INSTRUCTORS:
Dr. Brenda Vrkljan, OT, PhD
vrkljan@mcmaster.ca

Dr. Anastasia Newman, PT, PhD
newmanan@mcmaster.ca

PROGRAM COORDINATOR:
Sarah Watson
irhbhsc@mcmaster.ca

SCHEDULE:
Section 1:
Mondays, as per Mosaic

Section 2:
Thursdays, as per Mosaic

ATTENDANCE EXPECTATIONS AND RECORDINGS:
Attendance at in-person classes is mandatory. Inquiry classes are not recorded.

OFFICE HOURS OR HOW/WHEN AVAILABLE:
TBD

TECHNOLOGY PLATFORM(S):
This course will use the Microsoft Teams platform to communicate between students and faculty. We will use MS Teams to facilitate any class that needs to move online for unforeseen circumstances (i.e., instructor or TA illness, inclement weather, etc.). You will be provided with as much advanced warning as possible if this switch were to occur and this information would be shared on the MS Teams group and via McMaster email.

INTRODUCTION:
In 1969, Neil Postman and Charles Weingartner published a book entitled "Teaching as a Subversive Activity". The book challenged the conventional schooling system, labelling their methods of instruction as "methods based on fear, coercion, and rote memory testing" in an environment where "subject matter becomes obsolete almost as it is taught". Condemning such methods, inquiry-based learning aims to encourage the development of self-directed, life-long learning skills and for students to gain comfort with uncertainty. We can learn so much from success and failure, and in this course, we hope to create an environment where students can learn and experience the value of both.

Inquiry is a lifelong journey and is best described as a process rather than a discrete task with defined boundaries. There are many terms that are often used synonymously with inquiry: problem-based learning, student-centered learning, interdependent and independent learning, and small-group learning. While none of these terms adequately describe the true inquiry process, inquiry sessions are never the same twice, and aspects of each class may draw from a variety of learning styles.

Primarily, inquiry involves the development of skills in three contexts:
1. In the context of a **body of knowledge**
2. In the context of **personal awareness** and **growth** when evaluating yourself and your peers
3. In the context of promoting a **sense of community**

Above all else, inquiry encourages students to be active participants in their own education. It challenges the hierarchical assumptions of post-secondary education where the instructor dictates the process and course of learning. As this is a skill that is developed through lifelong learning, the course doesn't really have an end. Everyone in this class (instructors included!) will be continually working on our inquiry skills over our personal, professional, and academic lives.

LEARNING OBJECTIVES:
IRH 2HI3 is grounded in what we call the seven (7) P's of inquiry, a set of skills that inquiry-based learning aims to develop. By the end of this course, students will gain experience implementing most or all of these skills.

The Seven P's of Inquiry:
1. **Personal Awareness:** the ability to understand yourself and how your behaviour impact others.
    a. Being emotionally present, fostering a genuine sense of self
    b. Self-organization (managing your attention, priorities, tasks, and school/work/life balance)
    c. Understanding your experience of uncertainty – gaining comfort with it, meeting uncertainty with courage and compassion, for yourself and others
    d. Understanding personal values and biases
    e. Self-reflection and the development of personal insight
    f. Reflecting on your impact on others
2. **Problem Identification:** the ability to identify, ask, and refine questions.
    a. Recognizing what needs to be addressed and to whom it applies
    b. Learning how to ask meaningful questions
    c. Finding the factors that are contributing to the situation
3. **Problem Solving:** the ability to determine what needs to be learned in order to answer questions, identify appropriate resources for learning, and use them effectively.
    a. Information literacy skills (being conscious of the research process as it takes place)
    b. Identifying sources of information (in the library collection on the internet, from experts, etc.)
    c. Evaluating information content and context
    d. Using information appropriately to answer a question
    e. Reflecting on and evaluating the research process
    f. Constructing and deconstructing knowledge
4. **Professional Communication:** the ability to communicate effectively and appropriately

including:
- a. With peers, faculty, staff, parents, community members, etc.
- b. Verbal, nonverbal, and written forms

5. **Peer Collaboration:** the ability to work effectively with others.
   - a. Identifying individual and group strengths and potential areas of growth
   - b. Dividing responsibility equitably
   - c. Following through, being accountable
   - d. Teaching each other and learning from each other
   - e. Giving and receiving constructive feedback
   - f. Dealing with conflict
6. **Personal/Peer Evaluation:** the ability to evaluate strength and potential areas of growth of both self and others (formally, informally, and often).
7. **Promoting/Creating Community:** the ability to foster community.
   - a. Appreciating and embracing diversity and inclusivity
   - b. Supporting each other
   - c. Recognizing, acknowledging, and respecting the perspectives of others

We want to stress again that none of these skills will be perfected in one half term! Rest assured that mastery of these skills is not something that we expect students to achieve in one term. Rather, the 7 P's represent skills that you are likely to keep developing throughout your lives. You will have the opportunity to further develop these skills in the upper-level inquiry courses (IRH 3HI3 and IRH 4HI3).

In other words, these seven skills above are the learning objectives we will be evaluating this term. We acknowledge that some of these skills will be more difficult than others to develop and may be a lifelong endeavour.

INQUIRY PROCESS
IREC (Inquire, Research/Reflect, Evaluate, Construct): this has been a tool used by countless inquiry students to help make sense of how to work through ideas, projects, and other goals that may happen over the course of your time in the Integrated Rehabilitation and Humanities program and beyond. Along with the 7 Ps, think about how IREC may have an impact on your understanding of inquiry.
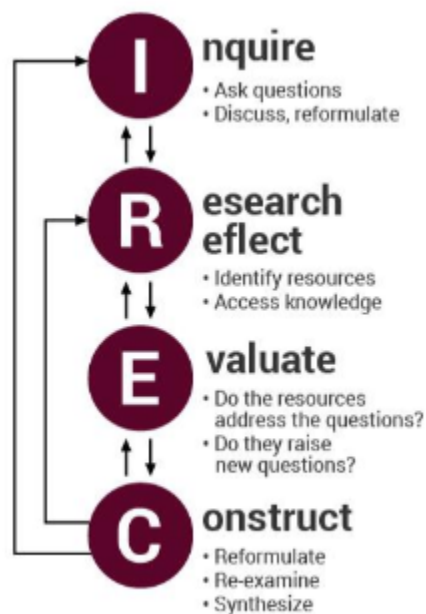
MATERIALS AND FEES:
None

COURSE EVALUATIONS AND GRADING:
Evaluations in this course will likely feel quite different than in other university courses you have taken. This can be both challenging and uncomfortable, but we hope you will be open to this learning process and the foundational skills you are being asked to consciously implement throughout IRH 2HI3.

While everyone will receive a final grade at the end of term, we acknowledge that giving a grade for skills that require lifelong learning is counterintuitive. However, the goal of evaluations in inquiry is to provide objective evidence that you have made progress with some or all of the skills from the beginning of the term to the end of the semester.

Please note that you will NOT receive a letter grade after each individual evaluation – we will use the cumulative evidence of growth from the entire term to determine each student's letter grade.

Students are encouraged to provide evidence to support their growth both from in-class experiences and out-of-class interactions. This evidence portfolio, plus in-class participation, contributions to the group idea sharing, and the final interview, will all contribute to how we evaluate your progress during IRH 2HI3.

ASSESSMENTS:
The evaluations in IRH 2HI3 will take on a variety of forms – you will evaluate yourself and your peers and facilitators will also evaluate you throughout the term. You will need to demonstrate the growth you have made over the 12 weeks. There will be several opportunities for you to showcase your developing skills and details of these assessments are provided below:

Evolving Skills Review

Students will complete an Evolving Skills Review (ESR) prior to the final interview. This is an opportunity for students to consider each of the 7 P's and demonstrate their individual progress towards these skills by providing evidence to support their statements and personal growth. This can include examples of emails, text exchanges, feedback from colleagues, and interactions captured via MS Team communications. More information will be provided by the instructors during class time.

Reflection Portfolio

Students will be asked to complete three (3) reflections throughout the term. These are opportunities for students to reflect on their experiences, thoughts, and interactions inside and outside of class. Students may highlight a critical incident that occurred and share how this incident impacted their efforts towards developing one or more of the 7 P's.

Group Idea Sharing

During the first few weeks of the term, the class will be divided into groups by random assignment. Students will be responsible for facilitating an exploration on a topic of their choice related to either the humanities or rehabilitation. The goal is to facilitate a discussion through questions, prompts, and/or group exercises that engage with the content of the group's selected topic. As the goal of inquiry is to develop the 7 P's, a group project provides ample opportunity to develop and demonstrate interpersonal communication skills, teamwork and collaboration, leadership skills development, problem-solving skills, accountability to others, conflict resolution, and providing peer-peer feedback. Students are encouraged to consider unique ways to share their information with their peers. Students will have the entire term to brainstorm their ideas, decide on a topic, and prepare an engaging session for your peers. Each group will receive feedback from their peers and facilitators.

Final Interview

We will schedule final interviews where you will have an opportunity to share your evidence of 7 P skill development and personal growth throughout the term. This also allows the facilitators to ask you questions intended to encourage self-reflection and highlight areas where further change could occur. The interview will be 30 minutes in length and will take place during the final examination period (interview times may be scheduled on weekends and/or after typical work hours).

Grading

Grade Range	Description
A	• Has attained a higher level of competency in all, or almost all, of the stated skill areas • Aware of areas requiring further development and has developed strategies for continued growth
B	• Has attained a higher level of competency in many (but not all) of the stated skill areas or has attained moderate competency in all of the skill areas • Will have developed a plan of action for further development in those areas that need it
C	• Has attained a moderate level of competency in some of the stated skill areas or has attained a low level of competency in all of the skill areas

	• Cannot appropriately recognize the concerns and has difficulty discussing a plan of action

Important Dates

Event	Dates
First week of class	September 9 – 13, 2024
National Day for Truth and Reconciliation	September 30, 2024
Reading Week	October 14-18, 2024
Group Presentations	To be determined in class
Final interview	Scheduled individually during the final examinations timeframe (can be outside typical business hours)

REQUESTS FOR RELIEF FOR MISSED ACADEMIC TERM WORK (MSAF):
In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar "Requests for Relief for Missed Academic Term Work".

For absences from classes lasting up to 3 sessions: Using the McMaster student absence form (MSAF) on-line, self-reporting tool, undergraduate students may report absences lasting up to 3 days and may also request relief for missed academic work. The submission of medical or other types of supporting documentation is normally not required. Students may use this tool to submit a maximum of one request for relief of missed academic work per term. Students must immediately follow up with the course instructor regarding the nature of the relief. Failure to do so may negate the opportunity for relief. It is the prerogative of the instructor of the course to determine the appropriate relief for missed term work in this course.

For absences from classes lasting more than 3 days: Students who are absent more than five days cannot use the self-reporting tool to request relief. They MUST report to their Faculty Office to discuss their situation and may be required to provide appropriate supporting documentation. If warranted, students will be approved to use a discretionary version of the MSAF on-line, self-reporting tool.

For the reporting of more than two requests for relief per term: Students who wish to submit more than two requests for the relief of missed academic work per term cannot use the online, self-reporting tool to request relief. They MUST report to their Faculty Office to discuss their situation and may be required to provide supporting documentation. If warranted, students will be approved to use a discretionary version of the MSAF on-line, self-reporting tool.

For absences from classes lasting more than five days or for the reporting of more than requests for relief per term: If the reason was medical, the approved McMaster University Medical Form covering the relevant dates must be submitted. The student must be seen by a doctor at the earliest possible date, normally on or before the date of the missed work and the doctor must verify the duration of the illness. Relief will not be considered for minor illnesses. If the reason is non-medical, appropriate documentation with verifiable origin covering the relevant dates must be submitted, normally within five working days. In some circumstances, students may be advised to submit a Petition for Special Consideration (Form A) seeking relief for missed academic work. In deciding whether or not to grant a petition, adequacy of the supporting documentation, including the timing in relation to the due date of the missed work and the degree of the student's

incapacitation, may be taken into account. If the petition is approved the Faculty Office will notify the instructor(s) recommending relief. The student must contact the instructor promptly to discuss the appropriate relief. Failure to do so may negate the opportunity for relief. It is the prerogative of the instructor of the course to determine the appropriate relief for missed term work in his/her course.

The MSAF on-line, self-reporting tool cannot be used to apply for any final examination or its equivalent. See Petitions for Special Consideration in this section of the Calendar. Students should expect to have academic commitments Monday through Saturday but not on Sunday or statutory holidays. Students who require accommodations to meet a religious obligation or to celebrate an important religious holiday should make their requests within three weeks of the start of term to their Faculty office. With a valid MSAF report, missed course work's percent worth will be added to the percent worth of the Final Integrated Report. Without a valid MSAF report, a missed course work will be given a mark of zero. There will be no discretionary approvals given by the Professor.

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 student code of conduct below). This privilege allows participation in course discussion forums and access to supplementary resource 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 communication deemed inappropriate by the course instructor (or designated individuals) may be removed at her/his 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.

CONDUCT EXPECTATIONS:
As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the Code of Student Rights & Responsibilities (the "Code"). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, whether in person or online.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students' access to these platforms.

ACADEMIC INTEGRITY:
You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. The academic credentials that you earn are rooted in the principles of honesty and academic integrity.

It is your responsibility to understand what constitutes academic dishonesty.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned

academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

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. Important and helpful information can be found here.

The following illustrates only three forms of academic dishonesty:
- plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
- improper collaboration in group work.
- copying or using unauthorized aids in tests and examinations.

AUTHENTICITY/PLAGIARISM DETECTION:
Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty. Students who do not wish to submit their work through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software. **All submitted work is subject to normal verification that standards of academic integrity have been upheld** (e.g., on-line search, other software, etc.). For more details about McMaster's use of Turnitin.com please go to www.mcmaster.ca/academicintegrity.

ACADEMIC ACCOMMODATION OF STUDENTS WITH DISABILITIES:
Students with disabilities who require academic accommodation must contact Student Accessibility Services (SAS) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make arrangements with a Program Coordinator. For further information, consult McMaster University's Academic Accommodation of Students with Disabilities policy.

ACADEMIC ACCOMMODATION FOR RELIGIOUS, INDIGENOUS OR SPIRITUAL OBSERVANCES (RISO):
Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the RISO policy. Students requiring a RISO accommodation should submit their request to their Faculty/Program Office *normally within 10 working days* of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructor/coordinator as soon as possible to make alternative arrangements for classes, assignments, and tests.

COURSES WITH AN ONLINE ELEMENT:
Some courses may use online elements and platforms. Students should be aware that, when they make use of these platforms, information such as first and last names, usernames for the McMaster email accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure, please discuss this with the course instructor.

COPYRIGHT AND RECORDING:
Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors. Students must not disseminate these materials to others not registered in the course, or post to third-party websites. The recording of lectures, tutorials, or other methods of instruction may occur during a course by the instructor for instructional purposes; students may make recordings for the purpose of personal study but must not be disseminated in any form. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

ONLINE PROCTORING:
Some courses may use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

EXTREME CIRCUMSTANCES:
The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (severe weather, labour disruptions, etc). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L, Microsoft Teams and/or McMaster email.

HEALTH AND WELLNESS RESOURCES FOR STUDENTS:
As a signatory on the Okanagan Charter, McMaster University is committed to enhancing mental health and wellness and provides various resources for students to manage their well-being. Students are encouraged to seek support as necessary; the following are several campus- and community-based resources that you may find helpful. For more resources and additional information, please visit https://wellness.mcmaster.ca/resources/

> **ON-CAMPUS RESOURCES:**
>
> **Student Wellness Centre:** Provides counselling, medical services, wellness education, guided self-help, and other relevant resources. PGCLL 210; 905-525-9140, x27700; https://wellness.mcmaster.ca
>
> **Sexual Violence Support:** An on-campus resource where students, staff, and faculty of all backgrounds and social identities can find support and information about sexual, intimate partnership or family violence. UH 104; 905-525-9140 x20909; https://svpro.mcmaster.ca
>
> **Faculty/Program Office:** Feel free to contact an Academic Advisor in your Faculty/Program Office who can connect with academic advising and connect you with other resources.
>
> **OFF-CAMPUS RESOURCES:**

Good2Talk: Free, confidential helpline providing professional counselling and information and referrals for mental health, addictions and well-being to post-secondary students in Ontario, 24/7/365; 1-866-925-5454; https://good2talk.ca

SACHA (Sexual Assault Centre - Hamilton Area): Confidential, anonymous 24-hour nonjudgmental telephone support for adults who have experienced sexual violence. 905-525-4162; http://sacha.ca

If you have immediate safety concerns for yourself or others, call **Campus Security** who will respond with the **MSU Emergency First Response Team (EFRT)** at 905-522-4135 or call 911 if you are off campus.

COURSE MODIFICATION:
At certain points in the course, it may make good sense to modify the schedule, deadlines, evaluation, or other elements. If such changes become necessary, students will be notified accordingly.

GRADING SCALE:
Conversion from percentages to letter grades will follow the standard McMaster procedure. **All percentage grades within 0.5% of the next letter grade will be reviewed (rounding not guaranteed).**

%	Letter	%	Letter	%	Letter	%	Letter	%	Letter
90-100	A+	77-79	B+	67-69	C+	57-59	D+		
85-89	A	73-76	B	63-66	C	53-56	D	0-49	F
80-84	A-	70-72	B-	60-62	C-	50-52	D-		

EMAIL COMMUNICATION:
All emails sent to the instructor must originate from your **official McMaster University email accounts**.

REFERENCING STYLE:
Within the course, APA 7th edition formatting is the preferred referencing style.

LAND ACKNOWLEDGEMENT:
McMaster University recognizes and acknowledges that it is located on the traditional territories of the Mississauga and Haudenosaunee nations, and within the lands protected by the Dish with One Spoon wampum agreement.