

HLTH AGE 4U03
PROFESSIONS AND OCCUPATIONS IN HEALTH AND AGING
Fall Term, 2022
September 6th to December 8th

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Course Delivery: In person
Classes: classes; TSH 122; Fridays 11:30 am –2:20 pm
Office Hours: KTH 231 Friday 2:30-3:30 pm OR by Appointment

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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](http://ccl.mcmaster.ca/COU/pdf/Undergraduate%20Degree%20Level%20Expectations.pdf) 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

Regularly scheduled in person classes will be held on Fridays 11:30 am – 2:20 pm. Classes will involve short lectures, and guest presentations but will largely be held in a seminar format that requires enthusiastic interaction and active participation from all students. Attendance at all seminars is mandatory. You are expected to read the assigned readings before class and actively participate in seminar discussions and activities. Course information and resources can be accessed through Avenue to Learn. Avenue is also used for assignment submissions, and for viewing instructor feedback on assignments.

Course Evaluation – Overview

To pass the course it is mandatory to complete all assignments

1. Take Home Assignment (10%) Due Oct 1st
2. Course Participation (20%)
3. Group Presentation (25%)
4. Term Project (35%) Option 1 Due Nov 19th; Option 2 Due Nov 26th
5. Reflective Journal (10%) Due Dec 3rd

Course Evaluation – Details

Take Home Assignment (10%) Due Oct 1st

You are required to answer 2 critical thinking essay questions based on the required readings covered during weeks 2 & 3. The assignment will be released on Avenue at the end of class on Sept 23rd. **Submit the assignment electronically to the Avenue to Learn Dropbox no later than 11:59 pm Saturday Oct. 1, 2022.** Further details will be discussed in class and guidelines and a grading rubric will be posted on Avenue.

Course Participation (20%)

Course participation is based on the following 2 components:

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

Regular attendance and active participation are mandatory to achieve optimal success in this course. Everyone should be prepared to contribute to class discussions and to share insights, comments, and questions that demonstrate thoughtful reflection on the weekly topic and knowledge of the required readings. You can also earn participation grades by actively engaging in group activities, and writing exercises, on an ongoing basis throughout the term. The type of exercises may include: a short response to a

critical thinking question, an evaluation of a workshop, preparatory activities for guest presentations, web-based fact-finding exercises, peer evaluations on group presentations 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. 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.

2. Leading Seminar Discussion (10%)

Beginning week 5 a small group of students (2-3 depending on class enrolment) will be expected to lead the class in an 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.

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 highlight 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, confusing 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. Further Instructions and grading rubrics will be reviewed in class and posted on Avenue.

Sign up for this assignment will take place via Avenue during weeks 1 & 2. **Anyone who does not sign up for leading the discussions of weekly readings will be assigned by the instructor.**

Group Presentation: (25%)

During the term, a small group of 2-3 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 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.

Sign up for this assignment will take place via Avenue during weeks 1 & 2. Anyone 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.**

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 (35%)

Option 1: Career Path Portfolio (Due Saturday November 19th at 11:59 pm)

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.

OR

Option 2: Critical Analysis Paper (Due Saturday November 26th at 11:59 pm.)

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.

Reflective Journal (10%) 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 discussions, readings, and any 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.

Weekly Course Schedule and Required Readings

Complete Readings prior to class each week

Week 1 (Friday Sept 9th)

Topic: Introduction to the Course

Readings:

- Course Outline

Notes:

- On Avenue, self-enroll in 'Group' Assignments: 'Leading Seminar Discussion' & 'Group Project'

Week 2 (Friday Sept 16th)

Topic: Conceptualizing Professions & Professionalism

Readings:

- Volti, R. (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>
- 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 'Group' Assignments: 'Leading Seminar Discussion' & 'Group Project'

Week 3 (Friday Sept 23rd)

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
- 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

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.

Notes:

- Anyone who did not self-enroll in groups for the ‘Leading Seminar Discussion’ & ‘Group Project’ will be automatically assigned into groups.
- Take Home Assignment released Friday Sept 23, 2022

Week 4 (Friday Sept 30th) National Day for Truth and Reconciliation: No class

No required Readings

Notes:

- Take Home Assignment Due 11:59 pm Saturday Oct 1st, 2022, in Avenue Assignment Dropbox

Week 5 (Friday Oct 7th)

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

Notes:

- *Tentative Presentation by Experiential Office 'Skills identification' (Led by Experiential Education Staff)*

Week 6 Midterm Recess Mon Oct 10th- Oct 16th- No Classes

Week 7 (Friday Oct 21st)

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

Notes:

- *Tentative Presentation by Experiential Office - (Resume Writing) (Led by Experiential Education Staff)*

Week 8 (Friday Oct 28th)

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.
- McCallum, S. Y., Forret, M. L., & Wolff, H. (2014). Internal and external networking behavior. *Career Development International*, 19(5), 595-614. doi:https://doi-org.libaccess.lib.mcmaster.ca/10.1108/CDI-08-2013-0101

Notes:

- *Tentative Presentation by Experiential Office 'Optimizing Use of LinkedIn' (Led by Experiential Education Staff)*

Week 9 (Friday Nov 4th)

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.
- 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 10 (Friday Nov 11th)

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
- 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](https://doi.org/10.1108/13527601311296229)

Notes:

- *Tentative Alumni Panel – Career Paths*

Week 11 (Friday Nov 18th)

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

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.

Notes:

- *Tentative Alumni Panel – Career Paths*
- Term Project Option 1 Due Saturday Nov 19th in Avenue Drop Box 11:59 pm.

Week 12 (Friday Nov 25th)

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
- 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:

- Term Project Option 2 Due Saturday Nov 26th in Avenue Drop Box 11:59 pm.
- Knowledge Transfer- Sharing of Term Projects Option 1

Week 13 (Friday Dec 2nd)

Topic: Course Wrap Up

No Required Readings

Notes:

- Knowledge Transfer- Sharing of Term Projects Option 2
- Reflective Journal Due Saturday Dec 3rd in Avenue Dropbox 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](https://libguides.mcmaster.ca/APA). 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

Missed Work/Late Assignments

Assignments will be marked down 5% if turned in late on the day it is due, and an additional 5 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. This means that accommodation for missed work requires MSAF, SAS OR RIS approval (see p.15 for details on these forms of accommodation). It is not possible to grant accommodations for missed work due to individual work schedules.

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

Academic Integrity

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. **It is your responsibility to understand what constitutes academic dishonesty.**

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/), located at <https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/>

The following illustrates only three forms of academic dishonesty:

- plagiarism, e.g. the submission of work that is not one’s own or for which other credit has been obtained.
- improper collaboration in group work.
- copying or using unauthorized aids in tests and examinations.

Authenticity / Plagiarism Detection

Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an

online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software.

All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). For more details about McMaster's use of Turnitin.com please go to www.mcmaster.ca/academicintegrity.

Courses with an On-line Element

Some courses may use on-line elements (e.g. e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

Online Proctoring

Some courses may use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

Conduct Expectations

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](#) (the "Code"). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online**.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students' access to these platforms.

Academic Accommodation of Students With Disabilities

Students with disabilities who require academic accommodation must contact [Student Accessibility Services](#) (SAS) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make arrangements with a Program Coordinator. For further information, consult McMaster University's [Academic Accommodation of Students with Disabilities](#) policy.

Requests For Relief For Missed Academic Term Work

In the event of an absence for medical or other reasons, students should review and follow the [Policy on Requests for Relief for Missed Academic Term Work](#).

Academic Accommodation For Religious, Indigenous or Spiritual Observances (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the [RISO](#) policy. Students should submit their request to their Faculty Office **normally within 10 working days** of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

Copyright And Recording

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

Extreme Circumstances

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

Faculty of Social Sciences E-mail Communication Policy

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.