

## HLTH AGE 2D03: Continuum of Care

Fall 2022

Tuesday, September 6 - Tuesday, December 6, 2022

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**Lecture:** Tuesdays, 7:00 – 10:00 pm

**Room:** CNH 106

**Office:** KTH 224

**Office Hours:** After class or scheduled by appointment

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## **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 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 interactive course held on Tuesdays from 7:00 – 10:00 pm in CNH 106. 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 Test – 25%, in class October 18
3. Care Continuum Assignment – 30%, due in class November 22 – 29
4. Final Reflection – 5%, due in class December 6
5. Final Exam – 30%, scheduled by the Registrar, December 9 – 22

## **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 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 Test (25%), October 18, in class**

The midterm test is comprised of 30 multiple choice questions and four short-answer questions. The test will be based on all course material covered in lectures, weekly readings and other course content delivered up to and including Week 5. The Midterm Test is out of 50 marks and worth 25% of the final grade, scheduled for two hours.

### **Care Continuum Assignment (30%), due November 22 – 29 in class and on A2L by 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, the guidelines will be reviewed in class.

The Assignment is due on November 22 in class in hardcopy (double-sided) format, and on A2L 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 November 29 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 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 22 or 29).

### **Final Reflection Response (5%), due December 6, in class**

Students will provide a final personal reflection in class during the final meeting. 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. Written responses should be 1-3 paragraphs in length, no more than ~500 words.

### **Final Exam (30%), scheduled by the registrar, December 9 - 22**

This is a final cumulative test to be completed independently during the scheduled exam period. The test is comprised of 50 multiple choice questions and two written 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 14. The final exam is out of 60 marks, and worth 30% of students' final grade.

## **Weekly Course Schedule and Required Readings**

### **Week 1 (September 6)**

#### **Welcome to 2D03: Continuum of Care**

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

### **Week 2 (September 13)**

#### **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)**

#### **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](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](https://cma.ca/sites/default/files/pdf/News/policy-framework-to-guide-seniors_en.pdf) (Pages 5 - 14)

### **Week 4 (September 27)**

#### **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-vieillessement/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)**

### **Long-Term Care in Canada and Midterm Test Review**

#### 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-vieillessement/article/residents-selfreported-quality-of-life-in-longterm-care-facilities-in-canada/A01459E1C5569DF0C0E7CB38432B744E>

#### Notes:

Opportunity will be provided in class to review and ask questions about the midterm test following reading week.

## **Week 6 (October 11)**

### **Reading Week – Enjoy the break!**

## **Week 7 (October 18)**

### **Midterm Test and 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-vieillessement/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: The Midterm Test will begin promptly at the start of class. Students will have two (2) hours to complete the test. A pre-recorded guest lecture on Social Isolation will be provided via A2L by Dr. Rachel Weldrick.



## Week 8 (October 25)

### Aging in Place, Home Care and Community-Based Care

#### Readings:

- Weil, J., & Smith, E. (2016). Revaluating 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)

### 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>

## Week 10 (November 8)

### 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: Time will be provided in class to review the Assignment guidelines.

## Week 11 (November 15)

### 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-vieillessement/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-vieillessement/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\\_dadwtcolcfic.xml](https://journals-scholarsportal-info.libaccess.lib.mcmaster.ca/pdf/17483735/v12i0001/na_dadwtcolcfic.xml)

## Week 12 (November 22)

### 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: Reminder: Care Continuum Assignment due in person in class and to the dropbox on Avenue by 11:59 pm (to receive comments and feedback).

## Week 13 (November 29)

### 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](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>
- 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](http://nationalseniorsstrategy.ca/wp-content/uploads/2020/09/NSS_2020_Third_Edition.pdf) (Pages 87-100)

Notes: Reminder: This is the final date to submit Care Continuum Assignment in person in class and to the dropbox on Avenue by 11:59 pm (no comments or feedback will be provided). After this date, late marks will be applied.

## **Week 14 (December 6)**

### **Course Wrap-up and Reflections on the Continuum of Care**

Readings: None assigned.

Notes:

There will be a guided class discussion and review for Final Exam. Final Reflection (5%) questions will be released and are due in class.

## **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](mailto: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 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 2D03 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:

<b>MARK</b>	<b>GRADE</b>
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](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](http://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](mailto: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.