

HLTH AGE 2D03: Continuum of Care

Fall 2021

September 7th – December 8th, 2021

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Lecture: Hybrid – Asynchronous and synchronous content delivered weekly

on Avenue to Learn and Zoom
(Mondays from 7:00 – 9:00 pm)
Office Hours: Virtual drop-in office hours held on Zoom weekly: Mondays from 6:00 – 7:00 pm or by appointment.

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Course Description

This course will examine issues related to continuum of care options for older adults needing support and services in later life. This course will focus on long-term care homes, but will also explore other living arrangements and residential services, home, hospital and community-based health and social services, and isolation within the context of the care continuum. Some of the topics to be addressed include the funding and organization of supportive services, the experience of living and working in a long-term care home, personhood, diversity, quality of life and quality of care issues, challenges involved in care integration across the continuum, the case management process, the role of formal and informal caregivers and end of life care.

Course Objectives

By the end of the course students should be able to:

- Define and describe the continuum of care and identify its components
- Define formal and informal care and roles of caregivers for older adults requiring support
- Define quality of care, how it can be measured and describe issues related to its measurement across the system
- Explain and critically examine important points in the continuum of care
- Examine how policy, research, practice and education issues relate to the broad spectrum of supports and services available to older adults and the innovative or emerging programs and approaches in different jurisdictions
- Describe integrated care and elements of a national strategy for older adults in Canada
- Explain the challenges, successes and ethical considerations associated with the care continuum
- Critically reflect on your own values, views and biases about care options
- Reflect on issues and solutions regarding aspects of the continuum of care
- Reflect on advance care planning

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

Class Format

This is an online course that will begin on Tuesday, September 7, 2021. Course content will be delivered in a hybrid format, including both asynchronous and synchronous components.

The majority of course content will be available asynchronously, where students will be able to self-direct their learning and engagement in the course and course material at their own pace, and to account for varying schedules. Asynchronous content will include weekly readings, pre-recorded lecture presentations, corresponding slide decks, and critical reflection questions. This content will be delivered weekly through Avenue to Learn with postings made on Mondays for students to access, download, review and refer to in their studies.

Recorded presentations and slide decks will help to bring together course concepts and content from weekly readings, but will not cover or review all aspects of the assigned readings. It is important that students take the time to engage with the required articles and materials. It is recommended that reading is completed prior to reviewing the corresponding recorded presentations and slides. Students will be responsible for ensuring that their learning of key concepts and course materials is completed prior to the scheduled evaluations.

Synchronous meetings will be scheduled during the posted course times once per month (see course schedule below). Students are encouraged to attend, but attendance is not mandatory, to account for varying availability and schedules. During synchronous meetings, we will review previous course content, engage in guided conversation and critical discussion, and respond to critical reflection questions. This is also an opportunity for students to ask questions about the course content.

Students will also have weekly opportunities to engage with the instructor and each other synchronously through drop-in Zoom office hours as required or preferred. In these sessions, students will be encouraged to ask critical and clarifying questions about the course materials and/or assignments.

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 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. Introductory Post – 2%, due September 12 – 11:59 pm

2. Discussion Question Responses (worth 5% each)– 15% total, due September 26, October 24, November 14 – by 11:59 pm
3. Test 1 – 25%, take home; released October 6, 8:00 am; due October 8, 11:59 pm
4. Test 2 – 25%, take home; released November 24, 8:00 am; due November 26, 11:59 pm
5. Care Continuum Assignment – 30%, due December 2 - 11:59 pm
6. Final Reflection Post – 3%, due December 8 – 11:59 pm

Course Evaluation – Details

Introductory Post (2%), due September 12, 11:59 pm

Students will provide an introductory post to the Discussion section labelled “Introductions” on Avenue to Learn. In a style of your preference, please share your name, program, year of study, what you are interested in learning about in this course, one thing you know about the continuum of care, and one question you have about it. Written responses need not be lengthy, and can be around 6 – 8 sentences.

Discussion Question Responses (worth 5% each)– (15%), due September 26, October 24, November 14 – by 11:59 pm

Throughout the term students will be required to respond to discussion questions and/or topics posted in the Discussions section on Avenue to Learn. Students are expected to submit critical responses and/or personal reflections to the posted questions or topic. These responses are designed for students to demonstrate their engagement in and understanding of course materials and concepts, their critical thoughts, and application to current issues and events.

Responses are expected to be 1-3 short paragraphs in length, and no more than ~500 words. Each student should submit an independent response to the posted topic, to reflect their own thoughts. Plagiarism will not be tolerated. Written responses should be written using academic language, free from spelling and grammatical errors. If referencing course materials or other sources, citations are required using APA format. Students are advised to compose their response in a word-processing application, prior to submitting via Avenue to Learn.

Responses are due on the posted date, no later than 11:59 pm. Grades will be calculated cumulatively and posted at the end of the term.

Test 1 (25%), released October 6 at 8:00 am; due October 8 at 11:59 pm

Test 1 is a take-home style test comprised of 30 multiple choice questions and four short-answer questions. Test 1 will be based on all course material covered in recorded lectures, weekly readings and other course content delivered up to and including Week 5 (October 4). Test 1 is out of 50 marks, worth 25% of the final grade.

This test is to be completed independently, at your own pace. Due to the take-home format, the test is open-book. Students may refer to lecture notes and course materials as resources while writing the test. However, students are not allowed to collaborate with peers or classmates, nor are students permitted to share their answers with classmates, take screen shots or post photos of their work, post questions online, access webpages for answers, or any similar behaviour or activity. Partaking in any form of this activity is a form of academic dishonesty. Please remember that a take-home test does not mean students do not need to engage with course materials or study for the test.

While students will have nearly three full days to complete the test independently and at their leisure, the test should not take more than two hours to complete. Test responses will be submitted via the Assignments dropbox on Avenue to Learn.

Test 2 (25%), released November 24 - 8:00 am; due November 26 - 11:59 pm

Similar to Test 1, Test 2 is a take-home style test to be completed independently. Test 2 is comprised of 30 multiple choice questions and two essay-style questions. Test 2 will be cumulative, based on all course material covered in recorded lectures, weekly readings and other course content delivered up to and including Week 12 (November 22). Test 2 is out of 50 marks, and worth 25% of students' final grade.

This test is to be completed independently, at your own pace. Due to the take-home format, the test is open-book. Students may refer to lecture notes and course materials as resources while writing the test. However, students are not allowed to collaborate with peers or classmates, nor are students permitted to share their answers with classmates, take screen shots or post photos of their work, post questions online, access webpages for answers, or any similar behaviour or activity. Partaking in any form of this activity is a form of academic dishonesty. Please remember that a take-home test does not mean students do not need to engage with course materials or study for the test.

While students will have nearly three full days to complete the test independently and at their leisure, the test should not take more than two hours to complete. Test responses will be submitted via the Assignments dropbox on Avenue to Learn.

Care Continuum Assignment (30%), due December 2 at 11:59 pm

Students will be required to write a 6 – 7 page, double-spaced, paper describing the importance of care continuity and advance care planning for later life, and outlining issues and solutions for older adults and their caregivers / providers based on course concepts and/or themes.

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.

Students will select and describe a population of older adults (rural, urban, LTC residents, aging at home, minority populations, marginalized peoples, etc.) and identify issues or barriers in seeking and receiving care in later life within the continuum. The paper will explore aspects along the continuum of care for the identified population, focusing on themes from within the course. The paper should describe the solutions that exist to address the issues listed, and should highlight the importance of advance care planning for later life.

A minimum of 5 scholarly sources will be required, along with at least 2 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, a synchronous class gathering will be held to review assignment guidelines (see course schedule below).

The Assignment must be submitted via the Assignments dropbox on Avenue to Learn no later than 11:59 pm on December 2.

Final Reflection Post (3%), due December 8, 11:59 pm

Students will provide a final personal reflection post to the Discussion section labelled “Final Reflection” on Avenue to Learn. In a style of your preference, students will describe what they learned within the course, what they found interesting, challenging and their personal thoughts on their own aging and care continuum as they age. More details will be provided in the final class (delivered synchronously). Written responses should be 1-3 paragraphs in length, no more than ~500 words.

Weekly Course Schedule and Required Readings

Week 1 (September 7 - 10)

Welcome to 2D03: Continuum of Care

Assigned Readings/Content: None assigned. Please review the course outline.

Notes: Reminder to submit Introductory post to Discussions section on Avenue by September 12 at 11:59 pm.

Week 2 (September 13 – 17)

Defining the Continuum of Care

Reading:

- Haggerty, J. L., Reid, R. J., Freeman, G. K., Starfield, B. H., Adair, C.E., & McKendry, R. (2003). Continuity of care: A multidisciplinary review. *BMJ*, 327(7425), 1219-1221. <https://doi.org/10.1136/bmj.327.7425.1219>
- Canadian Institute for Health Information. (2017). *Seniors in Transition: Exploring Pathways Across the Care Continuum*. Ottawa, ON. Available at: <https://www.cihi.ca/sites/default/files/document/seniors-in-transition-report-2017-en.pdf>

Video:

- CIHI Canada (2017, July 12). *Seniors in transition: Exploring pathways across the care continuum*. [Video]. Youtube. <https://youtu.be/5xHuYbK0JD4>

Week 3 (September 20 – 24)

Understanding the Health Care Needs of the Aging Population in Canada

Readings:

- Chappell, N. L. (2011). Population aging and the evolving needs of older Canadians: an overview of the policy challenges. Institute for Research on Public Policy. Available at: https://books-scholarsportal-info.libaccess.lib.mcmaster.ca/uri/ebooks/ebooks0/gibson_cppc-chrc/2011-12-20/1/10506967
- Meng, X., & D'Arcy, C. (2016). Determinants of self-rated health among Canadian seniors over time: a longitudinal population-based study. *Social Indicators Research*, 126(3), 1343-1353. Available at: <https://link-springer-com.libaccess.lib.mcmaster.ca/content/pdf/10.1007/s11205-015-0941-6.pdf>
- Canadian Medical Association. (2015). A policy framework to guide a national senior's strategy for Canada. Available at: https://cma.ca/sites/default/files/pdf/News/policy-framework-to-guide-seniors_en.pdf (Pages 5 - 14)

Notes: Reminder to submit Discussion Question Response on Avenue by September 26 at 11:59 pm.

Week 4 (September 27 – October 1)

Informal and Formal Care

Readings:

- Barken, R. (2017). Reconciling Tensions: Needing Formal and Family/Friend Care but Feeling like a Burden. *Canadian Journal on Aging*, 36(1), 81-96. doi:10.1017/S0714980816000672. Available at: <https://www.cambridge.org/core/journals/canadian-journal-on-aging-la-revue-canadienne-du-vieillissement/article/reconciling-tensions-needing-formal-and-familyfriend-care-but-feeling-like-a-burden/544175E28736841BBF419DDF71B39360/share/8b05db7055e60036b5ec0abd9ca2d9927d657cfe>
- Peckham, A., Williams, A.P. and Neysmith, S. (2014). Balancing Formal and Informal Care for Older Persons: How Case Managers Respond, *Canadian Journal on Aging*, 33 (2) 123-136. DOI: <https://doi.org/10.1017/S0714980814000105>

Week 5 (October 4 – 8)

Long-Term Care in Canada

Readings:

- McGrail, K. (2011). Long-Term Care as Part of the Continuum, *Healthcare Papers*, Vol.10, No. 4, 39-43. Available at: <https://www-longwoods-com.libaccess.lib.mcmaster.ca/content/22190/healthcarepapers/long-term-care-as-part-of-the-continuum>
- Kehyayan, V., Hirdes, J., Tyas, S., & Stolee, P. (2015). Residents' Self-Reported Quality of Life in Long-Term Care Facilities in Canada. *Canadian Journal on Aging*, 34(2), 149-164. doi:10.1017/S0714980814000579. Available at: <https://www.cambridge.org/core/journals/canadian-journal-on-aging-la-revue-canadienne-du-vieillissement/article/residents-selfreported-quality-of-life-in-longterm-care-facilities-in-canada/A01459E1C5569DF0C0E7CB38432B744E>

Notes:

- Synchronous class gathering from 8:00 – 9:00 pm on Monday, October 4. There will be a guided discussion on this week's topic, and Test 1 Review.
- Test 1 will be released on Avenue to Learn in the Announcements section at 8:00 am on October 6 and is due to the Assignments dropbox by 11:59 pm on October 8.

Week 6 (October 11 – 15)

Reading Week – Enjoy the break!

Week 7 (October 18 - 22)

Challenges to Care: Social Isolation Among Older Adults

Readings:

- Weldrick, R., & Grenier, A. (2018). Social isolation in later life: Extending the conversation. *Canadian Journal on Aging/La revue canadienne du vieillissement*, 37(1), 76-83. Available at: <https://www-cambridge-org.libaccess.lib.mcmaster.ca/core/journals/canadian-journal-on-aging-la-revue-canadienne-du-vieillissement/article/social-isolation-in-later-life-extending-the-conversation/2B1164F0BC5DD644742DE5B8815CB0F4>
- Boamah, S. A., Weldrick, R., Lee, T. S. J., & Taylor, N. (2021). Social Isolation Among Older Adults in Long-Term Care: A Scoping Review. *Journal of Aging and Health*, 08982643211004174. Available at: <https://journals.sagepub.com/doi/pdf/10.1177/08982643211004174>

Notes:

- Pre-recorded guest lecture provided by Dr. Rachel Weldrick.
- Reminder to submit Discussion Question Response on Avenue by October 24 at 11:59 pm.

Week 8 (October 25 – 29)

Aging in Place, Home Care and Community-Based Care

Readings:

- Weil, J., & Smith, E. (2016). Reevaluating aging in place: From traditional definitions to the continuum of care. *Working With Older People*. DOI 10.1108/WWOP-08-2016-0020. Available at: <https://www-proquest-com.libaccess.lib.mcmaster.ca/docview/1844295999?accountid=12347>
- Channer, N. S., Hartt, M., & Biglieri, S. (2020). Aging-in-place and the spatial distribution of older adult vulnerability in Canada. *Applied Geography*, 125, 102357. Available at: <https://www-sciencedirect-com.libaccess.lib.mcmaster.ca/science/article/pii/S0143622820304008>
- Johnson, S., & Bacsu, J. (2018). Understanding complex care for older adults within Canadian home care: a systematic literature review. *Home health care services quarterly*, 37(3), 232-246. DOI: <https://doi.org/10.1080/01621424.2018.1456996>

Week 9 (November 1 – 5)

Caring for Underserved Populations in Canada

Readings: (Select 2 readings from below)

- Habjan, S., Prince, H., Kelley, M.L. (2012). Caregiving for Elders in First Nations Communities: Social System Perspective on Barriers and Challenges, *Canadian Journal on Aging*, 31(2), 209-222. Available at: <https://www-proquest-com.libaccess.lib.mcmaster.ca/docview/1017868649?accountid=12347>
- Jacklin, K., Pace, J. E., & Warry, W. (2015). Informal dementia caregiving among indigenous communities in Ontario, Canada. *Care Management Journals*, 16(2), 106-120. doi: <http://dx.doi.org.libaccess.lib.mcmaster.ca/10.1891/1521-0987.16.2.106>
- Sussman, T., Brotman, S., MacIntosh, H., Chamberland, L., MacDonnell, J., Daley, A., ... & Churchill, M. (2018). Supporting lesbian, gay, bisexual, & transgender inclusivity in long-term care homes: A Canadian perspective. *Canadian Journal on Aging*, 37(2), 121-132. doi:10.1017/S0714980818000077. Available at: <https://www-cambridge-org.libaccess.lib.mcmaster.ca/core/journals/canadian-journal-on-aging-la-revue-canadienne-du-vieillessement/article/supporting-lesbian-gay-bisexual-transgender-inclusivity-in-longterm-care-homes-a-canadian-perspective/AFA5C50459BD55D6DEAEE625E5BA8D31>
- Grigorovich, A. (2016). The meaning of quality of care in home care settings: Older lesbian and bisexual women's perspectives. *Scandinavian Journal of Caring Sciences*, 30(1), 108-116. <https://doi.org/10.1111/scs.12228>

Notes:

- Synchronous class gathering from 8:00 – 9:00 pm on Monday, November 1. There will be a guided discussion on this week's topic, and Assignment guidelines review.

Week 10 (November 8 – 12)

The Caregiving Experience

Readings:

- Chappell, N. L., Dujela, C., & Smith, A. (2015). Caregiver well-being: intersections of relationship and gender. *Research on Aging*, 37(6), 623-

645. DOI: : 10.1177/0164027514549258. Available at:
<https://journals.sagepub.com/doi/pdf/10.1177/0164027514549258>

- Giosa, J., Stolee, P., Dupuis, S., Mock, S., & Santi, S. (2014). An Examination of Family Caregiver Experiences during Care Transitions of Older Adults. *Canadian Journal on Aging*, 33(2), 137-153. doi:10.1017/S0714980814000026. Available at: <https://www-proquest-com.libaccess.lib.mcmaster.ca/docview/1537169021/fulltextPDF/ACA22905D46246DEPQ/1?accountid=12347>

Notes:

- Reminder to submit Discussion Question Response on Avenue by November 14 at 11:59 pm.

Week 11 (November 15 – 19)

Dignity, End of Life Care, and Dying

Readings:

- São José, J.M. (2016) Preserving Dignity in Later Life , *Canadian Journal on Aging* , 35 (3) 332-347. doi:10.1017/S0714980816000398. Available at: <https://www-cambridge-org.libaccess.lib.mcmaster.ca/core/journals/canadian-journal-on-aging-la-revue-canadienne-du-vieillissement/article/preserving-dignity-in-later-life/B6A2DFF30DF753C957CC16B848F97A86>
- Sussman, T., Kaasalainen, S., Mintzberg, S., Sinclair, S., Young, L., Ploeg, J.,... McKee, M. (2017). Broadening End-of-Life Comfort to Improve Palliative Care Practices in Long Term Care. *Canadian Journal on Aging*, 36(3), 306-317. doi:10.1017/S0714980817000253. Available at: <https://www-cambridge-org.libaccess.lib.mcmaster.ca/core/journals/canadian-journal-on-aging-la-revue-canadienne-du-vieillissement/article/broadening-endoflife-comfort-to-improve-palliative-care-practices-in-long-term-care/F5F770EAD1A2360518009FC0E820CF56>
- Cable-Williams, B., & Wilson, D. M. (2017). Dying and death within the culture of long-term care facilities in Canada. *International Journal of Older People Nursing*, 12(1). DOI: <https://doi.org/10.1111/opn.12125>. Available at: https://journals-scholarsportal-info.libaccess.lib.mcmaster.ca/pdf/17483735/v12i0001/na_dadwtcolcfc.xml

Week 12 (November 22 – 26)

Quality of Care During the COVID-19 Pandemic

Readings:

- Holroyd-Leduc, J. M., & Laupacis, A. (2020). Continuing care and COVID-19: A Canadian tragedy that must not be allowed to happen again. *CMAJ*, 192 (23). Available at: <https://www.cmaj.ca/content/cmaj/192/23/E632.full.pdf>
- Canadian Institute for Health Information. (2021). The Impact of COVID-19 on Long-Term Care in Canada: Focus on the First 6 Months. Ottawa, ON. Available at: <https://www.cihi.ca/sites/default/files/document/impact-covid-19-long-term-care-canada-first-6-months-report-en.pdf>

Notes:

- Synchronous class gathering from 8:00 – 9:00 pm on Monday, November 22. There will be a guided discussion on this week's topic, and Test 2 Review.
- Test 2 will be released on Avenue to Learn in the Announcements section at 8:00 am on November 24 and is due to the Assignments dropbox by 11:59 pm on November 26.

Week 13 (November 29 – December 3)

Towards Integrated Care: Improving Health and Quality of Care and a National Seniors Strategy for Canada

Readings:

- Chappell, N. L., & Hollander, M. J. (2011). An evidence-based policy prescription for an aging population. *Healthcare Papers*, 11(1), 8-18. Available at: https://www.researchgate.net/profile/Marcus-Hollander/publication/6210746_Providing_care_and_support_for_an_aging_population/links/578e755808ae9754b7e9f02c/Providing-care-and-support-for-an-aging-population.pdf
- Brown, C., & Menec, V. (2018). Integrated Care Approaches Used for Transitions from Hospital to Community Care: A Scoping Review. *Canadian Journal on Aging*, 37(2), 145-170. doi:10.1017/S0714980818000065. Available at: <https://www.cambridge-org.libaccess.lib.mcmaster.ca/core/journals/canadian-journal-on-aging-la-revue-canadienne-du-vieillessement/article/integrated-care-approaches->

[used-for-transitions-from-hospital-to-community-care-a-scoping-review/AEB57957664DF2CD664256FD97139748](https://www.nationalinstituteonageing.ca/wp-content/uploads/2020/09/NSS_2020_Third_Edition.pdf)

- National Institute on Ageing. (2020). An Evidence Informed National Seniors Strategy for Canada - Third Edition. Toronto, ON: National Institute on Ageing. Available at: http://nationalseniorsstrategy.ca/wp-content/uploads/2020/09/NSS_2020_Third_Edition.pdf (Pages 87-100)

Notes: Reminder to submit Care Continuum Plan Assignment to the dropbox on Avenue by December 2 at 11:59 pm.

Week 14 (December 6 – 8)

Reflections on the Continuum of Care

Readings: None assigned.

Notes:

- Synchronous class gathering from 8:00 – 9:00 pm on Monday, December 6. There will be a guided final class discussion on this week's topic, and release of the Final Reflection questions in class.
- Reminder to submit Final Reflection Response on Avenue by December 8 at 11:59 pm in the Discussions section.

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 2D03' 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 3 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.

Sharing of Course Materials

Students who are enrolled in HLTH AGE 2D03 Fall 2021 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.

Virtual Office Hours

Virtual, drop-in office hours will be held on each Monday of the term, from 6:00 pm – 7:00 pm, unless otherwise posted. During these sessions students may ask questions about the course content, tests or assignments. Please be advised: this is not a private discussion; office hours are open to those who want to ask questions or need queries answered, and there may be multiple students present during the Zoom session.

A link to the virtual office hours via Zoom will be posted on Avenue to Learn.

Students who cannot attend the weekly drop-in sessions may request virtual office hours by appointment and a time and date that is mutually convenient to the instructor and student will be booked.

Tests and Submission of Assignments

Assignments must be submitted online to the Avenue to Learn dropbox. This copy is officially due by 11:59 pm on the due date posted. Failing to submit a copy by this point 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+

MARK	GRADE
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 date and time they are due. Assignments and tests will lose an additional 5 percentage points for each day they are late after the first; this includes weekend days and holidays.

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 3-day extension. Without exceptional permission granted officially by your faculty, extensions beyond 72 hours will not be given.

Course Modification

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

University Policies

Academic Integrity

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

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

suspension or expulsion from the university. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/), located at <https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/>

The following illustrates only three forms of academic dishonesty:

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

Authenticity / Plagiarism Detection

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

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software.

All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). For more details about McMaster's use of Turnitin.com please go to www.mcmaster.ca/academicintegrity.

Courses with an On-line Element

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

Online Proctoring

Some courses may use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other

applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

Conduct Expectations

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

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

Academic Accommodation of Students With Disabilities

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

Requests For Relief For Missed Academic Term Work

[McMaster Student Absence Form \(MSAF\)](#): In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar “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.