

# Biology 342: Parasitology

SYLLABUS – Spring, 2024



## What is this course?

### Course Description

*In this course, we will examine parasites and parasitism, emphasizing the influence of parasites on the ecology and evolution of free-living species, and the role of parasites in global public health. Prerequisites: Cell Biology or Biochemistry. Offered every spring Credits: 4 (3-3)*

### Course Format

*For the Spring of 2024, the lecture and lab are fully in person. Asynchronous forms of participation will be provided for those who cannot participate; synchronous remote participation is not possible. Please note that missing lectures or labs frequently has a negative impact on success in this course. Contact me for more information if you are unable to come to class. Lectures this semester are Tuesdays and Thursdays from 11:00-12:15, and lab is on Wednesday from 2:00-4:50.*

### Biodiversity included:

*Parasitism is the predominant trophic mode on earth, and the range of organisms we could examine is enormous. In this course, we will focus primarily on protozoa, helminths and arthropods that parasitize animal hosts, particularly humans. Coverage of viruses, prokaryotes, fungi and plants is limited to consideration of parasitism and of the impact of parasites on the ecology and evolution of their hosts.*

## Who is teaching this course?

### Contact information

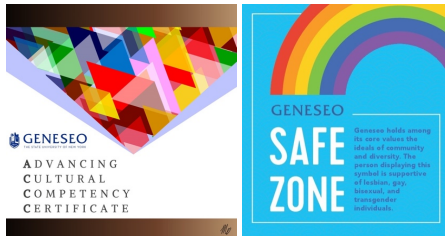
Dr. Susan Bandoni Muench

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

Office: ISC 332A

Phone: 585-245-5309

Office hours: Mondays, 3:00-4:00 (ISC 232); Tuesdays 12:30-1:45, Thursdays 1:30-2:15 (ISC 332A) and by appointment.



## What will you learn?

### Learning Outcomes

#### Course learning outcomes:

Students who are active participants and complete all course requirements will be able to:

1. Demonstrate through tests and on writing assignments an understanding of parasitism, including the diversity of symbiotic associations and their populational, dynamic and contextual nature.
2. Demonstrate through tests and on writing assignments an understanding of views of parasites and parasitism, including social and cultural perceptions of parasitism, and varying views of parasitism among scientists from different disciplines.
3. Demonstrate through quizzes, class activities and tests an understanding of the taxonomic diversity of parasites, and the universality and variety of symbiotic associations.
4. Demonstrate familiarity with common protozoan and helminth parasites of humans as well as some related parasites of livestock and companion animals on quizzes, class activities and tests.
5. Analyze case studies and scenarios, interpret data and use evidence to address problems in parasitology, including clinical, public health and biological issues.
6. Analyze research challenges in diagnosis, treatment and control of parasitic infections in humans and in veterinary contexts through examination of evidence.
7. Demonstrate an understanding of the roles of parasites and of infectious diseases on the ecology and evolution of their hosts, and of the role of symbiosis in the evolution of life on earth.

#### Program 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*
3. *their hypotheses, and analyze and interpret the results. They will be able to build on earlier work to design further experiments.*
4. *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.*
5. *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.*
6. *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.*
7. *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.

### **Thematic overview**

1. *Protozoan parasites: basic knowledge and current challenges (learning outcomes 3, 4)*
2. *Helminth parasites: basic knowledge and current challenges (learning outcomes 3, 4)*
3. *Nature of symbiosis, parasitism and parasites (learning outcomes 1, 2)*
4. *Ecological and evolutionary roles of parasites (learning outcome 5)*

### **What will you need for this course?**

Required text: Despommier DD, Griffin DO, Gwadz RW, Hotez PJ, and Knirsch CA. *Parasitic Diseases*, 7th edition. [Parasites Without Borders](#), 2019. Available as a book from the publisher or from the Geneseo Bookstore. Also available on Amazon as a Kindle book (ISBN-10 : 1097115909), and available on the [Parasites Without Borders](#) website as a free downloadable PDF file. Note that the authors of this text have produced a series of lecture videos as well, so if you prefer video lectures to reading, this is an option.

Laboratory resources: We will make extensive use of a free online resource from the Centers for Disease Control, DPDx: [Laboratory Identification of Parasites of Public Health Concern](#). This site also has information useful to the lecture portion of the course. Also helpful is the [WHO Bench Aids for Diagnosis of Intestinal Parasites](#).

Brightspace: Additional articles, case studies, links to videos and additional laboratory resources, and lecture presentations will be available on Brightspace. A weekly announcement provides specific information about readings required each week.

## How will you demonstrate what you've learned in this course?

### Evaluation – Summary

<i>Day-to-day activities (Reading quizzes, engagement assignments)</i>	12% + 6%
<i>Mini-Tests (4 at 5% each, drop lowest)</i>	12%
<i>Tests (3, 13.3% each)</i>	42%
<i>Laboratory (quizzes, class activities, two larger tests)</i>	16%
<i>Short research paper on parasitism, parasite ecology, or parasite evolution</i>	12%

### Detailed Information About Evaluation

*Below is a brief description of the quizzes, homework, in-class assignments, tests, lab quizzes and writing assignment that contribute to your grade. This class is structured around segments of lecture interspersed with discussion in small groups or with the full class. Obtaining your first exposure to new information outside of class through independent reading and video and through other assignments will make meaningful class discussion possible. Every assignment and activity is carefully designed with a goal of assisting you to learn. If you are not seeing the purpose or benefit of what we are doing, ask me!*

### Day-to-Day:

*Every week, there are multiple choice quizzes on the parasites we are discussing. These ensure that you have a foundation of essential vocabulary and an understanding of the life cycle that will enable us to have substantial discussions in class. To help you in understanding difficult topics, especially those not addressed in the reading for our Thursday classes, there are short homework assignments, mostly on topics for which we do not have textbook reading assignments. Most class periods, there will be either a worksheet with discussion questions and practice problems (engagement assignments). You will scan these and turn them in after class. Except for the quizzes, these assignments are generally graded pass-fail with class feedback, rather than being graded.*

### Mini-tests

*Mini-tests are short practice tests that include short answer and short essay questions, and provide practice for the skills needed for the tests. 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. Some or all of these may have a required group component. These are generally done in the lab period. There are two of these before test 1, and one each before tests 2 and 3.*

### Tests

*There are three larger tests, spread roughly equally through the semester. Some questions may be available ahead of time or drawn from the summative quizzes. The format will be similar to the mini-tests but longer.*

### Project:

*There will be a short written assignment requiring that you read primary literature addressing an interesting host-parasite relationship or the ecological or evolutionary impact of parasites. The paper is meant to be short but in depth and highly focused. Instructions will be provided separately.*

### Laboratory

*In the laboratory, you will have quizzes and participation assignments each week, and two larger tests. Quizzes may vary in size and may be practical or based on photographs. Some may be completed in groups. You will have the opportunity to prepare notes for the quizzes and larger tests, and will receive credit for these separately from questions on the quiz or test.*

### Explanation of final grades:

*Grades are determined using the scale presented below almost always without any adjustment or curve. There are no limits on numbers of high grades, and 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%).*

### Appealing grades:

*Any graded work may be submitted for re-evaluation along with a written appeal. Appeals must be submitted promptly, within two weeks 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 discuss my response.*

### What is our schedule for the semester?

#### Important notes regarding the schedule

*This schedule is tentative and subject to change. Change is more likely to involve dropping topics, not adding. It is possible that changes to the schedule, assignments and content delivery mode will be necessary after the semester has started. If this is the case, be assured that I will prioritize student success and open lines of communication. Check the weekly announcements to see what is required. Generally, test dates will not change but content covered on a test may change.*

<b>Week</b>	<b>Tuesday</b>	<b>Wednesday (lab)</b>	<b>Thursday</b>
1	1/23 classes start -- introductions	1/24 Getting started with the microscope	1/25 Symbiosis; Perspectives on Parasitism; Evolution of parasitism
2	1/30 Amebas Diagnosis; outbreak investigation	1/31 Amebas	2/1 Defining harm; perspectives on parasitism
3	2/6 Flagellates Immune system – innate	2/7 Flagellates <b>Mini-test 1</b>	2/8 Good parasites & bad mutualists; microbiome
4	2/13 Trypanosomiasis & Leishmaniasis Immune system – adaptive	2/14 Trypanosoma, Leishmania	2/15 Virulence
5	2/20 Malaria & Babesia Immune system -- evasion	2/21 Plasmodium <b>Mini-test 2</b>	2/22 Coevolution
6	2/27 Diversity Summit (no class)	2/28 Babesia, Toxoplasma, Eimeria	2/29 <b>TEST 1</b>
7	3/5 Cyclospora, Cryptosporidium & Toxoplasma; immunosuppressed patients	3/6 Test on protozoa	3/7 Host manipulation
	<b>SPRING BREAK</b>	<b>SPRING BREAK</b>	<b>SPRING BREAK</b>
8	3/19 Enterobius, Ascaris and Trichuris Environmental controls	3/20 Enterobius, Ascaris and Trichuris <b>Mini-test 3</b>	3/21 Sexual selection
9	3/26 Hookworms & Strongyloides; Trichinella vaccines	3/27 Hookworms & Strongyloides; Trichinella	3/28 Hygiene hypothesis
10	4/2 Dracunculus, Wuchereria & Brugia, Onchocerca Loa loa chemotherapy	4/3 Filarial worms; start tapeworms	4/4 <b>TEST 2</b>
11	4/9 Adult tapeworms	4/10 Tapeworms	4/11 Work on projects or in lab (instructor travel)

<b>Week</b>	<b>Tuesday</b>	<b>Wednesday (lab)</b>	<b>Thursday</b>
12	4/16 Larval tapeworms	4/17 Start Flukes Mini-test 4	4/18 Cospeciation
13	4/23 Intestinal and liver flukes	4/24 GREAT Day – no class	4/25 Evolution of sex
14	4/30 Lung flukes & Blood flukes	5/1 Flukes	5/2 Zoonosis & emerging infections Papers due
15	5/7 Review	5/8 Lab Test on helminths	5/10 Final exam 12:00-3:20 TEST 3

### **What should I do when something out of the ordinary happens?**

#### **Attendance and expectations for class:**

The lecture and laboratory sessions are in person unless I am sick or quarantined. Attendance is strongly linked to student success, and your active participation in class is not only vital to your success, but also contributes to other students' learning. Because of the structure of the classroom and the design of classroom activities, simultaneous in-person and remote participation is not possible. If you are unable to participate in person, daily engagement assignments can be completed by working with the course materials on your own and with assistance in office hours. Participation assignments help you stay engaged with the content, and will generally not be excused if you miss class. The exception to this is if you are missing all of your classes for a week or more and working with the Dean of Students, Dr. Leonard Sancilio.

#### **Missing Mini-tests or Tests**

For the mini-tests and tests, it will be possible to make these up within a week. However, if you are unable to make up a test in that time frame, you will either need to take a different test or we can consider an alternative strategy for calculating your grade. Communication during your absence will be essential to finding solutions.

#### **Missing Day-to-Day assignments:**

The benefits to learning from completing the assignments are greatest if you use these to stay caught up on the reading and class activities. Most of the due dates are flexible, but permission is needed to complete assignments after the next test. Please contact me as soon as possible when you are having trouble completing day-to-day assignments, and be prepared to propose and discuss solutions. 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 ([sancilio@geneseo.edu](mailto:sancilio@geneseo.edu)). If you are working with Accessibility Services and have accommodations related to due dates or class attendance, please meet with me early in the semester to discuss the supports that you need.

#### **Missing laboratory quizzes and tests or accommodations for these**

Setting up laboratory quizzes or tests can be very time-consuming. Missing these will usually mean taking a modified quiz or test identifying photographs rather than microscope slides; some students find this task more difficult. Without jeopardizing your physical or mental health or the health of others in our class, make every effort to attend lab, especially on days when larger practical quizzes are scheduled. For lab quizzes, accommodations for disabilities are far more limited. Please consult with me early and we can work with the Office of Accessibility Services to determine how best to meet your needs within the constraints of the course and materials.

#### **Extensions on the Project:**

Because the final project is due near the end of the semester, extensions on the project will be limited. Please contact me as soon as you know there is a problem so we can work out a solution together.

#### **How do we maintain a respectful classroom environment?**

#### **SUNY Geneseo's Commitments, 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](#)
- [Community Commitment to Diversity, Equity, and Inclusion](#)
- [Geneseo Learning Outcomes for Baccalaureate Education](#)

#### **Communication:**

Set up Brightspace to provide daily updates via email or text message to ensure that you receive updates or changes to the schedule. Check Brightspace announcements regularly and ensure that you have set up notifications. This will allow you to avoid surprises with any changes in schedule.

Besides office hours, the fastest way to get in touch with me is via e-mail. To preserve my work-life balance, I sometimes may need to delay answering emails sent after 5 pm or on the weekends until the start of the next business day. If I am unable to respond to a question about a quiz or assignment quickly, I will not penalize you for late submissions.

#### **A Discipline-Specific Concern About Well-Being:**



*Even though we will discuss diagnosis throughout the course, you will not be qualified to diagnose parasitic diseases on completion of this course. It is especially important not to use the class as an opportunity to self-diagnose.*

### **Land Acknowledgment**

*Land acknowledgements are expressions of sorrow and remembrance to those whose historic territory one resides on. Geneseo resides on the homeland of the Seneca Nation of Indians and Tonawanda Seneca Nation. I encourage you to learn more about these original occupants and those indigenous to other places you have lived. You may consider using the Native Land app and/or websites such as [snl.org](https://snl.org) to learn more about the community of more than 7,000 enrolled Indigenous Peoples.*

### **Religious observances**

*SUNY Geneseo has a commitment to inclusion and belonging, and I want to stress my respect for the diverse identities and faith traditions of students in my class. If you anticipate an absence due to religious observations, please contact me as soon as possible in advance to discuss your needs and arrange make up plans. New York State Education Law 224-a stipulates that “any student in an institution of higher education who is unable, because of [their] religious beliefs, to attend classes on a particular day or days shall, because of such absence on the particular day or days, be excused from any examination or any study or work requirements” (see [General Classroom Policies for more information](#)). The New York State Department of Civil Service maintains a calendar of major religious observations for [2023](#).*

### **Military Obligations and Class Attendance**

*Federal and New York State law requires institutions of higher education to provide an excused leave of absence from classes without penalty to students enrolled in the National Guard or armed forces reserves who are called to active duty. If you are called to active military duty and need to miss classes, please let me know and consult as soon as possible with the Dean of Students.*

### **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.*

### **Guidelines for Attendance and Public Health**

*As we continue to deal with variants of the COVID-19 virus well into the future, I share these expectations for classroom attendance and protecting public health. SUNY Geneseo is a residential liberal arts college where we all learn together in a shared space. This classroom community is vital for engaging in discussions, solving problems, and answering questions together. Learning is an active process, and it requires engagement - on my part and yours. I*

*promise to create an interactive and collaborative classroom space, and in return I expect you to attend and engage in the activities.*

*Respiratory infections have been common on campus this year, including but not limited to COVID-19, and it's possible some of you may get infected over the course of the semester. Because I want you to be successful and because I value your contribution to the course, I expect you to prioritize attendance as much as you can. However, if you are experiencing [symptoms associated with COVID\\*](#) on a day we have class, please take a COVID test. Testing is available through the Health Center, or you may take a self-test if you have one. If you test negative and feel well enough to attend (no fever without fever-reducing medication), put on a well-fitting mask, come to class, and maintain physical distance as much as possible. If your symptoms do not allow you to attend class, stay home (except to go to the health center), rest, and take care of yourself. I expect you to communicate with me directly about your absences. I can support you to keep up with class if you are out for COVID-related reasons, but I need you to take responsibility for being transparent and clear in letting me know when you are out and why. Although I can work with you on keeping up, you may miss some course content and extended absences may impact your ability to realize your full potential in this class. For extended absences (i.e., more than a couple of days of classes), you should contact the Dean of Students who can assist with reaching out to your faculty.*

*Finally, I want you to succeed and learn in this class, but I also want to protect our community from COVID as best as I can. Remember that other people in the room may have health issues that make them more vulnerable to COVID or flu, or may share a home or otherwise interact with others who do.*

*\*Examples of common symptoms include fever or chills, cough, difficulty breathing, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, or diarrhea.*

## **Accessibility**

*SUNY Geneseo is dedicated to providing an equitable and inclusive educational experience for all students. [The Office of Accessibility](#) (OAS) will coordinate reasonable accommodations for persons with disabilities to ensure equal access to academic programs, activities, and services at Geneseo. Students with approved accommodations may submit a [Semester Request](#) to renew their academic accommodations. Please visit the OAS website for information on the process for [requesting](#) academic accommodations. Questions? Contact the OAS by email, phone, or in-person:*

Office of Accessibility Services  
Erwin Hall 22  
(585) 245-5112

[Email the Office of Accessibility Services](#)

### Diversity and inclusion

*Parasitology is about people as well as about fascinating organisms and the diseases that they cause. I intend for this course to serve students from all backgrounds and with different perspectives. Student diversity is an asset and a resource, and benefits everyone here. It is my intent for course activities to be respectful of diversity including gender, sexual orientation, ability, age, socioeconomic status, ethnicity, race, culture, religion and other background characteristics. I have designed instruction in this course to support the needs of diverse learners. I welcome discussion and feedback about how the instructional approach works for you, and let me know if you have suggestions for increasing learning or inclusivity in this course.*

### Inclusive language:

*Parasitology is about people as well as about biodiversity or 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 Parasitology is using non-judgmental descriptions of human behavior. Inclusive language is dynamic and socially constructed, and requires living with tension as we learn from each other in community.*

### Academic integrity:

*Breaches of academic integrity devalue the work of other people. 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 online**. I take plagiarism and other forms of academic dishonesty seriously. In other words, you are responsible for doing your own work. You may not reuse work from other classes, use the work of another person, plagiarize, or use artificial intelligence to help with or generate assignments.*

*I enforce Geneseo's plagiarism policy. You can find more information about the policy here: [Geneseo's Academic Dishonesty Policy](#). Upon request, I expect you to be able to show your work or process for completing assignments. This means, you should keep notes, brainstorming sheets, drafts, outlines, and any other work that you created in the process of writing a paper or completing an assignment.*

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 online.\*\*](#)

While the first thing most people think of when they hear the word plagiarism is intentional plagiarism, you can also plagiarize without intending to. Some students plagiarize because they have trouble with paraphrasing or fail to give credit to their sources of information, especially when they search online instead of utilizing assigned material. I believe this class will help you develop and/ or strengthen the skills you need to avoid unintentional plagiarism. I am happy to help you if you have questions or are struggling with this. Come talk to me during office hours or by appointment if you have questions or want help. Ultimately, you are responsible for avoiding plagiarism, but there are many resources and ways to get help.

Doing your own work also means that you should not utilize tools like Chat-GPT for any aspect of our course work. Such use is a form of academic dishonesty. Use of such tools is not only cheating, it will also deprive you of the opportunity to learn and develop your own skills. While AI will undoubtedly play important roles in our future society, you will be better able to utilize AI if you have developed your own critical thinking, writing, and analytical skills by doing your own work. If you have any questions about this, please ask.

*Either cheating or plagiarism will result in a failing grade for the test or assignment, and may result in a failing grade for the course. Claiming ignorance of the policy or of the nature of cheating or plagiarism will not serve to excuse the behavior.*

*(Adapted with permission from a statement crafted by Emilye Crosby, Professor of History).*

#### Copyrighted materials:

*Many of the materials that are provided to students in this course have been created by your instructor 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 of our course Brightspace site. Also prohibited is sharing materials with more limited groups (e.g., sorority/fraternity test bank).*

## What support and assistance is available to you? Campus Resources for Student Success.

### 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](#)
- [Supplemental Instruction](#), in which trained student assistants review lecture material from specific classes

Information on times and locations is available through the [Campus Learning Centers website](#).

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".
- 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 online.

### Library Research Help

Fraser Hall Library has an award-winning staff trained in finding the best information using library resources and advanced search strategies. Students may ask questions about using library services, locating materials, or conducting research projects. There is a librarian who specializes in the subject matter for each major. Students can book a research help meeting during the librarians' office hours or [email their questions](#). Learn more at the [Library's website](#).

Sherry Larson-Rhodes is the librarian for this course. She can meet with you to find information, format citations, and brainstorm and narrow your research topics. You can schedule a meeting with her (in-person or online) at <https://geneseo.libcal.com/appointments/aotero>. You may request a different meeting time by emailing her at [rhodes@geneseo.edu](mailto:rhodes@geneseo.edu).

### Student Course Experience (SCE) Survey

During the last week of the semester, students are invited and encouraged to complete a four-item course experience survey through KnightWeb. Responses are completely anonymous at all times, and the results are only shared with instructors after final grades have been submitted.

Instructors use the feedback to improve their courses in the future, and results from the SCE surveys are included in faculty portfolios used in renewal, tenure and promotion decisions. To participate: In a web browser, visit MyGeneseo. Select KnightWeb, Surveys, then SCE (formerly SOFI) Surveys. You are welcome to submit responses for each course listed.

### Technology Support

[CIT provides a range of technology support resources](#). For assistance with your computer or mobile device, visit the CIT HelpDesk in Fraser. Geneseo students, faculty and staff have free access to the entire [LinkedIn Learning training library](#) (over 7,500 courses, including tutorials for software, digital tools, web development, programming, and design) through Geneseo's site license.

### Getting Help with Brightspace

CIT has developed a number of resources that can help you learn how to use our new learning management system, Brightspace. All students are automatically enrolled in ["Geneseo's Introduction to Brightspace for Students" course](#), a course intended to introduce learners to Brightspace and review its basic functionality. Following successful completion of this course, learners will receive a digital certificate of completion that can be provided to faculty members, upon request. There is also the [Student Guide for Brightspace at Geneseo](#) self-help article, which includes links to video tutorials for common tasks. For technical assistance with Brightspace, please [email the Brightspace Support Team](#). For questions about a course and its content, please contact the instructor directly.

### 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](#), [Director of Multicultural Affairs](#), 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**

*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.*

*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. 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, or if I am a bit late posting course materials, 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.*

*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, visit the [Dean of Students Office website](#).*

### **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 through 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 online](#). To request a counseling appointment, please [complete the online form](#).

### Food Security for SUNY Geneseo Students

There are resources available for students who are food insecure. If you're unfamiliar with the phrase "food insecurity," you can learn more at the following link on Feeding America's website: [Understanding Food Insecurity](#).

The Pantry at Geneseo, our on campus food pantry, works in partnership with the Geneseo-Groveland Emergency Food Pantry (GGEFP) and is facilitated by interns and volunteers working out of the Office of Student Volunteerism and Community Engagement as well as the School of Business, and the GOLD Leadership and Student Athlete Mentors programs.

Any student who is food insecure [can submit a request here](#), to receive a bag of food that will provide them with items that will last a few days, including nonperishables and when available fresh fruits, vegetables, meat, and dairy. Once submitted, interns will connect directly with the student to communicate next steps and the time of your pick up. Pickups will take place in the MacVittie College Union, Room 114 - the GOLD Leadership Center.

This program will provide individuals with a bag of food up to once a month. We will do our utmost to ensure anonymity, while also working to destigmatize food insecurity in our community.

Students are also able to access the [Geneseo-Groveland Emergency Food Pantry](#) on their own if that is their preference. It is located at 31 Center St. and is open Tuesdays and Thursdays 10 AM - 2 PM and Wednesdays 4 - 6:30 PM.

If you have any questions about this process or anything relating to food insecurity, or have a need beyond what is outlined above, please refer to our website or contact us [directly by email](#) or phone at 585-245-5893 or the Dean of Students at 585-245-5706.

### Emergency Funding

The college has three sources of emergency funding for students experiencing short-term financial crises. The [Camiolo Student Emergency Loan Fund \(SELF\)](#) provides short-term loans to students for situations both temporary and beyond their control. The SELF was established with the expectation that students who use the fund seek to "pay it forward" as soon as they are able by contributing to the fund so other students can be helped, too. While there is not a legal obligation, the donors hope that student loan recipients respect and honor the value of



community and helping others in their time of crisis. The [One Knight Student Aid Emergency Fund](#) assists Geneseo students who are facing financial emergencies mainly related to the COVID-19 pandemic. The fund offers grants (one-time award) depending on a student's documented financial need. For those students expecting a refund from financial aid, a Temple Hill loan of up to \$500 can be offered prior to the approved loan dispersal. If you are experiencing financial hardship, please contact the Dean of Students (585-245-5706), who can assist and provide direction to appropriate campus resources.