

DEATH & DYING IN LATER LIFE Fall 2022

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Lecture: Friday 8:30-11:20am EST

Office Hours: As this is an online course, I am available for appointments via Zoom. Please email me to arrange a time that works well for us both.

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Course Description

This seminar course is designed to explore various concepts and issues related to death and dying in later life. You will examine social, cultural, ethical, and spiritual aspects of death and dying in order to deepen your understanding and to examine your personal views and beliefs. Provision of care at the end of life in the Canadian context, decision making at the end of life, role of formal and informal caregivers and, organization of care and support for dying persons and their families will be some of the other topics that will be addressed. In addition, you will have the opportunity to explore topic(s) related to death and dying in later life that interest you. To realize these course objectives, we will be utilizing readings, videos, online class, written assignments, and online discussions.

Course Objectives

- To gain a deeper understanding of important theories, concepts, and current issues related to death and dying in later life from a range of different perspectives
- To increase self-awareness of personal beliefs and assumptions about death and dying
- To examine end of life care needs of dying older persons and their families
- To increase understanding regarding ethical issues and questions relating to end of life care
- To gather, review, and critically examine representations of old age and death and dying in media
- To provide opportunities for students to improve skills in critical thinking, analysis, collaborative work, research, communication, and writing.

Required Materials and Texts

There is no required text for this course. Required readings will take the form of journal articles, book chapters, news articles, and multimedia (podcasts, video, etc.). Links to these online readings and other media corresponding to weekly topics may be found on the course website on Avenue to Learn (A2L).

Communication

I can be reached at my McMaster email address (dalmern@mcmaster.ca). I will endeavor to respond within 48 hours to all relevant course email that is sent to my McMaster address in blocks of time between Monday to Friday.

For all course-related email, please include HLTH AGE 4B03: [your subject] in the email subject line. This helps flag your message in my inbox.

For general questions about the class or assignments, please feel comfortable to ask your question(s) in the A2L forum discussion thread titled "Class questions" and I'll respond to your question there.

Class Format

If this is your first online course or should you like some advice about how to organize yourself, you may want to consult this [resource about how to get ready to learn online](#).

This class will start on Friday, September 9th. Our class activities will include lectures, videos and podcasts, small-group seminar discussions, and in-class, online exercises.

This course is arranged in such a way to flexibly account for and accommodate your unique schedules and working rhythms (as much as is possible). Each topic will span two weeks (a module). In the first week of each module, you will asynchronously complete the readings, listen to the lecture and any additional videos, media or websites, and will take part in class activities and exercises. In the second week of each module, we will meet live (synchronously) in smaller seminar groups (number of groups to be determined based on class size) so that we can discuss any questions or reflections you might have about the lecture materials, class exercises, or assignments and to explore any curiosities.

Course Evaluation – Overview

1. Class participation - 25%
 - a. Online participation (class exercises and activities, seminar participation, etc.)
 - b. Seminar preparation
 - c. End-of-term self-assessment
2. Media review – 15%
3. Annotated bibliography – 25%
4. Term paper – 35%

Assignments will be handed in online via A2L by 11:59pm on the day it is due.

Please submit all assignments as a Word document (.doc/.docx) and include your last name in the assignment file name. Your assignments should be typed, double-spaced, and use a 12 point font of your choosing. Any citation style is acceptable, as long as it is correctly and consistently used. For assistance with citation style, please consult [McMaster's Library website](#). Please do not use class lectures as a reference source.

Note that McMaster University Library is a fantastic source for research assistance! Students may call or e-mail to get help finding library resources. Students may also get online research help by using the ["Ask a Librarian"](#) virtual reference service.

Course Evaluation – Details

Assignment 1 (25%): Class engagement (due throughout the term)

- a. Online participation (class exercises, seminar participation, etc.)
- b. Seminar preparation
- c. End-of-term self-assessment

Online Participation:

Active and thoughtful reactions to lecture materials, media, our guest lecturer, and seminars are essential to maintaining an engaged online classroom dynamic. Participation grades are based on demonstrated levels of engagement throughout the term. Participating and being prepared means more than simply logging on to our class site on A2L. I put a high premium on a participatory class and I expect students to engage in an active, collegial, and respectful manner. Class participation means not only offering relevant and informed opinions and insights, but also asking questions, working constructively with other students, and listening/reading. Being prepared means you have read the assigned readings, have notes/links on ideas to advance during our Zoom meetings and/or in your seminar forum, have good questions (confusions are good, too!), and much more than a summary understanding of the reading. Find a place in the texts that get your brain buzzing! Read everything twice and choose to focus on one or two places with more effort. Come prepared to contribute to our collective understanding of the topics of the week. Your personal investments and positions in relationship to this material are important. This class will never happen the same way again, and that is because you are here, with this particular group of colleagues, at this particular moment. Your participation mark also relies on your timely submission of assignments. Your timely and considered execution of course assignments will demonstrate to me that you are actively participating in the class in relation to course materials and class conversations. Disruptive or disrespectful behaviour will have a negative impact on your participation and preparation grade.

Seminar Participation:

We will be meeting as a class on September 9th during our scheduled class time to meet one another and to go over the syllabus and course particulars. Starting in our third class (September 23rd) during our scheduled class time, we will meet “live” (synchronously) in smaller seminar groups on Zoom (size and number of seminar groups (and the time we meet synchronously) may be changed based on final class enrollment – sign up for your seminar group during Class 1). This is an opportunity to meet together as a learning community and explore any questions or ideas you might have about the module’s lecture, readings, or class exercises.

To guide our seminar conversation, in preparation for the seminar conversations, you will submit (on the appropriate space in A2L’s discussion forum) a thoughtful question or reflection stemming from the readings and/or lecture. You will have this question or reflection posted by the Wednesday at noon before our synchronous seminar meeting (a total of four posts throughout the semester). Your question or reflection should demonstrate that you are critically considering and untangling a major issue or concept stemming from that module’s lecture or readings. Your question or reflection might also incorporate a separate reading you’ve identified or another media piece that resonates with the week’s topic.

Come to the seminar having read over your classmates’ questions/reflections and having spent some time considering how you will engage with these questions. In the

seminar, you will be asked to speak to your question/reflection and as a learning community, we will discuss our reactions, drawing not only on assigned readings and lecture materials but also on our experiences as individuals learning, questioning, and navigating issues and questions about death and dying. In other words, there is more than one way to engage with the course materials, but evidence of your engagement is critical. Following our synchronous seminar meeting, you will post a second time on A2L (by the Wednesday following our synchronous seminar), reflecting on what you have learned or gleaned from this module and our synchronous seminar time. For example, given our conversations during the seminar, how would you respond to your initial post for this module?

Note that Class 5's seminar will be held asynchronously as the instructor is away at two conferences – instructions for participation (which will involve heavier forum participation) will be provided.

End-of-term self-assessment:

To conclude the course, you will submit a self-assessment of your participation throughout the semester by December 2nd. While this exercise is not weighted, it is part of your overall participation grade. This process aims to encourage self-reflection and responsibility for your learning and participation.

You will assign yourself a grade based on the reflections you have done in response to some example questions below and please provide a narrative of your justification for your score. I will use this information to guide my evaluation for your final participation grade. You might, for example, list elements that demonstrated the ways in which you participated in this community (learned, completed exercises, wrestled with ideas on the forum) as well as some hurdles you may have faced during class discussions. To guide you in this final part of the process, I invite you to consider and respond to the following questions:

- What course activity, task, or assignment was key to achieving your personal goals as a learner in our seminar community? Why/how?
- What course element(s) helped you to feel more in a learning community? How?
- Weekly, how much time have you dedicated to this course?
- Given the course objectives, your personal goals for the course and your evaluation of your performance, what do you think your grade should be?

Assignment 2 (15%): Portrayals of Death in Media (due October 12, 2022)

The purpose of the assignment is to get you thinking critically about death and dying in later life and how it is understood and represented in media – integrating materials and concepts covered in Weeks 3 and 5. For this assignment, you will choose to either review a book or provide a critical analysis of a film of your choice.

Maximum: 1500 words (excluding references). If you are interested in instead producing a creative output for this assignment (e.g. podcast or short video), please let me know.

Examples of possible books and films will be provided on A2L. Please note that the media you select must focus on death and dying in later life.

Option 1: Critical Film Review

Briefly introduce the film and outline the plot, identify main characters, and identify key themes related to aging, death, and dying in these films. In writing this section, you will want to keep in mind that throughout your analysis/critique, you will be focusing on death and dying and age-related issues, so focus on these themes in this section. Include a critical review of the film by discussing how death and dying are portrayed in the film and based on the knowledge gained in class and through the readings, whether this portrayal is an accurate reflection of the lives/issues faced by older adults and their families. Some elements to consider: examine how aging and death and dying topics, theories, or experiences have been portrayed from different dimensions – cultural, social, physical, and/or spiritual. Conclude with your personal reflections/opinions of the film.

Option 2: Critical Book Review

A book review does not only tell you what a book is about, but also whether it achieves what it is trying to do. Therefore, a book review is more than a summary of the content; it is a critical analysis of the book and your reactions to it.

While you are reading the book, take notes about the following issues:

- What is the author's main goal in writing this book?
- What are the author's main points?
- What kind of evidence does the author provide to make his or her points? How convincing is this evidence?

A book review usually has the following components

1. Brief introduction
 - Bibliographic information (author, title, date of publication, publisher, number of pages, type of book)
 - Brief overview of the theme, purpose, and your evaluation
2. Summary of the content
 - Brief summary of the key points of each chapter or group of chapters
 - Paraphrase the information, but use a short quote when appropriate
3. Evaluation and conclusion
 - Give your opinion about the book. Is the book easy to read or confusing? Is the book interesting, entertaining, instructive? Does the author support his arguments well? What are the book's greatest strengths and weaknesses? Who would you recommend the book to?
 - Use references to specific portions of the book to illustrate your evaluation.

You will want to make references to specific portions of the book to illustrate your evaluation. The challenge will be to do as much of this as possible and yet not let it interfere with the restricted length of the piece.

For further information on how to compose a book review, please consult the following library information guides:

- [University of Toronto's "The Book Review"](#)
- [Dalhousie University's "How to Write a Book Review"](#)

Assignment 3 (25%): Annotated Bibliography (due November 9, 2022)

As a building block towards the development of your research paper (Assignment 4), you will select a topic of interest that you would like to explore in further depth and begin to discover pertinent literature on that topic. As your term paper will be eight to ten pages (2000 - 2500 words), it is important that you choose a topic that is specific and relevant to your area of interest and curiosity as it relates to death and dying in later life.

In this assignment, you will identify the topic you intend to write your term paper about. Begin with a few sentences outlining what your topic of interest is, and describe your approach to the topic. Your annotated bibliography should include annotations on three peer-reviewed sources (*outside* of the course reading list). If you have chosen and read through additional sources, you may include the citations for these sources at the end of the annotations as "Additional Sources" if you plan to use them in your research paper.

The annotations should be roughly two short paragraphs each. In addition to the citation, please include the following:

- A summary of the main theme and argument(s) of the source and note the resulting conclusion(s);
- A contextual description of the source (author, discipline, audience, tone, style, methodology or approach, etc.);
- An evaluation of the source and how you imagine the source is, or will be useful to your research paper/topic.

For further information on how to compose an annotated bibliography, please consult the following library information guides:

- [University of Toronto's "Writing an Annotated Bibliography"](#)
- [University of Guelphs' "What is an Annotated Bibliography?"](#)
- [Western Libraries' "Why write an Annotated Bibliography?"](#)

Assignment 4 (35%): Research Paper (due December 9, 2022)

Choose a topic or theme that is specific and relevant to your area of interest within death and dying (in later life). You will have previously explored this topic/theme for the Annotated Bibliography assignment.

This eight to ten page, double-spaced research paper, excluding references, will require that you demonstrate a comprehensive understanding of and facility with the theoretical

perspectives, concepts, major arguments and/or evidence presented in the course that relate to your topic of interest.

As an example, you may wish to consider composing your paper in sections. Note that there is no need to formally structure your paper with the following sections, as summarized below, but the outline is there to guide you. If you have any doubts or questions, please contact me or post your question to the “Class questions” discussion thread.

Begin with an introduction and establish context:

- First section: Introduce the topic in context. Begin with the general or overall contextual topic or theme. What is it about the death and dying landscape that you are seeking to more deeply understand?

Continue with sections that comprise the body of your work, that outline the analysis and discovery of your topic.

- Second section: Here you will provide the details and the facts about your topic of interest. Relevant details might include a history of your topic, a comparison, recent developments, policy information, jurisdiction considerations, etc.
- Third section: Tie this description into the context you began with. Why is this something worth knowing about, researching, and exploring? What remains unknown? Make relevant and specific connections.

Conclude with synthesizing and presenting your thinking or findings.

- Fourth section: Synthesize and present your findings. Draw relevant conclusions from what you have discovered through your research — this might include a set of conclusions that you’ve been able to draw or perhaps a statement about a particular practice. Present your findings from the perspective or lens you have chosen.

You should cite 10-15 (or more) different sources. Please include a minimum of 10 scholarly (peer reviewed) sources from peer reviewed articles and book chapters to inform the topic and qualify your findings and your analysis. Additional sources can include recent newspaper articles, credible websites, literary sources, etc. Please be sure to follow the formatting and referencing instructions as outlined above for this course.

Course Schedule and Required Readings

Class 1: September 9, 2022

Introduction to the course

Synchronous seminar introduction

Before attending our first introductory, live seminar meeting on the 9th, please complete the following reading and video:

Readings:

- Auger, J. A. (2000). *Social perspectives on death and dying*. Halifax, NS: Fernwood Publishing.
Chapter 3: Key concepts in the maze of death and dying

Video:

- Frontline PBS. (2020). Being mortal [Video file]. Retrieved from: <https://www.youtube.com/watch?v=lQhI3Jb7vMg> (54:01)

Class activities:

- Watch introductory lecture video
- Sign up for seminar groups
- Attend synchronous (live) seminar introduction on the 9th
 - Class introductions
 - Syllabus overview
 - 'One word' exercise

Class 2: September 16, 2022

Topic: Historical, cultural, and theoretical perspectives on death and dying **Asynchronous**

Readings:

- Northcott, H. C., & Wilson, D. M. (2021). *Dying and death in Canada*. University of Toronto Press.
 - Chapter 1: The History of Dying and Death in Canada
- Copp, G. (1998). A review of current theories of death and dying. *Journal of Advanced Nursing*, 28(2), 382-390.
- DeSpelder, L. A., & Strickland, A. L. (2015). *The last dance: Encountering death and dying* (10th Ed.). New York: McGraw-Hill Education.
Chapter 1: Attitudes toward death: A climate of change

Class activities:

- Watch lecture video
- Complete readings
- Post your initial question or reflection on A2L by September 21st at noon

Class 3: September 23, 2022

**Topic: Historical, cultural, and theoretical perspectives on death and dying
Synchronous Seminars**

Class activity:

- Post your reflection on A2L by September 28th

**No class September 30, 2022
National Day for Truth and Reconciliation**

Class 4: October 7, 2022

**Topic: Contemporary practices and attitudes towards death and dying
Asynchronous**

Readings:

- Hurd Clarke, L., Korotchenko, A., & Bundon, A. (2012). 'The calendar is just about up': Older adults with multiple chronic conditions reflect on death and dying. *Ageing and Society*, 32(8), 1399-1417.
- Northcott, H. C., & Wilson, D. M. (2021). *Dying and death in Canada*. University of Toronto Press.
 - Chapter 2: Dying and Death in Canada Today
- Ko, E., Kwak, J., & Nelson-Becker, H. (2015). What constitutes a good and bad death? Perspectives of homeless older adults. *Death Studies*, 39(7), 422-432.
- Stock, P. V., & Dennis, M. K. (2021). Up in smoke or down with worms? Older adult environmentalist's discourse on disposal, dispersal, and (green) burial. *Mortality*, 1-17. 10.1080/13576275.2021.1878121

Video:

- Lee, J. R. (2011). My mushroom burial suit [Video file]. Retrieved from https://www.ted.com/talks/jae_rhim_lee_my_mushroom_burial_suit

Class activities:

- Watch lecture video
- Complete readings
- WeCroak class activity

Note: Media Review Assignment due October 12, 2022 (11:59pm EST)

READING WEEK
October 10 – 16

Class 5: October 21, 2022

**Topic: Contemporary practices and attitudes towards death and dying
Asynchronous Seminar***

*Nicole at AGE-WELL and Canadian Association on Gerontology conferences

Class activity:

- Instructions for seminar this week to be provided

Class 6: October 28, 2022

**Topic: End of life care and ethical quandaries in death and dying in later life
Asynchronous**

Readings:

- Hampton, M., Baydala, A., Bourassa, C., McKay-McNabb, K., Placsko, C., Goodwill, K., ... & Boekelder, R. (2010). Completing the circle: Elders speak about end-of-life care with Aboriginal families in Canada. *Journal of Palliative Care*, 26(1), 6-14.
- Health Canada. (2022). *Third annual report on Medical Assistance in Dying in Canada 2021*. Retrieved from <https://www.canada.ca/en/health-canada/services/medical-assistance-dying/annual-report-2021.html>
- Raycraft, R. (2022). Years after medical assistance in dying became legal, the debate rages on. *CBC*. Retrieved from <https://www.cbc.ca/news/politics/maid-access-debate-contentious-1.6300345>
- Van Wijngaarden, E., Leget, C., & Goossensen, A. (2015). Ready to give up on life: The lived experience of elderly people who feel life is completed and no longer worth living. *Social Science & Medicine*, 138, 257-264.

Video:

- Pequenez, N. (2016). Road to mercy [Video file]. Retrieved from <https://gem.cbc.ca/media/firsthand/season-2/episode-1/38e815a-00ace7c7a34>

Class activities:

- Watch lecture video
- Complete readings
- Post your question or reflection on A2L by November 2nd

Class 7: November 4, 2022

**Topic: End of life care and ethical quandaries in death and dying in later life
Synchronous Seminar**

Class activity:

- Post your reflection on A2L by November 9th

Note: Annotated Bibliography Assignment due November 9, 2022 (11:59pm EST)

Class 8: November 11, 2022

Topic: Grief, bereavement, and the funeral process
Asynchronous

Readings:

- Damianakis, T. and Marziali, E. (2012). Older adults' response to the loss of a spouse: The function of spirituality in understanding the grieving process. *Aging and Mental Health*, 16(1), 57-66.
- Hovland, C. (2018). Welcoming death: Exploring pre-death grief experiences of caregivers of older adults with dementia. *Journal of Social Work in End-Of-Life & Palliative Care*, 14(4), 274-290.
- Glass, A. P., & Samuel, L. F. (2011). A comparison of attitudes about cremation among black and white middle-aged and older adults. *Journal of Gerontological Social Work*, 54(4), 372-389.

Video:

- Frontline. (2007). The Undertaking [Video file]. Retrieved from <https://www.pbs.org/video/frontline-the-undertaking/>
- Benoit, F. (2012). Farewell Touch [Video file]. Retrieved from https://www.nfb.ca/film/farewell_touch/

Class activities:

- Watch lecture video
- Complete readings
- Post your question or reflection on A2L by November 16th

Class 9: November 18, 2022

Topic: Grief, bereavement, and the funeral process
Synchronous Seminar

Class activities:

- Sign up for paper consultation
- Post your reflection on A2L by November 23rd

Class 10: November 25, 2022

Synchronous Guest Lecture
Jennifer Mallmes, BGS | End of Life Doula and Educator

Class 11: December 2, 2022

Paper Consultations

Synchronous Course Wrap Up and Reflection

Class activities:

- In preparation for this last class, please read the following article: [Death-friendly communities ease fear of aging and dying](#) and consider what a death-friendly community would look like for you

Note: End-of-term self-assessment due December 2nd (11:59pm EST)

Note: Research Paper Assignment due December 9th (11:59pm EST)

Course Policies

Submission of Assignments

All assignments will be turned in via Avenue To Learn.

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

All course work will be carefully and thoughtfully graded. On occasion, students may disagree with the mark they receive. If this occurs, I would be happy to review your assignment, provided the following procedure is followed. Please wait at least 24 hours after receiving an assignment before contacting me. Write a one-page statement describing in detail why you think a grading error was made. Support your argument with examples from your assignment that demonstrate how you satisfied the assignment criteria better than your grade reflected. The statement should be submitted, along with the marked assignment, to me for review. You may submit the request for a re-grading no sooner than one week and no later than one month after the

assignment was returned. I will review your assignment and will provide additional written feedback. Please note that there is a possibility that when an assignment is reviewed, you may receive a grade lower than the original.

Late Assignments

Extensions for course assignments will only be granted under conditions of medical, family, or other extraordinary circumstances. All other late assignments will be penalized at a rate of 3% per day, including weekend days and holidays. Assignments more than one week overdue will not be accepted. Assignments submitted on time will receive a letter grade and written comments; late assignments will receive minimal feedback. If you have read this far, thank you! Please send me an email with your favourite type of cheese to receive an additional participation mark.

Avenue to Learn

In this course we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

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

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.