Course Syllabus

Jump to Today

This course is offered jointly as EPI 571 A and ENV H 571 A (3 cr;   Cr/NCr)

Instructor: Walter A. Kukull, PhD, Professor (he/him) [Guest lecturers will also address specific topics]

Mon/Wed 1:00--2:20pm   T-360 HST

Office hours: please email me at **kukull@uw.edu (mailto:kukull@uw.edu)** for appointment--zoom or in-person, if you wish to discuss any aspect of the course outside of class time.

My National Alzheimer's Coordinating Center (NACC) office is located at 4311-11th Ave NE Suite 300; please let me know if you are coming to NACC, so I can let you in (Key card access).

- I do not have an office in HRC or Epi Department.

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LAND ACKNOWLEDGEMENT:

"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.

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ILLNESS PROTOCOL

If you feel ill or exhibit respiratory or other symptoms, you should not come to class. Seek medical attention if necessary and notify your instructor(s) as soon as possible by email. **UW Environmental Health & Safety ⬆ (https://www.ehs.washington.edu/covid-19-prevention-and-response/face-covering-policy)** recommends that you wear a well fitting mask while you are symptomatic

Additional recommendations include getting your **annual flu shot (https://wellbeing.uw.edu/flu-vaccination/)** and getting boosted with the updated COVID vaccines (available **at clinics and pharmacies, as well as through UW Medicine ⬆ (https://www.washington.edu/coronavirus/vaccines/)** and local health agencies).

Please check your email and CANVAS announcements daily BEFORE coming to class. If we need to conduct class remotely because the instructor or a guest speaker is unable to attend in person, we will send all registered students an email and/or post a CANVAS announcement with a Zoom link for remote instruction or a plan for making up the class.

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Course Description

This course is designed to increase your knowledge of Neurologic diseases, including their clinical syndromes and their etiologic bases. You are expected to have some basic knowledge of epidemiologic methods to apply to the content provided in the course, in order to propose future research. The course will also discuss some epidemiologic concepts in that context.

The field and our understanding of Neurologic diseases is changing rapidly thus most of the content presented by lecturers will be supported by their best compilation of current articles (posted as .pdf or "links" in the course "Modules" on canvas. The articles posted in the "modules" should be your primary starting point references.

Active participation in class discussions about the formulation of your own projects, as well as asking questions of expert lecturers concerning their topics, are *viewed as a necessary part of the learning experience. P*lease participate in such discussions; sharing your knowledge and impressions enhance everyone's understanding--including that of instructors.

Classes will be held in-person although Panopto or Zoom recordings of lectures' sessions may also be available afterward, barring unforeseen technical issues with such recordings.

 The Lecture schedule and lecturers are shown here: **Schedule_final.pdf (https://canvas.uw.edu/courses/1699753/files/114265663?wrap=1)**

Please go to **"Modules"** on Canvas to see individual class session lecture materials (e.g., powerpoint slides and any background articles and .pdf that are submitted by the lecturers. Articles will usually be posted a few days prior to the lecture itself, so most are empty at the beginning of the course.)

Course Learning Objectives:

After completing this course, students will be able

1. To discuss Neurological diseases and conditions and to become acquainted with experts involved with such research at UW.

2. To determine applicability of core epidemiologic methods for the study of neurological conditions.

3. To examine current "state of the art" for selected conditions and the current research challenges or gaps in knowledge.

4. To become acquainted with clinical background of example neurologic conditions and commonly used techniques for the study of neurological conditions (e.g., neuroimaging, genomics, neuropathology)

5. To become familiar with of NIH grant process and "research plan" structure/content.

6. Recognize the means by which social inequities and racism, generated by power and privilege, undermine health.

Recommended, optional, or supplementary readings:

Each Lecture/Module will include links or PDFs focusing on current background for the topic at hand-- these are the principal starting points for further research. There is no specific textbook.

Class Sessions: Class sessions will consist of lecture and interactive discussion with class. Class discussion is highly encouraged and is a primary goal for learning in the course. Understanding of clinical and technical content as presented by experts and included in the readings they suggest, will provide a basis for students to identify research challenges, gaps in knowledge and to apply core epidemiologic methods toward the study of neurological diseases. Interactive discussion is key to collaborative research, thus, students will be expected to participate in that effort by engaging in dialogue with instructors and students.

Grading

Grades: Grades (Cr/NCr) will be based on:

- the Presentation (85%) including accompanying PowerPoint slide submission;
- interactive discussions with lecturers and class during regular class sessions (15%)

Final Exam: There will be No Final Exam.

Individual Student Presentations: (see also "Assignments") Each Student is expected to choose a **neurologic disease/condition** topic (generally speaking, from among those presented in the course).

Based on lectures and review of current research literature, students will construct a succinct (5-10 min) oral Powerpoint presentation and respond to questions from the class and instructor(s).

The final presentation will be made to the class and preliminary discussions will also occur in selected class sessions throughout the quarter, in order to help students identify and choose a potential Presentation topic. Preliminary discussions are intended to allow students to share ideas with each other as well as the instructor and sharpen their views with input from all. We can all benefit from each others clarifications and suggestions.

- Student presentations will be scheduled February 28 and March 6, 2024
- The Powerpoint slides submission for the Presentation will be due no later than March 8, 2024.
- **Presentations will be about 5-10 minutes in length (e.g., <10 powerpoint slides**.)

The presentation will have four elements:

1) Determination of topic: Critical but brief background leading you to identify the "knowledge gap" you propose to investigate? Why is it important to the field?

2) Interpretation: What are the best/feasible study design and analytic methods? How would the potential findings contribute to the knowledge-base related to their research question?

3) Challenges and limitations: Feasibility issues; what would be needed to do this; realistic possibility such a study could be done; potential collaborations to be sought?

4) Future Directions: If your study was successfully carried out, what would be potential next steps for your research? How might you expand, confirm or refute the findings of the previous proposed research topic?

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Academic Integrity

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. Plagiarism, cheating, unauthorized use of artificial intelligence (AI) tools, and other misconduct are serious violations of the University of Washington **Student Conduct Code (WAC 478-121)** ⤷ **(https://apps.leg.wa.gov/WAC/default.aspx?cite=478-121)** . We expect you to know and follow the university's policies on cheating and plagiarism, and the SPH Academic Integrity Policy. 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** ⤷ **(https://www.washington.edu/cssc/)** .

Use of Generative Artificial Intelligence in Coursework

You are permitted to use AI tools to assist you in gathering information, writing drafts, and revising your writing. However, you are expected to include a disclosure statement at the end of your assignment describing which AI tool you used and how you used it. For example, " AI tools were used to draft about 50 percent of this paper/presentation and to provide revision assistance. AI-produced content was edited for accuracy and style."

While AI and various "ChatBots" use are now rather pervasive it will be important for the student to carefully self-verify any information obtained in that manner. Occasionally, such means do not recognize the specific scientific concepts/context, chronological order of discovery, nor necessarily cannot critically evaluate validity of the information they access--while writing beautiful, logical sounding prose, it can occasionally be well written fiction. Caveat emptor.

Access and Accommodations

Your experience in this class is important to me. 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 activate your accommodations via myDRS so we can discuss how they will be implemented 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. DRS facilitates the interactive process that establishes reasonable accommodations. Contact DRS at **disability.uw.edu** ⬀ **(https://depts.washington.edu/uwdrs/)** .

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/)** .

Inclusion & Diversity

Diverse backgrounds, embodiments and experiences are essential to the critical thinking endeavor at the heart of University education. In SPH, we 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 EDI Committee, the Assistant Dean for EDI, or the program's director.

Classroom Climate

[Instructors: See Classroom Climate Paragraph: **https://sph.washington.edu/faculty/academic-resources/classroom-climate** ↪ **(https://sph.washington.edu/faculty/academic-resources/classroom-climate)** for four additional sample versions of this statement.]

We are co-creators of our learning environment. It is our collective responsibility to develop a supportive learning environment for everyone. Listening with respect and an open mind, striving to understand others' views, and articulating your own point of view will help foster the creation of this environment. We engage our differences with the intent to build community, not to put down the other and distance our self from the other. Being mindful to not monopolize discussion and/or interrupt others will also help foster a dialogic environment.

The following guidelines can add to the richness of our discussion:

- We assume that persons are always doing the best that they can, including the persons in this learning environment.
- We acknowledge that systematic oppression exists based on privileged positions and specific to race, gender, class, religion, sexual orientation, and other social variables and identities.
- We posit that assigning blame to persons in socially marginal positions is counter-productive to our practice. We can learn much about the dominant culture by looking at how it constructs the lives of those on its social margins.
- While we may question or take issue with another class member's ideology, we will not demean, devalue, or attempt to humiliate another person based on her/his experiences, value system, or construction of meaning.
- We have a professional obligation to actively challenge myths and stereotypes about our own groups and other groups so we can break down the walls that prohibit group cooperation and growth. [Adapted from Lynn Weber Cannon (1990). Fostering positive race, class and gender dynamics in the classroom. *Women Studies Quarterly, 1 & 2, 126-134*.]

We are a learning community. As such, we are expected to engage with difference. Part of functioning as a learning community is to engage in dialogue in respectful ways that supports learning for all of us and that holds us accountable to each other. Our learning community asks us to trust and take risks in being vulnerable.

Here are some guidelines that we try to use in our learning process:

- LISTEN WELL and be present to each member of our group and class.
- Assume that I might miss things others see and see things others miss.
- Raise my views in such a way that I encourage others to raise theirs.
- Inquire into others' views while inviting them to inquire into mine.
- Extend the same listening to others I would wish them to extend to me.
- Surface my feelings in such a way that I make it easier for others to surface theirs.
- Regard my views as a perspective onto the world, not the world itself.
- Beware of either-or thinking.

- Beware of my assumptions of others and their motivations.
- Test my assumptions about how and why people say or do things.
- Be authentic in my engagement with all members of our class.

Pronouns

We share our pronouns because we strive to cultivate an inclusive environment where people of all genders feel safe and respected. We cannot assume we know someone's gender just by looking at them. So we invite everyone to share their pronouns.

Bias Concerns

The Office of the Dean has a **student concern policy** ⤷ **(https://sph.washington.edu/students/student-concern-policy)** , a faculty concern policy and standard HR procedures for staff concerns. Our 2018 climate survey states 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 (mailto:dcinfo@uw.edu)** for immediate follow up. Bias concerns can be anonymously and confidentially reported via the online form found here: **https://sph.washington.edu/about/diversity/bias-concerns** ⤷ **(https://sph.washington.edu/about/diversity/bias-concerns)** . Data is collected by the Assistant Dean for EDI and the Director of Program Operations for Student and Academic Services and tracked for resolution and areas are identified for further training.

Sexual 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:
   - 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
   - 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** ⤷ **(https://sph.washington.edu/about/diversity/bias-concerns)** . The University also has designated offices to help you: **SafeCampus** ⤷ **(https://www.washington.edu/safecampus/)** ; **Office of the Ombud** ⤷ **(https://www.washington.edu/ombud/)** ; **Title IX Investigation Office** ⤷

[(https://www.washington.edu/titleix/report/)](https://www.washington.edu/titleix/report/) ; and **[University Complaint Investigation and Resolution Office](https://www.washington.edu/compliance/uciro/)** ↪ **[(https://www.washington.edu/compliance/uciro/)](https://www.washington.edu/compliance/uciro/)** .

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Course Summary:

Date	Details	Due
Fri Mar 8, 2024	📝 **[Class Presentation (https://canvas.uw.edu/courses/1699753/assignments/8907893)](https://canvas.uw.edu/courses/1699753/assignments/8907893)**	due by 11:59pm
	📝 **[General Assignment (https://canvas.uw.edu/courses/1699753/assignments/9054356)](https://canvas.uw.edu/courses/1699753/assignments/9054356)**	