

**HEALTH POLICY IN THE INDUSTRIALIZED WORLD**  
**POLSCI 4RR3**  
**Winter 2022**

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**Lecture:** Friday 8:30 AM to 11:20 AM

**Room:** Virtual classroom  
**Office:** Zoom  
**Office Hours:** by appointment on Zoom

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**Course Description**

This course challenges students to take a critical view of health policy in Canada and other industrialized countries. This policy area is a significant and sometimes contentious component of public expenditures and often citizens' main point of contact with government. This course aims to provide the necessary foundation of knowledge for engaged citizenship with regards to health policy, and possible future employment or graduate work related to health. It seeks to develop skills of critical evaluation of policy that will transfer to other areas of study by focusing on the identification of policy problems and possible solutions, and then the often more difficult task of adjudicating between solutions and understanding roadblocks to reform.

The course begins with a general introduction to health policy, and then in-depth discussion of the Canadian health system. We then discuss selected problems in health policy and compare the Canadian health system to two others (the United Kingdom and the United States).

**Course Objectives**

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

- demonstrate a good understanding of the key features of Canadian health systems regarding funding and decision-making, and explain how they differ from the UK and the US
- identify a specific health policy problem and describe its significance in a short policy memo
- propose possible policy solutions and discuss the costs and benefits of each in a short policy memo
- give a presentation about a health policy problem

**Required Materials and Texts**

- Fierlbeck, Katherine. 2011. Health Care in Canada: a Citizen's Guide to Policy and Politics. University of Toronto Press, Scholarly Publishing Division.
- All other articles and book chapters are available on the Avenue page

**Class Format**

Virtual classroom

**Course Evaluation – Overview**

<b>Component</b>	<b>Due Date</b>	<b>Percentage</b>
Online active participation	Ongoing	10%
Group topic statement and bibliography	February 11	15%
Group decision note	March 25	30%
Group decision note presentation	March 25	10%
Final test	August 05	35%

Component	Due Date	Percentage
Total		100%

## **Course Evaluation – Details**

### **Online active participation (10%), ongoing**

You are expected to respond to a weekly discussion question (150 words) every Friday by 8:30 AM. You are also expected to respond to one other student post every Friday by 8:30 AM demonstrating deep reflection and critical thinking in your original post and in your response to a classmate's post. There are a total of 10 learning posts each worth 1% of the total 10% assigned for online active participation. No late submission accommodations will be provided for online learning posts.

The discussions are intended to enable learners to further their knowledge and exploration of course content. Learners are expected to follow the schedule of assigned readings, participate in scheduled online learning activities (discussions), read the discussions, and make substantive contributions to them. Logging on to the website, visiting the discussions or chat rooms is not considered participation. I strongly encourage you to think about what insights you can gain from the readings, not just what's "wrong" with them, which can be one's first inclination. Think about how the readings fit together (or don't), how they relate to readings in previous weeks, and especially how they relate to the online discussion question for that week.

General rule for everyone is: if you are in doubt, REFERENCE REFERENCE REFERENCE (APA or Vancouver). It is always a safer choice to include the reference at the end of your post if you are in doubt. The references DO NOT count towards the word limit.

### **Group topic statement & annotated bibliography for the decision note (15%, Due February 11 at 8:30 AM)**

1 page single-spaced, 12-point font, 1-inch margins (2.54 cm), do not use point form – write in full paragraphs and include citations (if needed)

In your assigned group, you must partner with 2-3 other students and:

- 1) Provide one short paragraph describing a health policy problem in a jurisdiction of your choice (Canadian province, federal level in Canada, international jurisdiction). This statement will form the basis for your decision note, so take some time to choose a topic that interests you. The problem may be specific to a certain policy (for example, high patient copayments for prescription drugs) or related to a linked set of policies (high emergency room wait times), but it should be amenable to government action; and
- 2) Provide an annotated bibliography of at least five sources all in one page. One page limit is meant to encourage you to critically consider the sources you want to include and your ability to write succinctly about a policy problem. The bibliography should contain both academic and non-academic sources (scholarly journal articles and books, news stories, information from government websites,

policy documents prepared by interest groups or health professional associations). Each entry in the bibliography should include a sentence or two about the type of information contained in the source and why you think it will be useful (also note whether you think any biases are present). The goal of the bibliography is to demonstrate research effort and assess whether there is enough information available on your topic to complete the decision note.

The final mark will be applied equally across all students contributing to the assignment. Working effectively in a group setting is an important skill set I am hoping you will develop in this course. Please do not wait close to deadlines to inform me of any group dynamic issues. All group submissions must include the following:

1. A copy of the group contract agreement – a template is provided on A2L.
2. A group work peer evaluation rubric – a template is provided on A2L.
3. A one-page brief description (on a separate sheet of paper – not included in your 1-page limit) of which team member led which aspects of the work and (if applicable) which team member was unable to contribute due to illness or other life events. All members of the group must sign this one-page brief description before submission.

**Group decision note – (30%, due March 25 at 8:30 AM)**

2 pages single-spaced, 12-point font, 1-inch margins (2.54 cm), do not use point form – write in full paragraphs and include citations (APA or Vancouver), bibliography (not included in page limit)

In the same group you worked with for the topic statement assignment, you will now work on completing the decision note. The format of the memo is similar to the standard decision memo in many Canadian governments, except it is somewhat longer (brevity is an advanced skill!) and should include citations like any academic work.

Your memo should be addressed to a specific system level stakeholder (e.g., policymakers at the political system level, health minister, humanitarian aid decision-makers, research producers) and should be aimed at convincing them to take a specific course of action in solving the problem. It should include appropriate citations to a variety of academic and non-academic sources. I suggest aiming for 9-12 quality citations. An example of a decision note that you can use as guidance is provided on Avenue to Learn.

The final mark will be applied equally across all students contributing to the assignment. Working effectively in a group setting is an important skill set I am hoping you will develop in this course. Please do not wait close to deadlines to inform me of any group dynamic issues. All group submissions must include the following:

1. A copy of the group contract agreement – a template is provided on A2L.
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3. A one-page brief description (on a separate sheet of paper – not included in your 1-page limit) of which team member led which aspects of the work and (if

applicable) which team member was unable to contribute due to illness or other life events. All members of the group must sign this one-page brief description before submission.

**Group decision note presentation (10% due March 25 at 8:30 AM)**

As a group, you must present on the decision note you submitted in a 10-minute recorded and uploaded onto Avenue to Learn presentation. In the presentations, students are expected to present the decision note. The presentations should use the same headings as the ones from your policy brief (issue, key message, background, analysis/implications). You will be assessed on your ability to succinctly highlight the key findings of the policy brief and on your ability to effectively engage the audience in your presentation. Students are strongly encouraged to use other presentation formats than PowerPoint Slides (e.g., elevator pitch, story, poems). A guide to other presentation formats is available on Avenue to Learn. The goal is to expand your skillsets in engaging presentation styles.

**Final test – (35%, held on Avenue to Learn during final examination period)**

The final exam will occur during the final exam period and will be 2 hours long. It will be cumulative, i.e., it will cover all the course content. The material from the course will be evaluated with 100 multiple-choice and true and false questions, to be held on Avenue to Learn. It is your responsibility as a student to ensure that you are available to sit for test. The duration of the test is 120 minutes.

- Please do not book holiday travel until the exam schedule has been posted. Further information about the exam will be given out during the course.
- Please be advised that the test is an individual assessment and no collaboration with students by any means will be permitted.
- EXAM QUESTIONS CANNOT BE SHARED WITH OTHER STUDENTS – this is considered cheating.
- EXAM CANNOT BE COMPLETED COLLABORATIVELY – this is considered cheating.
- Please be advised that screen shots of questions during the exam is strictly prohibited.
- If you want to communicate with me about a clarification on questions during the exam, please join me on Zoom where I will be available for the duration of the exam to answer any specific questions.

**Weekly Course Schedule and Required Readings**

**January 14 – What is health policy?**

Introduction into what policies are, examining ways of defining policy analysis, and examining why health policy?

**Required Readings:**

Textbook:

- Deber, R. B. 2018. Treating health care: how the Canadian system works and how it could work better/ Raisa B. Deber. Chapter one: Defining our terms: What is Health Policy? What is Health. Pages 7-19
- Fierlbeck, Katherine. Preface Pages x - xiv

**Learning activities:**

1. Synchronous - Meet the instructor on Zoom at 09:30 AM on Friday, January 14<sup>th</sup> ([Zoom log in information](#) available on Avenue to Learn);
2. Asynchronous - View lecture recording on Avenue to Learn – Module 1;
3. Online discussion post - Introduce yourself by posting a short biography (250 words max) about who you are in your assigned group. Include answers to: What interest you in health policy? where you want to go next in your academic and professional career? What is your dream job? How would your friends describe you?

**January 21 – Restructuring primary care: Canadian healthcare system**

**Required Readings:**

Textbook:

- Fierlbeck, Katherine Ch 1 Funding Health Care p.9-39

Scholarly Articles:

- Hutchison B. (2008). A long time coming: primary healthcare renewal in Canada. *Healthcare Papers*, 8(2), 10-24.
- Schoen, C., Osborn, R., Huynh, P. T., Doty, M., Peugh, J., & Zapert, K. (2006). On The Front Lines Of Care: Primary Care Doctors' Office Systems, Experiences, And Views In Seven Countries: Country variations in primary care practices indicate opportunities to learn to improve outcomes and efficiency. *Health Affairs*, 25(Suppl1), W555-W571.

**Learning activities:**

1. Asynchronous - View lecture recording on Avenue to Learn – Module 2;
2. Weekly reading post question (1): Over the years there have been various proposals for reforming primary care in Ontario. Do you believe that Canada should adopt a one or a two tier health system? Explain your reasons.

**January 28 – Social determinants of health**

**Required Readings:**

Textbook:

- Fierlbeck, Katherine Ch 1 Funding Health Care p.9-39

Scholarly articles:

- Harvey, J., Hynes, G., & Pichora, E. (2016). Trends in Income-Related Health Inequalities in Canada. *Healthcare quarterly (Toronto, Ont.)*, 18(4), 12.
- Embrett M and Randall, G. Social determinants of health and health equity policy research: Exploring the use, misuse and non-use of policy analysis theory. *Social Science and Medicine* 2014; 108:147-155.

Government website:

- Public Health Agency of Canada (2004). [What is the Population Health Approach?](#) Public Health Agency of Canada, January 15, 2013.

**Learning activities:**

1. Asynchronous - View lecture recording on Avenue to Learn – Module 3;
2. Weekly reading post question (2): This week's readings describe instances of SDH/HE issues making it onto the policy agenda but failing to be implemented. What do you believe are some of the contributing factors playing a role in the failure of implementing SDH policies in Canada?

**February 04 – Chronic disease conditions and management**

**Required Readings:**

Scholarly article:

- Lewis, R., & Dixon, J. (2004). Rethinking management of chronic diseases. *Bmj*, 328(7433), 220-222.

Government website:

- Sargious, P. (March 2007). Chronic Disease Prevention and Management.

**Learning activities:**

1. Asynchronous - View lecture recording on Avenue to Learn– Module 4;
2. Weekly reading post question (3): This week's readings talked about basic ingredients of good management of chronic diseases. In our Canadian context, what do you believe could serve as an effective policy strategy to tackle chronic diseases? You can focus your discussion post on one specific chronic disease (e.g., diabetes) or overall management of chronic diseases in Canada.

**February 11 – Pharmacare: is there a perfect pill for that?**

**Required Readings:**

Textbook:

- Fierlbeck, Katherine Ch 7 Drugs and Drug Policy, p.151-183 (omit "Regulatory Reform in Canada")

Scholarly article:

- Brandt, Jaden, Brenna Shearer, and Steven G Morgan. "Prescription Drug Coverage in Canada: a Review of the Economic, Policy and Political Considerations for Universal Pharmacare." *Journal of pharmaceutical policy and practice* 11.1 (2018): 28–13. Web.

Reports:

- Canada, H. (June 2019). A PRESCRIPTION FOR CANADA: ACHIEVING PHARMACARE FOR ALL. Final Report of the Advisory Council on the Implementation of National Pharmacare.

Podcast:

- "The Health Briefs: Pharmacare" – Guest speakers discuss a timely health topic. The podcast is available on Spotify and apple podcast

**Learning activities:**

1. Asynchronous - View lecture recording on Avenue to Learn – Module 5;



2. Weekly reading post question (4): This week's readings talked about health/health policy expert opinion on pharmacare, as well as the position developed by a representative group of citizens who participated in an education and deliberation process about pharmacare. What do you believe to be the most convincing argument as to why pharmacare has not been implemented yet?
3. Deadline: Group topic statement and bibliography due Friday, February 11 at 08:30 AM on Avenue to Learn.

## **February 18 – Mental health in Canada**

### **Required Readings:**

#### Textbook:

- Fierlbeck, Katherine. Ch 8 Mental Health.

#### Scholarly article:

- Mulvale G, Abelson J and Goering P. Mental health service delivery in Ontario, Canada: how do policy legacies shape prospects for reform? *Health Economics, Policy and Law* 2007; 2(4); 363-89.

#### Reports:

- Mental Health Commission of Canada. (2016). *Advancing the Mental Health Strategy for Canada: A Framework for Action (2017–2022)*, Ottawa, ON: Mental Health Commission of Canada.

### **Learning activities:**

1. Asynchronous - View lecture recording on Avenue to Learn – Module 6;
2. Weekly reading post question (5): This week's readings identify a number of problems with the existing mental health policies in Canada. Explain what you see as the most important problem or type of problem, and explain why you chose it, and what evidence the readings provide about the scope of the problem.

## **February 25 – Reading week - No class**

## **March 04 – Cannabis and health**

### **Required Readings:**

#### Scholarly article:

- Shover, C. L., & Humphreys, K. (2019). Six policy lessons relevant to cannabis legalization. *The American journal of drug and alcohol abuse*, 1-9.
- DeVillaeer, M. (2019). Cannabis Legalization in Canada: The Public Health Approach We Did Not Get. *Canadian Journal of Addiction*, 10(3), 51-59.

#### Journalistic article:

- Denis, Marie-Maude. 2018. "Licensed Cannabis Growers Have Ties to Organized Crime, Enquête Investigation Finds." *CBC News* November 02 2018.

#### Government website:

- Government of Canada (2019). [Cannabis in Canada](#). Get the fact.

### **Learning activities:**

1. Asynchronous - View lecture recording on Avenue to Learn – Module 7;

2. Weekly reading post question (6): Now that Canada has legalized cannabis for a few years, what are some long-term health policy concerns should we be on the alert for?

### **March 11 – Immigrants and refugee health**

#### **Required Readings:**

Scholarly article:

- Khalid, A. F., Lavis, J. N., El-Jardali, F., & Vanstone, M. (2019). The governmental health policy-development process for Syrian refugees: an embedded qualitative case studies in Lebanon and Ontario. *Conflict and health*, 13(1), 48.

YouTube video:

- IOM. (2016). IOM - Migrant People's Health. YouTube

Policy brief:

- Hassen, N., Katakia, D., Cheff, R., & Sanchez, J. (2016). The three-month wait builds inequity into our health care system. The Wellesley Institute.

#### **Learning activities:**

1. Asynchronous - View lecture recording on Avenue to Learn – Module 8;
2. Weekly reading post question (7): readings this week focused on barriers related to accessing healthcare by a specific demographic (i.e., immigrants and refugees). Can you think of other sub-populations that might face similar barriers to accessing health services?

### **March 18 – Infectious disease surveillance in Canada**

#### **Required Readings:**

Scholarly article:

- Heymann, D. L., & Shindo, N. (2020). COVID-19: what is next for public health?. *The Lancet*, 395(10224), 542-545.

Journalistic article:

- Vally, H. (2020). 6 countries, 6 curves: how nations that moved fast against COVID-19 avoided disaster. *The Conversation*.

#### **Learning activities:**

1. Asynchronous - View lecture recording on Avenue to Learn – Module 9;
2. Weekly reading post question (8): To what extent do you think COVID-19 outbreak is different/similar to other pandemics (e.g., SARS, Ebola, etc.)? Which country's government response to COVID-19 surprised you the most? Why did it surprise you?

### **March 25 – Providing community care – putting the 'care' back into healthcare**

#### **Required Readings:**

Scholarly Article:

- MacAdam, M. (2000). Home care: it's time for a Canadian model. *HealthcarePapers*, 1(4), 9-36.

Government website:

- Canada, G. o. (2016). [Home and community healthcare](#).

**Learning activities:**

1. Asynchronous - View lecture recording on Avenue to Learn – Module 10;
2. Weekly reading post question (9): Community-based care is coordinated, integrated care provided in a range of community settings, such as people’s homes. How do we make sure that community-based care is person-centered and delivered in a way that is responsive to economic, social, language, cultural, and gender differences?
3. Deadline: Group decision note and presentation are due on March 25 at 8:30 AM on Avenue to Learn.

**April 01 – Emergency wait times**

**Required Readings:**

Scholarly article:

- Vermeulen, Marian J. et al. “The Effect of Pay for Performance in the Emergency Department on Patient Waiting Times and Quality of Care in Ontario, Canada: A Difference-in-Differences Analysis.” *Annals of Emergency Medicine* 67.4 (2015): 496–505.e7. Web.

Journalistic article:

- Vigliotti, M. Emergency department wait times on the rise in Canada: CIHI data. *Ipolitics*. (2019).

**Learning activities:**

1. Asynchronous - View lecture recording on Avenue to Learn – Module 11;
2. Weekly reading post question (10): Students should view group presentations and complete an online peer feedback evaluation for one group presentation

**April 08 – Health system comparisons**

This session aims to examine Canada’s system in comparison to different health care systems all over the world, with a particular focus on the US and UK health care systems.

**Required Readings:**

1. Simpson, C. (September 24, 2017). [How healthy is the Canadian health-care system?](#) *The Conversation*.
2. Street, A. (September 25, 2017). [Britain’s National Health Service: one model, four systems](#). *The Conversation*
3. Haeder, S. F. (October 18, 2017). [US health care system: A patchwork that no one likes](#). *The Conversation*.

**Learning activities:**

1. Synchronous - Meet course instructor on Zoom at 09:30 AM for final exam review and course debrief

## **Course Policies**

### **Submission of Assignments**

Please provide your full name on each assignment. Please note that an electronic copy of all your assignments must be uploaded directly onto Avenue to Learn.

All assignments should be typed using a standard 12-point font, single spaced, and standard 1 inch margins (2.54 cm). All written assignments require formal citations and a bibliography. All written assignments are to be submitted on Avenue to Learn at the specified time on their due date.

Style matters. Written assignments offer a good occasion to polish your academic writing, regardless of your stage of career or writing experience. Before submitting your written assignment, edit it thoroughly. Cover pages are not required.

### **Questions about Course Logistics and Course Content:**

Please post questions in the Q&A forum in Avenue to Learn so that all students have access to your question and my answer. I will post answers to questions within 48 hours (Monday to Friday only). Please ensure that you do not wait until the last minute (i.e. day before a deadline) to ask a question.

### **Emailing the Instructor:**

I will reply to your emails within 48 hours (Monday to Friday only). Please ensure that you do not wait until the last minute (i.e. day before a deadline) to ask a question.

### **Meeting with the Instructor:**

Please email me to schedule a zoom meeting. Emails to schedule a meeting must be sent at least 48 hours prior to the requested meeting date. A clear outline of what you would like to discuss during the meeting must be included in your email.

### **Lecture delivery and lecture recordings:**

Please be advised that as course director, I am not the IT support for Avenue to Learn or Zoom or functionality issues. If you have any questions about Avenue to Learn or Zoom functionality, please reach out to IT support.

### **Grades**

Grades will be based on the McMaster University grading scale:

<b>MARK</b>	<b>GRADE</b>
90-100	A+
85-90	A
80-84	A-
77-79	B+
73-76	B
70-72	B-
67-69	C+
63-66	C
60-62	C-

<b>MARK</b>	<b>GRADE</b>
57-59	D+
53-56	D
50-52	D-
0-49	F

### **Late Assignments**

A late written assignment will be penalized by 5% (i.e., 5 marks out of 100) for each 24-hour period it is late. The first 24-hour period begins at the start of the class in which it is due. Assignments more than three days late will receive a grade of zero.

Please note that you must immediately follow up with the instructor regarding the nature of any relief for missed academic work. Failure to follow-up with the instructor immediately may negate the opportunity for relief.

### **Absences, Missed Work, Illness**

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”.

### **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.

### **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](http://www.mcmaster.ca/academicintegrity).

### **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.

### **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.

### **Academic Integrity Statement**

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](#), 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.

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

### **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.

### **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.