

HLTH AGE 3AA3: THE STATE CIVIL SOCIETY AND HEALTH

Fall 2018

(September 4th – December 5th)

Instructor: Yvonne LeBlanc

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Classes: Tues 9:30- 10:20 am Fri 9:30-
11:20 am

Office: KTH Room 231, Ext. 27414

Location: T13-12

Office Hours: Mon 3-4 pm or by
appointment

*** Send all emails to my McMaster email account: leblanyl@mcmaster.ca.

DO NOT USE AVENUE TO LEARN E-MAIL

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Course Description

This course explores the meanings, roles and interactions of the state and civil society with respect to health issues. Focusing on Canadian experiences, this course will examine our notions of “health” and “health care”, and the roles of the state, civil society, and individuals in defining these ideas. We will further examine how public policy is created, contested, and resolved (or not) in public policy discourse and emerging forms of public participation.

Course Objectives

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

- Describe the state, civil society, their roles and intersections in various health contexts
- Explain how healthcare is structured in Canada
- Relate social theories and concepts to health advocacy, activism, and health policy processes.
- Demonstrate knowledge of the politics of health in various contexts
- Advance skills in critical thinking, analysis, team work, research, writing, oral presentation, and group discussion

Required Materials and Texts

There is no assigned textbook for this course. **A custom courseware pack** is available for purchase at The University Bookstore, which includes copies of the required book chapter readings. Scholarly article readings are available through the McMaster University Library System. Some additional documents are available through open on-line public access; links are provided below in the [‘Course Schedule’](#) pp.5-10.

Class Format

The classes will involve interactive lectures, discussions, and in-class exercises/activities. Lectures will be designed to reinforce and augment course readings but will not fully cover all content presented in the required readings. Power-point slides, outlining the lecture for the week will be posted on Avenue to Learn immediately prior to the scheduled lecture. The power-point slides are intended to facilitate note taking during class and do not provide a complete summary of the material covered in lecture. Required reading should be completed prior to class and students should be prepared to be actively engaged in class. To achieve maximum success in this course attend lectures, complete all required reading, and actively participate in individual and group learning opportunities.

Course Evaluation – Overview

COMPLETION OF ALL ASSIGNMENTS AND EXAMS ARE MANDATORY TO PASS THE COURSE

1. Class Participation (15%), on going
2. Midterm Exam (25%), Oct 16th
3. Term Project (30%), Group Project, Select Dates OR Independent Paper, due Nov 20th
4. Final Exam (30%), Scheduled by the Registrar

Course Evaluation – Details

CLASS PARTICIPATION (15%)

Class participation is based on attendance and the level of active participation in classes throughout the term (worth 10%). This means attending all classes, engaging enthusiastically in thoughtful discussion and contributing to in-class activities/exercises. In lieu of a scheduled class on October 19th, students will be required to complete an independent study assignment (worth 5% of the class participation grade). Participation grades will be assigned at the end of the term. Students who submit a self-evaluation by Nov 30th (available on Avenue to Learn) will be able to provide input into their class participation grade. Generally, there is no make-up accommodation for missed in-class participation.

MIDTERM EXAM (25%), Oct 16th

The in-class midterm will be based on all course material covered in lectures and weekly readings. The exam will consist of multiple-choice questions and is scheduled to take place on Tuesday October 16th.

FINAL EXAM (30% Scheduled by the Registrar)

The final exam is cumulative and will be based on the material covered in lectures and weekly readings. The exam will consist of multiple-choice questions.

WRITING ASSIGNMENTS

Unless otherwise specified, each writing assignment must be submitted electronically in a WORD document to the appropriate Avenue to Learn drop box no later than the beginning of class on the date due; hardcopies or emailed copies will not be accepted. All assignments should have a title page, all pages should be numbered and have 2.54 cm (1-inch margins) on all four sides. All text should be double-spaced, using 12-point Times New Roman Font. Assignments must be properly using the [APA Style Guide](#). Carefully follow the manuscript formatting with respect to in-text citation references, reference page formatting, and manuscript writing style.

There will be a 10% penalty each day (including weekends and holidays) that assignments are late. Failure to adhere to these guidelines will be reflected in the mark for the assignment. Instructions on the assignments will be reviewed in class. No assignments (without approved accommodations) will be accepted 1 week after the due date.

TERM PROJECT (30%), due Nov 20

Students will have the option of completing either a group project or an independent paper on a health issue that relates to one of the course-based topics. Sign up for the term projects will take place in class on September 11th. More detailed instructions for the projects will be reviewed in class and posted on the Content Page of Avenue to Learn.

Weekly Course Schedule and Required Readings

Complete Readings by Monday of Each Week

Introduction to the Course

Week 1 (Sept 4th & Sept 7th)

Sept 4 – Defining the state, civil society, & politics

Required Readings:

- Course Outline

Sept 7 – The State: Canadian Politics and Government: values, ideologies & institutions

Required Readings:

- Brooks S. & Menard M. (2017). Canadian Democracy: a concise introduction (2nd ed.). Don Mills Ontario: Oxford University Press.
 - (Read Chapter 2 Political Culture pp. 30-41).

The State, Civil, Society, & Health Landscape in Canada

Week 2 (Sept 11th & 14th)

The State: Canadian Politics and Government: structure of government in Canada

Required Readings:

- Forsey Eugene A. (2016). [How Canadians Govern Themselves](https://lop.parl.ca/About/Parliament/SenatorEugeneForsey/book/assets/pdf/How_Canadians_Govern_Themselves9.pdf). 9th Edition. 1-58. Library of Parliament. Ottawa, Canada. Pp 1-51. Available at: https://lop.parl.ca/About/Parliament/SenatorEugeneForsey/book/assets/pdf/How_Canadians_Govern_Themselves9.pdf

Week 3 (Sept 18th & 21st)

Health and Health Care Policy in Canada

Required Readings:

- Chappell N.L. and Penning M. (2009). Understanding Health Care and Health Policy in Canada: sociological perspectives. Don Mills Ontario: Oxford University Press.
 - (Read Chapter 5 Health-Care Policy. Pp 168-202).
- Chowdhury, M. Z. I., & Chowdhury, M. A. (2017). [Canadian Health Care System: Who Should Pay for All Medically Beneficial Treatments? A Burning Issue](#). International Journal of Health Services, 48(2), 289–301. <https://doi.org/10.1177/0020731417738976> Available at: <http://journals.sagepub.com/doi/pdf/10.1177/0020731417738976>

Week 4 (Sept 25th and 28th)

The State, Values, and Social Constructions of Health

Required Readings:

- Abelson, J., Miller, F.A. and Giacomini, M. (2009). [What does it mean to trust a health system: A qualitative study of Canadian health care values](#). Health Policy, 91:63-70. Available at: <http://libaccess.mcmaster.ca/login?url=https://dxdoiorg.libaccess.lib.mcmaster.ca/10.1016/j.healthpol.2008.11.006>
- Fafard P. (2008). [Evidence and healthy public policy: insights for health and political sciences](#). Canadian Policy Research Networks. Pp.1-33. Available at: <http://www.ncchpp.ca/docs/FafardEvidence08June.pdf>

Week 5 (Oct 2nd and 5th)

Civil Society and Approaches to Health Advocacy and Activism

Required Readings:

- Orsini M. (2014). In M. Smith Editor, Group Politics and Social Movements in Canada. Toronto: University of Toronto Press.
 - [Read Health Social Movements: the next wave in contentious politics? Pp.33-350].
- Brown, P., Zavestoski, S., McCormick, S., Mayer, B., Morello-Frosch, R., Gasior Altman, R. (2004). [Embodied health movements: new approaches to social movements in health](#). Sociology of Health and Illness, 26(1), 50-80. Available at: https://journalsscholarsportalinfo.libaccess.lib.mcmaster.ca/pdf/01419889/v26i0001/50_ehmnatsmih.xml

Notes:

- **Midterm Review**

Week 6 (Oct 8th – 12th)

MIDTERM RECESS - No Required Readings

Week 7 (Oct 16th, 19th)

Oct 16 – MIDTERM EXAM

Oct 19 – NO CLASS - Independent Study Assignment (worth 5% of class participation grade)

(Instructions will be reviewed in class and posted on Avenue)

Select Issues, Terrains & Interest Groups

Week 8 (Oct 23rd, 26th)

Embodied Social Movements

Required Readings:

- LeBlanc Y. (2016). The Re-emergence of Other Healing Paradigms. In J Gillett, G. Andrews, & M. Savelli (Eds.), *Health and Society: Critical perspectives* (pp.198-222). Don Mills Ontario: Oxford University Press.
- Coulter I. (2012). The Future of Integrative Medicine: a commentary on complementary and alternative medicine and integrative medicine. In J. Adams, G. J. Andrews, J. Barnes, A. Broom, & P. Magin (Eds.), *Traditional Complementary and Integrative Medicine: An international reader* (pp.257-265). New York: Palgrave MacMillan.
- Goldner Melinda. (2004). Consumption as Activism: an examination of CAM as part of the consumer movement in health. In P. Tovey, G. Easthope, & J. Adams.(Eds.), *Mainstreaming Complementary and Alternative Medicine: Studies in social context* (pp.11-24).London: Routledge.

Week 9 (Oct 30th, Nov 2nd)

Medicalization

Required Readings:

- Brown P. (1997). [Naming and Framing: The Social Construction of Diagnosis and Illness](https://searchproquestcom.libaccess.lib.mcmaster.ca/docview/201661089/fulltext/B04D5941ACE94428PQ/1?accountid=12347). Journal of Health and Social Behavior Extra Issue: Forty Years of Medical Sociology, 34-52. Available at: <https://searchproquestcom.libaccess.lib.mcmaster.ca/docview/201661089/fulltext/B04D5941ACE94428PQ/1?accountid=12347>
- Moloney M. E. (2017). [Sometimes, it's easier to write the prescription': physician and patient accounts of the reluctant medicalisation of sleeplessness](https://journalsscholarsportalinfo.libaccess.lib.mcmaster.ca/pdf/01419889/v39i0003/333_ietwtpotrmos.xml). Sociology of Health & Illness, 39(3), 333-348. Available at: https://journalsscholarsportalinfo.libaccess.lib.mcmaster.ca/pdf/01419889/v39i0003/333_ietwtpotrmos.xml
- Moloney M. E., Konrad T.R., & Zimmer, C.R.(2011). [The Medicalization of Sleeplessness: a public health concern](https://searchproquestcom.libaccess.lib.mcmaster.ca/docview/878542197/fulltextPDF/25EADBE6657B43C1PQ/1?accountid=12347). American Journal of Public Health,101 (8),1429-1433. Available at: <https://searchproquestcom.libaccess.lib.mcmaster.ca/docview/878542197/fulltextPDF/25EADBE6657B43C1PQ/1?accountid=12347>

Week 10 (Nov 6th, 9th)

The Corporatization of Health and Health Care: Medical Industrial Complex

Required Readings:

- Batt S. (2010). Who Pays the Piper? Industry Funding of Patient Groups. In A.R Ford & D. Sailbil (Eds.), *The Push to Prescribe: women and Canadian drug policy* (pp.67-89).Toronto: Canadian Scholars Women's Press.
- Chappell, N., Cassels, A., Outcalt, L., & Dujela, C. (2016). [Conflict of interest in pharmaceutical policy research: An example from Canada](#). *International Journal of Health Governance*, 21(2), 66-75. Available at: <http://libaccess.mcmaster.ca/login?url=https://search.proquest.com/docview/1886318943?accountid=12347>
- Lexchin, J. (2017). [The pharmaceutical industry and the Canadian government: Folie à deux](#). *Healthcare Policy*, 13(1), 10–16. Available at: <http://doi.org/10.12927/hcpol.2017.25195> or <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5595210/pdf/policy-13-010.pdf>

Week 11 (Nov 13th, 16th)

Health Care Reform: the public private divide

Required Readings:

- Kenny, N. and Chafe, R. (2007). [Pushing Right against the Evidence: Turbulent Times for Canadian Health Care, Hastings Center Report 37](#), (5), 24- 26. Available at: <http://libaccess.mcmaster.ca/login?url=http://dx.doi.org/10.1353/hcr.2007.0073>
- Zuberi, D. M., & Ptashnick, M.B.(2011). [The deleterious consequences of privatization and outsourcing for hospital support work: The experiences of contracted-out hospital cleaners and dietary aids in Vancouver, Canada](#). *Social Science & Medicine*,72, 907-911. Available at: https://journals-scholarsportal-info.libaccess.lib.mcmaster.ca/pdf/02779536/v72i0006/907_tdcopaadaivc.xml
- Bhatia, V. and Orsini, M. (2016). [Narrating sustainability in Canadian health care reform discourse](#). *Social Policy and Administration*, 50(3), 297-315. Available at: https://journals-scholarsportal-info.libaccess.lib.mcmaster.ca/pdf/01445596/v50i0003/297_nsichcrd.xml

Week 12 (Nov 20th, Nov 23rd)

Indigenous Health in Colonial/Post-Colonial Perspective

Required Readings:

- Truth and Reconciliation Canada. (2015). [Honouring the truth, reconciling for the future: Summary of the final report of the Truth and Reconciliation Commission of Canada](#). Winnipeg: Truth and Reconciliation Commission of Canada. Available at:

http://www.trc.ca/websites/trcinstitution/File/2015/Honouring_the_Truth_Reconciling_for_the_Future_July_23_2015.pdf

- National Collaborating Centre for Aboriginal Health. (2011). [Setting the Context: An Overview of Aboriginal Health in Canada](https://www.ccnanccah.ca/docs/context/FS-OverviewAboriginalHealth-EN.pdf). Available at: <https://www.ccnanccah.ca/docs/context/FS-OverviewAboriginalHealth-EN.pdf>
- National Collaborating Centre for Aboriginal Health. (2011). [Setting the Context: The Aboriginal Health Legislation and Policy Framework in Canada](https://www.ccnanccah.ca/docs/context/FS-HealthLegislationPolicy-Lavoie-Gervais-Toner-BergeronThomas-EN.pdf). Available at <https://www.ccnanccah.ca/docs/context/FS-HealthLegislationPolicy-Lavoie-Gervais-Toner-BergeronThomas-EN.pdf>
- Blackstock, C. (2012). [Jordan's Principle: Canada's broken promise to First Nations children?](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3448536/pdf/pch17368.pdf) Paediatrics & Child Health, 17(7), 368–370. Available at: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3448536/pdf/pch17368.pdf>

Week 13 (Nov 27th, Nov 30th)

The Role of the Media in Shaping Public Health Policy

Required Readings:

- Marshall, B. L. (2008). [Older men and sexual health: Post-Viagra views of changes in function](https://searchproquestcom.libaccess.lib.mcmaster.ca/docview/212211285/fulltextPDF/9FCA7F1CBA6A4334PQ/1?accountid=12347). Generations, 32(1), 21-27. Available at: <https://searchproquestcom.libaccess.lib.mcmaster.ca/docview/212211285/fulltextPDF/9FCA7F1CBA6A4334PQ/1?accountid=12347>
- Radley, A., & Bell S.E., (2007). [Artworks, collective experience and claims for social justice: the case of women living with breast cancer](https://journalsscholarsportalinfo.libaccess.lib.mcmaster.ca/pdf/01419889/v29i0003/366_aceacfowlwbc.xml). Sociology of Health & Illness, 29(3), 366-390. Available at: https://journalsscholarsportalinfo.libaccess.lib.mcmaster.ca/pdf/01419889/v29i0003/366_aceacfowlwbc.xml
- Gillett, J. (2003). [Media activism and Internet use by people with HIV/AIDS](https://journalsscholarsportalinfo.libaccess.lib.mcmaster.ca/pdf/01419889/v25i0006/608_maaiubpwh.xml). Sociology of Health & Illness, 25(6), 608- 624. Available at: https://journalsscholarsportalinfo.libaccess.lib.mcmaster.ca/pdf/01419889/v25i0006/608_maaiubpwh.xml

Week 14 (Dec 4th)

Course Wrap up

No Required Readings

Recommended Readings:

- Clarke, J. N. (2012). Health, illness, and medicine in Canada. 6th edition. Don Mills Ontario: Oxford University Press.
 - (Read Chapter 14: The Pharmaceutical Industry and Medical Industrial Complex)
- Smith, M. (2005). Understanding Group Politics and Social Movements in Canada. Peterborough: Broadview Press

- (Read Chapter 2: A Civil Society? Collective Actors in Canadian Political Life)
- Strohschein, L. & Witz R. (2014). The Sociology of health Illness and health care in Canada: a critical approach. Toronto: Nelson Education Limited.
 - (Read Chapter 10: A history of Health Care in Canada)
- Waldram, B., Waldram, D. Herring,A., & Young, T.K. (2006). Aboriginal health in Canada: His-torical, cultural and epidemiological perspectives. Toronto: University of Toronto Press.
 - (Read Chapter 1: An overview of the Aboriginal peoples of Canada)

Course Policies

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

Without approved excuses, you must make arrangements directly with me to hand in the assignment. Assignments will be marked down 10% if turned in late on the day it is due, and an additional 10 percentage points for each day it is late after that; this includes weekend days and holidays. If an assignment is due at the start of a class, it will be considered one day late any time after the end of class that day.

Absences, Missed Work, Illness

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

1. If you are seeking relief for missed academic work because of an absence lasting up to 3 days in duration, you must use the McMaster Student Absence Form.

2. You may submit a maximum of 1 Academic Work Missed request per term. It is YOUR responsibility to follow up with your Instructor immediately (NORMALLY WITHIN TWO WORKING DAYS) regarding the nature of the accommodation
3. If you are absent for reasons other than medical reasons, for more than 3 days, or exceed 1 request per term you MUST visit your Associate Dean's Office (Faculty Office). You may be required to provide supporting documentation. This form should be filled out immediately when you are about to return to class after your absence. Additional requests for relief of academic missed work must be reported to your Faculty's Associate Dean's Office (Be prepared to submit appropriate documentation. Relief for missed academic work is not guaranteed). MSAF is now available in MOSAIC Student Center (in the drop down menu under Academics)
4. You should expect to have academic commitments Monday through Saturday but not on Sunday or statutory holidays. If you require an accommodation to meet a religious obligation or to celebrate an important religious holiday, you may use the McMaster Student Absence Form or contact your Faculty's Associate Dean's Office.
5. In deciding whether or not to grant relief for missed work, factors such as the following may be taken into account: the timing in relation to the due date of the missed work and the degree of the student's incapacitation.
6. You are responsible to contact your Professor(s) promptly to discuss the appropriate relief.
7. It is the prerogative of the Professor of the course to determine the appropriate relief for missed term

Email

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

Use of Mobile Devices

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

device being confiscated for the class and/or being asked to leave the classroom for all or part of the class.

Release of Grades:

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

Review of Marks:

We will be diligent in marking all assignments fairly and accurately. However, occasionally students disagree with the marks they receive. If this occurs, the instructor will be happy to review the mark of any assignment or exam, if the procedure outlined below is followed. *Please note that when a mark is reviewed, the new mark may be lower than the original.*

If you would like additional feed-back or clarification about your assignment grades I strongly encourage you to meet with me. If you remain unsatisfied with your mark and wish to have your grade reviewed by the instructor, you must write a 1-page typed memo describing in detail the nature of the perceived marking error. Submit this memo (in person, not e-mail), with the original marked assignment, to the instructor. You may submit requests for review no sooner than 48 hours, and no later than 2 weeks after the assignments/exams are handed back to the class.

Avenue to Learn

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

Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

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

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

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

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

Step 3: Support

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

Turnitin.com

In this course we will be using a web-based service (Turnitin.com) to reveal plagiarism. Students will be expected to submit their work electronically to Turnitin.com so that it can be checked for academic dishonesty. Assignments for this course should be uploaded in the appropriate digital drop-box on Avenue to Learn prior to the assignment deadline. When you upload your assignment to the digital drop-box on Avenue to Learn your assignment will be automatically forwarded to Turnitin.com to be checked for academic dishonesty. To see the Turnitin.com Policy, please go to the [Office of Academic Integrity](#).

Students who do not wish to submit their work to Turnitin.com must still submit a hard copy of the assignment to the instructor. No penalty will be assigned to a student who does not submit their work to Turnitin.com.

University Policies

Academic Integrity Statement

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

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behavior can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

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

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one's own or for which credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

Academic Accommodation of Students with Disabilities

Students who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail sas@mcmaster.ca. For further information, consult McMaster University's Policy for [Academic Accommodation of Students with Disabilities](#).

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

Accommodations

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

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

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

Support Services and Accommodations

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

***Student Accessibility Services (SAS)**

Phone

(905) 525 9140 x 28652

Teletypewriter (TTY)

(905) 528-4307

Email

sas@mcmaster.ca

Website

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

Location

MUSC B107

Student Wellness Centre (SWC)

Medical and Counseling Services

(905)-525-9140 x 27700

Wellness Education

(905) 525-9140 x 23312

Email

wellness@mcmaster.ca

Website

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

Location

MUSC B101, 107, and 106

Religious, Indigenous and Spiritual Observances (RISO)

The University recognizes that, on occasion, the timing of a student's religious, Indigenous, or spiritual observances and that of their academic obligations may conflict. In such cases, the University will provide reasonable academic accommodation for students that is consistent with the Ontario Human Rights Code.

Please review the [RISO information for students in the Faculty of Social Sciences](#) about how to request accommodation.

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.

Course Modification

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of 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.