

HLTHAGE 4103 – AGING AND HEALTH

Winter 2022

January 10th to April 12th

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Lecture: Fridays 11:30 am- 2:20 pm
MDCL 1008

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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 resilience in later life.

Course Objectives

The central objective of the course is to provide an opportunity for you to think critically about health and aging in society.

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.

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 textbook for this class. Required article readings will be available through the McMaster Library System. See Course Schedule 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. You are expected to read the assigned readings before class and actively participate in the seminar discussions and activities.

Course Evaluation – Overview

1. Short Writing Assignment (10%), due Feb 5th
2. In-class Participation (20%), on-going
3. Presentations on required readings (20%), as assigned
4. Term Paper Proposal & Annotated Bibliography (15%), due March 2nd at 11:59 pm
5. Term Paper (35%), due April 12th at 11:59 pm

Course Evaluation – Details

Short Writing Assignment (15%), due Feb 5th

You are required to write a short essay (5-6 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 4 scholarly, peer reviewed social science research articles (published 2012 or later). 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 11:59 pm on the date that it is due.**

In-class Course Participation (20%)

Regular attendance and active participation are mandatory to achieve optimal success in this course. Everyone should be prepared to contribute to class discussions and to share insights, comments, and questions that demonstrate thoughtful reflection on the weekly topic and knowledge of the required readings. (10%)

You can also earn participation grades by actively engaging in in-class group activities, and writing exercises, on an ongoing basis throughout the term. The type of exercises may include: a short response to a critical thinking question based on course content, an evaluation of a guest presentation, web-based fact-finding exercises, peer evaluations on group presentations etc. You will be required to submit your written response, in full sentences using proper sentence and paragraph structure in a Word document to a “Course Exercise” assignment folder no later than Saturday at 11:59 pm of the week that it is due. Your responses will be graded based on thoughtful completion rather than accuracy. For these exercises, no title page is required but you must place your name, student number, the name of the activity and the date at the top of the

submission document. Further Instructions and a grading rubric will be posted on Avenue in the Assignment folder (10%).

Term Paper Proposal & Annotated Bibliography (10 %) Due March 2nd at 11:59 pm

The proposal will identify your chosen Term paper topic, research question and any preliminary arguments.

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 2012 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.

Presentations on required readings (20%) as assigned

During the term, you will be expected to present and lead the class in interactive discussions on the required readings (commencement of this component and whether the presentations will occur individually or in groups will depend on course enrolment).

In preparation for the seminar, you are required to conduct a presentation on the required weekly readings that demonstrates critical thinking about the content (not merely summarizing the readings). You are further expected to actively engage the class in the topic area through the use of a creative activity or exercise that emphasizes how the readings inform aging or health and aging professions/occupations (you can use encourage materials such as news items, magazine articles, case studies, poems, music etc., in making interesting connections between the academic information and real-life occupations). You will include a minimum of 2 open ended critical thinking questions on each of the required readings to further generate class discussion. Lastly, a written summary of the presentation that includes a brief summary of the required readings, your reflective commentary on the readings, the questions you use to generate discussion, and a description of the creative component of the presentation will be submitted to the 'Presentation' Assignment folder on Avenue at the beginning of class on the date that it is due.

Further Instructions and grading rubrics will be reviewed in class and posted on Avenue.

Sign up for this assignment will take place on Avenue during weeks 1 and 2. Anyone who does not sign up for leading the discussions of weekly readings will be assigned by the instructor.

Term Paper (35%) due April 12th 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. 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 (Friday January 14th)

Topic: Course Overview

Readings:

- Course Outline

Notes:

Sign up for in-class group participation work

Week 2 (Friday January 21st)

Topic: Aging and Global Health Trends

Readings:

WHO 2021 Ageing and health: key facts

<https://www.who.int/news-room/fact-sheets/detail/ageing-and-health>

United Nations (2020) Policy Brief: The Impact of COVID-19 on older persons

<https://www.un.org/development/desa/ageing/wp-content/uploads/sites/24/2020/05/COVID-Older-persons.pdf>

United Nations. (July 15, 2021) Follow-up to the International Year of Older Persons: Second World Assembly on Ageing Report of the Secretary-General.

<https://undocs.org/A/76/156>

Week 3 (Friday January 28th)

Topic: Social Determinants of Health: Health Inequalities/Poverty

Readings:

- 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
- Milaney, K., Kamran, H., & Williams, N. (2020). A Portrait of Late Life Homelessness in Calgary, Alberta. *Canadian Journal on Aging / La Revue Canadienne Du Vieillessement*, 39(1), 42-51. doi:10.1017/S0714980819000229
- 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 Presentation

Week 4 (Friday February 4th)

Topic: 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>
- Hankivsky, O & A. Christofferson (2008). Intersectionality and the Determinants of Health. *Critical Public Health*. 18(3):271-283.
- 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:

- 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.
- 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 Presentation
- *Short Writing Assignment due 11:59 pm Feb 5th*

Week 5 (Friday February 11th)

Topic: 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>
- Luz, C. & Baldwin, R. (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.

Recommended Reading:

- McMaster University Institute for Research on Aging. 2019. Age Friendly University Report. Pp.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

Notes:

- Student Presentation
- *Tentative Guest Presentation 'McMaster an Age Friendly University'*

Week 6 (Friday February 18th)

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

Notes:

Student Presentation

Week 7 (Midterm Recess Monday, February 21 to Sunday, February 27)

No Readings

Week 8 (Friday March 4th)

Topic: 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>

- 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 Presentation

Tentative Guest Presentation –Living with Macular Degeneration

Week 9 (Friday March 11th)

Topic: 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.
- 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.
- Poppe, C., Verwey, M., & Wangmo, T. (2021). “walking a tightrope”: A grounded theory approach to informal caregiving for amyotrophic lateral sclerosis. *Health & Social Care in the Community*. <https://doi.org/http://dx.doi.org/10.1111/hsc.13625>

Recommended Reading

- Bledsoe L.K., S. E. Moore & W. Lott Collins. 2010. Long Distance Caregiving: An Evaluative Review of the Literature. *Ageing International*. 35: 293–310.

Notes:

- Student Presentation
- *Tentative Guest presentation- families*
- *** Term Paper Proposal & Annotated Bibliography due 11:59 pm March 2nd

Week 10 (Friday March 18th)

Topic: 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.
- Liu M., Maxwell, C. J., Armstrong P., Schwandt, M., Moser A., McGregor, M. J., Dhalla, I. A. (2020). COVID-19 in long-term care homes in Ontario and British Columbia: CMAJ. *Canadian Medical Association Journal*, 192(47), E1540–E1546. <https://doi.org/http://dx.doi.org/10.1503/cmaj.201860>

- Frankowski, A. C. 2015. Don't touch! The Taboo of Intimacy in Assisted Living. *Aging Today*. 36 (4): 3-3, 16

Recommended Reading:

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 Presentation
- *Tentative Guest Presentation*

Week 11 (Friday March 25th)

Topic: End of Life Issues

Readings:

- 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.
- Quinn, K. L., Hsu, A. T., Meaney, C., Danial, Q., Tanuseputro, P., Hsien, S., ... Isenberg, S. R. (2021). Association between high cost user status and end-of-life care in hospitalized patients: A national cohort study of patients who die in hospital. *Palliative Medicine*, 35(9), 1671–1681.
<https://doi.org/http://dx.doi.org/10.1177/02692163211002045>
- 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.

Notes:

- Student Presentation
- *Tentative Guest Presentation*

Week 12 (Friday April 1st)

Topic: Resilience in Later Life

Readings:

- Manning, L. K., Ferris, M., Rosario, C. N., Prues, M., & Bouchard, L. (2019). Spiritual resilience: Understanding the protection and promotion of well-being in the later life. *Journal of Religion, Spirituality & Aging*, 31(2), 168–186.
<https://doi.org/10.1080/15528030.2018.1532859>
- Bower, K. L., Lewis, D. C., Bermúdez, J. M., & Singh, A. A. (2021). Narratives of Generativity and Resilience among LGBT Older Adults: Leaving Positive Legacies despite Social Stigma and Collective Trauma. *Journal of Homosexuality*, 68(2), 230–251. <https://doi.org/10.1080/00918369.2019.1648082>

- Sharma, S., Åkerlund, H., Liao, H.-W., & Bluck, S. (2021). Life challenges and resilience: the role of perceived personality continuity. *Aging & Mental Health*, 25(11), 2090–2099. <https://doi.org/10.1080/13607863.2020.1795619>

Notes:

- Student Presentation

Week 13 (Friday April 8th)

Topic: Course Wrap UP

No Required Reading

Notes:

Term Paper due April 12th 11:59 pm

Course Policies

Submission of Assignments

Detailed instructions and grading rubrics for assignments will be posted on Avenue to Learn. 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 11:59 pm on the date due; 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.

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+

MARK	GRADE
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, late penalties will apply and no assignments will be accepted 1 week after the due date. This means that accommodation for missed work requires MSAF, SAS OR RIS approval (see pp. 13-14 for details on these forms of accommodation). It is not possible to grant accommodations for missed work due to individual work schedules, vacation/trips, or time management issues.

Review of Marks

We will be diligent in marking all assignments fairly and accurately. However, occasionally students disagree with the marks they receive. If this occurs, I (Dr. LeBlanc) will be happy to review the mark of any assignment, 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 me. 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.

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.

Course Modification

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

University Policies

Academic Integrity

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.