

HLTHAGE 4G03: GLOBAL HEALTH Winter 2021

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Lecture: Friday 11:30-2:20pm
Lecture Location: Virtual

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Course Description

This course gives the students an opportunity to explore current Global health issues of their interest, using various experiential education methods. Based on the health related sustainable development goals (SDGs), this course will critically examine some of the key determinants of the SDG related global health problems. The course will also assess how the health and social systems are organized, questioning their adequacy in addressing the global health problems. Students will also understand the ethical challenges related to global health research and programming.

The course will consist of in class experiential learning, lectures, group discussions and presentations.

Course Objectives

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

- Explain the attributes of global health problems
- Critically analyze the social determinants of the global health problems
- Identify and explain the health related sustainable development goals
- List the international organizations involved in supporting countries to achieve the health related sustainable development goals.
- Apply course content to collaboratively develop solutions to a sample of health related sustainable development goals
- Problem solve across cultures and disciplines
- Critique and reflect on the limitations and challenges related to implementing interventions that address the health related SDG

Required Materials and Texts

- Various Online publications

Optional:

- Skolnik R. Global Health 101 (3rd Edition), 2016. Jones and Bartlett Publishers, Mississauga, Canada. (Will be available at McMaster Bookstore)

Class Format

The learning modes will include in-class (synchronous) and out of class (asynchronous) components. The in-class component will predominantly comprise of lectures, case studies, group discussions, class presentations. The out of class component will involve students working in groups or independently to explore various topics that will be introduced in class. The lectures will be used to summarize and highlight the key points of the topic/ issue. However, while there will be some lecturing, this course is not primarily a lecture course.

In order to advance Global Health, local and international collaborations are critical. Hence students will have the opportunity to collaborate both with the class and outside the class; internationally, through a virtual exchange to develop innovative solutions to their allocated health related sustainable development goal.

The out of class component will evolve based on the course requirements. Based on the skills acquired during the lectures, students will (either independently or in groups), explore the given topics/ organizations/ health systems in detail. They will then have opportunities to share their learning in class.

It will be the responsibility of the students who for some reasons miss classes, to look up and complete the tasks for each week.

Course Evaluation – Overview

This course will have the following components used for assessment:

1. Participation- 5%
2. Glocal problem – 20%
3. Group Seminar Facilitation– 15%
4. International collaboration to develop SDG solutions: COIL project – 25%
5. Final paper – 35%

Course Evaluation – Details

Class participation (5%)

Since this is a seminar, students will be expected to come to class having read the material for the asynchronous part of the class and ready to engage in meaningful discussions during the synchronous session. Your participation will involve; asking relevant questions, responding to questions that are posed, raising new ideas from the material, or providing an overview of a reading so as to facilitate class discussions.

Glocal problem (20%), due Feb 12th

At the beginning of the course, during the first week, students will scan the media and internet to identify and submit an issue they believe is of global health concern. You will develop a 1 double spaced page explaining why the issue is of global concern. This will be submitted on A2L in week 2 (before class).

During weeks 2-4; we will discuss why and how an issue qualifies to be of global concern. Based on that material and 3 additional references, students will develop a short 3-4 page paper discussing **whether or not**, after our initial sessions, they believe the issue they identified during the first week is of global concern. Please note that while this brief is about the Glocal problem you submitted during week 2; in order to write a strong and convincing paper, you need to incorporate all the material we have covered in class until now. Hence, this brief paper should provide a detailed description of the

issue, how it is distributed in society, who is most affected, what characteristics of the problem; based on what we have covered so far, makes it (or disqualifies it) from being an issue of global concern? and why Canada (we) should care about the issue.

Sustainable development goals: Group Seminar facilitation (15%)

During week 5 we will discuss the sustainable development goals (SDGs). After the break, students will, in groups, develop a presentation on the allocated health related SDG. **Based on the relevant readings, students will**

1. Develop and post a power point presentation that:
 - Describes the health related global health issue
 - How many people are impacted by the global health issue.
 - Describes which region is most affected by the global health issue
 - Uses the social determinant of health to identify the factors that are contributing to the global health issue.
 - Describes how it relates to the other SDGs.
 - Identifies one development partner working on the global health problem.
2. After the presentation, groups will facilitate a brief (5-10 minutes) discussion.

International collaboration to develop innovative solutions to the health related sustainable development goal (25%)

During Week 5, Based on the topic that the students have chosen and their groups, students will be matched with students from Gottingen university and will work collaboratively to develop innovative solutions to their health related SDG. This component of the course will provide students with the opportunity to simulate actual planning for global health solutions including; interdisciplinary planning, and cross-cultural communication as they work collaboratively to develop the solution.

Over 4 weeks, students will meet both **Synchronously** (during the scheduled class times) and **Asynchronously** (organized within the student groups) to develop an innovative solution to the problem and a strategy to raise awareness about your intervention. They will share their **final product in class (10%); participation (5%)**

Students will keep a weekly reflection diary of their experience throughout the exchange and will individually submit a **2.5 Pg reflection (10%)** on their experience in intercultural Global health innovation planning at the end of their experience. Details of this assignment will be discussed prior to the Virtual exchange.

(More Details of this aspect will be provided in class)

Final Paper (35%), due on April 16th

Based on the global health issue that your group worked on for the collaborative assignment, students will be allocated a region, each student will then identify a country (within their allocated region) they want to develop their final paper on. The purpose of

the paper will be to describe the health related SDG within the context of the selected country and to assess the appropriateness of the recommended strategies for dealing with the problem within this specific country. This paper will require the students to learn about the country context. Students should also integrate knowledge acquired gathered throughout the course. This comprehensive paper should include,

- A. A summary/ overview of your paper
- B. Introduction and Background information about the country context - for example:
 - a. The culture, social-economic, political context, population demographics and reasons why you chose this country.
- C. **Response to the Problem:** Based on your understanding of the culture, social-economic and political context of your selected country, discuss and critically assess how and if the **innovative solution you identified during the virtual exchange** project would be applicable within the country you have selected. What characteristics within your country would make this a great intervention? What characteristics in your selected country may present challenges to implementing this innovation?
- D. **Based on the above discussion**, propose and explain one (additional) recommendation/ strategy to effectively address the health related SDG within your country.
- E. What are the limitations of your paper?

This paper should be based on the readings for the course and additional literature. The paper should be 10- 12 double spaced pgs. long, and should be based on at least 15 scholarly papers published between 2010- 2021.

Weekly Course Schedule and Required Readings

Foundations of Global Health Foundations

Week 1 (Jan 15th) – Course overview: Glocal Problems

Readings:

- None Assigned

Notes:

- Independently Conduct a media analysis to identify local issues that you think are of global health concern, prepare a ½ pg for submission next week.

Week 2 (Jan 22nd)

Topic: Principles and goals of Global health

Synchronous class: 1-hour (30-min lecture, small group discussion, Q&A)

Asynchronous work: before class

Read:

- Fried LP, Bentley ME, Buekens P, et al. Global health is public health. *Lancet*. Feb 2010;375(9714):535-537
- Gostin LO. *Why rich countries should care about the world's least healthy people*. *JAMA* 2007; 298(1): 89-92.

Optional

- Skolnik R. *Global Health 101*, Chapter 1.

Watch:

- [The State of Global Health:](http://www.ted.com/talks/hans_rosling_shows_the_best_stats_you_ve_ever_seen)
http://www.ted.com/talks/hans_rosling_shows_the_best_stats_you_ve_ever_seen

SUBMIT GLOBAL ISSUE

Week 3 (Jan 29th)

Topic: – Ethical and Human rights concerns

Synchronous class: 1-hour (30-min lecture, small group discussion, Q&A)

Asynchronous work: before class

Read:

- Lowry C., Udo Schüklenk U., Hall J.W.(2009) Two Models in Global Health Ethics. *Public Health Ethics* 2 (3): 276–284
- Macklin R.(2003) Bioethics, vulnerability, and protection. *Bioethics*, 17:5-6472- 486

Video:

- [Global Health and Human Rights:](https://www.youtube.com/watch?v=RVCTmix4jMo&list=PLujS9ooBebKWLZLpXpX9tLke00kHcHgUo)
<https://www.youtube.com/watch?v=RVCTmix4jMo&list=PLujS9ooBebKWLZLpXpX9tLke00kHcHgUo>

Optional

- Skolnik R. *Global Health 101*, Chapter 4

Week 4 (Feb 5th)

Topic: Sustainable development goals and determinants

Synchronous class: 1-hour (30-min lecture, small group discussion, Q&A)

Asynchronous work: before class

Read:

- Sachs JD. From Millennium Development Goals to Sustainable Development Goals *Lancet* 2012; 379: 2206–11
- Sustainable Development goals: <https://sdgs.un.org/goals>
- <https://www.who.int/data/gho/data/themes/sustainable-development-goals>

- The Executive Summary and scan the rest of: The Report of the WHO Commission on the Social Determinants of Health – led by Michael Marmot, World Health Organization:
http://www.who.int/social_determinants/thecommission/finalreport/en/index.html

Watch:

- UN Sustainable Development Goals (SDGs): What They Are & Why They're Important
<https://www.youtube.com/watch?v=qAlolKgDPrA>
- <https://www.youtube.com/watch?v=8PH4JYf4Ns&t=16s>

Allocation of Topics

Week 5 (Feb. 12th)

Topic: Partnerships in Global health

Synchronous class: 1-hour (30-min lecture, small group discussion, Q&A)

Asynchronous work: before class

Read:

- https://sustainabledevelopment.un.org/content/documents/2698SDG_PartnerShip_Guidebook_1.01_web.pdf Pgs. 2-13
- https://www.international.gc.ca/world-monde/issues_developpement-enjeux_developpement/global_health-sante_mondiale/index.aspx?lang=eng&_ga=2.159581245.1241615756.1608612453-1831779921.1608612453
- <https://www.tradecommissioner.gc.ca/development-developpement/organizations-other-organisations-autres.aspx?lang=eng>
- <https://www.aicgs.org/2020/06/germanys-role-in-global-health/>

Watch:

- <https://www.youtube.com/watch?v=oXQmDy2WG04>

ASSIGNMENT 1 DUE BY 11.59 PM

Week 6 (Feb. 15th- 21st) – Winter recess

No Class/readings

Addressing a sample of health related SDGs

Based on the provided resources below, the social determinants of health framework (week 3) and additional resources, respective groups will develop and post 20 minutes presentations on their allocated topic.

The readings for each topic are provided below

Week 7 (Feb 26th)

Topic: Social determinants of a sample of health related SDGs

Synchronous session:

All groups present for 20 minutes and lead a 10 minutes discussion on their topic:

- Maternal Health
- Child health
- Communicable diseases
- Non communicable diseases
- Epidemics

Asynchronous:

1. Read and watch the material **corresponding to your topic.**
2. Prepare and post a 20 minutes power point presentation (See guidelines under assignments)

Optional readings:

- Skolnik R. *Global Health 101*, Chapters 8- 14 (Any chapter that is appropriate to your topic)

Maternal Health

WHO Link:

<https://www.who.int/data/gho/data/themes/maternal-and-reproductive-health>

Articles:

1. Clerk S. (2013) Improving the Future of Maternal and Child Health in Sub-Saharan Africa by Investing in Adolescent Girls; These papers are part of the research project, Research to Practice – Strengthening Contributions to Evidence-based Policymaking, funded by the Canadian International Development Agency (CIDA).
https://www.mcgill.ca/isid/files/isid/pb_2013_18_clark.pdf
2. Ezekiel Kalipeni, Juliet Iwelunmor & Diana Grigsby-Toussaint (2017) Maternal and child health in Africa for sustainable development goals beyond 2015, *Global Public Health*, 12:6, 643-647, DOI: 10.1080/17441692.2017.1304622
3. Kruk, M.E., Kujawski, S., Moyer, C.A., Adanu, R.M., Afsana, K., Cohen, J., Glassman, A., Labrique, A., Reddy, K.S., Yamey, G., 2016. Next generation maternal health: external shocks and health-system innovations. *Lancet* 388, 2296–2306. [https://doi.org/10.1016/S0140-6736\(16\)31395-2](https://doi.org/10.1016/S0140-6736(16)31395-2)

Video:

Cultural Barriers: Maternal Health in East Africa:

<https://www.youtube.com/watch?v=R566jgV0eng>

Child and Newborn Health

WHO link:

<https://www.who.int/data/gho/data/themes/theme-details/GHO/child-health>

Articles

1. Bee, M., Shiroor, A. & Hill, Z. Neonatal care practices in sub-Saharan Africa: a systematic review of quantitative and qualitative data. *J Health Popul Nutr* 37, 9 (2018). <https://doi.org/10.1186/s41043-018-0141-5>
2. Das, S., Gulshan, J., 2017. Different forms of malnutrition among under five children in Bangladesh: A cross sectional study on prevalence and determinants. *BMC Nutr.* 3, 1–12. <https://doi.org/10.1186/s40795-016-0122-2>
3. Akseer, N., Kamali, M., Arifeen, S.E., Malik, A., Bhatti, Z., Thacker, N., Maksey, M., D'Silva, H., Da Silva, I.C., Bhutta, Z.A., 2017. Progress in maternal and child health: How has South Asia fared? *BMJ* 357, 1–6. <https://doi.org/10.1136/bmj.j1608>

Communicable diseases

WHO links:

- <https://www.who.int/data/gho/data/themes/hiv-aids>
- <https://www.who.int/data/gho/data/themes/tuberculosis>
- <https://www.who.int/data/gho/data/themes/malaria>

Articles:

1. Bates, I, Fenton, C., Gruber, J., Lalloo, D., Medina, L.A., Squire, S.B., Theobald, S., Thomson, R., Tolhurst, R., 2004. Vulnerability to malaria, tuberculosis, and HIV/AIDS infection and disease. Part 1: determinants operating at individual and household level. *Lancet Infect. Dis.* 4, 267–277.
2. [Gupta I](#), & [Guin P](#). (2010). Communicable diseases in the South-East Asia Region of the World Health Organization: Towards a more effective response, *Bulletin of the World Health Organisation* 88(3):199-205 DOI: [10.2471/BLT.09.065540](https://doi.org/10.2471/BLT.09.065540)
3. Ghose Bishwajit, Seydou Ide, Sharmistha Ghosh, (2014). "Social Determinants of Infectious Diseases in South Asia", *International Scholarly Research Notices*, Article ID 135243 <https://doi.org/10.1155/2014/135243>

Video

Is it Communicable or Non-communicable?

<https://www.youtube.com/watch?v=vpEAos0blyw>

Non-Communicable diseases

WHO link:

<https://www.who.int/data/gho/data/themes/noncommunicable-diseases>

1. Hunter, D.J., Reddy, K.S., 2013. Noncommunicable Diseases. *N. Engl. J. Med.* 369, 1336–1343. <https://doi.org/10.1056/nejmra1109345>

2. Mayosi BM, Flisher AJ, Lalloo UG, Sitas F., Tollman SM, Bradshaw D. The burden of non-communicable diseases in South Africa *Lancet* 2009; 374: 934–47. Published Online August 25, 2009. DOI:10.1016/S0140-6736(09)61087-4
3. <https://www.prb.org/wp-content/uploads/2016/07/prb-policy-report-ncds-in-asia-2016.pdf>
4. <https://www.prb.org/wp-content/uploads/2015/04/ncds-africa-policybrief.pdf>
5. <https://www.prb.org/wp-content/uploads/2013/11/noncommunicable-diseases-latin-america-youth-policybrief.pdf>

Video

- [Diabetes: a major public health problem for Africa:](http://www.youtube.com/watch?v=79oZrKG2RpY)
<http://www.youtube.com/watch?v=79oZrKG2RpY>
- [Combatting the Global Tobacco Epidemic \(3 mins, The World Health Organization \(WHO\)\):](http://www.youtube.com/watch?v=Ka2w54Axdd0&feature=relmfu)
<http://www.youtube.com/watch?v=Ka2w54Axdd0&feature=relmfu>
- [In Haiti, Mental Health Still a Concern for Many Quake Survivors:](http://www.pbs.org/newshour/bb/latin_america-july-dec10-haiti_07-15/)
http://www.pbs.org/newshour/bb/latin_america-july-dec10-haiti_07-15/

Epidemics

WHO link

<https://www.who.int/emergencies/en/>

1. Khubchandani, J., Jordan, T.R., Yang, Y.T., 2020. Ebola, zika, corona...what is next for our world? *Int. J. Environ. Res. Public Health* 17, 5–11. <https://doi.org/10.3390/ijerph17093171>
2. Nachega, J.B., Mbala-Kingebeni, P., Otshudiema, J., Zumla, A., Tam-Fum, J.J.M., 2020. The colliding epidemics of COVID-19, Ebola, and measles in the Democratic Republic of the Congo. *Lancet Glob. Heal.* 8, e991–e992. [https://doi.org/10.1016/S2214-109X\(20\)30281-3](https://doi.org/10.1016/S2214-109X(20)30281-3)
3. Van Damme, W., Dahake, R., Delamou, A., Ingelbeen, B., Wouters, E., Vanham, G., Van De Pas, R., Dossou, J.P., Ir, P., Abimbola, S., Van Der Borgh, S., Narayanan, D., Bloom, G., Van Engelgem, I., Ag Ahmed, M.A., Kiendrébéogo, J.A., Verdonck, K., De Brouwere, V., Bello, K., Kloos, H., Aaby, P., Kalk, A., Al-Awlaqi, S., Prashanth, N.S., Muyembe-Tamfum, J.J., Mbala, P., Ahuka-Mundeke, S., Assefa, Y., 2020. The COVID-19 pandemic: Diverse contexts; Different epidemics - How and why? *BMJ Glob. Heal.* 5, 1–16. <https://doi.org/10.1136/bmjgh-2020-003098>

Videos:

1. <https://www.youtube.com/watch?v=JNiH18JNmQA>
2. <https://www.youtube.com/watch?v=B7ivFcGbFJM>

Developing innovative solutions to selected health related SDGs: An International collaboration

Week 8 (March 5th):

Topic: Setting the Stage: Dimensions and connections of global health and international partnerships

Synchronous class: 3-hours (30- min get to know you, 30-min lecture, small group discussion, Q&A)

Asynchronous work: before class

Read:

1. References provided above that are appropriate for your topic and the WHO webpage.
2. Global Leadership <https://www.idrinstitute.org/resources/intercultural-competence-global-leadership/>
3. Krawczyk-Brylka: Intercultural Challenges in Virtual Teams
4. SAIH Norway: Africa For Norway – New charity single out now!
<https://www.youtube.com/watch?v=oJLqyuxm96k>

Week 9 (March 12th):

Topic: Identification and initial discussion of potential innovative solution and communication

Synchronous class: 1-hour (Small group discussion, Q&A)

Asynchronous work: before class

Sub-topic: Communication and conflict resolution in international partnerships

Read:

1. References provided above that are appropriate for your topic and the WHO webpage

View:

1. Video: Amy Edmondson – How to turn a group of strangers into a team
<https://www.youtube.com/watch?v=3boKz0Exros>
2. Video: How miscommunication happens (and how to avoid it)
https://www.ted.com/talks/katherine_hampsten_how_miscommunication_happens_and_how_to_avoid_it

Week 10 (March 19th):

Individual group consultation on group project (by appointment)

Asynchronous:

Groups work independently to finalize the group project.

Week 11: (March 26th):

Topic: Group presentation of final innovation via best communication strategy

Synchronous class: 3-hours (Student presentations, Q&A and wrap up)

Asynchronous work: before class
Groups finalize the finalize and post the final product.
Finalize and submit individual reflection diary

Week 12 (April 2nd) –Holiday, No Classes

Asynchronous work
Literature review for final paper

Week 13 (April 9th):

Topic: Discussion of final paper

Synchronous class: 1-hour (Q&A)
Asynchronous work: before class
Prepare an outline of your final paper for discussion

Final Paper due on Monday April 16th

Course Policies

Submission of Assignments

All written assignments should be typed: 1.5 spacing, Font size: 12pt, have a title page with the topic that is discussed in the paper, student's name and number, and course number. Where references are used, you are required to use the citation and referencing guidelines from the American Psychological Association. These guidelines are contained in the publication, Publication Manual of the American Psychological Association (the references in the course guide roughly follow APA format).

Citations

I expect you to cite and properly reference any and all material taken from a secondary source. You must acknowledge every idea, fact, or analysis taken from another source and not just direct quotes. This includes ALL material that you use in your papers other than that based on your own ideas and analyses. This includes required course readings and paraphrases taken from a source. It is perfectly respectable to take an idea from another source and then develop that idea in your own way, or to use someone's method or structure and apply it to a new case so long as you indicate clearly what was derived from the original source and what is your own. Papers with poor referencing and acknowledgement or original sources will be marked down severely. Not acknowledging sources that you have used or acknowledging them only part of the time borders on plagiarism and may be treated as such. If in doubt, acknowledge the source.

Retention of work

I require that students keep ALL of their rough work for their essays and be able to produce this material on 24 hours' notice. In some cases, I will ask for this material to be submitted with your assignments. This includes rough notes, early drafts, etc. This is partly a protection for you. If there is any doubt over the grade assigned on a project, or if you decide to appeal a grade or if you happen to be charged with plagiarism, this work can provide a basis for settling the issue. Without it, you may not be given the benefit of the doubt. With it, the issue is easily resolved. You should keep this material until you have been notified of your grade for the course and decided that you are not going to appeal any grades. If you are using a word-processor, keep both your rough notes and early drafts.

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+

MARK	GRADE
73-76	B
70-72	B-
67-69	C+
63-66	C
60-62	C-
57-59	D+
53-56	D
50-52	D-
0-49	F

Late Assignments

Assignments are to be submitted on A2L on, or before, the due date indicated. All assignments must be completed in order to pass the course. All papers submitted after the due date will be assessed at a 5% per day penalty.

Weekends will be treated as one day late. Please note that extensions will be permitted only if discussed with the instructor BEFORE the due date. If you are unable to hand-in a paper because of illness, please consult with the Dean's Office.

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.