

HLTHAGE 1BB3E – INTRODUCTION TO AGING AND SOCIETY

Winter 2020

January 6th to April 7th, 2020

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Office Hours: Wednesday 4-5 pm or By

Lecture: TSH 120, Mon 7-9 pm

Appointment

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Classroom Location & Scheduled Time

Classes will take place in TSH 120. Classes are scheduled on Monday from 7-9 pm. Students will be notified in advance (in class and through the Avenue notification system) of any class scheduling changes,

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. Social Gerontological 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 course content specifically focuses on older adults 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. During the term, students will have the opportunity to engage interactively with older adults and to link course content to these experiences.

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:

- describe myths about aging and identify implications of ageism
- identify and explain theories and concepts key to the study of aging
- explain key research methods used in 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, self-reflection, and library-based research skills

- explain student responsibilities with respect to student conduct and academic integrity

Required Materials and Texts

Required Textbook (available through the McMaster bookstore)

Wister, A.V. (2019). Aging as a Social Process: Canada and beyond. (7th ed.). Don Mills, Ontario: Oxford University Press.

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. This is not a distance education course, therefore, lectures will not be podcasted and regular attendance must be a central priority. 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% Feb 5th
2. Scheduled Tutorial Sessions 15%-- End of Term-Reflective Commentary Component Due April 6th
3. Term Writing Assignment – 20%
Option 1 Due March 9th OR Option 2 Due April 3rd
4. Final Exam - 40% Scheduled by Registrar's Office

Course Evaluation – Details

Midterm Test (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 test is worth 25% of your final grade and will consist of 40 multiple choice questions.

Final Exam (40%)

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 40% of your final grade and will consist of 80 multiple choice questions.

- Further details on examinations will be reviewed in class.

Scheduled Tutorial Sessions: (Worth Total 15%)

Scheduled Tutorial Session Summary

During the term students are required to:

- Attend and fully participate in 6 scheduled tutorial sessions
 - An introductory tutorial week 3 (worth 2%)
 - Five tutorial sessions involving face to face discussions with senior citizens beginning week 4 (worth 10%) and
- At the end of the term, submit a 300-500 word reflective commentary that provides highlights of your discussion experience (worth 3%)

Scheduled Tutorial Session Details

Students are required to attend 6 scheduled tutorial sessions (each worth 2 points) during the term. The tutorial schedules are produced by the Registrar's Office and students must self-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 tutorial sessions on alternate weeks. Tutorial session information including groups, dates and locations will be reviewed in class and posted on [Avenue to Learn](#). You are responsible for knowing the times, dates and locations for your tutorial group. Tutorials will begin Week 3: January 20th.

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.

During the initial tutorial session your TA will address any questions regarding the ensuing schedule of the tutorial sessions. Commencing week 4 (during the scheduled tutorial sessions) students will have the opportunity to participate in discussions led by 2 or more older adults, known as Senior Class Assistants (SCA's). The purpose of these discussions is to provide you with exposure to real-life issues related to aging from older persons themselves. The topics that the SCA's address will relate directly to course-based material. Full participation in 5 scheduled discussion sessions is required to earn 10% of your total grade. Your TA will be present to help facilitate active discussion and record attendance and active participation in the discussion sessions with the SCA's.

Active participation includes:

1. In each SCA tutorial session a small group of students (2-3 depending on enrollment) will each locate a 'news article', 'story', or personal experience (narrative) that relates to the SCA discussion topic for that week and discusses a real-life situation, issue, or occurrence about aging. The news article, story, or personal narrative must be posted on the Avenue discussion board, no later than 5 pm on Wednesdays, the week prior to the discussion session. Each assigned student will also prepare 2 thoughtful discussion questions based on their individual submissions and also post these on the discussion board no later than 5 pm on Wednesdays. For example, Week 4 submissions should be posted by 5 pm on Wednesday of Week 3; Week 5 submissions should be by 5 pm Wednesday of Week 4 etc. (Please note that you will have had time to read the course material and will have attended course lectures on the weekly based theme, the week

prior to the SCA discussion session). The SCA discussion schedule will be discussed during the first scheduled tutorial session and will be posted on the Content Page of Avenue.

2. Being attentive and providing insightful comments and or queries during the SCA discussion sessions. These groups can be fun and rewarding experiences if everyone makes an effort to participate.

If you miss a scheduled discussion, follow the instructions for missed work detailed in this course outline. Any exceptional circumstances requiring accommodations will be considered on a case by case basis in coordination with a student SAS coordinator or academic advisor (see page 14).

Students, who wish to attend more than the required 5 SCA discussion groups may potentially do so. This must be done in coordination with your TA.

End of Term Reflective Commentary Component: Due April 6th

At the end of the term, students will be required to submit a short 300-word reflective commentary that provides highlights about your participation in the SCA discussion groups. You may wish to comment on what you have learned about yourself and older people, what you found useful, and suggestions for improving the experience. This is worth 3 points and is due in the appropriate Avenue Dropbox no later than 7 pm April 6th. To assist you in writing the final commentary, students are encouraged but not required to keep a weekly journal recording your immediate thoughts and impressions about participating in the SCA discussions. I recommend that the journal entries be written as soon as possible after attending the discussion groups as it becomes more difficult to recall details about an experience as time passes. Further details about journal writing will be discussed in class.

Teaching Assistant Support

In this course skilled Teaching Assistants will be available to support your academic needs. You will be assigned to a specific Teaching Assistant based on the tutorial section that you are enrolled in. TA contact information and office hours and office locations will be posted on Avenue to Learn. During the term your TA's will be available to answer questions and provide guidance on course related matters and to lead workshops designed to prepare you for academic assignments and the review of course content for exams. See the Weekly Course Schedule p 9.

Please direct your course inquiry to the appropriate TA. DO NOT USE AVENUE TO LEARN E-MAIL to contact TA's.

Teaching Assistants reserve the right to downgrade your participation mark (a maximum of 5 points) for negative class participation - an attitude that is disrespectful towards the course, Professor, Senior Class Assistant or Teaching Assistant. Activities considered negative class participation include: irregular attendance, talking to classmates about material that is not related to the course discussion, 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.

Term Writing Assignment (20%)

Barring exceptional circumstances, submissions will not be accepted 1 week after the scheduled due date. Any exceptional circumstances requiring accommodations will be considered on a case by case basis in coordination with a student SAS coordinator or academic advisor.

Term writing assignments 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 assignments 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: <https://libguides.mcmaster.ca/APA>.

Additional 'outside' 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 2010. 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).

More detailed instructions on the term assignment options and grading rubrics will be posted on Avenue and reviewed in class.

Option 1: Critical Analysis of an Aging Issue Paper (Due March 9th)

This assignment gives you the opportunity to individually explore and assess a focused topic related to a course-based theme and share your insights in writing. Specific topics must be approved by your teaching assistant a minimum of 2 weeks prior to the due date. Students are required to write a 5-page essay that links a theoretical concept, relevant findings from required course material, and a minimum of 2 additional scholarly research articles to your chosen topic.

OR

Option 2: Integrative Report (Due April 3rd)

During the course you will keep a journal that records your experience of participating in the 5 scheduled SCA discussion groups. Each journal entry should be a minimum of 500 words. For quality entries, complete your journal entry as soon as possible after the SCA discussion. At the end of the term, using your journal as a basis for the integrative report you will write a 5-page (double - spaced) paper that gives you the

opportunity to reflect on your experience - what you learned from participating in the discussion groups and how your experience relates to scholarly material. Show with specific examples, the ways in which your observations relate to a relevant concept(s), findings, and/or ideas in the required text readings and other course-based materials (i.e. guest lectures, in-class documentaries). Personally, reflect on what you have learned about older people and yourself by participating in these discussions and how this relates to course content. Include the journal entries in an Appendix at the end of the report.

Weekly Course Schedule and Required Readings

Week 1 January 6th

TOPIC: INTRODUCTION / COURSE OVERVIEW

Readings:

- Course Outline

Notes:

- No Tutorials

Week 2 January 13th

TOPIC: INTRODUCTION TO AGING AS A SOCIAL PROCESS

Readings:

- TEXT: Chapter 1

Notes:

- No Tutorials
- Tentative- Librarian Led Workshop on APA formatting and plagiarism

Week 3 January 20th

TOPIC: DEMOGRAPHICS OF AGING IN CANADA/ CULTURAL DIVERSITY

Readings:

- TEXT: Chapter 2
- TEXT: Chapter 4

Notes:

- Scheduled Tutorial Sessions (Groups A & B) begin this week.
- Introduction to Senior Class Assistants (SCA's)

Week 4 January 27th

TOPIC: THEORIES ON AGING / RESEARCH ISSUES AND METHODS

Readings

- TEXT: Chapter 5

Notes:

- Tutorial Sessions (SCA Led Discussions) Group A only

Week 5 February 3rd

TOPIC: MATURATIONAL CHANGE: THE AGING BODY & THE AGING MIND

Readings:

- TEXT: Chapter 3

Notes:

- Tutorial Sessions (SCA Led Discussions) – Group B only
- TA Led In-class Midterm Review – 8:pm – 8:50 pm.

Week 6 February 10th

IN-CLASS MIDTERM TEST

Readings:

- No Required Readings

Notes:

- Midterm Test- (Text chapters 1-5 plus in-class material) 7pm - 7:50 pm.
- Tutorial Sessions (SCA Led Discussions) Group A only
- TA led In-class Workshop on Term Writing Assignments – 8:00 pm – 8:50 pm

Week 7 February 17th Midterm Recess

No Required Readings

Week 8 February 24th

TOPIC: AGE STRUCTURES AND THE LIFE COURSE

Readings:

- TEXT: Chapter 6

Notes:

- Documentary 'Cyber Seniors'
- Tutorial Sessions (SCA Led Discussions) – Group B only

Week 9 March 2nd

TOPIC: WORK, INCOME AND RETIREMENT IN LATER LIFE

Readings:

- TEXT: Chapter 10

Notes:

- Tutorial Sessions (SCA Led Discussions) Group A only

Week 10 March 9th

TOPIC: AGING, HEALTH, AND HEALTH CARE

Readings:

- Text: Chapter 7

FILM: PERSONHOOD

Readings:

- [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](https://doi.org/10.1177/0733464810387578)

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

Notes:

- Tutorial Sessions (SCA Led Discussions) – Group B only

Week 11 March 16th

TOPIC: INFORMAL CAREGIVING & END OF LIFE ISSUES

Readings:

- TEXT: Chapter 12

Notes:

- Tutorial Sessions (SCA Led Discussions) Group A only

Week 12 March 23rd

TOPIC: FAMILY TIES /SOCIAL CONNECTEDNESS /AND LEISURE IN LATER LIFE

Readings:

- TEXT: Chapter 9
- TEXT: Chapter 11

Notes:

- Tutorial Sessions (SCA Led Discussions) – Group B only

Week 13 March 30th

TOPIC: THE LIVED ENVIRONMENT: HOUSING AND TRANSPORTATION & COURSE WRAP UP

Readings:

- TEXT: Chapter 8

Notes:

- Tutorial Sessions (SCA Led Discussions) Groups A and B

Week 14 April 6th

TOPIC: FINAL EXAM REVIEW

Readings:

No Required Readings

Notes:

- TA Led Final Exam Review (in-class)

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/>

Turnitin.com

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

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

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

University Policies

Academic Integrity Statement

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

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

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

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one's own or for which credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

Academic Accommodation of Students with Disabilities

Students who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail

sas@mcmaster.ca. For further information, consult McMaster University's Policy for [Academic Accommodation of Students with Disabilities](#).

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

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

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

Accommodations

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

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

beginning of the term to review individual arrangements. All such arrangements will remain confidential.

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

Support Services and Accommodations

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

***Student Accessibility Services (SAS)**

Phone

(905) 525 9140 x 28652

Teletypewriter (TTY)

(905) 528-4307

Email

sas@mcmaster.ca

Website

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

Location

MUSC B107

Student Wellness Centre (SWC)

Medical and Counseling Services

(905)-525-9140 x 27700

Wellness Education

(905) 525-9140 x 23312

Email

wellness@mcmaster.ca

Website

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

Location

MUSC B101, 107, and 106

Religious, Indigenous and Spiritual Observances (RISO)

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

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

Faculty of Social Sciences E-mail Communication Policy

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

Course Modification

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the

opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.