



THE UNIVERSITY
OF BRITISH COLUMBIA

School of Population and Public Health
SPPH (IHHS) 406 – *Aging from an Interdisciplinary Perspective*

Wednesdays, 5:00 – 8: 00 pm; Jack Bell Building, SOWK 124

Instructor: Dr. Elizabeth Kelson

Online component (Blackboard Connect)

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Office Hours: [scheduled + by appointment]

Course Description

Aging from an Interdisciplinary Perspective introduces students to issues associated with aging in our society. Aging is approached from multiple disciplinary perspectives and with a population and public health lens to help broaden our understandings and develop effective approaches to individual and social issues associated with aging and the experience of being an older person.

Specific topics we cover include the following: demographics and population aging, healthy aging, ageism, social constructions of aging, age-related changes in physical and cognitive systems, health and social care policy and practice, interprofessional practice, communication, dementia, capacity and decision-making, aging and diversity, methodological approaches in aging research, and end-of-life issues.

This three-credit course is offered over one term and employs a mixture of short lectures, small and large group discussions, guest speakers, case study analyses, and group projects and it engages with students' personal and/or disciplinary/professional perspectives.

In addition to in-person weekly classes, we will also use the online environment of Blackboard Connect to enrich our learning. This means that we will use Blackboard Connect to participate in discussions, post reading materials and share relevant media links, access visual presentations, and submit assignments



Course Objectives

By the end of this course, students will be able to:

- Identify and critique their personal attitudes, values and assumptions regarding aging;
- Critically examine key Gerontological concepts, theories, and methodologies in relation to individuals and populations, health and aging;
- Describe and interpret the demographic, physical, psychological, cultural, and social issues that influence aging at the individual and population level;
- Describe a range of theoretical perspectives in relation to the experience of aging and critically analyze these in relation to aging;
- Critically analyze social and health practices and policies that have implications for aging processes and the experience of being an older person;
- Describe the breadth of diversity in the aging population as it relates to ability, health, ethnicity, gender, and sexuality;
- Build on their own disciplinary knowledge, skills and expertise and share these with learners from other disciplinary backgrounds/professions; and,
- Identify the benefits of an interdisciplinary/interprofessional approach in the health and social care of older adults.

Required Text

Wister, A. V. & McPherson, B. D. (2014). *Aging as a social process: Canadian perspectives*. Don Mills, ON: Oxford University Press.

The text is available online (hardcopy or by eTextbook).

Weekly Readings (Journal Articles)

Links to required journal article readings are provided each week. See schedule.

Bai, X., Lai, D. W. L., Guo, A. (2016). Ageism and depression: Perceptions of older people as a burden in China. *Journal of Social Issues*, 72(1), 26-46.

Bainbridge, L., Nasmith, L., Orchard, C., & Wood, V. (2010). Competencies for interprofessional collaboration. *Journal of Physical Therapy Education*, 24(1), 6-11.

Chappell, N. L., Dujela, C., & Smith, A. (2015). Caregiver well-being: Intersections of Relationship and Gender. *Research on Aging*, 37(6), 623-645.

Hicks, E., Sims-Gould, J., Byrne, K., Khan, K. M., Stolee, P. (2012). "She was a little bit unrealistic": Choice in healthcare decision making for older people. *Journal of Aging Studies*, 26(2), 140-148.

Hurd Clarke, L., Bennett, E. V., & Korotchenko, A. (2014). Negotiating vulnerabilities: How older adults with multiple chronic conditions interact with physicians. *Canadian Journal on Aging*, 33(1), 26-37.



- Lai, D. W. & Surood, S. (2013). Effect of service barriers on health status of aging South Asian immigrants in Calgary, Canada. *Health & Social Work, 38*(1), 41-50.
- Lautenschlager, N. T., Cox, K. L., Flicker, L., Foster, J. K., van Bockxmeer, F. M., Xiao, J., Greenop, K. R., Almeida, O. P. (2008). Effect of physical activity on cognitive function in older adults at risk for Alzheimer disease. *JAMA, 300*(9), 1027-1037.
- Rutherford, A. & Bowes, A. (2014). Networks of informal caring: A mixed-methods approach. *Canadian Journal on Aging, 33*(4), 473-487.
- Ryan, E., Meredith, S. & MacLean, M. (1995). Changing the way we talk with elders: Promoting health using the communication enhancement model. *International Journal of Aging and Human Development, 41*(2): 69-107.
- Scherbov, S. & Sanderson, W. C. (2016). New approaches to the conceptualization and measurement of age and aging. *Journal of Aging Studies, 28*(7), 1159-1177.
- Sheets, D. J. & Gallagher, E. M. (2012). Aging in Canada: State of the art and science. *The Gerontologist, 53*(1), 1-8.
- Small, J., Perry, J. (2005). Do you remember? How caregivers question their spouses who have Alzheimer's disease and the impact on communication. *Journal of Speech, Language, and Hearing Research, 48*(1), 125-136.
- Wilson, K., Rosenberg, M. W., Aboyni, S. & Lovelace, R. (2010). Aging and health: An examination of differences between older Aboriginal and non-Aboriginal people. *Canadian Journal on Aging, 29*(3), 369-382.
- Wong, R.Y.M., Shaw, M., Acton, C., Wilbur, K., Breurkens, E., Sowden, C., Trautman, S.M. & Chan, N. (2003). An interdisciplinary approach to optimize health services in a specialized acute care for elders unit. *Geriatrics Today, 6*, 177-186.



Weekly Schedule and Readings

Week One: Introduction and Course Review —Population Aging and Demographics
January 4, 2017

This class provides an introduction to the course and its objectives through a review of the course syllabus and course material.

The readings this week focus on understanding population aging and the present and future demographics that affect older adults both in this country and globally. The goal is to start thinking about how population aging will affect individuals and communities in the provision of health and social care.

Required Reading:

Scherbov, S. & Sanderson, W. C. (2016). New approaches to the conceptualization and measurement of age and aging. *Journal of Aging Studies*, 28(7), 1159-1177.

<http://journals.sagepub.com.ezproxy.library.ubc.ca/doi/pdf/10.1177/0898264316656517>

Sheets, D. J. & Gallagher, E. M. (2012). Aging in Canada: State of the art and science. *The Gerontologist*, 53(1), 1-8.

<http://gerontologist.oxfordjournals.org.ezproxy.library.ubc.ca/content/53/1/1.full.pdf+html>

Required Assignments: Review the syllabus. Create a profile/introduction within Blackboard.

Week Two: The Social Context of Aging: Individuals and Society
January 11, 2017

This week's focus is on the social context(s) in which Canadians age and experience being an older person. We will examine social constructions of aging and the influence of negative attitudes, stereotypes, and ageism on policy and the provision of health and social care. The life course perspective is also introduced.

Required Reading:

Chapter 1 & 4,

Bai, X., Lai, D. W. L., Guo, A. (2016). Ageism and depression: Perceptions of older people as a burden in China. *Journal of Social Issues*, 72(1), 26-46.



<http://onlinelibrary.wiley.com.ezproxy.library.ubc.ca/doi/10.1111/josi.12154/epdf>

Supplementary:

Nussbaum, J. F., Pitts, M. J., Huber, F. N., Raup Krieger, J. L., & Ohs, J. E. (2005). Ageism and ageist language across the life span: Intimate relationships and non-intimate interactions. *Journal of Social Issues*, 61(2), 287-305.

<http://onlinelibrary.wiley.com.ezproxy.library.ubc.ca/doi/10.1111/j.1540-4560.2005.00406.x/abstract>

Wiles, J. L., Jayasinha, R. (2013). Care for place: The contributions older people make to their communities. *Journal of Aging Studies*, 27, 93-101.

<http://www.sciencedirect.com.ezproxy.library.ubc.ca/science/article/pii/S0890406512000801>

Week Three: Foundational Perspectives and Theories in Aging Research
January 18, 2017

This week explores key theoretical perspectives used in aging studies to describe, interpret, and analyze aging processes (micro and macro). It introduces research objectives and methods and examines methodological issues and challenges in aging research.

**Groups will be assigned at this time. If you are planning to drop the course, please let us know so that we can start to develop the groups.*

Required Reading:

Chapter 5 &

Hurd Clarke, L., Bennett, E. V., & Korotchenko, A. (2014). Negotiating vulnerabilities: How older adults with multiple chronic conditions interact with physicians. *Canadian Journal on Aging*, 33(1), 26-37.

<https://www-cambridge-org.ezproxy.library.ubc.ca/core/journals/canadian-journal-on-aging-la-revue-canadienne-du-veillissement/issue/41F0AC9604BF56588347C7ABB166E6F2>

Week Four: Physiological & Cognitive Systems Changes & Health Care for Older Adults
January 25, 2017

In this class we explore how aging impacts both physical and cognitive systems. In addition to concepts of disability and frailty, we also look at the influence of health



promoting behaviours and consider key factors that support healthy aging. Understandings of the contributions of a healthy lifestyle, one that involves physical, social and cognitive activity toward health and well-being in later life will be examined. The experiences of older individuals in the health care system and the role(s) of practitioners play in the care of older adults will also be considered.

Required Reading:

Chapter 3 & 7,

Lautenschlager, N. T., Cox, K. L., Flicker, L., Foster, J. K., van Bockxmeer, F. M., Xiao, J., Greenop, K. R., Almeida, O. P. (2008). Effect of physical activity on cognitive function in older adults at risk for Alzheimer disease. *JAMA*, 300(9), 1027-1037.

<http://jamanetwork.com/journals/jama/fullarticle/182502>

Supplementary:

Basu, R. (2013). Education and dementia risk: Results from the aging demographics and memory study. *Research on Aging*, 35(1), 7-31.

<http://roa.sagepub.com.ezproxy.library.ubc.ca/content/35/1/7.full.pdf+html>

Week Five: Aging and Diversity (Guest Speaker)

February 1, 2017

This class explores diversity in the older population. It examines aging from historical and cultural perspectives and broadly considers the influence of history on individuals' life course and how culture shapes both aging processes and the experience of being an older person in Canada. We examine diversity and the heterogeneity of our older population to increase understandings of the influence of values and beliefs on the aging experience and consider diversity in relation to the provision of health care.

Required Reading:

Chapter 2 &

Lai, D. W. & Surood, S. (2013). Effect of service barriers on health status of aging South Asian immigrants in Calgary, Canada. *Health & Social Work*, 38(1), 41-50.

<http://hsw.oxfordjournals.org.ezproxy.library.ubc.ca/content/38/1/41.full.pdf+html>

Wilson, K., Rosenberg, M. W., Aboyni, S. & Lovelace, R. (2010). Aging and health: An examination of differences between older Aboriginal and non-Aboriginal people. *Canadian Journal on Aging*, 29(3), 369-382.



<http://journals.cambridge.org.ezproxy.library.ubc.ca/action/displayAbstract?fromPage=online&aid=7878439&fulltextType=RA&fileId=S0714980810000309>

Week Six: Communication: Dementia as an Exemplar (Guest Speaker)
February 8, 2017

This class focuses on a critical aspect of social life: communication. It examines understanding, interpreting, talking and listening, verbal and non-verbal communication, with older adults generally, and persons living with dementia, specifically.

Required Reading:

Ryan, E., Meredith, S. & MacLean, M. (1995). Changing the way we talk with elders: Promoting health using the communication enhancement model. *International Journal of Aging and Human Development*, 41(2): 69-107.

<http://citeseerx.ist.psu.edu/viewdoc/download;jsessionid=9B8B65E350C327DD5D6E8358280258E6?doi=10.1.1.461.8472&rep=rep1&type=pdf>

Small, J., Perry, J. (2005). Do you remember? How caregivers question their spouses who have Alzheimer's disease and the impact on communication. *Journal of Speech, Language, and Hearing Research*, 48(1), 125-136.

http://jslhr.pubs.asha.org.ezproxy.library.ubc.ca/data/Journals/JSLHR/929362/jslhr_48_1_125.pdf

Supplementary:

Hubbard, G., Cook, A., Tester, S. & Downs, M. (2002). Beyond words: Older people with dementia using and interpreting nonverbal behaviour. *Journal of Aging Studies*, 16(2): 155-167.

<http://www.sciencedirect.com.ezproxy.library.ubc.ca/science/journal/08904065/16/2>

Week Seven: Older Adults, Capacity, Decision-making, and Ethics (Guest Speaker)
February 15, 2017

This class explores capacity and decision making for older adults specific to health care. We examine ways of maximizing independence in the context of increasing frailty; develop an understanding of social and legal aspects associated with growing older; and begin to understand the learning principles and practice of ethics with the frail elderly.



Required Readings:

Hicks, E., Sims-Gould, J., Byrne, K., Khan, K. M., Stolee, P. (2012). "She was a little bit unrealistic": Choice in healthcare decision making for older people. *Journal of Aging Studies*, 26(2), 140-148.

<http://www.sciencedirect.com.ezproxy.library.ubc.ca/science/article/pii/S0890406511000879#>

<http://www.trustee.bc.ca/Pages/default.aspx>

<http://www.trustee.bc.ca/documents/adultguardianship/Consent%20To%20Health%20Care.pdf>

<http://cbabc.org/For-the-Public/Dial-A-Law/Scripts/Wills-and-Estates/180>

Week Eight: Elder Care: Formal and Informal Systems

February 22, 2017

This class examines formal and informal systems of care for older adults. We explore care provided by families, including intergenerational care, the supports available to assist them, and the challenges associated with elder care. We also look at the influence of social networks and social participation on health. The class will divide into small groups to problem solve possible solutions.

Problem Based Learning Module

Required Readings:

Chapter 9 &

Rutherford, A. & Bowes, A. (2014). Networks of informal caring: A mixed-methods approach. *Canadian Journal on Aging*, 33(4), 473-487.

<https://www-cambridge-org.ezproxy.library.ubc.ca/core/services/aop-cambridge-core/content/view/4DD7E3BFF916CC41DAD067B877353BFC/S0714980814000361a.pdf/div-class-title-networks-of-informal-caring-a-mixed-methods-approach-a-href-fn1-ref-type-fn-a-div.pdf>

Chappell, N. L., Dujela, C., & Smith, A. (2015). Caregiver well-being: Intersections of Relationship and Gender. *Research on Aging*, 37(6), 623-645.

<http://roa.sagepub.com.ezproxy.library.ubc.ca/content/37/6/623.full.pdf+html>



Supplementary:

Gray, A. (2009). The social capital of older people. *Ageing & Society*, 29, 5-31.

<http://roa.sagepub.com.ezproxy.library.ubc.ca/content/35/1/78.full.pdf+html>

Week Nine: End-of-Life Issues

March 1, 2017

In this class we explore end-of-life issues in relation to old age. We examine the social context of death and dying, the challenges of providing good end-of-life care, and the supports and services available at the end-of-life. Ethical and moral issues and future directions in this area of practice are also considered.

Required Readings:

Chapter 12,

*Group Work in the second half of the class

Week Ten: Interprofessional Practice

March 8, 2017

This class will begin to establish an understanding of how and why health professionals from different professions working collaboratively to support the process of healthy aging; to understand the differences and similarities associated with diverse professional knowledges; and to understand how different perspectives can be used effectively to provide valuable interprofessional person-centred care.

Required Readings:

Wong, R.Y.M., Shaw, M., Acton, C., Wilbur, K., Breurkens, E., Sowden, C., Trautman, S.M. & Chan, N. (2003). An interdisciplinary approach to optimize health services in a specialized acute care for elders unit. *Geriatrics Today*, 6, 177-186.

http://scholar.google.ca/scholar?hl=en&q=An+interdisciplinary+approach+to+optimize+health+services+in+a+specialized+acute+care+for+elders+unit&btnG=&as_sdt=1,5&as_sdtp=

Bainbridge, L., Nasmith, L., Orchard, C., & Wood, V. (2010). Competencies for interprofessional collaboration. *Journal of Physical Therapy Education*, 24(1), 6-11.

<http://web.b.ebscohost.com.ezproxy.library.ubc.ca/ehost/pdfviewer/pdfviewer?vid=2&id=719fee5d-bc0a-406a-a768-cb58828a1c9f%40sessionmgr111&hid=114>



Supplementary:

Hall, J. C., Bainbridge, L., Buchan, A., Cribb, A., Drummond, J., Gyles, C., Hicks, T. P., McWilliam, C., Paterson, B., Ratner, P. A., Skarakis-Doyle, E., Solomon, P. (2006). A meeting of minds: Interdisciplinary research in the health sciences in Canada. *Canadian Medical Association Journal*, 175(7), 763-771.

<http://www.cmaj.ca/content/175/7/763.full.pdf+html>

Week Eleven: Poster Presentations Attendance is Mandatory!

March 15, 2017

Week Twelve: Poster Presentations Attendance is Mandatory!

March 22, 2017

Week Thirteen: Poster Presentations Attendance is Mandatory!

Wrap-up and Evaluation.

March 29, 2017



Assessment

1. Mid-Term Exam

The mid-term exam will consist of multiple-choice questions. The questions are based on the textbook readings (Chapters 1-4, 7). Students will have 60 minutes in-class to complete the exam.

Value: 20%

In-class: Week 6

2. Interview with an Older Person: *Exploring Health and Aging through Personal Narrative*

Find an older person (65+, non-relative) to interview. The interview should last between 60-90 minutes. Develop a list of questions you would like to ask them that are pertinent to the concepts and ideas we are developing in the class. You might consider questions that you think will be helpful in the interactions you will have as a health professional. We will discuss this in class and brainstorm together.

Some examples: *Brief outline of life history (1 page maximum) *How has your life history influenced your health? *Can you tell me about the experience of aging? *What are some of the things you like/ and/or challenge you about getting older? *What advice might you give to others about growing older “well?”

You will then write this up into both a reflective and descriptive paper. Include a description of the individual, your rapport together, their demeanor and some of the content of your interview.

Finally, you should reflect on the following questions: How did the older adult’s description of health and aging differ from your own understanding or perception of it? What did you learn? Finally, how as a practitioner would this information help to assist you in your practice?

The paper should be 5-6 pages in length (1, 500 words)– doubled spaced and APA referencing. Proper grammar, spelling and sentence structure are expected.

Value: 20%

Due: Week 8

2. Group Poster Presentation

Working in assigned groups, you will develop a poster and presentation (20 to 25 minutes in length) on a topic or issue that is relevant to older adults and aging. This issue will be high- lighted on the poster and supported with key academic sources and references (both primary and secondary), media reports, and the words of older adults themselves.



As a group, you will decide on an important / salient topic or issue (with the instructor's input and consent) and will work together to complete this assignment. The research presented on the poster is developed in much the same way you would undertake research for an academic paper (include at least 5-10 references).

Posters will be presented in the style of social science academic research. Please provide copies of your academic references and a 300-word abstract.

You will be given class time to work on this assignment. We will use two weeks to schedule the presentations in which you will present and interact with the class on your topic. The class is expected to engage with the presenters, asking questions and responding to questions raised by the presenters.

Remember that you will be working on this as a group—interprofessionally—and that this will be an introduction of sorts to working collaboratively. You will be coming from different viewpoints, disciplinary backgrounds, and areas of focus working towards a common goal.

While the information and content you present is important, remember that your poster and presentation must reflect originality and creativity as well. How do you get your audience to be interested and engaged in your topic? Engage your audience and be creative!

Value: 20%

Due: Week 11 and 12

3. Reflective Journal

Each week, students are encouraged to journal their thoughts and impressions based on a) the readings; b) class discussions; and c) guest speakers. This assignment requires that you select 5 (from a total of 10 weeks) journal entries to submit for grading. This can be a challenging assignment because it requires critical analysis and thoughtful reflection that goes well beyond a simple regurgitation of 'facts' or popular opinions—it represents your progress in thinking what it is you are learning as you go through the semester. For example, a journal entry might focus on how the week's readings challenge your pre-conceived ideas and prejudices about aging and older adults. The strongest entries convey students' critical engagement/analysis with readings and the topics and issues covered in class. Your journal should also make links to your own personal and work experiences, what you see in the media, and cultural norms and values.

Please note that you should feel safe in this process – all your writings are confidential and will only be reviewed by the instructor. There is no fixed format to writing a journal. To ensure a disciplined and thorough approach, you might want to establish a routine time for writing – such as on your bus ride home from class or when you have done the readings. Journals written in the last week of class are rarely able to meet the grading criteria. Please ensure they are typed on a computer for ease of reading.



Each week's entry should be from 1-2 pages in length (double spaced). Your final submission should be no more than 10 pages in length (2, 500 words), with 5 journal entries in total.

Grammar, spelling, sentence structure and proper referencing (APA) are expected.

Value: 25%

Due: Week 10

4. Participation

This course requires the active and thoughtful participation of all class members. Everyone is expected to demonstrate knowledge of the readings and to actively participate in course activities and discussions. This means coming prepared to class, being ready to share your ideas and to listen and ask questions of each other.

You will grade yourselves out of 15 marks on your participation in the class and online. This will be taken into account with the instructor's mark as well.

Value: 15%

Due: Week 12

MARKING CRITERIA

INTERVIEW

- I. Content (40 points max.)
 - Provides sufficient context that reader is able to get some sense of the person being observed;
 - Clearly answers the questions outlined above;
 - Is reflective about one's own assumptions about this person.

- II. Originality and Analysis (20 points max.)
 - Provides insight into the experience of being an older person in our society;
 - Conveys the importance of culture and history for shaping personal experiences;
 - Provides support for interpretation of important themes guiding person's experiences as an older person;
 - Links understanding to course readings and literature.

- III. Application (20 points max.)
 - Innovative, insightful application of learning to personal to professional practice.



IV. Presentation of Ideas (20 points max.)

- Excellent sentence construction and choice of words, spelling correct, good transitions between paragraphs, correct use of technical terms, correct use of abbreviations;
- Ideas are well-developed and reflect critical engagement with course content;
- Clear, coherent writing style.

GROUP PRESENTATIONS

NB. Your poster presentation will be viewed as a whole and all members of the group will be given the same grade for the poster display.

The criteria for evaluation for the **group poster** are:

I. Content (50 points max.)

- Content logical, and sufficiently comprehensive;
- Content reflects knowledge of aging and or issues relevant to aging;
- Content reflects synthesis of knowledge;
- Links understanding to course readings and literature;
- Is logically developed;
- Provides at least five to ten relevant, academic references.

II. Presentation (25 points max.)

- Presenters make contact with the audience, look professional, all group members are present and participating;
- Gives evidence of being able to think on the spot in addressing questions;
- Poster looks good and has balance – readable.

III. Application (25 points max.)

- Innovative, insightful application of learning to professional interdisciplinary practice.

IV. Group Member Assessment

- Each group member will also be assessed on his or her contributions and participation with the development of the project.

NB. Peer evaluation sheets will be used to assist in providing feedback to groups.

Useful tips for the Poster outline:

Remember Research Posters are a ***visual medium!***

- Minimize text – use images and graphs instead (too much text on a poster may be overwhelming and take away from the visual appeal/legibility)



- Use phrases rather than full sentences
- Left-justify text; avoid centering and right-justifying text
- Use Sans serif for most text as it is easier to read
- Remember to list your names and disciplines
- Have fun and be creative...this is more fun than a term paper but just as time consuming.

Marking Scheme:

Excellent (90-100%) - the component contains no grammar or spelling mistakes, it is well structured, organized and creatively presented, main ideas briefly but well described in a poster and more extensively explained during oral presentation. When the poster is being attended the questions are answered comprehensively.

Good (75-89%) – the component contains no grammar or spelling mistakes, it is structured and organized. Most of the main ideas are covered and described in a poster and explained during oral presentation. Most of the questions are answered.

Fair (60-74%) - there are some minor grammar mistakes, it is sufficiently structured and organized. Some of the main ideas are covered and described in a poster and explained during oral presentation. Some of the questions are answered.

Failing Grade:

Poor (less than 60%) - there are grammar mistakes. The descriptions are difficult comprehend, there is no organized structure, main ideas are not identified. Questions are not answered.

REFLECTIVE JOURNALS

Evaluation:

- I. Content will be evaluated for (25 points max.):
 - Coherent use of the course readings, not just a description of content covered but a synthesis of knowledge and understanding;
 - Breadth of sources - representation for contrasted perspectives;
 - Thoughtful use of resources;
 - Ability to answer questions, such as, what have I learned, how has it influenced my thinking and how will I apply my learning in practice.

- II. Originality and Analysis (25 points max.)
 - Original idea or approach: i.e. effort to integrate previously unintegrated material; creative development of ideas; management of difficult conceptual task; perceptive critique of relevant literature.



III. Logical Development and Style (25 points max.)

- Excellent sentence construction and choice of words, spelling correct, good transitions between paragraphs, correct use of technical terms, correct use of abbreviations.

IV. Application of Readings/Classroom Experiences to personal growth/development (25 points max.)

Course Policies (from UBC calendar):

Attendance: Regular attendance is expected of students in all their classes (including lectures, laboratories, tutorials, seminars, etc.). Students who neglect their academic work and assignments may be excluded from the final examinations. Students who are unavoidably absent because of illness or disability should report to their instructors on return to classes. The University accommodates students with disabilities who have registered with the Disability Resource Centre. The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let your instructor know in advance, preferably in the first week of class, if you will require any accommodation on these grounds. Students who plan to be absent for varsity athletics, family obligations, or other similar commitments, cannot assume they will be accommodated, and should discuss their commitments with the instructor before the drop date.

Late assignments: Late assignments will be subject to a mark deduction of 2 marks per day including weekends.

Academic Dishonesty: Please review the UBC Calendar “Academic regulations” for the university policy on cheating, plagiarism, and other forms of academic dishonesty.