

HLTH AGE 4N03 – AGING AND WELL-BEING

Winter Term, 2019
January 7 to April 9, 2019

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2:20pm

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Course Description

This course explores the diverse meanings associated with well-being in later life, examines key elements that impact the well-being of older individuals, and investigates core pathways (behavioral, psychological, social, economic, and political) that can contribute to the well-being of older adults. We will examine definitions and key concepts that inform our understanding of well-being in later life, explore key factors, characteristics, and contexts that influence older individuals' subjective well-being, and discuss initiatives and strategies intended to promote the well-being of older adults.

Course Objectives

The central objective of the course is to provide an opportunity for students to think critically about the well-being of older adults in society. By the end of the course students will be able to:

- Discuss the intersection of aging and well-being through various theoretical approaches and key gerontological concepts
- Critically reflect on key concepts that inform policy perspectives associated with 'well-being' in later life; including active aging & successful aging
- Describe the diverse meanings of 'well-being' for older adults in various social contexts
- Explain how various determinants influence the subjective well-being of older adults
- Assess and discuss opportunities and strategies used to promote the well-being of older adults
- Advance research, group work, writing, and oral presentation skills

Required Materials and Texts

There is no text book for this class. Course readings are available freely online or through the McMaster Library Electronic Database. See the 'Course Schedule' in this course outline for a list of the required readings.

Class Format

The course will consist of lectures, discussions, and student presentations. Classes will involve short lectures but will largely be held in a seminar format that requires enthusiastic interaction and active participation from all students. Attendance at all seminars is an essential component of the course. Students are expected to read the assigned readings before class and actively participate in seminar discussions and activities.

Course Evaluation – Overview

COMPLETION OF ALL ASSIGNMENTS ARE MANDATORY TO PASS THE COURSE

1. Short Writing Assignment (20%), due February 12th
2. In-class Attendance/Participation (20%)
3. Group Presentation (25%), due on select dates beginning week 8
4. Term Paper (35%), due April 2nd

Course Evaluation – Details

SHORT WRITING ASSIGNMENT (20%), due February 12th

Students are required to write a short essay (5-6 pages double spaced) on the meaning of subjective well-being in later life. The essay should demonstrate critical reflection on the topic and incorporate insights from course material, as well as ideas and findings from a minimum of 3 scholarly, peer reviewed social science research articles (published 2009 or later). Further details will be discussed in class and guidelines and a grading rubric will be posted on the content page of Avenue. **Submit this assignment electronically to the Avenue to Learn Dropbox no later than 11:30 am February 12th.**

CLASS PARTICIPATION (20%)

Class participation is based on the following 2 components:

1. In-class participation and attendance (10%)

- Regular class attendance is necessary to optimize your success in this course. Students can earn participation grades by actively engaging in discussion, group activities, and writing exercises on an ongoing basis throughout the term. Please note that all students should be prepared to actively contribute to class discussions and exercises and to share insights, comments, and questions that demonstrate thoughtful reflection on the weekly topic and knowledge of the required readings. There is no accommodation for missed in class participation.

2. Leading Seminar Discussion X 2 (5% each)

- Beginning week 3 a small group of students (2-3 depending on class enrolment) will be expected to lead the class in a discussion on the required readings. Students leading the discussion will allow for 1 hour of interactive discussion. Students are required to include an activity, game or exercise to generate audience interest and to reinforce/emphasize required reading information. Short video clips and power point slides are permitted but not required. Based on interest in the weekly theme, students will choose a topic and form groups. Sign up will take place in class on January 8th. **Any student who does not sign up for leading the discussions of weekly readings will be assigned by the instructor.**

- In preparation for the seminar, each group member is required to write a brief (2 pages double- spaced) reflection on the required weekly readings. **The submissions will briefly synthesize what the readings are about (½ page) and explain how the articles relate to each other (1/2 page) and then critically reflect on the content (1 page).** The reflection will provide the reader with your interpretation of the readings and how they inform or are relevant to the weekly topic. When preparing the reflection think about the specific central themes/ concepts ideas/ and or arguments in the articles and in your response elaborate on one or more of the following: what you find is most insightful, puzzling, questionable or intriguing? Write the reflection in your own words. Do not use direct quotes from the readings. At the end of the reflection include the questions that you will pose to help facilitate class discussion. Each student should prepare at least 2 questions for each of the assigned weekly readings. **Submit the reflection in a WORD document to the appropriate Avenue Drop Box by 11:30 am on the date that it is due.**

GROUP PROJECT: REPORT AND PRESENTATION (25%)

Commencing week 8, a small group of students (enrollment dependent) will be required to write a report and present on initiatives used at local,provincial/territorial and national levels to address an ‘aging and well-being’ issue. The chosen issue should relate to and expand on the assigned weekly course theme. Students are required to **use outside scholarly sources** (peer-reviewed articles or book chapters) along with credible internet information (for example, organizational or government websites, newspaper articles) to inform the presentation. A minimum of 10 credible information sources that include at least 4 outside scholarly research articles published in social science journals 2009 or later is required.

Each student should contribute equitably to the oral presentation and actively engage the class in discussion. A sign-up sheet for the presentations will be distributed in class on January 8th. Any student who does not sign up for a presentation date will be assigned a date by the instructor. **It is mandatory that all seminar presentation topics for the term be discussed and approved by the instructor a minimum of 2 weeks prior to the presentation date.**

*** The group is responsible for providing a 5-6 page double- spaced typed report that summarizes the presentation in a word document. The summary should highlight the significance of the issue, comment on how relevant required course material and outside academic sources specifically inform the topic (for example, relate specific concepts/ideas arguments/critiques), detail the group’s assessment of the initiatives (for example, identify strengths and limitations and propose your own recommendations and or strategies to address the issue. Include a properly formatted (APA style) cover page with title of the topic, names of group members and IDs, and date of the presentation) and a separate reference page. **Submit the report to the appropriate Avenue Drop Box by 11:30 am on the date that the presentation is due. No**

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

TERM PAPER (35%) due April 2nd

You will be required to conduct library-based research and write a critical analysis paper on a focused topic that addresses one of the course-based themes (do not use the same topic as your short writing assignment or group presentation). The 10-12-page double spaced paper, excluding the reference page, will require that you demonstrate a comprehensive understanding of, and facility with, the theoretical perspectives, concepts, major arguments and/or evidence presented in the course that relate to your topic. The submitted paper needs to be formatted in APA style, double spaced, with one- inch borders, in Times New Roman, 12- point font. Further instructions about the paper and a grading rubric will be reviewed in class and posted on Avenue to Learn. Submit this assignment electronically to the Avenue to Learn Dropbox by 11:30 am on the date that it is due.

Weekly Course Schedule and Required Readings

Complete Readings prior to class each week

Week 1 (January 8th)

Topic: Course Overview

Required Readings:

- Course Outline

Notes:

- **Sign up for leading a class discussion**
- **Sign up for group presentation**

Week 2 (January 15th)

Topic: Aging and Well-being: Conceptual Approaches

Required Readings:

- Gabriel, Z. & Bowling, A. (2004). Quality of life from the perspectives of older people. *Ageing and Society*, 24(5), 675-691
- George, L. K. (2010). Still happy after all these years: Research frontiers on subjective well-being in later life. *Journals of Gerontology Series B: Psychological Sciences and Social Sciences*, 65B (3), 331-339.
- Ní Mhaoláin, A. M., et al.,.(2012). Subjective well-being amongst community-dwelling elders: what determines satisfaction with life? Findings from the Dublin Healthy Aging Study. *International Psychogeriatrics*, 24(2), 316-323.

- Rozanova, J., Keating, N., & Eales, J. (2012). Unequal social engagement for older adults: Constraints on choice. *Canadian Journal on Aging*, 31(1), 25-36.

Recommended Readings:

- Myers, D., & Diener, E. (1996). The Pursuit of Happiness. *Scientific American*, 274 (5), 70-72.

Week 3 (January 22nd)

Topic: 'Active Aging' & 'Successful Aging' Discourse

Required Readings:

- del Barrio, E., Marsillas, S., Buffel, T., Smetcoren, A.-S., & Sancho, M. (2018). From Active Aging to Active Citizenship: The Role of (Age) Friendliness. *Social Sciences*, 7, 134.
- Rossen, E. K., Knafl, K. A., & Flood, M. (2008). Older women's perceptions of successful aging. *Activities, Adaptation & Aging*, 32(2), 73-88. doi:10.1080/01924780802142644
- Rubinstein, R. L., & de Medeiros, K. (2015). "Successful aging," gerontological theory and neoliberalism: A qualitative critique. *The Gerontologist*, 55(1), 34-42.

Notes:

- Student Led Discussions on Required Readings Begin

Week 4 (January 29th)

Topic: Health, Health Promotion Policy, and Well-being

Required Readings:

- Marquez, D. X., Bustamante, E. E., Blissmer, B. J., & Prohaska, T. R. (2008). Health Promotion for Successful Aging. *American Journal of Lifestyle Medicine*, 3(1), 12–19.
- Fonad, E., & Ebbskog, B. (2017). Life satisfaction among home-dwelling older people who have experienced falls and have declined subjective health. *Journal of Housing for the Elderly*, 31(1), 57-73.
- Emler, C.A., Harris, L., Furlotte, C., Brennan, D. J., & Pierpaoli, C.M. (2017). 'I'm happy in my life now, I'm a positive person': Approaches to successful ageing in older adults living with HIV in Ontario, Canada. *Ageing and Society*, 37(10), 2128-2151.

Recommended Readings:

- [National Seniors Council \(2010\). Overview of Positive and Active Aging](#) In Report of the National Seniors Council on Volunteering Among Seniors and Positive and Active Aging.
 - <https://www.canada.ca/en/national-seniors-council/programs/publications-reports/2010/volunteering-among-seniors/page06.html>

Week 5 (February 5th)

Topic: Psychosocial Well- being

Required Readings:

- Wilhelm, K., Geerligs, L., & Peisah, C. (2014). Successful transition to later life: Strategies used by baby boomers. *Australasian Journal on Ageing*, 33(2), 81-85. doi:10.1111/ajag.12025
- Ardelt M., Landes S., Gerlach K., Fox L. (2013) Rediscovering Internal Strengths of the Aged: The Beneficial Impact of Wisdom, Mastery, Purpose in Life, and Spirituality on Aging Well. In: Sinnott J. (eds) *Positive Psychology*. Springer, New York, NY
- Wild, K., Wiles, J. L., Allen, R. E. S., Warburton, J., Ng, S. H., & Shardlow, S. M. (2013). Resilience: Thoughts on the value of the concept for critical gerontology. *Ageing and Society*, 33(1), 137-158. doi:http://dx.doi.org.libaccess.lib.mcmaster.ca/10.1017/S0144686X11001073

Week 6 (February 12th)

Topic: Aging in Place, Migration and Well-being

Required Readings:

- Wiles, J. L., Leibing, A., Guberman, N., Reeve, J., & Allen, R. E. S. (2012). The meaning of "Aging in place" to older people. *The Gerontologist*, 52(3), 357-366. doi:10.1093/geront/gnr098
- Finney, N., & Marshall, A. (2018). Is migration in later life good for wellbeing? A longitudinal study of ageing and selectivity of internal migration. *Area*, 50(4), 492-500. doi:10.1111/area.12428
- Milligan, C., Payne, S., Bingley, A., & Cockshott, Z. (2015). Place and wellbeing: Shedding light on activity interventions for older men. *Ageing and Society*, 35(1), 124-149

Recommended Reading:

- Cela, E., & Bettin, G. (2018). Returning to the country of origin in later life: Longitudinal evidence from the German Socio-Economic panel. *Area*, 50(4), 483-491. doi:10.1111/area.12438

Notes:

- Writing Assignment Due in Avenue Dropbox 11:30 am February 12th

Week 7 (February 19th)

Midterm Recess

No Required Readings

Week 8 (February 26th)

Topic: Social Support & Well-being

Required Readings:

- Kadowaki, L., Wister, A. V., & Chappell, N. L. (2015). Influence of home care on life satisfaction, loneliness, and perceived life stress. *Canadian Journal on Aging*, 34(1), 75-89.
- Mitchell, B. (2010). Midlife Marital Happiness and Ethnic Culture: A Life Course Perspective. *Journal of Comparative Family Studies*, 41(1), 167-183.
- Blieszner, R. (2014). The worth of friendship: Can friends keep us happy and healthy? *Generations*, 38(1), 24-30.

Notes:

- Group Projects Begin

Week 9 (March 5th)

Topic Social/Civic Engagement & Well-being

Required Readings:

- Barrett, A.E. et al., (2012). 'It's your badge of inclusion'" The Red Hat Society as a gendered subculture of aging. *Journal of Aging Studies*, 26(4), 527-538
- Gottlieb, B., & Gillespie, A. (2008). Volunteerism, Health, and Civic Engagement among Older Adults. *Canadian Journal on Aging / La Revue Canadienne Du Vieillissement*, 27(4), 399-406.
- Anaby, D., Miller, W. C., Eng, J. J., Jarus, T., & Noreau, L. (2011). Participation and well-being among older adults living with chronic conditions. *Social Indicators Research*, 100(1), 171-183.

Week 10 (March 12th)

Topic: Work/Retirement/ Financial Security & Well being in Later Life

Required Readings:

- Wilks, D., & Neto, F. (2013). Workplace Well-being, Gender and Age: Examining the 'Double Jeopardy' Effect. *Social Indicators Research*, 114(3), 875-890.

- Bauger, L., & Bongaardt, R. (2016). The lived experience of well-being in retirement: A phenomenological study. *International Journal of Qualitative Studies on Health and Well-being*, 1-11.
- Curtis, J., & Lightman, N. (2017). Golden years or retirement fears? private pension inequality among Canada's immigrants. *Canadian Journal on Aging*, 36(2), 178-195.

Recommended Readings:

- Government of Canada. 2018. [Old Age Security Pension](https://www.canada.ca/en/services/benefits/publicpensions/cpp/old-age-security.html): (1., 2., & 3.)
 - <https://www.canada.ca/en/services/benefits/publicpensions/cpp/old-age-security.html>
- Curtis, J., & McMullin, J. (2018). Dynamics of Retirement Income Inequality in Canada, 1991-2011. *Journal of Population Ageing*.

Week 11 (March 19th)

Topic: Therapeutic Environments and Well-being

Required Readings:

- Finlay, J., Franke, T., McKay, H., & Sims-Gould, J. (2015). Therapeutic landscapes and wellbeing in later life: Impacts of blue and green spaces for older adults. *Health and Place*, 34(Complete), 97-106.
- Ottoni, C. A., Sims-Gould, J., Winters, M., Heijnen, M., & McKay, H. A. (2016). "Benches become like porches": Built and social environment influences on older adults' experiences of mobility and well-being. *Social Science & Medicine*, 169(Complete), 33-41.
- Lehning, A. J., & Greenfield, E. A. (2017). Research on age-friendly community initiatives: Taking stock and moving forward. *Journal of Housing for the Elderly*, 31(2), 178-192.

Recommended Readings:

- Menac, V.H., et al., (2014). Lessons learned from a Canadian provincewide age-friendly initiative: The age friendly Manitoba initiative. *Journal of Aging & Social Policy*, 26(1-2), 335-351.
- [Age-Friendly Communities](https://www.canada.ca/en/public-health/services/health-promotion/aging-seniors/friendly-communities.html)
 - <https://www.canada.ca/en/public-health/services/health-promotion/aging-seniors/friendly-communities.html>

Week 12 (March 26th)

Topic: Later Life Well-being and Social Dissonance: Elder Abuse

Required Readings:

- Naughton, C. et al., (2013). The relationship between older people's awareness of the term elder abuse and actual experiences of elder abuse. *International Psychogeriatrics*, 25(8), 1257-1266
- Harbison, J., Coughlan, S., Beaulieu, M., Karabanow, J., VanderPlaat, M., Wildeman, S., & Wexler, E. (2012). Understanding "Elder abuse and neglect": A critique of assumptions underpinning responses to the mistreatment and neglect of older people. *Journal of Elder Abuse & Neglect*, 24(2), 88-103. doi:10.1080/08946566.2011.644086
- James, K., Dickinson, R., & Struthers, A. (2015). Older women fleeing violence and abuse in Canada: Bringing together separate spheres of practice. *Journal of Elder Abuse & Neglect*, 27(4-5), 454-469. doi:10.1080/08946566.2015.1082528

Week 13 (April 2nd)

Topic: Enhancing Well Being in Later Life: practical applications

Required Readings:

- Narushima, M., Liu, J., & Diestelkamp, N. (2018). Lifelong learning in active ageing discourse: Its conserving effect on wellbeing, health and vulnerability. *Ageing and Society*, 38(4), 651-675.
- Kluge, M. A. (2014). Music, movement, and mood: Health promotion classes boost well-being and create social bonds. *Generations*, 38(1), 31-34.
- Hasan, H., & Linger, H. (2016). Enhancing the wellbeing of the elderly: Social use of digital technologies in aged care. *Educational Gerontology*, 42(11), 749-757.

Recommended Readings:

- Friedman, E. M., Ruini, C., Foy, R., Jaros, L., Sampson, H., & Ryff, C. D. (2017). Lighten UP! A community-based group intervention to promote psychological well-being in older adults. *Aging & Mental Health*, 21(2), 199-205.
- Milligan, C., Payne, S., Bingley, A., & Cockshott, Z. (2015). Place and wellbeing: Shedding light on activity interventions for older men. *Ageing and Society*, 35(1), 124-149

Notes:

- Critical Analysis Paper Due

Week 14 (April 9th)

Topic: Course Wrap Up

No Required Readings

Course Policies

Assignment Guidelines

Detailed instructions and a grading rubric for the writing assignments will be reviewed in class and posted on the Avenue to Learn Content Page. 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 11:30 am on the date due; hardcopies or emailed copies will not be accepted. All assignments should have a title page, all pages should be numbered and have 2.54 cm (1 inch) margins on all four sides. All text should be double-spaced, using 12-point Times New Roman Font. Assignments must be properly using the APA Style Guide. Carefully follow the manuscript formatting with respect to in-text citation references, reference page formatting, and manuscript writing style. See: [McMaster APA Style Guide](#)

There will be a 10% penalty each day (including weekends and holidays) that assignments are late. Failure to adhere to these guidelines will be reflected in the mark for the assignment. Instructions on the assignments will be reviewed in class. No assignments will be accepted 1 week after the due date.

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). MSAF is now available in MOSAIC Student Center (in the drop down menu under Academics)

4. 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.
5. In deciding whether 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.
6. You are responsible to contact your Professor(s) promptly to discuss the appropriate relief.
7. 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.

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 10

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.