

PHG 303 Direct-to-Consumer Genetic Testing: Uses and Issues (5 credits)

Lectures: 11:30am-12:50pm Tuesdays/Thursdays in Health Sciences T-wing room T747
or recordings via Panopto on Canvas for asynchronous viewing

Quiz sections: participating asynchronously in graded-discussions on the canvas discussion board
or Fridays synchronously:

- Sections AA/AB: 10:30am-12:20pm in Health Sciences E-wing 216
- Sections AC/AD: 12:30pm-2:20pm in South Campus Center 303

Week	Lecture topics:	Associated assignments (due dates Sunday at midnight)
1: March 29- April 1	<ul style="list-style-type: none"> • Course logistics and introductions • History of direct-to-consumer-testing (including non-genetic), Current downturn in DTC company hiring, Patient access to lab results: HIPPA revolution 	<ul style="list-style-type: none"> • Discussion thread: Introductions • Surveys about discussion timing • Case study: Comparison of types of DTC companies and terms of use • Quiz week 1 lectures
2: April 5-8	<ul style="list-style-type: none"> • Types of genetic information: STRs, SNP genotypes, exomes, genomes, recent upturn in sequencing availability • Types of interpretation: paternity, other close relative surprises and impacts 	<ul style="list-style-type: none"> • Discussion thread: readings and paternity presumption concerns • Case studies: paternity surprise narratives • Quiz week 2 lectures
3: April 12-15	<ul style="list-style-type: none"> • Types of interpretation: distant relative finders and genetic genealogy triangulation • Uses of relative finders in forensics: GEDmatch as a law enforcement tool 	<ul style="list-style-type: none"> • Discussion thread: law enforcement access to relative finders for forensics, GEDmatch and FTDNA • Case study: forensic uses of relative finders • Quiz week 3 lectures
4: April 19-22	<ul style="list-style-type: none"> • Sex chromosome surprises • Types of interpretation: deep ancestry of uniparental DNA <ul style="list-style-type: none"> ◦ Human migrations: archaeology vs genetics vs origin stories, indigenous perspectives 	<ul style="list-style-type: none"> • Discussion thread: stealth testing mitochondria and deep ancestry • Case study: interpreting and communicating a distant relative family tree surprise • Quiz week 4 lectures
5: April 26-29	<ul style="list-style-type: none"> • Types of interpretation: autosomal ancestry analysis <ul style="list-style-type: none"> ◦ How is race different from ancestry, when science and pop culture get it wrong • Reactions to ancestry results: when they contradict racial identity <ul style="list-style-type: none"> ◦ Ancestry testing potential for reinforcing racial essentialism, dismantling it, or both for different populations? 	<ul style="list-style-type: none"> • Discussion thread: autosomal ancestry analysis • Case studies: what does it mean to share a segment of minor ancestry, when did the most recent common ancestor live (e.g. Elizabeth Warren) • Quiz week 5 lectures
6: May 3-6	<ul style="list-style-type: none"> • Misuse of ancestry testing and privilege • Broader issues of race/tribal affiliation as impacted by ancestry testing 	<ul style="list-style-type: none"> • Discussion thread: ancestry testing by governments and in marketing • Quiz week 6 lectures

		<ul style="list-style-type: none"> Case study: social media ancestry result interpretation
7: May 10-13	<ul style="list-style-type: none"> Heritage travel and and Chadwick Boseman effect Marketing tie ins: DTCGT to sell snake oil DNA phenotyping and racially informative traits: DTC and forensic settings 	<ul style="list-style-type: none"> Discussion thread: DNA phenotyping and poorly supported traits Case study: Quiz week 7 lectures
8: May 17-20	<ul style="list-style-type: none"> Types of interpretation: health-related disease susceptibility and research Cancer susceptibility testing Impacts on genetic counseling and medical genetics 	<ul style="list-style-type: none"> Discussion thread: regulation and blurring of boundaries with types of testing Case study: health/carrier test interpretations 1 Quiz week 8 lectures
9: May 24-27	<ul style="list-style-type: none"> Types of interpretation: carrier status (and differences of genotyping vs sequencing) <ul style="list-style-type: none"> Different models for carrier testing: Digid8/Safem8 and Dor Yeshorim Types of interpretation: pharmacogenomics 	<ul style="list-style-type: none"> Discussion thread: carrier and embryo testing Case study: health/carrier testing interpretations Quiz week 9 lectures
10: May 31- June 3	<ul style="list-style-type: none"> DTC in other species <i>Security concerns and fixes: problems in GEDmatch –guest lecture by Peter Ney</i> <i>Third party tools: guest lecture by Sarah Nelson</i> Ad Hoc Honors projects 	<ul style="list-style-type: none"> Discussion thread: pharmacogenomics Case study: pharmacogenetics results Longer quiz covering week 10 lectures, including review of challenging points from previous weeks
Finals week	No final exam ☺	

Lead Instructor:

Jennifer (Jenny) Morris Gogarten (she/her), M.Sc. in Genome Sciences
Lecturer (part-time), Public Health Genetics

Email: gogarten@uw.edu

Phone: 206-795-3996 (text okay for short inquiries), prefer 9am-midnight

Office: Health Sciences Building H-wing 690-E

Personal zoom room: ***gogarten*** when logged into UW or [404 259 5980](https://uw.zoom.us/j/4042595980)

Office hours: Tuesday/Thursday 1 pm-2 pm (first in lecture hall, then moving to office, turning on zoom if not occupied in person), Sunday evening 9-10pm

...or by appointment.

Teaching Assistants:

Miranda Reed (she/her), BA in Mathematics with a minor in Biology

Current MS student in Genetic Epidemiology

Email: mlainie@uw.edu

Office hours (*for all sections*): Thursday 10:30-11:30am (zoom: 976 9272 9124) and 2-3pm (zoom id: 996 7913 0845), Friday 12:30-1:30pm (zoom id: 955 2412 9786)

...or by appointment.

Abbey Marye (pronouns: she/her), BA in Molecular Biology
MPH student, Public Health Genetics

Email: amarye@uw.edu

Office hours (*for all sections*): Monday 9:30-10:30am (zoom id: 921 3694 2669), Wednesdays 9:30-10:30am (zoom id: 980 7435 1995), Friday 11:30-12:30am (zoom id: 955 2412 9786)

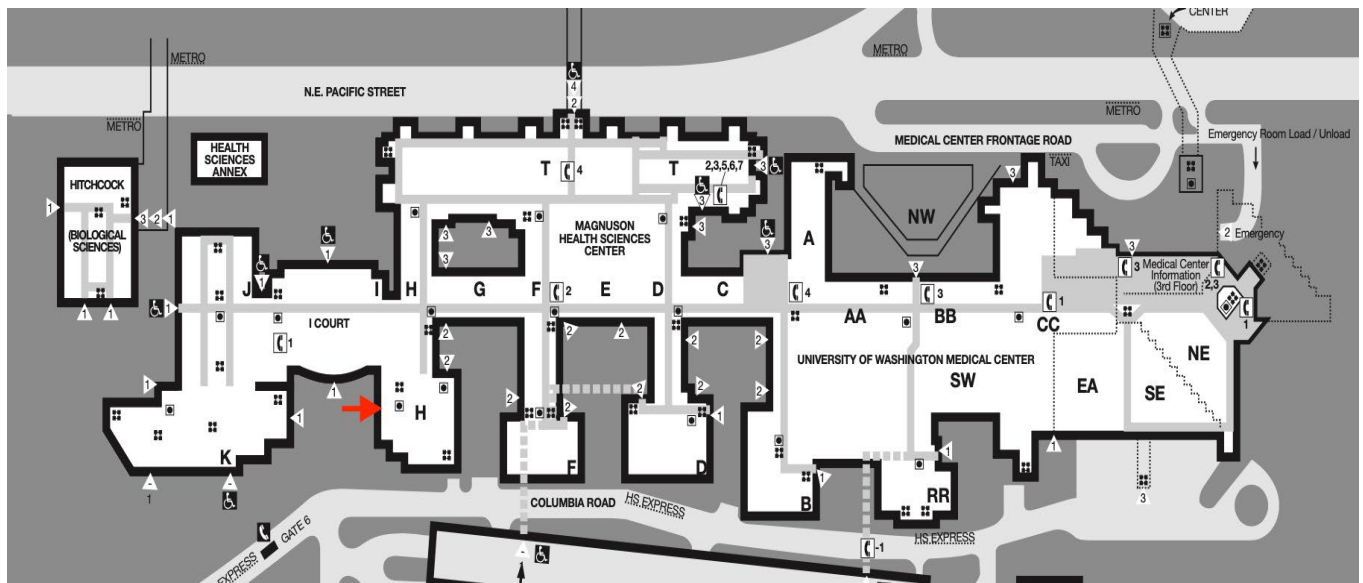
...or by appointment.

Directions for PHG office suite (for instructor and all TA in-person office hours)

Navigate to the Rotunda cafeteria (labeled as I court on the map below), which has entrances on north and south. Starting at the south end of the Rotunda, head to the adjacent entrance marked on the map with a red arrow (it will be on your left if you are exiting the Rotunda headed south, or on your right if you are facing north looking into the Rotunda from outside).

Immediately after you enter the H-wing, you will see an elevator in front of you (or adjacent stairs). Take either to the 6th floor. Immediately as you exit the elevator (or stairwell) you'll see the H-690 office suite, home of PHG! Use the doorbell to be let in!

Alternative: if coming from the bridge from upper campus (into the T wing) or trying to navigate the building internally, use the 4th floor which is contiguous through all wings as marked by the gray lines on the below map. Once you're in the H wing, head to the periphery of the building (turn off the main central arterial running the length of the building and go as far south as you can). From there, take the elevator or stairs to the 6th floor. Outside H-690 ring the doorbell to the PHG office suite to be let in. **This is confusing and you can get lost: feel free to call/ text your instructor for navigation help!*



Course catalog description

Surveys current genetic tests offered directly to customers (including all types of genomic data generated, and interpretations in health and ancestry). Investigates current use of personal genomics in forensic and political realms, as well as marketing and regulation of these tests. Ethical, legal, and social implications covered in lectures, debates, and case studies. Recommended: prior exposure to basic genetics (at any level).

Course learning objectives

By the end of the course each student will be able to:

- Define direct-to-consumer genetic testing and contrast it to other non-genetic tests offered directly to consumers.
- Distinguish between types of genetic tests (in terms of technology used, genomic targets assessed, and types of interpretation) and describe the advantages and limitations of each.

- Identify the specific uses of direct-to-consumer testing in different aspects of society (reproductive, entertainment, political, forensic, genealogical) and be able to debate the relative advantages and pitfalls of these applications
- Interpret the reports generated from DTC genetic tests in a variety of different scenarios (genealogical, health, reproductive planning)
- Evaluate the utility and validity of different direct-to-consumer genetic tests, and evaluate the bogusness of advertising gimmicks using/referencing this technology
- Describe the current state of direct-to-consumer genetic testing in forensics
- Utilize different frameworks for evaluating the ethics of a technology
- Discuss the ELSI challenges surrounding the growing use of direct to consumer testing in personal genomics, medicine and pet ownership.
- Identify threats to informed consent in direct-to-consumer testing
- Demonstrate understanding of diverse customer perspectives on genetic testing's impact on life/health/reproductive choices and individual racial/ethnic/familial identity.

My general teaching objectives are to:

- Present topics at an understandable but rigorous level.
- Help you develop the ability to think like a scientist by honing your observational, quantitative and critical analysis skills.
- Assist you in mastering the fundamental concepts of genomics and challenge you to apply these concepts to new situations as well as your own lives.

Required materials

- A laptop, tablet or other device (phone works, will be small images) for viewing lecture recordings on panopto and/or downloading slides to take notes on for in-person attendees
- A device with a keyboard or really agile thumbs and your phone for participating in canvas discussions, assignments (text entry) and quizzes.
- Required readings for each course topic will be posted on the relevant discussion threads.
 - Other material will also be posted to Canvas, including assignments, rubrics, lecture slides (under “Files”) and recordings (under “Panopto”), grades, a continually updated version of this syllabus.

→ Please configure canvas announcements to be sent to a location/device that you check in a timely fashion, as it is how we will communicate course logistics, including any instructor illness and alternate plans for lecture/section.

Grading

Your course grade will be based upon the following activities.

- *Quizzes*
Weekly quizzes cover lecture content. They will be open notes, predominantly multiple choice and short answer questions.
- *Inclass exercises and surveys*
Participating in short questions interspersed throughout the lectures will be given credit: usually there is not a right/wrong answer but rather the point is to stimulate discussion about different viewpoints. If you are attending lectures in-person, your participation will be logged by interacting with polleverywhere slides in the presentation. If you are viewing recordings asynchronously you may answer questions on canvas discussion board instead. (You do not need to do both: pick one.)
- *Discussion threads*
Graded discussions on the canvas discussion board, based heavily on readings (linked in the post). Discussion threads do not require answering the posted prompts yourself, but instead require responding to at least 3 other classmates. Do not repost points made by other people, instead expand

on them, indicating agreement or disagreement. This is meant to be a conversation, taking the place of what would have been taking place during quiz sections. **Alternatively**, you may participate in synchronous meetings which cover similar content.

- *Case studies*

These are problem sets applying the concepts from the previous week's lectures to a real situation. Some are case studies allowing interpretation of sample results, some are compare/contrasting the state of the field. You may collaborate on them if you would like, or you may complete them individually, but you must write up your own responses rather than copying someone else's words. Individual responses are submitted under assignments, but often there will be a public thread tying up the conclusions as well.

→ **Due dates are Sunday night at midnight for all course assignments, generally a week later than the coverage of the topic in lecture.** Late assignments will be marked down 10% per calendar day unless arrangements have been made to get an extension with the TA.

Grading mistakes

Though we try to record scores accurately, mistakes could happen. It is your responsibility to check your scores in the gradebook on Canvas. If there's an error in grade entry, let the TAs know before the end of the quarter. You should also check your final course grade, which will be calculated using the table below.

If you think a mistake was made in grading a question, you may ask for a question to be regraded. To do so, attach a note to your paper outlining which question you want regraded and why. Be specific about what you don't understand or why your answer deserves more credit. Turn this request in *to the member of the teaching team who is responsible for grading this assignment.*

Criteria for grading

Your final grade will be calculated as a percentage of the total possible points that you earn. This percentage will be converted to a final decimal grade according to the attached grade schedule. This class will thus not be graded on a curve; grading will instead be to criteria.

Grading will be based on the following criteria:

- Did you complete all parts of the assignment and answer all questions fully?
- Are your answers comprehensible? If I can't understand what you are trying to say, I have to assume you don't, either. This isn't a writing or public speaking class, but being able to clearly communicate ideas is very important, because I can only grade your understanding based on your answer as given.
- Are your methods logical? I cannot provide assessment based on your thinking process unless you accurately record it. A big part of this is showing your work and explaining your reasoning on paper, so that even if your final answer is wrong, I can still provide partial credit.
- Did you understand the main point of the assignment? Did you correctly incorporate previously learned information from lectures and readings? Is your answer fully in your own words?
- Do your final answers make sense? Are facts stated in your assignment correct?
- Is your work on time? *Late assignments will be 10% off each day unless arrangements for an extension have been made.*

The following scale maps this percentage to a numerical grade on the 4.0 scale. Note that this is the minimum grade your percentage entitles you to; I reserve the right to adjust the distribution of final grades upwards.

Letter grade	Cutoff %	Decimal grade
A	98	4.0
	96	3.9
A-	94	3.8
	92	3.7

Letter grade	Cutoff %	Decimal grade
C+	76	2.3
	74	2.2
C	72	2.1
S <input type="checkbox"/>	70	2.0 = S

	91	3.6
	90	3.5
B+	89	3.4
	88	3.3
	87	3.2
B	86	3.1
	85	3.0
	84	2.9
B-	83	2.8
	82	2.7
	81	2.6
	80	2.5
C+	78	2.4

NS	68	1.9 = NS
C-	66	1.8
	64	1.7
	62	1.6
	60	1.5
D+	58	1.4
	56	1.3
	54	1.2
D	52	1.1
	50	1.0
	48	0.9
D-	45	0.8
	42	0.7

The following list (from Faculty Resource on Grading) characterizes the numeric grades in words:

- 3.9 - 4.0 Superior performance in all aspects of the course with work exemplifying the highest quality. Unquestionably prepared for subsequent courses in field.
- 3.5 - 3.8 Superior performance in most aspects of the course; high quality work in the remainder. Unquestionably prepared for subsequent courses in field.
- 3.2 - 3.4 High quality performance in all or most aspects of the course. Very good chance of success in subsequent courses in field.
- 2.9 - 3.1 High quality performance in some of the course; satisfactory performance in the remainder. Good chance of success in subsequent courses in field.
- 2.5 - 2.8 Satisfactory performance in the course. Evidence of sufficient learning to succeed in subsequent courses in field.
- 2.2 - 2.4 Satisfactory performance in most of the course, with the remainder being somewhat substandard. Evidence of sufficient learning to succeed in subsequent courses in field with effort.
- 1.9 - 2.1 Evidence of some learning but generally marginal performance. Marginal chance of success in subsequent courses in field.

Incomplete

An Incomplete is supposed to be given only when the student has been in attendance and has done satisfactory work until within two weeks of the end of the quarter, and has furnished proof satisfactory to the instructor that the work cannot be completed because of illness or other circumstances beyond the student's control. A written statement of the reason for the giving of the Incomplete, listing the work that the student will need to do to remove it, must be filed by the instructor with the head of the department or the dean of the college in which the course is given. http://www.washington.edu/students/gencat/front/Grading_Sys.html#I

S/NS grades

Note that Spring 2022 is NOT considered an extraordinary circumstances quarter, so the decision to switch to S/NS grading must be made before the end of the quarter. The University is charging a \$20 fee for that change: I think that's deeply unethical and if this poses a difficulty for you as your instructor I will cover this charge, just let me know.

Attendance

This class has **no synchronous requirements** due to recognizing the difficult life circumstances we find ourselves in amidst a pandemic. This should make it possible to cram in attending the class around the edges of the other things you doubtless have going on right now. If you must miss a lecture or a discussion section, there are always alternative assignments that you can complete without any additional permission.

That being said, if issues arise as the quarter progresses, please let us know as soon as you know: we know that work and caregiver schedules are more in flux than ever right now, and we can be flexible if you let us know in advance! If an unforeseeable medical, family or personal emergency happens that prevents you from meeting deadlines, contact your instructors **as soon as you are able** to make arrangements for coming up with alternate assessment plans. In doing so you are encouraged to provide documentation. Documentation need NOT be a doctor's note (even if you were already requiring the care of a medical professional, but the

medical care system tends to be busy performing more essential functions), but can instead include self-documentation. Self-documentation is your honor-code-abiding description of the nature of the absence, optionally accompanied by corroborating evidence that it is easy for you to collect. (Examples might include a screenshot of message about needing to be a caregiver for a child, a photo of the tree that fell across your driveway, a program for an event, etc.) We don't want to invade your privacy: just give enough detail that the grading team can have something on file to justify waiving late penalties or prorating assignments for you while being fair to others in the course.

Classroom etiquette

In this class, we will (likely) have very diverse students from diverse backgrounds representing many different perspectives on the course material, which can be very controversial and very personally relevant for different people. I view this as an asset for the course, because we can learn a great deal from one another. However, this requires that you come to class prepared, and also that you maintain a respectful attitude towards one another and your instructors throughout the class. This includes not being flippant about circumstances regularly discovered by direct-to-consumer genetic testing, like non-paternity, donor conception, ancestry deception, intersexuality, stigmatized medical conditions: chances are good that these are issues affecting at least some of your classmates without your knowing about it.

To ensure a positive, effective learning environment:

- Class participation is critical and expected. Contribute to the learning atmosphere, ask/answer questions, engage in group discussions, and come prepared. Preparation may include having done any assigned readings, having had adequate sleep and/or caffeine so you are *mentally* present - not just physically!
- If something during class is unclear to you are probably not the only one; please ask for clarification. I greatly appreciate ability to improve my lectures right away.
- Please take advantage of office hours! Your instructors really want to help you master the material and succeed in the course. If you have questions that veer outside of the scope of our class, I would love to discuss them with you during office hours!
- Check your UW email or whatever device you choose to connect to the canvas notifications, as this will be where announcements will be made, including if there are covid-related reasons for cancelling the synchronous component of class due to instructor illness.

Expectations for collaborations

The ability to work well in a group is an important skill, and you are encouraged to work in small groups on all assignments, both in and outside of this class.

- Case study assignments may be completed in consultation with classmate(s) and TAs, but each person must submit their own answers representing their own understanding. That is, you can discuss your methods, logic and answers with as many people as you like, but you must formulate your final answers yourself: put them in your own words, show your own work for calculations. You may **not** simply copy someone else's answers or turn in identical work. When collaborating, you must include the names of people you worked alongside.
- Quizzes are open notes/course lectures but should NOT involve collaboration with classmates.
- Discussions must be collaborative. You must respond to others. There will be a lot of prompts and readings to talk about, but you need to respond to others' points and expand on them. You must avoid just restating points already made by classmates. The discussions are informal; please use your own words. Posts which copy and paste from other internet sources rather than containing your own words will be given zero credit.

Writing

Communication through writing and speaking is an important transferable skill for all career pathways. Establishing a strong foundation in communication skills will help you be successful throughout your future course work and career. Therefore, this course includes assignments with the goal to help you identify areas of strength and improvement in your communication. If you feel that you could benefit from additional opportunities to improve your writing skills in particular, a list of resources at the UW and others accessible online can be found on the SPH website at <https://sph.washington.edu/sites/default/files/inline-files/Writing-Resources-4.3.19.pdf>.

Recordings

Lectures are recorded, but office hours and discussion sections are not. This is to provide privacy and to allow students to feel less apprehensive about asking questions and discussing controversial topics. Students who have DRS accommodations which specifically mention their rights to audio recordings may record the sound only of discussion sections for their own personal use. Enrolling in this course means that you agree NOT to make or share video recordings of online office hour or discussion spaces.

Respecting intellectual property

You may download course content (lectures, slides, handout documents, discussion posts, exam results) for your own personal use in this course and for future reference. However, these materials remain the intellectual property of the people who created them. Whether generated by your instructor(s) or by your peers, you may not share course materials more widely without permission. You may not share exam answers on websites like Quizlet or Course Hero. The legalese follows.

All of the expressions of ideas in this class that are fixed in any tangible medium such as digital and physical documents are protected by copyright law as embodied in title 17 of the United States Code. These expressions include the work product of both: (1) your student colleagues (e.g., any assignments published here in the course environment or statements committed to text in a discussion forum); and, (2) your instructors (e.g., the syllabus, assignments, reading lists, and lectures). Within the constraints of "fair use", you may copy these copyrighted expressions for your personal intellectual use in support of your education here in the SPH department. Such fair use by you does not include further distribution by any means of copying, performance or presentation beyond the circle of your close acquaintances, student colleagues in this class and your family. If you have any questions regarding whether a use to which you wish to put one of these expressions violates the creator's copyright interests, please feel free to ask the instructor for guidance.

Academic Integrity Statement

Students at the University of Washington (UW) are expected to maintain the highest standards of academic conduct, professional honesty, and personal integrity. The UW School of Public Health (SPH) is committed to upholding standards of academic integrity consistent with the academic and professional communities of which it is a part. The University of Washington Student Conduct Code (WAC 478-121) defines prohibited academic and behavioral conduct and describes how the University holds students accountable as they pursue their academic goals. Plagiarism, cheating, and other misconduct are serious violations of [WAC 478-121](#). Allegations of misconduct by students may be referred to the appropriate campus office for investigation and resolution.

We expect you to know and follow the university's policies on cheating and plagiarism, and the SPH Academic Integrity Policy (found at <http://sph.washington.edu/students/academicintegrity/>). Any suspected cases of academic misconduct will be handled according to University of Washington regulations. For more information, see the University of Washington Community Standards and Student Conduct website (<http://www.washington.edu/cssc/>) and <https://www.washington.edu/studentconduct/>

Mental health resources

It probably goes without saying that being overwhelmed by issues such as significant stress, mood changes, excessive worry, or problems with eating and/or sleeping can interfere with optimal academic performance. (And yes, that probably covers each and every one of us right now.) The source of symptoms might be related

to your course work: if so, please speak with your instructors about what we can do within the parameters of the course to help take a load off. However, problems with relationshipse, family worries, loss, or a personal crisis can also contribute to decreased academic performance. Your teaching team regrets that they have a lot less control about those larger issues: although we absolutely invite you talk to us about those larger issues if you'd like, we're not trained professionals.

The UW has resources to support UW students in all aspects of their development. Whether it's preventative measures and coping skills, support groups, individual counseling, or pharmaceutical help, there are a lot of options provided by different entities around campus, and they're all consolidated here: <https://wellbeing.uw.edu/topic/mental-health/>. Note the webpage optics are terrible and yes, we have complained about them: the images are insensitive and the implication that your problems are due to insufficient yoga is insulting. Please don't let that detract from using any offerings that might be useful to you: your tuition is already paying for these services. Getting help is a smart and courageous thing to do -- for yourself *and* for those who care about you.

Inclusion and Diversity

Diverse backgrounds, embodiments and experiences are essential to the critical thinking endeavor at the heart of University education. In the SPH, students are expected:

1. To respect individual differences, which may include, but are not limited to, age, cultural background, disability, ethnicity, family status, gender, immigration status, national origin, race, religion, sex, sexual orientation, socioeconomic status and veteran status.
2. To engage respectfully in the discussion of diverse worldviews and ideologies embedded in course readings, presentations and artifacts, including those course materials that are at odds with personal beliefs and values.
3. To encourage students with concerns about classroom climate to talk to their instructor, adviser, a member of the departmental or SPH Equity, Diversity and Inclusion (EDI) Committee, the Assistant Dean for EDI, or the program's director.

Bias

The Office of the Dean has a [student concern policy](#) along with a faculty concern policy and standard HR procedures for staff concerns. Their 2018 climate survey found that most people in SPH do not report bias incidents because they do not know where to go. Students are encouraged to report any incidents of bias to someone they feel comfortable with, including instructors, advisers or department staff. They can email dcinfo@uw.edu for immediate follow up. Bias concerns can be anonymously and confidentially reported at <https://sph.washington.edu/about/diversity/bias-concerns>. Data is collected by the Assistant Dean for EDI as well as the Director of Program Operations for Student and Academic Services. This data is tracked for resolution and areas are identified for further training.

Access and Accommodations

Your experience in this class is important to us. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law. If you have already established accommodations with Disability Resources for Students (DRS), please communicate your approved accommodations to your instructor at your earliest convenience so we can discuss your needs in this course.

If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), contact DRS directly to set up an Access Plan, using disability.uw.edu. DRS facilitates the interactive process that establishes reasonable accommodations.

Religious accommodations

Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about how to request an accommodation, is available at [Religious Accommodations Policy \(https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/\)](https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/). Accommodations must be requested within the first two weeks of this course using the [Religious Accommodations Request form \(https://registrar.washington.edu/students/religious-accommodations-request/\)](https://registrar.washington.edu/students/religious-accommodations-request/).

Students physically located outside of the US

Faculty members at U.S. universities – including the University of Washington – have the right to academic freedom which includes presenting and exploring topics and content that other governments may consider to be illegal and, therefore, choose to censor. Examples may include topics and content involving religion, gender and sexuality, human rights, democracy and representative government, and historic events.

If, as a UW student, you are living outside of the United States while taking courses remotely, you are subject to the laws of your local jurisdiction. Local authorities may limit your access to course material and take punitive action towards you. Unfortunately, the University of Washington has no authority over the laws in your jurisdictions or how local authorities enforce those laws.

If you are taking UW courses outside of the United States, you have reason to exercise caution when enrolling in courses that cover topics and issues censored in your jurisdiction. If you have concerns regarding a course or courses that you have registered for, please contact your academic advisor who will assist you in exploring options.

Land Acknowledgment

"The University of Washington acknowledges the Coast Salish people of this land, the land which touches the shared waters of all tribes and bands within the Duwamish, Suquamish, Tulalip and Muckleshoot nations."

Your instructor furthermore recognizes that past statements are not the same thing as doing anything to address past genocide (both cultural and literal), and challenges our academic community to do more.

Harassment

Sexual harassment is a form of harassment based on the recipient's sex that is characterized by:

1. Unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature by a person who has authority over the recipient when:
 - o Submission to such conduct is an implicit or explicit condition of the individual's employment, academic status, or ability to use University facilities and services, or
 - o Submission to or rejection of the conduct affects tangible aspects of the individual's employment, academic status, or use of University facilities.
2. Unwelcome and unsolicited language or conduct that creates an intimidating, hostile, or offensive working or learning environment, or has the purpose or effect of unreasonably interfering with an individual's academic or work performance.

If you believe that you are being harassed, or have observed harassment, you can report it to SPH using the [bias concerns link](#). The University also has designated offices to help you: [SafeCampus](#); [Office of the Ombud](#); [Title IX Investigation Office](#); and [University Complaint Investigation and Resolution Office](#).

In addition to those campus-wide resources, your instructor would like for you to know that she knows how to file for and serve restraining orders, and has supported students through that legal process more than

once. No matter where you choose to turn to for help, please don't put up with harassment or stalking: if you're uncomfortable it needs to stop.

The following syllabus statements are required to be included by the School for Public Health:

COVID-RELATED EXPECTATIONS

Per UW policy, this class will be conducted in person. You should only register for this class if you can attend in person, or if you meet the criteria for an accommodation from Disability Resources for Students (DRS) or a special arrangement approved by the SPH Office of the Dean that allows you to take the course remotely.

- Please [contact UW Disability Resources for Students \(DRS\)](#) directly if you feel you may be eligible for an accommodation based on your status as an immunocompromised individual or based on other diagnosed physical or mental health conditions that might prevent you from being able to take classes in-person.
- If you are a student enrolled in a program in SPH, and you are either living with an individual who is immunocompromised, OR you are unable to obtain a visa to travel to the US, you may be eligible for a "special arrangement" that will allow you to take this course remotely. To further clarify, immunocompromised refers to individuals with no/critically weakened immune response to the vaccines. Immune compromised is not the same as underlying health concerns which may lead to a more severe response to COVID. Requests for special arrangements to take the class remotely should have been submitted to and approved by the Students and Academic Services team in the Office of the Dean before the beginning of the quarter.

All UW students are expected to complete their [vaccine attestation](#) before arriving on campus. [Per President Cauce's message March 8](#), following changes to state and local health policies, masks will become optional inside most University facilities starting March 28, the first day of spring quarter. Masks will continue to be required in clinical and other health-care settings and on public transportation, including UW shuttles. We strongly recommend wearing masks indoors during the first two weeks of spring quarter. Please monitor yourself daily for symptoms and stay home if you are sick. It's also strongly recommended to get tested after travel. Refer to the [UW Face Covering Policy](#) for the latest guidance and follow the campus-wide face-covering policy at all times. You are expected to follow state, local, and UW COVID-19 policies and recommendations. If you feel ill or exhibit possible COVID symptoms, you should not come to class. If you need to temporarily quarantine or isolate per CDC guidance and/or [campus policy](#), you are responsible for notifying your instructors as soon as possible by email. **If you receive a positive COVID-19 test result, you must report to campus Environmental Health & Safety (EH&S) by emailing covidehc@uw.edu or calling 206-616-3344.**

Please check your email daily BEFORE coming to class. If we need to conduct class remotely because the instructor or a guest speaker is complying with UW policies and unable to attend in person, we will send all registered students an email with a Zoom link for remote instruction.