

Course Syllabus: PSYCH 495WI
Contemporary Issues in Psychology: Stress & Health
Section 0001 (Online); 3 credits
Spring, 2021 (#14038)

University of Missouri-Kansas City
Department of Psychology

Instructor:	Kym Bennett, Ph.D. [she/her/hers]
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Phone number:	816-974-8151 (this is my Google Voice number; please leave me a voice message, or you may text me at this number)
Email:	bennettkk@umkc.edu *
Student meeting times (i.e., my office hours):	<i>Tuesdays, 3:45-4:45 pm; and by appointment</i> I set up a recurring Zoom meeting during this hour each week. The link for the recurring Zoom meeting is available in Canvas under the Modules tab. If you'd like to meet by <i>phone</i> (rather than by Zoom) during this hour, please email me, text me, or leave me a voice mail at my Google Voice number. I'm also available at other times throughout the week, so please contact me if you'd like to schedule another day/time to meet by phone or by Zoom.
Teaching Assistant:	Alissa Kim, B.A. [she/her/hers]
Email:	akkkpc@mail.umkc.edu *
Student meeting times (i.e., office hours):	<i>Mondays, 10:30-11:30 am; and by appointment</i> Please email Alissa to set up a Zoom appointment or a phone call. Alissa will monitor email during this hour each week, and will be able to get right back in touch with you.

*preferred method of contact

Required readings: (available at the [UMKC Bookstore](#) or in multiple formats on [Amazon](#))

- Sapolsky, R.M. (2004). *Why zebras don't get ulcers: The acclaimed guide to stress, stress-related diseases, and coping* (3rd ed.). Henry Holt and Company.
- Empirical articles will be assigned throughout the semester. These articles will be available for download through the UMKC Library web site (after logging in with your SSO and password).

Suggested book: (available on [Amazon](#), though you may be able to use [The Owl](#) for this class) American Psychological Association (2020). *Publication manual of the American Psychological Association: The official guide to APA style* (7th ed.). American Psychological Association.

Catalog course description: In-depth analysis of a contemporary issue in psychology. Emphasis will be placed on reading and writing about empirical approaches to contemporary challenges in psychological science.

Prerequisites: PSYCH 210 and PSYCH 302 with a C- or better

Course format: Lecture

Course instructional mode: On-line Asynchronous

Course attributes: Writing Intensive

Course exclusions/restrictions: None

My own course description: This course will focus on the contemporary issue of *stress and health*, and its implications for healthcare, mental health, and public policy decision-making. Students will explore health issues from a bio-psycho-social perspective, integrating material from stress-biology and psychology. Through reading, writing, and discussion, students will examine what constitutes stress, how our bodies were designed to respond to stress, and how our stress responses impact long-term physical functioning.

In addition to specific chapter student learning outcomes (SLOs), the overall course SLOs are to:

- Analyze theoretical approaches to contemporary issues in psychological science.
- Describe empirical findings relevant to contemporary issues in psychological science.
- Communicate in writing about contemporary issues in psychological science.

Sensitive course material warning:

Reading and writing about stress in its various forms, and about its effects on health, within an academic context can be challenging. In this course, you may engage with readings, videos, papers, and discussion board comments that are emotionally evocative. I encourage students to skip aspects of reading and writing assignments that are too emotionally challenging. I ask that you check in with me if a reading or writing assignment is uncomfortable or upsetting; you do not need to share details with me, just that you would like to develop an alternative assignment. I do not want your success in this class to be dependent upon you engaging with material that is emotionally challenging or evocative. I will work with you to develop alternative assignments that do not require you to feel emotionally overwhelmed. Your mental health and well-being matter greatly to me.

Diversity, equity, and inclusion:

The Department of Psychology is committed to diversity, equity, and inclusion in all that we do. We recently created a solidarity pledge and action plan to document our efforts. Our pledge can be found [here](#), along with a [policy](#) we developed in order to address any microaggressions experienced within the context of our Department.

Religious observances:

The observance of religious holidays (i.e., activities observed by a religious group of which a student is a member) and cultural practices are an important reflection of diversity. As your

instructor, I am committed to providing educational opportunities to students of all belief systems. Please review this syllabus, including course requirements and assignment due dates, to identify foreseeable time conflicts or challenges. We will work together to establish adjustments to the schedule or assignments.

Course Policies and Requirements

Academic integrity:

All students are expected to follow the academic integrity standards as outlined in the [Code of Student Conduct](#). If you plagiarize any part of a written assignment in this class, you will receive an “F” on that assignment (i.e., zero points). Instances of academic dishonesty will result in a report filed with the College of Arts & Sciences Dean’s Office. Opportunities for plagiarism should be limited in this class, as many assignments require you to reflect on your own experiences or apply material to your own life. In addition, we will use the Turnitin software in Canvas for most writing assignments (more detailed information below on your assignments).

All writing in this class (i.e., discussion board posts, replies, and papers) should be your original work. If you integrate outside material into any part of an assignment, you should appropriately cite and reference it (i.e., use APA style). You should complete all reading quizzes on your own. These assessments *are not* designed to be completed in collaboration. Collaboration on quizzes will be deemed an instance of academic dishonesty. If you have any questions, please don’t hesitate to ask me.

Technology and computing resources:

You are expected to have the computing resources necessary to complete this course through personal and/or University channels (e.g., Office 365 or remote computer labs). Please let me know if you will be without email or internet access on a short-term basis. We may be able to make alternate arrangements should your reason for being without computer access warrant an accommodation. Please schedule ample time to complete the various tasks due each week.

Email:

Please check your UMKC email account *daily* during the work week (i.e., Monday through Friday). Email is the primary means I use to communicate with students, and it is an official form of communication within UMKC. I will check my email regularly throughout the work week, and I will do my best to reply to all messages within 24 hours. If you have not received a reply from me within 24 hours of sending your email *during the work week*, please feel free to re-send it. If I will be away from email for more than one day during the work week, I will notify the class of any anticipated delays in responding to messages. I check my email infrequently on the weekends, but will respond to emails sent over the weekend on Monday.

Accommodations:

If you need accommodations due to a disability, please let me know as soon as possible. Students with disabilities who wish to obtain accommodations and/or auxiliary aids must contact the [Office of Services for Students with Disabilities](#) at 816-235-5696 as soon as possible (if they have not already done so).

UMKC-related travel:

If you will miss an assignment deadline in this class because of a UMKC-sponsored event that requires you to be away from your computer or without internet access, please let me know ASAP. If you discuss any issues with me prior to a deadline, I will work with you to establish an alternative deadline.

Professional behavior:

Please be respectful of others' views and opinions as we cover class material. Some of our class writing assignments and discussion boards will involve socially-sensitive topics. Although you may disagree with a classmate (or me!), please show respect for the views of others.

Class Format and Expectations

Format:

This is an online class. As with most online courses, success in this class requires you to take responsibility for your learning and engage with the material *regularly* and *frequently*. Ideally, you should be engaging with course-related tasks *each day of the work week*. Each week, I have developed readings and activities that will encourage you to critically evaluate course material and to apply that material to your own life. During the semester, these activities will require you to interact directly with course material (e.g., the textbook), with me, and with your fellow classmates. All class assignments will be available for you through Canvas.

Time commitment:

Online courses require the same time commitment as face-to-face courses. As such, if this class were being taught in-person during a 16-week spring semester, you could expect to spend approximately *three* hours each week physically in class (engaged in lectures, note-taking, discussions, and activities). UMKC presumes that instructors assign two to three hours of outside work for each hour spent inside the classroom. *Therefore, it is not unusual for students to spend, in total, nine to twelve hours per week on each of their in-person courses during the fall semester. So, please be prepared to dedicate a similar number of hours to this course.* The main difference between an online course and a face-to-face course is that, online, you can schedule your own time to dedicate to your studies. Another difference is that you will spend less time in this online course passively learning (e.g., listening to a lecture) and more time actively applying material to novel situations (or to your own life).

Technology requirements:

To succeed in this class, students will need access to the following hardware and software:

- A desktop or laptop computer. Tablets or smart phones may be used, but past student feedback suggests that some assignments/assessments may be difficult to complete and upload without a desktop or laptop computer.
- Access to the internet
- A word processing program such as Word (or Office 365)
- Internet Explorer or Firefox for Windows computers; Firefox or Safari for Apple computers

- A digital camera or smart phone camera (or access to a recent photo of yourself to upload as part of your introductory discussion board post)

Additional technology resources can be found at [Canvas Support Solutions](#).

There are several forms of technology support at UMKC to assist you during the course. There is a “Help” button on the Canvas home page that links to several types of resources. For general computer help, the IS Call Center can be reached at 816-235-2000. For questions related to Canvas, the Instructional Technology Services Call Center can be reached at 816-235-6700.

Accessibility:

All tools utilized in this class are designed to meet the needs of diverse learners. Here are links to accessibility policies of tools used in this course: [Canvas](#) and [Panopto](#).

Online etiquette:

Because we will be communicating with each other electronically, the opportunity for misunderstandings is always present. We won't have the benefit of seeing another person's non-verbal behavior, or hearing another's tone of voice. As such, it's imperative that we are mindful of our language, and that we observe the following etiquette in all our communication:

- Be respectful of others, especially when you disagree with them. As your grandmother may have told you, “you can disagree without being disagreeable.”
- Please use professional language at all times. The use of offensive or inappropriate language will result in a deduction of points.
- Please limit your discussion board posts and replies to course-related material. Please use private email for “off topic” discussions.
- Be mindful of the recommended length of discussion board posts and replies.

If you have any concerns about a classmate's post, please notify me immediately. I will review posts and replies daily, but if something concerns you and I haven't yet addressed it, please email me privately.

Writing Intensive (WI) Course Expectations

Because this is a Writing Intensive (WI) course, UMKC outlines several expectations for our class. Of most importance is the requirement for assignments of varying lengths and purposes to total at least 5,000 words; these assignments need to be structured to allow peer, instructor, or TA feedback, followed by student revision and re-submission.

For this class, we will focus on building skills around clarity of communication, the structure of writing, and the use of APA style. We will focus less on spelling and grammar, though we may give you feedback on those aspects of your writing. Rather than connecting points on assignments to spelling and grammar, your grades will reflect a more holistic orientation to grading: we will focus on whether the points you make are clear, whether your writing has a coherent structure, and whether you use APA style appropriately.

Below is a table with details about the assignments you'll complete this semester:

PSYCH 495WI: Contemporary Issues in Psychology Record of WI Course Requirements & Relevant Course Details — UWRB form revised 12 December 2016 —					
Roowriter prerequisite					No
Total percent of course grade due to writing assignments [requires ≥ 40%]					91%
Total course word count, revised final-draft quality writing [requires 5,000-10,000+ words]					5,250
Class time to help students complete writing assignments [Which week(s)?]					7, 10, 12, and 14
	Word count (range) ↓	Which week(s) ↓	Revision: [Yes or no, # allowed] ↓	Peer review: [Yes or no] ↓	Title or (short) Description ↓
Short Writing Assignments					
Paper 1	500	1	Yes	No	Reflections on prior writing assignments
Paper 2	500	2	Yes	No	Comparing forms of stress
Paper 3	500	4	Yes	No	Comparing measures of stress
Paper 4	500	5	Yes	No	Article analysis
Paper 5	250	7	Yes	No	Reference list
Infographic	1000	10	Yes	No	Brochure on stress and a chosen disease
Long Writing Assignments (2000+ words)					
Final Paper	2000	14	Yes	No	Comparing two stress management techniques

Processes for getting my feedback and submitting revised drafts:

In this class, most writing assignments will be reviewed by me or Alissa, followed by an opportunity for you to revise the assignment by addressing my comments. To accomplish this task, you will submit your writing assignments to Turnitin via Canvas. We will provide feedback, including recommendations for edits/revisions. Our feedback will be provided within one week, and you will then have several days to revise your work and re-submit it.

For example, within Module #1, you will be completing Paper #1. This paper will ask you to reflect on your prior writing experiences, documenting what you have enjoyed and what has been more of a struggle. You will submit it to Turnitin via Canvas by Tuesday, 1/26/21. We will return our comments to you no later than Monday, 2/1/21. You will then have that week to revise your paper, submitting your revised paper as a new assignment within Module #3 by Saturday, 2/6/21.

We will provide feedback on your first draft along with the rubric in Canvas that we use to grade it. When you revise your assignment, you must use Track Changes.

We're asking you to use Track Changes because we need to be able to quickly review your revisions. Please, please, please do this for us! This will be critical to help us achieve our goal of providing timely feedback on your assignments. To accomplish this, we need for you to revise your papers in a way that is most efficient for us to grade them—by using Track Changes.

When you submit your revised assignment, we should be able to open the file and quickly review your edits.

If you are new to using Track Changes, rest assured that it's fairly easy to learn and user-friendly. Here is a [guide to use Track Changes in Word](#), along with its different options.

The points associated with your revision will be earned by addressing the comments/suggestions we made on your first draft. If your first draft does not require any revisions, we will notify you that a revised submission is not necessary (many congrats!). In these cases, we will give you the points associated with the revised draft and no other actions will be required by you.

Affirmation of original and properly-referenced written work:

I will be asking you to include an affirmation in each writing assignment that the written work is yours, and that you have properly cited and referenced all outside sources. I will give you a Word template that you can use that contains this affirmation. The affirmation will state:

“I affirm that the written work I am submitting here is my own. I also affirm that I have included in-text citations for all outside sources used, along with a reference list for those sources at the end of my paper.”

Use of APA style:

For the written work in this class, we will be using APA style. I've suggested that you purchase the most recent edition of the *APA Style Manual* for this class. I highly recommend this if you intend to attend a graduate program in psychology. However, I think that you will be able to learn the basics of APA style that I require in this class by using Purdue University's [The Owl](#) web site. I will also provide you tutorials that will help you. I will be looking for the following elements of APA style in my grading:

- Bias-free language (e.g., non-gendered terms) and person-first language (e.g., patients with CVD rather than CVD patients)
- In-text citations
- Proper quoting of sources
- Reference list at the end of the paper

Grading and Assessments

Overview:

Your grade in this class will be comprised of assessments from eight categories: 1) discussion board posts (13.5%); 2) replies to others' discussion board posts (4.5%); 3) short papers (14%); 4) revisions to the short papers (5%); 5) reading quizzes (9%); 6) writing skills assignments (14%); 7) a brochure on stress and a disease (14.5%); and 8) a final paper (25.5%).

The class is worth 1000 points total. You may check your points total in the class at any time by looking at the “Grades” button in Canvas. Please note that there is information at the end of each module on the class schedule below that shows how many points are possible *at that moment*. You can use this information at any time to calculate your percentage grade in the class (and then compare it to the table below to translate that into a current letter grade).

1) Discussion board posts (135 points, or 13.5% of your total grade):

For a few weeks over the semester, you will be writing a discussion board post related to empirical articles I assign that extend the material provided in the Sapolsky book. Posts are to be approximately one double-spaced page. **Most discussion board posts will be due on Thursdays at 11:59 PM** (see schedule for specific dates). We reserve the right to delete any posts that use offensive or inappropriate language, or ones that are rude or disrespectful to others in the class. Any posts that are deleted for this reason will receive zero points. Grading rubrics will be available in Canvas.

Late discussion board policy: For each day a post is late, a 20% deduction will be applied: if it is one day late, there will be a 20% deduction. If it is two days late, there will be a 40% deduction. After two days, you can complete a post any time before **Thursday, 5/13/21 at 11:59 PM** for a 60% deduction (i.e., you can earn at most 40% of its point value).

2) Replies to others' discussion board posts (45 points, or 4.5% of your total grade):

To encourage thoughtful discussion between you and your classmates, for each discussion board post, you will post a reply to a classmate's post. Each reply should be at least one-half of a double-spaced page. **Most replies will be due on Saturdays at 11:59 PM** (see schedule for specific dates). We reserve the right to delete any replies that use offensive or inappropriate language, or ones that are rude or disrespectful to others in the class. Any replies that are deleted for this reason will receive zero points. Grading rubrics will be available in Canvas.

Late reply policy: For each day a reply is late, a 20% deduction will be applied: if it is one day late, there will be a 20% deduction. If it is two days late, there will be a 40% deduction. After two days, you can complete a reply any time before **Thursday, 5/13/21 at 11:59 PM** for a 60% deduction (i.e., you can earn at most 40% of its point value).

3) Short papers (140 points, or 14% of your total grade):

For some modules, you will complete short papers (two double-spaced pages) that ask you to analyze or evaluate concepts related to stress and its effects. Assignments will be submitted through Turnitin in Canvas. You will be given an opportunity to revise these short papers, with points earned for addressing suggested edits and comments. **Most short papers will be due on Saturdays at 11:59 PM** (see schedule for specific dates). Grading rubrics will be available in Canvas.

Late short paper policy: For each day a short paper is late, a 20% deduction will be applied: if it is one day late, there will be a 20% deduction. If it is two days late, there will be a 40% deduction. After two days, you can complete a short paper any time before **Thursday, 5/13/21 at 11:59 PM** for a 60% deduction (i.e., you can earn at most 40% of its point value).

4) Revisions to short papers (50 points, or 5% of your total grade):

For all short papers, you will be provided feedback by me or the TA, Ms. Kim. You will be given an opportunity to revise your first draft based on this feedback. In order to earn the points associated with your revisions, you must edit your paper using Track Changes and fully address the comments/suggestions made by me or your peers. **All revised short papers will be due on Saturdays at 11:59 PM** (see schedule for specific dates). Grading rubrics will be available in Canvas.

Late revision policy: For each day a revised short paper is late, a 20% deduction will be applied: if it is one day late, there will be a 20% deduction. If it is two days late, there will be a 40% deduction. After two days, you can complete a revised short paper any time before **Thursday, 5/13/21 at 11:59 PM** for a 60% deduction (i.e., you can earn at most 40% of its point value).

5) Reading quizzes (90 points, or 9% of your total grade):

You will complete a reading quiz each week based on the assigned readings. Weekly readings will include a chapter in the Sapolsky book and, in many cases, an empirical article on the topic covered in the chapter. **Quizzes will be due on Wednesdays at 11:59 PM** (see schedule for specific dates). All quizzes are 10 points. These quizzes are not timed. You may work on them, save them, and then come back another time to complete them. I will allow you to complete each quiz twice. If you take a quiz a second time, the second completion is what will be graded—even if your score on the second completion is lower than on your first completion. Scoring of your quizzes is automatic, so you should know how you did right after completing it.

Late quiz policy: For each day a quiz is late, a 20% deduction will be applied: if it is one day late, there will be a 20% deduction. If it is two days late, there will be a 40% deduction. After two days, you can complete a quiz any time before **Thursday, 5/13/21 at 11:59 PM** for a 60% deduction (i.e., you can earn at most 40% of its point value).

6) Writing skills assignments (140 points, or 14% of your total grade):

You will complete four different assignments that cover different aspects of the writing process: evaluating sources, APA style, paraphrasing, and reflecting on what you've learned over the semester. These assignments will vary in length and how they are submitted. Additional details, including grading rubrics, will be shared during the semester. **Most of these writing skills assignments will be due on Thursdays at 11:59 PM.**

Late writing skills assignment policy: For each day a writing skills assignment is late, a 20% deduction will be applied: if it is one day late, there will be a 20% deduction. If it is two days late, there will be a 40% deduction. After two days, you can complete a writing skills assignment any time before **Thursday, 5/13/21 at 11:59 PM** for a 60% deduction (i.e., you can earn at most 40% of its point value).

7) Brochure (145 points, or 14.5% of your total grade):

You will be tasked with creating a visually-appealing brochure that will cover how stress affects one disease of physical health, sometimes referred to as an *organic disease* (e.g., cardiovascular disease). Your brochure will explain, in accessible language that is understandable by those who haven't taken this class, how stress affects that physical health disease. Your brochure will include summaries of at least two empirical articles on the topic. This assignment will not require any specialized software; you can create your brochure using Word, PowerPoint, or Publisher (all of which should be available to you through Office 365). Additional details, including grading rubrics, will be shared during the semester.

Please note that the points associated with the Brochure are divided into three different assignments: 1) a topic and justification paper due on 3/4/21 worth 20 points; 2) the Brochure due on 3/27/21 worth 100 points; and 3) the Revised Brochure due on 4/17/21 for 25 points.

Late Brochure policy: For each day your Brochure is late, a 20% deduction will be applied: if it is one day late, there will be a 20% deduction. If it is two days late, there will be a 40% deduction. After two days, you can complete the Brochure any time before **Thursday, 5/13/21 at 11:59 PM** for a 60% deduction (i.e., you can earn at most 40% of its point value).

8) Final Paper (255 points, or 25.5% of your total grade):

Your Final Paper in this class will ask you to select two different stress management techniques, evaluate the empirical evidence of their effectiveness, and journal about your own success with them over a two-week period. Additional details, including a grading rubric, will be provided later in the semester.

Please note that the points associated with the Final Paper are divided into three different assignments: 1) a proposal and reference list due on 4/10/21 worth 50 points; 2) the Final Paper due on 4/24/21 worth 150 points; and 3) the Revised Final Paper due on 5/13/21 for 55 points.

Late Final Paper policy: For each day the Final Paper is submitted late, a 20% deduction will be applied: if it is one day late, there will be a 20% deduction. If it is two days late, there will be a 40% deduction. After two days, you can complete the Final Paper any time before **Thursday, 5/13/21 at 11:59 PM** for a 60% deduction (i.e., you can earn at most 40% of its point value).

Extra credit (30 points, or 3% of your total grade):

Because unforeseen things happen in our lives (e.g., you have an internet outage, you get sick, etc.), there will be 30 points of extra credit available to you as an “emergency cushion.” Please don’t skip any assignments or quizzes in this class because you know there will be 30 points of extra credit! Rather, use the extra credit as a safety net in case something happens unexpectedly that prevents you from completing a reading quiz, a discussion board post, a reply, or a paper.

To earn extra credit, you can complete a quiz covering course policies and the syllabus during the first week of class; **it is due Tuesday, 1/26/21 at 11:59 PM**. There will also be two online surveys at the end of the semester (each worth 10 points). Both surveys will collect information that our Department uses to evaluate the effectiveness of our undergraduate program.

One survey will assess your knowledge of psychology, whereas the other allows you to tell us which types of professional development experiences you’ve amassed during your time in our undergraduate program. Your extra credit points will be added to your total points after completing the surveys. Extra credits points are not connected to how you respond to either survey; these points will be earned simply by completing the surveys. These surveys will be made available to students by the week of 5/3/21 and **must be completed by Thursday, 5/13/21 at 11:59 PM**.

Extensions to deadlines:

We are living through an unprecedented time with COVID-19. We are experiencing many stressors and there is much uncertainty about how things will go this semester. I’ve outlined late policies above, but I do want to say that *I am very flexible with deadlines*. I only ask that you contact me *before a deadline* passes. If you contact me before a deadline, I will give extensions on the honor system—no questions asked and no documentation required. Right now, our stressors take a lot of forms, many of which are not amenable to typical forms of documentation.

If you contact me after a deadline passes, I may still be able to work with you to designate an alternative deadline. I may need documentation at that point, though. But, no matter what, please reach out to me! I will work with you under any circumstances. I want nothing more than for you to succeed and thrive in this class. I'll do everything within my power to work as a team with you to achieve that.

I realize that it can be difficult to ask for help, but please consider me a resource as you go through the semester. This is my 13th year working at UMKC, so I have connections around campus. Even if you need assistance with something un-related to this class, I may be able to help you. Please email or call me if you need assistance or would like to be connected with resources on campus. I'm here to help you!

Points and percentages for each grade:

The class is worth 1000 points total. I do not use percentages when grading, but rather point values. As such, when calculating final grades, I do not round up or down—your total points determine your grade:

A	925 – 1000 points (92.5% to 100%)	C	725 – 774 points (72.5% to 77.4%)
A-	900 – 924 points (90.0% to 92.4%)	C-	700 – 724 points (70.0% to 72.4%)
B+	875 – 899 points (87.5% to 89.9%)	D+	675 – 699 points (67.5% to 69.9%)
B	825 – 874 points (82.5% to 87.4%)	D	625 – 674 points (62.5% to 67.4%)
B-	800 – 824 points (80.0% to 82.4%)	D-	600 – 624 points (60.0% to 62.4%)
C+	775 – 799 points (77.5% to 79.9%)	F	less than 600 points (59.9% and below)

Class Schedule (may be revised if necessary)

Below is a tentative class schedule. More detail on topics, learning objectives, materials, assignments, and due dates can be found within the modules on Canvas.

<i>Dates</i>	<i>Activities, Points, and Due Dates</i>
<p><u>Module #1:</u> Tuesday, 1/19/21 through Sunday, 1/24/21</p> <p>**Please note that deadlines for this week differ from other weeks because students can add and drop this course through Monday, 1/25/21. Therefore, most graded assignments have due dates after 1/25/21.</p>	<ol style="list-style-type: none"> 1. Explore our Canvas site Suggested deadline of Tuesday, 1/19/21 2. Read the syllabus Suggested deadline of Tuesday, 1/19/21 3. Read the overview in the “Welcome to PSYCH 495WI!” Module Suggested deadline of Tuesday, 1/19/21 4. After reading the “Welcome to PSYCH 495WI!” Module, please review the content under “Module 1.” This content includes the links for the assignments due in this Module. Suggested deadline of Tuesday, 1/19/21

<p>Later weeks will not adhere to this deadline schedule, so please be sure to check due dates!</p>	<ol style="list-style-type: none"> 5. Discussion board #1** 15 points Due by Tuesday, 1/26/21 at 11:59 PM 6. Reply #1** 5 points Due by Wednesday, 1/27/21 at 11:59 PM 7. Paper #1 (2 pages/500 words; your writing experiences)** 30 points Due by Tuesday, 1/26/21 at 11:59 PM 8. Extra credit quiz covering the syllabus and course policies** 10 points of extra credit Due by Tuesday, 1/26/21 at 11:59 PM <p>Points for module #1: 50 (semester tally of points: 50/1000)</p>
<p>Module #2: Monday, 1/25/21 through Sunday, 1/31/21</p>	<ol style="list-style-type: none"> 1. Read Sapolsky chapter 1: <i>Why don't zebras get ulcers?</i> (pp. 1-18) Suggested deadline of Monday, 1/25/21 2. Reading quiz #1 10 points Due by Wednesday, 1/27/21 at 11:59 PM 3. Evaluating sources assignment 30 points Due by Thursday, 1/28/21 at 11:59 PM 4. Paper #2 (2 pages/500 words; comparing forms of stress) 30 points Due by Saturday, 1/30/21 at 11:59 PM <p>Points for module #2: 70 (semester tally of points: 120/1000)</p>
<p>Module #3: Monday, 2/1/21 through Sunday, 2/7/21</p>	<ol style="list-style-type: none"> 1. Read Sapolsky chapter 2: <i>Glands, gooseflesh, and hormones</i> (i.e., stress & the brain; pp. 19-36) Suggested deadline of Monday, 2/1/21 2. Read assigned empirical article: (link within Module in "Tasks" page) Taylor, S.E. (2006). Tend and befriend: Biobehavioral bases of affiliation under stress. <i>Current Directions in Psychological Science</i>, 15 (6), 273-277. Suggested deadline of Tuesday, 2/2/21

	<p>3. Reading quiz #2 10 points Due by Wednesday, 2/3/21 at 11:59 PM</p> <p>4. APA style assignment 30 points Due by Thursday, 2/4/21 at 11:59 PM</p> <p>5. Revised Paper #1 10 points Due by Saturday, 2/6/21 at 11:59 PM Please note that I will return Paper #1 with comments and suggestions by Monday, 2/1; you will have five days to complete your revisions</p> <p>Points for module #3: 50 (semester tally of points: 170/1000)</p>
<p><u>Module #4:</u> Monday, 2/8/21 through Sunday, 2/14/21</p>	<p>1. Read Sapolsky chapter 13 <i>Why is psychological stress so stressful?</i> (pp. 252-270) Suggested deadline of Monday, 2/8/21</p> <p>2. Read assigned empirical article: (link within Module in “Tasks” page) Crosswell, A.D., & Lockwood, K.G. (2020). Best practices for stress management: How to measure psychological stress in health research. <i>Health Psychology Open</i>, 1-12. DOI 10.1177/20551029209330 Suggested deadline of Tuesday, 2/9/20</p> <p>3. Reading quiz #3 10 points Due by Wednesday, 2/10/21 at 11:59 PM</p> <p>4. Paper #3 (2 pages/500 words; comparing measures of stress) 30 points Due by Saturday, 2/13/21 at 11:59 PM</p> <p>5. Revised Paper #2 10 points Due by Saturday, 2/13/21 at 11:59 PM Please note that I will return Paper #2 with comments and suggestions by Monday, 2/8; you will have five days to complete your revisions</p> <p>Points for module #4: 50 (semester tally of points: 220/1000)</p>
<p><u>Module #5:</u> Monday, 2/15/21 through Sunday, 2/21/21</p>	<p>1. Read Sapolsky chapter 3 <i>Stroke, heart attacks, and voodoo death</i> (i.e., stress & CVD; pp. 37-56) Suggested deadline of Monday, 2/15/20</p>

	<p>2. Read assigned empirical article: (link within Module in “Tasks” page) Chiang, J.J., Park, H., Almeida, D.M., Bower, J.E., Cole, S.W., Irwin, M.R., McCreath, H., Seeman, T.E., & Fuligni, A.J. (2019). Psychosocial stress and C-reactive protein from mid-adolescence to young adulthood. <i>Health Psychology</i>, 38 (3), 259-267. Suggested deadline of Tuesday, 2/16/20</p> <p>3. Reading quiz #4 10 points Due by Wednesday, 2/17/21 at 11:59 PM</p> <p>4. Paper #4 (2 pages/500 words; article analysis) 30 points Due by Saturday, 2/20/21 at 11:59 PM</p> <p>Points for module #5: 40 (semester tally of points: 260/1000)</p>
<p><u>Module #6:</u> Monday, 2/22/21 through Sunday, 2/28/21</p>	<p>1. Read Sapolsky chapter 4 <i>Stress, metabolism, and liquidating your assets</i> (i.e., stress & metabolism; pp. 57-70) Suggested deadline of Monday, 2/22/21</p> <p>2. Read empirical article: (link within Module in “Tasks” page) Smith, B.E., Miles, T.P., Elkins, J., Barkin, J.L., Ebell, M.H., & Ezeamama, A.E. (2020). The impact of stressful life events on the incidence of Type 2 diabetes in US adults from the Health and Retirement Study. <i>Journals of Gerontology: Social Sciences</i>, 75 (3), 640-649. Suggested deadline of Tuesday, 2/23/21</p> <p>3. Reading quiz #5 10 points Due by Wednesday, 2/24/21 at 11:59 PM</p> <p>4. Paraphrasing assignment 30 points Due by Thursday, 2/25/21 at 11:59 PM</p> <p>5. Revised Paper #3 10 points Due by Saturday, 2/27/21 at 11:59 PM <i>Please note that I will return Paper #3 with comments and suggestions by Monday, 2/22; you will have five days to complete your revisions</i></p> <p>Points for module #6: 50 (semester tally of points: 310/1000)</p>
<p><u>Module #7:</u> Monday, 3/1/21 through Sunday, 3/7/21</p>	<p>1. Brochure topic and justification paper 20 points Due by Thursday, 3/4/21 at 11:59 PM</p>

<p>**Writing week**</p>	<ol style="list-style-type: none"> 2. Paper #5 (1 page/250 words; reference list of 5 possible articles for your Brochure) 20 points Due by Saturday, 3/6/21 at 11:59 PM 3. Revised Paper #4 10 points Due by Saturday, 3/6/21 at 11:59 PM <i>Please note that I will return Paper #4 with comments and suggestions by Monday, 3/1; you will have five days to complete your revisions</i> <p>Points for module #7: 50 (semester tally of points: 360/1000)</p>
<p><u>Module #8:</u> Monday, 3/8/21 through Sunday, 3/14/21</p>	<ol style="list-style-type: none"> 1. Read Sapolsky chapter 8 <i>Immunity, stress, and disease</i> (i.e., stress & the immune system; pp. 144-185) Suggested deadline of Monday, 3/8/21 2. Read empirical article: (link within Module in “Tasks” page) Maple, H., Chilcot, J., Lee, V., Simmonds, S. Weinman, J., & Mamode, N. (2015). Stress predicts the trajectory of wound healing in living kidney donors as measured by high-resolution ultrasound. <i>Brain, Behavior, and Immunity</i>, 43, 19-26. Suggested deadline of Tuesday, 3/9/21 3. Reading quiz #6 10 points Due by Wednesday, 3/10/21 at 11:59 PM 4. Discussion board #2 30 points Due by Thursday, 3/11/21 at 11:59 PM 5. Reply #2 10 points Due by Saturday, 3/13/21 at 11:59 PM <p>Points for module #8: 50 (semester tally of points: 410/1000)</p>
<p><u>Module #9:</u> Monday, 3/15/21 through Sunday, 3/21/21</p>	<ol style="list-style-type: none"> 1. Read Sapolsky chapter 18 <i>Managing stress</i> (pp. 384-418) Suggested deadline of Monday, 3/15/21

	<p>2. Read empirical article: (link within Module in “Tasks” page) Coulon, S.M., Monroe, C.M., & West, D.S. (2016). A systematic, multi-domain review of mobile smartphone apps for evidence-based stress management. <i>American Journal of Preventive Medicine</i>, 51 (1), 95-105. Suggested deadline of Tuesday, 3/16/21</p> <p>3. Reading quiz #7 10 points Due by Wednesday, 3/17/21 at 11:59 PM</p> <p>4. Discussion board #3 30 points Due by Thursday, 3/18/21 at 11:59 PM</p> <p>5. Reply #3 10 points Due by Saturday, 3/20/21</p> <p>6. Revised Paper #5 10 points Due by Saturday, 3/20/21 at 11:59 PM <i>Please note that I will return Paper #5 with comments and suggestions by Monday, 3/15; you will have five days to complete your revisions</i></p> <p>Points for Module #9: 60 (semester tally of points: 470/1000)</p>
<p><u>Module #10:</u> Monday, 3/22/21 through Sunday, 3/28/21</p> <p>**Writing week**</p>	<p>1. Brochure (4 pages/1000 words) 100 points Due by Saturday, 3/27/21 at 11:59 PM</p> <p>Points for module #10: 100 (semester tally of points: 570/1000)</p>
<p>Monday, 3/29/21 through Sunday, 4/4/21</p>	<p>Spring Break. Enjoy this week off!</p>
<p><u>Module #11:</u> Monday, 4/5/21 through Sunday, 4/11/21</p> <p>**Writing week**</p>	<p>1. Proposal and reference list for Final Paper 50 points Due by Saturday, 4/10/21 at 11:59 PM</p> <p>Points for module #11: 50 (semester tally of points: 620/1000)</p>
<p><u>Module #12:</u> Monday, 4/12/21 through Sunday, 4/18/21</p>	<p>1. Read Sapolsky chapter 11 <i>Stress & a good night's sleep</i> (pp. 226-238) Suggested deadline of Monday, 4/12/21</p>

	<p>2. Read article: (link within Module in “Tasks” page) Vargas, S., Antoni, M.H., Carver, C.S., Lechner, S.C., Wohlgemuth, W., Llabre, M., Blomberg, B.B., Gluck, S., & DerHagopian, R.P. (2014). Sleep quality and fatigue after a stress management intervention for women with early-stage breast cancer in Southern Florida. <i>International Journal of Behavioral Medicine</i>, 21, 971-981. Suggested deadline of Tuesday, 4/13/21</p> <p>3. Reading quiz #8 10 points Due by Wednesday, 4/14/21 at 11:59 PM</p> <p>4. Discussion board #4 30 points Due by Thursday, 4/15/21 at 11:59 PM</p> <p>5. Reply #4 10 points Due by Saturday, 4/17/21 at 11:59 PM</p> <p>6. Revised Brochure 25 points Due by Saturday, 4/17/21 at 11:59 PM <i>Please note that I will return your Brochure with comments and suggestions by Monday, 4/12; you will have five days to complete your revisions</i></p> <p>Points for module #12: 75 (semester tally of points: 695/1000)</p>
<p><u>Module #13:</u> Monday, 4/19/21 through Sunday, 4/25/21</p> <p>**Writing week**</p>	<p>1. Final Paper (8 pages/2000 words) 150 points Due by Saturday, 4/24/21 at 11:59 PM</p> <p>Points for module #13: 150 (semester tally of points: 845/1000)</p>
<p><u>Module #14:</u> Monday, 4/26/21 through Sunday, 5/2/21</p>	<p>1. Read Sapolsky chapter 14 <i>Stress & depression</i> (pp. 271-308) Suggested deadline of Monday, 4/26/21</p> <p>2. Read article: (link within Module in “Tasks” page) Shearer, A., Hunt, M., Chowdhury, M., & Nicol, L. (2016). Effects of a brief mindfulness mediation intervention on student stress and heart rate variability. <i>International Journal of Stress Management</i>, 23 (2), 232-254. Suggested deadline of Tuesday, 4/27/21</p> <p>3. Reading quiz #9 10 points Due by Wednesday, 4/28/21 at 11:59 PM</p>

	<p>4. Discussion board #5 30 points Due by Thursday, 4/29/21 at 11:59 PM</p> <p>5. Reply #5 10 points Due by Saturday, 5/1/21 at 11:59 PM</p> <p>Points for module #14: 50 (semester tally of points: 895/1000)</p>
<p><u>Module #15:</u> Monday, 5/3/21 through Sunday, 5/9/21</p>	<p>1. Semester wrap-up reflection paper 50 points Due by Saturday, 5/8/21 at 11:59 PM</p> <p>2. FYI: Thursday, 5/6/21 and Friday, 5/7/21 are Reading Days within the College of Arts & Sciences</p> <p>Points for module #15: 50 (semester tally of points: 945/1000)</p>
<p><u>Module #16:</u> Monday, 5/10/21 through Sunday, 5/16/21</p> <p>**This is finals week**</p>	<p>1. Revised Final Paper 55 points Due by Thursday, 5/13/21 at 11:59 PM <i>Please note that I will return your Final Paper with comments and suggestions by Monday, 5/10; you will have three days to complete your revisions</i></p> <p>2. Optional extra credit surveys 20 points of extra credit Due by Thursday, 5/13/21 at 11:59 PM</p> <p>Points for module #15: 55 (semester tally of points: 1000/1000)</p>

General Policies for UMKC Courses

Will I be dropped from class if I do not attend class? What happens if I do not attend class without communicating with my instructor? (Accurate Enrollment Records - Administrative Drop):

Maintaining accurate enrollment records throughout the term is a partnership between instructors and students. Instructors are responsible for verifying student attendance and participation within the first three weeks (16 week course) through the Attendance Verification Survey (administered through UMKC Connect) as well as maintain records of participation throughout the term so that the last date of attendance for students with recorded “F” or “W” final grades may be submitted. Because student plans for enrollment sometimes change prior to the semester start, students not engaging in courses through the initial weeks of each course may be administratively dropped. For more detailed information regarding the policy see this [page](#).

How do I get permission before Recording Class Sessions?

Instructor(s) may record class sessions for the sole purpose of sharing the recording with students who can't attend class. Instructor(s) will take care not to disclose personally identifiable information from the student education records during the recorded lesson. Students are not permitted to record class sessions without written consent from the course instructor.

Is there recommended technology that I should have access to?

You will need access to the computing resources necessary to complete this course through personal and/or University channels (e.g., computer labs). Our course will take place within the Canvas LMS and utilize various software technologies that facilitate interaction and communication. We can make alternate arrangements should your reason for being without computer access warrant an accommodation (note: travel for vacation/work does not necessitate accommodations). Below is a list of some helpful computer requirements for full participation in this online class:

- [The latest version of Java](#)
- [The latest version of QuickTime](#)
- [The latest version of Adobe Reader](#)
- A current version of word processing software
- A headset with microphone
- A webcam
- Google Chrome, Firefox, or Edge for Windows computers
- Google Chrome, Firefox, or Safari for Apple computers

Broadband Internet connection is preferred. Examples of broadband Internet connection are high-speed DSL or a Cable modem.

If I am having difficulty is there Technical Support that I can contact?

The links below will connect you with answers and information for the most common technical questions and issues students experience.

- [UM System Keep Learning](#)
- [UMKC Instructional Design/Technology](#)

What other academic policies should I review?

Additional important information about UMKC’s policies and resources can be found [here](#).

UMKC COVID-19 Policies

Do I need to have a Mask/Face-Coverings while on campus?

UMKC’s mask/face-coverings policy is available [here](#). Any student requesting an ADA accommodation for the University mask/face covering policy should contact Scott Laurent at the Office of Disability Services as soon as possible by calling (816) 235-5696, or via email at laurentr@umkc.edu.

If I have a disability (including COVID-related disabilities), who can assist me with getting important accommodations on campus?

Any student seeking COVID-related academic accommodations should contact Scott Laurent at the Office of Disability Services as soon as possible by calling (816) 235-5696, or via email at laurentr@umkc.edu.

If I have questions regarding COVID-19 General Information, where do I go?

Up to date information and FAQs regarding COVID-19 may be found on the [UMKC COVID website](#).

Key Dates	
January 25	Last day for 100% refund (16-week session)
January 25	Last day to add without an instructor signature (16-week session)
February 15	Last day for 50% refund (16-week session)
February 15	Last day to drop a class and not have it appear on your transcript (16-week session)
February 15	Last day to change credit to audit (undergraduate) (16-week session)
March 12	Last day for 25% refund (16-week session)
March 29	Spring Break Begins
March 31	Last Day to File for Spring Graduation
April 5	Course Work Resumes
April 16	Last day to withdraw (undergraduate) (16-week session)
May 6	College of Arts & Sciences Reading Day
May 7	College of Arts & Sciences Reading Day
May 7	Last Day of Classes
May 8	Final Exams Begin (All Academic Units)
May 14	Final Exams End (All Academic Units)

College of Arts & Sciences Course Policies & Resources:

- Please refer to [linked resources](#) for critical information regarding course policies.

UMKC Resources & Policy Statements Spring Semester 2021

Academic Calendar

Students are encouraged to review important add, drop or withdraw dates [here](#).

Academic Integrity

The Board of Curators of the University of Missouri recognizes that academic honesty is essential for the intellectual life of the University. Faculty members have a special obligation to expect high standards of academic honesty in all student work. Students have a special obligation to adhere to such standards. Academic dishonesty, including cheating, plagiarism or sabotage, is adjudicated through the University of Missouri Student Conduct Code and Rules of Procedures in Student Conduct Matters.

Academic Support and Mentoring

UMKC's office of Academic Support and Mentoring provides innovative support services and resources to ensure educational access and personal success for every student. For information on tutoring, student success seminars, and other information, please visit this [page](#).

Attendance Policy

Students are expected to participate/meaningfully engage in classes, regardless of the class format. Faculty can require participation/engagement, but *cannot* require physical presence for face-to-face coursework. In order to comply with federal regulations associated with eligibility rules for federal financial aid, students not attending/participating in a course during the first three weeks of the term will be administratively dropped from the specific course. Advance notice of attendance policies of academic units and individual instructors should be given, and such notice should be in writing. Students should notify instructors of excused absences in advance, where possible. Students who have an excused absence are expected to make arrangements with instructors for alternative or make-up work. Such arrangements should be made in advance of the absence, where possible. Instructors should accommodate excused absences to the extent that an accommodation can be made that does not unreasonably interfere with the learning objectives of the course or unduly burden the instructor. Attendance policies shall be applied in a non-discriminatory manner. Enrollment as a student is required to attend any class unless otherwise pre-approved by the instructor. Instructors are responsible for verifying student attendance and participation within the first three weeks (16 week course) through the Attendance Verification Survey (administered through UMKC Connect) as well as maintain records of participation throughout the term so that the last date of attendance for students with recorded "F" or "W" final grades may be submitted.

Campus Safety

Inclement weather, mass notification, and emergency response guides can be found [here](#).

UMKC Connect

Important information is available to undergraduate students in UMKC Connect accessed through Canvas. Throughout the term, students may receive emails regarding course grades or

academic performance. Students are expected to address information posted in a timely fashion. This information may be shared with the student's Success Network made up his or her academic advisor(s) and other campus resources so that UMKC may fully support the student's success.

Grade Appeal Policy

Students are responsible for meeting the standards of academic performance established for each course in which they are enrolled. The establishment of the criteria for grades and the evaluation of student academic performance are the responsibilities of the instructor.

The [University grade appeal procedure](#) is available only for the review of allegedly capricious grading and not for review of the instructor's evaluation of the student's academic performance. Students are responsible for meeting the standards of academic performance established for each course in which they are enrolled. The establishment of the criteria for grades and the evaluation of student academic performance are the responsibilities of the instructor.

The [University grade appeal procedure](#) is available only for the review of allegedly capricious grading and not for review of the instructor's evaluation of the student's academic performance. Capricious grading, as that term is used here, comprises any of the following:

- The assignment of a grade to a particular student on some basis other than the performance in the course;
- The assignment of a grade to a particular student according to more exacting or demanding standards than were applied to other students in the course; (Note: Additional or different grading criteria may be applied to graduate students enrolled for graduate credit in 300- and 400-level courses.)
- The assignment of a grade by a substantial departure from the instructor's previously announced standards.

Privacy Policies

Please read our general [Privacy Policy](#) and our [Webcam Policy](#).

Counseling Services and Student Health & Wellness

UMKC students may experience many challenges in their lives while attending college – stress, depression, suicidality, trauma, relationship issues, health concerns, etc. As your professor, I care about your success and well-being, and want to make you aware of some helpful resources on campus. UMKC [Counseling Services](#), located at Brookside 51 Building, 5110 Oak Street, Suite 201, offers a wide range of supportive services to students. Appointments can be made by calling 816-235-1635. UMKC [Student Health and Wellness](#), located at Brookside 51 Building, 5110 Oak Street, Suite 237, offers a full range of health care services. Appointments can be scheduled online or by calling 816-235-6133. [The MindBody Connection](#) is located in the Student Union, room 413 and offers a variety of stress-reduction services.

Students are encouraged to review UMKC's Policy on [Suicide Prevention Resources](#), which provides resources, referral information, and training opportunities to help recognize signs of distress in yourself and your peers as well as how to make appropriate referrals for support and assistance.

Students may contact the UMKC [Student HelpLine](#) (or 816-235-2222) with any questions or concerns. Students may also utilize the [Complaint Policy](#) to file a complaint online.

Student Disability Services

To obtain disability related accommodations and/or auxiliary aids, students with disabilities must contact [Student Disability Services](#) as soon as possible by calling 816-235-5612. Once verified, our office will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided.

Equal Opportunity & Educational Access

UMKC is committed to providing equal opportunities to all students without unlawful discrimination on the basis of a protected identity, or their race, color, national origin, ancestry, religion, sex, pregnancy, sexual orientation, gender identity, gender expression, age, disability, protected veteran status, or any other status protected by applicable state or federal law.

Discrimination & Harassment: Compliance with UM System Collected Rules and Regulations (CRRs) [600.010](#) is monitored by the [Office of Affirmative Action](#), but it is the responsibility of the entire university community to provide equal opportunity through relevant practices, initiatives, and programs. If you or someone you know has experienced discrimination or harassment based on their protected identity, we encourage you to visit [Making a Report](#).

Also included under CRR [600.010](#) is sexual harassment and sexual misconduct by a student, employee, volunteer, or visitor that is not prohibited under CRR [600.020](#) and Title IX, and that occurs within a UMKC educational program or activity, on- or off-campus, as well as when the conduct occurs off-campus and interferes with or limits the ability of any person to participate in or benefit from UMKC's educational programs or activities or employment. For those who have experienced discrimination or harassment, the [Roos Respond Resource Guide](#) provides a list of campus and community support services.

Failure to Accommodate Students with Disabilities: UM System Collected Rules and Regulations (CRRs) [600.010](#) prohibits discrimination against students with disabilities and ensures these students receive educational accommodations as issued by [Student Disability Services](#). If you believe an employee of the university has failed to accommodate your disability, visit [Making a Report](#).

Accommodating Pregnancy & Childbirth: UMKC provides reasonable accommodations to students related to pregnancy and childbirth, including adjustments to attendance requirements, course due dates, leaves of absence, and other accommodations. If you have questions or would like to request arrangements, please visit [Pregnant & Parenting Students](#).

Sexual Harassment under Title IX: UM System Collected Rules and Regulations (CRRs) [600.020](#) prohibits all students, employees, volunteers, and visitors from engaging in sexual harassment, including sexual assault, dating violence, domestic violence, and stalking, in a university education program or activity against a person in the United States. If you or someone you know has experienced any of these forms of prohibited conduct, you can access the [Roos](#)

[Respond Resource Guide](#) for a list of support services on campus and in the community. For information on how to make a report to the university, visit [Making a Report](#).

Mandated Reporting: Nearly all UMKC employees, including your course instructors, advisors, and other support staff, are required to report all information related to any known or suspected discrimination, harassment, or sexual misconduct to the Office of Affirmative Action and cannot offer confidentiality. However, students may seek confidential support from [RISE: Resources, Intervention, Support, & Education](#), [Counseling Services](#), and [Student Health & Wellness](#).

Employees of these offices are exempt from mandated reporting so long as the disclosure of prohibited conduct occurs in a confidential communication while they are acting as support advocates, professional counselors, or medical personnel. An exemption does not extend to these employees when the disclosure is made in non-confidential setting. If you have a question about confidentiality when making a disclosure to RISE, Counseling Services, or Student Health & Wellness, you should first ask whether the exemption applies.

Right to Free Expression

It is vitally important for UMKC to foster and maintain an educational environment that promotes free discussion, inquiry and expression by students inside the classroom and beyond, without fear that their exercise of such rights will have negative repercussions in areas over which the university has responsibility. It is equally important that students understand the narrow line separating their First Amendment rights and the legal and privacy rights of others so that students can exercise those rights within appropriate boundaries.

Per UM System Collected Rules and Regulations (CRRs) [200.015](#), your instructors should encourage free discussion, inquiry, and expression in courses, conferences and meetings. Student performance shall be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards.

Classroom Expectations: In exercising your right to free expression, UMKC requests students adhere to these five guidelines:

- Share responsibility for including all voices in the conversation, leaving sufficient time for others to engage in the discussion. Listen respectfully, avoiding interruptions or distractions.
- Recognize how your own identity and experiences inform your opinions and reactions to others. Be open to changing your perspectives when exposed to the ideas of others.
- Speak with care, acknowledging that your words may be perceived as disrespectful, marginalizing, biased, or harmful.
- Understand that everyone makes mistakes; view these mistakes as valuable in the learning process. Notice your own defensive reactions, and channel them into furthering a productive discussion.
- Differentiate between safety and comfort; accept discomfort as necessary for learning and exploring ideas through a social justice lens.

Although your right to free expression is protected, your instructors have the authority to take action under CRR [200.010](#) when they believe the conduct of any student unreasonably disrupts the classroom environment and prevents others from learning or threatens or endangers the health or safety of any person. If you feel your instructor was in error in taking action under CRR [200.010](#) related to your right to free expression, visit [Making a Report](#).

Expressions of Perceived Bias

UMKC is committed to equity, diversity, inclusion and respectful interaction. In support of our campus community, the university provides the opportunity for students, employees, volunteers, and visitors to report expressions of perceived bias and to request UMKC respond to such expressions.

An expression of perceived bias may occur when someone believes that they have been subjected to harassment, bullying, stereotyping, microaggressions, abuse, marginalization, or any other form of targeted misconduct because they identify or are associated with a particular group. If you believe you have experienced an expression of bias or you become aware of such an expression, visit [Making a Report](#).

Support: If the conduct of others prevents you from fully participating in the classroom or in university activities, UMKC offers confidential support through [Counseling Services](#) and [RISE: Resources, Intervention, Support, & Education](#). Additional campus and community support services are listed on the [Roos Respond Resource Guide](#).