

HLTHAGE 3Q03, SPECIAL TOPICS, LIVING WELL WITH DEMENTIA: SOCIAL AND PHYSICAL ENVIRONMENTS Winter 2022

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Course Description

This course will introduce students to key aspects of dementia studies from a number of disciplinary perspectives. Specifically, it will provide opportunities to critically consider the role of physical and social environments for the lives and wellbeing of those diagnosed with dementia. We will review local physical environments in relation to dementia friendly policies and principles. Conceptual frameworks and understandings of dementia will be reviewed in relation to lived experiences. By doing so this course will promote understanding of dementia as applied to physical environments and social environments.

Course Objectives

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

- Critically analyse and reflect on different theoretical understandings of dementia to gain a deeper understanding of important theories, concepts, and current issues in relation to dementia environments from different disciplinary perspectives
- Understand the impact in practice of dementia policy on social and physical environments
- Identify and be able to offer an explanation of at least three key 'dementia friendly' design principles and the impact these have for those with dementia.
- Demonstrate an understanding of the impact of physical and social environments and why these are important when considering how to support those living with dementia
- Have had the opportunity to develop critical thinking, analysis, collaborative work and writing skills both as an individual and a member of group.

Required Materials and Texts

There is no specific course text however the following all provide a useful overview of many of the key issues that will be discussed during this course:

Dementia Studies:

Innes, A. (2009) *Dementia Studies: A social science perspective*. London: Sage.

Design/physical environments:

Fleming, R., Zeisel, J., and Bennett, K. (2020). *World Alzheimer Report 2020 Design, Dignity, Dementia: Dementia-related design and the built environment Volume I*.

Alzheimer Disease International free to download at:

<https://www.alzint.org/u/WorldAlzheimerReport2020Vol1.pdf>

Judd, S., Marshall, M., and Phippen, P (Eds). (1998). *Design for Dementia*. London: Hawker Publications free to download from:

<https://www.dementiacentre.com/resources/resource-category-2?filter%5Btag%5D%5B0%5D=design&filter%5Bsearch%5D=&filter%5Bcategory%5D%5B0%5D=2>

Tsekleves, E. and Keady, K (2021). *Design for People Living with Dementia: Interactions and Innovations*. London: Routledge.

Social aspects of environments

Batsch, N. and Middleman, M. (2012). *World Alzheimer Report 2012 Overcoming the stigma of dementia*. Alzheimer Disease International. Free to download from: <https://www.alzint.org/u/WorldAlzheimerReport2012.pdf>

Kitwood, T. (1997) *Dementia reconsidered: the person comes first*. Buckingham: Open University Press

Manthorpe, J. and Moniz-Cook, E (eds) 2020). *Timely Psychosocial Interventions in Dementia Care: Evidence-Based Practice* London: Jessica Kingsley

Ward, R., Clark, A., and Phillipson, L. (2021) *Dementia and Place. Practices, Experiences and Connections*. Bristol, Policy Press.

Class Format

Monday classes each week will feature a combination of lecture, group work and discussion these will comprise onsite classes (rules permitting) but will move to online classes if required. The week commencing 10 January will be online. In all classes, there is an expectation that students will contribute to learning. The nature of this contribution will vary as the course unfolds. Wednesday classes will involve the allocation of this time for students to meet in small groups to undertake specific activities outside the classroom or to undertake online group work.

Please note: due to the uncertainty with the pandemic, we may be meeting in-person or hold the classes online. Please check Avenue to Learn for the most current delivery format as it may change pending University announcements.

Course Evaluation – Overview

Assignments will be handed in online via A2L by 11:59pm on the day it is due. Please submit all assignments as a Word document (.doc/.docx) and include your last name in the assignment file name. Your assignments should be typed, double-spaced, and use a 12 point font of your choosing. Any citation style is acceptable, as long as it is

correctly and consistently used. For assistance with citation style, please consult McMaster's Library website. Please do not use class lectures as a reference source.

1. First assignment.
Assignment 1, (30%), due **Friday Feb 18, 2022** This is a group assignment.
2. Second assignment.
Assignment 2, (15%), Individual presentations to class w/c 14 March 2022
3. Third assignment.
The third written assignment (worth 45%, due **between April 6 and April 13**; eight to ten pages) is a written assignment where students will draw on the course material to develop a critical analysis of the impact of physical and social environmental factors that impact on the experience of living with dementia. More guidance will be available in class and posted to Avenue to Learn.
4. Fourth assignment
In-class participation (10% **throughout the term**)

Course Evaluation – Details

Assignment 1, (30%), due Friday February 18, 2022.

At the beginning of the semester, students will be divided into small groups. Time will be allocated from the class timetable each week (weeks 1-4) where students will be expected to use the time assigned to this course for group work activities.

Key tasks:

Each group will choose (from an instructor derived list) a place which they will then visit as a group. This visit to a public space, internal or external, will involve assessing it in terms of how 'dementia friendly' it is to use and navigate. Students should take pictures to include in the report to demonstrate design features they may use in presenting their analysis as to what aspects of the physical space appear to be helpful or unhelpful (eg signage, colour, visual access).

Groups to review their images and discuss how aspects of the space adheres to dementia friendly design guidelines.

A report to be written including:

- I. An introduction presenting the environment visited,
- II. An overview of what the group understands dementia friendly physical environments to consist of
- III. A critical analysis of features that could be seen as dementia friendly (or not) in relation to policy and practice recommendations in the literature reviewed
- IV. Recommendations to improve the space to align it to principles of 'dementia friendly' design.

Further information will be provided in class and posted on Avenue to Learn. This will be compiled into a comprehensive report which will be submitted for grading. Group discussions will have a dedicated time slot at the Wednesday class. Students will include an overview of the contribution of each group members participation and contribution to the group project. These evaluations will be applied to the group grade.

Assignment 2, (15%) w/c 14 March

Individual presentations to class

Each student will read an article or chapter focusing on topics from weeks 5-9. Each presentation should last no more than 5 minutes and summarize the key messages and lessons from the article/chapter of their choice. To encourage class discussion, at the end of their presentations, students should pose a question related to the article/chapter to the class. In exceptional circumstances where presentations are missed, following the agreement of the instructor students may submit a two-page summary of the article or chapter at a later date. Students may select an article or chapter that is not one of those listed under the readings for weeks 5-9 on related areas.

Assignment 3, (45%) due 6-13 April

Final Paper

This paper will require reflection on all material covered throughout the course. Students will consider the impact physical and social environments may have for the wellbeing and health of older people living with dementia.

To achieve this,

1. Students will explain reasons why physical and social environments are important to people living with dementia.
2. They will identify and apply the disciplinary stance they are using in their analysis
3. Students will then identify and evaluate 3 physical and 3 social environment factors to focus their analysis.
4. Students will critically analyze the strengths and weaknesses of the aspects of the physical and social environments they have identified and reflect on the

possibilities offered to the wellbeing of people living with dementia by exploring physical **and** social environments.

The final paper should be 8-10 double spaced Pgs. Font size 12. Use at least 10 peer reviewed sources

Assignment 4, (10%) throughout the term

Student participation will be evaluated throughout the term based on quality participation in class discussions, small group activities, (on site and online)., Please note that attendance factors into participation. You must regularly attend class (virtual or in class) to actively participate.

Weekly Course Schedule and Required Readings

Week 1 (w/c 10 January, online)

Topic: Introduction to the course

Readings:

Alzheimer's Society. (2013). *Building dementia-friendly communities: A priority for everyone*. https://www.alzheimers.org.uk/sites/default/files/migrate/downloads/building_dementia_friendly_communities_a_priority_for_everyone.pdf

Blackman, T., Mitchell, L., Burton, E., Jenks, M., Parsons, M., Raman, S. & Williams, K. (2003) The Accessibility of Public Spaces for People with Dementia: A new priority for the 'open city', *Disability & Society*, 18:3, 357-371, DOI: [10.1080/0968759032000052914](https://doi.org/10.1080/0968759032000052914)

Charras K, Bébin C, Laulier V, Mabire J-B, Aquino J-P. Designing dementia-friendly gardens: A workshop for landscape architects: Innovative Practice. *Dementia*. 2020;19(7):2504-2512. doi:[10.1177/1471301218808609](https://doi.org/10.1177/1471301218808609)

Gan, D,R,Y., Chaudhury, H., Mann, M., Wister, A.V. (2021) Dementia-Friendly Neighborhood and the Built Environment: A Scoping Review, *The Gerontologist*, <https://doi.org/10.1093/geront/gnab019>

Alzheimer Disease International (2016). *Dementia Friendly Communities: Key principles*. Free to download at: <https://www.alzint.org/u/dfc-principles.pdf>

Notes: students will be allocated to groups for the purposes of completing assignment 1

Week 2 (w/c 17 January)

Topic: Dementia friendly design principles

Readings:

Biglieri, S. and Dean, J. (2021). Everyday built environments of care: Examining the socio-spatial relationalities of suburban neighbourhoods for people living with dementia, *Wellbeing, Space and Society*, 2. doi.org/10.1016/j.wss.2021.100058.

Fleming, R., Bennett, K., Preece, T and Phillipson, L. (2017). The development and testing of the dementia friendly communities environment assessment tool (DFC EAT) *International Psychogeriatrics*, 29(2), 303-311. Doi: 10.1017/s1041610216001678

Fleming, R. (2011). An environmental audit tool suitable for use in homelike facilities for people with dementia. *Australasian Journal on Ageing*, 30 108–112

Judd, S., Marshall, M., and Phippen, P (Eds). (1998). *Design for Dementia*. London: Hawker Publications free to download from:

<https://www.dementiacentre.com/resources/resource-category-2?filter%5Btag%5D%5B0%5D=design&filter%5Bsearch%5D=&filter%5Bcategory%5D%5B0%5D=2> (Part 1, 3 short papers)

Mitchell, L. and Burton, E. (2010). Designing dementia-friendly neighbourhoods: helping people with dementia to get out and about. *Journal of Integrated Care*, 18, 11–18

O'Malley, M., Innes, A. and Wiener, J. (2015) Decreasing spatial disorientation in care-home settings: How psychology can guide the development of dementia friendly design guidelines. *Dementia* doi: 10.1177/1471301215591334

Tsekleves, E. and Keady, K (2021). *Design for People Living with Dementia: Interactions and Innovations*. London: Routledge. (select a case study chapter) To access via McMaster library please select “check for print copy” before you are shown the digital downloading option

Week 3 (w/c 24 January)

Date – Applying design principles to real world contexts

Readings:

<https://www.dementiacentre.com/resources/resource-category-2?filter%5Btag%5D%5B0%5D=design&filter%5Bsearch%5D=&filter%5Bcategory%5D%5B0%5D=2> Download and review the external and internal environment checklists.

Week 4 (w/c 31 January)

Date –Dementia friendly physical environments: personal and global contexts

Readings/viewings:

View the following video that can be found at the following link:

<https://www.scie.org.uk/dementia/supporting-people-with-dementia/dementia-friendly-environments/video-environment-at-home.asp>

and select and read one of the case studies from the following world report:

Fleming, R., Zeisel, J and Bennett, K. (2020) *World Alzheimer Report 2020 Design, Dignity, Dementia: Dementia-related design and the built environment Volume II: Case studies*. Alzheimer Disease International. Free to download at: <https://www.alzint.org/u/WorldAlzheimerReport2020Vol2.pdf>

Week 5 (w/c 7 February)

Date – Considering the social environment

Readings:

Chaudhury, H., Maha, I T., Seetharaman, K., and Nygaard, H.B. (2021). Community participation in activities and places among older adults with and without dementia. *Dementia*. 20(4):1213-1233. doi:[10.1177/1471301220927230](https://doi.org/10.1177/1471301220927230)

Dröes, R. M., Chattat, R., Diaz, A., Gove, D., Graff, M., Murphy, K., Verbeek, H., Vernooij-Dassen, M., Clare, L., Johannessen, A., Roes, M., Verhey, F., Charras, K., van Audehove, C., Casey, D., Evans, S., Fabbo, A., Franco, M., Gerritsen, D., ... Zuidema, S. (2017). Social health and dementia: A European consensus on the operationalization of the concept and directions for research and practice. *Aging and Mental Health*, 21(1), 4– 17. <https://doi.org/10.1080/13607863.2016.1254596>

Haapala, I., Biggs, S. and Kurrle, S. (2018) Social aspects of dementia and dementia practice. *International Psychogeriatrics*, 30(11), 1579-1581. Doi:10.1017/S1041610218001655

Lin, S.-Y., & Lewis, F. M. (2015). Dementia friendly, dementia capable, and dementia positive: Concepts to prepare for the future. *The Gerontologist*, 55(2), 237– 244. <https://doi.org/10.1093/geront/gnu122>

Vernooij-Dassen, M., Moniz-Cook, E. and Jeon, Y.-H. (2018). Social health in dementia care: harnessing an applied research agenda. *International Psychogeriatrics*, 30, 775–778

Wiersma, E. C., & Denton, A. (2016). From social network to safety net: Dementia-friendly communities in rural northern Ontario. *Dementia*, 15(1), 51–68. <https://doi.org/10.1177/1471301213516118>

Week 6 (w/c 14 February)

Topic: Psychosocial initiatives

Readings:

Gaber, S. N., Nygård, L., Brorsson, A., Kottorp, A., Malinowsky, C. (2019). Everyday technologies and public space participation among people with and without dementia. *Canadian Journal of Occupational Therapy*, 86(5), 400–411.

Hebert, C. A., & Scales, K. (2019). Dementia friendly initiatives: A state of the science review. *Dementia*, 18(5), 1858–1895. <https://doi.org/10.1177/1471301217731433>

Morris, L., Innes, A., Smith, S. Wilson, J., Bushell, S. and Wyatt, M.(2021) "A qualitative evaluation of the impact of a Good Life Club on people living with dementia and care partners" *Dementia: the international journal of social research and practice*. DOI: 10.1177/1471301221998897

Phinney, A., Chaudhury, H., O'Connor, D. L. (2007). Doing as much as I can do: The meaning of activity for people with dementia. *Aging and Mental Health*, 11(4), 384–393.

Assignment 1 due – **Friday February 18, 2022**

Week 7 (w/c 21 February) Mid-term recess (Reading week)

Week 8 (w/c 28 February)

Topic: Social factors – the example of music

Bamford, S. M., & Bowell, S. (2018). *What would life be – Without a song or a dance, what are we? A report from the commission on dementia and music*. International

Longevity Centre – UK (ILC-UK). <https://ilcuk.org.uk/what-would-life-be-without-a-song-or-dance-what-are-we/>

Camic, P. M., Myferi Williams, C., & Meeten, F. (2013). Does a 'Singing Together Group' improve the quality of life of people with a dementia and their carers? A pilot evaluation study. *Dementia*, **12**, 157– 176. <https://doi.org/10.1177/1471301211422761>

Daykin, N., Parry, B., Ball, K., Walters, D., Henry, A., Platten, B., & Hayden, R. (2018). The role of participatory music making in supporting people with dementia in hospital environments. *Dementia*, **17**(6), 686– 701. <https://doi.org/10.1177/1471301217739722>

McCabe, L., Greasley-Adams, C., & Goodson, K. (2015). 'What I want to do is get half a dozen of them and go and see Simon Cowell': Reflecting on participation and outcomes for people with dementia taking part in a creative musical project. *Dementia*, **14**(6), 734– 750. <https://doi.org/10.1177/1471301213508128>

Rio, R. (2018). A community-based music therapy support group for people with Alzheimer's disease and their caregivers: A sustainable partnership model. *Frontiers in Medicine*, **5**(293), 1– 7. <https://doi.org/10.3389/fmed.2018.00293>

Smith, S., Innes, A., and Bushell, S. (2021) Exploring the impact of live music performances on the self-reported wellbeing of community dwelling people living with dementia and their care partners. *Wellbeing, Space and Society* <https://doi.org/10.1016/j.wss.2021.100032>

Smith, S., Innes, A., and Bushell, S. (2021) "Music Making in the community with people living with dementia and care partners – 'I'm leaving feeling on top of the world'." , *Health and Social Care in the Community* <https://doi.org/10.1111/hsc.13378>

Week 9 (w/c 7 March)

Topic: Family members and services

Readings:

Cassolato, C. A., Keller, H. H., Dupuis, S. L., Schindel Martin, L., Edward, H. G., Genoe, M. R. (2010). Meaning and experience of "eating out" for families living with dementia. *Leisure/Loisir*, **34**(2), 107–125.

Fleming, R., Goodenough, B., Low, L. F., Chenoweth, L. and Brodaty, H. (2014). The relationship between the quality of the built environment and the quality of life of people with dementia in residential care. *Dementia*, **15**, 663–680

Innes, A., Kelly, F., and Dincarslan, O. (2011) What do people with dementia and their

carers look for in a care home? *Aging and Mental Health* 15(5): 548-556

Wu, S.-M., Huang, H.-L., Chiu, Y.-C., Tang, L.-Y., Yang, P.-S., Hsu, J.-L., Liu, C.-L., Wang, W.-S., & Shyu, Y.-I. L. (2019). Dementia-friendly community indicators from the perspectives of people living with dementia and dementia-family caregivers. *Journal of Advanced Nursing*, 75(11), 2878–2889. <https://doi.org/https://doi.org/10>

Week 10 (w/c 14 March)

Class presentations on social environmental factors

Week 11 (w/c 21 March)

Topic – Perspectives of people living with dementia

Readings:

Brittain, K., Corner, L., Robinson, L., Bond, J. (2010). Ageing in place and technologies of place: The lived experience of people with dementia in changing social, physical and technological environments. *Sociology of Health & Illness*, 32(2), 272–287.

Brorsson A, Öhman A, Lundberg S, Cutchin MP, Nygård L. How accessible are grocery shops for people with dementia? A qualitative study using photo documentation and focus group interviews. *Dementia*. 2020;19(6):1872-1888. doi:[10.1177/1471301218808591](https://doi.org/10.1177/1471301218808591)

Darlington, N., Arthur, A., Woodward, M., Buckner, S., Killett, A., Lafortune, L., Mathie, E., Mayrhofer, A., Thurman, J., & Goodman, C. (2021). A survey of the experience of living with dementia in a dementia-friendly community. *Dementia*, 20(5), 1711-1722. <https://doi.org/10.1177/1471301220965552>

Houston, A., Mitchell, W., Ryan, K., Hullah, N., Hitchmough, P., Dunne, T., Dunne, J., Edwards, B., Marshall, M., Christie, J. and Cunningham, C. (2020). Accessible design and dementia: A neglected space in the equality debate. *Dementia*. 2020;19(1):83-94. doi:[10.1177/1471301219874220](https://doi.org/10.1177/1471301219874220)

Heward, M., Innes, A., Cutler, C., and Hambidge, S. (2016) Dementia-friendly communities: challenges and strategies for achieving stakeholder involvement *Health and Social Care in the Community* 25 (3), 858-867 DOI: 10.1111/hsc.12371

Innes, A. Smith, S.K, Wyatt, M and Bushell, S. (2021). *“It’s just so important that people’s voices are heard.”: The Dementia Associate Panel. Journal Aging Studies.* doi.org/10.1016/j.jaging.2021.100958

Innes, A., Smith, S.K., and Bushell, S. (2021) Dementia Friendly Care: Methods to Improve Stakeholder Engagement and Decision Making. *Journal Healthcare Leadership.* 13:183-197. <https://doi.org/10.2147/JHL.S292939>

Phinney, A., Kelson, E., Baumbusch, J., O’Connor, D., Purves, B., O’Connor, D., Nedlund, A.-C. (2016). Walking in the neighbourhood: Performing social citizenship in dementia. *Dementia*, 15(3), 381–394.

Week 12 (w/c 28 March)

Optional class – final paper discussions

Week 13 (w/c 4 April)

Conclusions and reflections

Zeisel J, Reisberg B, Whitehouse P, Woods R, Verheul A. (2016). Ecopsychosocial Interventions in Cognitive Decline and Dementia: A New Terminology and a New Paradigm. *American Journal of Alzheimer’s Disease & Other Dementias* :502-507. doi:[10.1177/1533317516650806](https://doi.org/10.1177/1533317516650806)

Week 14 (w/c 11 April 2022)

Final paper due

Course Policies

Submission of Assignments

Assignments 1 and 3 should be submitted via Avenue To Learn.

Grades

Grades will be based on the McMaster University grading scale:

MARK	GRADE
90-100	A+
85-90	A
80-84	A-
77-79	B+
73-76	B
70-72	B-

MARK	GRADE
67-69	C+
63-66	C
60-62	C-
57-59	D+
53-56	D
50-52	D-
0-49	F

Late Assignments

Extensions for course assignments will only be granted under conditions of medical, family, or other extraordinary circumstances. All other late assignments will be penalized at a rate of 3% per day, including weekend days and holidays. Assignments more than one week overdue will not be accepted. Assignments submitted on time will receive a letter grade and written comments; late assignments will receive minimal feedback.

Course Modification

The instructor reserves the right to modify elements of the course during the term. If any modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.

University Policies

Academic Integrity

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

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

The following illustrates only three forms of academic dishonesty:

- plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
- improper collaboration in group work.

- copying or using unauthorized aids in tests and examinations.

Authenticity / Plagiarism Detection

Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

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

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

www.mcmaster.ca/academicintegrity.

Courses with an On-line Element

Some courses may use on-line elements (e.g. e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used.

Continuation in a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

Online Proctoring

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

Conduct Expectations

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

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

Academic Accommodation of Students With Disabilities

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

Requests For Relief For Missed Academic Term Work

[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".

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.