 Reading Week Monday, February 15 to Sunday, February 21

No readings

Week 7 Virtual Class February 24th Experiencing Illness in Later Life

Required Reading:

- 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.

Recommended Reading:

- Bury Michael. 1982. Chronic Illness as Biographical Disruption. *Sociology of Health and Illness*. 4 (2): 167-181.

Notes:

- Student Led Discussions on Required Readings
- Discussion Forum Participation
- Group Project Presentation

Week 8 Virtual Class March 3rd Aging & Self- Care

Required Reading:

- 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>

Recommended Reading:

- 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>

Notes:

- Student Led Discussions on Required Readings
- Discussion Forum Participation
- *Tentative Guest Presentation –Living with with Macular Degeneration*

Week 9 Virtual Class March 10th Informal Caregiving

Required Reading:

- 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
- Discussion Forum Participation
- Group Project Presentation
- *Tentative Guest presentation- families*
- *** Annotated Bibliography Due March 10th

Week 10 Virtual Class March 17th Formal Health Care: LTC

Required Reading:

- 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.
- 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>

Recommended Reading:

- 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.

Notes:

- Student Led Discussions on Required Readings
- Discussion Forum Participation
- Group Project Presentation
- *Tentative Guest Presentation*

Week 11 Virtual Class March 24th End of Life Issues

Required Reading:

- 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.

Recommended Reading:

- Burns, V. F., Sussman, T., & Bourgeois-Guérin, V. (2018). Later-Life Homelessness as Disenfranchised Grief*. *Canadian Journal on Aging / La Revue Canadienne Du Vieillissement*, 37(2), 171–184.
<https://doi.org/10.1017/S0714980818000090>

Notes:

- Student Led Discussions on Required Readings
- Discussion Forum Participation
- Group Project Presentation
- *Tentative Panel Discussion MAID (Medical Assistance in Dying)*

Week 12 Virtual Class March 31st Aging and Pharmaceuticals

Required Reading:

- 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>
- 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>

Recommended Reading:

- Adams, O., & Smith, J. (2017). National Pharmacare in Canada: 2019 or Bust? SSRN Electronic Journal. <https://doi.org/10.2139/ssrn.2957892>

Notes:

- Student Led Discussions on Required Readings
- Discussion Forum Participation
- Group Project Presentation

Week 13 April 7th

No Required Reading

Notes:

- Student Led Discussions on Required Readings
- Discussion Forum Participation
- Group Project Presentation
- ***Reflective Journal Due April 10th 11:59 pm.

Week 14 April 14th Course Wrap Up

No Required Reading

*** Term Paper Due April 14th 11:59 pm

Course Policies

Assignments

Detailed instructions and grading rubrics for assignments will be posted on Avenue to Learn. Unless otherwise specified, all writing assignments for the course should have a title page, all pages should be numbered and have 1-inch margins on all four sides. All text should be double-spaced, using 12-point Times New Roman Font. Assignments must be properly formatted using either the APA 6th or 7th edition Style Guide. Carefully follow the manuscript formatting with respect to in-text citation references, reference page formatting, and manuscript writing style. URL : <https://libguides.mcmaster.ca/APA>. Writing assignments will be submitted into the Avenue Assignment drop box. You can access all assignment submission folders by clicking on 'Assessments' on either the Course Announcement or Content Page of Avenue. Under 'Assessments' click on "Assignments". You will also find a direct a link to each specific assignment drop box in the weekly module that the assignment is due.

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

Assignments will be marked down 5 % if turned in late on the day it is due, and an additional 5 percentage points for each day it is late after that; this includes weekend days and holidays. Without formal accommodations, no assignments will be accepted 1 week after the due date.

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, I 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 via email 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.

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.

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 2 business days (I will generally not respond to emails over the weekend). Emails requiring a more detailed response will be answered during virtual office hours or by phone.

University Policies

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.

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.

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.

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.

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.

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 to make arrangements with a Program Coordinator. For further information, consult McMaster University’s [Academic Accommodation of Students with Disabilities](#) policy.

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”.

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.

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.

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.

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.