

HLSC 230, Health Issues in Aging

Course Component: Lecture

COURSE SYLLABUS

UNIVERSITY OF MISSOURI - KANSAS CITY

Instructor Information

- Instructor Name, Degree, and Title: **Amanda Grimes, PhD, CHES, Assistant Professor**
- Department/Division: **School of Nursing and Health Studies; Bachelor of Health Sciences**
- Email address: **grimesa@umkc.edu**
- Phone Number: **8162351737**

Course Details

- Catalog Course ID: **12714**
- Credit Hours: **3-3**
- Meeting Times and Location:
- Course Format: **Instructor led online asynchronous**

Common Questions about Course Communication

Communication Questions	Instructor Answers
What is the best way to ask the instructor questions outside of class?	Email
How quickly can I anticipate receiving feedback from my instructor(s) on assignments, exams, or questions I post or email?	Grades are posted within two weeks of the due date. Emails will be returned within 2 business days.
When are office hours held for this course?	Email me directly to schedule a time to talk in person or through Zoom.
Where are my instructors' office locations or links for us to meet outside of class?	Zoom

Common Questions about Course Details

Course Questions	Answers
What is this course about (Course Description)?	This course focuses on promotion and maintenance of the health and well-being of the older adult population. Current trends and needs of the ever changing and diversifying older adult population are discussed. The physiological and psychological domains, socio-cultural influences, legal and ethical issues, and health care resources pertaining to older adults in relationship to their health and quality of life are explored. Assessments, problems and strengths, interventions, and outcomes specific to the older adult population are discussed. Opportunities are provided for interaction with the older adult population through service learning.
What knowledge, skills or perspectives (Student Learning Outcomes) will I gain from the course?	<ol style="list-style-type: none"> 1. Distinguish “normal” aging process and health changes from disease processes associated with aging. 2. Identify evidence based assessment tools and guidelines relevant to the health of the older adult. 3. Gain familiarity with the multiple living options and continuum of care available to older adults 4. Describe health education, programming, and health resources appropriate to the older adult. 5. Discuss the diverse needs and legal-ethical issues that impact health promotion and maintenance for the older adult. 6. Engage with the older adult to promote and maintain health.
Are there Pre-requisites/Co-requisites that are key to my success in this course?	No
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?	<p>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:</p> <p>[https://catalog.umkc.edu/undergraduate-academic-regulations-information/registration/administrative-drop-policy/]</p>
How do I get permission before Recording Class Sessions?	<u>Students</u> are not permitted to record class sessions without written consent from the course instructor. Contact your instructor to request permission.

Course Questions	Answers
	<p><u>Instructor(s)</u> 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.</p>
<p>Is there Recommended Technology that I should have access to?</p>	<p>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 utilizing various software technologies that facilitate interaction and communication. Below is a list of some helpful computer requirements for full participation in this online class:</p> <ul style="list-style-type: none"> • 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 <p>Broadband Internet connection is preferred. Examples of broadband Internet connection are high-speed DSL or a Cable modem.</p>
<p>If I am having difficulty with Canvas or other course technology, how can I get assistance?</p>	<p>The links below will connect you with answers and information for the most common technical questions and issues students experience.</p> <p>UM System Keep Learning: [https://keeplearning.umsystem.edu/students]</p> <p>UMKC Instructional Design/Technology: [https://idt.umkc.edu/support]</p>
<p>Where can I find the details on other important academic policies?</p>	<p>UMKC Policies and Resources for Students can be found at the end of this syllabus and also at the following link: [https://online.umkc.edu/support-policies]</p>

Information about COVID-19 Policies

Do I need to wear a Mask/Face-Covering while on campus?

UMKC's mask/face-coverings policy is available at [\[https://www.umkc.edu/coronavirus/\]](https://www.umkc.edu/coronavirus/)

Any student requesting an ADA accommodation for the University mask/face covering policy should contact Scott Laurent 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 in 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: [\[https://www.umkc.edu/news/coronavirus.html\]](https://www.umkc.edu/news/coronavirus.html)

Additional Course Information

Required and Recommended Materials

Readings from peer-reviewed academic and professional journals, news periodicals, web sites, videos, and other sources will be assigned and provided electronically via Canvas. UMKC SSO may be required to access these resources.

Course Expectations, Course Policies, Requirements and Standards for Student Coursework and Student Behavior

Course expectations

Academic misconduct is not acceptable behavior and will not be tolerated. Academic misconduct includes, but is not limited to cheating, fabrication and falsification, plagiarism, or facilitating academic misconduct. If a student engages in academic misconduct it will result in a failing grade for the assignment in question and possible dismissal from UMKC. See the [Student Conduct Policy](#) for full details.

Policy on late assignments

Assignments must be submitted by time and on the date listed on the course calendar, unless noted otherwise. Grades will decrease by 10% each day the assignment is late (assignments submitted more than 10 days late will not earn any credit). Students need to submit documentation of extenuating circumstances to submit assignments more than 10 days late (and/or to have late penalties removed).

Evaluation and Grading

Percentage of Points Earned	Letter Grade Earned
93–100%	A
90–92%	A-
87-89%	B+
83-86%	B
80-82%	B-
77-79%	C+
73-76%	C
70-72%	C-
67-69%	D+
63-66%	D
60-62%	D-
0-59%	F

Course Assignments

This class is structured around the **Decade Interviews Project**. This is a multi-step project in which students work in small groups to identify a health-related issue that impacts aging generations differently, conduct qualitative interviews to collect various points of view, evaluate data, and synthesize findings to form a final conclusion and reflect on its implications for individuals and society.

Critical Assignments (milestone assignments) will be graded complete/incomplete (no points awarded) and will be provided professor feedback.

Signature Assessment will compile each of the Critical Assignments with feedback incorporated. For each incomplete awarded on critical assignments, 10% will be deducted from your score. (100 points)

- Students will be required to present their findings at the Annual Symposium of Undergraduate Research and Creative Scholarship. (25 points).
- Submit a final version of the Decade Interview Project to the Instructor, incorporating any feedback received on Critical Assignments and the presentation. (75 points)

Performance Evaluations (10 points)

Service Learning. Service learning (SL) provides service to the community while learning from the experience. It is a win-win situation for both the student and the site. For this course, it will consist of **10 hours per student, achieved through 4 experiences, and represent engagement in older adult services**. The service learning hours may start after you have been introduced to your site by me and it is to be completed by **April 30th, 2021**. (40 points)

The goal for you is to:

1. Increase value, respect, and appreciation of older adult,
2. Gain comfort in engaging the older adults, and
3. Increase knowledge of older adults in "staying healthy both physically and psychologically".

Other Assignments. Weekly assignments and/or discussion boards will be assigned throughout the semester. Details will be posted in weekly modules on Canvas (50 points).

Final Exam Date and Time

- No Final Exam

Description of Course Topics, Assignments, Requirements and Deadlines

Course Scheduling and Assignments

Week	Topic	Assignments
Week 1	Introduction to the study of Aging <ul style="list-style-type: none">• Why study Aging?• How does social science and gerontology differ from other sciences?• Stereotypes and the Demography of aging: examples of generational differences	<ul style="list-style-type: none">• Introduction• Service Learning site selection due
Week 2	Identifying controversies/differences by generation <ul style="list-style-type: none">• Explore controversial issues that impact generations differently.• What makes generational differing perspectives and human behavior important or interesting?	<ul style="list-style-type: none">• Prepare several potential controversies/issues regarding aging that have personal interest to you

Week	Topic	Assignments
	Discussion and Group Formation	
Week 3	Identifying controversies/differences by generation <ul style="list-style-type: none"> Explore controversial issues that impact generations differently. What makes generational differing perspectives and human behavior important or interesting? Developing a social science question; what makes a good question? 	<ul style="list-style-type: none"> Submit one controversy/issue for investigation this semester. Include a rationale: Why is this question important or interesting? What is your initial intuition?
Week 4	One issue, varying perspectives and impacts by generation/subpopulation. <ul style="list-style-type: none"> How specific sub-populations are impacted more by this topic? What data exists to support the relevance of the issues (e.g. demographics, historical perspectives, prevalence rates, etc.) Why this topic important and relevant? 	<ul style="list-style-type: none"> Due: Critical Assignment 1: Issue (1.5-2 pgs.)
Week 5	One issue, varying perspectives and impacts by generation/subpopulation. <ul style="list-style-type: none"> What information is missing? What questions are important to ask varying generations to gain an understanding of different perspectives? <p>Complete CITI Training, to understand ethical issues when working with human subjects.</p>	<ul style="list-style-type: none"> Due: Critical Assignment 2: Interview Questions (10) <ul style="list-style-type: none"> Individual initial posts by Wed. Final 10 questions due Sunday.
Week 6	One issue, varying perspectives and impacts by generation/subpopulation. <ul style="list-style-type: none"> What are different ways that researchers in social sciences use various frameworks and methods to answer their questions? What is the importance of qualitative interviews? What makes quality evidence/data? How can we use qualitative data to gain a deeper understanding? What differing points of view about your issue are held by older adults from different age groups? <p>Begin interviewing older adults using qualitative interview techniques and the interview guide previously developed by your group. Each group member should interview 5 older adults, one from each age group (50-59, 60-69, 70-79, 80-89, 90+)</p>	<ul style="list-style-type: none"> Begin Critical Assignment 3: Points of View
Week 7	One issue, varying perspectives and impacts by generation/subpopulation. Collecting Evidence (continued) <p>Presentation of evidence collected so far</p>	<ul style="list-style-type: none"> SL Journal 1 due March 5
Week 8	What does the evidence/data tell us? Analyzing the data <ul style="list-style-type: none"> How do we manage large amounts of qualitative data? How do we identify relevant topics and how do we code them? How do we identify broad themes that allow us to compare generations and age groups? 	<ul style="list-style-type: none"> Due: Critical Assignment 3: Points of View

Week	Topic	Assignments
	<ul style="list-style-type: none"> What is the importance of direct quotations to support themes? 	
Week 9	<p>What does the evidence/data tell us? Analyzing the data</p> <p>Individually analyze given data (one age group per group member)</p>	<ul style="list-style-type: none"> Begin Critical Assignment 4: Evaluate. SL Journal 2 due March 20
Week 10	<p>What does the evidence/data tell us?</p> <ul style="list-style-type: none"> How do points of view related to your issue compare across different age groups/generations? How do we tell a story about with different information and multiple points of view? <p>Group review of evidence: similarities, differences; brainstorm strengths and weaknesses</p>	<ul style="list-style-type: none"> Due: Critical Assignment 4: Evaluate.
Week 11	Spring Break – No Classes	
Week 12	<p>What does it all mean? Why does it matter?</p> <ul style="list-style-type: none"> How does your findings align with your points of view? How do your findings compare to published literature? <p>Use class discussions of common stereotypes, course information, and additional investigations to determine how your findings relate to you and your groups perspectives as well as the published literature.</p>	<ul style="list-style-type: none"> Begin Critical Assignment 5. Synthesize. SL Journal 3 due April 5 Abstract (project summary) due April 11
Week 13	<p>What does it all mean? Why does it matter? (continued)</p> <ul style="list-style-type: none"> How does your findings align with your points of view? How do your findings compare to published literature? 	<ul style="list-style-type: none"> Due: Critical Assignment 5: Synthesize Presentation for undergrad research symposium due April 18
Week 14	<p>How do your findings related to the broader society? (continued)</p> <ul style="list-style-type: none"> What societal consequences and outcomes are related to your findings? <p>Brainstorm tentative conclusions, remaining/emerging questions</p>	<ul style="list-style-type: none"> Due: Critical Assignment 6: Conclusion SL Journal 4 due April 20
Week 15	<p>How can your findings shape and inform the future?</p> <ul style="list-style-type: none"> How does this impact health-related fields? What changes to society would you make based on your findings? <p>Groups should discuss implications based on their findings and compile a 1-2 page essay.</p>	<ul style="list-style-type: none"> Due: Critical Assignment 7: Implications.
Week 16	Submit Final Investigation Project (Signature Assessment)	<ul style="list-style-type: none"> Due: Signature Assignment

Spring 2021 Academic Calendar

Important Dates

Date	Significance
Monday, January 11	School of Law January Mini-Term Session Begins
Monday, January 18	Martin Luther King Birthday Observance - University Closed
Tuesday, January 19	Course Work Begins (first 8-week session)
Tuesday, January 19	Course Work Begins (16-week session)
Thursday, January 21	Last day to add courses without an instructor signature (first 8 week session)
Thursday, January 21	Last day to change a course from Audit to Credit (first 8 week session)
Thursday, January 21	Last day for a 100% refund (first 8 week session)
Monday, January 25	Last day to add courses without an instructor signature (full 16 week session)
Monday, January 25	Last day to change a course from Audit to Credit (full 16 week session)
Monday, January 25	Last day for a 100% Refund (full 16 week session)
Monday, January 25	Last day to register without paying a late registration fee
Monday, February 1	Last day to drop a course with no record on transcript (first 8 week session)
Monday, February 1	Last day for a 50% refund (first 8 week session)
Monday, February 1	Last day to change a course from Credit to Audit (undergraduate - first 8 week session)
Monday, February 15	Last day for a 25% refund (first 8 week session)
Monday, February 15	Last day to withdraw with a "W" (graduate/professional - first 8 week session)
Monday, February 15	Last day to drop a course with no record on transcript (full 16 week session)
Monday, February 15	Last day for a 50% refund (full 16 week session)
Monday, February 15	Last day to change a course from Credit to Audit (undergraduate - full 16 week session)
Monday, March 1	Last day to withdraw with a "W" (undergraduate - first 8 week session)
Friday, March 12	Last day for a 25% refund (full 16 week session)
Friday, March 12	Last day to withdraw with a "W" (graduate/professional - full 16 week session)
Friday, March 12	Last day to withdraw with a "W" or "WF" (graduate/professional - first 8 week session)
Friday, March 12	Last day to change a course from Credit to Audit (graduate/professional - first 8 week session)
Friday, March 12	Last day of classes (first 8 week session)
Monday, March 15	Course Work Begins (second 8-week session)
Wednesday, March 17	Last day to add courses without an instructor signature (second 8 week session)
Wednesday, March 17	Last day to change a course from Audit to Credit (second 8 week session)

Date	Significance
Wednesday, March 17	Last day for a 100% refund (second 8 week session)
Friday, March 26	Last day to drop a course with no record on transcript (second 8 week session)
Friday, March 26	Last day for a 50% refund (second 8 week session)
Friday, March 26	Last day to change a course from Credit to Audit (undergraduate - second 8 week session)
Monday, March 29	Spring Break (no classes)
Tuesday, March 30	Spring Break (no classes)
Wednesday, March 31	Spring Break (no classes)
Wednesday, March 31	Last Day to Apply for Spring 2021 Graduation
Thursday, April 1	Spring Break (no classes)
Friday, April 2	Spring Break (no classes)
Friday, April 2	School of Law Mini-Term Session Ends
Friday, April 16	Last day to withdraw with a "W" (undergraduate - full 16 week session)
Friday, April 16	Last day for a 25% refund (second 8 week session)
Friday, April 16	Last day to withdraw with a "W" (graduate/professional - second 8 week session)
Thursday, April 29	Last Day of Classes (Law)
Friday, April 30	Last day to withdraw with a "W" (undergraduate - second 8 week session)
Monday, May 3	Exams Begin (Law)
Thursday, May 6	College of Arts & Sciences Reading Day
Friday, May 7	Last day to withdraw with a "W" or "WF" (graduate/professional - full 16 week session)
Friday, May 7	Last day to change a course from Credit to Audit (graduate/professional - full 16 week session)
Friday, May 7	Last day of classes (full 16 week session)
Friday, May 7	College of Arts & Sciences Reading Day
Saturday, May 8	Finals Week
Friday, May 14	Last day to withdraw with a "W" or "WF" (graduate/professional - second 8 week session)
Friday, May 14	Last day to change a course from Credit to Audit (graduate/professional - second 8 week session)
Friday, May 14	Last day of classes (second 8 week session)

Additional University-Wide Information Regarding Your Courses and Your Success

Academic Calendar

Students are encouraged to review important add, drop or withdraw dates:

<http://www.umkc.edu/registrar/acal.asp>

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: <https://www.umkc.edu/asm/>

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 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 guide:

<http://www.umkc.edu/umkcalert/>

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 of his or her academic advisor(s) and other campus resources so that UMKC may fully support the student's success.

Grade Appeal Policy

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

Privacy Policy: <https://www.umkc.edu/web-policy/privacy.asp>

Webcam Policy: <https://www.umsystem.edu/ums/elearning/policies>

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 (<https://info.umkc.edu/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 (<http://info.umkc.edu/studenthealth/>), located at Brookside 51 Building, 5110 Oak Street, Suite 237, offers a full range of health care and promotion services. Appointments can be scheduled online or by calling 816-235-6133. The MindBody Connection (www.umkc.edu/mindbody) 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 (<https://info.umkc.edu/saem/wp-content/uploads/2019/10/UMKC-Suicide-Prevention-Policy.pdf>), 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 (816-235-2222 or <https://info.umkc.edu/saem/helpline/>) with any questions or concerns. Students may also utilize the Complaint Policy (<https://info.umkc.edu/saem/helpline/student-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. For more information go to: <https://info.umkc.edu/disability-services/>.

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 (<https://info.umkc.edu/title9/>), 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](#).