

HLTH AGE 4U03
PROFESSIONS AND OCCUPATIONS IN HEALTH AND AGING
Fall Term, 2020
September 8th to December 9th

Instructor: Dr. Yvonne LeBlanc
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Office Hours: Via Zoom
Videoconferencing, Thursday 10:30AM -
11:30 AM (OR by Appointment via
Zoom, phone, or avenue Chat)

Course Delivery: Virtual and on-line
Virtual Class Thurs 9:30 – 10:20 Via
Zoom Videoconferencing

Contents

Course Description.....	3
Course Objectives	3
Learning Outcomes-	3
Required Reading	3
Course Format & Delivery	4
Course Evaluation – Overview	4
Course Participation (25%)	5
Discussion Board Postings Forum: Leading a Discussion on Required Readings (10%)	5
Discussion Board Postings Forum: Discussion Board Postings (10%)	5
Course Exercises/Activities (5%).....	6
Term Assignments	6
Group Critical Reflection Essay (15%) Due Oct 1 st	6
Term Project Proposal (15%)	6
Reflective Journal (15%) Due Dec 3 rd	7
Term Project (30%) Due Dec 9 th	7
Weekly Course Schedule and Required Readings	8
Week 1 (Beginning Sept 8 th).....	8
Week 2 (Beginning Sept 14 th).....	8
Week 3 (Beginning Sept 21 st).....	8
Week 4 (Beginning Sept 28 th).....	9
Week 5 (Beginning Oct 5 th)	10
Week 6 (Beginning Oct 12 th)	10

Week 7 (Beginning Oct 19 th)	10
Week 8 (Beginning Oct 26 th)	10
Week 9 (Beginning Nov 2 nd)	11
Week 10 (Beginning Nov 9 th).....	11
Week 11 (Beginning Nov 16 th).....	12
Week 12 (Beginning Nov 23 rd).....	12
Week 13 (Beginning Nov 30 th).....	12
Course Policies	13
Assignments	13
Grades	13
Late Assignments	13
Academic Integrity Statement.....	14
Requests For Relief For Missed Academic Term Work.....	14
Copyright and Recording	14
Avenue to Learn	14
Authenticity / Plagiarism Detection	15
Course Modification	15
Email.....	15
University Policies	15
Conduct Expectations.....	15
Academic Accommodation of Students With Disabilities	16
Academic Accommodation For Religious, Indigenous or Spiritual Observances (RISO).....	16
Faculty of Social Sciences E-mail Communication Policy	16
Extreme Circumstances.....	16

Course Description

This 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. In conjunction with the Experiential Learning Office, the course will also provide a series of career- based workshops along with live Q and A sessions. These are 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 a number of [McMaster's Undergraduate Degree Level Expectations](#) including 1.Depth and Breadth of Knowledge; 3. Application of Knowledge;4. Communication Skills; and 6. Autonomy and Professional Capacity (See the specific course Learning Outcomes and corresponding 'Degree Level Expectations' below)

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 (1a)
- critically reflect on key concepts and debates that inform our understanding of professions and occupations in the context of health and aging careers (1a,b)
- describe and critically evaluate various occupations and professions in the fields of health and aging (1c,d,e,f)
- identify and evaluate core skills and competencies associated with careers in health and aging (1c,d)
- critically reflect on key workplace issues in the context of health and aging professions and occupations (1e,f)
- assess and discuss resources, opportunities and strategies intended to facilitate future career paths in the fields of health and aging (6 a,b,c,d)
- advance research, group work, and writing and presentation skills (3 a,b,c,d;4)

Required Reading

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

Course Format & Delivery

There are 2 components to the format and delivery of the course:

1. An online component offered through the McMaster's online learning management system, Avenue-to-Learn (A2L). A2L is web-based and can be accessed from any internet connection. Students are expected to do the majority of their learning via weekly self-directed modules. All course information including, power point slides with additional notes, instructional videos, required readings, assignment guidelines and grading rubrics, and any other applicable course resources can be accessed through A2L. PP lecture slides will augment key aspects of the required reading.

This course will also make use of A2L Discussion Board forums to provide opportunities for small groups to lead discussions on required readings, peer-to-peer dialogue, and electronic poster presentations. A2L is also used for assignment submissions, and for viewing instructor feedback on individual and group assignments.

You should be aware that, when you access the electronic components of this course, private information such as first and last names, usernames for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the 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.

2. There will also be virtual class sessions delivered by the videoconferencing platform known as Zoom. Students registered in the course can access the virtual classroom through a recurring link that will be provided on the Content page of Avenue to Learn. Classes will take place each week on Thursday from 9:30 am–10:20am. During the term, the class sessions will provide you with the opportunity to discuss course content, participate in group discussion, raise questions and voice opinions. Please be aware that this is not a private discussion; it is open to all members of the course. Any presentation components of the virtual sessions will be recorded and made available to students on Avenue to Learn. Online Zoom etiquette, and ways that you will be able to participate in the Zoom sessions are detailed in the module week 1 pp lecture slides and will be reviewed during our first virtual session.

Course Evaluation – Overview

1. Course Participation (25%)
 - Leading a Discussion Board Forum on the Required Readings X1 (10%)
 - Discussion Board Participation (10%)
 - Course Exercises/Activities (5%)
2. Group Critical Reflection Essay (15%) Due Oct 1st
3. Term Project Proposal (15%) Due Oct 29th
4. Reflective Journal (15%) Due Dec 3rd
5. Term Project (30%) Due Dec 9th

Course Participation (25%)

Your grade will be based asynchronously on:

Discussion Board Postings Forum: Leading a Discussion on Required Readings (10%)

Beginning week 4, a small group of students will be responsible to lead the class in discussion on the required readings through the 'Discussion Board Postings Forum' (5%) and submit a written (2-3 page double spaced) group reflection (5%) on the required readings to the "Required Reading Reflection" assignment folder (you can find the link to the assignment folder in the scheduled weekly module). Further details, instructions, and a grading rubric on the components of the assignment will be posted on Avenue.

Discussion Board Postings Forum: Discussion Board Postings (10%)

In addition to 'leading the discussion' on the discussion forum. During the term, commencing week 4, each of you is required to participate in weekly discussion board postings. Each posting requires a response to the posting made by the groups leading the discussion on the required readings and a response to one other student's entry.

In the discussion forum, your response to the posting made by students leading the discussion should include a 200-250 word written response (using proper grammar and complete sentences). Your comments should augment and reinforce or challenge ideas in the posting made by the group leading the discussion. Then, you are required to respond (in a short comment – one to two sentences) to one other student's entry that is different from your own. Your individual response must be posted by 11:59 pm on Wednesday and your peer response must be posted by 11:59 pm on Saturday. [For example, week 4 post your individual response by Wednesday at 11:59 pm and your peer response by Saturday at 11:59 pm. For further tips on generating optimal online discussion see the link to [Discussion Board Guidelines](#).

Grades will be calculated on a cumulative basis and your total grade /10 will be posted on Avenue at the end of the term Further details about each week's topic will be posted on the Discussion Forum and a grading rubric for participation in for the discussion posts will be available on Avenue.

Muddy Points Discussion Forum (Optional)

Rather than emailing me (Dr. LeBlanc) individually regarding course related questions, I am requesting that you redirect your non-urgent queries to this Discussion Board. In this forum, each week you will have the opportunity to chat with any of your peers who post ideas, questions, and discuss any course content. You can do this anonymously. If one person has a question it is likely that others do as well, and I encourage you to help each other. I will monitor the postings each week and respond to any outstanding issues via the Announcement Page on Avenue. Of course, if there is something specific that you need to ask only me about or something of a more urgent matter please do not hesitate to contact me via email.

Please note that although these posts are anonymous, it is imperative that you remain 'respectful' and use proper online etiquette within this forum. This is an optional activity, intended for meaningful communication (there is no grade value attached to these posts).

Course Exercises/Activities (5%)

During the term there will be occasional module specific exercises or activities detailed in the pp lecture slides. The types of exercises may include: a short response to a critical thinking question, an evaluation of a workshop, a web-based fact-finding exercise etc. You will be required to submit your written response, in full sentences using proper sentence and paragraph structure in a Word document to a "Course Exercise" assignment folder no later than Saturday at 11:59 pm of the week that it is due (you can find the link to the assignment folder in the scheduled weekly module). Your responses will be graded based on thoughtful completion rather than accuracy. For these exercises, no title page is required but you must place your name, student number, the name of the activity and the date at the top of the submission document. Further Instructions and a grading rubric will be posted on Avenue in the Assignment folder.

Term Assignments

Group Critical Reflection Essay (15%) Due Oct 1st

Working in groups of approximately 4 students, during the term you will be required to complete 1 writing assignment based on a critical thinking question that I will pose. The exact size and number of the groups will depend on course enrollment. Sign up for the groups will take place during the first 2 weeks of class. Anyone registered in the course, who has not signed up by week 3, will be assigned to a group by me (Dr. LeBlanc). To join a 'group' go to the Avenue to Learn Course site, click on the "Communication" tab and select "Groups" from the drop-down menu. Here, you will be able to self-enroll in a 'Critical Group Reflection Essay' group. Further instructions about the assignment and a grading rubric will be posted on Avenue to Learn.

Although you are free to use other ways of communicating with your group members, Google Docs, is a great tool that allows you to work together- synchronously or asynchronously- in creating and revising your group essay. To access Google Docs- go to Apps- Google Drive – My Drive – Google Docs

Please see: [Google Docs Tutorial](#)

URL: <https://www.youtube.com/watch?v=OBITNezSmLY>

Term Project Proposal (15%)

The term project proposal consists of 2 parts:

a) An outline of the paper (worth 5%)

- identifies a focused topic

- provides a working thesis statement (answering who, what, why and how)
- describes your preliminary arguments

b) An annotated bibliography (worth 10%)

An annotated bibliography is a list of academic sources that briefly describe and inform your topic. The purpose of the annotation is to inform the reader of the relevance, accuracy, and quality of the sources that you plan to cite in your paper. For the purpose of this assignment you must include 5 scholarly research articles published 2010 or later.

For the purpose of this assignment, the annotated bibliography will be comprised of a) a properly formatted citation (using APA formatting) of each article and b) a short evaluative commentary (5-6 sentences) about each source. In each commentary explain why the source is useful and how it will be used in your paper. In other words, do not merely describe the article but rather inform the reader of its relevance to your topic. Of the 5 sources, indicate the most relevant with an asterisk and note in your summary why it is most important. Assignments will be graded on the citation style, quality of the summaries, and selection of the readings. Further instructions and a grading rubric will be posted on Avenue.

Reflective Journal (15%) Due Dec 3rd

Commencing week 3 you will keep a weekly reflective journal that describes your personal thoughts and reactions to key issues from class discussion posts, readings, and any pre-recorded guest presentations/workshops. I will provide you with a journal entry template to guide your weekly entries. Each entry should be 250-500 words. Using the journal, at the end of the term, you will submit a 500-word evaluative summary of your journal entries and include the weekly reflections in an appendix following the summary. Further details about the assignment will be posted on Avenue. The weekly journal entries are worth 10% and your evaluative summary 5% of the assignment grade.

Term Project (30%) Due Dec 9th

Critical Analysis Paper and Presentation

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 posted on Avenue. Seek approval for the topic of the project by week 5; Thursday, Oct 5th.

Near the end of the term I will release a 'Term Project Presentation' Discussion Forum. In the interest of knowledge transfer, I encourage you to submit a presentation of your submission to this discussion forum so that it can be viewed by other members of the course. The presentation may be done in the form of an electronic poster, a power-point slide, a short video, or some other format (approved by the instructor). This is worth 5%

of your project grade. If you choose not to submit a presentation the paper will be worth 30%

Weekly Course Schedule and Required Readings

Complete Readings prior to class each week

Week 1 (Beginning Sept 8th)

Topic: Introduction to the Course

Readings:

Course Outline

[Discussion Board Guidelines](#)

URL: https://docs.google.com/document/d/1XDcjlpmzblK31INqusc_M7pU7cs3K9n2iLbAUoIWXhE/edit

Notes:

*On Avenue, self enroll in 'Groups' for 'Group Critical Reflection Essays'

* On Avenue, self enroll in 'Groups' for 'Leading a Discussion on the Required Readings'

Week 2 (Beginning Sept 14th)

Topic: Conceptualizing Professions & Professionalism

Readings:

Volti, Rudi. (2008). *An Introduction to the Sociology of Work and Occupations*. Thousand Oaks, California: Pine Forge Press. (Read Chapter 6 Professions and Professionalization pp 97-107)

Adams, T. L. (2010). Profession: A useful concept for sociological analysis? *Canadian Review of Sociology*, 47(1), 49–70.
<https://doi.org/10.1111/j.1755-618X.2010.01222.x>

Recommended:

Martimianakis, M. A., Maniate, J. M., & Hodges, B. D. (2009). *Sociological interpretations of professionalism*. *Medical Education*, 43(9), 829–837.
<https://doi.org/10.1111/j.1365-2923.2009.03408.x>

Notes:

**On Avenue, self enroll in 'Groups' 'Group Critical Reflection Essays'

* On Avenue, self enroll in 'Groups' for 'Leading a Discussion on the Required Readings'

Week 3 (Beginning Sept 21st)

Topic: Theorizing Professionalization in Health and Gerontology Occupations

Required Reading:

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.

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>

Recommended Reading:

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.

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>

Notes:

Anyone who did not self enroll in groups for the ‘Group Critical Reflection Essays’ and ‘Leading a Discussion on the Required Readings’ will be assigned into groups by me (Dr. LeBlanc)

Week 4 (Beginning Sept 28th)

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

Required Reading:

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

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.

Recommended Reading:

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

Notes:

- Pre -recorded Presentation by Experiential Office ‘Skills identification’
- *** Group Critical Reflective Essay #1 Due 11:59 pm Oct 1st in Appropriate Avenue Dropbox

Week 5 (Beginning Oct 5th)

Topic: Professional Identity and Socialization

Required Reading:

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.

Recommended Reading:

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

Notes:

*Pre-recorded Presentation by Experiential Office - (Resume Writing)

*Seek approval for the topic of your term project by Thursday Oct 8th

Week 6 (Beginning Oct 12th)

No Classes Midterm Recess

Week 7 (Beginning Oct 19th)

Topic: Workplace Culture/ Conflict/ Ethical Dilemmas

Required Reading:

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.

Recommended Reading:

Mills A.J. & Mills J.H. (2011). “Organizational Culture” In *Organizational Behaviour in a Global Context*, Mills A. J., Mills J.H., Forshaw C., & Bratton J. (Ed.) (pp. 423–453). Toronto: University of Toronto Press.

Notes:

Week 8 (Beginning Oct 26th)

Topic: Social Networks, Social Capital and Job Searching

Required Reading:

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:

* Pre-recorded Presentation by Experiential Office 'Optimizing Use of LinkedIn'

* Term Project Proposal Due 11:59 pm Oct 29, 2020

Week 9 (Beginning Nov 2nd)

Topic: Workplace Diversity/ Inclusion and Inequities

Required Reading:

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

Recommended Reading:

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

Week 10 (Beginning Nov 9th)

Topic: Gender and Work

Required Reading:

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

Recommended Reading:

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.

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

Week 11 (Beginning Nov 16th)

Topic: Occupational Stress/Work Life Balance

Required Reading

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

Recommended Reading:

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

Week 12 (Beginning Nov 23rd)

Topic: Technology in Health and Aging Professions

Required Reading:

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

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

Recommended Reading:

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.

Week 13 (Beginning Nov 30th)

Topic: Course Wrap Up

Required Readings

No Required Readings

Notes:

Independent Work on Term Assignments

***Reflective Journal Due Dec 3rd in Appropriate Avenue to Learn Assignment Dropbox 11:59 pm.

***Term Project Due Dec 9th in Appropriate Avenue Drop Box 11:59 pm.

Course Policies

Assignments

Detailed instructions and grading rubrics for assignments will be posted on Avenue to Learn. Unless otherwise specified, all writing assignments for the course should have a title page, all pages should be numbered and have 1-inch margins on all four sides. All text should be double-spaced, using 12-point Times New Roman Font. Assignments must be properly formatted using either the APA 6th or 7th edition Style Guide. Carefully follow the manuscript formatting with respect to in-text citation references, reference page formatting, and manuscript writing style. URL : <https://libguides.mcmaster.ca/APA>. Writing assignments will be submitted into the Avenue Assignment drop box. You can access all assignment submission folders by clicking on 'Assessments' on either the Course Announcement or Content Page of Avenue. Under 'Assessments' click on "Assignments". You will also find a direct a link to each specific assignment drop box in the weekly module that the assignment is due.

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

Late Assignments

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. Without formal accommodations, no assignments will be accepted 1 week after the due date.

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](#), located at 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

Requests For Relief For Missed Academic Term Work

McMaster Student Absence Form (MSAF): In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work”.

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.

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, usernames 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.

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.

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.

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 2 business days (I will generally not respond to emails over the weekend). Emails requiring a more detailed response will be answered during virtual office hours or by phone.

University Policies

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.

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.

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.