University of Florida
College of Public Health and Health Professions Syllabus
HSC 3502—Fall 2017
Survey of Diseases and Disabilities 1
Delivery Format: On-Campus
eLearning: http://elearning.ufl.edu

Instructor: Mary Ellen Young, PhD
Time: Mondays, Periods 7-8 (1:55 pm-3:50 pm)
       Wednesdays, Period 8 (3:00-3:50 pm)
Classroom Location: HPNP Auditorium
Office hours: After class Mondays (4:00-5:00)
Office location: HPNP 2120
Contact information: meyoung@phhp.ufl.edu or 352-273-6496
(Preferred course communication: email through Canvas)
Teaching Assistants:
   Esther Piervil (esthervp@ufl.edu)
   Kelsea LeBeau (klebeau@ufl.edu)
   Jayne-Marie Raponi (jmraponi@ufl.edu)

Course Overview
Overview of medical and psychosocial aspects of chronic diseases including issues of
disability management (combined as a required series with HCS 4558 to cover a greater
breadth of health challenges).

Course Objectives
Upon completion of this course the student will be able to:
   1. Describe the model from the World Health Organization on the International
      Classification of Disability, Function and Health (WHO ICF model) and define
      and apply the concepts of Body Functions and Structures, Activities and
      Participation, and Contextual Factors to persons with diseases and disabilities.
   2. Describe the epidemiology, etiology, symptoms and treatment of the following
diseases and disabilities: diabetes mellitus, cardiovascular diseases, stroke,
cancer, pulmonary diseases, renal failure and transplant, rheumatic diseases,
Parkinson’s disease, multiple sclerosis, other adult onset neurological diseases,
epilepsy, HIV/AIDS, and Alzheimer’s and dementia.
   3. Examine the impact of both medical and contextual factors (including social
      supports, environmental, and intrapersonal factors) on activities and participation
      of persons with disabilities.
   4. Describe the “lived experience” of disease and disability for individuals who have
      the conditions and their caregivers and family members.
5. Describe the role of post-acute rehabilitation, educational and vocational services in minimizing the activity restrictions and participation limitations experienced by persons with disabilities.
6. Identify ways to address activity limitations and participation restrictions through environmental accessibility and modifications, assistive technology, job/task modification and restructuring, personal attendant services, and service animals.

**Instructional Methods**
1. Reading assignments completed and online quiz completed prior to classes.
2. Lecture using PowerPoint presentations. (PPTX lecture notes will be posted on eLearning Canvas Modules [http://elearning.ufl.edu](http://elearning.ufl.edu) prior to class meetings).
3. ELearning web links in Canvas Modules to supplement materials and readings.
4. Participation in online discussion groups using Canvas.
5. Integrative writing assignment.

**Course Materials and Technology**

**Required Text**

**Alternative text:**
Falvo, D. & Holland, B.E. (2018). Medical and psychosocial aspects of chronic illness and disability (6th ed.). Burlington, MA: Jones and Bartlett. **This is a new edition so may not be readily available. It is not required but is an acceptable substitute for the 5th edition. I will note updates from the 5th edition in my lectures.**

[*Please note that this text is also required for HSC 4558 Survey of Diseases and Disabilities 2, Spring 2018. An electronic version of the text is also available, but the purchase period is 6 months.*]

**Other References and Resources**
Web links to important and credible sources for additional information on the weekly topics are available via eLearning Canvas. Students are encouraged to broaden their learning beyond lectures and textbook reading by using credible online sources to gain a deeper understanding of course material.

For technical support for this class, please contact the UF Help Desk at:
- [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu)
- (352) 392-HELP - select option 2
- [https://lss.at.ufl.edu/help.shtml](https://lss.at.ufl.edu/help.shtml)
**DESCRIPTION OF COURSE CONTENT**

Topic outline (this is tentative and may be modified as needed during the semester)

Quizzes remain open for one week and are due before Monday classes.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Mon August 21</td>
<td>Course introduction</td>
<td>Syllabus review</td>
<td>Falvo, Ch. 1, pp. 1-7</td>
</tr>
<tr>
<td>Wed August 22</td>
<td>Discussion group assignments</td>
<td>Quiz 1, Ch.1 Opens&lt;br&gt;Meet groups&lt;br&gt;“Getting to know you” discussion opens</td>
<td></td>
</tr>
<tr>
<td><strong>Week 2</strong></td>
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<tr>
<td>Mon August 28</td>
<td>Introduction to the WHO ICF Model. Film “Without Pity”</td>
<td>Quiz 1 due before class. Discussion 1 opens</td>
<td></td>
</tr>
<tr>
<td>Wed August 30</td>
<td>Disability Assessment and Intervention</td>
<td>Quiz 2, Ch. 2 opens</td>
<td></td>
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<tr>
<td><strong>Week 3</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Mon September 4</td>
<td>NO CLASS! LABOR DAY</td>
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</tr>
<tr>
<td>Wed September 6</td>
<td>Disability Assessment and Intervention (continued).</td>
<td>Discussion 1 due&lt;br&gt;Quiz 2 due before class&lt;br&gt;Quiz 3, Ch.23 opens</td>
<td>Falvo, Ch. 2, pp. 9-30</td>
</tr>
<tr>
<td><strong>Week 4</strong></td>
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</tr>
<tr>
<td>Mon September 11</td>
<td>Medical Aspects of Diabetes</td>
<td>Quiz 3 due before class</td>
<td>Falvo, Ch. 23, pp. 373-392.</td>
</tr>
<tr>
<td>Wed September 13</td>
<td>Disability Management of Diabetes</td>
<td>Discussion 2 opens&lt;br&gt;Quiz 4, Ch.28 opens</td>
<td></td>
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<tr>
<td><strong>Week 5</strong></td>
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</tr>
<tr>
<td>Mon September 18</td>
<td>Medical Aspects of Cardiovascular Diseases</td>
<td>Quiz 4 due before class</td>
<td>Falvo, Ch. 28, pp. 443-469.</td>
</tr>
<tr>
<td>Wed September 20</td>
<td>Disability Management of Cardiovascular Diseases</td>
<td>Discussion 2 due&lt;br&gt;Quiz 5, Ch.3 and Ch. 5 opens</td>
<td></td>
</tr>
<tr>
<td>Week 6</td>
<td>Mon September 25</td>
<td>Medical Aspects of Stroke</td>
<td>· Quiz 5 due before class</td>
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<tr>
<td>Wed</td>
<td>September 27</td>
<td>Disability Management of Stroke</td>
<td>· Quiz 6, Ch. 21 and Ch.22 opens</td>
</tr>
<tr>
<td>Week 7</td>
<td>Mon October 2</td>
<td>Medical Aspects of Cancer</td>
<td>· Quiz 6 due before class</td>
</tr>
<tr>
<td>Wed</td>
<td>October 4</td>
<td>Disability Management of Cancer Midterm Exam Review</td>
<td>· Discussion 3 opens · Quiz 7, Ch. 10 and Ch. 29 opens</td>
</tr>
<tr>
<td>Week 8</td>
<td>Mon October 9</td>
<td>Medical Aspects of Pulmonary Diseases &amp; Polio</td>
<td>· Quiz 7 due before class</td>
</tr>
<tr>
<td>Wed</td>
<td>October 11</td>
<td>Disability Management of Pulmonary Diseases &amp; Polio</td>
<td>· Discussion 3 due · Quiz 8, Ch. 30 opens</td>
</tr>
<tr>
<td>Week 9</td>
<td>Mon October 16</td>
<td>Midterm Exam</td>
<td></td>
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<tr>
<td>Wed</td>
<td>October 18</td>
<td>Midterm Results</td>
<td></td>
</tr>
<tr>
<td>Week 10</td>
<td>Mon October 23</td>
<td>Medical Aspects of Renal Failure and Kidney Transplant</td>
<td>· Quiz 8 due before class</td>
</tr>
<tr>
<td>Wed</td>
<td>October 25</td>
<td>Disability Management of Renal Failure/Kidney Transplant</td>
<td>· Quiz 9, Ch. 24, Ch. 25, and Ch.27 opens</td>
</tr>
<tr>
<td>Week 11</td>
<td>Mon October 30</td>
<td>Medical Aspects of Musculoskeletal, Rheumatic Diseases and</td>
<td>· Quiz 9 due before class</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Discussion</td>
<td>Quiz Open Dates</td>
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<tr>
<td>Wed Nov 1</td>
<td>Disability Management of Musculoskeletal, Rheumatic Diseases and Chronic Pain</td>
<td></td>
<td>Discussion 4 opens, Quiz 10, Ch. 8 and Ch. 9 opens</td>
</tr>
<tr>
<td>Week 12 Mon 6</td>
<td>Medical Aspects of Multiple Sclerosis, Parkinson’s Disease and Other Neurological Disorders</td>
<td>Quiz 10 due before class</td>
<td>Falvo, Ch. 8, pp. 109-120 &amp; Ch. 9, pp. 121-134.</td>
</tr>
<tr>
<td>Wed Nov 8</td>
<td>Disability Management of Parkinson’s Disease and Other Neurological Disorders</td>
<td>Discussion 4 due, Quiz 11, Ch. 14 opens</td>
<td>Falvo, Ch. 8, pp. 109-120 &amp; Ch. 9, pp. 121-134.</td>
</tr>
<tr>
<td>Week 13 Mon 13</td>
<td>Medical Aspects of Dementia</td>
<td>Quiz 11 due before class</td>
<td>Falvo, Ch. 14, pp. 215-222.</td>
</tr>
<tr>
<td>Wed Nov 15</td>
<td>Disability Management of Dementia</td>
<td>Integrative Writing Assignment Due, Discussion 5 opens, Quiz 12, Ch. 6 opens</td>
<td>Falvo, Ch. 14, pp. 215-222.</td>
</tr>
<tr>
<td>Week 14 Mon 20</td>
<td>Caregiving—No face-to-face class—online assignment only</td>
<td>Happy Thanksgiving!!!!</td>
<td>Falvo, Ch. 6, pp. 83-92.</td>
</tr>
<tr>
<td>Wed Nov 22</td>
<td>Enjoy the holiday!</td>
<td>Happy Thanksgiving!!!!</td>
<td>Gobble gobble…</td>
</tr>
<tr>
<td>Week 15 Mon 27</td>
<td>Medical Aspects and Disability Management of Epilepsy</td>
<td>Quiz 12 due before class</td>
<td>Falvo, Ch. 6, pp. 83-92.</td>
</tr>
<tr>
<td>Wed Nov 29</td>
<td>Medical Aspects and Disability Management of HIV/AIDS Exam 2 Review</td>
<td>Discussion 5 due</td>
<td>Falvo, Ch. 20, pp. 329-341</td>
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</tbody>
</table>
Week 16
Mon
December 4

<table>
<thead>
<tr>
<th>Mon 4 December</th>
<th>Exam 2</th>
<th></th>
</tr>
</thead>
</table>

Wed
December 6

<table>
<thead>
<tr>
<th>Wed 6 December</th>
<th>Final Exam Review</th>
<th>I will go over Exam 2 in class will be available to answer questions about the exam. No other exam review will be offered.</th>
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</thead>
</table>

Final Date
TBA

<table>
<thead>
<tr>
<th>Final Date TBA</th>
<th>Optional Final Exam</th>
<th>HPNP Auditorium</th>
</tr>
</thead>
</table>

ACADEMIC REQUIREMENTS AND GRADING

**Student evaluation:**

1. Two in class exams, each consisting of 25 multiple choice questions. Five “cases” will be presented and each case will have 5 questions
2. Optional cumulative final exam, consisting of 50 multiple choice questions.
3. Required 5 online discussion postings, maximum 3 points each.
4. Required 12 online weekly quizzes covering textbook reading for that week.
5. Integrative writing assignment.
6. Random activities for extra credit points will be included in lectures at the discretion of the instructor.

**Weekly Quizzes:**

Students are expected to read the weekly textbook chapter(s) and complete an online, open book quiz (available in Canvas Assignments) on those chapters prior to attending Monday’s class lecture on the topic. Each quiz will be 5 multiple choice or short answer questions randomized from a pool of questions on that topic (each student will take a different exam). The lowest two quizzes will be dropped and the highest 10 will be averaged for 10% of your final grade.

**Online discussion:**

On five (5) designated weeks, the instructor will post discussion questions on eLearning Canvas on Wednesday at noon. Students will have until the following Wednesday at 11:59 pm to complete three (3) substantive postings in answer to the questions or in response to postings by other students. Discussions will be graded as follows:

- 3 substantive postings=3 points
- 2 substantive postings=2 points
- 1 substantive posting=1 point
- No substantive posting=0 points
Integrative Writing Assignment: Understanding Adult Onset Disability
You will complete an integrative written assignment reflecting understanding of adult onset disability (13% of final grade). In order to complete this assignment, you should read one book (fiction or nonfiction) or watch one film (fiction or documentary) about an individual who has adult onset disability (after age 18) and one of the following conditions—diabetes mellitus, cardiovascular diseases, stroke, cancer, pulmonary diseases, renal failure and transplant, rheumatic diseases, Parkinson’s disease, multiple sclerosis (or other adult onset neurological diseases), HIV/AIDS, epilepsy or Alzheimer’s/dementia. [Trauma (spinal cord injury, traumatic brain injury, burns or amputations), blindness (visual impairments), deafness (hearing impairments), or developmental disabilities (acquired before the age of 18) are not included in the approved list because they will be covered next semester.]

Please organize your paper around the following topics:

1. Summarize the story of the individual’s experience of illness, including critical incidents in acute care, rehabilitation and community integration.
2. Analyze the person’s story according to the components of the WHO/ICF model, including body function and structures, activities, and participation elements
3. Describe environmental factors and personal factors that contribute to the individual’s quality of life

Grading rubric: For each of the three topics above, you will be given 30 points for exemplary completion, 20 points for satisfactory completion, 10 points for partial completion and 0 points for unsatisfactory completion. (TA’s will have the leeway to grade anywhere on the 30 point scale for each question as they deem appropriate.)

Papers should be APA style, 3-5 pages, typed double-spaced with one inch margins and 12-point type, using headings based on the three topics above. All APA formatting in terms of headings, seriation, citation of sources, and referencing should be followed. Professional tone, diction, and writing style are expected (10 points).

For style questions, please refer to the UF Writing Studio: https://writing.ufl.edu/writing-studio/ or the Purdue Online APA resource: https://owl.english.purdue.edu/owl/resource/560/01/

Papers will be submitted through Turnitin in Canvas and must represent your original work. Late papers will receive a 10% grade penalty.

Grading:
Graded assignments and percentages:

Two exams—20% each 40%
12 quizzes—1% each (two will be forgiven) 10%
Online discussions—3% each 15%
Integrative writing assignment  15%
Optional final exam*       20%
Total                  100%

[*If students opt out of the final exam, the two exams will be weighted more heavily in the final grade calculations (30% each, instead of 20% each). A preliminary grade without the final will be calculated after Exam 2, so that you may make an informed decision about taking the Final Exam.]

Point system used (i.e., how do course points translate into letter grades).

<table>
<thead>
<tr>
<th>Points earned</th>
<th>93-100</th>
<th>90-92.99</th>
<th>87-89.99</th>
<th>83-86.99</th>
<th>80-82.99</th>
<th>77-79.00</th>
<th>70-76.99</th>
<th>NA*</th>
<th>67-69.99</th>
<th>63.66-62.99</th>
<th>&lt;60</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter Grade</td>
<td>A</td>
<td>A-</td>
<td>B+</td>
<td>B</td>
<td>B-</td>
<td>C+</td>
<td>C</td>
<td>C-</td>
<td>D+</td>
<td>D-</td>
<td>E</td>
</tr>
</tbody>
</table>

(*The Bachelor of Health Science and Bachelor of Public Health programs do not use C- grades.)

You must include the letter grade to grade point conversion table below. Letter grade to grade point conversions are fixed by UF and cannot be changed.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B-</th>
<th>C+</th>
<th>C-</th>
<th>D+</th>
<th>D-</th>
<th>E</th>
<th>WF</th>
<th>I</th>
<th>NG</th>
<th>S-U</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Points</td>
<td>4.0</td>
<td>3.67</td>
<td>3.33</td>
<td>3.0</td>
<td>2.67</td>
<td>2.33</td>
<td>2.0</td>
<td>1.67</td>
<td>1.33</td>
<td>1.0</td>
<td>0.67</td>
<td>0.0</td>
<td>0.0</td>
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</tbody>
</table>

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar’s Grade Policy regulations at: http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

**Making Up Missed Quizzes, Discussions, or Exams:**
Students who participate in University approved activities are expected to complete all online work (discussions and quizzes) by established deadlines. In-class exam conflicts (including final exam conflicts) should be discussed with the instructor as soon as you know about the conflict.

The only excuses acceptable for missing due dates on quizzes, discussions, papers, or exams are documented personal illness or serious family illness or death in the family. If you are going to miss a graded assignment for one of these reasons you must contact the instructor as soon as feasible to discuss your situation, to provide necessary documentation, and to schedule a make up requirements.

Please note: Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

**Bachelor of Health Science Students Only**
In order to demonstrate Student Learning Objectives for the BHS program, you will be asked to upload an assignment from this class to your Professionalism class. At the end of
the semester, you will upload your integrative writing assignment to complete your Professionalism course requirement for HSC 3502. Further instructions will be provided as the time to submit approaches.

**STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT**

**Expectations of the Instructor**

**Class Attendance:**
It is my strong belief that you will not reap the full benefit of this class unless you make class attendance a priority. The textbook and PowerPoints represent only a fraction of the in-class experience, especially the lived experience of disability as shown in films and video clips, presented by guest speakers or described by the instructor. There will be information presented in lecture that is not on the PPTX nor in the book, including breaking medical news or controversial topics. You are responsible for this material as it will form the basis of application of knowledge for the case-based questions on the exams. If you **must** miss a class, be sure to get good notes from another student and discuss what went on in class. If there is an extra credit opportunity, you will not be given the opportunity to make that up if you are not in class, as it is an attendance incentive for students who make the effort to be in the classroom.

**Professional Behavior:**
One objective of the Bachelor of Health Science/Public Health programs is to facilitate the development of professional behavior of students who will most likely go on to graduate programs and/or who will work in the health care field. Therefore, the following pre-professional behavioral objectives are as important as your mastery of the content of the course. These areas become critical when you request letters of recommendation, as I am often asked by graduate programs to comment specifically on your dependability, maturity and judgment as well as your academic achievements.

These are the minimum behavioral standards that I expect to see in this class and some examples of how each behavior might be evaluated:

1. Dependability—regular class attendance and punctuality, turning in assignments on time
2. Responsibility—actively participating in class, putting forth your best effort in discussions and assignments, notifying instructor or TA of reasons for late/missing class or assignments
3. Communication—appropriate communication with instructors, TAs, support staff, guest speakers and other students, receiving and giving constructive feedback
4. Respect for others—appreciating different points of view, being courteous to instructors, TAs, support staff, guest speakers and other students, avoiding distracting behavior during class (including talking, cell phone usage, web surfing, texting, crossword puzzles, games)
5. Honor and integrity—acting in accordance with the University of Florida policy on academic integrity (see University of Florida Code of Student Conduct and
Honor Code (https://www.dso.ufl.edu/scr/process/student-conduct-honor-code/) As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.” You are expected to exhibit behavior consistent with this commitment to the UF academic community. On all work submitted for credit at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code for additional details. Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Course evaluation
Students will be asked to complete a confidential online evaluation of the course at the end of the semester at https://evaluations.ufl.edu. Your feedback is valuable to me to assist with revising future course content and procedures. Evaluations are typically open during the last two or three weeks of the semester, but you will be given specific times when they are open via your ufl.edu email. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results/.

Inclusive Learning Environment
Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida’s Non-Discrimination Policy, which reads, “The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans’ Readjustment Assistance Act.” If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: www.multicultural.ufl.edu
SUPPORT SERVICES

Accommodations for Students with Disabilities
I want every student to have the opportunity for a positive learning experience. This includes my commitment to provide reasonable accommodations to students with disabilities. If you require classroom accommodation because of a disability, you must register with the Dean of Students Office http://www.dso.ufl.edu. The Dean of Students Office will provide documentation to you, which you then give to me by the second week of class when requesting accommodations.

Counseling and Student Health
Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: http://www.counseling.ufl.edu. On line and in person assistance is available.
- You Matter We Care website: http://www.umatter.ufl.edu/. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: https://shcc.ufl.edu/
- Crisis intervention is always available 24/7 from:
- Alachua County Crisis Center:
  (352) 264-6789
  http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx

BUT – Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.