

# HLTH AGE 4U03 – PROFESSIONS AND OCCUPATIONS IN HEALTH AND AGING

Fall Term, 2019

September 3<sup>rd</sup> to December 4<sup>th</sup>

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11:30

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Appointment

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## **Course Description**

This seminar course examines key theories and concepts that inform our understanding of professions and occupations and explores workplace and practice issues within the context of health and aging careers. Key Topic areas capture career pathways in health and aging, professional competencies, professional identity, workplace culture and diversity, occupational stress and work- life balance, ethical dilemmas, technology, and entrepreneurship. Through experiential in-class learning opportunities, the course will also provide practical resources and supports designed to facilitate a successful transition into the workforce and /or into post-graduate studies in health and aging.

## **Course Objectives**

The central objectives of the course are twofold: to provide an opportunity for students to critically reflect on health and aging professions and occupations and to facilitate the transition from undergraduate studies in health and aging to future career pathways in these burgeoning fields.

**Learning Outcomes-** The learning outcomes of this course are consistent with [McMaster's Undergraduate Degree Level Expectations](http://ccl.mcmaster.ca/COU/pdf/Undergraduate%20Degree%20Level%20Expectations.pdf).

URL:<http://ccl.mcmaster.ca/COU/pdf/Undergraduate%20Degree%20Level%20Expectations.pdf>.

By end of the course students will be able to:

- Discuss various theoretical approaches to professions and occupations
- Critically reflect on key concepts and debates that inform our understanding of professions and occupations in the context of health and aging careers
- Describe various career pathways in the fields of health and aging
- Identify and evaluate core skills and competencies associated with careers in health and aging
- Critically reflect on key workplace issues in the context of health and aging professions and occupations
- Assess and discuss resources, opportunities and strategies intended to facilitate future career paths in the fields of health and aging
- Advance research, group work, writing, and oral presentation skills

## **Required Materials and Texts**

Required course readings are available on line through the McMaster Library System, publicly available on line. See the 'Course Schedule' in this course outline for a list of the required readings.

## **Class Format**

The course will consist of lectures, discussions, and student presentations. Classes will involve short lectures but will largely be held in a seminar format that requires

enthusiastic interaction and active participation from all students. Attendance at all seminars is an essential component of the course. Students are expected to read the assigned readings before class and actively participate in seminar discussions and activities.

## **Course Evaluation – Overview**

1. Take Home Assignment (15%), due Oct 3<sup>rd</sup>
2. In-class Attendance/Participation (20%)
3. Group Presentation (25%), due on select dates beginning Oct 10<sup>th</sup>
4. Term Project (30%) Due Nov 21<sup>st</sup>
5. Reflective Commentary (10%) Due Nov 28<sup>th</sup>

## **Course Evaluation – Details**

### **Take home assignment (15%), due Oct 3<sup>rd</sup>**

Students are required to answer 2 critical thinking essay questions based on the required readings covered during weeks 2-4. The assignment will be released on Avenue at the end of class on September 26<sup>th</sup>. **Submit the assignment electronically to the Avenue to Learn Dropbox no later than the beginning of class on Oct 3<sup>rd</sup>.**

Further details will be discussed in class and guidelines and a grading rubric will be posted on Avenue.

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

Class participation is based on the following 2 components:

#### **1. In-class Attendance and Participation (10%)**

Regular class attendance is necessary to optimize your success in this course. Students can earn participation grades by actively engaging in discussion, group activities, and writing exercises on an ongoing basis throughout the term. Please note that all students should be prepared to actively contribute to class discussions and exercises and to share insights, comments, and questions that demonstrate thoughtful reflection on the weekly topic and knowledge of the required readings. Generally, there is no accommodation for missed in class participation. Any exceptional circumstances requiring accommodations will be considered on a case by case basis in coordination with a student SAS coordinator or academic advisor.

#### **2. Leading Seminar Discussion (10%)**

Beginning week 4 a small group of students (2-3 depending on class enrolment) will be expected to lead the class in a 1 hour of interactive discussion on the required readings. Each student is expected to contribute equitably to preparing for and facilitating the discussion. Students are further expected to actively engage the class in the topic area through the use of an activity or exercise that emphasizes how the readings inform aging or health and aging professions/occupations. I encourage the use of materials

such as news items, magazine articles, case studies, etc. in making interesting connections between the academic information and real-life occupations (worth 5%).

In preparation for the seminar, each group member is required to contribute equitably to a 4–5 page double -spaced reflection on the required weekly readings. The submission will briefly synthesize what the readings are about (1 page) and then critically reflect on the content (3-4 pages). The reflection will provide the reader with your interpretation of the readings and their relevance to you personally. When preparing the reflection think about the central themes/ concepts/ ideas/ and / or key arguments in the articles and in your response consider (in your own words) what you find most useful, insightful or questionable. Do not use direct quotes from the readings. At the end of the reflection include the questions that you will pose to help facilitate class discussion. Each student will pose 1 question on each of the readings. Submit the reflection in a WORD document to the appropriate Avenue Drop Box by the beginning of class on the date that it is due.

Sign up will take place in class on September 5<sup>th</sup>. **Any student who does not sign up for leading the discussions of weekly readings will be assigned by the instructor.**

### **Group Project: (25%)**

During week 6 and weeks 9-12, a small group of 4-5 students (enrollment dependent) will be required to present a critical analysis of an aging or health and aging profession/ occupation. Students are required to apply insights from course-based material, and outside scholarly sources (peer-reviewed articles or book chapters) along with credible internet information (for example, organizational or government websites, newspaper articles) to inform the project. The group should allow for a 1-hour presentation that involves an interactive lecture and discussion period (a creative component is required - i.e. games, activities, exercises). Each student is expected to contribute equitably to the oral presentation and actively engage the class in discussion.

\*\*\* The group is responsible for providing a typed report that (5-6 pages double spaced) that summarizes the presentation in a word document. The summary should highlight the presentation points/arguments, comment on how the readings theoretically and empirically inform or link to the presentation topic, and outline future implications, as well as questions and/or queries raised by each group member. Include a properly formatted (APA style) cover page with title of the topic, names of group members and IDs, and date of the presentation) and a separate reference page. Submit the presentation summary to the Avenue Drop Box by the beginning of class on the date that the presentation is due. No hardcopies please. More detailed instructions on the assignment and a grading rubric will be discussed in class and posted on Avenue.

A sign-up sheet for the presentations will be distributed in class on September 12<sup>th</sup>. Any student who does not sign up for a presentation date will be assigned a date by the instructor. **It is mandatory that all seminar presentation topics for the term be**

**discussed and approved by the instructor a minimum of 3 weeks prior to the presentation date.**

**Reflective Commentary (10 %) Due Nov 28<sup>th</sup>**

Commencing September 12<sup>th</sup> you will keep a weekly reflective journal that describes your personal thoughts and reactions to key issues from class discussions, readings, peer presentations and in-class experiential learning opportunities. Each entry should be approximately 500 words. Using the journal you will submit a 500-word evaluative summary of your journal entries. Include the weekly entries in an appendix. Further details about the assignment will be discussed in class and posted on Avenue.

(worth 10%)

**Term Project (30%)**

**Option 1: Critical Analysis Paper (Due November 21<sup>st</sup>)**

This assignment gives you the opportunity to individually explore and assess a focused topic related to a course-based theme and share your insights in writing. Further details about the 10-12 page double spaced paper will be discussed in class and posted on Avenue.

OR

**Option 2: Career Portfolio (Due November 21<sup>st</sup>)**

This assignment provides you with the opportunity to focus on a specific career path and integrate course material and experiential opportunities in creating a career portfolio. Further details about the assignment will be discussed in class and posted on Avenue.

**Weekly Course Schedule and Required Readings**

Complete Readings prior to class each week

**Week 1 (Thurs Sept 5<sup>th</sup>)**

**Topic: Introduction to the Course**

Readings:

Course Outline

Notes:

\*Sign up for leading in-class discussions

## **Week 2 (Sept 12<sup>th</sup>)**

### **Topic: Theorizing Professions/Occupations**

#### Readings:

Brante, T. (1988). Sociological Approaches to the Professions. *Acta Sociologica*, 31(2), 119-142.

Evetts, J. (2013). Professionalism: Value and ideology. *Current Sociology*, 61(5-6), 778-796. doi:10.1177/0011392113479316.

Pianosi, B., & Payne, H. (2014). The Professionalization of Gerontology: A Canadian Perspective. *Educational Gerontology*, 40(11), 834–846. doi.org/10.1080/03601277.2014.904146.

#### Notes:

\*Sign up for Group Projects

## **Week 3 (Sept 19<sup>th</sup>)**

### **Topic: Competencies in Health and Gerontology Professions**

#### Readings:

Boscart, V., McCleary, L., Huson, K., Sheiban, L., & Harvey, K. (2017). Integrating gerontological competencies in Canadian health and social service education: An overview of trends, enablers, and challenges. <https://doi.org/10.1080/02701960.2016.1230738>

Reeves, S., Fox, A., & Hodges, B. D. (2009). The competency movement in the health professions: Ensuring consistent standards or reproducing conventional domains of practice? *Advances in Health Sciences Education*. <https://doi.org/10.1007/s10459-009-9166-2>

Greiner, A. C., & Knebel, E. (2003). The Core Competencies Needed for Health Care Professionals. In *Health Professions Education: A Bridge to Quality*. Institute of Medicine (US) Committee on the Health Professions Education Summit. Chapter 3.

## **Week 4 (Thursday September 26<sup>th</sup>)**

### **Topic: Current Labor Market Trends & Careers in Health and Aging**

#### Readings:

Rainie, L., Anderson, J. (2017). Experts on the Future of Work, Jobs Training and Skills Pew Research Center.

Bourn, D. (2018). From 21st Century Skills to Global Skills. In *Understanding Global Skills for 21st Century Professions* (pp. 63–85). Cham: Springer International Publishing. [https://doi.org/10.1007/978-3-319-97655-6\\_4](https://doi.org/10.1007/978-3-319-97655-6_4)

Hodkinson, P., & Sparkes, A. C. (1997). Careership: A sociological theory of career decision making. *British Journal of Sociology of Education*, 18(1), 29-44. doi:10.1080/0142569970180102.

Notes:

**Take Home Assignment – Released on Avenue at 11:30 am**

\*Tentative Experiential Learning- Skills Based Workshop – TBA (Skills identification)

### **Week 5 (Thursday Oct 3<sup>rd</sup>)**

**Topic: Professional: Identity and Socialization**

Readings:

Gendron, T. L., Myers, B. J., Pelco, L. E., & Welleford, E. A. (2013). Promoting the development of professional identity of gerontologists: An academic/experiential learning model. *Gerontology & Geriatrics Education*, 34(2), 176-196.

Clarke, M., & Ravenswood, K. (2019). Constructing a career identity in the aged care sector: overcoming the “taint” of dirty work. *Personnel Review*, 48(1), 76–97.

Sullivan, K. (2012). Producing professionals: exploring gendered and embodied responses to practicing on the margins. *Ephemera: Theory and Politics in Organization*, 12(3), 273–293.

Notes:

**Take Home Assignment due in Avenue Dropbox 8:30 am Oct 3<sup>rd</sup>**

\*Tentative Experiential Learning Workshop - (Resume writing)

### **Week 6 (Thursday 10<sup>th</sup>)**

**Topic: Workplace Culture/ Conflict/ Ethical Dilemmas**

Readings:

Jean, M. A. J. and H. M. (2011). “Organizational Culture” In *Organizational Behaviour in a Global Context*, B. J. Mills Albert, Helms Mills Jean C.,



Forshaw Carolyn (Ed.) (pp. 423–453). Toronto: University of Toronto Press.

Jones, A., & Kelly, D. (2014). Whistle-blowing and workplace culture in older peoples' care: qualitative insights from the healthcare and social care workforce. *Sociology of Health & Illness*, 36(7), 986–1002. <https://doi.org/10.1111/1467-9566.12137>.

Ulrich, C. M., Hamric, A. B., & Grady, C. (2010). Moral Distress: a growing problem in health professions. *Nurse Researcher (Through)*, 40(1), 320–348.

Notes:

Group Presentation

### **Week 7 (Oct 14<sup>th</sup> to Oct 19<sup>th</sup>)**

**No Classes Midterm Recess**

### **Week 8 (Thursday Oct 24<sup>th</sup>)**

**Topic: Social Networks, Social Capital and Job Searching**

Readings:

Sharone, O. (2014). Social capital activation and job searching: Embedding the use of weak ties in the American institutional context. *Work and Occupations*, 41(4), 409-439. doi:10.1177/0730888414538432.

McCabe, M. B. (2017). Social media marketing strategies for career advancement: an analysis of LinkedIn. *Journal of Business and Behavioral Sciences*, 29(1), 85-99.

Notes:

\*Experiential Learning Workshop- Networking – ‘Optimizing Use of LinkedIn’

### **Week 9 (Thursday Oct 31<sup>st</sup>)**

**Topic: Workplace Diversity/ Inclusion and Inequities**

Readings:

Guerrero, S., Sylvestre, J., & Muresanu, D. (2013). Pro-diversity practices and perceived insider status. *Cross Cultural Management*, 20 (1), 5-19. doi:10.1108/13527601311296229

Hammond, J., Marshall-Lucette, S., Davies, N., Ross, F., & Harris, R. (2017). Spotlight on equality of employment opportunities: A qualitative study of job seeking experiences of graduating nurses and physiotherapists from black and minority ethnic backgrounds. *International Journal of Nursing Studies*, 74, 172–180. doi.org/10.1016/j.ijnurstu.2017.07.019

Mohamed, T., & Beagan, B. L. (2019). 'Strange faces' in the academy: experiences of racialized and Indigenous faculty in Canadian universities. *Race Ethnicity and Education*, 22 (3), 338–354. doi.org/10.1080/13613324.2018.1511532

Notes:

Group Presentation

## **Week 10 (Thursday November 7<sup>th</sup>)**

**Topic: Gender and Work**

Readings:

Adams, T. L. (2010). Gender and Feminization in Health Care Professions. *Sociology Compass*, 4(7), 454–465. <https://doi.org/10.1111/j.1751-9020.2010.00294.x>

Rosette, A. S., Ponce de Leon, R., Koval, C. Z., & Harrison, D. A. (2018). Intersectionality: Connecting experiences of gender with race at work. *Research in Organizational Behavior*. <https://doi.org/10.1016/j.riob.2018.12.002>

Worth, N. (2016). Feeling precarious: Millennial women and work. *Environment and Planning D: Society and Space*, 34(4), 601–616.

Notes:

Group Presentation

## **Week 11 (Thursday November 14<sup>th</sup>)**

**Topic: Occupational Stress/Work Life Balance**

Readings

Fenwick, J., Lubomski, A., Creedy, D. K., & Sidebotham, M. (2018). Personal, professional and workplace factors that contribute to burnout in Australian midwives. *Journal of Advanced Nursing*, 74(4), 852–863. <https://doi.org/10.1111/jan.13491>

Grant-Vallone, E., & Ensher, E. (2011). Opting in between: Strategies used by professional women with children to balance work and family. *Journal of Career Development*, 38(4), 331-348. doi:10.1177/0894845310372219

Redpath, L., Hurst, D., & Devine, K. (2009). Knowledge workers, managers, and contingent employment relationships. *Personnel Review*, 38(1), 74-89. doi:10.1108/00483480910920723

Notes:

Group Presentation

## **Week 12 Thursday November 21<sup>st</sup>**

**Topic: Technology & Entrepreneurship in Health and Aging Professions**

Readings:

Blease, C., Bernstein, M. H., Gaab, J., Kaptchuk, T. J., Kossowsky, J., Mandl, K. D., DesRoches, C. M. (2018). Computerization and the future of primary care: A survey of general practitioners in the UK. *PLoS ONE*, 13(12), 1-12. doi:10.1371/journal.pone.0207418

Hernández, D., Carrión, D., Perotte, A., & Fullilove, R. (2014). Public Health Entrepreneurs: Training the Next Generation of Public Health Innovators. *Public Health Reports (1974-)*, 129(6), 477-481. URL:

Halteh, J., Arrowsmith, J., Parker, J., Zorn, T. E., & Bentley, T. (2018). The impact of technology on employment: A research agenda for New Zealand and beyond. *Labour & Industry: A Journal of the Social and Economic Relations of Work*, 28(3), 203-216. doi:10.1080/10301763.2018.1519774

Notes:

Group Presentation

## **Week 13 (Thursday November 28<sup>th</sup>)**

**Topic: Course Wrap Up**

Readings:

No Required Readings

Notes:

\*Term Project due in Appropriate Avenue Drop Box 8:30 am

## **Course Policies**

### **Assignment Guidelines**

Detailed instructions and a grading rubric for the writing assignments will be reviewed in class and posted on the Avenue to Learn Content Page. Unless otherwise specified, each writing assignment must be submitted electronically in a WORD document to the appropriate Avenue to Learn drop box no later than 11:30 am on the date due; hardcopies or emailed copies will not be accepted. All assignments should have a title page, all pages should be numbered and have 2.54 cm (1 inch) margins on all four

sides. All text should be double-spaced, using 12-point Times New Roman Font. Assignments must be properly using the APA Style Guide. Carefully follow the manuscript formatting with respect to in-text citation references, reference page formatting, and manuscript writing style. See: [McMaster APA Style Guide](#)

There will be a 10% penalty each day (including weekends and holidays) that assignments are late. Failure to adhere to these guidelines will be reflected in the mark for the assignment. Instructions on the assignments will be reviewed in class. No assignments will be accepted 1 week after the due date.

## 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 excuses, you must make arrangements directly with me to hand in the assignment. Assignments will be marked down 10% if turned in late on the day it is due, and an additional 10 percentage points for each day it is late after that; this includes weekend days and holidays. If an assignment is due at the start of a class, it will be considered one day late any time after the end of class that day.

## Absences, Missed Work, Illness

All reasons for illness, injury and family emergency must be addressed through the office of the Associate Dean of Social Sciences who will notify the Professor of your absence. The policy contains the following requirements:

1. If you are seeking relief for missed academic work because of an absence lasting up to 3 days in duration, you must use the McMaster Student Absence Form. The course work you have missed must be worth 24% or less of your grade.
2. You may submit a maximum of 1 Academic Work Missed request per term. It is YOUR responsibility to follow up with your Instructor immediately (NORMALLY WITHIN TWO WORKING DAYS) regarding the nature of the accommodation.
3. If you are absent for reasons other than medical reasons, for more than 3 days, or exceed 1 request per term you MUST visit your Associate Dean's Office (Faculty Office). You may be required to provide supporting documentation. This form should be filled out immediately when you are about to return to class after your absence. Additional requests for relief of academic missed work must be reported to your Faculty's Associate Dean's Office (Be prepared to submit appropriate documentation. Relief for missed academic work is not guaranteed).

MSAF is now available in MOSAIC Student Center (in the drop down menu under Academics)

4. You should expect to have academic commitments Monday through Saturday but not on Sunday or statutory holidays. If you require an accommodation to meet a religious obligation or to celebrate an important religious holiday, you may use the McMaster Student Absence Form or contact your Faculty's Associate Dean's Office.
5. In deciding whether to grant relief for missed work, factors such as the following may be taken into account: the timing in relation to the due date of the missed work and the degree of the student's incapacitation.
6. You are responsible to contact your Professor(s) promptly to discuss the appropriate relief.
7. It is the prerogative of the Professor of the course to determine the appropriate relief for missed term work in his/her course. See the [Faculty of Social Sciences web page on Student Absence Information](https://socialsciences.mcmaster.ca/current-students/absence-form)  
<https://socialsciences.mcmaster.ca/current-students/absence-form>

### **Email**

Send all emails to my McMaster email account: leblanyl@mcmaster.ca. Please consider email equivalent to any other form of written communication. Students who write to their instructors are expected to follow rules of spelling, grammar and punctuation. In addition, please include a proper greeting, such as "Dear Dr. LeBlanc," and a closing that includes your full name, such as "Sincerely, John Smith." Email failing to meet these standards may be returned unanswered. Emails that require a very short reply will be answered within 4 working days (I will generally not respond to emails over the weekend). Email questions requiring a more detailed response will only be answered - in person - during office hours or by appointment.

### **Use of Mobile Devices**

Mobile devices, specifically laptops and tablets, may be used in this course for educational purposes only (i.e., learning directed related to the course). At times I may direct you to use your mobile device to complete an activity or task, other times I may ask you to close your laptop or turn off your tablet to focus your attention on other course related tasks. Off-task use (e.g., Facebook, texting, other) will result in your device being confiscated for the class and/or being asked to leave the classroom for all or part of the class.

### **Release of Grades**

Assignment grades will NOT be given out over the phone or by email. Final exam grades will not be released by the instructor. Final course grades will be released through the Registrar's Office.

### **Review of Marks**

I will be diligent in marking all assignments fairly and accurately. However, occasionally students disagree with the marks they receive. If this occurs, the instructor will be happy

to review the mark of any assignment or exam, if the procedure outlined below is followed. *Please note that when a mark is reviewed, the new mark may be lower than the original.*

To request a review of a mark, write a 1-page typed memo describing in detail the nature of the perceived marking error. Submit this memo (in person, not e-mail), with the original marked assignment, to the instructor. You may submit requests for review no sooner than 48 hours, and no later than 1 week after the assignment feedback is distributed via the Avenue drop box.

### **Avenue to Learn**

In this course we will be using Avenue to Learn. Course information will be posted here throughout the term. Please check this site often to keep informed of assignment instructions, links to course resources, important announcements, and interim grades. It is the responsibility of all students to be aware of all information posted on 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.

#### **Step 1: Make sure you are in the Avenue to Learn system.**

If you officially registered for the course, you were automatically enrolled in the Avenue To Learn system. Go directly to step 2. Students who registered late for this course need to be added to the Avenue to Learn database before they can perform the next step. The best way to do this is to make sure that you are officially registered for this course.

#### **Step 2: Logon to Avenue to learn. Go to <http://Avenue.mcmaster.ca/>**

All the information you need for logging on to the site, for configuring your web browser, and for adding this course to your account are available here.

#### **Step 3: Support**

If you are interested in viewing the support for Avenue to Learn, including quick help guides and other resources please visit <http://avenue.mcmaster.ca/help/>

### **Authenticity / Plagiarism Detection**

In this course we will be using a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. Students will be expected to submit their work electronically either directly to Turnitin.com or via Avenue to Learn (A2L) plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish to submit their work through A2L and/or Turnitin.com must still submit an electronic and/or hardcopy to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com or A2L. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). To see the Turnitin.com Policy, please go to [www.mcmaster.ca/academicintegrity](http://www.mcmaster.ca/academicintegrity).

If you would like additional feedback or just to talk about your assignments I strongly encourage you to meet with me. As your instructor, I am available to meet in person by appointment.

### **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 Statement**

You are expected to exhibit honesty and use ethical behavior in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

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 behavior 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.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](http://www.mcmaster.ca/academicintegrity), located at [www.mcmaster.ca/academicintegrity](http://www.mcmaster.ca/academicintegrity).

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 credit has been obtained.
- Improper collaboration in group work.
- Copying or using unauthorized aids in tests and examinations.

### **Academic Accommodation of Students with Disabilities**

Students who require academic accommodation must contact [Student Accessibility Services \(SAS\)](#) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. [Student Accessibility Services](#) can be contacted by phone 905-525-9140 ext. 28652 or e-mail



[sas@mcmaster.ca](mailto:sas@mcmaster.ca). For further information, consult McMaster University's [Academic Accommodation of Students with Disabilities](#) policy.

If you require this course outline in an alternate/accessible format, please contact the Department of Health, Aging & Society (ext. 27227 | e-mail: [hasdept@mcmaster.ca](mailto:hasdept@mcmaster.ca)).

**Accommodations:**

I am committed to making appropriate accommodations for students' observance of religious holidays. Please contact me as early in the term as possible to make individual arrangements.

I am also committed to working with students with disabilities to make individualized accommodations according to your specific needs. All such arrangements must be made through Student Accessibility Services (SAS). Please drop by my office at the beginning of the term to review individual arrangements. All such arrangements will remain confidential.

Student Accessibility Services: For information about academic support services, contact SAS at MUSC B107 (ext. 28652) or <http://sas.mcmaster.ca>.

**Support Services and Accommodations**

The Student Accessibility Services (SAS) office (\*formerly, the Centre for Student Development) offers group and individual consultation about effective learning strategies, essay writing, and study habits; accommodations, assistive technology, advocacy and support for students with disabilities. Personal/group counseling is offered at the Student Wellness Centre (SWC). If you believe these services may be helpful to you, contact:

**\*Student Accessibility Services (SAS)**

**Phone**

(905) 525 9140 x 28652

**Teletypewriter (TTY)**

(905) 528-4307

**Email**

[sas@mcmaster.ca](mailto:sas@mcmaster.ca)

**Website**

<http://sas.mcmaster.ca/>

**Location**

MUSC B107

**Student Wellness Centre (SWC)**

**Medical and Counseling Services**

(905)-525-9140 x 27700

**Wellness Education**

(905) 525-9140 x 23312

**Email**

[wellness@mcmaster.ca](mailto:wellness@mcmaster.ca)

**Website**

<http://swc.mcmaster.ca/>

**Location**

MUSC B101, 107, and 10

**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 requiring a RISO accommodation 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.

### **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.

### **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.