

# M/BIOL 388: HEALTH & THE DEVELOPING WORLD

## SYLLABUS – FALL 2020



### INSTRUCTOR INFORMATION

Dr. Susan Bandoni Muench

[bandoni@geneseo.edu](mailto:bandoni@geneseo.edu)

Phone: 585-245-5309

Monday, Tuesday, Wednesday and Friday 10:30-11:20 (Zoom Invitation below),. Thursdays by appointment, usually 10:30-11:20

Calendar page for Thursday appointments:

<https://calendar.google.com/calendar/selfsched?sstoken=UU1tQ09xeXhkTI82fGRIZmF1bHR8MjY1MGEzY2E4NWRhZDVkNTFIMjY4MjUxNDhjMTI1ZWU>

Zoom link for general office hours:

<https://geneseo.zoom.us/j/91917438117?pwd=U0drTVlgSENkT1orOW9ycmJoeXhqdz09>

Meeting ID: 919 1743 8117

Passcode: 516904

### COURSE FORMAT

For the Fall of 2020, this course is fully online with limited synchronous instruction. An asynchronous alternative will be available for those who cannot participate in synchronous instruction. Please contact me for more information.

WEEKLY SYNCHRONOUS CLASS MEETING, WEDNESDAYS AT 9:30 (CAN ACCESS THROUGH CANVAS)

<https://geneseo.zoom.us/j/91835416795?pwd=YXA1cWE5SjBOUk9nQ0ZsM2VaUEc2QT09>

Meeting ID: 918 3541 6795

Passcode: 1r701o

## COURSE DESCRIPTION

Students in this course will examine the biology of health and disease by focusing on public health in Africa, Asia, Latin America and the Caribbean. This course will explore the biology of infectious diseases and their influences on history and culture in these regions as well as the social and economic impact of public health for contemporary societies. Topics addressed also include global change and the global shift to non-communicable disease. Topics addressed will also include prospects for change through collaborative scientific research. Prerequisites: BIOL 117 and BIOL 119. Offered every fall. Credits: 3

**VERY IMPORTANT NOTE:** Because this course is undergoing revision and is being taught as an experimental course next year, you will need to seek a waiver to count it toward your degree, either for your program or for the M/core. Please see your advisor for assistance.

## ACCOMMODATIONS

**DISABILITIES AND PREGNANCY OR PARENTING:** SUNY Geneseo will make reasonable accommodations for persons with documented physical, emotional, or cognitive disabilities. Accommodations will also be made for medical conditions related to pregnancy or parenting. Students should consult with the Office of Disability Services and see me regarding any needed accommodations as early as possible in the semester.

**ACCOMMODATIONS FOR ENGLISH LANGUAGE LEARNERS:** individuals who have been using English as a primary language of instruction for 6 years or fewer and are actively working to improve English fluency may receive extra time on in-class tests and online quizzes. Please see me for assistance early in the semester if this applies.

## DIVERSITY AND INCLUSION

Global health is about people as well as about diseases, and the use of inclusive language contributes to creating an environment conducive to learning for everyone. This will include use of individuals' preferred names and pronouns, use of group descriptors preferred by members of that group, and using language that is people-centered and non-discriminatory. Especially critical in the public health context is the use of non-judgmental descriptions of human behavior. Inclusive language is dynamic and socially constructed, and requires communication and living with tension as individuals learn from each other.

## TEXTS, OTHER READINGS AND OTHER COURSE MATERIALS

**REQUIRED TEXT:** Jacobsen, K H. Introduction to Global Health, third edition. Sudbury, MA: Jones & Bartlett. 2018. Any format is acceptable. Use of earlier editions is not advised because of extensive organizational changes. We will not use the online supplements, and there is no need to purchase an access code.

**CANVAS:** Additional articles, case studies, links to videos and other valuable resources, and lecture notes will be available on Canvas. In addition to the syllabus, a weekly announcement provides specific information about readings required each week including any updates or changes. You will need to bring copies (either electronic or paper) of some of these with you to class. In addition, you may have some printing and copying costs for the writing assignments.

## LEARNING OUTCOMES

### FOR THIS COURSE:

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STUDENTS WHO ARE ACTIVE PARTICIPANTS AND COMPLETE ALL COURSE REQUIREMENTS WILL BE ABLE TO:

1. Define health, and describe and explain multiple models of health and disease.
2. Describe and compare health outcomes across populations using appropriate statistics, and understand limitations in estimating and representing these data.
3. Demonstrate an understanding of the biology of infectious and non-communicable diseases.
4. Describe and explain the interrelationships among biological, historical, social and cultural factors affecting transmission, treatment and prevention of infectious diseases.

5. Demonstrate understanding of the biological basis of aging and its relationship to health transitions across societies.
6. Describe the interrelationship of health with culture and human rights, particularly pertaining to issues of ethical scientific inquiry and equitable access to the products of scientific inquiry.
7. Describe some non-western models of inquiry, and efforts to integrate western and non-western understandings of particular issues, and explore scientific discourse communities in non-western contexts.
8. Describe and explain interrelationships among science, culture and policy including responses to global change and transnational threats.

#### MULTICULTURAL CORE LEARNING OUTCOMES:

STUDENTS WHO ARE ACTIVE PARTICIPANTS AND COMPLETE ALL COURSE REQUIREMENTS WILL BE ABLE TO:

1. an understanding of knowledge held outside the Western tradition;
2. an understanding of history, ideas, and critical issues pertaining to non-western societies;
3. an understanding of significant social and economic issues pertaining to Non-western societies;
4. an understanding of the symbolic world coded by and manifest in Non-western societies;
5. an understanding of traditional and/or contemporary cultures of Latin America, Africa, and/or Asia and the relationship of these to the modern world system;
6. an ability to think globally

#### WHAT MAKES THIS COURSE MULTICULTURAL?

THIS COURSE EMPHASIZES FOUR AREAS RELEVANT TO THE MULTICULTURAL CORE. THESE ARE:

1. Examination of non-Western examples of science including models of health and disease, non-western scientific knowledge and approaches, and non-western attitudes to nature (multicultural learning outcomes 1, 4)
2. Examination of contemporary issues in Asia, Africa and Latin America for which scientific knowledge is relevant (learning outcomes 3, 5, 6)
3. Examination of bias and power relations in western science in the choice of topics for investigation as well as the methods used (learning outcomes 2, 3, 5, 6)
4. Examination of contemporary science and scientific communities in Asia, Africa and Latin America (learning outcomes 2, 3, 5 and 6)

## BIOLOGY LEARNING OUTCOMES:

STUDENTS WHO ARE ACTIVE PARTICIPANTS AND COMPLETE ALL COURSE REQUIREMENTS WILL BE ABLE TO:

1. Critical Thinking and Problem Solving: Students will have the knowledge base and intellectual (conceptual) framework to use reasoning and problem-solving skills to: (1) read critically; (2) evaluate support for competing hypotheses; and (3) critique experimental design.
2. Laboratory Inquiry and Technique: Students will have the laboratory and inquiry skills and technical ability to formulate hypotheses, design and run experiments using instruments to test their hypotheses, and analyze and interpret the results. They will be able to build on earlier work to design further experiments.
3. Communication: Students will be able to communicate biological ideas from literature or their own laboratory investigations to audiences of biologists and non-biologists in a variety of formats including written reports, poster and oral presentations.
4. Attitudes and Personal and Professional Development: Students will recognize the importance of scientific integrity and ethical research and applications of biology to science policy. They will be able to work independently and in teams for life-long learning.
5. Students will be able to demonstrate a broad and diverse background in biology and related sciences and a strong foundation for graduate and professional programs of study or employment.
6. Students will recognize evolution as the central tenet of biology which explains the unity and diversity of life and interrelatedness of levels of biological organization.

All of the Biology learning outcomes are addressed in this course to varying degrees, but those emphasized in this course are critical thinking and problem solving, attitudes and personal and professional development, and diverse biological content.

## RELEVANT GLOBE LEARNING OUTCOMES:

STUDENTS WHO ARE ACTIVE PARTICIPANTS AND COMPLETE ALL COURSE REQUIREMENTS WILL BE ABLE TO:

1. Students in this course will demonstrate critical thinking through an understanding of research design, and through a close and critical reading of primary literature for the solutions assignment.
2. Likewise, close reading of data and drawing conclusions on the basis of quantitative evidence is found throughout, and partially meets the quantitative, computational and symbolic reasoning learning outcome.

3. The collaborative projects require demonstration of effective communication about complex scientific ideas as well as information literacy, particularly as related to locating and evaluating information online.
4. Through these collaborative projects and through studying ethical collaboration, students obtain skills relevant to the leadership and collaboration learning outcome.
5. A major focus of the course is addressing diversity and pluralism by recognizing and understanding different beliefs, backgrounds, and life choices, and their relationship to health.
6. Students also demonstrate global awareness and engagement throughout the course, including exploration of the importance of historical contexts and power relations in science, and applying global perspectives in addressing global health challenges.

## EVALUATION – SUMMARY

*25%: Day-to-day (quizzes, reflections, discussions)*

*15%: COVID connections presentation (group project)*

*15%: Solutions project (group project)*

*45%: Tests(three of four at 15% each--drop lowest)*

## ADDITIONAL INFORMATION ABOUT EVALUATION

### OVERVIEW:

Below is a brief description of the quizzes, homework, exams, and writing assignment that contribute to your grade. Additional information about the presentations and paper will be provided in separate documents on Canvas.

### DAY-TO-DAY:

Keeping up with the reading provides an essential foundation for success on both the summative quizzes and major writing assignments. You will typically have a quiz, an online discussion forum and/or a group discussion assignment, and a reflective homework each week. these are listed in the syllabus, but weekly Canvas announcements provide updates and reminders. The day-to-day activities are intended to deepen your understanding of topics from the reading and class discussion.

### **Summative quizzes:**

Summative quizzes are mini-tests, and can include multiple choice, multiple select, justified true/false, and short answer or short essay questions. Many questions will test your ability to apply the information in the context of a scenario. Some questions will require you to analyze or evaluate information. These will be given online, and may use the lockdown browser.

### **FINAL:**

There will be a final exam at the end of the semester. Some questions may be available ahead of time. A broader window of time will be available for completion than for the summative quizzes. The format will be similar, but you will need to apply concepts learned through the entire semester to a new public health issue and context.

### **COVID CONNECTIONS PRESENTATION:**

This is a short presentation done with a partner that will connect a topic covered in the weekly module to a related or similar problem for COVID-19. This will require identifying an appropriate issue in the news, and tracing the news report back to the scientific report. You will present this to your peers during a synchronous online session.

### **SOLUTIONS POSTERS:**

You will work with a partner to prepare a brief poster presentation describing an issue within a particular country context and evaluating one or more possible solutions. This paper requires critical reading of primary scientific literature and must include work by authors in the region. This project will also be presented to peers in a poster format. Separate instructions will be provided.

### **TENTATIVE SCHEDULE OF TOPICS WITH READINGS**

The overall organization will consist of short blocks of two to four weeks. These will each be organized a public health issue or crisis. Most weeks, you will have a reading assignment that consists of most or all of one chapter of the text, plus short readings. Some weeks, the reading assignment will consist of several



small sections of the text. A few weeks, there will be other longer readings, particularly in the first three weeks.

WEEK	TOPIC, READINGS AND ASSESSMENTS
1 8/31-9/5	Ebola in West Africa, 2014-2016 Chapter 1; Chapter 5.1 The Virologist's Tale, parts I and II
2 9/6-9/12	Ebola in West Africa, 2014-2016 Chapter 2; <b>Select dates for COVID presentations</b> Either <u>Factors that contributed to undetected spread of the Ebola virus and impeded rapid containment</u> OR <u>What Factors Might Have Led to the Emergence of Ebola in West Africa?</u> <u>What is birth registration and why does it matter?</u>
3 9/13-9/19	Ebola in West Africa, 2014-2016 Chapter 3; Chapter 5.3 <u>How Economic Inequality Inflicts Real Biological Harm</u> <b>Select partner(s) for Solutions poster</b>
4 9/20-26	<b>Test</b> Earthquake and cholera in Haiti Chapter 4, chapter 5.
5* 9/27-10/3	Rejuvenation day this week! Earthquake and cholera in Haiti Chapter 9; Chapter 5.5
6 10/4-10/10	Earthquake and cholera in Haiti Chapter 12; Chapter 5.9 Summative Quiz <b>Proposal for Solutions poster due</b>
7 10/11-17	HIV and TB in South Africa Chapter 8 (HIV); Chapter 5.4 Case study: Beetroot, garlic and lemons Case study: <u>Bad Blood</u>
8 10/18-24	<b>Test</b> HIV and TB in South Africa Chapter 8 (tuberculosis)
9* 10/25-31	Rejuvenation day this week! Malaria, Zika & NTDs Summative Quiz Chapter 10 (malaria) <b>Annotated Bibliography for Solutions poster due</b>
10 11/1-17	Malaria, Zika & NTDs Chapter 10 (remaining sections)
11 11/8-14	Malaria, Zika & NTDs <u>Seeds of a cure</u>



WEEK	TOPIC, READINGS AND ASSESSMENTS
12 11/15-21	Test Non-communicable diseases and the developing world Chapter 13
13 11/22-28	Rejuvenation week – Happy Thanksgiving Non-communicable diseases and the developing world Poster submissions;

WEEK	TOPIC, READINGS AND ASSESSMENTS
14 11/29-12/5	Non-communicable diseases and the developing world Chapter 14
15 12/6-12	Non-communicable diseases and the developing world Chapter 15 Project reflections
16 12/13-19	Final

#### IMPORTANT NOTES:

This schedule is tentative and subject to change. Check the announcements on Canvas each week to see what is required. Generally, test dates will not change but content covered on a test may change. The direction of change is likely to be dropping topics, not adding. In addition, dates for the COVID-connections presentations will be determined by groups signing up for topics during the first two weeks; materials for this project are due one week after the presentation date.

#### LIBRARY INSTRUCTION

Our research librarian for this class is Jonathan Grunert ([grunert@geneseo.edu](mailto:grunert@geneseo.edu)).

- Students, faculty, and staff are able to schedule research consultations with librarians via Zoom or another medium, using this link: [geneseo.edu/library/researchconsultations](https://geneseo.edu/library/researchconsultations)
- Instead of in-person drop-in hours, librarians are staffing LibChat, a service that allows for online, chat-based synchronous communication. LibChat is available Mondays–Fridays. Access it by clicking on the green owl icon, which is located throughout the library website.

- While electronic resources will continue to be accessible, Milne's physical collection will have limited access. Faculty, staff, and students are encouraged to use IDS to borrow materials from other libraries. For information about IDS and library services as a whole, see [geneseo.edu/library/library-service-information](http://geneseo.edu/library/library-service-information)

## IMPORTANT POLICIES

### COMMUNICATION:

*Set up Canvas to provide daily updates via email or text message in order to ensure that you receive any updates or changes to the schedule. Check the announcements section regularly. Besides online office hours, the fastest way to get in touch with me is via e-mail. Please include your name (not just your email address) and the course name or number in all e-mails sent to me. To preserve my work-life balance, I reserve the option to delay answering emails sent after 5 pm or on the weekends until the start of the next business day.*

### ATTENDANCE AND EXPECTATIONS FOR CLASS:

*There will be a synchronous online session each week and an asynchronous alternative. Synchronous sessions will be used for active learning discussion and student questions, not for lecture. Active participation is strongly linked to student success, and participation in the synchronous sessions will be strongly encouraged. Nonetheless, there is no direct participation grade, and an asynchronous option will be available, hopefully involving connections among students who are unable to attend the synchronous sessions.*

### ACADEMIC INTEGRITY:

Breaches of academic integrity devalue the work of other students. Cheating on exams is a serious breach of trust and will be treated accordingly. Examples of cheating on tests include (but are not limited to) collaboration or communication with others in any form. Plagiarism is the misrepresentation of the originality of your work. Either of these will result in a failing grade for the test or assignment, and may result in a failing grade for the course. Ignorance of the policy or of the definitions of cheating or plagiarism will not serve to excuse the behavior.

### APPEALING GRADES:

Any graded work may be submitted for re-evaluation along with a written appeal. Appeals must be submitted promptly, within one week of when the work is returned to you. The appeal should contain a brief written explanation of your concerns, including your understanding of the test question or assignment directions and why you believe your work meets the requirements. At the time that you turn in the work for appeal, we will schedule a conference to go over my response.

#### COPYRIGHTED MATERIALS:

Many of the materials that are provided to students in this course have been created by your instructor, by the textbook publisher, or by authors of published sources excerpted under educational fair use. You should assume that all course materials are protected by legal copyright. Copyright protection means that reproduction of this material is prohibited without the author's consent. Thus, you are prohibited from sharing or posting copyrighted material to any websites outside our course Canvas site. Students are also prohibited from reproducing material to be shared with other more limited groups (e.g., sorority/fraternity test bank). Be aware that UUP (Union of University Professionals, the union representing faculty on this campus) is seeking to take legal action against sites that provide instructor materials, and that posting or selling copies of materials to such sites may put you in legal jeopardy.

#### MISSING TESTS:

If you are sick or have a family emergency, and if you contact me promptly, I can extend the deadline for a test for you, particularly if it is within 48 hours. Because you may drop one test, one option is that you may also simply skip a test if you are sick or have an emergency. This can often help minimize your stress during difficult times. If you are unable to complete a test for a prolonged period of time, you may receive a modified test or assignment in order for me to be able to return tests to others promptly.

#### EXTENSIONS ON THE GROUP PROJECTS:

Extensions on projects are more complex because you are working with other people. It may be necessary to separate your project from the group project and modify the requirements for both. Because one project is due at the end of the semester, an extension may require assigning an incomplete grade initially. If you have a partner who is unable to contribute to the group project, please contact me to discuss the situation as soon as you are aware of a problem. This will give us more flexibility and choices for responding.

## MISSING DAY-TO-DAY ASSIGNMENTS:

The benefits of completing the online assignments are greatest if you use these to stay caught up on the reading and modules. Opportunities to make up assignments are not guaranteed, and may require documentation of need. The number of assignments that you can make up may be limited. If you will be unable to complete course work for a week or more, please contact me along with the Dean of Students, Dr. Sancilio. Similarly, if you are working with Disabilities Services and have accommodations related to due dates, please meet with me early in the semester to discuss your accommodations, and notify me if you will be unable to complete assignments for a week or more, or if you need additional flexibility.

## EXPLANATION OF FINAL GRADES:

Grades are determined using the scale presented below almost always without any adjustment or curve. There are no quotas for particular letter grades. Helping others can only help you, and cannot hurt your grade in any way. Scores will be rounded up or down to the nearest whole number. The point distribution is the standard Geneseo distribution; Canvas is set to display this. The distribution is as follows: A: (93%), A- (90-92%), B+ (87-89%), B (83-86%), B- (80-82), C+ (77-79), C (73-76), C- (70-72), D (60-69), E (<60%)

## FOR YOUR CONSIDERATION

### CLASS FORMAT:

This class will be fully online this semester. There will be one synchronous session per week scheduled at a time that will work for a majority of students. An asynchronous alternative will be provided. Synchronous sessions will be used for active learning in small groups or with the entire class. Learning online may require adjustments; please talk with me if you are having difficulty with making the transition.

### INCLUSIVE LANGUAGE:

Global Health is about people as well as about health and disease, and the use of inclusive language contributes to creating an environment conducive to learning for everyone. This will include use of individuals' preferred names and pronouns, use of group descriptors preferred by members of that group, and using language that is people-centered and non-discriminatory. Especially critical in the context of global health is the use of non-judgmental descriptions of human behavior. Inclusive language is dynamic and socially constructed, and requires communication and living with tension as we learn from each other

in community. Please let me know (and let other students know) if you are uncomfortable with language used, and help us all to learn from your perspective and experiences.

**DIVERSE VIEWPOINTS:** We will apply critical reasoning skills to all aspects of nutrition, and no diet or viewpoint is exempt from inquiry. At the same time, respect for others is critical in maintaining an environment conducive to learning for all. If you are uncomfortable in class discussions, please discuss this with me.



## STUDENT SUCCESS RESOURCES

Listed below are a number of resources that can help support students' academic success and individual well-being. These statements may be shared through course syllabi as a way to inform students about campus resources.

## ACADEMIC SUPPORT INFORMATION AND RESOURCES

### GENESEO MISSION AND VALUES

SUNY Geneseo has several core documents that articulate our shared commitments and learning objectives. These include:

- SUNY Geneseo Mission, Vision and Values: <https://www.geneseo.edu/about/mission-vision-and-values>
- Community Commitment to Diversity, Equity, and Inclusion: <https://www.geneseo.edu/diversity/commitment>

- Geneseo Learning Outcomes for Baccalaureate Education: <https://www.geneseo.edu/provost/globe-geneseo-learning-outcomes-baccalaureate-education>

## ACADEMIC SUPPORT SERVICES

The campus provides a range of support services to help students thrive in their classes. These services include:

- Tutoring, both drop-in and by-appointment, with student tutors in the Writing Learning Center, the Math Learning Center, and a range of department-based tutoring centers
- Online tutoring through the SUNY-wide STAR-NY system ([www.starny.org/tutoring\\_schedule](http://www.starny.org/tutoring_schedule))
- Supplemental Instruction, in which trained student assistants review lecture material from specific classes

Information on times and locations is available through the Center for Academic Excellence website at <https://www.geneseo.edu/academic-support-services>.

Additionally, the college offers a number of peer mentoring programs that are designed to reinforce good academic habits. These include:

- Academic Peer Mentors in the Office of Academic Planning and Advising provide students with promising study strategies and can host on-going appointments with students seeking an "accountability buddy". More information is available at [https://www.geneseo.edu/dean\\_office/academic-peer-mentors-0](https://www.geneseo.edu/dean_office/academic-peer-mentors-0).
- The ONYX Academic Success workshop series sponsored by the GOLD Leadership Program introduces students to a variety of study skills, time management techniques, and instruction on how to access campus resources for academic and career guidance. A full list of GOLD workshops can be accessed at <https://www.geneseo.edu/gold/app/browse>.



## ACCESSIBILITY

SUNY Geneseo will make reasonable accommodations for persons with documented physical, emotional, or cognitive disabilities. Accommodations will be made for medical conditions related to pregnancy or parenting. Requests for accommodations including letters or review of existing accommodations should be directed to the Office of Accessibility in Erwin Hall 22 or [access@geneseo.edu](mailto:access@geneseo.edu) or 585-245-5112. Students with letters of accommodations should submit a letter to each faculty member at the beginning of the semester and discuss specific arrangements. Additional information on the Office of Accessibility is available at <https://www.geneseo.edu/accessibility-office>.

## ACADEMIC INTEGRITY AND PLAGIARISM

Geneseo's Library offers frequent workshops to help students understand how to paraphrase, quote, and cite outside sources properly. These sessions are meant to educate about the importance of using original ideas and language, and how to incorporate paraphrases and quotes into writing. The complete list of library workshops can be found at [www.geneseo.edu/library/library-workshops](http://www.geneseo.edu/library/library-workshops).

Academic dishonesty includes cheating, knowingly providing false information, plagiarizing, and any other form of academic misrepresentation. College policies and procedures regarding academic dishonesty are available at [www.geneseo.edu/handbook/academic-dishonesty-policy](http://www.geneseo.edu/handbook/academic-dishonesty-policy).

## COMPUTER AND TECHNOLOGY SUPPORT

For assistance with your computer or mobile device, visit the CIT HelpDesk in Fraser. CIT provides self help guides on a range of computer issues, including access to the campus network, Canvas, printing, software guides, and other resources. The CIT Self Help Guides at [wiki.geneseo.edu/display/cit/CIT+Self+Help](http://wiki.geneseo.edu/display/cit/CIT+Self+Help) can be helpful in finding quick solutions to basic technology issues.

Geneseo students, faculty and staff have FREE access to the entire [LinkedIn Learning training library](https://www.linkedin.com/learning) (over 7,500 courses, including tutorials for software, digital tools, web development, programming, and design) through Geneseo's site license. For more information, [visit this wiki page](https://wiki.geneseo.edu/display/cit/LinkedIn+Learning+Training+Library). (<https://wiki.geneseo.edu/display/cit/LinkedIn+Learning+Training+Library>)



## RELIGIOUS OBSERVATIONS AND CLASS ATTENDANCE

Student attendance in classes on religious holidays is governed by New York State Education Law 224-a (see <https://www.geneseo.edu/apca/classroom-policies>). Students who anticipate an absence due to religious observations should contact their faculty member as soon as possible in advance to arrange make up plans. A calendar of major religious observations may be found at: [https://www.cs.ny.gov/attend\\_leave\\_manual/030Appendices/B-CalendarofLegalHolidays/2020calendar.html](https://www.cs.ny.gov/attend_leave_manual/030Appendices/B-CalendarofLegalHolidays/2020calendar.html)

## BIAS-RELATED INCIDENTS

“We are here to listen, to learn, to teach, to debate, to change, to grow. We should all be safe to pursue these goals at SUNY Geneseo while being who we are. Together, we commit ourselves to pluralism, cultivating a community that respects difference and promotes a sense of inclusion and belonging.”

As this excerpt from our Community Commitment to Diversity, Equity, and Inclusion states, here at SUNY Geneseo, we want to provide a space where everyone feels welcome to learn and grow in their identities as well as in their role as students, faculty, and staff. If in the unfortunate instance you experience an incident of bias, we encourage you to reach out to the Chief Diversity Officer ([routenberg@geneseo.edu](mailto:routenberg@geneseo.edu)) and/or our University Police Department. In trying to create an environment that facilitates growth through diverse thoughts and ideas, reporting incidents of bias - including threats, vandalism, and microaggressive behaviors - can help bring a better understanding of our campus climate as well as provide opportunities for learning and restoring harm.

## PERSONAL HEALTH AND WELL-BEING

### WELL-BEING

Prioritizing well-being can support the achievement of academic goals and alleviate stress. Eating nutritious foods, getting enough sleep, exercising, avoiding drugs and alcohol, maintaining healthy relationships, and building in time to relax all help promote a healthy lifestyle and general well-being.

Concerns about academic performance, health situations, family health and wellness (including the loss of a loved one), interpersonal relationships and commitments, and other factors can contribute to stress.

Students are strongly encouraged to communicate their needs to faculty and staff and seek support if they are experiencing unmanageable stress or are having difficulties with daily functioning. The Dean of Students (585-245-5706) can assist and provide direction to appropriate campus resources. For more information, see [www.geneseo.edu/dean\\_students](http://www.geneseo.edu/dean_students).

## MENTAL HEALTH

As a student, you may experience a range of challenges that can impact your mental health and thus impact your learning; common examples include increased anxiety, shifts in mood, strained relationships, difficulties related to substance use, trouble concentrating, and lack of motivation, among many others. These experiences may reduce your ability to participate fully in daily activities and affect your academic performance.

SUNY Geneseo offers free, confidential counseling for students at the Lauderdale Center for Student Health and Counseling, and seeking support for your mental health can be key to your success at college. You can learn more about the various mental health services available on campus at [health.geneseo.edu](http://health.geneseo.edu).

## FOOD SECURITY FOR SUNY GENESEO STUDENTS

SUNY Geneseo students who find themselves in a position of food insecurity and do not have the financial resources to support their food and nutrition needs can access the Geneseo Groveland Food Pantry located at the First Presbyterian Church, 31 Center Street in Geneseo. Students can utilize the pantry once with no referral or contact with the College. At this visit they will be provided items that will address their basic needs for several days. If a student continues to face difficulties providing for their own nutritional needs beyond their first visit to the pantry they should connect with Susan Romano, Director of Financial Aid to receive a brief letter that they will present to the staff at the pantry that verifies their need. If students do not have a FAFSA on file for any reason they should contact Dr. Leonard Sancilio, Dean of Students, to discuss their particular situation and options. The Geneseo Groveland Food Pantry is open on the following days and times:

Tuesday: 10 AM - 2 PM

Wednesday: 4 PM - 6:30 PM

Thursday: 10 AM - 2 PM

If you have any questions please contact Dr. Leonard Sancilio, Dean of Students at: [sancilio@geneseo.edu](mailto:sancilio@geneseo.edu) or 585-245-5706.

# RESOURCES RELATED TO COVID-19

## ALL CLASSES

### HEALTH AND WELLBEING IN A STRESSFUL TIME

The changes brought on by COVID-19 have impacted us all in a number of ways, and will continue to do so at various times and to varying degrees during the upcoming semester. Your health and wellbeing are foundational to your ability to learn, and if you find that you are feeling unwell (physically or mentally) and it is impacting your ability to complete your coursework, please reach out. Because the learning environment will be different than it has been in the past, the indicators that usually let you know something is wrong may not be as clear to you or those around you as they would be during a typical semester. Additionally, the ways in which you normally engage in self-care may have been disrupted. Please remember that it's never too late to ask for help. The [Dean of Students](#) (585-245-5706) can assist and provide direction to appropriate campus resources. The college also has collected resources in a [Coping with COVID webpage](#).

In a similar way, I will occasionally ask for some patience and flexibility on your part. The pandemic is affecting faculty as well as students and creating demands that would not be present in an ordinary semester. If I am slow responding to an email, if I take some time to grade an assignment, if I am a bit late posting a video lecture, please be patient (and feel free to send me a 'nudge'; I will not be offended). You will never suffer any disadvantage in the course because of delays on my part. Remember that we are all in this together.

## CLASSES WITH ONLINE COMPONENTS:

## ACCESSIBILITY OF COURSE MATERIALS

All course materials are available on Canvas and I've made every attempt to ensure that they are accessible to everyone. If you have difficulties accessing any materials (including needs for alternative formats), please let me know as soon as possible and I will rectify the situation.

## ATTENDANCE AT "LIVE" OR "SYNCHRONOUS" ONLINE SESSIONS

Accessing course materials online may be challenging - we've all experienced things like unforeseen emergencies and internet disruptions. Although this course includes some "live" or synchronous course activities, we can all be understanding about the challenges posed by the COVID-19 pandemic and the limits of technology. If you miss a synchronous session, please let me know as soon as possible so that we can discuss ways to keep you on track. If you are experiencing longer-term disruptions, please be proactive in communicating with me and contact the Dean of Students if you expect to be out for an extended period of time.

## GETTING HELP WITH ONLINE CLASSES

CIT has developed a number of [resources that can help you formulate good strategies for success in online courses](#). These include general strategies for keeping on track with your courses as well as more specific resources about learning experiences that you may encounter in an online course. The Office of the Dean for Academic Planning and Advising has also introduced the new [KOALA \(Knights' Online Academic Learning Assistance\)](#) course support resource. Throughout the semester, if you need help with online learning strategies, you can contact the KOALA support desk, which will assist you with identifying resources and strategies for success.

[CIT also provides a range of technology support resources](#). When you are in Canvas, the Help menu on the left side of the screen will also direct you to a number of CIT supports, including self help resources and options to request technology assistance.