

## HLTHAGE 4G03: GLOBAL HEALTH Winter 2023

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**Lecture:** Tuesday 11:30am – 2:20pm  
**Location:** Blended – In person: UH  
B126G, Virtual

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## **Course Description**

This course gives the students an opportunity to explore current Global health issues of their interest, using various experiential education methods. Based on the health related sustainable development goals (SDGs), this course will critically examine some of the key determinants of the SDG related global health problems. The course will also assess how the health and social systems are organized, questioning their adequacy in addressing the global health problems. Students will also understand the ethical challenges related to global health research and programming.

The course will consist of in class experiential learning, lectures, group discussions and presentations.

## **Course Objectives**

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

- Explain the attributes of global health problems
- Critically analyze the social determinants of the global health problems
- Identify and explain the health related sustainable development goals
- List the international organizations involved in supporting countries to achieve the health related sustainable development goals.
- Apply course content to collaboratively develop solutions to a sample of health related sustainable development goals
- Critique and reflect on the limitations and challenges related to implementing interventions that address the health related SDG

## **Required Materials and Texts**

- Various Online publications
- Skolnik R. Global Health 101 (3rd Edition), 2016. Jones and Bartlett Publishers, Mississauga, Canada. (Will be available as an e-book at McMaster Bookstore) and on this link: [https://campusstore.mcmaster.ca/cgi-mcm/ws/txsub.pl?wsTERMG1=231&wsDEPTG1=HLTHAGE&wsCOURSEG1=4G03&wsSECTIONG1=DAY%20C01&crit\\_cnt=1](https://campusstore.mcmaster.ca/cgi-mcm/ws/txsub.pl?wsTERMG1=231&wsDEPTG1=HLTHAGE&wsCOURSEG1=4G03&wsSECTIONG1=DAY%20C01&crit_cnt=1)

## **Class Format**

The learning modes will include in-class (synchronous) and out of class (asynchronous) components. The in-class component will predominantly comprise of lectures, case studies, group discussions, class presentations. The out of class component will involve students working in groups or independently to explore various topics that will be introduced in class. The lectures will be used to summarize and highlight the key points of the topic/ issue. However, while there will be some lecturing, this course is not primarily a lecture course.

In order to advance Global Health, local and international collaborations are critical. Hence students will have the opportunity to collaborate both with the class and outside the class; internationally, through a virtual exchange to develop innovative solutions to their allocated health related sustainable development goal.

The out of class component will evolve based on the course requirements. Based on the skills acquired during the lectures, students will (either independently or in groups), explore the given topics/ organizations/ health systems in detail. They will then have opportunities to share their learning in class.

It will be the responsibility of the students who for some reasons miss classes, to look up and complete the tasks for each week.

## **Course Evaluation – Overview**

This course will have the following components used for assessment:

1. Participation – 20%
2. Assignment 1 – 20%
3. Group project – 30%
4. Final paper – 30%

## **Course Evaluation – Details**

### **Class Participation (20%)**

Since this is a seminar, students will be expected to come to class having read the material and ready to engage in meaningful discussions. Your participation will involve; in-class participation, asking relevant questions, raising new ideas from the material, or providing an overview of a reading to facilitate class discussions, AND timely responses to questions that are posed on the discussion board each week

### **Assignment 1 (20%), due Feb. 7<sup>th</sup>**

At the beginning of the course, during the first week, students will scan the media and internet to identify and submit a local issue they believe is of global health concern (this should **NOT** be part of the topics/ issues covered in the course outline). You will develop and post a paragraph explaining why the issue is of global concern. This will be posted on A2L in week 2 (before class) (**5%**).

During weeks 2-4; we will discuss why and how an issue qualifies to be of global concern. Based on that material and 5 additional references, students will develop a short 4-6 page paper discussing **whether or not**, after our initial sessions, they believe the issue they identified during the first week is of global concern. Next, students will use the determinants of health framework to discuss the factors that have contributed to the prevalence of the Global problem they identified. Please note that while this brief is about the Global problem you submitted during week 2; in order to write a strong and

convincing paper, you need to incorporate all the material we have covered in class until now. Hence, this paper should provide a detailed description of the issue, how it is distributed in society, who is most affected, what characteristics of the problem; based on what we have covered so far, makes it (or disqualifies it) from being an issue of global concern? and why Canada (we) should care about the issue; then use all the relevant components of the determinants of health framework to identify the factors that have contributed to the prevalence of that problem.

### **Group Project (30%)**

Students will work collaboratively to develop innovative solutions to one of the health related SDG. This component of the course will provide students with the opportunity to simulate actual planning for global health solutions including; international partnerships, interdisciplinary planning, as they work collaboratively to develop the solution.

Over 4 weeks, students will meet both **Synchronously** (during the scheduled class times) and **Asynchronously** (organized within the student groups) to develop an innovative solution to the problem, which they will present **in class (20%)**

Based on their simulated positions, each student will contribute reflection on their experiences and submit a short video based on their reflection **(10%)**. Details of this assignment will be discussed prior to the group project.

### **Final Paper (30%), due April 18<sup>th</sup> at 11:59pm**

Based on the global health issue that your group worked on for the collaborative assignment, students will be allocated a region, each student will then identify a country (within their allocated region) they want to develop their final paper on. The purpose of the paper will be to describe the health related SDG within the context of the selected country, use the determinants of health framework to discuss the context specific factors contributing to the global health issue and to assess the appropriateness of the recommended innovation within this specific country. This paper will require the students to learn about the country context and the health related SDG. Students should also integrate knowledge acquired gathered **throughout the course**.

Additional details of this paper will be provided in class.

This paper should be based on the readings for the course and additional literature. The paper should be 10- 12 double spaced pgs. long, and should be based on at least 10 scholarly papers published between 2012- 2023.

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

### **FOUNDATIONS OF GLOBAL HEALTH FOUNDATIONS:**

#### **Week 1 (Jan 10<sup>th</sup>)**

##### **Course overview and Global health representation in the media**

*Activity before Class: Look up an issue of Global concern from the internet or newspapers and come ready to discuss it in class.*

#### **Week 2 (Jan 17<sup>th</sup>)**

##### **Principles and goals of Global health**

Readings:

1. Fried LP, Bentley ME, Buekens P, et al. Global health is public health. *Lancet*. Feb 2010;375(9714):535-537
2. Gostin LO. *Why rich countries should care about the world's least healthy people*. *JAMA* 2007; 298(1): 89-92.
3. Chapter 1: Skolnik R. *Global Health* 101

Watch:

1. [The State of Global Health:](http://www.ted.com/talks/hans_rosling_shows_the_best_stats_you_ve_ever_seen)  
[http://www.ted.com/talks/hans\\_rosling\\_shows\\_the\\_best\\_stats\\_you\\_ve\\_ever\\_seen](http://www.ted.com/talks/hans_rosling_shows_the_best_stats_you_ve_ever_seen)

#### **Week 3 (Jan 24<sup>th</sup>)**

##### **Health determinants**

Readings:

1. Chapter 2 & 3: Skolnik R. *Global Health* 101

Watch:

1. <https://www.youtube.com/watch?v=8PH4JYf4Ns>
2. <https://www.youtube.com/watch?v=hWJnehz6mLg>

#### **Week 4 (Jan 31<sup>st</sup>)**

##### **Equity**

Readings:

1. *Marmot M. Health in an unequal world. Lancet* 2006; 368(9552): 2081-2094
2. Skolnik R. *Global Health* 101, Chapter 4

## **Week 5 (Feb 7<sup>th</sup>)**

### **Ethical and Human rights concerns**

Readings:

1. Lowry C., Udo Schüklenk U., Hall J.W.(2009) Two Models in Global Health Ethics. *Public Health Ethics* 2 (3): 276–284
2. Macklin R.(2003) Bioethics, vulnerability, and protection. *Bioethics*, 17:5-6472- 486
3. Skolnik R. Global Health 101, Chapter 5

Watch:

1. [Global Health and Human Rights:](https://www.youtube.com/watch?v=RVCTmix4jMo&list=PLUjS9ooBebKWLZLpXpX9tLke00kHcHgUo)  
<https://www.youtube.com/watch?v=RVCTmix4jMo&list=PLUjS9ooBebKWLZLpXpX9tLke00kHcHgUo>

### **ASSIGNMENT 1 DUE BY 11:59 PM**

## **Week 6 (Feb 14<sup>th</sup>)**

### **An introduction to Health Systems**

Readings:

1. GBD 2016 Healthcare Access and Quality Collaborators (2018) Measuring performance on the Healthcare Access and Quality Index for 195 countries and territories and selected subnational locations: a systematic analysis from the Global Burden of Disease Study 2016 *Lancet* 2018; 391: 2236–71
2. "[Financing health care for all: challenges and opportunities](http://www.thelancet.com/journals/lancet/article/PIIS0140-6736(10)61884-3/fulltext)" from The Lancet [http://www.thelancet.com/journals/lancet/article/PIIS0140-6736\(10\)61884-3/fulltext](http://www.thelancet.com/journals/lancet/article/PIIS0140-6736(10)61884-3/fulltext)
3. Skolnik R. In Global Health 101, Chapter 6

## **Week 7 (Feb 20<sup>th</sup> – 26<sup>th</sup>) – Reading Week**

No Class/Readings

## **INTRODUCTION TO THE SUSTAINABLE DEVELOPMENT GOALS AND THE HEALTH RELATED SUSTAINABLE DEVELOPMENT GOALS:**

## Week 8 (Feb 28<sup>th</sup>)

### What are Sustainable development goals?

#### Readings:

1. Sachs JD. From Millennium Development Goals to Sustainable Development Goals *Lancet* 2012; 379: 2206–11
2. <https://www.who.int/data/gho/data/themes/sustainable-development-goals>
3. [https://sustainabledevelopment.un.org/content/documents/2698SDG\\_Partner ship Guidebook 1.01 web.pdf](https://sustainabledevelopment.un.org/content/documents/2698SDG_Partner%20ship_Guidebook_1.01_web.pdf) Pgs. 2-13
4. Skolnik R. *Global Health 101*, Chapter 1: 12; Chapter 17: Working Together to Improve Global Health

#### Watch:

1. UN Sustainable Development Goals (SDGs): What They Are & Why They're Important
2. <https://www.youtube.com/watch?v=qAlolKgDPrA>
3. <https://www.youtube.com/watch?v=8PH4JYfF4Ns&t=16s>
4. <https://www.youtube.com/watch?v=oXQmDy2WG04>

## Options for the health related SDG: Final list to be determined in class

### 1. Environmental and Health

#### Read:

- Skolnik R. *Global Health 101*, Chapter 8
- Salgado, M., Madureira, J., Mendes, A. S., Torres, A., Teixeira, J. P., & Oliveira, M. D. (2020). Environmental determinants of population health in urban settings. A systematic review. *BMC public health*, 20(1), 853. <https://doi.org/10.1186/s12889-020-08905-0>
- <https://www.who.int/health-topics/#N>
- [1 Group identified relevant publication](#)

### 2. Nutrition and Global health

#### Read:

- Skolnik R. *Global Health 101*, Chapters 9
- Cesar G Victora, Parul Christian, Luis Paulo Vdaletti, Giovanna Gatica-Domínguez, Purnima Menon, Robert E Black (2021) Revisiting maternal and child undernutrition in low-income and middle-income countries: variable progress towards an unfinished agenda. *The Lancet* 397(suppl 4) DOI: [10.1016/S0140-6736\(21\)00394-9](https://doi.org/10.1016/S0140-6736(21)00394-9)
- <https://www.who.int/health-topics/#N>
- [1 Group identified relevant publication](#)



### 3. Women's health

#### Read:

- Skolnik R. Global Health 101, Chapters **10**
- Ezekiel Kalipeni, Juliet Iwelunmor & Diana Grigsby-Toussaint (2017) Maternal and child health in Africa for sustainable development goals beyond 2015, *Global Public Health*, 12:6, 643-647, DOI: 10.1080/17441692.2017.1304622
- <https://www.who.int/health-topics/#N>
- [1 Group identified relevant publication](#)

#### Watch:

- **Cultural Barriers: Maternal Health in East Africa:**  
<https://www.youtube.com/watch?v=R566jqV0eng>

### 4. The health of young Children

#### Read:

- Skolnik R. Global Health 101, Chapters: **11**
- Cesar G Victora, Parul Christian, Luis Paulo Vdaletti, Giovanna Gatica-Domínguez, Purnima Menon, Robert E Black (2021) Revisiting maternal and child undernutrition in low-income and middle-income countries: variable progress towards an unfinished agenda. *The Lancet* 397(suppl 4) DOI:[10.1016/S0140-6736\(21\)00394-9](https://doi.org/10.1016/S0140-6736(21)00394-9)
- <https://www.who.int/health-topics/#N>
- [1 Group identified relevant publication](#)

### 5. Adolescents

- Skolnik R. Global Health 101, Chapter 12

### 6. Communicable diseases

#### Read:

- Skolnik R. Global Health 101, Chapter 13
- Bates, I, Fenton, C., Gruber, J., Lalloo, D., Medina, L.A., Squire, S.B., Theobald, S., Thomson, R., Tolhurst, R., 2004. Vulnerability to malaria, tuberculosis, and HIV/AIDS infection and disease. Part 1: determinants operating at individual and household level. *Lancet Infect. Dis.* 4, 267–277.
- Explore the WHO home page on malaria, HIV, AND Tuberculosis: Available at: <http://www.who.int/topics/>
- [1 Group identified relevant publication](#)

#### Watch:

- Is it Communicable or Non-communicable?  
<https://www.youtube.com/watch?v=vpEAos0blyw>

## 7. Non-Communicable diseases

### Read:

- Skolnik R. Global Health 101, Chapter 14
- Hunter, D.J., Reddy, K.S., 2013. Noncommunicable Diseases. *N. Engl. J. Med.* 369, 1336–1343. <https://doi.org/10.1056/nejmra1109345>
- <https://www.who.int/health-topics/#N>
- [1 Group identified relevant publication](#)

### Watch:

- <https://www.youtube.com/watch?v=vpEAos0blyw>
- [Diabetes: a major public health problem for Africa: http://www.youtube.com/watch?v=79oZrKG2RpY](https://www.youtube.com/watch?v=79oZrKG2RpY)
- <https://www.youtube.com/watch?v=80u0JLo8PQY>

## 8. Injuries

### Read:

- Skolnik R. Global Health 101, Chapter 15

## 9. Disasters and Emergencies

### Read:

- Skolnik R. Global Health 101, Chapter 16
- Khubchandani, J., Jordan, T.R., Yang, Y.T., 2020. Ebola, zika, corona...what is next for our world? *Int. J. Environ. Res. Public Health* 17, 5–11. <https://doi.org/10.3390/ijerph17093171>
- <https://www.who.int/emergencies/en/>
- [1 Group identified relevant publication](#)

### Watch:

- <https://www.gavi.org/vaccineswork/more-250000-infants-estimated-have-died-due-pandemic-poverty>
- <https://www.youtube.com/watch?v=JNiH18JNmqa>

## DEVELOPING INNOVATIVE SOLUTIONS TO THE HEALTH-RELATED SUSTAINABLE DEVELOPMENT GOALS:

### Week 9 (March 7<sup>th</sup>)

#### Global Change Makers: Discussion of the health issue and its determinants

#### Readings:

1. References provided above that are appropriate for your topic and the determinants of health literature

*Task: class presentation on the health issue and its determinants*

**Week 10 (March 14<sup>th</sup>)**

**Global Change Makers: Discussion of the innovative solution and Intersectoral approaches**

Readings:

1. Skolnik R. Global Health 101, Chapter 18 and 19

*Task: Develop and post ½ pg summary of how the two chapters could apply to your topic.*

**Week 11 (March 21<sup>st</sup>)**

**Global Change Makers: Develop a visual presentation of your innovative solution**

Call check in and consultation

*Task: Develop a summary and visual presentation of the solution*

**Week 12 (March 28<sup>th</sup>)**

**Global Change Makers: Identify the most impactful solution**

Share your innovative solution, Critical Review and discuss the innovations posted by the Global change makers.

*Task: Submit reflection*

**Week 13 (April 4<sup>th</sup>)**

**Review of the final paper and wrap up**

Readings:

Relevant course material and additional literature  
Prepare relevant related questions

**Week 14 (April 11<sup>th</sup>)**

**Individual Consultations**

**FINAL PAPER DUE APRIL 18<sup>TH</sup> AT 11:59PM**

## **Course Policies**

### **Submission of Assignments**

All written assignments should be typed: 1.5 spacing, Font size: 12pt, have a title page with the topic that is discussed in the paper, student's name and number, and course number. Where references are used, you are required to use the citation and referencing guidelines from the American Psychological Association. These guidelines are contained in the publication, Publication Manual of the American Psychological Association (the references in the course guide roughly follow APA format).

### **Citations**

I expect you to cite and properly reference any and all material taken from a secondary source. You must acknowledge every idea, fact, or analysis taken from another source and not just direct quotes. This includes ALL material that you use in your papers other than that based on your own ideas and analyses. This includes required course readings and paraphrases taken from a source. It is perfectly respectable to take an idea from another source and then develop that idea in your own way, or to use someone's method or structure and apply it to a new case so long as you indicate clearly what was derived from the original source and what is your own. Papers with poor referencing and acknowledgement or original sources will be marked down severely. Not acknowledging sources that you have used or acknowledging them only part of the time borders on plagiarism and may be treated as such. If in doubt, acknowledge the source.

### **Retention of work**

I require that students keep ALL of their rough work for their essays and be able to produce this material on 24 hours' notice. In some cases, I will ask for this material to be submitted with your assignments. This includes rough notes, early drafts, etc. This is partly a protection for you. If there is any doubt over the grade assigned on a project, or if you decide to appeal a grade or if you happen to be charged with plagiarism, this work can provide a basis for settling the issue. Without it, you may not be given the benefit of the doubt. With it, the issue is easily resolved. You should keep this material until you have been notified of your grade for the course and decided that you are not going to appeal any grades. If you are using a word-processor, keep both your rough notes and early drafts.

### **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+

<b>MARK</b>	<b>GRADE</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**

Assignments are to be submitted on A2L on, or before, the due date indicated. All assignments must be completed in order to pass the course. All papers submitted after the due date will be assessed at a 5% per day penalty.

Weekends will be treated as one day late. Please note that extensions will be permitted only if discussed with the instructor BEFORE the due date. If you are unable to hand-in a paper because of illness, please consult with the Dean's Office.

### **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**

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.