

AGING AND HEALTH **Winter 2023**

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Lecture: In-person - Mondays 7:00pm – 10:00pm

Office: KTH 226
Office Hours: By appointment

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Course Description

This seminar course focuses on student involvement in the learning process and will critically explore the meaning of the concepts health and aging and the role of 'the social' in the lives of older people. Course content includes: An examination of how aging impacts health (and vice versa), an exploration of the social determinants of health, the implications of population aging both globally and in Canada; and the central issues/concerns associated with aging and health such as human behaviour; systems of care; diseases and conditions and mental health. In addition, you will have the opportunity to explore topic(s) related to health and aging that interest you. To realize these course objectives, we will be utilizing readings, videos, online class, discussions, written assignments, guest speakers, and in-person engagement.

Course Objectives

The central objective of the course is to provide an opportunity for students to think critically about aging and health in society and to demonstrate this knowledge both descriptively and analytically through tests and assignments.

- Knowledge of aging and experiences, including common diseases and functional problems, effects of aging on body systems, and mental health and aging
- Appreciation for racial, cultural, socioeconomic, and other differences in health and aging
- Understanding of components of the health care system relevant to older persons, including medication use, long-term care, and health care policies.
- Appreciation for the multidisciplinary nature of aging and related ethical issues.
- Advance writing, critical thinking, and research skills
- To gain a deeper understanding of important theories, concepts, and current issues related to aging and health from a range of different perspectives
- To increase self-awareness of personal beliefs and assumptions related to aging and older adults and health practices
- To gather, review, and critically examine representations of health and aging in later life in media
- To provide opportunities for students to improve skills in critical thinking, analysis, collaborative work, research, communication, and writing.

Required Materials and Texts

There is no required text for this course. Required readings will take the form of journal articles, book chapters, news articles, and multimedia (podcasts, video, etc.). Links to these online readings and other media corresponding to weekly topics may be found on the course website on Avenue to Learn (A2L).

Communication

Send all emails to my McMaster email account: hatzifis@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 Steph or Dr. Hatzifilalithis,” and not “Hey Fam”. Add a closing that includes your full name, such as “Sincerely, Jane Smith.” Email failing to meet these standards may be returned unanswered. Emails that require a short reply will be answered within 2-3 working days (I will generally not respond to emails over the weekend). Email questions requiring a more detailed response will only be answered during office hours/by appointment.

Class Format

This class will be in person. In class lectures will reinforce course readings, and involve power-point slides, in-class activities, media clips, and occasional guest speakers. Power-point presentations, intended to facilitate note taking, will be posted on Avenue to Learn immediately prior to the scheduled lecture. It is important to keep up with the assigned readings and to attend lectures to succeed in this course; regular attendance must be a central priority. Required reading should be completed prior to class on Monday you should be prepared to actively participate in class and during group discussions. In addition: during the term, all course information including, announcements, power point slides, assignment guidelines and grading rubrics, and course resources as well as assignment submission folders can be accessed through Avenue to Learn (A2L) (<https://avenue.mcmaster.ca/>).

This class will start on Monday, January 9th, 2023 (Week 1). Recognizing that this is a unique time for us all, this course is arranged in such a way to flexibly account for and accommodate disruptions to schedules and working rhythms (as much as is possible). Beginning Week 2 (January 16th, 2023) you will complete the readings, attend lecture and any additional videos, media, or websites, and will take part in class activities and exercises. In the first half of the lecture, you will actively engage with me in a lecture on the topic assigned for that week. In the second half of the lecture, we will have three main activities to complete. First, in your seminar group of 4 we will discuss any questions or reflections you might have about the lecture materials, class exercises, or assignments and to explore any curiosities. Second, in your seminar group of 4, you will each take a turn leading a seminar among your small group based on the previous week’s materials (readings, lecture, videos, etc.). During this session, the remaining members of the small group will engage with the seminar leader, thoughtfully answering questions and furthering the conversation. Third, I will provide a guiding question/ theme/ problem for each of our sessions that you will try and ‘solve’ or think through.

Course Evaluation – Overview

1. Class participation - 20%
 - a. Class participation (class exercises, participation, etc.) – 15%
 - b. Seminar lead – 5%
2. News scan – 20% - Due February 13th, 2023
3. Annotated bibliography – 25% Due March 13th, 2023
4. Term paper – 35% - Due April 10th, 2023

Course Evaluation – Details

Class Participation (20%) (due throughout the term)

- a) In class participation (class exercises, class discussion participation, seminar participation etc.) – 15%
- b) Seminar lead – 5%

Active and thoughtful reactions to lecture materials, media, our guest lecturer, and seminars are essential to maintaining an engaged classroom dynamic. Participation grades are based on demonstrated levels of engagement throughout the term. Participating and being prepared means more than simply coming to class. I put a high premium on a participatory class, and I expect students to engage in an active, collegial, and respectful manner. Class participation means not only offering relevant and informed opinions and insights, but also asking questions, working constructively with other students, and listening/reading. Being prepared means you have read the assigned readings, have notes/links on ideas to advance during our lectures and/or in our group discussions, have good questions (confusions are good, too!), and much more than a summary understanding of the reading. Come prepared to contribute to our collective understanding of the topics of the week. Your participation mark also relies on your timely submission of assignments. Your timely and considered execution of course assignments will demonstrate to me that you are actively participating in the class in relation to course materials and class conversations. Disruptive or disrespectful behavior will have a negative impact on your participation and preparation grade.

Each seminar group member will take a turn leading and facilitating your group's seminar and will be responsible for guiding the discussion for that week (this is worth 5%). The seminar facilitator will start off by creating a substantive summary document that critically discusses or untangles a major issue or concept stemming from that module's lecture or readings. You are welcome to bring in your own reading or another media piece for your other seminar members to process. Seminar facilitators are also responsible for checking back in throughout the week to guide and further the conversations. That said, the responsibility does not rest solely on the facilitator to keep the conversation going! This is a group effort (and this includes me). Students who are not facilitating that week are expected to actively engage with the issues raised by their colleague and are expected to participate.

Assignment 1 (20%, due February 13th, 2023)

The purpose of the assignment is to get you thinking critically about health and aging in

later life and how it is understood and (re)presented in different news sources. For this assignment, you will scan different news sources (in print or online) over the past year for three different articles that each report on older adults' health in some form. You will cite the three different articles and give a *brief* summary of each article. Based on the knowledge gained thus far in our class and through the readings, spend the bulk of the assignment critically evaluating how health and aging/older adults are portrayed and understood in the article. What assumptions are made? What is omitted? Maximum: 1500 words (excluding references).

You may wish to consult the following article as you're completing this assignment:

- Rozanova, J. (2010). Discourse of successful aging in *The Globe & Mail*: Insights from critical gerontology. *Journal of Aging Studies*, 24(4), 213-222.
- Picard, A. (2022). In an aging world, seniors' loss of independence and quality of life is a preventable tragedy. <https://www.theglobeandmail.com/canada/article-seniors-aging-agency/>

For assistance locating and accessing news sources, please consult the following: McMaster Library Research Guide: <https://libguides.mcmaster.ca/news/collections>

Assignment 2 (25%), Annotated Bibliography (due March 13th, 2023)

As a building block towards the development of your research paper (Assignment 3), you will select a topic of interest that you would like to explore in further depth and begin to discover pertinent literature on that topic. As your term paper will be eight to ten pages (2,000-3,000 words), it is important that you choose a topic that is specific and relevant to your area of interest and curiosity as it relates to health and aging in later life. In this assignment, you will identify the topic you intend to write your term paper about. Begin with a few sentences outlining what your topic of interest is and describe your approach to the topic. More information to be provided in due time on Avenue to Learn.

Assignment 2 (35%), Research Paper (due April 10th, 2023)

Choose a topic or theme that is specific and relevant to your area of interest within health and aging. You will have previously explored this topic/theme for the Annotated Bibliography assignment. This ten-to-twelve-page, double-spaced research paper, excluding references, 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 of interest. More information to be provided in due time on Avenue to Learn.

Weekly Course Schedule and Required Readings

Week 1 - January 9th, 2023

Introduction to the course

Read the course syllabus 😊

Watch introductory lecture posted on A2L– January 9th, 2023

Also watch video:

- UN Decade of Healthy Ageing [Video file] - #AddingLifeToYears.
Retrieved from:
<https://www.youtube.com/watch?v=2Ka3a3X5RRw&t=104s>

Week 2 - January 16th, 2023

Situating Health and Aging

Readings:

1. WHO 2021 Ageing and health: key facts <https://www.who.int/news-room/fact-sheets/detail/ageing-and-health>
2. United Nations (2020) Policy Brief: The Impact of COVID-19 on older persons <https://www.un.org/development/desa/ageing/wpcontent/uploads/sites/24/2020/05/COVID-Older-persons.pdf>
3. 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>

Podcast: Practice of Medicine Podcast: Social Determinants of Health. Link:
<https://open.spotify.com/episode/7ojxfatD4W9gWkVJeCVJoV?si=f7fc076ce819441b>
Class activities: Sign up for group

Week 3 - January 23rd, 2023

Sociopolitical Determinants of Health (Part 1)

Readings:

1. 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
2. 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>
3. 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
4. Chrisler, J. C., Barney, A., & Palatino, B. (2016). Ageism can be hazardous to women's health: Ageism, sexism, and stereotypes of older women in the healthcare system. *Journal of Social Issues*, 72(1), 86-104.

Recommended:

1. Wilson, D. M., Nam, M. A., Murphy, J., Victorino, J. P., Gondim, E. C., & Low, G. (2017). A critical review of published research literature reviews on nursing and healthcare ageism. *Journal of clinical nursing*, 26(23-24), 3881-3892.

2. Higgs, P., & Gilleard, C. (2014). Frailty, abjection and the 'othering' of the fourth age. *Health Sociology Review*, 23(1), 10-19.

Notes: Seminar groups start

Week 4 - January 30th, 2023

Sociopolitical Determinants of Health (Part 2)

Guest Lecture: Dr. Rachel Weldrick (more information TBA on A2L)

Readings:

1. Weldrick, R., Canham, S. L., Sussman, T., Walsh, C. A., Mahmood, A., Nixon, L., & Burns, V. F. (2022). "A right place for everybody": Supporting aging in the right place for older people experiencing homelessness. *Health & Social Care in the Community*, 30(6), e4652-e4661.
2. Dunn, J. R. (2012). Levels of influence in the built environment on the promotion of healthy child development. *Healthc. Q*, 15, 32-37.
3. Dryden, O., & Nnorom, O. (2021). Time to dismantle systemic anti-Black racism in medicine in Canada. *CMAJ*, 193(2), E55-E57.
4. Leifheit, K. M., Schwartz, G. L., Pollack, C. E., & Linton, S. L. (2022). Building health equity through housing policies: critical reflections and future directions for research. *J Epidemiol Community Health*, 76(8), 759-763.

Recommended:

1. Wilson K., M. W. Rosenberg, S. Abonyi and R. Lovelace. 2010. Aging and Health: An Examination of Differences between Older Aboriginal and nonAboriginal People. *Canadian Journal on Aging / La Revue canadienne du vieillissement*, 29: 369-382.

Week 5 – February 6th, 2023

Human Behavior (Part 1)

Readings:

1. Lachs, M. S., & Pillemer, K. A. (2015). Elder abuse. *New England Journal of Medicine*, 373(20), 1947-1956.
2. Koechl, B., Unger, A., & Fischer, G. (2012). Age-related aspects of addiction. *Gerontology*, 58(6), 540-544.
3. Griffin, M. (2017). Embodied learning and new physical activity in mid-and later life. *Qualitative research in sport, exercise, and health*, 9(5), 554-567.

Week 6 - February 13th, 2023

Human Behavior (Part 2)

Readings:

1. Scheidt, R. J., & Bosch, J. V. (2014). Love, sex, and aging. *The Gerontologist*, 54(4), 714-717.
2. 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.
3. Hurd Clarke L. and Erica V. Bennett. 2012. Constructing the moral body: Selfcare among older adults with multiple chronic conditions. *Health*. 17(3) 211–228.
4. Allain, K. A., Marshall, B., & Allain, K. (2017). Foucault Retires to the Gym: Understanding Embodied Aging in the Third Age. *Canadian Journal on Aging /*

Recommended

1. Hodson, D. S., & Skeen, P. (1994). Sexuality and aging: The hammerlock of myths. *Journal of Applied Gerontology*, 13(3), 219-235.
2. Marston, H. R., Niles-Yokum, K., Earle, S., Gomez, B., & Lee, D. M. (2020). OK cupid, stop bumbling around and match me tinder: Using dating apps across the life course. *Gerontology and Geriatric Medicine*, 6, 2333721420947498.

Media:

Podcasts: The Love Doctor: What is Polyamory? Link:

<https://open.spotify.com/episode/1e5hS75AGPfv4Qw8MePFw?si=2c72348f70b4416b>

Article: The Race Grows Sweeter Near Its Final Lap. Link:

<https://www.nytimes.com/2013/01/27/style/modern-love-the-race-grows-sweeter-near-its-final-lap.html>

Notes: Assignment 1 Feb 13th, 2023

Week 7 - February 20th, 2023

No classes - Reading Week

Week 8 – February 27th, 2023

Diseases and Conditions

Readings:

1. 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>
2. Mikkelsen, B., Williams, J., Rakovac, I., Wickramasinghe, K., Hennis, A., Shin, H. R., ... & Breda, J. (2019). Life course approach to prevention and control of non-communicable diseases. *Bmj*, 364.
3. Lin, F. R. (2012). Hearing loss in older adults: who's listening?. *Jama*, 307(11), 1147-1148.
4. Grenier, A., Lloyd, L., & Phillipson, C. (2017). Precarity in late life: rethinking dementia as a ‘frailed’ old age. *Sociology of Health & Illness*, 39(2), 318-330.

Recommended

1. Ehrlich, J. R., Stagg, B. C., Andrews, C., Kumagai, A., & Musch, D. C. (2019). Vision impairment and receipt of eye care among older adults in low-and middle-income countries. *JAMA ophthalmology*, 137(2), 146-158.
2. Sinding, C., Barnoff, L., McGillicuddy, P., Grassau, P., & Odette, F. (2010). Aiming for better than" nobody flinched": Notes on oppression in cancer care. *Canadian Woman Studies*.

Week 9 March 6th, 2023

Health Interventions

Readings:

1. Lupton, D. (2013). Quantifying the body: monitoring and measuring health in the age of mHealth technologies. *Critical public health*, 23(4), 393-403.
2. Katz, S., & Marshall, B. L. (2018). Tracked and fit: FitBits, brain games, and the quantified aging body. *Journal of aging studies*, 45, 63-68.
3. Marshall, B. L. (2010). Science, medicine and virility surveillance: ‘sexy seniors’ in the pharmaceutical imagination. *Sociology of health & illness*, 32(2), 211-224.
4. Livingston, G., Huntley, J., Sommerlad, A., Ames, D., Ballard, C., Banerjee, S., ... & Mukadam, N. (2020). Dementia prevention, intervention, and care: 2020 report of the Lancet Commission. *The Lancet*, 396(10248), 413-446.

Recommended:

1. Jenkinson, C. E., Dickens, A. P., Jones, K., Thompson-Coon, J., Taylor, R. S., Rogers, M., ... & Richards, S. H. (2013). Is volunteering a public health intervention? A systematic review and meta-analysis of the health and survival of volunteers. *BMC public health*, 13(1), 1-10.
2. Mitchell, M., White, L., Lau, E., Leahey, T., Adams, M. A., & Faulkner, G. (2018). Evaluating the carrot rewards app, a population-level incentive-based intervention promoting step counts across two Canadian provinces: quasi-experimental study. *JMIR mHealth and uHealth*, 6(9), e9912.

Week 10 March 13th, 2023

Mental Health

Potential Guest Lecture: TBA

Readings:

1. Kilgarriff-Foster, A., & O'Cathain, A. (2015). Exploring the components and impact of social prescribing. *Journal of Public Mental Health*.
2. 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>
3. 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>
4. Forsman, A. K., & Nordmyr, J. (2017). Psychosocial links between Internet use and mental health in later life: a systematic review of quantitative and qualitative evidence. *Journal of Applied Gerontology*, 36(12), 1471-1518.

Week 11 March 20th, 2023

Systems of/and Care

Readings:

1. 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.

2. 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.
3. 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.
4. 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>

Week 12 March 27th, 2023

Climate Change and Health

Readings:

1. Leyva, E. W. A., Beaman, A., & Davidson, P. M. (2017). Health impact of climate change in older people: an integrative review and implications for nursing. *Journal of Nursing Scholarship*, 49(6), 670-678.
2. McDermott-Levy, R., Kolanowski, A. M., Fick, D. M., & Mann, M. E. (2019). Addressing the health risks of climate change in older adults. *Journal of gerontological nursing*, 45(11), 21-29.
3. Gamble, J. L., Hurley, B. J., Schultz, P. A., Jaglom, W. S., Krishnan, N., & Harris, M. (2013). Climate change and older Americans: state of the science. *Environmental health perspectives*, 121(1), 15-22

Week 13 April 3rd, 2023

Views, Trends, and Future directions

Readings:

1. Elder, G. H., & Johnson, M. K. (2018). The life course and aging: Challenges, lessons, and new directions. In *Invitation to the life course: Toward new understandings of later life* (pp. 49-81). Routledge.
2. Forgeard, M. J., Jayawickreme, E., Kern, M. L., & Seligman, M. E. (2011). Doing the right thing: Measuring wellbeing for public policy. *International journal of wellbeing*, 1(1).

3. Marmot, M. (2015). The health gap: the challenge of an unequal world. *The Lancet*, 386(10011), 2442-2444.
4. Sandberg, L. J., & Marshall, B. L. (2017). Queering aging futures. *Societies*, 7(3), 21.

Week 14 – April 10th, 2023

Topic: Course Wrap UP

No Required Reading

Notes: Term Paper due April 10th 11:59 pm

Course Policies

Submission of Assignments

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. 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".

Note that McMaster University Library is a fantastic source for research assistance! Students may call or e-mail to get help finding library resources. Students may also get online research help by using the "Ask a Librarian" virtual reference service <https://library.mcmaster.ca/justask>

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

Extensions for course assignments will only be granted under conditions of medical, family, or other extraordinary circumstances. All other late assignments will be penalized at a rate of 3% per day, including weekend days and holidays. Assignments more than one week overdue will not be accepted. Essays submitted on time will receive a letter grade and written comments; late assignments will receive minimal feedback.

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

In the event of an absence for medical or other reasons, students should review and follow the [Policy on 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.