

PHIL 321 –Medical Ethics Online

This course is online through d2l.arizona.edu located inside the Desire2Learn learning management system under the title PHIL 321. Students must log in using their UA NetID and password. The course is self-paced but includes weekly assignments with due dates in the middle and at the end of the weeks.

Description of Course

This course explores many challenging moral questions relating to medicine and healthcare. Should one have absolute right over one's body (e.g., with respect to euthanasia and risky experimental treatments) or are there other moral considerations that should limit such freedom? Do the benefits of human experimentation outweigh the risks? What rights and responsibilities come with the role of healthcare provider? As we explore these questions, we will learn about some major moral theories and concepts and apply them to real-world moral problems. As we do so, we will put these theories and concepts in conversation with theoretical resources that emerge from bodies of scholarship that center the perspectives, needs, and concerns of marginalized persons who are underrepresented in traditional philosophical discussions. We will focus in particular on the perspectives, needs, and concerns of persons who are marginalized because of their race, disability status, and/or sex, gender, and/or sexuality. My hope is that this course will help you become more reflective and open-minded while giving you a lay of the land of the space of moral possibilities. It will provide you with skills and knowledge you can use to consciously develop and defend your own values and principles and to build more equitable, inclusive, and humane institutions of medicine and healthcare. The skills and knowledge acquired in philosophical argument are transferable to other disciplines, careers, and even relationships.

Instructor and Contact Information

Instructor name: Santiago Sanchez Borboa (he/his/him)

Email: ssanchezborboa@email.arizona.edu

Office Hours: by appointment. Do feel free to set up an appointment with me to discuss any specific philosophical issues in the course you may be struggling with. Philosophy is inherently a conversation, and real-time discussion is always helpful.

Course Home Page: <https://d2l.arizona.edu/d2l/home/1261606>

Course Format and Teaching Methods

Online lectures and quizzes.

Course Objectives

Students will:

1. Develop argumentative abilities by reading argumentative works of philosophical and biomedical canon.
2. Study the application of classic ethical theories to contemporary biomedical issues, with a focus on oppression.
3. Read from a diverse canon of authors and views.
4. Work out their own view on discussed topics through an extended writing process including at least one revised paper in response to comments on a previous draft.

Expected Learning Outcomes

Students will be able to:

1. Formulate the strongest version of their own argument and respond charitably to objections.
2. Describe the most prominent theories and principles of medical ethics.
3. Outline how classic philosophical and ethical theories relate to issues of medicine as well as various forms of interpersonal and structural oppression.
4. Provide knowledge of contemporary issues in medical ethics such as those in sex, gender, sexual orientation, disability, and race.
5. Describe the relationship between ethics, its principles, and medicine.

Absence and Class Participation Policy

Watching the course lectures, turning in quizzes, and generally turning in assignments are vital to the learning process. I understand some of the hardships students can face (especially during a global pandemic). For this reason, I am generally understanding of late work.

That said, grading takes time. The due dates here reflect the way I can provide feedback in a timely manner.

Turning in work late causes delays not only for your own grade and feedback but for others' as well. If you have to turn in an assignment late, please let me know no later than 1 day after the due date to work out an extension. Please note that the later the semester goes, the less wiggle room there will be for extensions. Standards will be stricter for papers than for other assignments.

If you anticipate being unable to participate in class online activities, please contact me as soon as possible.

To request a disability-related accommodation to this attendance policy, please contact the Disability Resource Center at (520) 621-3268 or drc-info@email.arizona.edu. If you are experiencing unexpected barriers to your success in your courses, the Dean of Students Office is a central support resource for all students and may be helpful. The Dean of Students Office is located in the Robert L. Nugent Building, room 100, or call 520-621-7057.

Course Communications

We will be communicating by means of the D2L course page and by UA email-address: ssanchezborboa@email.arizona.edu

Required Texts or Readings

Textbook: *Centering the Margins in Bioethics: A Social Justice Approach to the Ethics of Healthcare and Medicine* (prelim. ed.) by S. Sanchez Borboa

All other readings will be posted on D2L by the instructor. Some of these online readings are excerpts that will save you from reading more than necessary. There will also be some assigned videos and podcasts

that you can access through the Active Learning Companion of the Required Textbook (included for free with access to the text).

Assignments and Examinations: Schedule/Due Dates

- There will be three assigned papers total. One paper due on 2/19 at 11:59 pm, a second paper due on 4/2 at 11:59 pm), and a rewrite of the second paper based on feedback you receive due at the end of the course (5/7 at 11:59 pm).
- There will be 19 total quizzes based on the course material. They are due on Sundays at 11:59 pm.

Final Paper

The final paper will be due on **5/7** at 11:59 pm. Here is a link to the Final Exam Regulations and Final Exam Schedule, <https://registrar.arizona.edu/faculty-staff-resources/room-class-scheduling/schedule-classes/final-exams>

Grading Scale and Policies

This course is a writing intensive Tier Two General Education course. You will write a minimum of 3000 words. This writing requirement comprises the following assignments: Short Answers in Weekly Quizzes, First Paper, Second Paper, Revision of Second Paper. The grading scheme is as follows:

Grading Scale:

>90% = A

80% - 89% = B

70% - 79% = C

60% - 69% = D

<60% = E

- Grades will be rounded up from .5 (e.g., a 79.5 will earn a B while a 79.4 will earn a C).
- There is a possibility that final grades will be assigned on a curve that creates slightly higher grades overall, but there is no guarantee of that.
- No extra credit will be offered.

Your final grade will be calculated as follows (out of 1000 points):

Quizzes (MC + Short Answer): 30% (300 points) –There are 15 weekly quizzes total (that you can take on d2l) and 4 multiple-choice unit quizzes total (that you can take on the Active Learning Companion of the textbook). Each quiz is worth 30 points. **Your lowest 9 quizzes will be dropped.** Each weekly quiz includes a short answer component that should be around 250 words.

First Paper: 25% (250 points)

Second Paper: 25% (250 points)

Revision of Second Paper: 20% (200 points)– This third paper will be a revision of your second paper based on feedback you received. As part of writing this paper, you will be asked to include an additional explanatory note detailing how you incorporated the feedback you received.

Here are the guidelines for the assignments:

Quizzes: You are required to complete online quizzes concerning the course material. These serve as a check on your understanding of the material.

First Two Papers: Students' first two papers will be on topics assigned by the instructor. They should be 1000 words (+/- 10%). A word count (exclusive of footnotes and bibliography) should be included.

Students should spend approximately half of their papers summarizing the key ideas from the relevant lectures/readings, and the other half evaluating these ideas.

Do not attempt to discuss all of the ideas in the lectures/readings but rather choose some ideas and develop a coherent and integrated essay around them. **Students should not do any external research beyond the assigned readings for the papers in this course.**

Third Paper: The third and final paper is a revision of your second paper, accompanied by a note detailing how you revised the paper according to feedback you received. It should be approximately 1000 words (not counting the explanatory note) (+/- 10%).

As mentioned above, I understand some of the hardships students can face (especially during a global pandemic). For this reason, I am generally understanding of late work. If you have to turn in an assignment late, please let me know no later than 1 day after the due date to work out an extension. After 1 day of the due date has passed without arranging for an extension, you will lose a full-letter grade (e.g., a B- goes to a C-). You will lose a subsequent full-letter grade for every day that passes after that until you turn the assignment in or arrange for an extension.

Incomplete (I) or Withdrawal (W):

Requests for incomplete (I) or withdrawal (W) must be made in accordance with University policies, which are available at <http://catalog.arizona.edu/policy/grades-and-grading-system#incomplete> and <http://catalog.arizona.edu/policy/grades-and-grading-system#Withdrawal> respectively.

Dispute of Grade Policy

Grade appeals must be written, submitted no earlier than 48 hours and no later than two weeks after the graded work is returned, and should specify concrete reasons why you think the grade should be changed. That you don't like the grade or feel that you deserve a better one is not a reason.

Honors Credit

The Honors College requires that honors students that wish to earn honors credit for this course (which does not have a section with the requirement designation of "honors course") complete an honors contract.

If a student wishes to earn honors credit, they must arrange for a "negotiated" assignment contract in conversation with the instructor. **The Honors Contract Submission Deadline for this course is: Monday, February 6th**

Word to the Wise

Measured in opportunity costs, this is some of the most expensive time in your whole life. Treat it as the valuable resource it actually is. You've decided to take a class, so take it. Put something into it. Get something out of it. Indeed, the more you put into it, the more you'll get out of it. If you take the time and make the effort, you can take home a whole new way of approaching the problems life throws your way.

Tentative Schedule of Topics/Activities

Week 1

Introduction: Fundamentals of Moral Philosophy & Biomedical Ethics

Unit A: Read Syllabus

Unit B: Introduction to Ethics & Moral Philosophy: *Centering the Margins* Introduction (p. 1-4)

1/15 – Quiz 1 due on D2L

Week 2

1/16 – Dr. Martin Luther King Jr. Holiday – NO CLASSES

Unit A: Moral Reasoning in Bioethics: *Centering the Margins* Introduction (p. 4-8)

Unit B: Biomedical Ethics & Moral Theories: *Centering the Margins* Introduction (p. 9-11)

1/22 – Quiz 2 due on D2L

Week 3

Unit A: Patient Autonomy and The Physician-Patient Relationship: Emmanuel and Emmanuel, “Four Models of the Physician-Patient Relationship”

Unit B: Informed Consent and Human Research: Nijhawan et al., “Informed Consent: Issues and Challenges”

1/29 – Quiz 3 due on D2L

Week 4

Unit A: Justice and Healthcare: Daniels “Justice, Health, and Healthcare”

Silvers, “No Basis for Justice”

I. Race/ism and Medical Ethics

Unit B: The Nature of Race: *Centering the Margins* Unit I: The Shadow of Race/ism in Healthcare and Medicine

Active Learning Companion Video 1.1: Dr. Shay-Akil McLean and Blair Imani Discuss Race

Recommended: McLean “Social Constructions, Historical Grounds”

FIRST PAPER ASSIGNED

2/5 – Quiz 4 due on D2L

Week 5

Unit A: Informed Consent, Raceism and Empirical Complications: *Centering the Margins* 1.1: Matthew, “Race, Religion, and Informed Consent: Lessons from Social Science”

Recommended: Active Learning Companion Podcast: Crosscut Talks: Finding Harm in Health Care with Jen Dev and Edwin Lindo

Unit B: Anti-Black Raceism in Healthcare and Medicine: Active Learning Companion Podcast: 1619 Podcast Episode 4: How the Bad Blood Started

Active Learning Companion Video 1.2: Health Disparities in the Black Community: Past and Present

Recommended: Hoberman “Black Patients, White Doctors” (excerpts) from *Black and Blue*

2/12 – Quiz 5 due on D2L

Week 6

Unit A: Culturally Responsive Healthcare: *Centering the Margins* 1.2: Culhane-Pera, Vawter, and Xiong, “A Model for Culturally Responsive Health Care” (selections)

Unit B: Raceism and Health: Trent, Dooley, and Douge “The Impact of Racism on Child and Adolescent Health”

Recommended: Active Learning Companion Video 1.3: Understanding Mental Health Challenges Facing Latinx Community | Duke Health; Active Learning Companion Video 1.4: The Kids Are Not Alright: The Mental Health Crisis Affecting Latina Teens

2/19 – Quiz 6 due on D2L and **FIRST PAPER DUE**

Week 7

Unit A: Indigenous Health and Substance Abuse: *Centering the Margins* 1.3: Walle, “The Handsome Lake Method: An Introduction”

Recommended: Active Learning Companion Video 1.5: Indigenous Knowledge to Close Gaps in Indigenous Health | Marcia Anderson-DeCoteau; Active Learning Companion Video 1.6: Memory Keepers: Driven to End Indian & Rural Health Disparities

Unit B: Structural Racism and Intersections: Bailey et al. “Structural racism and health inequities in the USA: evidence and interventions”

Cheema, Meagher, and Sharp. “Multiple Marginalizations: What Bioethics Can Learn from Black Feminism”

Recommended: Active Learning Companion Video 1.7: Health Disparities of Asian Americans and Pacific Islanders; Active Learning Companion Video 1.8: Asian-American Mental Health During COVID-19

2/26 Quiz 7 due on D2L

Week 8

Unit A: Obstetric Racism: Davis “Obstetric Racism: The Racial Politics of Pregnancy, Labor, and Birthing”

Active Learning Companion Video 1.9: Reproductive Injustice: Racism, Pregnancy, & Premature Birth

II. Disability and Medical Ethics

Unit B: The Nature of Disability: *Centering the Margins* Unit II: The Specter of Ableism in Healthcare and Medicine

Active Learning Companion Video 2.1: Why Don’t We Care About Disabled People? OR Active Learning Companion Podcast: The TryPod, Episode 158: Why Don’t We Care About Disabled People?

3/3 – Quiz 8 due on D2L + Unit I Quiz due (on Active Learning Companion)

SPRING BREAK – NO CLASSES (Mar. 4-12)

Week 9

Unit A: Health, Disease, and Disability: Scully “What Is a Disease?”

Goering “Rethinking Disability: The Social Model of Disability and Chronic Disease”

Active Learning Companion Video 2.2: My Body Doesn’t Oppress Me, Society Does

Unit B: Disability and the Physician-Patient Relationship: *Centering the Margins* 2.1: “Is She Experiencing Any Pain?: Disability and the Physician-Patient Relationship”

Recommended: Active Learning Companion Podcast: Included: The Disability Equity Podcast, Episode 24: Ableism in Healthcare Parts 1-2

SECOND PAPER ASSIGNED

3/19 – Quiz 9 due on D2L

Week 10

Unit A: Disability, Healthcare, and Society: *Centering the Margins* 2.2: Ginsburg and Rapp, “Not Dead Yet’: Changing Disability Imaginaries in the Twenty-First Century”

Active Learning Companion Video 2.3: Beyond Disability Rights, Disability Justice: Leah Lakshmi Piepzna-Samarasinha

Unit B: Disability, Intersections, and Complications: *Centering the Margins* 2.3: Erevelles and Minear, “Unspeakable Offenses: Untangling Race and Disability in Discourses of Intersectionality”

Wendell “Unhealthy Disabled”

3/26 – Quiz 10 due on D2L + Unit II Quiz due (on Active Learning Companion)

Week 11

III. Sex, Gender, and Sexual Orientation in Medical Ethics

Unit A: The Nature of Sex, Gender, and Sexuality:

Centering the Margins Unit III: The Miasma of Cisheteropatriarchy in Healthcare and Medicine

Active Learning Companion Podcast: UpSet Podcast, Disparities in Healthcare for Women of Color

Unit B: Gender Healthcare Disparities: *Centering the Margins* 3.1: Sewell, Key, and Gehlert “Analyzing the Problem: Gender Disparities in Behavioral and Mental Care”

Active Learning Companion Podcast: Balanced Black Girl, Episode 69: Navigating Healthcare As a Black Woman with Dr. Kristamarie Collman

4/2 – Quiz 11 due on D2L and **SECOND PAPER DUE**

Week 12

Unit A: Bias in Medicine: Lindemann “The Woman Question in Medicine: An Update”

Myers and Suttcliffe “How discrimination against female doctors hurts patients”

Recommended: Active Learning Companion Podcast: The Man Enough Podcast, Alok Vaid Menon: The Urgent Need for Compassion

Unit B: Nonbinary Gender Identities: Vaid-Menon *Beyond the Gender Binary* (excerpts)

Active Learning Companion Video 3.1: How do I embrace contradiction as a queer Muslim drag queen | Amrou Al-Kadhi | TEDxLondon

Active Learning Companion Video 3.2: Alok Vaid-Menon On Pushing The Gender Binary | Studio 10

4/9 – Quiz 12 due on D2L

Week 13

Unit A: Transgender Persons: *Centering the Margins* 3.2: Dargie, Blair, Pukall, and Coyle “Somewhere Under the Rainbow: Exploring the Identities and Experiences of Trans Persons”

Active Learning Companion Video 3.3: What it’s like for transgender individuals to access healthcare

Active Learning Companion Video 3.4: We Are Here: A Transgender Training Video for Healthcare Professionals

Recommended: Active Learning Companion Podcast: Core IM | Internal Medicine Podcast, #61 Transgender Health, Gender Affirming Care: 5 Pearls Segment; #62 Transgender Health, Hormone Therapy and Preventive Screening: 5 Pearls Segment

Unit B: Fluidity in Sexual Orientation: Powell and Stein “Legal and Ethical Concerns about Sexual Orientation Change Efforts”

Nelson “Medicine and Making Sense of Queer Lives”

4/16 – Quiz 13 due on D2L

Week 14

Unit A: Beyond Inclusion and Queering Bioethics: Wahler and Fiester “Repaving the Road of Good Intentions: LGBT Health Care and the Queer Bioethical Lens”

Active Learning Companion Video 3.5: The state of healthcare for LGBTQIA+ patients | Cameron Leakey | TEDxUOA

Recommended: Active Learning Companion Podcast: Undark, Episode 44: Confronting Knowledge Gaps in Intersex Health Care; Active Learning Companion Video 3.6: Intersex Explained: Lecture at Stanford Medicine

Unit B: Intersectionality and Reproductive Justice: *Centering the Margins* 3.3: Bakhrū, “Thinking Transnationally: Reproductive Justice in a Globalized Era”

Centering the Margins 3.4: Hutchinson, “Whose Bodies? Black Lives Matter and the Reproductive Justice Imperative”

4/23 – Quiz 14 due on D2L + Unit III Quiz due (on Active Learning Companion)

Week 15

IV. Morality & Mortality

Unit A: The Nature of Death: Bagheri, “Individual Choice in the Definition of Death”

Unit B: Euthanasia & Physician-Assisted Suicide: Kamisar, “Euthanasia Legislation: Some Non-Religious Objections”

Dworkin et al. “Assisted Suicide, The Philosopher’s Brief”

4/30 – Quiz 15 due on D2L

Week 16

Unit A: Disability and Physician-Assisted Suicide, Disability Perspectives: *Centering the Margins* 4.1: Fleischer and Zames “‘Not Dead Yet’ and Physician Assisted Suicide”

Active Learning Companion Video 4.1: Canada euthanasia law devalues disabled

Active Learning Companion Video 4.2: “Disabled People Should Be Euthanized”

Unit B: Physician-Assisted Suicide, Feminist Perspectives: *Centering the Margins* 4.2: Davis “Why Suicide Is Like Contraception”

5/3 – Unit IV Quiz due (on Active Learning Companion) **LAST DAY OF CLASSES**

5/4 – READING DAY – NO CLASSES OR FINALS

5/7 – FINAL PAPER & EXPLANATION OF CHANGES DUE

Classroom Behavior Policy

This is a wholly online course, so there will not be a classroom setting where we congregate as a class. Nevertheless, you are expected to be an active participant in the course by regularly doing the assigned work. This will include readings from the textbooks, , taking quizzes, and writing reflections on that material. The course is self-paced, but you are expected to complete graded assignments by their due dates.

You are expected to be respectful towards the instructor and towards your fellow students in all online interactions. Here are some **Common Practices and Standards for Online Interactions**:

- **Communication.** Maintain the same standard of behavior and ethics that you would follow in a face-to-face context.
- **Tone.** Treat others with respect. Be mindful of your tone and how that is conveyed in your writing style. Do NOT use ALL CAPS. It is considered shouting and not appropriate in a classroom. Avoid sarcasm and irony as it is easily misinterpreted in an online environment.
- **Clarity and Content.** Be succinct: write, reread, and then post. Carefully consider what you have written. Does it make sense? Is it free from errors? Is it substantive? Is it unnecessarily confrontational or offensive?
- **Contribute.** Share your knowledge, insight, and questions. Be an active contributor to the learning community. These issues are fascinating but difficult. Your own take and questions on the material are bound to be appreciated by others.
- **Be forgiving.** If someone makes a mistake or does something inappropriate, address it privately and politely. You can always let the instructor know and ask them to address it as well.

Threatening Behavior Policy

The UA Threatening Behavior by Students Policy prohibits threats of physical harm to any member of the University community, including to oneself. See <http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students>.

Notification of Objectionable Materials

This course will contain material of a mature nature, which may include explicit language, depictions of nudity, sexual situations, and/or violence. The instructor will provide advance notice when such materials will be used. Students are not automatically excused from interacting with such materials, but they are encouraged to speak with the instructor to voice concerns and to provide feedback.

Accessibility and Accommodations

At the University of Arizona, we strive to make learning experiences as accessible as possible. If you anticipate or experience barriers based on disability or pregnancy, please contact the Disability Resource Center (520-621-3268, <https://drc.arizona.edu/>) to establish reasonable accommodations.

Code of Academic Integrity

Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See: <http://deanofstudents.arizona.edu/academic-integrity/students/academic-integrity>.

The University Libraries have some excellent tips for avoiding plagiarism, available at <http://new.library.arizona.edu/research/citing/plagiarism>.

Selling class notes and/or other course materials to other students or to a third party for resale is not permitted without the instructor's express written consent. Violations to this and other course rules are subject to the Code of Academic Integrity and may result in course sanctions. Additionally, students who use D2L or UA e-mail to sell or buy these copyrighted materials are subject to Code of Conduct Violations for misuse of student e-mail addresses. This conduct may also constitute copyright infringement.

Nondiscrimination and Anti-harassment Policy

The University of Arizona is committed to creating and maintaining an environment free of discrimination. In support of this commitment, the University prohibits discrimination, including harassment and retaliation, based on a protected classification, including race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, or genetic information. For more information, including how to report a concern, please see <http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy>

Our classroom is a place where everyone is encouraged to express well-formed opinions and their reasons for those opinions. We also want to create a tolerant and open environment where such opinions can be expressed without resorting to bullying or discrimination of others.

Additional Resources for Students

UA Academic policies and procedures are available at <http://catalog.arizona.edu/policies>

Campus Health

<http://www.health.arizona.edu/>

Campus Health provides quality medical and mental health care services through virtual and in-person care.

Phone: 520-621-9202

Counseling and Psych Services (CAPS)

<https://health.arizona.edu/counseling-psych-services>

CAPS provides mental health care, including short-term counseling services.

Phone: 520-621-3334

The Dean of Students Office's Student Assistance Program

<http://deanofstudents.arizona.edu/student-assistance/students/student-assistance>

Student Assistance helps students manage crises, life traumas, and other barriers that impede success. The staff addresses the needs of students who experience issues related to social adjustment, academic challenges, psychological health, physical health, victimization, and relationship issues, through a variety of interventions, referrals, and follow up services.

Email: DOS-deanofstudents@email.arizona.edu

Phone: 520-621-7057

Survivor Advocacy Program

<https://survivoradvocacy.arizona.edu/>

The Survivor Advocacy Program provides confidential support and advocacy services to student survivors of sexual and gender-based violence. The Program can also advise students about relevant non-UA resources available within the local community for support.

Email: survivoradvocacy@email.arizona.edu

Phone: 520-621-5767

Campus Pantry

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live and believes this may affect their performance in the course, is urged to contact the Dean of Students for support. In addition, the University of Arizona Campus Pantry is open for students to receive supplemental groceries at no cost. Please see their website at: campuspantry.arizona.edu for open times.

Preferred Gender Pronouns

This course affirms people of all gender expressions and gender identities. If you prefer to be called a different name than what is on the class roster, please let me know. Feel free to correct instructors on your preferred gender pronouns. If you have any questions or concerns, please do not hesitate to contact me directly via email (ssanchezborboa@email.arizona.edu). If you wish to change your preferred name or pronoun in the UAccess system, please use the following guidelines:

Preferred name: University of Arizona students may choose to identify themselves within the University community using a preferred first name that differs from their official/legal name. A student's preferred name will appear instead of the person's official/legal first name in select University-related systems and documents, provided that the name is not being used for the purpose of misrepresentation. Students are able to update their preferred names in UAccess.

Pronouns: Students may designate pronouns they use to identify themselves. Instructors and staff are encouraged to use pronouns for people that they use for themselves as a sign of respect and inclusion. Students are able to update and edit their pronouns in UAccess.

More information on updating your preferred name and pronouns is available on the Office of the Registrar site at <https://www.registrar.arizona.edu/>.

Confidentiality of Student Records

<http://www.registrar.arizona.edu/personal-information/family-educational-rights-and-privacy-act-1974-ferpa?topic=ferpa>

Subject to Change Statement

Information contained in the course syllabus, other than the grade and absence policy, may be subject to change with advance notice, as deemed appropriate by the instructor.