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1. Introduction

1.1 Welcome

This Instructor Guide is intended for all instructors of graduate-level courses in the Faculty of Health Sciences. It outlines general responsibilities and contains important information and tips for managing your course and creating a positive learning environment for courses that are delivered face-to-face, online or with a blended-learning model.

We suggest that you use this guide as a reference throughout the time of your course, alongside your program’s handbook which will contain valuable information pertinent to your program. As well, we encourage to talk to your program head about program-specific policies, and in particular about the following:

- Use of Avenue to Learn (A2L), the primary online learning management system at McMaster
- Policy regarding student absences, particularly missed exams
- Course evaluations and whether the program arranges them, using the MedSIS online evaluation system or by another means
- Responsibilities regarding Teaching Assistants (if you have a TA for your course) and the provisions of the collective agreement
- Document retention, especially email communications, records and assignments
- Requests for letters of reference from students and the program’s expectations of instructors regarding these

Finally, if you have suggestions for further information to include in this guide, we ask you to let the Health Sciences Graduate Studies Office know so we can update it.

1.2 Guidelines for Graduate Course Instructors

The School of Graduate Studies (SGS) Graduate Calendar contains guidelines for instructors of graduate courses that should be reviewed as the materials are relevant to all instructors teaching at the graduate level - https://academiccalendars.romcmaster.ca/content.php?catoid=37&navoid=7552#1.2.6_Guidelines_for_Graduate_Course_Instructors.

1.3 Instructor Resources

The MacPherson Institute for Teaching and Learning (https://mi.mcmaster.ca/) offers resources and support for instructors to support innovation, leadership and excellence in teaching and learning. They have resources to aid the professional development of teachers, and offer seminars and workshops to improve your teaching, guidebooks, consultations, teaching and learning networks, and other services. For more information, please visit their website.
2. Preparing Your Course

2.1 First Steps

1. Speak to your program contact regarding the following (Please note that not all items apply to all instructors):
   - Whether you have a Teaching Assistant and associated regulations (e.g. hours of work, type of work, etc.)
   - Date by which a course outline is required (see section on Course Outlines below)
   - Obtaining a valid MacID and password to ensure access to a McMaster email address, Mosaic (portal to McMaster enterprise resource system), and Avenue 2 Learn (McMaster’s online learning management system)
   - Classroom assignment
   - Course capacities and permissions (student requests to take your course)
   - Office assignment and keys
   - Regulatory training (Health & Safety, AODA, Privacy)
   - Mail
   - Photocopying
   - Additional room bookings (if necessary)

2. Contact the Campus Store (https://campusstore.mcmaster.ca/faculty-staff/) to order textbooks or arrange for the production of custom courseware. When compiling course readings, please adhere to McMaster’s Fair Dealing Policy with regard to copyright - http://copyright.mcmaster.ca./fair-dealing.html. The Campus Store has additional information at https://campusstore.mcmaster.ca/faculty-staff/copyright.html.

3. Contact the Library (https://library.mcmaster.ca/) to place materials on reserve, check holdings relevant to your course material, or to find out about their instructional and research supports.

4. Visit your classroom (if applicable) or view it online in the Classroom Directory (https://library.mcmaster.ca/cct/classroom-directory) to determine if the equipment that you need is there or if you need to arrange for equipment with Campus Classroom Technologies (https://library.mcmaster.ca/spaces/cct).

5. If your interactive sessions with students are online, make sure you are familiar with the web-conferencing software, that students can easily connect, and you and the students know how to get technical support.

6. Avenue to Learn is available to support courses delivered face-to-face, online or with a blended-learning model. To use it, you need to access Avenue to Learn, and request a course shell specific to your course. More information on Avenue to Learn is contained in section 2.3.

7. Access Mosaic (https://mosaic.mcmaster.ca) to view your class roster. Click the following path: “Support and Documentation-Interactive Guides-Faculty Center and Online Grades” for instructions on how to use the various functions. Please note that students don’t have to complete their
registration until after classes have begun so your class rosters may not be finalized on the first day of classes. See the Grad Calendar for current sessional dates (https://academiccalendars.romcmaster.ca/content.php?catoid=37&navoid=7560). Report any discrepancies on your class rosters to your program contact. It is good to follow up on these discrepancies to avoid a need for students to petition to register late.

2.2 Course Outline

The course outline is a document that sets the expectations for graduate students in terms of course objectives and content, format, assignments, and evaluation. It is essentially a “contract” between the instructor and the students and cannot be changed significantly (e.g. the weighting of certain items) once the course has begun without the consent of every student in the class.

Prior to the beginning of the term, instructors should review and modify their courses as appropriate to ensure that content reflects the current state of knowledge in the field, instructor research and interest, and academic integrity.

Note: all graduate level courses at McMaster require approval before they are launched and major changes to course content and grading may require submission of a course change document to the Graduate Policy and Curriculum Council (GPCC).

McMaster University Policy on Graduate Course Outlines (https://www.mcmaster.ca/policy/faculty/Teaching/GraduateCourseOutlines.pdf) requires that the following information be included in your outline:

- Administrative details, such as the semester and year (e.g. Winter 2019) of the course, instructor contact information, instructor availability for student consultation, and any prerequisites
- Course objectives
- Required readings and any other required course material
- Overview of the course content and its format
- Description of all assignments (including participation), methods of evaluation, weight given to each course component, due dates and penalties for late submissions
- The Academic Integrity Policy (see below for a link to this policy)
- Any additional relevant statements, such as policies or statements referring to the possible modifications of the course, or research ethics

A course outline should also include these items:

- Course number and name
- Course start and end dates
- Course schedule (day/time), if applicable
- Student and instructor expectations
- Discussion/Posting expectations (if there is an online component to the course, e.g. how often to post)
- Grading rubric(s). Rubrics are encouraged as they provide helpful information to students on how their academic work will be graded.
Please see Appendixes A, B and C for examples of approved course outlines used in FHS graduate programs. A fillable syllabus is available for use in Appendix D.

Appendixes E and F contain samples of participation grading rubrics.

**IMPORTANT REQUIREMENTS: Your course outline must be made available to your program contact at least one week before the start of the course, and to students either before or at the first course meeting.**

2.3   **Avenue to Learn (A2L)**

Avenue to Learn (often referred to as A2L or Avenue) is the primary online learning management system used at McMaster. If you are teaching an online or blended course, you will use A2L significantly. If you are teaching a course offered in the traditional face-to-face style, you may use A2L to distribute information to your students (news, course material, emails) or to collect assignments and disseminate grades. Check with your program contact for information on how A2L is used by your colleagues.

Although there are many tools that you may use in A2L, the most popular ones include:

- **Classlist**: The classlist tool can be used for you to track your students’ progress. The tool enables you to view user (e.g., student) profiles, personal homepages, learning portfolios, blogs, and course progress. It also permits you to print the classlist, send a page or email, and check enrollment statistics.
- **News**: You can use the news tool to post messages, course information, and other news updates. News items appear in the news widget, but students can also receive instant notifications about postings through email, SMS, and RSS feeds.
- **Content**: The content tool can be used to post course materials so that students can access them.
- **Discussions**: You can use the discussions tool as a collaboration area for students to post, read, and reply to threads on different topics, share thoughts about course materials, ask questions, share files, or work with their peers on assessments and homework.
- **Online Rooms**: With the online rooms tool, you can collaborate with students in an online environment.
- **Quizzes**: The quizzes tool can be used to have students take a quiz, review their results, and see class statistics (if you choose to make such information visible).
- **Dropbox**: You can use the dropbox tool to enable students to submit assessments electronically by simply uploading their submission to the appropriate dropbox folder. Optionally, submissions to the dropbox can be checked for plagiarism by Turnitin.com (see section 4.6 for more details).
- **Grades**: The grades tool can be used to enable students to check their grades on assessments. They can see their individual grades and comments, as well as class averages and feedback. Students are not able to see the marks of their classmates.
- **Learning Portfolio**: The Learning Portfolio is a tool that you may ask students to use for storing, organizing, reflecting on, and sharing items that represent their learning. They can include items such as documents, graphics, audio files, videos, presentations, and course work to demonstrate their improvement or mastery in certain areas. They can control what items they include in their portfolio, how they are organized, and who they want to share them with. When they share items with their peers, mentors, or potential employers, they can give them permission to view them.
items, edit items, see or add comments, and see or add assessments to receive feedback. The Learning Portfolio website at McMaster can be found at [http://mi.mcmaster.ca/learning-portfolio/](http://mi.mcmaster.ca/learning-portfolio/).

To learn about how to use these features, go to [http://avenue.mcmaster.ca/support.html](http://avenue.mcmaster.ca/support.html).

To login to Avenue, go to [http://avenue.mcmaster.ca/](http://avenue.mcmaster.ca/) and click the login button. You will need to have your MacID activated before you are able to login.

To request an Avenue shell for your course, go to the Avenue to Learn Course Request Form for Registrar Courses at [http://avenue.mcmaster.ca/course/course_request_check.php](http://avenue.mcmaster.ca/course/course_request_check.php). All courses are created in an inactive state – you, the instructor, will be able to see the course, but students are unable to see it until you make the course site active.

For questions or concerns, Avenue support is available from Monday to Friday, 8:30 AM to 4:30 PM at (905) 525-9140 ext. 22911, or via email at support.avenue@cll.mcmaster.ca. For technical issues, please use their Support Form, which allows the support team to serve you better.

### 2.4 McMaster Libraries

There are two library systems at McMaster University:

- University Library - library.mcmaster.ca
- Health Sciences Library (HSL) - hsl.mcmaster.ca

Depending on your teaching needs, you may need to access services at one or both of the libraries.

All library resources from both libraries are available through a single library catalogue: [https://discovery.mcmaster.ca](https://discovery.mcmaster.ca)

If you just want to see what ejournals we own, visit the ejournal portal: [http://sfx.scholarsportal.info/mcmaster/az/](http://sfx.scholarsportal.info/mcmaster/az/)

**Library Access:** Faculty and staff use their employee photo ID card to access the libraries. Online access requires your MACID username and password.

**Online Learning:** A number of Program Guides and Online Tutorials have been created to help FHS graduate students successfully navigate the libraries. If you don’t see what you need, contact the HSL Education Team at hslib@mcmaster.ca ([https://hsl.mcmaster.ca/learn/guides-tutorials](https://hsl.mcmaster.ca/learn/guides-tutorials)).

**Course Reserves:** Reading lists for all FHS courses are needed to build the collection and are required if the material is to be put on reserve. Please contact the HSL Education Team for more information (hslib@mcmaster.ca).

**HSL Library Workshops and In-Class Sessions:** In-person and online workshops are available to help set your students up for success in their studies. For more information, contact the HSL Education Team (hsled@mcmaster.ca).
Consultation Services: Graduate students can book a consultation (30-60 minute meeting with an HSL librarian) to help critically review a search strategy, get help with database selection, learn about methods for documenting search strategies, learn about publishing options, and influence their impact through author identities and research metrics (https://hsl.mcmaster.ca/learn/research-consultations).

Interlibrary Loans: Students may request interlibrary loans to gain access to materials not held the McMaster Libraries. In most cases, this service is offered free-of-charge (https://hsl.mcmaster.ca/visit/borrowing#tab-interlibrary-loans).

Starting Your Research: Students are encouraged to visit the Researchers Toolkit to learn more about how the library provides assistance with systematic reviews, data management, authorship, publishing, and impact measures (https://hsl.mcmaster.ca/about/contact#tab-education-team).

Graduate Student Study Rooms: The HSL graduate student study room is restricted to current FHS graduate or postgraduate Medicine students. Seven study carrels are available and no pre-booking is required.

Group Study Rooms: The HSL offers 15 rooms that are intended for small group use. The rooms are not available for meetings, classes, tutorials, or tutor- or faculty-led review sessions. FHS students have the privilege of booking these rooms up to one week in advance (https://hslstudyroom.mcmaster.ca/).

Questions? Please contact the Health Sciences Library:
Information Desk - 905-525-9140 x22327; hslib@mcmaster.ca
Jennifer McKinnell, Director - 905-525-9140 x24381; mckinn@mcmaster.ca

3. Day One Forward

3.1 Class Roster

As noted above, you can access your class roster on Mosaic, and you should do so prior to the first day of class, and several times during the first weeks of classes. As students have several weeks beyond the first day of classes to register for their courses, your class roster may change during this period. As an instructor, you should verify that all students taking the course have registered on Mosaic and alert students of the drop dates and their need to submit their requests to drop a course that they are registered for in Mosaic in advance of the deadlines. Please notify your program contact if there are any discrepancies in your class roster.

3.2 Connecting with Students

Instructors of all graduate courses are expected to maintain timely communication with students, especially in posting course material and returning assignments and grades/test scores. Feedback on progress is important throughout the course to help students achieve optimum success. Instructors should use students’ McMaster email addresses.
If you meet with a student one-on-one about concerns such as: 1) professional behaviours, 2) academic performance (i.e. change in performance), 3) informal mediation, etc., it is prudent to document the meeting through a meeting summary. This meeting summary should be written as an email (so that it is text- and date-stamped) rather than a word or PDF document.

The content of this summary should include a high-level overview of what was discussed at the meeting, and any agreements or next steps made between you and the student. The summary should be objective in nature and may include emotion or reactions observed during the meeting if appropriate (e.g., an outburst).

If the summary is written and sent on a different date than when the meeting was held, the note should indicate the date of the meeting and the date that the summary was prepared.

The student should also be asked to confirm receipt of the summary by a specific time and date and be given an opportunity to provide any suggestions for changes or revisions. Both the initial version of the email summary and the summary from the student should be kept for future reference (i.e. do not delete this email trail and ask your program head about the length of time you should retain these communications).

3.3 Expectations of Students

Each course will have a detailed course outline which should be distributed to students in the class or will be posted on A2L at the start of the term. Students are responsible for reading the course outline, making note of and complying with due dates for course assignments, presentations, exams, posting for online discussions, submitting assignments, writing exams (when required), and allocating their time accordingly. It is expected that students will be available for critical dates listed in the course outline, and that students will follow any online discussion guidelines as applicable. For online courses, the content of online discussions is confidential and therefore should not be shared with individuals outside of the class unless there is permission granted by the author. If you observe that a student is not meeting course expectations, please contact the program.


The Graduate Calendar lists the responsibilities of graduate students to the university, including expectations for time commitments - https://academiccalendars.romcmaster.ca/content.php?catoid=37&navoid=7552#1.3_Responsibilities_of_Graduate_Students_to_the_University

3.4 Student Participation

When participation is an evaluation criterion, it is suggested that you keep notes about the quality and quantity of students’ participation. We encourage use of a participation grading rubric, and sharing the grading scheme of the rubric with the students so that they are aware of the expectations for
participation. Alerting students early of concerns about their progress gives them a chance to improve during the course. Most graduate-level courses have a limit on the percentage of the total grade that is given for participation (no more than 20%). Please note: if students are expected to provide input on other students’ contributions to a course (e.g., on their presentations), the instructor can consider their input but only faculty members (and teaching assistants) can assign actual grades for students in a course. Appendices D and E provide examples of participation grading rubrics.

3.5 Student Absence

The McMaster Student Absence Form and policy is accessible online at [https://www.mcmaster.ca/msaf/](https://www.mcmaster.ca/msaf/). Students must advise the instructor in advance if they plan to be absent for any time during a course. Students are expected to make arrangements to keep up with course work despite planned vacation time or unavailability due to work-related responsibilities. Alternate arrangements are at the discretion of the Instructor. Absences declared after deadlines are not acceptable. Students who will miss scheduled examinations must inform the instructor beforehand or as soon as possible afterwards. Programs have different policies regarding making up missed exams; check with your program contact.

3.6 Absence of the Instructor

If you must be absent for a period of time during the course, prior to your absence, notify students and your program contact.

If you cannot fulfill your responsibilities for more than 5 days, you should discuss your situation with your program contact in order to arrange for a substitute instructor and to advise the students of the change. Programs have different policies concerning instructor absences that may include reassignment of duties and pay adjustments. Ask your program contact about this policy.

4. Course Administration

4.1 Academic and Research Integrity

The Academic Integrity Policy explains the expectations the University has of its scholars. Breaches of academic integrity generally fall into two categories: 1) disregard for the norms of scholarly integrity, without necessarily intending to deceive; and 2) academic dishonesty. The Academic Integrity Policy defines academic dishonesty and specifies the procedures to be followed in the event that a student is charged with a breach of academic integrity. There is a range of penalties up to and including expulsion from the University.

Copies of the Academic Integrity Policy and the Research Integrity Policy can be found on the website of the Office of Academic Integrity ([https://www.mcmaster.ca/academicintegrity/](https://www.mcmaster.ca/academicintegrity/)). You may also contact the Academic Integrity Officer, Kimberly Mason, if you have questions or concerns: acinteg@mcmaster.ca; 905-525-9140 x24303.

Graduate students are required to take SGS 101 and SGS 201, which cover academic and research integrity. Therefore, they are well aware of the policy and you can hold them to a high bar with respect to this issue.
4.2 Privacy at McMaster (FIPPA) and Handling of Personal Information

McMaster University is committed to protecting the privacy, confidentiality and security of all personal information that has been entrusted to us. McMaster University provides this protection, in part, by complying with Ontario’s Freedom of Information and Protection of Privacy Act (FIPPA), RSO 1990. This Act establishes rules concerning the collection, use and disclosure of personal information (PI). For more details on the Privacy Governance and Accountability Framework, please see http://www.mcmaster.ca/privacy/privacy/privacy-index.cfm.

If you discover or suspect a breach of personal information has occurred, immediately inform the University’s Hearings, Policy, and Privacy Manager, Michelle Bennett (michelle.bennett@mcmaster.ca or x23077), to determine how to proceed. Also inform your program contact. For more details and the steps on how to address a privacy breach, please review the University’s Privacy Breach Protocol: http://www.mcmaster.ca/privacy/privacy/policy/privacy-breach-protocol.pdf.

4.3 Support for Students in Distress and Difficulty

The McMaster Student Affairs office coordinates services to support the overall health and welfare of students at McMaster. Their Student Support and Case Management Office provides a tool to help faculty, staff and student peers help students in distress or difficulty. You can review their tool, Responding to Students in Distress or Difficulty, here - https://wellness.mcmaster.ca/app/uploads/2018/09/Responding-to-Students-Tool.pdf. If you have questions or need assistance, contact the Director, Allison Drew-Hassling, at adrewh@mcmaster.ca or Ext 20750.

4.4 Accessibility and Academic Accommodation of Students with Disabilities

Accommodation is an individualized provision that is enacted once an individual with a disability makes a request for an accommodation. Accessibility is “the proactive identification and mediation of barriers to anticipate and welcome members of our diverse community and increase accessibility for all” (Forward with FLEXibility, 2017). While the process of accommodation is triggered by an individual requesting specific alterations to a program, service, or workstation, accessibility is the process of proactively identifying and eliminating barriers for all members of the campus community including persons with disabilities.

For more information on accessibility, the university’s policy on accessibility, and an accessibility checklist, see the Accessibility Hub website at https://accessibility.mcmaster.ca/topic/accessibility/.

The MacPherson Institute has created a video on the concept of accessible education at McMaster, which you view on YouTube at https://youtu.be/IYaRsBvluQ0

The McMaster University policy on Academic Accommodation of Students with Disabilities can be accessed online at https://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicAccommodation-Stu-dentsWithDisabilities.pdf. McMaster University is committed to ensuring that each student is afforded an academic environment that is dedicated to the advancement of learning and is based on the principles of equitable access and individual dignity. To this end, Student Accessibility Services (SAS) is a resource available to students who require
accommodations to meet course expectations. To facilitate accommodations, the student is urged to meet with an SAS advisor to discuss their needs.

It is the responsibility of the student to declare their disability to SAS and, in collaboration with SAS, to create an accommodation plan. The student will provide the instructor with a letter outlining SAS-approved accommodation(s) for the instructor’s review and signature, as appropriate. The student and instructor (and course coordinator, if applicable) will jointly discuss and agree on a plan as to how each accommodation will be provided. The policy also provides accommodation for Temporary Disability from a short-term injury or illness or an episodic condition (e.g. mental illness), as outlined in the document.

4.5 Religious, Indigenous or Spiritual Observances (RISO)

McMaster University strives to be welcoming and inclusive of all its members and respectful of their differences. 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, a student is to complete the RISO form and then the University will provide reasonable academic accommodation that is consistent with the Ontario Human Rights Code, through respectful, accessible, and fair processes. Instructors are encouraged to reach out to program administrative staff for assistance with RISO accommodations.


4.6 Using Turnitin.com

McMaster has purchased an institutional membership with Turnitin.com, a web-based service that detects internet plagiarism. Turnitin is a technological response to a plagiarism problem that is getting worse because of the technology of the web. McMaster University approves the use of Turnitin.com for the following reasons:

- Prevention – if students are aware that their academic work is checked for plagiarism, they are more likely to use proper citation methods
- Protection of honest students and their work
- Detection – with the type of technology in common use today, it is necessary to use a detection tool which checks academic work against the internet

Papers should be submitted to Turnitin.com only with the student’s knowledge. Please indicate in the course outline and in the assignment details that Turnitin.com will be used. The use of Turnitin.com cannot be mandatory. If a student refuses to submit their work to Turnitin.com, they cannot be compelled to do so and should not be penalized. If a student does not wish Turnitin to be used for their assignments, the student will

- Notify the instructor of this in writing at the beginning of the term, and
- Ensure that the submission of the assignment meets the required timelines/due dates.
Consult your program contact to see if there are any program-specific policies regarding Turnitin.com. University guidelines and instructions on Turnitin.com can be found at https://www.mcmaster.ca/academicintegrity/turnitin/instructors/index.html

4.7 Late Submission of Work

Check with your program contact to see if there are any program-specific regulations regarding late submission penalties, or if you are allowed to set your own. These penalties must be clearly stated in your course outline.

4.8 Ownership of Student Work

For work done by a graduate student, McMaster University has policies related to the interpretation of copyright and other aspects of intellectual property rights. These policies distinguish in general between items done solely by the student and those undertaken as part of a joint research effort.

In the former case, the intellectual property is primarily the student’s, but the University reserves certain rights (see the link below for more information). In the latter case, the intellectual property rights involve the student, the research supervisor, (and possibly other individuals as well), the University, and on occasion the financial sponsor of the research. If the work is anticipated to have commercial possibilities, it is recommended that the parties involved agree in writing beforehand on the sharing of any financial returns. The Associate Deans of Graduate Studies are available for confidential consultations on matters of ownership of student work involving faculty and/or other individuals.

Please see the Graduate Calendar (https://academiccalendars.romcmaster.ca/content.php?catoid=37&navoid=7550#6.4_Ownership_of_Student_Work) for policies regarding the following types of student work:

- Examinations, Reports and Papers Done as Part of Course Requirements
- Theses and Master’s Project Reports
- Computer Programs
- Research Data
- Equipment

4.9 Student/Faculty Non-Disclosure Agreements

Cooperation of faculty with the private sector can sometimes involve graduate students. When this happens, it is not unusual for a company to protect its interests by asking the faculty member and the student to sign a confidential Non-disclosure Agreement. Such agreements are signed by the McMaster Industrial Liaison Office (MILO) and apply to all members of the university including students involved in the work. These agreements can restrict conditions for a number of matters important to students, such as their wish to publish research results, the thesis defence, and the deposit of the thesis with libraries. In all cases, the restrictions are reasonable and do not clash with academic principles that require the presentation of research findings for peer assessment.

For more information, see the Graduate Calendar (https://academiccalendars.romcmaster.ca/content.php?catoid=37&navoid=7550#6.6_Student_Faculty_Non-Disclosure_Agreements)
4.10 Conflict of Interest Guidelines

All faculty members responsible for the evaluation of graduate students have a general responsibility to the University to ensure that they are not in a position of conflict of interest (or the appearance of a conflict of interest) in their obligations to the University with regard to the nature of their relationships with graduate students. Specifically, a faculty member may not be involved in the evaluation of a graduate student if the faculty member has a close family relationship with the student (including spouse, parent, child, sibling, niece/nephew or spouses of the foregoing), if the faculty member is, or has been engaged to be married to the student, or if the faculty member has (or has had) an intimate personal relationship with the student. Evaluation includes grading course work or examinations (including the defence of a thesis) and supervision, whether as the principal supervisor or as a member of a supervisory committee. In the case of teaching assistants, conflicts of interest in grading graduate students in the course should be brought to the attention of the course instructor.

A faculty member should question the propriety of evaluating a graduate student if there exists a distant family relationship with the student, or if the faculty member and the student maintain or have had a business relationship or any other relationship which should reasonably give cause for concern.

Questionable cases should be referred to the Vice-Provost & Dean of Graduate Studies for a decision.

4.11 Workplace and Environmental Health and Safety

McMaster University is committed to provide and maintain healthy and safe working and learning environments for all employees, students, volunteers and visitors. This is achieved by observing best practices which meet or exceed the standards to comply with legislative requirements as contained in the Ontario Occupational Health and Safety Act, Environmental Protection Act, Nuclear Safety and Control Act and other statutes, their regulations, and the policy and procedures established by the University. To support this commitment both McMaster University and its employees are responsible jointly to implement and maintain an Internal Responsibility System directed at promoting health and safety, preventing incidents involving occupational injuries and illnesses or adverse effects upon the natural environment.

Please speak with your program contact about any possible health and safety concerns that might arise in your course regarding yourself, your students and possible visitors.

For more information, see the FHS Safety Office website at https://fhs.mcmaster.ca/safetyoffice/.

5. Grading/Assessment

5.1 The Grading System

It is anticipated that there will be a range of grades in each course reflecting the full grade scale of A+ to B- (the minimum passing grade for a graduate-level course), and in some rare circumstances, an F.

It is anticipated that the majority of student grades will typically cluster in the A- range, with a very small portion of grades in the B/B- and A+ range. The grade of A+ is reserved for a very exceptional level of achievement by a student who, by definition, typically does not represent more than a very small
minority of the students registered in a course. Grades in the B/B- range are for those students who meet only the minimum requirements of the course.

Instructors may grade course work using either a percentage or letter grade. All components of the course grade will be translated into a final letter grade. Final grades are submitted via Mosaic to the School of Graduate Studies for transcription onto the student’s academic record. Instructions can be found below, under “Submission of Grades.”

Final grades should be reflective of the quality of the work submitted. Courses with exceptionally high final grades may trigger a review.

Conversion of percentage to letter grades for graduate-level courses are summarized in the table below:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 – 100</td>
<td>A+</td>
</tr>
<tr>
<td>85 – 89</td>
<td>A</td>
</tr>
<tr>
<td>80 – 84</td>
<td>A-</td>
</tr>
<tr>
<td>77 – 79</td>
<td>B+</td>
</tr>
<tr>
<td>73 – 76</td>
<td>B</td>
</tr>
<tr>
<td>70 – 72</td>
<td>B-</td>
</tr>
<tr>
<td>0 – 69</td>
<td>F</td>
</tr>
</tbody>
</table>

5.2 Timing of Assignments and Student Evaluation

PLEASE NOTE: Students should be required to complete an assignment and receive evaluation from the instructor before the last date to drop a course without academic penalty (see Sessional Dates link in Section 7.2). This needs to be considered when developing the course exam/assignment/presentation schedule. With regard to other course requirements, instructors should strive to provide assessments to students in a timely manner. This allows students to have a better understanding of how they are doing in the course, and gives them time to address deficiencies or problems with their work.

5.3 Incomplete Grades

Under exceptional circumstances, an instructor may approve an extension (usually up to a few weeks) for a student for the completion of work in a course and, in the interim, assign an incomplete grade (INC). A student who receives this permission must complete the work as soon as possible, and in any case, early enough to allow the instructor to report the grade to the School of Graduate Studies by the date specified in the School of Graduate Studies Calendar. If the INC grade is not cleared by the deadline, a failing grade will automatically be recorded. Please speak with your program’s administrator when this situation arises.

5.4 Failing Grade

At the graduate level, grades below B- or 70% are course failures. A student who fails to obtain at least a B- grade in any course will typically be required to withdraw from his/her program, particularly if this is second failure. If it is apparent that a student is at risk of failure during the course, please discuss performance with the student as soon as possible and advise the program’s Assistant Dean or Program Director and administrator of the situation without delay. A formal appeal process is available to students. Instructors and programs have the discretion to offer informal remediation before such escalation is required.

5.5 Submission of Grades

Once final grades are calculated, and grade rosters are uploaded by SGS, you must submit your grades through Mosaic, even if you have been using A2L for the course. A user guide that outlines how to
submit final grades, incomplete grades and grade changes can be found at the following link: [http://mcmaster.ca/mosaic/faculty/online-grade-user-guide.pdf](http://mcmaster.ca/mosaic/faculty/online-grade-user-guide.pdf). Please send an email to the program’s administrator once you submit your information so that the correct approver can be notified and they can complete the process. All submitted grades will be approved by a member of the program’s executive team.

Under exceptional circumstances a course instructor may approve an extension for the student for the completion of work in a course and assign an Incomplete grade (INC). At the same time the instructor submits an incomplete grade, they have to also submit a lapse-to grade (the grade that will default on the date to clear incompletes). Normally this extension is in the range of a few weeks. A student who receives this permission must complete the work as soon as possible, and in any case early enough to allow the instructor to report the grade to the School of Graduate Studies by the date specified in the Sessional Dates. If the INC grade is not cleared by the deadline, a lapsed grade will automatically be recorded.

Students can access final course grades on Mosaic. **Instructors are not permitted to communicate final grades to the student** and should direct students to view their final grades on Mosaic.

5.6 Document Storage and Shredding

The instructor should consult with the program on their policy regarding written records for their course (e.g. shredding, storage of essays, assignments, written examinations, completed rubrics) for a specified period of time. It is considered good practice to maintain original records for one year after the course ends, as records must be available for at least one term after the course ends in case there are any formal appeal requests. Accordingly, there must be retention of a copy of all graded work worth 10% or more of the final grade *including any original marked assignments returned to students*.

6. Quality Monitoring and Evaluation of Graduate Courses

The Faculty of Health Sciences actively encourages quality monitoring and improvements to graduate program courses. Programs are able to share the course and instructor evaluations with the instructor once the minimum threshold number of evaluations is met or exceeded. Programs affiliated with Health Sciences have the opportunity to use an online graduate course and instructor evaluation system and Instructors are encouraged to consult with the program administrator about the process used for their course evaluation. The Health Sciences Graduate Studies Office prepares periodic, anonymized summaries of the evaluations for graduate course and graduate course instructors using the online evaluation system so that programs, and instructors, have relevant comparisons. As quality improvement is valued, instructors should consult with their program about potential course improvements and if they require submission of a course change form or merely an update to the course outline.
7. Resources

7.1 For Students

The following are some key services that are available for graduate students:

- Student Accessibility Services – a resource for students requiring accommodations - [http://sas.mcmaster.ca/](http://sas.mcmaster.ca/)
- School of Graduate Studies – academic skills and writing support - [https://gs.mcmaster.ca/graduate-student-life/graduate-student-life](https://gs.mcmaster.ca/graduate-student-life/graduate-student-life)
- Student Wellness Centre – includes counselling, crisis management and medical care - [http://wellness.mcmaster.ca/](http://wellness.mcmaster.ca/)
- International Student Services - [iss@mcmaster.ca](mailto:iss@mcmaster.ca)

7.2 For Instructors

The following information sources might be useful to you:

- Campus Map - [https://www.mcmaster.ca/welcome/campusmap.cfm](https://www.mcmaster.ca/welcome/campusmap.cfm)
- Parking and Transit Services - [http://parking.mcmaster.ca/](http://parking.mcmaster.ca/)
- Sessional Dates - [https://academiccalendars.romcmaster.ca/content.php?catoid=37&navoid=7560](https://academiccalendars.romcmaster.ca/content.php?catoid=37&navoid=7560)
- University Technology Services (UTS) - [https://www.mcmaster.ca/uts/](https://www.mcmaster.ca/uts/)
- Equity and Inclusion Office - [http://www.hres.mcmaster.ca/](http://www.hres.mcmaster.ca/)
- FHS Human Resources Services - [https://fhs.mcmaster.ca/hr/](https://fhs.mcmaster.ca/hr/)
- McMaster University Faculty Association - [http://macfaculty.ca/](http://macfaculty.ca/)
- CUPE Local 3906 - [https://cupe3906.org/](https://cupe3906.org/)
- Appended materials on course outlines and grading rubrics
Appendix A- Sample Course Outline (online delivery)

CLPPC 705 Grief, Loss and Bereavement in Childhood and Adolescence

Instructors

Cathy Humphreys MSc, CCLS  humphrc@mcmaster.ca
Please email either McMaster or Avenue email

Ceilidh Eaton Russell PhD(c), CCLS
eatoncj@mcmaster.ca
Please email either McMaster or Avenue email

Course Dates: Thursday Jan 2nd to Monday April 7th, 2019

Course Description:

This course will explore children’s and adolescents’ experiences of loss, grief and bereavement including complicating factors as well as sources of support and resilience. Topics to be addressed include loss through separation and divorce, illness, hospitalization and/or death of a caregiver or sibling, and communicating with the terminally ill child. Tools, techniques and coping strategies in supporting children and youth within the context of family-centered care will be explored. This course is offered online. One real-time interactive online session is also required.

This is a 14-week online course that includes recorded lectures by course instructors, followed by key questions, case studies and/or video clips for group discussion within Avenue to Learn discussion boards each week.

Required Text:


**Method**

This online course will consist of learning modules, small group discussions and case studies. Learners will use course content (on the Avenue to Learn course website), readings and texts as resources for learning. Students are expected to participate in discussions regularly by posting thoughts, and synthesizing and communicating information. Students will also critically evaluate evidence, discuss its application to clinical practice, and engaging in scholarly debate with students and faculty.

Students and instructors will interact and communicate online through use of asynchronous and/or synchronous discussions. Regular communication through email will also be maintained. Please allow 2 business days for instructors to respond. The opportunity for real time chats and/or phone meetings will be available for students when needed upon request.

Learners will also be responsible for the completion of assignments. Assignments require learners to demonstrate Master’s level analysis skills, consolidation of information, structured arguments on topics in professional practice and integration of professional/clinical application. A passing grade for courses at the graduate level is a B-.

**Evaluation Criteria:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Grade Value</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Reflection Assignment</td>
<td>10</td>
<td>January 13, 2019</td>
</tr>
<tr>
<td>Quiz 1</td>
<td>15</td>
<td>During week of Jan. 28 to Feb. 3, 2019</td>
</tr>
<tr>
<td>Quiz 2</td>
<td>15</td>
<td>During week of Feb. 18 to Feb. 24, 2019</td>
</tr>
</tbody>
</table>
### Assignment Submissions
You should adhere to the following criteria for assignment preparation:

1. All assignments must;
   - be submitted in Microsoft word (.doc/.docx) only
   - include a title page with all relevant course information
   - adhere to the page limits specified
   - be formatted with 12 pt. font and standard margins

2. The citations and references in all assignments (if applicable) must use APA style

### Late Policy for Assignments

Deadlines for assignments and quizzes are provided within this syllabus. We understand that there may be a time when something unexpected arises. Each student will therefore have the option of instituting a 3-day extension on 1 occasion without needing to seek instructor approval beforehand. Please advise the instructors up to the deadline if you intend to institute using this 1 free 3-day extension via email so they are aware. Any other extensions must be determined in consultation with the instructor well before the deadline.

Outside of these exceptions, grade deductions will be cumulative and deducted 10% for the first day, additional 10% for the second day, additional 20% for the third day, additional 20% for the fourth day and the fifth day will be deducted an additional 30%. Assignments will not be accepted after five days of the submission deadline, and you will receive a grade of zero. Students must be aware that late submissions will result in delayed feedback/grades.

Deductions begin after 11:59pm EST of the due date until 11:59pm EST the next day.
<table>
<thead>
<tr>
<th>Number of Days Late Submission of Assignment</th>
<th>Cumulative Penalty</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>10% deduction from final grade</td>
</tr>
<tr>
<td>2</td>
<td>20% deduction from final grade</td>
</tr>
<tr>
<td>3</td>
<td>40% deduction from final grade</td>
</tr>
<tr>
<td>4</td>
<td>60% deduction from final grade</td>
</tr>
<tr>
<td>5</td>
<td>90% deduction from final grade</td>
</tr>
<tr>
<td>6</td>
<td>Final grade of 0; submission not accepted</td>
</tr>
</tbody>
</table>

**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. 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. 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 [http://www.mcmaster.ca/academicintegrity](http://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 other credit has been obtained. 2. Improper collaboration in group work. 3. Copying or using unauthorized aids in tests and examinations.

All assignments in this course are put through Turnitin.

**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: [https://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicAccommodation-StudentsWithDisabilities.pdf](https://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicAccommodation-StudentsWithDisabilities.pdf)
Use of Avenue to Learn

In this course we will be using 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.

As a student enrolled in this course you have been granted permission to access an online learning management system, Avenue to Learn. Avenue to Learn course pages are considered an extension of the classroom and usage is provided as a privilege subject to the same code of conduct expected in a lecture hall (see relevant section of the Code of Student Rights and Responsibilities below). This privilege allows participation in course discussion forums and access to supplementary course materials. Please be advised that all areas of Avenue to Learn, including discussion forums, are owned and operated by McMaster University. Any content or communications deemed inappropriate by the course instructor (or designated individual) may be removed at his/her discretion.

Per the University Technology Services Code of Conduct, all members of the McMaster community are obligated to use computing resources in ways that are responsible, ethical and professional. Avenue to Learn Terms of Use are available at http://avenue.mcmaster.ca.

Code of Student Rights and Responsibilities
http://studentconduct.mcmaster.ca/student_code_of_conduct.html

As per section 22 of the Code, all students have the following responsibilities:

22. All students are responsible for:
   a) acting in accordance with the law and this Code;
   b) being acquainted with the relevant related policies as they apply to all students as well as to their specific role(s) within the University;
   c) supporting an environment free from harassment, intimidation, discrimination, assault, and Sexual Violence;
   d) treating others in a way that does not harm them physically and/or threaten or intimidate them emotionally or mentally;
   e) appropriately respecting the personal privacy of other students;
   f) consuming legal substances in a safe and responsible manner; and
g) complying with any disciplinary measures assigned under this Code, and respecting the authority of University officials in the course of their duties.

Discussion Rubric
Assessment rubric for class participation (20% of final mark). Assessment rubric for class participation (20% of final mark). A minimum of 3 posts per discussion week with at least two original posts are expected.

<table>
<thead>
<tr>
<th>3 marks</th>
<th>2 marks</th>
<th>1 mark</th>
<th>0 marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participates actively throughout the week. Demonstrates very good understanding of the topic and assigned readings. Demonstrates familiarity with the topic and/or ability to engage constructively with others' points of view and posts. Promotes new learning by contributing new information, demonstrates integration of content and/or providing content analysis. Takes risks, contributes to supportive environment and engaged conversations</td>
<td>Participates actively. Demonstrates familiarity with the topic and/or ability to engage constructively with others' points of view. Participates actively throughout the week. Promotes learning by contributing new information, demonstrates integration of content and/or providing content analysis.</td>
<td>Student contributes somewhat to the online discussion (usually only just prior to deadline), but demonstrates little familiarity with topic readings, restates previous posts; adds no new information or analysis. No evidence of integration of others posts.</td>
<td>Little or no evidence that student has completed class readings; no contribution to class discussion.</td>
</tr>
</tbody>
</table>

Topics and Schedule:

At certain points in the course it may make good sense to modify the schedule outlined below. The instructor reserves the right to modify elements of the course and will notify students accordingly through Avenue to Learn. This course will be closed on Avenue to Learn one month after the term concludes and all grades for the course are in.

*Please refer to the content section of the Avenue to Learn course shell for the most up to date required, supplementary/recommended readings and resources. Avenue to Learn is the final source of information*
<table>
<thead>
<tr>
<th>Week and Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 2-6, 2019</td>
<td>Week 1 Introduction to Grief and Loss including overview of Ambiguous Loss</td>
</tr>
<tr>
<td></td>
<td>No required readings this week. Lecture and discussion only.</td>
</tr>
<tr>
<td>Jan. 7-13, 2019</td>
<td>Week 2 Grief Theories including Continuing Bonds theory, the Dual Process Model &amp; Balancing Grief and Survival</td>
</tr>
<tr>
<td></td>
<td><strong>Required Reading</strong></td>
</tr>
<tr>
<td>Jan. 14-20, 2019</td>
<td>Week 3 Children and young people's understanding of death</td>
</tr>
<tr>
<td></td>
<td><strong>Required Reading</strong></td>
</tr>
<tr>
<td>Jan. 21-Jan. 27, 2019</td>
<td>Week 4 Children and young people's experience of grief</td>
</tr>
<tr>
<td></td>
<td><strong>Required Reading</strong></td>
</tr>
<tr>
<td>Suggested Reading</td>
<td>Required Reading</td>
</tr>
<tr>
<td>-------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>Suggested Reading</td>
<td>Required Reading</td>
</tr>
<tr>
<td>-------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>Topic</td>
<td>Details</td>
</tr>
<tr>
<td>-------</td>
<td>---------</td>
</tr>
<tr>
<td><strong>“Losing” a caregiver and Swift Transformations</strong></td>
<td>who are facing the likely death of a parent. <em>Bereavement Care</em>, 32(1), 23-30. <a href="http://dx.doi.org/10.1080/02682621.2013.779822">http://dx.doi.org/10.1080/02682621.2013.779822</a></td>
</tr>
<tr>
<td>Date Range</td>
<td>Session</td>
</tr>
<tr>
<td>--------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>Date</td>
<td>Section</td>
</tr>
<tr>
<td>---------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>Mar. 25-Mar. 31, 2019</td>
<td>Live session to be held this week. Date TBA.</td>
</tr>
<tr>
<td>Apr.1-Apr. 7, 2019</td>
<td>Live session to be held this week. Date TBA.</td>
</tr>
</tbody>
</table>
Appendix B- Sample Course Outline (in-class delivery)

Course coordinator:
Cynthia Lokker, PhD
MSc eHealth, Faculty of Health Sciences Lead, Assistant Professor, Dept of HEI,
McMaster University, CRL 137
lokkerc@mcmaster.ca; Phone: 905-525-9140 x22208

Office hours:
I won’t have set office hours, but you can arrange a meeting time with me via email. My office is in the Communications Research Lab, Room 137 (building 43 on the campus map).

TA: TBA

COURSE OVERVIEW

Course Description

HRM 724 – eHealth: Fundamentals of eHealth and the Canadian Health Care System

This tutorial-based course will cover a broad range of eHealth topics from the perspective of health care delivery. We start with an introduction to the Canadian healthcare system—how it’s structured and funded. During the course we will look at some elements of healthcare in detail: primary care, medication management, homecare, and public health. We will also look at important functions of eHealth applications, such as computerized decision support, quality improvement, and patient safety. We will spend one of our sessions touring the Mohawk MEDIC lab showcasing some applications for healthcare.

Much of eHealth is implemented as a result of system and organizational change. We will spend some time talking about the importance of rigorous scientific evaluation of eHealth projects, covering research and the potential for big data projects to guide new knowledge and to ensure clinical efficacy. Other topics include use of standards and vocabularies; privacy and security; and the future of eHealth.

The course is designed to give an overview of eHealth from the health care perspective. It is also designed to provide students with opportunities to enhance skills important for their future work in eHealth. There is a focus on teamwork and written communication in a variety of formats.

The course is organized to enable learning to occur in a number of ways. Weekly readings and activities are completed before class to ensure that students are ready to actively participate in the sessions. Large group lectures are included to help you synthesize key areas and introduce you to experts in the field. In the small group tutorials, you will broaden your understanding of the content through discussions with your student colleagues and gain insights from an interdisciplinary group with diverse experiences and backgrounds.

Course Objectives

At the end of the course, you should be able to:
- Describe the Canadian health care system—how it is structured and funded
- Identify information flow and needs across healthcare levels;
- Define eHealth and appreciate the breadth of the field;
• Identify the main applications of eHealth in health care, understand their role and potential impact, challenges in the field, and critically appraise possible limitations of eHealth solutions;
• Recognize the effect of the culture of health care on planning, implementation, and use of information technologies;
• Identify areas in healthcare that could benefit from an eHealth-supported solution;
• Consider privacy, security, and confidentiality issues from the health care provider and patient perspective in relation to eHealth applications and research, and be aware of the role of policy and legislation in this area;
• Appreciate the complexity of healthcare and the role that eHealth can play in providing care for patients and the population.

Other learning outcomes:
• Write a good research question
• Select and summarize research from peer-reviewed journals
• Critically reflect on your own learning and how you’re incorporating your new understanding of eHealth into your approach to learning and applying this knowledge going forward
• Synthesize knowledge in an area in a written report and communicate this knowledge
• Develop good writing and referencing
• Enhance your teamwork skills
• Communicate your ideas in a number of formats (written, spoken, multimedia)

Format
• The course uses large group lecture-style sessions followed by small group tutorials. Each tutorial session will focus on a learning package that includes the unit objectives, required and additional readings, and discussion points.
• Participants are expected to have read the readings and completed any weekly activities for the tutorial discussions before the session.
• The anticipated number of hours that a student should allocate depends on a number of factors, including: the student’s background, experience, the session, and the readings. Students typically spend 3 hours in class and another 6-10 hours reading the material, and completing the activities for each session.

Scheduling
Class Sessions will be held from:
September 11 to December 11, 2018
4 to 7 pm
Large group sessions typically run from 4-5:30 pm.
Tutorial Groups will be in smaller rooms; they will run from 5:30-7 pm.

Avenue to Learn
Course content, news updates, and assignment submission will be through Avenue to Learn (Avenue) https://avenue.cilmmcmaster.ca/d2l/home. Please check it regularly for news. The Avenue calendar will contain class dates and room locations, as well as deadlines. We will not be in the same lecture hall all term, so be aware of any changes via the calendar.
Textbooks (mandatory readings described in each unit outline)
The topics discussed in the following books will be covered in lectures. Other sources will also be consulted and details will be provided in the guides provided for each session.


   A paperback version is available for purchase at Amazon.ca.

Suggested reading (optional)
   An electronic version of the book can be purchased or rented at RedShelf.com.

Gaddi A, Capello F, Manca M. eHealth, Care and Quality of Life. 2014 electronic library holding in the Health Science Library


Some health research journals relevant to eHealth
(you can get access through http://hsl.mcmaster.ca/)
http://medinform.jmir.org/
https://www.journals.elsevier.com/international-journal-of-medical-informatics
http://www.healthaffairs.org/
http://journals.lww.com/cinjournal/pages/default.aspx
http://www.biomedcentral.com/bmcmedinformdecismak/
https://implementationscience.biomedcentral.com/

Topics: the order of these may change based on availability of invited guest lecturers. Details will be on Avenue to Learn as the order is confirmed.
STUDENT EVALUATION AND ASSIGNMENTS

Overview of Assignments, Grading, and Due Dates

Written assignments are used to evaluate knowledge, critical appraisal skills, critical thinking, analysis, and synthesis skills. They test the understanding of principles or relationships, foster independent thinking and learning, and develop writing skills. Written assignments are assessed on content, organization, style, and mechanics.

A successful eHealth professional needs to work with many stakeholders, not all of whom have the same perspectives. Communication of complex ideas in simple, concise language is key, especially to stakeholders who may not understand the complexities of eHealth and implementation. Assignments for this course are designed to help you develop and hone these skills.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Grade allocation</th>
<th>Due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formulating a question exercise</td>
<td>3%</td>
<td>Sep 28 (electronic submission by 11:59 pm on AVENUE on the due date).</td>
</tr>
<tr>
<td>Article summary</td>
<td>10%</td>
<td>Oct 12 (electronic submission by 11:59 pm on AVENUE on the due date).</td>
</tr>
<tr>
<td>Individual reflection paper</td>
<td>20%</td>
<td>Nov 2 (electronic submission by 11:59 pm on AVENUE on the due date)</td>
</tr>
<tr>
<td>Final project: (groups of 3 or 4)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proposal, 2-4 pages</td>
<td>5%</td>
<td>Nov 16 (electronic submission by 11:59 pm on AVENUE on the due date).</td>
</tr>
<tr>
<td>Final report</td>
<td>35%</td>
<td>Dec 10 (electronic submission by 11:59 pm on AVENUE on the due date)</td>
</tr>
<tr>
<td>Final presentation video</td>
<td>10%</td>
<td>Dec 10 (electronic submission by 11:59 pm on AVENUE on the due date)</td>
</tr>
<tr>
<td>Video reviews</td>
<td>2%</td>
<td>Dec 11 (during video viewing session)</td>
</tr>
<tr>
<td>Tutorial participation</td>
<td>13%</td>
<td>1% per session (attendance/participation)</td>
</tr>
<tr>
<td>Team report</td>
<td>2%</td>
<td>Dec 10 (electronic submission by 11:59 pm on AVENUE on the due date)</td>
</tr>
</tbody>
</table>

Assignment details and rubrics used for grading will be posted on Avenue.

COURSE POLICIES follow University policies

Syllabus is subject to change. 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. Updated versions will be posted on Avenue to Learn website for the course. Students are responsible for finding out about announced changes if they miss class. 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 course websites weekly during the term and to note any changes.

**Late assignments.** Electronic copies of assignments are due as indicated above and in the Avenue calendar. They are to be submitted via Avenue to Learn. Late assignments received within 24 hours of the due date will be docked 5% of the assigned grade. Assignments received between 24 and 48 hours late will be docked 10%. Assignments will not be accepted after 48h. If you anticipate having problems meeting these deadlines, please contact me before the assignment is due to discuss your situation.

**Special needs.** Please see the University policy in the Graduate Student Handbook: [http://goo.gl/6sdo54](http://goo.gl/6sdo54).

**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. It is your responsibility to understand what constitutes academic dishonesty. However, if you have questions regarding a particular assignment, it is always best to ask me prior to completing the assignment.


The McMaster University Office of Academic Integrity has resources for students and faculty. Violations (e.g., plagiarism, handing in work done by others, or cheating) will not be tolerated. Please familiarize yourself with requirements and resources for a violation-free time at McMaster. [http://mcmaster.ca/academicintegrity/index.html](http://mcmaster.ca/academicintegrity/index.html)

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 other credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations. [https://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicIntegrity.pdf](https://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicIntegrity.pdf)

**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 Avenue to Learn which is enabled with Turnitin.com so that it can be checked for academic dishonesty. Students who do not wish to submit their work to Turnitin.com must still submit a copy to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, etc.). To see the Turnitin.com Policy, please go to [www.mcmaster.ca/academicintegrity](http://www.mcmaster.ca/academicintegrity).

**On-line element:**
In this course we will be using 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.

**Attendance**
You are expected to be present at all sessions—both the large group presentation at the start of each session and your tutorial group that happens during the final 90 minutes. Please let your tutorial group and
me (lokkerc@mcmaster.ca) know of any planned absences. Consistent late arrivals may be factored into your class participation marks.

**Citation format**
Correct and **consistent** citing is a mark of quality and attention to detail. For this course you are required to follow APA format. Please use these guides! I am looking for consistency and adherence to the rules. https://library.mcmaster.ca/guides/apa-style-guide and https://owl.english.purdue.edu/owl/resource/560/01/

**McMaster Grad writing consultants**
https://gs.mcmaster.ca/grad-writing-consultations-gwc

**Tips for editing**

10 Perfect Pieces of Advice on How to Edit Your Writing https://www.grammarly.com/blog/advice-on-editing/

**optional on-line courses**
https://www.mygradskills.ca/courses/understanding-and-avoiding-plagiarism

**Additional resources:**
https://www.mygradskills.ca/
https://owl.english.purdue.edu/
Appendix C - Sample Course Outline (residency)

MSc Child Life & Pediatric Psychosocial Care Program

CLPPC 710 Child Life Residency 2

Course Instructors:

Cathy Humphreys, MSc, CCLS  
Allison Sohanlal, MSc, CCLS  
humphrc@mcmaster.ca  
sohan@mcmaster.ca

Course Dates:

August 13, 2018 – August 16, 2018

Course Description:

This is a required course for Stream 1 learners, and is offered in an intensive on-campus format during a four-day residency period in the Summer term. This course provides students with experiential learning opportunities to build on knowledge obtained in first year course work and apply skills in planning and implementing developmentally appropriate child life interventions prior to clinical internships. Simulation-based learning, case studies, and small group discussions will be used throughout. Required health and safety training for clinical placements will also be incorporated.

Methods:

This course consists of four required face-to-face days on campus for an intensive period of workshops, clinical skills stations, as well as interactive large group and small group discussions. Students will be introduced to various child life clinical skills, have the opportunity to practice these within small groups, and demonstrate integration of learning and clinical reasoning through case discussions, and clinical station scenario testing.

Evaluation Criteria:

The course will be evaluated as a pass/fail. The evaluation methods include;

- daily participant discussion and engagement
- the successful completion of all health and safety online modules (including mask fit testing)
- clinical skills station baseline testing
- journal reflection assignment
Course Schedule:

*Please refer to the content section of the Avenue to Learn course shell for the required, supplementary/recommended readings and resources.* Supplementary readings are also available to support further learning in the Content section (only required readings are listed here)

This course will be closed on Avenue to Learn one month after the term concludes and all grades for the course have been submitted to the record’s office.

<table>
<thead>
<tr>
<th>Time &amp; Location</th>
<th>Topic</th>
<th>Notes/Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon. Aug. 13/18 Morning</td>
<td>9 am</td>
<td>Welcome</td>
</tr>
<tr>
<td>Room MDCL 3022</td>
<td>9:30 - 10:30 am</td>
<td>Medical terminology, anatomy, body processes</td>
</tr>
<tr>
<td></td>
<td>10:45 am - noon</td>
<td>Clinical Discussion/Videos and documentation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>This session will involve activities based on content reviewed (medical terminology, anatomy, body processes) prior to class. Students will also apply their knowledge by demonstrating how they would explain body processes to children and youth in various age groups.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>This session will include a review of documentation and opportunities to practice how to relay our child life assessments to others.</td>
</tr>
<tr>
<td>Mon. Aug. 13/18 Afternoon</td>
<td>1 - 3 pm</td>
<td>Preparation Skills Practice</td>
</tr>
<tr>
<td>Room MDCL 3022</td>
<td></td>
<td>Readings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Youtube link: <a href="#">IV Prep Steps/Review</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students rotate through 2 breakout groups to first observe facilitators do a demo prep, and then students will practice preps in pairs using role play and preparation materials.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Station 1 – IV/bloodwork</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Station 2 - Pre-op/surgery/diagnostic imaging station</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tour of Children’s Hospital and introduction to child life department/roles</td>
</tr>
<tr>
<td>Time</td>
<td>Activity</td>
<td>Readings</td>
</tr>
<tr>
<td>--------------</td>
<td>---------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 9-10:45am    | Clinical Skills practice                    | Students rotate through 2 stations: Station 1 – Comfort holds 1. Children’s Hospital of Eastern Ontario (CHEO) Positions for Comfort Reference Sheet (on Avenue course shell)  
2. Children’s Mercy Kansas City Comfort Positions  
3. Comfort Positioning at Children’s Mercy (Youtube video)  
4. The Royal Children’s Hospital Melbourne Comfort Kids  
5. Dell Children’s Medical Centre: Comfort Positioning for Medical Procedures  
|              |                                             | Station 2 – Medical compliance  
Readings  
1. Crohn’s & Colitis Foundation Pill Swallowing Techniques for Kids and Teens  
3. Alberta Children’s Hospital Research Institute: Better than a spoonful of sugar – how to swallow pills  |
|              |                                             | Discussion and role play opportunities surrounding difficult conversations with parents as well as how to respond to a variety of questions (considering scope of |
| Tues. Aug.14/18 Afternoon | 1-3pm | Mask fit testing  
Room HSC 3H36 |
<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>For mask fit testing, please review information sheets and print/complete the form “MedicalForm.pdf” located in Content under “N95 Respirator Education”. You have been pre-assigned to attend the mask fit testing in small groups — when not in mask fit testing, please work on your e-modules in room MDCL 3024.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Please bring a laptop or tablet to complete the e-modules in class.</strong></td>
</tr>
</tbody>
</table>
|                           |       | * Health and safety orientation  
* Fire safety education  
* Emergency code education  
* WHMIS  
* AODA training  
* N95 respirator (they will have mask fitting completed and will know their size for their fall placement)  
* Slips, trips and falls education  
* Ergonomics education  
* Violence in the workplace education  
* PHO – Chain of transmission  
* PHO – Health Care Provider Controls training |
|                           | 3-4pm | Group discussion  
-Special topics |
|                           |       | **Required information and e-modules are available in Avenue to Learn course shell titled “Learner Health & Safety – BHSc”** |
|                           |       | -**reflections from past 2 days**  
-**questions/clarification/feedback**  
-**review of clinical skills stations (taking place Wednesday afternoon)** |
<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Details</th>
</tr>
</thead>
</table>
| Wed. Aug. 15/18 Morning | 9-10:30am Pain Management Workshop | Students rotate through 2 breakout groups: **Session 1 – Acute pain workshop** - readings to be completed ahead of time to inform discussion and activities discussing acute pain management techniques tied to developmental levels (birth – 18yrs) and what type of diagnoses/procedures in hospital may involve acute pain.  

**Readings**  
1. *It Doesn’t Have to Hurt Campaign*  
2. *Children’s Minnesota Pain Program*  
3. *Children’s Minnesota Children’s Comfort Promise*  

**Session 2 – Chronic pain workshop**
### 10:45am - noon
Mindfulness/Self Care Workshop

**Readings**
1. [What is Chronic Pain?](#)
2. [Lucile Packard Children’s Hospital/Stanford Children’s Health – Learning how to manage pain during medical procedures](#)

Students will discuss mindfulness strategies and rehearse several guided meditation scripts in pairs, providing feedback to their partner. Students will also take two self-care inventories during class followed by a discussion of self-care strategies and the importance of self-care during the clinical education year and in clinical practice.

**Readings**

---

<table>
<thead>
<tr>
<th>Wed. Aug. 15/18 Afternoon</th>
<th>1-3pm Clinical Skills stations</th>
<th>Students will rotate through 10 clinical skills stations. Stations will apply course material from this residency, challenging students to respond to scenarios in a simulated environment.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meet in room MDCL 3024</td>
<td>3:15-4pm Feedback discussion</td>
<td></td>
</tr>
<tr>
<td>Wed. Aug. 15/18 Evening</td>
<td>4:30-6:30pm Social event</td>
<td>Dinner for all Stream 1 and Stream 2 learners and faculty at the Skylight Room (on campus)</td>
</tr>
<tr>
<td>Thurs. Aug. 16/18 Morning</td>
<td>9-noon Breakout groups - Stream 2 independent master’s project facilitations</td>
<td>MDCL 3022, 3023 and 3024 will be utilized for 3 small groups to engage in interactive panel style Q&amp;A sessions with Stream 2 students</td>
</tr>
<tr>
<td>Arrive in room MDCL 3022</td>
<td></td>
<td>Prior to this session, please review all of the 3 minute videos completed by Stream 2 students about their independent master’s project. These are available for viewing in Avenue to Learn. Prepare your questions for each Stream 2 student.</td>
</tr>
</tbody>
</table>
Thurs. Aug.
16/18
Afternoon
Room MDCL 3023
12:30-1 pm
Lunch provided. Q & A with past interns
1:30-4 pm
Preparing for internship.
Meet with 3 past interns. Be prepared with questions you may have about the year 2 clinical education component of the program.
-Reflection on learning needs for professional & clinical growth in internship
-Preparing for internship
-Professionalism
-Preceptor/Intern Relationship
-Review of Clinical Education/Internship Handbook, policies & procedures

Discussion/Engagement Rubric:

Assessment for daily participant discussion and engagement.

<table>
<thead>
<tr>
<th>3 marks</th>
<th>2 marks</th>
<th>1 mark</th>
<th>0 marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participates actively throughout sessions. Demonstrates very good understanding of the topic and assigned readings. Demonstrates familiarity with the topic and/or ability to engage constructively with others' points of view. Promotes new learning by contributing new information, demonstrates integration of content and/or providing content analysis.</td>
<td>Participates actively. Demonstrates familiarity with the topic and/or ability to engage constructively with others' points of view. Promotes learning by contributing new information, demonstrates integration of content and/or providing content analysis.</td>
<td>Student contributes somewhat to the discussion, but demonstrates little familiarity with topic readings, restates previous dialogue; adds no new information or analysis. No evidence of integration of others perspectives.</td>
<td>Little or no evidence that student has completed class readings; no contribution to class discussion.</td>
</tr>
</tbody>
</table>

Academic Integrity Policy

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. 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. It is your responsibility to understand what constitutes academic dishonesty.
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 other 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.

**Use of Avenue to Learn**

In this course we will be using 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.

As a student enrolled in this course you have been granted permission to access an online learning management system, Avenue to Learn. Avenue to Learn course pages are considered an extension of the classroom and usage is provided as a privilege subject to the same code of conduct expected in a lecture hall (see relevant section of the Code of Student Rights and Responsibilities below). This privilege allows participation in course discussion forums and access to supplementary course materials. Please be advised that all areas of Avenue to Learn, including discussion forums, are owned and operated by McMaster University. Any content or communications deemed inappropriate by the course instructor (or designated individual) may be removed at his/her discretion. Per the University Technology Services Code of Conduct, all members of the McMaster community are obligated to use computing resources in ways that are responsible, ethical and professional. Avenue to Learn Terms of Use are available at [http://avenue.mcmaster.ca](http://avenue.mcmaster.ca).

**Code of Student Rights and Responsibilities**

As per section 22 of the Code, all students have the following responsibilities:

22. All students are responsible for:
   a) acting in accordance with the law and this Code;
   b) being acquainted with the relevant related policies as they apply to all students as well as to their specific role(s) within the University;
   c) supporting an environment free from harassment, intimidation, discrimination, assault, and Sexual Violence;
   d) treating others in a way that does not harm them physically and/or threaten or intimidate them emotionally or mentally;
e) appropriately respecting the personal privacy of other students;
f) consuming legal substances in a safe and responsible manner; and
g) complying with any disciplinary measures assigned under this Code, and respecting the
authority of University officials in the course of their duties.
Appendix D- Course Outline Template

[COURSE CODE] : [COURSE NAME]
Course Outline – [Term] [Year]

Instructor(s): Click here to enter text
Office Hours and Location (if applicable): Click here to enter text
E-mail Address: Click here to enter text
Office Hours/Online Availability: Click here to enter text

Course Dates: Click here to enter text
Class Location and Time (if applicable): Click here to enter text
Course Website (if applicable): avenue.mcmaster.ca

Teaching Assistant (if applicable): Click here to enter text
E-mail Address (if applicable): Click here to enter text

Course Description & Prerequisites:
Click here to enter text

Course Objectives and Learning Outcomes:
Click here to enter text

Required Texts/Course Materials (if applicable):
Click here to enter text

Methods of Evaluation:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Click here to enter text</td>
<td>Date</td>
<td>-%</td>
</tr>
</tbody>
</table>

Overview of Assignments and Grading:
Click here to enter text

Course Format:
Click here to enter text

Procedures and Rules:
Late or Missed Assignments/Tests
Click here to enter text

Re-Grade Policy
Click here to enter text
Use of Avenue to Learn (if applicable)
In this course we will be using 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. As a student enrolled in this course you have been granted permission to access an online learning management system, Avenue to Learn. Avenue to Learn course pages are considered an extension of the classroom and usage is provided as a privilege subject to the same code of conduct expected in a lecture hall. This privilege allows participation in course discussion forums and access to supplementary course materials. Please be advised that all areas of Avenue to Learn, including discussion forums, are owned and operated by McMaster University. Any content or communications deemed inappropriate by the course instructor (or designated individual) may be removed at his/her discretion. Per the University Technology Services Code of Conduct, all members of the McMaster community are obligated to use computing resources in ways that are responsible, ethical and professional. Avenue to Learn Terms of Use are available at http://avenue.mcmaster.ca.

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dishonesty please refer to the Academic Integrity Policy, located at http://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 other credit has been obtained; 2. Improper collaboration in group work; 3. Copying or using unauthorized aids in tests and examinations.

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**Code of Student Rights and Responsibilities**

As per section 22 of the Code, all students have the following responsibilities:

a) acting in accordance with the law and this Code;
b) being acquainted with the relevant related policies as they apply to all students as well as to their specific role(s) within the University;
c) supporting an environment free from harassment, intimidation, discrimination, assault, and Sexual Violence;
d) treating others in a way that does not harm them physically and/or threaten or intimidate them emotionally or mentally;
e) appropriately respecting the personal privacy of other students;
f) consuming legal substances in a safe and responsible manner; and
g) complying with any disciplinary measures assigned under this Code, and respecting the authority of University officials in the course of their duties.


**Course Schedule:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>Click here to enter text</td>
</tr>
</tbody>
</table>

Note that the instructor and university reserve the right to modify elements of the course (with the exception of the grading and grading breakdown) during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. Students are responsible for finding out about announced changes if they miss class. 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 remain informed of any changes.
## Appendix E- Sample Participation Rubric (in-class delivery)

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outstanding</strong></td>
<td>Contributions in class reflect exceptional preparation. Ideas offered are always substantive, provide one or more major insights as well as direction for the class. Challenges are well substantiated and persuasively presented. If this person were not a member of the class, the quality of discussion would be diminished markedly.</td>
<td>10</td>
</tr>
<tr>
<td><strong>Excellent</strong></td>
<td>Contributions in class reflect thorough preparation. Ideas offered are usually substantive, provide good insights and sometimes direction for the class. Challenges are well substantiated and often persuasive. If this person were not a member of the class, the quality of discussion would be diminished.</td>
<td>8-9</td>
</tr>
<tr>
<td><strong>Minimal participation</strong></td>
<td>Contributions in class reflect satisfactory preparation. Ideas offered are sometimes substantive, provide generally useful insights but seldom offer a new direction for the discussion. Challenges are sometimes presented, fairly well substantiated, and are sometimes persuasive. If this person were not a member of the class, the quality of discussion would be diminished somewhat.</td>
<td>6-7</td>
</tr>
<tr>
<td><strong>Non-Participant or unsatisfactory</strong></td>
<td>This person says little or nothing in class. Hence, there is not an adequate basis for evaluation. If this person were not a member of the class, the quality of discussion would not be changed. OR Contributions in class reflect inadequate preparation. Ideas offered are seldom substantive, provide few if any insights and never a constructive direction for the class. Integrative comments and effective challenges are absent. If this person were not a member of the class, valuable air-time would be saved.</td>
<td>below 5</td>
</tr>
</tbody>
</table>

Credit: eHealth Graduate Program
## Appendix F- Sample Participation Rubric (online delivery)

<table>
<thead>
<tr>
<th>3 marks</th>
<th>2 marks</th>
<th>1 mark</th>
<th>0 marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participates actively throughout the week. Demonstrates very good understanding of the topic and assigned readings. Demonstrates familiarity with the topic and/or ability to engage constructively with others’ points of view and posts. <strong>Promotes new learning</strong> by contributing new information, demonstrates integration of content and/or providing content analysis. Takes risks, contributes to supportive environment and engaged conversations.</td>
<td>Participates actively throughout the week. Demonstrates familiarity with the topic and/or ability to engage constructively with others’ points of view. <strong>Promotes learning</strong> by contributing new information, demonstrates integration of content and/or providing content analysis.</td>
<td>Student contributes somewhat to the online discussion (usually only just prior to deadline), but demonstrates little familiarity with topic readings, restates previous posts; adds no new information or analysis. No evidence of integration of others posts.</td>
<td>Little or no evidence that student has completed class readings; no contribution to class discussion.</td>
</tr>
</tbody>
</table>

Credit: Child Life and Pediatric Psychosocial Care Graduate Program