

Winter 2021 ONLINE

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## COURSE DESCRIPTION

This compressed, online course serves as an introduction to the study of disability from a public health perspective. Students will explore how different forms of disability are shaped by and interact with public health fields. (3 credits)

⇒ PBHL 3190 is a University Core Curriculum Technology Intensive course.

## COURSE OBJECTIVES

This course will enable you to:

- ⇒ Explore the study of physical, psychological, and cognitive disabilities from a public health perspective.
- ⇒ Identify the ways in which conceptualizations and experiences of disability are shaped by social, cultural, and historical contexts.
- ⇒ Examine topical areas and health-related needs from the perspective of different sub-populations of disabled people.
- ⇒ Describe the importance of including disability as a component of national health policies and services.
- ⇒ Examine current federal laws, policies, and programs pertaining to people with disabilities
- ⇒ Articulate the importance of improved data collection on the health needs and experiences of disabled populations.
- ⇒ Explain the necessity for health promotion strategies to balance both the care and the rights and dignity of disabled people.
- ⇒ Identify how assistive technology and other accommodations fit into a public health approach to disability.

## STUDENT LEARNING OUTCOMES

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

- ⇒ Demonstrate proficiency in using oral, electronic, and written techniques for communicating health information about and public health needs of the disabled population.
- ⇒ Utilize technology and online databases to locate public health information resources on disabled populations.
- ⇒ Determine the relevance of various computerized health information resources for disabled populations.
- ⇒ Analyze the importance of assistive technologies in the creation of public health interventions and policies for disabled populations.
- ⇒ Analyze technologies, methods, and media related to public health for their acceptability for disabled populations.
- ⇒ Discuss the impact of assistive technology on the availability of health information to and health promotion for disabled populations.

⇒ Analyze societal, environmental, cultural, economic, and technological factors that influence decision makers in relation to public health interventions for disabled populations.

## REQUIRED TEXT & MATERIALS

⇒ *Disability and Public Health*. Drum, C.E., Krahn, G.L. & Bersani, H. (eds.). Washington, D.C.: APHA Press.

Note: This book is available in the library as a **free e-book**. All other reading and video material will be provided on Blackboard.

## TOPICAL OUTLINE OF COURSE CONTENT

|  |  |
|--|--|
| <p>I. Introduction to Public Health and Disability</p> <ol style="list-style-type: none"> <li>a. Origins of modern public health</li> <li>b. Contemporary public health</li> <li>c. Ten Essential Services of Public Health</li> <li>d. Types of disability</li> <li>e. Disabled populations and health</li> </ol> <p>II. Historical Views and Contemporary Models of Disability</p> <ol style="list-style-type: none"> <li>a. Religious Model</li> <li>b. Functional Model</li> <li>c. Medical Model</li> <li>d. Social Models</li> </ol> <p>III. Basics of Disability Epidemiology</p> <ol style="list-style-type: none"> <li>a. Introductory concepts</li> <li>b. Defining, measuring, and classifying disability</li> <li>c. Finding and understanding disability surveillance data</li> <li>d. Study designs</li> <li>e. Levels of prevention</li> <li>f. Disabled populations as human subjects and research ethics</li> </ol> <p>IV. Social Determinants of Health for Disabled Populations, Health Disparities, and Health Equity</p> <ol style="list-style-type: none"> <li>a. The Social Determinants of Health and the Social Ecological Model</li> <li>b. Psychosocial risk factors</li> <li>c. Community &amp; societal characteristics</li> <li>d. Disabled people as a minority population</li> <li>e. Health differences and disparities in outcomes and access</li> <li>f. The intersection of disability with race, class, gender, and age</li> <li>g. The role of assistive technologies and universal design in creating inclusive environments</li> </ol> | <p>V. Environmental Health and Disability</p> <ol style="list-style-type: none"> <li>a. Impacts of the environment on health, functioning, and well-being for disabled populations</li> <li>b. Disaster preparedness considerations</li> </ol> <p>VI. Culture and Disability</p> <ol style="list-style-type: none"> <li>a. Cultural influences on health and illness conceptualizations, experiences, and treatments</li> <li>b. Cultural perspectives on disability</li> </ol> <p>VII. Government, Law, Policies, and Programs for Disabled People</p> <ol style="list-style-type: none"> <li>a. History of policies and programs for disabled populations</li> <li>b. Contemporary federal policies and programs for people with disabilities</li> <li>c. Defining disability and eligibility for programs and services</li> </ol> <p>VIII. The Disability Rights Movement</p> <ol style="list-style-type: none"> <li>a. The rise of the Disability Rights Movement</li> <li>b. Impacts of the Disability Rights Movement on health outcomes and access</li> <li>c. Contemporary disability health activism</li> </ol> <p>IX. Health Promotion for People with Disabilities</p> <ol style="list-style-type: none"> <li>a. Health education for people with disabilities</li> <li>b. Health promotion models for people with disabilities</li> <li>c. Theories of health behavior change</li> <li>d. The role of assistive technologies in health education and promotion for disabled populations</li> <li>e. Cultural competency</li> </ol> |
|--|--|

## TEACHING METHODS

The course will use lecture, assigned readings, and film study to communicate course content.

⇒ The course is asynchronous class: We do NOT all meet on Blackboard at the same time. The course design is

somewhat flexible. While due dates are strict (see lateness policy), you are welcome to work ahead of schedule and submit work early if you like.

- ⇒ Do not assume that because this is a compressed term and/or an online course, this class will be easier than it would be during a regular 15 week semester. That is NOT the case. Rather, this is a **highly condensed three week** online course. We will cover a **normal semester's worth of content (15 weeks) in 1/5 of the time**. Given this, students should expect to spend **AT LEAST 1-2 hours per day, each day of the week** on the assigned reading /lecture/film viewing and note-taking, NOT including the additional time spent working on the assignments and taking the tests.
- ⇒ *Your success of this course is directly related to your ability to complete this reading /viewing, critically analyze it, take good notes, and use these materials to take the tests and apply course concepts to larger assignments.*

## BLACKBOARD

Blackboard is used for many important purposes in this class. Key sections of Blackboard include:

- *Announcements*: Check announcements several times a week.
- *Syllabus*: The course syllabus is posted in .pdf format in this section.
- *Assigned Readings and Videos*: Your assigned articles and videos are found here.
- *Lectures*: PPT lectures are posted in this section.
- *Assignments – Instructions*: Assignment instructions can be found here.
- *Assignments – Submit here*: You will submit your assignments here.
- *Tests* – You will take weekly online tests here.
- *Grade Book*: Check your grades here. Grades are posted typically within 10 days after submitting an assignment. Test grades are available immediately.

## COURSE ASSIGNMENTS & EVALUATION

|             |                                   |  |
|-------------|-----------------------------------|--|
| <b>2%</b>   | <b>Introduction paper</b>         | 2 points   |
| <b>60%</b>  | <b>Weekly tests (3)</b>           | 20 points each, 60 points total                    |
| <b>19%</b>  | <b>Disability Infographic</b>     | 17 points infographic; 2 points APA reference list |
| <b>19%</b>  | <b>Assistive Technology Paper</b> | 19 points total                                    |
| <b>100%</b> | <b>Total</b>                      | 100 points total                                   |

## GRADING SCALE

|                  |                 |                 |                 |                   |              |
|------------------|-----------------|-----------------|-----------------|-------------------|--------------|
| <b>A</b> 93-100  | <b>B+</b> 87-89 | <b>B-</b> 80-82 | <b>C</b> 73-76  | <b>D+</b> 67 - 69 | <b>F</b> <60 |
| <b>A-</b> 90- 92 | <b>B</b> 83-86  | <b>C+</b> 77-79 | <b>C-</b> 70-72 | <b>D</b> 60-66    |              |

## REQUIREMENTS FOR THE SUBMISSION OF WRITTEN WORK

*Unless otherwise instructed, all writing assignments must:*

- Be typed on a computer (You must use Word. Bb cannot read Pages or Microsoft Open Office files)
- Have 1-inch margins and be double-spaced

- Use 12-point font (Acceptable choices: Ariel, Times New Roman, Calabri, Cambria)
- Include your name and date at the top of the first page only. No other information is necessary. DO NOT include a cover page. Do not put your name/the date on each page.
- Be well written – punctuation, spelling, composition, and grammar **will be factored into your grade**. Use spell check and proofread your work several times carefully.
- Be correctly cited. Cite all information that is not general knowledge using **APA citation style version 6**. You should have a reference section at the end. Remember – using another person’s words and/or ideas without giving that person proper credit is considered *plagiarism* and is grounds for failing the assignment.
- Be submitted via Blackboard (do not submit in hard copy) unless otherwise stated.
- Be submitted on time. All late assignments will receive a *2-grade penalty per day late* (e.g. an A grade becomes a B+; an A- grade becomes a B, and so forth). **Assignments more than 3 days late will not be accepted.**

## ABOUT THE TESTS

- **ABOUT:** There are 3 tests in this course. Tests are based on **both** the assigned reading for the week **and** the week’s lectures. As this is a **highly condensed, three-week class, there are assigned readings AND assigned lectures each day of the week, Monday – Friday**. Tests are taken on Blackboard, are timed (60 minutes per tests), and consist of multiple choice and true/false questions. Students *are both welcome to and encouraged to use notes* while taking the tests.
- **POLICIES:** Tests must be taken by the deadline given in the syllabus and on Bb. After that, the test link will *disappear*. Students may not take the test after the deadline has passed. No exceptions. Students should take very good notes on the materials (assigned readings/videos/lectures). Tests are strictly timed and there will not be enough time to go back and look at the original materials to find the answers. Students *may not* work collaboratively on tests. Students must take the tests on Blackboard using a *computer*. The tests generally do *not* work properly on the app and the app may quit while in the midst of the test. Tests are timed at 60 minutes. After 60 minutes, Blackboard will *automatically submit* the score. Tests must be taken in one sitting; students cannot pause the test and return to it later. Students are given 2 tries to take the test given that technical problems sometimes occur while taking the test (e.g. problems with Blackboard; your browser freezes). No exceptions. Students will keep the higher of the two scores. Again - if a student’s computer/browser freezes on the first try, the student only has one try left. Students should not email me requesting a third try because of technical difficulties. No exceptions.

## ABOUT THE INFOGRAPHIC

- **OVERVIEW:** For this course, you will choose a form of impairment (mobility impairment, cognitive impairment, sensory impairments, or psychiatric impairment) to focus on during the semester. For this assignment you will create an infographic that is designed to educate other students on the following: The definition of this impairment, the causes of this impairment, treatments available for this impairment, incidence/prevalence for this impairment, social determinants of health barriers for individuals with this form of impairment. Further details can be found in the instructions for this project.
- **POLICIES:** This assignment must conform to the Requirements for the Submission Written Work found in this syllabus. See “Requirements for the Submission of Written Work” in this syllabus for the late work policy for this assignment. Late work is subject to the penalties detailed in this syllabus under “Course Expectations & Policies.” Note: to view my comments on your assignments, you must view Blackboard on a computer (not your phone) and you must also click the arrows that allow you to view the paper. Once you do this you will see my comments within your assignment. See me if you are confused about how to do this.

## ABOUT THE ASSISTIVE TECHNOLOGY ANALYSIS

- OVERVIEW:** Students will conduct a review of a contemporary assistive technologies for the same form of impairment focused on for the infographic assignment. Students will discuss the degree to which AT fosters independence for individuals with this form of impairment. As well, students will describe how these forms of AT address social determinants of health barriers. Finally, students will review the degree to which these forms of AT are covered by public assistance programs and policies such as SSI, SSDI, Medicare, Medicaid, and IDEA. This paper will be research based. Further details can be found in the instructions for this project.
- POLICIES:** This assignment must conform to the Requirements for the Submission Written Work found in this syllabus. See “Requirements for the Submission of Written Work” in this syllabus for the late work policy for this assignment. Late work is subject to the penalties detailed in this syllabus under “Course Expectations & Policies.” Note: to view my comments on your assignments, you must view Blackboard on a computer (not your phone) and you must also click the arrows that allow you to view the paper. Once you do this you will see my comments within your assignment. See me if you are confused about how to do this.

## COURSE SCHEDULE: PBHL 3190 – DISABILITY AND PUBLIC HEALTH

| DATE RANGE       | SESSION TOPIC   | READING   | DUE  |
|------------------|---|---|--|
| <b>WEEK 1</b>    |   |   |  |
| Dec. 28 – Jan. 3 | Session 1: Course Introduction  | <ul style="list-style-type: none"> <li>Intro. lecture</li> <li>Drum et al. ch. 1</li> </ul> | ---  |
|                  | Session 2: Introduction to Disability and Public Health   | <ul style="list-style-type: none"> <li>Lecture 1</li> <li>Drum et al. ch. 2</li> </ul>      | ---  |
|                  | Session 3: Models and Approaches to Disability  | <ul style="list-style-type: none"> <li>Lecture 2</li> <li>Drum et al. ch. 3</li> </ul>      | ---  |
|                  | Session 4: Basics of Disability Epidemiology  | <ul style="list-style-type: none"> <li>Lecture 3</li> <li>Drum et al. ch. 7</li> </ul>      | Due by Sunday, Jan. 3 <sup>rd</sup> at 11:59PM<br><ul style="list-style-type: none"> <li>Test 1</li> </ul> |
| <b>WEEK 2</b>    |   |   |  |
| Jan. 4 – Jan. 10 | Session 5: Social Determinants of Health for Disabled Populations, Health Disparities, and Health Equity        | <ul style="list-style-type: none"> <li>Lecture 4</li> <li>Bb reading</li> </ul>             | ---  |
|                  | Session 6: Social Determinants of Health for Disabled Populations, Health Disparities, and Health Equity, cont. | <ul style="list-style-type: none"> <li>Lecture 5</li> <li>Drum et al. ch. 8</li> </ul>      | ---  |
|                  | Session 7: Government, Law, Policies, and Programs for Disabled People  | <ul style="list-style-type: none"> <li>Lecture 6</li> <li>Drum et al. ch. 6</li> </ul>      | ---  |

|                   |   |  |   |
|-------------------|---|--|---|
|                   | Session 8: Assistive Technology & Universal Design        | <ul style="list-style-type: none"> <li>Lecture 7</li> <li>Assigned readings</li> </ul>   | ---   |
|                   | Session 9: Environmental Health and Disability            | <ul style="list-style-type: none"> <li>Lecture 8</li> <li>Drum et al. ch. 10</li> </ul>  | <p>Due by Sunday, Jan. 10<sup>th</sup> at 11:59PM</p> <ul style="list-style-type: none"> <li>Test 2</li> <li>Infographic paper</li> </ul> |
| <b>WEEK 3</b>     |   |  |   |
| Jan. 11 – Jan. 17 | Session 10: Culture and Disability                        | <ul style="list-style-type: none"> <li>Lecture 9</li> <li>Drum et al. ch. 5</li> </ul>   | ---   |
|                   | Session 11: Culture and Disability                        | <ul style="list-style-type: none"> <li>Lecture 10</li> <li>Assigned readings</li> </ul>  | ---   |
|                   | Session 12: The Disability Rights Movement                | <ul style="list-style-type: none"> <li>Lecture 12</li> <li>Drum et al. ch. 4</li> </ul>  | ---   |
|                   | Session 13: The Disability Rights Movement                | <ul style="list-style-type: none"> <li>Lecture 13</li> <li>Assigned readings</li> </ul>  | ---   |
|                   | Session 14: Health Promotion for People with Disabilities | <ul style="list-style-type: none"> <li>Lecture 14</li> <li>Drum et al. ch. 11</li> </ul> | <p>Due by Sunday, Jan. 17<sup>th</sup> at 11:59PM</p> <ul style="list-style-type: none"> <li>Test 3</li> <li>AT Paper</li> </ul>          |

Please note that the course schedule is tentative and may be altered at the discretion of the instructor to accommodate student learning needs, the incorporation of additional materials, or other unforeseen circumstances.

## COURSE EXPECTATIONS AND POLICIES:

### Attendance & Participation

As this is an online course, “attendance,” per se is not taken. There is no discussion board for this class and participation is not counted toward your final grade. However, you are expected to read all lectures, read/view/complete any assigned articles/videos, take all tests, and complete all assignments.

### Online Course Expectations

***This is an extremely fast-paced course. We will cover an entire semester’s worth of content (and tests/assignments) in 3 WEEKS or 1/5 of the time.*** While I will send reminders about upcoming deadlines, is entirely up to you to manage your time so that you keep on top of the schedule, online course content, and due dates. As the course content takes place entirely on Blackboard, you are expected to be familiar with this platform. If you are unfamiliar with Blackboard or are a slow learner when it comes to new technology, this may not be the right course for you. In addition, you must have regular, ongoing access to a computer with sufficient internet access and speed. You must also have Adobe Acrobat Reader (free online software) and Microsoft Word (2003 or newer version).

## Email

You are expected to send emails in a professional manner. **Emails must include all of the following:** 1) A relevant subject line that makes clear why you are contacting me; 2) A professional greeting (e.g. "Hello Dr. Meleo-Erwin"); 3) A clear and concise statement of the question/s or problem/s you have; 4) A clear and concise statement regarding what you have already done to try to answer your own question/s and/or solve your problem/s (e.g. looked in the syllabus and on Blackboard); 5) A clear and concise statement about what specific assistance you are requesting from me; 6) A professional closing (e.g. "best" or "sincerely"); and 7) *Your full name.*

Email is checked Monday – Friday during normal business hours (generally 9am-5pm). Emails are typically returned on the same day they are received, provided the email is received during normal business hours. However, under certain circumstances, I may require up to 24 hours to return your email. If an email is received after business hours on a weekday, it will be returned the following business day. Emails received on the weekend will be returned the following Monday.

## Graded Work

It is your responsibility to ensure the following: 1) That you submitted the correct file (e.g. not your biology homework); 2) That your submission uploaded properly (i.e. you received an email confirmation from Blackboard that your submission went through); 3) That your submission uploaded fully (i.e. that your paper went through to Blackboard in its entirety and that none of it was cut off), and 4) That you used the correct upload link for the assignment. You should always check the above as there are no exceptions to the lateness policy due to technical problems. **This is why you should never upload your assignment at the last minute.** Things can go wrong with the submission! In the case of repeated problems with an on-time submission (e.g. Blackboard is down), you can email me a copy of your paper to show that you did it on time. However, you will ultimately need to submit the assignment to Blackboard for grading as soon as the site is operational again (as long as you emailed it to me on time, your submission to Blackboard – if late – will not be counted as late).

You are responsible for monitoring your graded assignments on Blackboard. You are responsible for monitoring your progress throughout the semester on Blackboard and seeking additional assistance when necessary. Grades are posted typically within 5 days after submitting an assignment. Test grades are posted immediately by Blackboard. You are responsible for contacting the instructor with any questions about grades within one (1) week of receiving a given grade. Do not wait until the end of the term to raise concerns about your final grade. There are no extra credit opportunities in this course. Please do not ask. Late tests are **not** accepted. **For all other assignments, a lateness penalty of 2 grades per each day will be instituted. No late work accepted after 3 days. No exceptions.**

Students who have earned a final grade within a half point of the next letter grade will be rounded up to that next letter grade, *provided they have: 1) not missed any assigned work, 2) turned in all assignments **ON TIME**.* For example, a student who has completed all assignments and turned in all her work on time will have her final grade of 79.6 rounded to an 80.0 (her C+ thus becomes a B-). Only students who meet all of these criteria are eligible for this final grade bonus. No exceptions.

## Reading & Viewing Course Materials

You are responsible for completing all assigned reading/viewing by the deadline specified in the syllabus. You are also responsible for accessing, reading, and/or viewing any additional material assigned by the course instructor. You should take detailed notes on all assigned readings/videos/lectures as they are the basis for the weekly tests.

## Standards of Academic Conduct – Academic Integrity Policy:

As an academic institution committed to the discovery and dissemination of truth, William Paterson University expects all members of the University community to conduct themselves honestly and with professional demeanor in all academic activities. William Paterson University has established standards of academic conduct because of its belief that academic honesty is a matter of individual and University responsibility and that, when standards of honesty are violated, each member of the community is harmed. All members of the University community are expected to adhere to the Academic Integrity Policy. Violations of the Academic Integrity Policy include, but are not limited to:

- **Plagiarism** is the copying from a book, article, notebook, video, or other source material, whether published or unpublished, without proper credit using quotation marks, footnotes, and other customary means of identifying sources, or passing off as one's own the ideas, words, writings, programs, and experiments of another, whether such actions are intentional or unintentional. Plagiarism also includes submitting, without the consent of the professor, an assignment already tendered for academic credit in another course. Your papers for this course will be submitted through SafeAssign on Blackboard, which analyzes student content for similarity to published materials and previously submitted student assignments. Papers with more than a 10% similarity are likely to receive a low grade. Papers with more than 20% similarity will automatically receive a failing grade. Note: reference lists are not counted toward this percentage. Upon uploading a paper, if a student receives a high similarity score, the student should immediately revise and resubmit the paper. *It is better to submit a late paper and take a points deduction for lateness than to submit a plagiarized paper.* Please note: The Dean's Council almost always recommends that students fail not only the paper, but the class itself in cases of academic dishonesty/plagiarism.
- **Cheating** during test includes any attempt to: (1) collaborate with another student (2) communicate, in any manner, information concerning the content of the test during or after the test to someone who has not yet taken the test; (3) use any materials not specifically designated by the professor of the course for student use during the test period; or (4) engage in any other activity for the purpose of seeking aid not authorized by the professor. Cheating on assignments for this course includes but is not limited to: (1) plagiarism; (2) turning in a paper authored by another person.
- **Collusion** is working together with another person or persons in preparing separate course assignments in ways not authorized by the instructor. Academic work produced through a cooperative (collaborative) effort of two or more students is permissible only upon the explicit consent of the professor. The collaboration must also be acknowledged in stating the authorship of the report.
- **Lying** is knowingly furnishing false information, distorting or omitting data, failing to provide all necessary, required information to the University advisor, registrar, admissions counselor, or professor, for any academically related purpose. Other concerns that relate to the Academic Integrity Policy include such issues as breach of personal security, stolen tests, falsified records, and vandalism of library or other materials. No list could possibly include all the possible violations of academic integrity. These examples should, however, give a clearer idea of the intent and extent of application of this policy (William Paterson University, 2010-11 Student Handbook, p. 55. Retrieved August 1, 2012 from [www.wpunj.edu](http://www.wpunj.edu)).

No list could possibly include all the possible violations of academic integrity. These examples should, however, give a clearer idea of the intent and extent of application of this policy. **Students found to be in violation of the Academic Integrity Policy will have an Academic Integrity Violation report submitted to the Dean of Students, and may face additional sanction, including, but not limited to, failure of the assignment/exam, grade reduction, or failure of the course** (full policy found in the William Paterson University Undergraduate Student Catalog).

#### **Appropriate Classroom Behavior:**

**POLICY ON RECORDING OF COURSE LECTURES & MATERIALS:** Student use of any electronic recording device to make electronic recordings of lectures, class discussions or other oral classroom communication is not permitted without express written permission from the relevant course instructor. For more information on this University policy, see <https://www.wpunj.edu/policies/index.html> **Course policy:** Students who violate the audio/visual recording policy will lose **4 points** off their final grades.

#### **Student Assistance:**



**The Academic Success Center (Raubinger Hall, Lower Level) provides** one-on-one tutoring assistance for numerous lower-level and upper-level courses, as well as for developmental skills for math and reading courses. The Center also offers workshops, computer facilities, study groups and exam review sessions. Contact the Center to inquire about their winter session hours and services. **(973) 720-2563**  
<https://www.wpunj.edu/academics/asc/>

The **Counseling, Health and Wellness Center** (Overlook South, 1<sup>st</sup> floor) provides a full range of clinical services for all William Paterson University Students, including preventative and counseling services. Contact the Center to inquire about their winter session hours and services. <https://www.wpunj.edu/health-wellness/>

The **Writing Center** (Preakness Hall 124 and Valley Road 3048) provides one-on-one tutoring on writing issues such as outlining, thesis clarification, organization, style, transitions, citing, and grammar, as well as editing and proofreading one's own writing. Contact the Center to inquire about their winter session hours and services. <https://www.wpunj.edu/cohss/departments/english/writing-center/>

**Accessibility Resource Center:** (Speert Hall 134) assists students with documented disabilities by providing reasonable accommodations and services that ensures equal access to all programs, activities, and related benefits of the University's educational and professional programs. Contact the Center to inquire about their winter session hours and services. <https://www.wpunj.edu/accessibilityresourcecenter/>

- William Paterson University is committed to providing equitable access to learning opportunities to students with documented disabilities (e.g. mental health, attentional, learning, chronic health, sensory, or physical).
- Please contact the Accessibility Resource Center to engage in a confidential conversation about the process for requesting reasonable accommodations in this course.
- Students are encouraged to register with the Accessibility Resource Center (ARC) as soon as they enroll, since accommodations cannot be provided retroactively.
- Students are encouraged to notify their faculty members of any accommodation granted by the ARC by providing each faculty member a copy of the official accommodation letter during the first week of the winter session.

**David and Lorraine Cheng Library:** Librarians are available to help you during the winter sessions with research and other needs. <https://www.wpunj.edu/library/>

**Help with Basic Needs:** Any student who has difficulty affording groceries or accessing sufficient food to eat every day or who lacks a safe and stable place to live and believes this may affect their performance in the course, is urged to contact the Counseling, Health, and Wellness Center for support. The Counseling, Health, and Wellness Center is located on the ground floor of Overlook South, between Matelson and WhiteHall and can be reached at: (973)-720-2257. The Pioneer Pantry is also a resource you may wish to check out. The Pioneer Pantry offers non-perishable food items and basic toiletries for currently enrolled WPU students. It is located in the University Commons, Room 335. You can find information about the Pioneer Pantry at: <https://www.wpunj.edu/enrolled/student-development/Pioneer-pantry>. Finally, if you are struggling with basic needs, please notify me if you are comfortable in doing so. This will enable me to provide any other resources that I may possess.

**Office Hours:** There are no regularly scheduled, in-person office hours for this course. However, you may contact me by email to arrange a phone or Skype/Facetime/Zoom meeting.

Information about **additional support services** (Advisement Center, Science Enrichment Center, New Student/ Sophomore/Junior/Transfer Student Experience) can be found online at <https://www.wpunj.edu/academicsupport/>