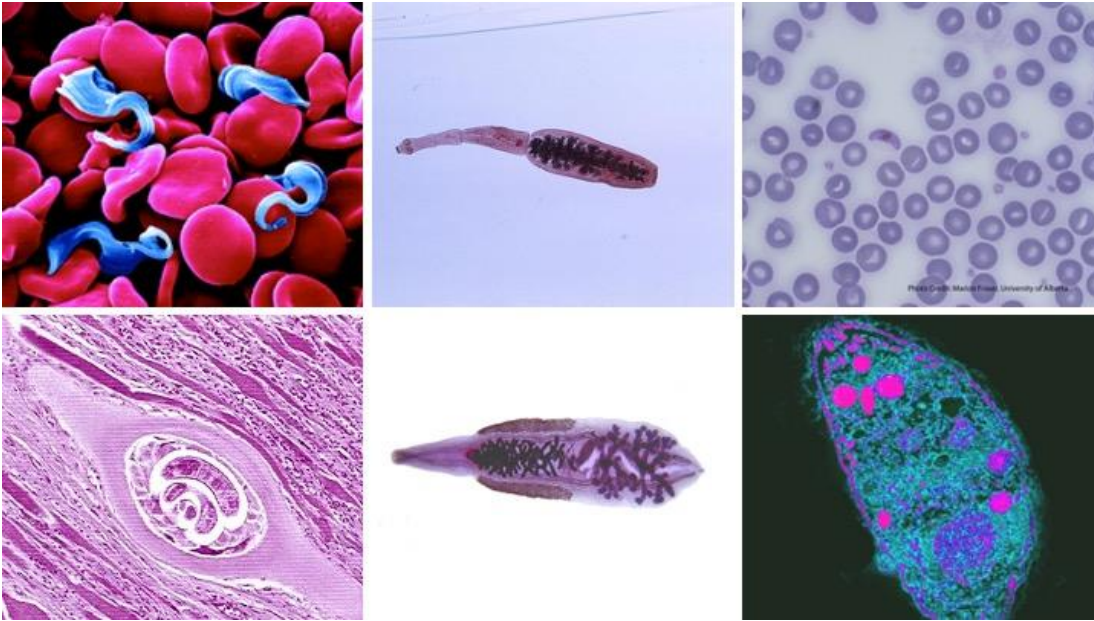


Biology 342: Parasitology

SYLLABUS – Spring, 2025



What is this course?

Course Description

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

Course Format

For the Spring of 2025, the lecture and lab are fully in person. Contact me for more information if you are unable to come to class. Lectures this semester are Tuesdays and Thursdays from 11:00-12:15, and lab is on Tuesday from 2:00-4:50.

Biodiversity included:

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

Who is teaching this course?

Contact information

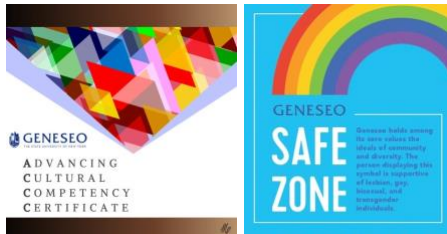
Dr. Susan Bandoni Muench

bandoni@geneseo.edu

Office: ISC 332A

Phone: 585-245-5309

Office hours: Wednesdays, 11:00-11:50, Thursdays 1:30-2:15 (ISC 332A), Fridays 12:30-1:20, and by appointment. I hold office hours in ISC 332A, inside the Biology Office. Please note that my duties as Chair of the Biology Department sometimes require rescheduling my office hours. Watch for announcements in Brightspace.



What will you learn?

Learning Outcomes

Course learning outcomes:

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

1. Demonstrate through tests and on writing assignments an understanding of parasitism, including the diversity of symbiotic associations and their populational, dynamic and contextual nature.

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

Program learning outcomes:

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

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

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

What will you need for this course?

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

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

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

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

Evaluation – Summary

Day-to-day activities (Reading quizzes, engagement assignments, reflections)	10%
Application quizzes and reflections (1-2 per week)	15%
Tests (4, lowest score reduced to half weight)	35%
Laboratory (quizzes, class activities, two larger tests)	20%
Parasite Diversity presentations	7.5%
Short research paper on parasitism, parasite ecology, or parasite evolution	12.5%

Detailed Information About Evaluation

Below is a brief description of the quizzes, homework, in-class assignments, tests, lab quizzes, presentations and writing assignment that contribute to your grade. This class is structured around segments of lecture interspersed with discussion in small groups or with the full class. Obtaining your first exposure to new information outside of class through independent reading and video and through other assignments will make meaningful class discussion possible. Every assignment and activity is carefully designed

with a goal of assisting you to learn. If you are not seeing the purpose or benefit of what we are doing, ask me!

Day-to-Day:

Every week, there are multiple choice quizzes on the parasites we are discussing. These ensure that you have a foundation of essential vocabulary and an understanding of the life cycle that will enable us to have substantial discussions in class. Most class periods, there will be a portion of a worksheet with discussion questions and practice problems (engagement assignments) that you scan and turn in after class or a brief online assignment. Except for the quizzes, these assignments are generally graded pass-fail with class feedback, rather than being graded. The assignments from each class are due whether or not you attend class unless you are working with the Dean of Students regarding absences.

Application quizzes

Application quizzes are groups of short answer questions that serve as practice tests. There may be multiple choice or true-false questions, but most questions will be short answer, requiring no more than 102 sentences. Many questions will test your ability to apply the information in the context of a case study or scenario. Some questions will require you to analyze or evaluate information. Some or all of these may have a required group component. These provide practice for the skills needed for the tests. There will be one per week.

Tests

There are four tests, spread roughly equally through the semester. The format will be similar to the application quizzes but longer, roughly equivalent to 5 application quizzes.

Paper:

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

Presentations:

There will be three group presentations on interesting taxa of parasites that we are not able to study in greater depth. These are brief presentations in varied formats.

Laboratory

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

Explanation of final grades:

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

Appealing grades:

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

What is our schedule for the semester?

Important notes regarding the schedule

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

Week	Tuesday lecture	Lab	Thursday lecture
1	1/21 Welcome! Let's get acquainted and get started. Symbiosis	1/21 (Re)Learning to use a microscope. Introduction to parasite slides. Getting started with amebas.	1/23 Amebas Worm Hunt Diagnosis
2	1/28 (What are protozoa?) Defining parasitism	1/28 Amebas	1/30 Flagellates Laboratory diagnosis: immunological tests
3	2/4 Defining harm	2/4 Flagellates and catching up. Presentations	2/6 Leishmaniases Diagnosis: PCR Immune system – innate
4	2/11 TEST 1	2/11 Leishmanias and trypanosomes	2/13 Trypanosomiasis Immune system – adaptive
5	2/18 Good parasites & bad mutualists;	2/18 Malaria and other Apicomplexans Presentations	2/20 Malaria Immune system – evasion
6	2/25 Diversity Summit (no class)	2/25 Diversity Summit (no class)	2/27 Cyclospora, Cryptosporidium & Toxoplasma immunosuppressed patients
7	3/4 Coevolution, cospeciation & virulence	3/4 Lab test	3/6 TEST 2
8	3/18 Environmental controls	Nematodes	3/20 Enterobius, Ascaris and whipworm

Week	Tuesday lecture	Lab	Thursday lecture
9	3/25 Vaccines Tolerance	Nematodes, continued	3/27 Hookworms & <i>Strongyloides</i> ; zoonotic nematodes
10	4/1 Chemotherapy Host manipulation	Filarial worms	4/3 <i>Wuchereria</i> & <i>Brugia</i> , <i>Onchocerca</i> & <i>Loa loa</i> , <i>Dracunculus</i> , <i>Trichinella</i>
11	4/8 TEST 3	Adult tapeworms	4/10 Adult tapeworms
12	4/15 Emerging infections	Tapeworms; start trematodes Presentations	4/17 Larval tapeworms
13	4/22 Emerging infections Evolution of sex	Trematodes	4/24 Intestinal, liver and lung flukes
14	4/29 Hygiene hypothesis	Blood Flukes Presentations	5/1 Blood flukes
15	5/6 Review	5/6 Lab test	
16	Monday May 12: Final Exam 12:00-3:20	TEST 4	

What should you do when something out of the ordinary happens?

Attendance and expectations for class:

The lecture and laboratory sessions are in person unless I am sick. Attendance is strongly linked to student success, and your active participation in class is not only vital to your success, but also contributes to other students' learning. Our classroom is set up for simultaneous local and remote participation, but we will do this only if it is required for an accommodation through the Accessibility Office or the Dean of Students. If you are unable to participate in person, daily assignments can be completed by working with the course materials on your own and getting assistance in office hours. Participation assignments help you stay engaged with the content, and will generally not be excused if you miss class. The exception to this is if you are missing all of your classes for a week or more and working with the Dean of Students (deanstu@geneseo.edu).

Missing Tests

For tests, it will be possible to make these up within a week. However, if you are unable to make up a test in that time frame, we will need to choose another option, either a different test or a different weighting of test scores. Please plan to meet with me at the earliest possible opportunity, and be prepared to propose and discuss solutions.

Missing Day-to-Day assignments:

Due dates for day-to-day assignments are flexible. The benefits to learning from completing the assignments are greatest if you use these to stay caught up on the reading and class activities, but completing an assignment a few days past the deadline is okay. You will need permission to complete these assignments after the test for which they are pertinent. Please contact me as soon as possible when you are having trouble completing day-to-day assignments, and be prepared to propose and discuss solutions. If you will be unable to complete course work for a week or more, please contact me along with the Dean of Students (deanstu@geneseo.edu). If you are working with Accessibility Services and have accommodations related to due dates or class attendance, please meet with me early in the semester to discuss the supports that you need.

Missing application quizzes

Application quizzes do have a firm due date, and cannot be made up without explanation. The make up quiz is likely to be pencil and paper, and different from the quizzes taken by others.

Missing laboratory quizzes and tests or accommodations for these

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

Extensions on the Paper:

Because the project is due near the end of the semester, extensions on the paper will be limited; solutions may require an initial grade of incomplete until the project is finished.

Please contact me as soon as you know there is a problem so we can work out a solution together.

What academic support and assistance is available to you?

Communication:

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

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

Accessibility

SUNY Geneseo is dedicated to providing an equitable and inclusive educational experience for all students. The Office of Accessibility (OAS) will coordinate reasonable accommodations for persons with disabilities to ensure equal access to academic programs, activities, and services at Geneseo.

Students with approved accommodations may submit a [semester request](#) to renew their academic accommodations. More information on the process for [requesting academic accommodations](#) is on the OAS website.

[Office of Accessibility Services](#)

Erwin Hall 22

[585-245-5112](tel:585-245-5112)

access@geneseo.edu

Academic Support Services

For this course, the most important resource for help is your instructor. Office hours are intended for use, and the best way to get help is to ask. Lab also provides an opportunity to seek help. The information below is intended to offer assistance with other courses you may be taking.

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

- Tutoring, both drop-in and by-appointment, with student tutors in the [Writing Learning Center](#), the [Math Learning Center](#), and a range of department-based tutoring centers
- Online tutoring through the [SUNY-wide STAR-NY system](#)

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

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

The Navigate Student App is the student-facing platform that offers a wide range of resources including study buddies, to do's & events, and more. You can download the Navigate Student App at the Apple or Google Play app store. You can also find the Navigate Student content on your computer: geneseo.navigate.eab.com.

Geneseo has leveraged SUNY Transformation funds to license CircleIn, a tool to facilitate peer learning. CircleIn utilizes gamification to incentivize students to better study habits. The development of the CircleIn platform was supported by NSF funding, and research evidence suggests that CircleIn is an effective tool for making academic success more attainable, common, and inclusive. The tool is free for all of our students, and CircleIn provides any tech support needed. You can download the CircleIn App at the Apple or Google Play app store. You can also find CircleIn in your Brightspace page. Resources obtained through CircleIn have not been vetted by the instructor.

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

- [Academic Peer Mentors in the Office of Advising](#) provide students with promising study strategies and can host on-going appointments with students seeking an "accountability buddy"
- The Leadership in Academic Success workshop series sponsored by the GOLD Leadership Program introduces students to a variety of study skills, time management techniques, and instruction on how to access campus resources for academic and career guidance. A [full list of GOLD workshops](#) can be accessed online.

Library Research Help

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

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

As instructor for this course, I can also provide assistance with library research help during office hours or lab.

Technology Support

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

Getting Help with Brightspace

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

Student Course Experience (SCE) Survey

During the last week of the semester, students are invited and encouraged to complete a four-item course experience survey through KnightWeb. Responses are completely anonymous at all times, and the results are only shared with instructors after final grades have been submitted. Instructors use the feedback to improve their courses in the future, and results from the SCE surveys are included in faculty portfolios used in renewal, tenure and promotion decisions. To participate: In a web browser, visit MyGeneseo. Select KnightWeb, Surveys, then SCE (formerly SOFI) Surveys. You are welcome to submit responses for each course listed.

How do we maintain a respectful classroom environment?

SUNY Geneseo's Commitments, Mission and Values

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

[SUNY Geneseo Mission, Vision and Values](#)

[Community Commitment to Diversity, Equity, and Inclusion](#)

[Sustainability as a Core Value](#)

[Geneseo Learning Outcomes for Baccalaureate Education](#)

Land Acknowledgment

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

Religious observances

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

Military Obligations and Class Attendance

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

Accommodations for English language learners:

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

Guidelines for Attendance and Public Health

As we continue to deal with variants of the COVID-19 virus and other contagious respiratory illnesses, I share these expectations for classroom attendance and protecting public health. SUNY Geneseo is a residential liberal arts college where we all learn together in a shared space. This classroom community is vital for engaging in discussions, solving problems, and answering questions together. Learning is an active process, and it requires engagement - on my part and yours. I promise to create an interactive and collaborative classroom space, and in return I expect you to attend and engage in the activities.

It's possible that some of you may get sick over the course of the semester. Because I want you to be successful and because I value your contribution to the course, I expect you to prioritize attendance. If you are experiencing [symptoms associated with COVID](#) on a day we have class, please take a COVID test. Check with the Health Center for a COVID test, or you may take a self-test if you have one. If you test negative, feel well enough to attend, and have not had a fever for 24 hours (without fever-reducing medication), then put on a well-fitting mask, come to class, and maintain physical distance as much as possible. If your symptoms do not allow you to attend class, stay home (except to go to the health center), rest, and take care of yourself. You can find more [guidelines from the Center for Disease Control](#) for precautions when sick which cover flu, COVID and other illnesses.

I expect you to communicate with me directly about your absences. I can support you to keep up with class if you are out for an illness, but I need you to take responsibility for being transparent and clear in letting me know when you are out and why. Although I can work with you on keeping up, you may miss some course content and extended absences may impact your ability to realize your full potential in this class. For extended absences (i.e., more than a couple of days of classes), you should contact the Dean of Students who can assist with reaching out to your faculty.

Diversity and inclusion

Parasitology is about people as well as about fascinating organisms and the diseases that they cause. I intend for this course to serve students from all backgrounds and with different perspectives. Student diversity is an asset and a resource, and benefits everyone here, and our class discussion benefits from each person bringing their unique life

experiences. It is my intent for course activities to be respectful of diversity including gender, sexual orientation, ability, age, socioeconomic status, ethnicity, race, culture, religion and other background characteristics. I have designed instruction in this course to support the needs of diverse learners. I welcome discussion and feedback about how the instructional approach works for you, and let me know if you have suggestions for increasing learning or inclusivity in this course.

Inclusive language:

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

Bias-Related Incidents

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

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

Academic integrity:

Geneseo's Milne Library offers an online tutorial to help students understand how to paraphrase, quote, cite outside sources, and use AI properly. The tutorial is meant to educate about the importance of using original ideas and language, and how to incorporate paraphrases and quotes into writing. [Access the Plagiarism Tutorial using this link](#).

Academic dishonesty includes cheating, knowingly providing false information, plagiarizing, and any other form of academic misrepresentation. College policies and procedures regarding academic dishonesty are [available online](#).

Generative Artificial intelligence (AI), such as campus-supported Copilot, may be used for some assignments with appropriate citation, but NOT for the reflective assignments, presentations or paper. If you are in doubt as to whether you are using generative AI appropriately in this course, I encourage you to discuss your situation with me. Guidance for citing AI-generated content is available. You are responsible for fact-checking claims and sources generated by AI tools.

Copyrighted materials:

Many of the materials that are provided to students in this course have been created by your instructor or by authors of published sources excerpted under educational fair use. You should assume that all course materials are protected by legal copyright. Copyright protection means that reproduction of this material is prohibited without the author's consent. Thus, you are prohibited from sharing or posting copyrighted material to any websites outside of our course Brightspace site. Also prohibited is sharing materials with more limited groups (e.g., sorority/fraternity test bank), as is feeding instructor-provided course materials into any AI tool other than our campus Copilot which carries protections for copyrighted material.

How can you take care of yourself this semester? Health and Well-being

Well-Being

Prioritizing well-being can support the achievement of academic goals and alleviate stress. Eating nutritious foods, getting enough sleep, exercising, avoiding drugs and alcohol, maintaining healthy relationships, and building in time to relax all help promote a healthy lifestyle and general well-being. Your health and wellbeing are foundational to your ability to learn, and if you find that you are feeling unwell (physically or mentally) and it is impacting your ability to complete your coursework, please reach out. In a similar way, I will occasionally ask for some patience and flexibility on your part. The pandemic is affecting faculty as well as students and creating demands that would not be present in an ordinary semester. If I am slow responding to an email, if I take some time to grade an assignment, or if I am a bit late posting course materials, please be patient (and feel free to send me a 'nudge'; I will not be offended). You will never suffer any disadvantage in the course because of delays on my part. Remember that we are all in this together.

A Discipline-Specific Concern About Well-Being:

Even though we will discuss diagnosis throughout the course, you will not be qualified to diagnose parasitic diseases on completion of this course. It is especially important not to use the class as an opportunity to self-diagnose. If you believe that you have a parasite infection, please consult a physician. This course may not be a good choice for anyone who has received a diagnosis of Morgellon's syndrome or delusional parasitosis.

Basic Needs Statement

In order to foster a sense of belonging and connection, a state of financial, mental, emotional and physical stability must be achieved. If you are facing food insecurity, displacement, an emergency, crisis, or health-related or medical expense, you are not alone. Concerns about academic performance, health situations, family health and wellness (including the loss of a loved one), interpersonal relationships and commitments, and other factors can contribute to stress. Students are strongly encouraged to communicate their needs to faculty and staff and seek support if they are experiencing unmanageable stress or are having difficulties with daily functioning. The Dean of Students (585-245-5706) can assist and provide direction to [appropriate campus resources](#). For more information, visit the [Dean of Students Office website](#).

Mental Health

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

reduce your ability to participate fully in daily activities and affect your academic performance.

SUNY Geneseo offers free, confidential counseling for students through Student Health and Counseling, and seeking support for your mental health can be key to your success at college. You can learn more about the [various mental health services available on campus online](#). To request a counseling appointment, please [complete the online form](#).

Food Security for SUNY Geneseo Students

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

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

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

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

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

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

Emergency Funding

The college has three sources of emergency funding for students experiencing short-term financial crises. The [Camiolo Student Emergency Loan Fund \(SELF\)](#) provides short-term loans to students for situations both temporary and beyond their control. The SELF was established with the expectation that students who use the fund seek to "pay it forward"

as soon as they are able by contributing to the fund so other students can be helped, too. While there is not a legal obligation, the donors hope that student loan recipients respect and honor the value of community and helping others in their time of crisis. The [One Knight Student Aid Emergency Fund](#) assists Geneseo students who are facing financial emergencies mainly related to the COVID-19 pandemic. The fund offers grants (one-time award) depending on a student's documented financial need. For those students expecting a refund from financial aid, a Temple Hill loan of up to \$500 can be offered prior to the approved loan dispersal. If you are experiencing financial hardship, please contact the Dean of Students (585-245-5706), who can assist and provide direction to appropriate campus resources.