HLTH AGE 3G03: Community-Based Research
Fall 2022
Monday, September 12 - Wednesday, December 7, 2022

Instructor: Dr. Alicia Powell
Email: powellak@mcmaster.ca
Lecture: Mondays 8:30 AM – 10:20 AM
and Wednesdays 8:30 AM – 9:20 AM
Room: KTH B124

Office: KTH 224
Office Hours: After class or scheduled
by appointment

Contents

Land Acknowledgment

When gathering for this class, we recognize that we are currently on the traditional territory shared between the Haudenosaunee confederacy and the Anishinabe nations, which was acknowledged in the Dish with One Spoon wampum belt. That wampum uses the symbolism of a dish to represent the territory, and one spoon to represent that the people are to share the resources of the land and only take what they need. This territory is covered by the Upper Canada treaties and is directly adjacent to the Haldiman Treaty territory.

Course Description

This course will introduce students to the theories and practice of community-based research. Community based research is committed to social change and strives to enhance the synergy between researchers and the community, including organizations and interest groups. Community-based research projects are equitable partnerships undertaken by academics, community members, community organizations and policy makers. Members meaningfully contribute their expertise and collaboratively make decisions about the conduct of research to address a locally identified health or social challenge. Highlighting various stages in a community-based research project, this course introduces core principles, concepts, and issues/challenges. Community-based research methods, lessons, and examples will be presented to assist students to evaluate appropriate methods and their application for research practice settings.

Course Objectives

This is an introductory course to the practice and concept of community-based research in the context of social health research. By the end of the course students should be able to:

- Define community-based research in multiple research contexts
- Engage in thoughtful and meaningful discussions about research projects, methods of engagement and community research needs
- Understand the methods, practices and processes of conducting community-based research
- Highlight the stages/phases of a community-based research project
- Explore appropriate research methods for carrying out community-based research based on the community and applicable research protocols
- Apply critical thinking to the benefits and challenges of doing community-based research with various communities, groups and organizations
- Consider personal research interests and potential for community-based research for future projects
- Practice the act and art of critical personal reflection and reflexion

Required Materials and Texts

There is no assigned textbook for this course. All weekly readings are available publicly or through the McMaster University Library on-line catalogue. Additional course

materials include videos and news articles. Article URLs and video links are listed in the Weekly Reading Schedule at the end of the course outline. It is your responsibility to access and read or review all assigned readings and content.

Suggested Texts:
- Caine, V. & Mill, J. (2016). Essentials of Community Based Research. Walnut Creek, California: Left Coast Press.
- Etmanski, C., Dawson, T., Hall, B. (2014). Learning and Teaching Community-Based Research: Linking Pedagogy to Practice. Toronto, Ontario: University of Toronto Press.
- Halseth, G., Markey, S. & Ryser, L. (2016). Doing Community-Based Research: Perspectives from the Field. Montreal, Quebec: McGill-Queen's University Press.
- Johnson, L.R. (2017). Community-Based Qualitative Research: Approaches for Education and the Social Sciences. Thousand Oaks, California: SAGE Publications, Inc.

Supplementary Resources:
- Community-Based Research Canada (http://communityresearchcanada.ca/)
- Community-Campus Partnerships for Health (https://ccph.memberclicks.net/)
- Centre for Community-Based Research (http://www.communitybasedresearch.ca/)
- Centre for Community Organizations (https://coco-net.org/)
- Aboriginal HIV and AIDS Community-Based Research Collaborative Centre (https://www.ahacentre.ca/)

Class Format
This is an interactive course held primarily on Mondays from 8:30 – 10:30 am in KTH B124. We will meet in-person in class on Mondays with Wednesday class times (8:30 AM to 9:30 AM) reserved for individual work and office hours. Occasionally, and with notice via A2L, we will gather on Wednesday mornings in person, in class. This may be for a make-up class, additional content delivery, or assignment preparation.

All classes are anticipated to be delivered in person on campus, as per McMaster University's Back to Mac Fall 2022 Student Guide, posted on August 25, 2022. However, these plans are subject to change at any time given the developing and changing public health situation due to Covid-19. Students should continue to review University policies and local and provincial public health guidelines and screening tools.

This interactive course requires active participation, attendance and contribution from all members of the class. Class meetings will be scheduled during the posted course times and locations weekly. Due to the nature of the course, students are expected to be present for in person classes, and attendance and participation will be recorded weekly.

There will normally be two components to each class with some exceptions as we progress this term. Each class will begin with introductory remarks and a lecture on the weekly topic. During this segment, we will review course content, engage in instructor-led guided conversation and critical discussion. We will take a short break part-way

through class and return to respond to critical reflection questions on the course materials, themes, and current news content. This is also an opportunity for students to ask questions about the course content.

Occasionally, in addition to in-person class meetings, recorded presentations and slide decks will be posted on Avenue to help bring together course concepts and content from weekly readings, but will not cover or review all aspects of the assigned readings or content. These are intended to assist in preparing students for the upcoming class meeting or test, or to summarize the previous class and discussion.

It is important that students take the time to engage with the required readings, articles and materials. Weekly readings are required to be completed prior to class time to allow for thoughtful and engaged discussions. Students are also recommended to review current news and events within Canada and internationally to bring into the class discussions as they relate to weekly topics and themes.

While course content and recordings are made available online through Avenue to Learn, students are reminded that it is strictly prohibited to post, distribute, transmit, or copy any lecture materials or notes in any format (electronically, audio, etc.) outside of Avenue to Learn and the SAS notetaking program. This includes but is not limited to: online note sharing sites, Facebook, YouTube, Google Docs, etc.
McMaster University is committed to an inclusive and respectful community. These principles and expectations extend to online activities including during class meetings, in email communication, electronic chat groups, video calls and other learning platforms. It is the expectation of this course that all participants are respectful, inclusive, considerate and professional in all course related activities and communications.

Course Evaluation – Overview
Completion of all assignments and tests is required to complete and pass this course.
1. Attendance, Participation and Engagement – 10%, ongoing
2. Midterm Critical Reflection – 25%, due on A2L, October 5, 11:59 pm
3. Research Assignment Outline – 20%, due on A2L, October 24, 11:59 pm
4. Final Research Assignment – 40%, due in class & A2L, November 28 – December 5
5. Course Critical Reflection – 5%, in class, December 7

Course Evaluation – Details

Attendance Participation and Engagement (10%), ongoing
In this in-person course, it is imperative that students attend class as scheduled, prepared by having read the assigned materials. Attendance will be confirmed at the start of each class. Participation in a variety of in-class discussions and activities is important to optimizing learning in this course. Such activities include individual and/or group mini assignments, reflection questions and responses, and discussions on course material. Grades will be calculated cumulatively and posted at the end of the term.

Midterm Critical Reflection (25%), due on A2L, October 5, 11:59 pm
The process of critical personal reflection is an important concept within community-based research. Scholarly, critical reflection provides researchers with an opportunity to explore their own social positioning and location in the research process. Through the act of critical reflection, researchers and students actively engage with their own thoughts, feelings, experiences and biases, and consider where and how these interact and impact the way they think about ideas, theories and positions of others.

In the Midterm Critical Reflection students will write about themselves, and how their thoughts and prior knowledge and experiences have impacted their learning over the first half of the term. Students will consider how their position has affected their understandings of course readings, lectures, discussions, and course materials.

Within the Critical Reflection, students will address the following requirements:
1) Provide a definition and description of community-based research, acknowledging the history and principles of this practice.
2) Explain your earlier beliefs and thoughts about community-based research prior to the start of the course. How have these changed since engaging with course materials?
3) Describe your own health- and/or aging-related research interests. Based on what you have learned so far, explain whether CBR is an approach that would be applicable to the study of this subject.
4) Consider and describe your own social location and position. How does your social identity, and the power and privilege that you hold impact your role and responsibilities as a community-based researcher? Explore this in the context of your selected research area.
5) Review any strategies, solutions or practices that can be undertaken in your research area to address the power imbalances that exist between researcher and community in the CBR process.

The purpose of this exercise is to engage in the act and art of critical reflection, while demonstrating knowledge about community-based research and key concepts/theories, how these are used in social science and health research. Students will also apply consideration to the ability to study personal research interests using this practice.

The Critical Reflection should be no more than five pages typed (double-spaced, 12-pt font) and should draw on references to course materials. Academic writing, organization, spelling and grammar are expected. More details will be provided in class on September 26 and October 3. Students are encouraged to utilize reserved class time the morning of September 28 and October 5 to complete their Reflection. The Critical Reflection is due on A2L on October 5, no later than 11:59 pm.

Research Assignment Outline (20%), due on A2L, October 24, 11:59 pm
Students will be required to write a 4 – 5 page (not including title page and References), double-spaced, paper that will serve as the outline and overview of their Final Research Assignment.

For the Outline and the Final Assignment, students will select a health-related issue or research area of their choice, that they are most interested in, and consider the ways in which this subject can be approached using community-based research practices. Students will conduct their own research and literature scan within their interest area to learn about how CBR is conducted to address the health-related issue and apply their learning from course materials on the utility and purpose of CBR.

The Research Assignment Outline should address the following requirements:
1) Provide a brief introduction and explanation of CBR and their health-related research subject
2) Provide a thesis statement
3) Describe the state of the literature, why it is important and the use of CBR within the selected research area
4) Identify where inequalities and inequities exist in the conduct of research in this area, point out where and how CBR address these issues
5) Provide examples of at least two studies in the research area that utilized CBR or participatory research methods, explain the successes and challenges of using this method and what has been learned through these studies
6) Drawing on course concepts and theories, explain how CBR would help to progress and strengthen health research and improve community health
7) Provide a strong conclusion and reflection on the importance of redistributing power in the research process through CBR practices

The purpose of the Assignment Outline is for students to demonstrate preliminary knowledge and understanding of CBR, and an application of this approach to a research area or question of their choice. Students will also demonstrate their research skills to examine their selected subject. The Outline is intended to support students in the production of the Final Research Assignment and is only intended to serve as a starting point, rather than a final product.

The paper should be written in Arial or Times New Roman font, in 11- or 12-point font size. Papers should be cited in full using APA referencing style and must include a complete APA References list. Further, all papers should include an APA title page and APA formatting throughout. Font size and margin size must not be manipulated; concision and clarity of thought in written communication is essential to strong, academic writing.

A minimum of 6 scholarly sources will be required, including at least 3 articles from the course reading list. More detailed instructions, helpful links, and a grading rubric for the assignment will be provided and posted on Avenue to Learn. Additionally, the guidelines will be reviewed in class on Wednesday, October 19.

The Assignment Outline is due by 11:59 pm on October 24 via the dropbox on A2L. Students who submit their assignment on this date will receive feedback along with their grade. Submissions after this date will qualify for late penalties.

Final Research Assignment (40%), November 28 – December 5, in class & A2L

Building on the Research Assignment Outline and feedback, students will be required to write an 8 – 10 page (not including title page and References), double-spaced, paper that will serve to bring together knowledge generated from course engagement, as well as from independent research.

For the Final Assignment, students will build on their previous research on their selected health-related issue or research area and address the ways in which this subject has been and can be approached using community-based research practices. Students will conduct their own research and literature scan within their interest area to learn about how CBR is conducted to address the health-related issue and apply their learning from course materials on the utility and purpose of CBR.

The Final Research Assignment should expand on the following requirements:
1) Provide a comprehensive introduction and explanation of CBR and the selected health-related research subject
2) Provide a strong and clear thesis statement
3) Describe the state of the literature, why it is important/relevant to scholarship and health studies today, and describe the use of CBR within the selected research area
4) Identify where inequalities and inequities exist in the conduct of research in this area, point out where and how CBR addresses these issues
5) Provide examples of at least three studies in the research area that utilized CBR or participatory research methods, explain the successes and challenges of using this method and what has been learned through these studies
6) Drawing on course concepts and theories, explain how CBR would help to progress and strengthen health research and improve community health
7) Provide a strong conclusion and reflection on the importance of redistributing power in the research process through CBR practices

The purpose of the Final Assignment is for students to demonstrate a strong command of knowledge and understanding of CBR, and an application of this approach to their research area or question of choice. Students will also demonstrate strong research skills to examine their selected subject, and critical reflection skills in their conclusion.

The paper should be written in Arial or Times New Roman font, in 11- or 12-point font size. Papers should be cited in full using APA referencing style and must include a complete APA References list. Further, all papers should include an APA title page and APA formatting throughout. Font size and margin size must not be manipulated; concision and clarity of thought in written communication is essential to strong, academic writing.

A minimum of 12 scholarly sources will be required, including at least 5 articles from the course reading list. More detailed instructions, helpful links, and a grading rubric for the

assignment will be provided and posted on Avenue to Learn. Additionally, guidelines and helpful tips will be reviewed in class on Wednesday, November 16.

The Final Research Assignment is due on November 28 in class in hardcopy (double-sided) format, and on A2L by 11:59 PM. Students who submit their assignment on this date will receive feedback along with their grade. Students may choose an optional automatic extension and submit their assignment on December 5 in class and on A2L without late penalty. Students who select the extension will not receive comments or feedback with their grade, and the instructor will not meet to discuss the paper or grade given. Submissions after this date will qualify for late penalties.

The Final Assignment must be submitted via the Assignments dropbox on Avenue to Learn no later than 11:59 pm on the date submitted in class (November 28 or December 5).

Course Critical Reflection (5%), due December 7, in class

Students will provide a final critical personal reflection in class during the final meeting on Wednesday, December 7. In a style of your preference, students will describe what they learned within the course, what they found interesting and challenging and their personal thoughts on community-based research, their learning, and their level of engagement and participation in the course. More details will be provided in the final class. Written responses should be 2-5 paragraphs in length, no more than ~750 words.

<u>Weekly Course Schedule and Required Readings</u>

Week 1 (September 12)
Welcome to 3G03 and Introduction to Community-Based Research (CBR)

<u>Readings</u>: Please review the course outline.

- Flicker, S., Savan, B., Kolenda, B. & Mildenberger, M. (2008). A snapshot of community-based research in Canada: Who? What? Why? *Health Education Research*. Vol. 23 (No. 1): 106-114. Doi: <u>10.1093/her/cym007</u>.
- Wallerstein, N. & Duran, B. (2006). Using community-based participatory research to address health disparities. *Health Promotion Practice.* Vol. 7 (No. 3): 312-323. Doi: <u>10.1177/1524839906289376</u>.

Week 2 (September 19)
Historical, Theoretical and Practical Origins of CBR
<u>Readings</u>:
- Stoecker, R. (2003). Community-based research: From practice to theory and back again. Michigan *Journal of Community Service Learning.* Vol. 9: 35-46. Available from <u>http://hdl.handle.net/2027/spo.3239521.0009.204</u>
- Ferreira, M. & Gendron, F. (2011). Community-based participatory research with traditional and Indigenous communities of the Americas: Historical context and future directions. *International Journal of Critical*

Pedagogy. Vol. 3 (No. 3): 153-168. Available from
http://libjournal.uncg.edu/ojs/index.php/ijcp/article/view/254

Week 3 (September 26)

The Principles of CBR: Introduction and Critique
Readings:
- Israel, B., Schulz, A., Parker, A. & Becker, A. (1998). Review of community-based research: Assessing partner approaches to improve public health. Vol. 19: 173-202. Doi: 10.1146/annurev.publhealth.19.1.173.
- Strand, K., Marullo, S., Cutforth, N., Stoecker, R. & Donohue, P. (2003). Principles of best practice for community-based research. *Michigan Journal of Community Service Learning.* Vol. 9 (No. 3): 5-15. Available from https://digitalcommons.du.edu/cgi/viewcontent.cgi?article=1013&context=rms_faculty

Week 4 (October 3)

Power, Privilege and Tensions in Community-Based Research
Readings:
- Muchammad, M., Wallerstein, N., Sussman, A., Avila, M., Belone, L., & Duran, B. (2015). Reflections on researcher identity and power: The impact of positionality on community-based participatory research processes and outcomes. *Critical Sociology.* Vol. 41 (No. 7-8):1045-1063. Doi:10.1177/0896920513516025.
- Kerstetter, K. (2012). Insider, outsider, or somewhere between: The impact of researchers' identities on the community-based research process. *Journal of Rural Social Sciences.* Vol. 27 (No. 2): 99-117. Available at: https://egrove.olemiss.edu/jrss/vol27/iss2/7
- Gagnon, V., Gorman, H. & Norman, E. (2017). Power and politics in research design and practice: Opening up space for social equity in interdisciplinary, multi-jurisdictional and community-based research. *Gateways: International Journal of Community Research and Engagement.* Vol. 10: 164-184. Doi: 10.5130/ijcre.v10i1.5307.

Note: Midterm Critical Reflection is due this week, on October 5 on A2L, no later than 11:59 pm.

Week 5 (October 10 & 12)

Reading Week – Enjoy the break!

Week 6 (October 17 & 19)

October 17: Successes and Challenges in CBR
Readings:
- Brush, B., Mentz, G. & Jensen, M. (2019). Success in long-standing community-based participatory (CBPR) partnerships: A scoping literature

review. *Health Education and Behavior.* Vol. 47 (No. 4): 556-568. Doi: 10.1177/1090198119882989.

- Le Dantec, C. & Fox, S. (2015). Strangers at the gate: Gaining access, building rapport, and co-constructing community-based research. CSCW'15: Proceedings of the 18th ACM Conference on Computer Supported Cooperative Work and Social Computing. Doi: 10.1145/2675133.2675147.

October 19: Review of Assignment Outline Instructions

Notes: Class time provided to review instructions for Research Assignment Outline.

Week 7 (October 24)

CBR Design: Moving Towards Equitable Engagement

Readings:

- Jacklin, K. & Kinoshameg, P. (2008). Developing a participatory Aboriginal health research project: "Only if it's going to mean something." Journal of Empirical Research on Human Research Ethics. Vol. 3 (No. 2): 53-67. Doi: 10.1525/jer.2008.3.2.53.
- Harrington, C., Erete, S. & Piper, A. (2019). Deconstructing community-based collaborative design: Towards more equitable participatory design engagements. In Proceedings of Computer Supported Collaborative Work, 3. CSCW, Article 216: 1-25. Doi: 10.1145/3359318.

Notes: The Research Assignment Outline is due today to the dropbox on A2L by 11:59 pm.

Week 8 (October 31)

CBR as an Artful Practice

Readings:
- Fraser, KD. & al Sayah, F. (2011). Arts-based methods in health research: A systematic review of the literature. *Arts & Health*. 3 (2): 110-145. Doi: 10.1080/17533015.2011.561357.
- Gergen, M. & Gergen, K. (2011). Performative Social Science and Psychology. Forum: *Qualitative Social* Research. 12 (1): 1-9. Doi: jstor.org/stable/23032295.
- Gubrium, A. (2009). Digital storytelling: An emergent method for health promotion research and practice. *Health Promotion Practice.* Vol. 10 (No. 2):186-191. DOI: 10.1177/1524839909332600.
- Evans-Agnew, R. & Rosemberg, M-A. (2016). Questioning Photovoice Research: Whose Voice? *Qualitative Health Research*. Vol. 26 (No. 8): 1019-1030. Doi: 10.1177/1049732315624223.

Week 9 (November 7)
Knowledge Translation and Mobilization in CBR
<u>Readings</u>:
- CIHR. (2014). Guide to Knowledge Translation Planning at CIHR: Integrated and End-of-Grant Approaches. Ottawa, Ontario: Canadian Instiues of Health Research. Available from http://www.cihr-irsc.gc.ca/e/45321.html
- Jackson, R. & Masching, R. (2016). Knowledge translation in Indigenous communities: A review of the literature. *The Canadian Journal of Aboriginal Community-based HIV/AIDS Research*. Vol. 8 (Winter): 80-104. Available from http://caan.ca/wp-content/uploads/2017/11/Indigenous-KnowledgeTranslation.pdf.

Week 10 (November 14 & 16)
November 14: Community-Based Participatory Research and Peoples with Lived Experience (Guest Lecture by Dr. Rachel Weldrick
<u>Readings</u>: To be assigned.

November 16: Review of Final Research Assignment Guidelines.
<u>Notes</u>: Schedule class gathering to review the Final Assignment guidelines.

Week 11 (November 21 & 23)
November 21: Using Participatory Analysis Strategies in CBR
<u>Readings</u>:
- Flicker, S., & Nixon, S. (2014). The DEPICT model for participatory qualitative health promotion research analysis piloted in Canada, Zambia and South Africa. Health Promotion International. Vol. 29 (No.1): e1-e9. DOI: 10.1093/heapro/dat093.
- Jackson, S. (2008). A participatory group process to analyze qualitative data. Education & Action. Vol. 2 (No. 2): 161-170. DOI: 10.1353/cpr.0.0010.
- Nind. M. (2011). Participatory data analysis: A step too far? *Qualitative Research*. Vol. 11 (No. 4): 349-363. DOI: 10.1177/1468794111404310.

November 23: Drop-in Office Hours in Class
<u>Notes</u>: Opportunity for students to drop-in to class to ask any final questions regarding the Final Research Assignment.

Week 12 (November 28)
CBR and Real-Time Research: What is Possible During a Pandemic?
<u>Readings</u>:
- Opara, I., Chandler, C., Alcena-Stiner, D., Nnawulezi, N. & Kershaw, T. (2020). When pandemics call: Community-based research consideration for

HIV scholars. *AIDS and Behaviour*. 24: 2265-2267. DOI: [10.1007/s10461-020- 02878-2.](#)
- Valdez, E. & Gubrium, A. (2020). Shifting to virtual CBPR protocols in the time of Corona virus/COVID-19. *International Journal of Qualitative Methods*. 19: 1-9. DOI: [10.1177/1609406920977315](#)

Notes: Reminder: Final Research Assignment is due in person in class and to the dropbox on Avenue by 11:59 pm to receive comments and feedback.

Week 13 (December 5 & 7)
December 5: The Future of CBR in Canada
Readings:
- Taylor, M. & Ochocka, J. (2017). Advancing community-based research in Canada. *International Journal of Knowledge-Based Development*. Vol. 8. No. 2: 183-200. DOI: [10.1504/IJKBD.2017.085151](#).

Notes: Reminder that this is the final date to submit Final Research Assignment without late penalties. The Assignment must be submitted in person and on A2L.

December 7: Course Wrap-Up and Reflections
Readings: None assigned.

Notes: There will be a short, guided class discussion and review of Course Reflection assignment. The Course Reflection (5%) will be completed and submitted during class time.

Course Policies

Communication
Communication with the course instructor will be conducted exclusively via email using McMaster email accounts. Please send all emails to powellak@mcmaster.ca. Please include the course code 'HLTH AGE 3G03' in the Subject line, and include your name and student ID in your email. Students are reminded not to use their personal Gmail, Outlook or other email accounts to communicate. Do not utilize Avenue to Learn to email the instructor.

Please consider email communications as equivalent to any other form of formal, professional written communication. Students who write to their instructors are expected to follow rules of etiquette, spelling, grammar and punctuation. Inappropriate and unprofessional salutations, language, and conduct is not permitted. Email communications failing to meet professional standards may remain unanswered. Emails that require a short reply will be answered within four (4) business days. Emailed questions requiring a more detailed response will only be answered during office hours or by appointment. Students seeking detailed responses or support are encouraged to book a virtual office hour appointment.

Avenue to Learn
Course material will be posted on Avenue to Learn. Please check the site often to keep informed of important course information or announcements.

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 email accounts, and program affiliation may become apparent to 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.

Sharing of Course Materials
Students who are enrolled in HLTH AGE 3G03 Fall 2022 will have access to digital course materials provided through Avenue to Learn. Those who have access to authorized recorded lectures in a course may use these recordings only for personal or group study and shall not reproduce, share or upload the recording to any publicly accessible web environment. Similarly, notes, slides, evaluations and tests are for personal use and should not be shared with others outside of the course.

Office Hours
Office hours will be held following lecture in class each week, or by scheduled appointment, which may be virtual or in-person. During office hours students may ask questions about the course content, tests or assignments.

Tests and Submission of Assignments
Assignments must be submitted in person in class, as well as online via the Avenue to Learn dropbox. The digital copy is officially due by 11:59 pm on the due date posted. Failing to submit a copy by this time will result in a late penalty.

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 justification, students must make arrangements directly with the instructor to submit the assignment on an alternative date. Assignments will be marked down 5% if turned in late, past the final acceptable date and time they are due. Assignments will lose an additional 5 percentage points for each day they are late after the first; this includes weekend days and holidays. There will be no late marks if students elect to take the one week extension to submit their final assignment for evaluation without comments or feedback. Late marks are applied after this extension.

Absences, Missed Work, Illness

Students using MSAFs will have to complete all assignments or tests at a later date. The grade for missed assignments or tests will not be applied to any other assignment or test. MSAFs must be filed on the day that the assignment is due, triggering an automatic extension.

Students are encouraged to use the McMaster Student Absence Form (MSAF) through Mosaic if their health screening results recommend that they isolate and are not permitted to come to campus. For the fall 2022 term, the MSAF will cover missed work for up to 5 days. Students will be able to access any additional MSAF forms through their Faculty Academic Advising Office if they need to miss additional class time due to illness, isolation or other personal reasons.

Course Modification

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

University Policies

Academic Integrity

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. **It is your responsibility to understand what constitutes academic dishonesty.**

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university. For information on the various types of academic dishonesty please refer to the *Academic Integrity Policy*, located at https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/

The following illustrates only three forms of academic dishonesty:

- plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
- improper collaboration in group work.
- copying or using unauthorized aids in tests and examinations.

Authenticity / Plagiarism Detection

Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software. **All submitted work is subject to normal verification that standards of academic integrity have been upheld** (e.g., on-line search, other software, etc.). For more details about McMaster's use of Turnitin.com please go to www.mcmaster.ca/academicintegrity.

Courses with an On-line Element

Some courses may use on-line elements (e.g. e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

Online Proctoring

Some courses may use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

Conduct Expectations

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the *Code of Student Rights & Responsibilities* (the "Code"). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online**.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students' access to these platforms.

Academic Accommodation of Students With Disabilities

Students with disabilities who require academic accommodation must contact Student Accessibility Services (SAS) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make arrangements with a Program Coordinator. For further information, consult McMaster University's *Academic Accommodation of Students with Disabilities* policy.

Requests For Relief For Missed Academic Term Work

In the event of an absence for medical or other reasons, students should review and follow the *Policy on Requests for Relief for Missed Academic Term Work.*

Academic Accommodation For Religious, Indigenous or Spiritual Observances (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the RISO policy. Students should submit their request to their Faculty Office *normally within 10 working days* of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

Copyright And Recording

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors.

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

Extreme Circumstances

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.).

Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

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