

HLTHAGE 1BB3 – INTRODUCTION TO AGING AND SOCIETY

Winter 2019

January 7th to April 9th, 2019

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Lecture: LRW B1007, Mon, Wed-10:30
am to 11:20 am

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Appointment

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Classroom Location & Scheduled Time

LRW B1007. Regularly scheduled classes on Monday and Wednesday 10:30 am to 11:20 am. Classes will not be regularly scheduled on Thursday but students must be available during this course time (for example, for make-up tests, potential class cancellations due to inclement winter weather etc.) Students will be notified in advance of any scheduling changes through the Avenue notification system. For your individual tutorial section locations and times consult Mosaic.

Course Description

This course introduces students to gerontology which is the multi-disciplinary study of aging. From a social science perspective, we will consider the social, psychological, economic, and health aspects of growing old in both an individual and societal context. Central to the course is an emphasis on social gerontology. Social gerontologists recognize the biological and psychological impacts of aging but are also interested in how society influences aging. Areas of interest include community involvement, family relationships, political economy, retirement, and the delivery of health and social services. During the term we will look at a range of topic areas, including population aging, ageism, family life, health, finances, retirement, work, housing, transportation, leisure, recreation, and end of life issues. The content of the course focuses on older adults and later life and is intended to provide a general background for more specialized studies on aging in later life.

Course Objectives

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

- describe myths about aging and identify implications of ageism
- identify and explain theories and concepts key to the study of aging
- describe the ethno-cultural diversity of seniors in Canada
- explain the demographic shifts that have led to population aging
- describe key physical, psychological, and developmental changes that occur with age
- discuss institutional changes in response to population aging
- identify and explain challenges facing older people and their caregivers in later life
- advance writing, critical thinking, and research skills

Required Materials and Texts

Required Textbook (available through the McMaster bookstore)

Novak, M., Northcott, H. & Campbell, L. (2018). Aging & Society: A Canadian Perspective (8th edition). Scarborough, ON: Nelson Thomson Learning. (please do not use the 7th edition)

Class Format

Lectures will reinforce course readings, and involve power-point slides, in-class exercises, films, 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. Lectures will augment the required reading but will not cover all content presented in the text. Required reading should be completed prior to class on Monday and students should be prepared to actively participate in class.

Course Evaluation – Overview

1. Midterm Test - 25% February 11th
2. Term Writing Assignment - 25% Due April 3rd
3. Tutorial Participation- 10%, on-going
4. Experiential Learning-10%
5. Final Exam - 30%

Course Evaluation – Details

Midterm Exam (25%)

There will be a midterm exam written in class. This exam will be based on material from the text, lectures, and any other class materials (i.e. films, guest speakers, etc.). The exam is worth 25% of your final grade and will consist of 40 multiple choice questions.

Final Exam (30%)

There will also be a final exam scheduled by the registrar. The final exam is cumulative which means that you will be tested on all course content (material covered before and after the mid-term). The final exam is worth 30% of your final grade and will consist of 80 multiple choice questions.

- Please note that to pass this course students must complete the term assignment, the midterm exam, and the final exam.
- Further details on examinations will be reviewed in class.

Tutorial Participation & Attendance (10%)

In this course skilled Teaching Assistants will be available to support the academic needs of students in a variety of ways. The TA's will hold office hours, lead tutorial

sessions and provide instructions and guidance regarding assignments, readings, and preparing for exams. Your assignments will be graded by your TA and he/she will provide feedback to you on your progress in the course. You will be assigned to a specific Teaching Assistant based on which tutorial section you are enrolled in and the tutorial information and office hours and office location will be posted on Avenue to Learn.

Students are required to attend 5 scheduled tutorials during the term. You will be assigned to a specific Teaching Assistant based on which tutorial section you are registered in. Students must enroll in a tutorial section on Mosaic. To keep the class size of the tutorials small, students will be divided into groups A or B for each time slot and at scheduled times during the term will attend tutorials on alternate weeks. You are responsible for knowing the times, dates and locations for your tutorial group. Tutorials will begin Week 3: January 23rd.

Tutorial information including groups, dates and locations will be posted on Avenue to Learn. Full attendance and full participation will be required to obtain your 10%. At each tutorial your TA will take attendance. Students will earn 1 point for attendance and can earn 1 point for full participation. There are a variety of ways to earn participation grades, including bringing insights and questions for discussion sharing of media clips that illustrate course concepts, and taking part in tutorial exercises and assignments. Ways to earn participation marks will be reviewed by your TA during the first tutorial. For each tutorial you miss, you will lose 2 %. It is mandatory that students attend and fully participate in the first 5 out of 6 tutorials during the term to achieve the maximum grade of 10%. Those who attend all 6 tutorials can earn one bonus point toward their final grade.

If, due to exceptional circumstances, you are unable to attend the tutorial section in which you are registered, you can request to be moved to another tutorial session. However, it may not be possible to grant all of these requests due to tutorial enrolment, room size, and fire code regulations. Please note that it is mandatory that you attend all scheduled tutorial sessions; make-up assignments will not be prepared for conflicting schedules or other forms of competing obligations. Teaching Assistants are not responsible for informing individual students about material that was discussed during missed tutorial sessions.

Teaching Assistants reserve the right to downgrade your tutorial participation mark (a maximum of 5 points) for negative class tutorial participation - an attitude that is disrespectful towards the course, Professor, or Teaching Assistant. Activities considered negative class participation include: irregular class attendance, talking to classmates about material that is not related to the course, inappropriate use of computers or electronic devices (e.g., face-booking, twittering, texting, surfing the internet, playing games), sleeping, listening to ipods or mp3 players, coming to class late or leaving early, etcetera. Laptops should only be used to take notes; evidence of

inappropriate computer usage or other behavior may result in a Teaching Assistant asking you to leave tutorial.

Please direct your course inquiry to the appropriate TA. TA contact information will be posted on Avenue. **DO NOT USE AVENUE TO LEARN E-MAIL** to contact TA's.

Experiential Learning (10%)

Option # 1: Discussion Groups with Senior Class Assistants (10%)

The purpose of this assignment is to provide you with exposure to life issues and perspectives on aging from older adults themselves. If you choose this option, you will be an active participant in ten (10) discussion sessions (50 minutes each) and have an opportunity to practice your public speaking skills by giving a short presentation and leading the discussion in one of these sessions.

The ten weeks are as follows:

- Week of January 21st to Week of February 11th are Weeks 1-4
- Week of February 18th (BREAK - No Discussion Groups this week)
- Week of February 25th to Week of April 1st are Weeks 5-10

Each discussion group will have a maximum of 8 students and two older adults (Senior Class Assistants) who will lead the session. Students are required to attend all sessions and to come prepared to discuss the assigned topic and corresponding course readings. Each week one student will be responsible for doing a 5-minute presentation to the group followed by leading and facilitating an open discussion on the topic. The student will be expected to lead the group discussion by providing several focused and thought-provoking questions as well as a handout with a summary of the major presentation points and discussion questions. You will sign up for a specific topic and presentation date at the first discussion group. The senior class assistants will review complete details about the group discussions and presentation requirements at the first discussion group. Attendance and participation in these group discussions is very important. These groups can be fun and rewarding experiences if everyone makes an effort to participate. Your attendance, participation, presentation, and discussion leadership will all be graded by your Senior Class Assistant(s).

OR

Option # 2: Experiential Assignments X 4 -Total 10%

The purpose of these assignments is to become familiar with and reflect on the real-life issues of older people. Between week 4, January 28th, and Week 12, March 25th (a period of 9 weeks) you are required to write 4 'Aging Reflections'. **Two reflections must be completed prior to the midterm and 2 completed after the midterm.** To complete the assignment you must locate a 'news article' or 'story' that relates to the course topic for that week and discusses a real life situation, issue, or occurrence about

aging. Entries must follow APA formatting, be properly referenced, and contain a separate reference page. The reflections will be evaluated on the quality of the response, writing mechanics, and formatting/referencing accuracy. No more than one reflection per week will be accepted. Barring unusual/exceptional circumstances (determined on a case by case basis) late entries will not be accepted. Detailed instructions about the assignment and a grading rubric will be reviewed in class and posted on Avenue. Students should be prepared to discuss their reflections in tutorial.

Term Writing Assignment worth (25%)

Barring exceptional circumstances, submissions will not be accepted 1 week after the scheduled due date. Any such accommodation will be determined by the professor on a case by case basis.

This assignment gives you the opportunity to individually explore a focused aging issue (for example, financial abuse of the elderly in nursing homes, older adults and use of the internet, the ethical implications of physician assisted death in Canada) and to share your insights in writing. **Topics must be approved by your teaching assistant.** Students are required to write a 5-6-page essay that links theory, relevant findings from required course material, and a minimum of 4 additional scholarly research articles to your chosen topic. The additional scholarly articles must be located through the on-line McMaster Library System and be in a peer reviewed social science journal (i.e. The Canadian Journal on Aging) published no earlier than 2009. Articles from popular periodicals (magazines, newspapers or Internet sites, etc.) or science journals will not be accepted. Information from other academic sources (example, scholarly books or book chapters) is permissible but these cannot be used in lieu of the required article sources. Do NOT use book reviews or literature review articles, conference papers or theses. Do NOT CITE LECTURES. It is imperative to properly cite supporting scholarly sources (for example, refer to author citations on the lecture power point slides).

The writing assignment must be submitted electronically in a WORD document to the appropriate Avenue to Learn drop box no later than 7 pm on the scheduled due date; hardcopies or emailed copies will not be accepted. The assignment 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 the [APA Style Guide](#). Carefully follow the manuscript formatting with respect to in-text citation references, reference page formatting, and manuscript writing style. See: <http://library.mcmaster.ca/guides/apa-style-guide>

More detailed instructions on the assignment and a grading rubric will be posted on Avenue and reviewed in class.

Weekly Course Schedule and Required Readings

Week 1 January 7th, 9th

INTRODUCTION / COURSE OVERVIEW / MYTHS, STEREOTYPES, AND CULTURAL IMAGES OF AGING

Readings:

- TEXT: Chapter 1 (pp. 1 - 19)

Notes:

- No Tutorials

Week 2 January 14th, 16th

THEORIES ON AGING / RESEARCH ISSUES AND METHODS

Readings:

- TEXT: Chapter 2 (pp. 20-44)

Notes:

- No Tutorials

Week 3 January 21st, 23rd

DEMOGRAPHICS OF AGING IN CANADA/ CULTURAL DIVERSITY

Readings:

- TEXT: Chapter 3 (pp. 45 - 74)
- TEXT: Chapter 4 (pp. 75 - 93)

Notes:

- Tutorials (Group A) begin this week.

Week 4 January 28th, 30th

THE AGING BODY: PERSONAL HEALTH and ILLNESS

Readings:

- TEXT: Chapter 5 (pp. 94 - 130)

Notes:

- Tutorials (Group B) begin this week.

Week 5 February 4th, 6th

The AGING MIND/SELF

Readings:

- TEXT: Chapter 6 (pp. 131 – 163)

Notes:

- Tutorials Group A and B
- Midterm Review

Week 6 Feb 11th, 13th

In-class Midterm Test Feb 11th

No Required Readings

Personhood Feb 13th

Required Reading

- [Byrne, K., Frazee, K., Sims-Gould, J., & Martin-Matthews, A. \(2012\). Valuing the older person in the context of delivery and receipt of home support: Client perspectives. Journal of Applied Gerontology, 31\(3\), 377-401. doi:10.1177/0733464810387578](http://resolver.scholarsportal.info.libaccess.lib.mcmaster.ca/resolve/07334648/v31i0003/377_vtopitrohscp.xml)

URL:http://resolver.scholarsportal.info.libaccess.lib.mcmaster.ca/resolve/07334648/v31i0003/377_vtopitrohscp.xml

Notes:

- Midterm Test- (Text chapters 1-6 plus in-class material)
- No tutorials this week

Week 7 Feb 18th, 20th

Midterm Recess

No Required Readings

Week 8 Feb 25th, 27th

WORK, INCOME and RETIREMENT IN LATER LIFE

Readings:

- TEXT: Chapter 8 (pp. 195-222)
- TEXT: Chapter 9 (pp. 223-243)

Notes:

- Tutorials Group A

Week 9 March 4th, 6th

LEISURE AND COMMUNITY

Readings:

- TEXT: Chapter 10 (pp. 244- 264)

Notes:

- Tutorials Group B

FAMILY LIFE

Readings:

- TEXT: Chapter 12 (pp. 291-316)

Notes:

- Documentary 'Cyber Seniors'

Week 10 March 11th, 13th

INFORMAL CAREGIVING AND RELATED ISSUES

Readings:

- Text: Chapter 13 (pp. 317 – 341)

Notes:

- Tutorials Group A and Group B
- Writing Assignment Guidance

Week 11 March 18th, 20th

AGING AND HEALTH CARE

Readings:

- TEXT: Chapter 7: (pp 164-194)

Notes:

- Tentative- Senior Panel Discussion
- Tutorials: Group A

Week 12 March 25th 27th

END OF LIFE ISSUES

Readings:

- TEXT: Chapter 14 (pp. 342 - 362)

Notes:

- Tutorials: Group B

Week 13 April 1st, April 3rd

ENVIRONMENT, HOUSING AND TRANSPORTATION

Readings:

- TEXT: Chapter 11 (pp. 265 – 290)

Week 14 April 8th

COURSE WRAP UP

Notes:

- Tutorials Group A and Group B
- Final Exam Review

Course Policies

Grades

Grades will be based on the McMaster University grading scale:

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

Late Assignments

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

Absences, Missed Work, Illness

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

1. If you are seeking relief for missed academic work because of an absence lasting up to 3 days in duration, you must use the McMaster Student Absence Form. The course work you have missed must be worth 24% or less of your grade.
2. You may submit a maximum of 1 Academic Work Missed request per term. It is YOUR responsibility to follow up with your Instructor immediately (NORMALLY WITHIN TWO WORKING DAYS) regarding the nature of the accommodation.
3. If you are absent for reasons other than medical reasons, for more than 3 days, or exceed 1 request per term you MUST visit your Associate Dean's Office (Faculty Office). You may be required to provide supporting documentation. This form should be filled out immediately when you are about to return to class after your absence. Additional requests for relief of academic missed work must be reported to your Faculty's Associate Dean's Office (Be prepared to submit appropriate documentation. Relief for missed academic work is not guaranteed).

4. MSAF is now available in MOSAIC Student Center (in the drop down menu under Academics)
5. You should expect to have academic commitments Monday through Saturday but not on Sunday or statutory holidays. If you require an accommodation to meet a religious obligation or to celebrate an important religious holiday, you may use the McMaster Student Absence Form or contact your Faculty's Associate Dean's Office.
6. In deciding whether or not to grant relief for missed work, factors such as the following may be taken into account: the timing in relation to the due date of the missed work and the degree of the student's incapacitation.
7. You are responsible to contact your Professor(s) promptly to discuss the appropriate relief.
8. It is the prerogative of the Professor of the course to determine the appropriate relief for missed term work in his/her course.

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

Email

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

Use of Mobile Devices

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

Release of Grades

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

Review of Marks

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

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

Avenue to Learn

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

Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

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

If you officially registered for the course, you were automatically enrolled in the Avenue To Learn system. Go directly to step 2. Students who registered late for this course need to be added to the Avenue to Learn database before they can perform the next step. The best way to do this is to make sure that you are officially registered for this course.

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

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

Step 3: Support

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

Authenticity / Plagiarism Detection

In this course we will be using a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. Students will be expected to submit their work electronically either directly to Turnitin.com or via Avenue to Learn (A2L) plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish to submit their work through A2L and/or Turnitin.com must still submit an electronic and/or hardcopy to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com or A2L. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). To see the Turnitin.com Policy, please go to www.mcmaster.ca/academicintegrity.

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

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 Statement

You are expected to exhibit honesty and use ethical behavior in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behavior can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](http://www.mcmaster.ca/academicintegrity), located at www.mcmaster.ca/academicintegrity.

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 credit has been obtained.
- Improper collaboration in group work.
- Copying or using unauthorized aids in tests and examinations.

Academic Accommodation of Students with Disabilities

Students who require academic accommodation must contact [Student Accessibility Services \(SAS\)](#) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. [Student Accessibility Services](#) can be contacted by phone 905-525-9140 ext. 28652 or e-mail sas@mcmaster.ca. For further information, consult McMaster University's [Academic Accommodation of Students with Disabilities](#) policy.

URL:<http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicAccommodation-StudentsWithDisabilities.pdf>

If you require this course outline in an alternate/accessible format, please contact the Department of Health, Aging & Society (ext. 27227 | e-mail: hasdept@mcmaster.ca).

Accommodations

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

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

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

Support Services and Accommodations

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

***Student Accessibility Services (SAS)**

Phone

(905) 525 9140 x 28652

Teletypewriter (TTY)

(905) 528-4307

Email

sas@mcmaster.ca

Website

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

Location

MUSC B107

Student Wellness Centre (SWC)

Medical and Counseling Services

(905)-525-9140 x 27700

Wellness Education

(905) 525-9140 x 23312

Email

wellness@mcmaster.ca

Website

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

Location

MUSC B101, 107, and 106

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 requiring a RISO accommodation 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.

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.

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.