

PSY 342: Dementias and Chronic Conditions in Older Adults

Fall_1 2023
Aug 21 – Oct 11
University of Arizona

Course Instructor: Trish Chilton, M.S., M.A.
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Office Hours:

I do not have regular office hours but email me, and we will schedule a time to meet via Zoom.



COURSE CONTENT

COURSE DESCRIPTION

This course focuses on dementias and other conditions that compromise cognition and memory in older adults, how these disorders impact daily functioning, and the warning signs that an individual may need additional care. *Emphasis will be given that normal cognitive aging does NOT result in cognitive impairment*, but that these conditions are the result of acquired disorders. Students will learn the differences between degenerative, stable, and reversible forms of memory and cognitive impairment, as well as signs/symptoms that differentiate underlying conditions. Students will also learn about the most recent advances in the assessment and treatment of cognitive and mental health disorders among older adults.

Students will be expected to think critically, and apply thoughtful reflection, and real-life application toward prevention, assessment, management, and progression concerning these topics. This is a short but fully packed seven and a half-week course, and to do well, students should anticipate spending **at least twenty hours per week** on activities related to this course.

EXPECTED LEARNING OUTCOMES

Upon the completion of this course, students should be able to:

- *Distinguish* between essential topics concerning age-related memory and cognitive impairment (Module 1).
- *Identify* cognitive symptoms of four common neurodegenerative causes of dementia (Module 2).

- *Identify* the cognitive consequences of three common age-related medical conditions, namely Parkinson's disease, traumatic brain injury, and cancer (Module 3).
- *Describe* age-related mental health, psychosocial, and lifestyle factors that can be problematic among older adults, and how these factors can be assessed and treated to improve quality of life (Module 4a).
- *Explain* challenges and *assess* best practices among historically underrepresented populations who are living with dementia (Module 4b).
- *Interpret* and *differentiate* between pharmacological and non-pharmacological treatments and interventions for many of the conditions discussed in this course (Module 5).

MODULES

Module 1: Cognitive Impairment in Older Adults

- This module introduces students to topics that are essential to understanding age-related cognitive impairment. Students will learn the causes, implications and progression of age-related cognitive disorders and diseases.

Module 2: Neurodegenerative Diseases

- This module covers the cognitive symptoms of four common neurodegenerative causes of dementia: Alzheimer's disease, vascular dementia, frontotemporal dementia, and dementia with Lewy bodies. Students will learn the similarities and differences of these diseases and receive advice on how to handle the cognitive consequences of these diseases.

Module 3: Neurologic and Medical Conditions

- In this module, students will learn about the cognitive consequences of three common medical conditions among older adults, namely Parkinson's disease, traumatic brain injury or concussion, and cancer and its treatment.

Module 4: (4a) Mental Health, Psychosocial and Lifestyle Factors (4b) Historically underrepresented populations and dementia

- This module (4a) will distinguish three mental health, psychosocial and lifestyle factors that can be especially problematic among older adults, but when assessed and treated, can significantly improve quality of life for older adults. This module (4b) will introduce the importance of recognizing concerns and needs of historically underrepresented populations and dementia, and the difficulties surrounding misinformation, prejudice, and stigmatism.

Module 5: Applied Interventions

- This module will explore pharmacological and non-pharmacological treatments and interventions for many of the conditions discussed in this course including Alzheimer's disease, vascular dementia, dementia with Lewy bodies, Parkinson's disease, depression sleep disorders, and traumatic brain injury.

CAREER CONNECTIONS

There is a clear need for better and more accurate access to information regarding aging and age-related issues. We believe this course helps mitigate this discrepancy not only among medical professions, but among the general population. This becomes critical on two levels. First, by not addressing misconceptions, society may continue to propagate inaccurate, negative attitudes and stereotypes of older individuals. Second, with the population of adults aged 65 and older rising (the last of the baby boomer generation will turn 65 in 2029, and many will live 15-20 more years), accurate knowledge regarding aging becomes essential to appropriate care.

In this course, students will develop the following **job-related skills and career readiness competencies**.

1. **Career & Self Development** – This course will introduce ways in which knowledge of age-related chronic conditions (neuropathological or reversible conditions) can be applied to professional or personal experience. Additionally, students will become aware of support and intervention methods used to address these non-normative conditions.
2. **Communication** – Through written assignments students will develop their written communication skills in a creative and critical way (Reflections), as well as practice thoughtful response communication with other students providing feedback and respectful critique (Discussions).
3. **Critical Thinking** – Many of the assignments in this course ask students to take a “real-life” perspective, applying course content to solve problems or address interpersonal issues related to an age-related chronic diagnosis. This asks students to take what they have learned and apply it in creative, logical, empathetic, or thoughtful ways.
4. **Equity & Inclusion** – Module 4(b) of this course will introduce students to historically underrepresented populations and dementia/chronic conditions in aging. The issues surrounding these diagnoses as related to this population have been under-researched and are typically not addressed in aging courses. Students will learn how life-long prejudice, biases and stigma may affect circumstances related to age-related chronic disease.

Here are just a few possible career paths relevant to aging:

- Medical Director, Nursing Home
- Home Health Administrator, Nursing Manager
- Supervisor, Director of Nursing
- Social, Human Services Manager
- Geriatric Care Manager
- Clinical Case Manager

- Aging Researcher
- Geriatric Psychologist/Psychiatrist
- Environmental Gerontology Specialist
- Elder Law

WHAT TO EXPECT IN EACH MODULE

Each module has an overview page, which gives a summary of the material that will be covered, a list of learning objectives, and a list of all activities within the module (to access the activities, go to the “Apply, Reflect, & Assess” tab at the bottom of each module). Each module is separated into Topics that contain sub-topics, and **All** content and readings are provided for you in the D2L pages (you will **NOT** need a textbook for this course). Additionally, videos and activities that are necessary to watch and complete are embedded or linked within D2L. Each module also contains specific types of graded assignments: (1) a module assessment (quiz), (2) a module reflection, and (3) two module discussion topics. Each module will offer an **optional** creative writing exercise for extra credit. You can read about each in the “Grading Explained” section of the syllabus below. In addition to these graded assignments, modules also may contain links to videos, or other interactive elements/readings. Although these other elements are not graded, the activities will help students perform better on the module assessments (**some quiz questions are directly related to certain videos, peer reviewed articles, or content**), as they help students think critically about and solidify material that will be assessed.

WHAT WILL THIS COURSE ENTAIL?

Each of the five modules will have one multiple choice quiz (called a module assessment), and the following writing assignments: a critical reflection on one or more of the module topics, two discussion topics involving real life applications; and an **optional** creative writing exercise for extra credit (i.e. a RAFT Writing, a Mind Map, a Brochure/Flyer, and Padlet assignment). As a final assessment you will be randomly assigned to a group (no more than 5 students in each group) to present a 15 minute recorded presentation. You will be graded individually based on the overall group performance. You can read more about each in the Grading Explained section of the syllabus, below.

TECHNOLOGY

D2L BASICS

HOW TO ACCESS D2L:

1. Go to D2L site www.d2l.arizona.edu
2. Enter your UA NetID login and password
3. Go to "My Courses" (right side of screen)
 - a. If course isn't displayed, click on the drop-down arrow (v)
 - b. Click on your course name.
 - c. You are now at your course homepage. Important information can be found by clicking on tabs at the top of the screen (e.g. Content, Discussions, Assignments, Grades, and Quizzes will all be used in this course).

D2L Questions? Problems?

[Navigating D2L video \(3 minutes\)](#)

[D2L Help Pages](#)

COURSE BASICS AND FLOW

This course is taught entirely online, utilizing web-delivered content and assessments. The course consists of five modules. Each module will have a due date (see calendar and course schedule below). Please be assured that your TA and I are available throughout this course to support and guide you, and to assist in your success. If an emergency or conflicting situation arises and you have difficulty making a due date, please email either of us and we can schedule a time to discuss via Zoom. COMMUNICATION IS KEY!

GRADING

GRADING SCALE

Grades will be determined by completion of module assessments, writing assignments, and a final presentation. The module assessments and final group presentation combined will account for 56% of the course grade (250 points). Writing assignments will account for 44% of the course grade (200 points), and there is an opportunity to earn up to 55 Extra Credit (E.C.) points (10 extra points per Module + 5 extra points for introducing yourself in the first Discussion post).

Module 1 Assessment	40 points
Module 1 Writing Assignments	40 points
· Module Reflection (20 points)	E.C. 10 points
· Module Discussion Posts (20 points - 2@10 points each)	
· Extra Credit (E.C.): Module Creative Writing - RAFT (10 points)	
Module 2 Assessment	40 points

Module 2 Writing Assignments

40 points

- Module Reflection (20 points)
- Module Discussion Posts (20 points – 2@10 points each)
- E.C.: Module Creative Writing – Brochure/Flyer (10 points)

E.C.10 points

Module 3 Assessment

40 points

Module 3 Writing Assignments

40 points

- Module Reflection (20 points)
- Module Discussion Posts (20 points – 2@10 points each)
- E.C.: Module Creative Writing Exercise - Mind Map (10 points)

E.C.10 points

Module 4a/4b Assessment

40 points

Module 4a/4b Writing Assignments

40 points

- Module Reflection (20 points)
- Module Discussion Posts (20 points – 2@10 points each)
- E.C.: Module Creative Writing - RAFT (10 points)

E.C.10 points

Module 5 Assessment

40 points

Module 5 Writing Assignments

40 points

(a link will be provided to participate in Extra Credit Padlet).

E.C.10 points

- Module Reflection (20 points)
- Module Discussion Posts (20 points – 2@10 points each)
- E.C.: Module Creative Writing – Padlet Discussion

Final Group Presentation

50 points

Introduce Yourself (Discussions – extra credit)

E.C.5 points

Total: 450 points

(+ 55 Potential Extra Credit points)

Letter Grade Distribution

Percentage	Points	Grade
90% - 100%	404 - 450	A
80% - 89.9%	360 - 403	B
70% - 79.9%	315 - 359	C
60% - 69.9%	270 - 314	D
Below 60%	Less than 269	F

GRADING EXPLAINED

- **Explicit and Measurable Learning Objectives Empower Students**

This class is heavily applied. As such, learning expands beyond the classroom and is designed to fundamentally change the relationship between student and teacher, as students take ownership of their learning and teacher provides appropriate support (no traditional “lecturing”).

- **Assessment is Meaningful and a Positive Learning Experience for Students**

I will assess skills and concepts in multiple contexts and multiple ways. The end-all-be-all isn't an exam. Instead, we have module assessments (quizzes), a final presentation, and applied writing assignments intended to make the materials come to life in a meaningful way.

- **Learning Outcomes Emphasize Application and Creation of Knowledge**

As an applied class, learning objectives have been created in a way to allow for transferability of knowledge and skill to real-world scenarios. Emphasis is placed on creation of knowledge.

There are three assignments and one optional extra credit creative writing assignment for each module. There is also a Final Group Presentation. Each assignment is described below:

Module Assessments (5 @ 40 points each)

- Each module contains, at its conclusion, a module-level assessment. This assessment is designed to assess comprehension of the materials presented and to allow students the ability to demonstrate mastery of the class concepts. These assessments are in the form of quizzes. Each student is given two attempts at each module-level assessment and only the higher grade is retained. In other words, if you are unhappy with the result of your first attempt, take the opportunity to go back through the material and try again. The questions on the quizzes are randomized, so each quiz will be different, but will cover the same material.

Module Reflections (5 @ 20 points each)

- Reflection is an important part of learning! Studies have shown that reflection can “improve students’ higher order reasoning abilities and critical thinking skills relative to academic enhancement, civic engagement, and personal growth, and as a result, can improve the overall quality of their thinking and learning” ([source](#)). Given the emphasis placed on transferability of knowledge, and the importance of reflection for learning in general, each module will contain a brief reflection assignment asking students to consider what they’ve learned and how it might apply in the real-world.

Module Discussions (10 @ 10 points each)

· Each module contains two discussion posts (worth 10 points each for a total of 20 points per module). These posts are intended to help you interact with the material you are learning. Some posts will ask you to make predictions, others ask you to apply what you've learned to a "real-world" scenario, and others will ask you to express your opinion, or post something (e.g. video, case-study, news article), and comment on how it relates to a module topic. These discussions are designed to help you think deeply about course material and to engage with it as an active learner. Some posts require you comment on another classmate(s) post. This is part of the grading rubric, so please pay attention to whether you are being asked to comment! Posts are graded for thoroughness of response, as there is not necessarily a "right" or "wrong" answer.

Final Group Presentation (50 points – for each student)

· For the final group presentation, you will each be placed randomly in a group of no more than 5 students. You will be graded individually, and this grade will be based on criteria as outlined in the rubric. It is important that you work as a team because your individual grade will be reflected by the final group product. It is important that you meet as a group as least 2-3 times to establish roles, plan, create, and execute the project (this can be done via Zoom). It is important to decide (1) What you as a team will do (what chronic disorder will your presentation cover), (2) Individual roles/jobs of the team members, and (3) How will you present the information (what format will you use). **For more on presentation ideas and rubric criteria please go to the "Final Group Presentation" tab under "Content" on the D2L course site.**

Optional Extra Credit Creative Writing Exercises (5 @ 10 points each)

· Modules will have one creative writing exercise, each worth 10 points. These exercises are designed to empower students to take control of your own learning, and to prepare you for the communicative tasks you will face on the job after graduation, no matter what the job is. **See below for a breakdown of each creative writing exercise:**

Module	Creative Writing Exercise	Brief Description
M1 Age-Related Cognitive Impairment	RAFT	This assignment asks YOU (student) to take on different Roles , write to different Audiences , use different writing Formats , and write about different Topics of your choice, as long as it relates to Module 1.

M2 Age-Related Cognitive Impairment	Brochure/Flyer	For this assignment, you will create a brochure or flyer (templates are available in Word, Adobe Spark, or you can create your own) informing the reader about an age-related topic based on Module 2. Insert pictures, or icons and get creative!
M3 Neurologic and Medical Conditions	Mind Map	Think of this assignment as a brainstorming opportunity that will help you disseminate the Module 3 content. Please watch this video to learn more about Mind Maps.
M4 (4a) Mental Health, Psychosocial, and Lifestyle Factors (4b) Historically underrepresented groups and Dementia	RAFT	See above description under Module 1.
M5 Applied Interventions	Padlet Discussion	This is more of a reflective discussion that encourages you to think about what you knew coming into this course, and what you learned coming out of the course.

** For more detailed instructions on the RAFT assignment, please go to “Extra Credit Assignments” tab under the “Table of Contents” header in D2L. There, you will find a “Module RAFT Writing1” tab. Click to see details on what the RAFT assignment entails, specific directions and the RAFT grading rubric.

** For more detailed instructions on the Brochure/Flyer assignment, please go to “Extra Credit Assignments” tab under the “Table of Contents” header in D2L. There, you will find a “Module Brochure/Flyer Assignment1” tab. Click to see details on what you are expected to provide in this assignment, and the grading rubric.

** For more detailed instructions on the Mind Mapping assignment, please go to “Extra Credit Assignments” tab under the “Table of Contents” header in D2L. There, you will find a “Mind Mapping Assignment” tab. Click to see details on how to create a mind

map, as well as the grading rubric. Please [click here](#) to watch a brief video on how to make a mind map.

CALENDAR

COURSE CALENDAR AT A GLANCE WITH DUE DATES

Research shows that students are most successful with online education when they start their course work on time and make steady progress. This course has DUE DATES, and PACING IS CRITICAL to successfully complete the course. I have listed start dates and due dates that apply for each module. All modules are open starting day one **but be sure to complete the modules in order**. For those who would like to work at a faster pace, you may move ahead. The due dates will be posted in D2L in the corresponding module, and I will email reminders to students who have not completed a module per the due date. **Each module will be due on Wednesdays by 11:59pm AZ time** (except for Module 4 – you will have 2 weeks to complete this module. See calendar below). Please note that EVERY module MUST be completed by Wednesday, October 11th. The Final Group Presentation and all extra credit assignments are due Wednesday, October 11th. Assessments and assignments will not be accepted beyond this date. **For each 24-hour period that an assignment (assessment, reflection, discussion posts) is late, 1 point will be deducted from that particular assignment grade.** If there are extenuating circumstances that will result in late work, please email me or your TA **before the due date** so that we can plan accordingly.

Expect to work **15-20 hours per week** on readings and assignments for this course. To help you successfully pace yourself, please follow the timeline below:

Module	Title	Topics	Assessment	Writing Assessments	DUE DATE
M1 Suggested start date: Aug. 21	Age-Related Cognitive Impairment	Cognitive Functioning, Neurocognitive Disorders, Dementia	Quiz	Reflection Discussion Extra Credit: RAFT	Weds. Aug. 30
M2 Suggested start date: Aug. 31	Neurodegenerative diseases	Alzheimer's Disease, Vascular Dementia, Frontotemporal Dementia and Dementia with Lewy Bodies	Quiz	Reflection Discussion Extra Credit: Brochure/Flyer	Weds. Sept. 6

M3 Suggested start date: Sept. 7	Neurologic and Medical Conditions	Parkinson's Disease, Traumatic Brain Injury, Other Medical Conditions	Quiz	Reflection Discussion Extra Credit: Mind Map	Weds. Sept. 13
M4 a/b Suggested start date: Sept. 14	Mental Health, Psychosocial, and Lifestyle Factors; HUR populations and Dementia	Depression, Sleep, Substance Abuse; HUR and aging/dementia	Quiz	Reflection Discussion Extra Credit: RAFT	Weds. Sept. 27
M5 Suggested start date: Sept. 28	Applied Interventions	Interventions for Dementias and Delirium, Interventions for Neurologic Disorders, Interventions for Other Causes of Cognitive Impairment, Healthy Cognitive Aging	Quiz	Reflection Discussion Extra Credit: Padlet	Weds. Oct. 4
Final Presentation and all Extra Credit	USE THIS FINAL	WEEK TO	COMPLETE	FINAL PRESENTATION AND EXTRA CREDIT!	Weds. Oct. 11

COMMITMENT TO INCLUSION & DIVERSITY

Diversity unites and moves us forward. The diverse perspective each student brings to this class will be viewed as a resource, strength, and benefit. Others may have a different perspective and will bring a new focus to an issue. It is important to learn from the information and ideas shared by other students. To learn more about the UA's commitment to diversity and inclusion visit diversity.arizona.edu.

Ideally science would be objective. However, as you will learn in this course, much of science is subjective and is historically built on a small subset of privileged voices. It is important to make note of this and think about how significant research findings may be

biased by their nature of being carried out on a typically small, non-representative sample of participants.

I would like to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, etc.).

Preferred Gender Pronoun

This course affirms people of all gender expressions and gender identities. The University recognizes that many members of its community use names other than their legal or official names first provided to the University (official/legal name) to identify themselves. For some, a chosen or preferred name may be an important component of their identity, especially their gender identity.

If you would prefer that a different name from your legal one or the one that appears on the class roster be used, the university has established guidelines that allow students and employees to indicate their chosen or preferred first names. A student or employee's preferred name will appear instead of the person's official/legal name in select University-related systems and documents (e.g., D2L, official email display name, UAccess, etc.), provided that the preferred first name is not being used for the purpose of misrepresentation. Please see the following link for more information:

lgbtq.arizona.edu/use-chosen-or-preferred-names.

Land Acknowledgement

The University of Arizona resides on ancestral lands of the Tohono O'odham and Pascua Yaqui nations, where many today continuously reside in their ancestral land. I acknowledge the privilege it is to teach and learn in this region and I express my gratitude to these nations. For more information about the native lands on which UArizona sits, see nasa.arizona.edu.

Commitment to Wellness

Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with your ability to succeed and thrive at the University of Arizona. Resources can be found at health.arizona.edu. For the Counseling & Psych Services (CAPS) 24/7 hotline, call (520) 621-3334. Relatedly, if you are experiencing unexpected barriers to your success in your courses, please note the Dean of Students Office is a central support resource for all students and may be helpful. The Dean of Students office can be reached at 520-621-2057 or DOS-deanofstudents@arizona.edu.

Are you in crisis? Here are some ideas about where to go or who to call:

- **Located in Tucson?** Call the community-wide crisis line 24 hours a day, 7 days a week at 520-622-6000.
- **Are you a University of Arizona student?** If it is not an emergency and you are a UA student, call or walk-in to Counseling and Psych Services at 520-621-3334 Monday - Friday. Walk-in triage is available between 9 am and 4 pm Monday - Friday.
- **Are you a concerned friend?** Concerned friends can find out more about helping a friend who might be experiencing problems through our [friend2friend](#) website.
- [Resources for sexual assault, relationship violence, and stalking](#)

24-Hour Hotlines:

[The National Suicide Prevention](#): Lifeline is a 24-hour, toll-free, confidential suicide prevention hotline available to anyone in suicidal crisis or emotional distress. By dialing 1-800-273-TALK (8255), the call is routed to the nearest crisis center in our national network of more than 150 crisis centers. The Lifeline's national network of local crisis centers provides crisis counseling and mental health referrals day and night.

[Crisis Text Line](#): Text HOME to 741741 from anywhere **in the United States**, anytime, about any type of crisis. A live, trained Crisis Counselor receives the text and responds, all from a secure online platform.

[Suicide Prevention for LGBTQ Youth Through the Trevor Project](#):

The Trevor Lifeline is a 24/7 suicide hotline: 866-4-U-TREVOR (1-866-488-7386)

TrevorText: Confidential and secure resource that provides live help for LGBTQ youth with a trained specialist, over text messages. Text TREVOR to 1-202-304-1200 (available 7 days a week, 3 pm - 10 pm ET, 12 pm -- 7 pm PT)

[SAMHSA Treatment Referral Hotline](#): (Substance Abuse): 1-800-662-HELP (1-800-662-4357)

[Veterans' Suicide Prevention Lifeline](#): 1-800-273-TALK (1-800-273-8255)

[National Sexual Assault Hotline](#): 1-800-656-HOPE (1-800-656-4673)

[Loveisrespect \(National Dating Abuse Helpline\)](#): Call 1-866-331-9474 (TTY: 1-866-331-8453). Text LOVEIS to 22522 - you'll receive a response from a peer

advocate prompting you for your question. Go ahead and text your comment or question and we will reply.

Student Service Members and Veterans

If you are a current service member or veteran, I highly encourage you to reach out to the VETS center. VETS is an organization run by veterans, spouses, dependents, and current service members who through their shared experiences endeavor to maintain a dynamic and effective program which is responsive to the needs of the community. More information can be found at vets.arizona.edu.

CLASS AND UNIVERSITY POLICIES

Grading Turnaround:

It is always my goal to have grades completed within one week of the due dates within the modules. If you choose to work ahead (which is 100% allowed!), I will hold your assignment for grading until after the suggested due date has passed. For every 24-hour period an assignment is late, there will be a 1-point deduction on that assignment grade. Email me or your TA if there are any issues that come up – We are here for you!

Grade appeals:

If you would like to appeal a grade for an assignment, you should do so **within 7 days** from the day the grade was returned to you. Any appeal that does not come within 7 days will not be considered. If you make an appeal, you should state either (a) why you believe your assignment was incorrectly scored, or (b) why you believe your answer to a particular question or item is correct.

[Confidentiality of Student Records](#)

Copyrighted materials:

Students are advised that all lecture notes, lectures, study guides and other course materials disseminated by the instructor to the students, whether in class or online, are original materials and reflect intellectual property of the instructor or author of those works. All readings, study guides, lecture notes and handouts are intended for individual

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use by students. Students may not distribute or reproduce these materials for commercial purposes without the express written consent of the instructor. Students who sell or distribute these materials for any use other than their own are in violation of

the [University's Intellectual Property Policy](#). Violations of the instructors copyright may result in course sanctions and violate the Code of Academic Integrity.

Incomplete Grade Policy:

Incomplete grades will be given only in special circumstances as outlined in university policy as stated in “The University of Arizona Record General Academic Manual.”

Academic Integrity:

Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of **independent** effort unless otherwise instructed. Students are expected to adhere to the [Code of Academic Integrity](#). Failure to do so can result in a written warning, expulsion from the program, department, college, or University, a permanent notation on the student transcript, a failing grade in the course, a lower letter grade in the course, and more.

Class Courtesy Policy:

It is expected that students may disagree with the research presented or the opinions of their fellow classmates. To disagree is fine but to disparage others views is unacceptable. All comments should be kept civil and respectful.

Classroom Behavior Policy:

To foster a positive learning environment, students and instructors have a shared responsibility. We want a safe, welcoming, and inclusive environment where all of us feel comfortable with each other and where we can challenge ourselves to succeed.

Subject to Change Statement:

Information contained in the course syllabus, other than the grade policies, may be subject to change with reasonable advance notice, as deemed appropriate by the instructor. If any changes are made, they will be provided immediately in writing to students via posting to the D2L course website.

University-Wide Policies Link

Links to the following UA policies are [provided here](#):

- o Absence and Class Participation Policies
- o Threatening Behavior Policy
- o Accessibility and Accommodations Policy
- o Nondiscrimination and Anti-Harassment Policy