



## PubH 6020-320/200 Fundamentals of Social and Behavioral Science Summer 2018

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<b>Credits:</b>	3
<b>Meeting Days:</b>	6/11/18-8/17/18
<b>Meeting Time:</b>	online
<b>Meeting Place:</b>	online
<b>Instructor:</b>	Jennifer A. Linde, Ph.D.
<b>Office Address:</b>	372 West Bank Office Building
<b>Office Phone:</b>	612-624-0065
<b>Fax:</b>	612-624-0315
<b>E-mail:</b>	<a href="mailto:linde074@umn.edu">linde074@umn.edu</a>
<b>Office Hours:</b>	By appointment
<b>TA:</b>	Christine Kunitz
<b>E-Mail:</b>	<a href="mailto:gill0403@umn.edu">gill0403@umn.edu</a>
<b>TA:</b>	Shivani Thakker
<b>E-Mail:</b>	<a href="mailto:thakk012@umn.edu">thakk012@umn.edu</a>

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### I. Course Description

This course fulfills the behavioral science core requirement for MPH students, but is open to any graduate students with interest in the material. This course provides both depth and breadth in addressing social and behavioral science concepts.

Material will address theories and applications in public health. The course will focus on four major approaches to public health problems:

- Psychosocial
- Community
- Economic
- Policy

The psychosocial unit will include exposure to multiple behavioral theories, application of theory in understanding etiology and planning interventions, and measurement issues.

The community unit will include a review of community change concepts and theories and exposure to community organizing techniques.

The economic unit will address such functions as supply and demand, opportunity costs, taxes and subsidies, economic evaluation of goods and services, and costs versus benefits and effectiveness in examining the role of economics in decision-making about public health.

The policy unit will address the structure of government, institutional behavior and theories, and administrative, judicial, and legislative processes.

Lectures provide students with an overview of theory and implementation. Written activities provide the opportunity to apply learning to practice simulations, and written paper assignments provide an opportunity to synthesize lectures, readings, and activities into intellectual and creative documents.

### **Acknowledgments**

The contents of PubH 6020 have been developed with the contributions of numerous instructors. Dr. Linde, the current instructor, has been involved with the majority of recent content and modifications, in collaboration with Drs. Harry Lando, Rhonda Jones-Webb and Toben Nelson in the Division of Epidemiology & Community Health, with contributions from Drs. Ira Moscovice, Anne Barry, and Roger Feldman in the Division of Health Policy & Management. The SPH Office of E-Learning Services has made significant contributions to the format and delivery of this course.

## **II. Course Prerequisites**

Enrolled in SPH degree or certificate program or other graduate program; postbaccalaureate status.

## **III. Course Goals and Objectives**

After completion of this course, students will be able to:

- Describe how behavioral sciences can be used to understand and intervene upon current public health problems;
- Articulate how psychosocial and community theories are used to design, implement, and evaluate public health programs;
- Understand the application of economic theory to public health;
- Describe the major models and theories from political science and public policy that influence change;
- Communicate how public and private institutions create change in public health behaviors or the environment in which individual behavior responds; and
- Acquire skills in the application of behavioral science to current public health problems.

## **IV. Methods of Instruction and Work Expectations**

The course includes lectures (approximately 2/3 of the course) and written assignments (approximately 1/3 of the course). Lectures are available as audio recordings and PowerPoint slides at the course website.

At the course website, you will also find all readings, the syllabus, contact information for the instructor and TA, activity and written assignment instructions, as well as links to other useful information. In addition, the website provides an opportunity for students to ask questions and participate in discussions with the rest of the class, the TA, and the instructor.

Access to the course website is available through your University of Minnesota student Internet account (go to <http://www.myu.umn.edu/>); you will receive email instructions on accessing the class in time for the first day of the course on June 11, 2018.

**Be sure to check the website and your email regularly (ideally, at least once a day) during the semester. We will use email announcements and the discussion board at the website to communicate throughout the semester. If you receive an email from the instructor or TA, please take the time to respond, so that we can be sure you have received our communications.**

### **Activities**

Each unit will have at least one graded activity that addresses practical applications of the concepts presented in lectures and readings. For each, you will be asked to respond to a scenario or other exercise in a brief written format (1 to 2 pages). You may discuss ideas about these activities with classmates, but we ask that each student **submit an individual written document**. We will open a discussion board for each learning activity so that you may share ideas with other students in the course. Assignment details can be found on the course website.

#### **Activity Due Dates**

Activity 1: Interrelationship Digraph	Friday 6/15
Activity 2: Health Belief Model and Other Theories	Friday 6/29
Activity 3: Tillery, NC	Friday 7/13
Activity 4: Immunization Rates	Friday 7/27
Activity 5: Gun Policy	Friday 8/10

### **Concept Application Assignments**

The concept application assignments will consist of a topic brief (abstract) and four written short-answer format assignments, one for each unit of the course. One of the major objectives of this course is for students to be able to apply social and behavioral science concepts and theories to public health issues within their own discipline and specific field of practice; to accomplish that goal, students will choose a health topic of interest to them, described in their topic brief, and they will write about that topic throughout the semester. These assignments are completed and graded **individually**. Details on the assignments can be found on the course website.

#### **Concept Application Due Dates**

Topic Brief/Abstract	Friday 6/22
Concept Application 1: Psychosocial Model	Friday 7/6
Concept Application 2: Community Approaches	Friday 7/20
Concept Application 3: Economics	Friday 8/3
Concept Application 4: Policy Approach	Friday 8/17

### **Expected Effort**

University of Minnesota policy states that work expectations per credit hour are fixed at a ratio of 1:3. That is, a single credit course assumes three hours of work per week including class attendance for a course during a 15-week semester. So, a three-credit course such as this one assumes that you will work an average of nine hours per week, including about 3 hours spent on lectures, and 6 hours in outside study. Because this is a summer course in a 10-week semester, you may expect to work at least 15 hours per week on the course.

### **Strategies for Taking an Online Course**

Keep in mind that this is not a “go at your own pace” course. All assignments have specific deadlines, and we have suggested a pace for completing the lectures and readings so that students will be optimally prepared to stay on top of the course material and have the knowledge base to complete all written assignments effectively. That said, one of the best things about online classes is that they provide flexibility: the lectures are always available and can be completed anywhere, any time, and in a variety of formats.

We encourage students to communicate with each other using discussion board threads or email, in order to exchange ideas and share helpful comments. Also, feel free to ask questions of the instructor or TA. We respond to your emails or posted comments on the discussion board within 24 hours of the time we receive/read your message. We are also available by telephone during business hours (approximately 9-5 PM Central Time, Monday-Friday) and will do our best to return phone calls by the next business day.

In this class, our use of technology will sometimes make students' names and U of M Internet IDs visible within the course website, but only to other students in the same class. Since we are using a secure, password-

protected course website, this will not increase the risk of identity theft or spamming for anyone in the class. If you have concerns about the visibility of your Internet ID, please contact me for further information.

**Important Rule:** In your communications with fellow students or the instructor and TA, please remember to use the same etiquette you would use in face-to-face conversations.

### Logistics

#### HOW THIS CLASS WORKS:

This is an online course that requires consistent Internet access during the 10 weeks of Summer term. There is one written assignment due each week (ranging from 1 to 5 pages in length, and requiring library or Internet research in almost all cases), and significant late penalties apply to all assignments that are not submitted by their respective deadlines. The pace of this class is especially fast, as this is a 3-credit class offered for 10 weeks (instead of the usual 15 weeks in Fall and Spring semesters).

If you will not have consistent Internet access or know of other voluntary circumstances that will keep you away from class for 2 weeks or more during the term, you should take this class during another semester. The course is taught online in each term and also in person during Fall semester.

We understand that you may encounter technical problems with the website. If you have a problem uploading an assignment, don't panic! We can help you solve these problems (**or, assignments can be emailed as Word document attachments to your grader in the event of a website "emergency"**) or make allowances as needed. For technical assistance with the website in general, you may refer to the course welcome email you receive at the beginning of the semester, or contact the Distance Education Coordinator directly at [decsp@umn.edu](mailto:decsp@umn.edu) or (612) 626-5069.

## V. Course Text and Readings

The textbook for this course is Health Behavior, 5th Edition (listed as HB throughout the schedule). **All** course readings (including the textbook) are available on the course website and are listed below, and instructions for accessing the readings may be found at the course Moodle site. Students are encouraged to complete the assigned readings prior to the lecture in which the topics are covered, as specified in the Course Outline. In addition, the course website provides supplemental readings for further information about course topics. The citation for the full textbook is listed below:

Glanz, K., Rimer, B. K., & Viswanath, K. (Eds.) (2015). *Health behavior: Theory, research, and practice* (5th ed). San Francisco: Jossey-Bass.

Assuming you are using a single chapter from the book, and not the entire book, you would cite an individual chapter as follows:

Glanz, K., Rimer, B. K., & Viswanath, K. (2015). The scope of health behavior. In K. Glanz, B. K. Rimer, & K. Viswanath (Eds.), *Health behavior: Theory, research, and practice* (5th ed., pp. 3-22). San Francisco: Jossey-Bass.

NOTE: Citations in the course schedule are in APA format, in case you are looking for an example of reference format to use in your papers.

## VI. Course Outline/Weekly Schedule

Week	Lesson/Topic	Readings	Assignments & Due Dates
1 Jun 11-17	<p><b>Lesson 1:</b> Course Introduction</p> <p><b>Lesson 2:</b> The Social Ecological Model</p>	<p><b>Lesson 1:</b></p> <ul style="list-style-type: none"> <li>HB Chapter 1 &amp; Chapter 2</li> <li>Jeffery, R. W. (1989). Risk behaviors and health: Contrasting individual and population perspectives. <i>American Psychologist</i>, 44(9), 1194 – 1202</li> </ul> <p><b>Lesson 2:</b></p> <ul style="list-style-type: none"> <li>HB Chapter 3</li> <li>Stokols, D. (1992). Establishing and maintaining healthy environments: Toward a</li> </ul>	<p><b>Introductions (due Wed 6/13)</b></p> <p><b>Activity 1: Interrelationship Digraph (due Fri 6/15 by 11:55pm)</b></p>

		<p>social ecology of health promotion. American Psychologist, 47(1), 6 - 22</p> <ul style="list-style-type: none"> <li>Rose, G. (1985). Sick individuals and sick populations. International Journal of Epidemiology, 14, 32 - 38.</li> <li>Kwate, N. O. A. (2008). Fried chicken and fresh apples: Racial segregation as a fundamental cause of fast food density in black neighborhoods. Health &amp; Place, 14, 32 - 44</li> </ul>	
<p><b>2</b> Jun 18-24</p> <p><b>Psychosocial Theories</b></p>	<p><b>Lesson 3:</b> Health Belief Model</p> <p><b>Lesson 4:</b> Theory of Reasoned Action; Theory of Planned Behavior; and the Transtheoretical Model</p>	<p><b>Lesson 3:</b></p> <ul style="list-style-type: none"> <li>HB Chapter 5</li> <li>Jones, C. J., Smith, H., &amp; Llewellyn, C. (2014). Evaluating the effectiveness of health belief model interventions in improving adherence: A systematic review. Health Psychology Review, 8(3), 253 - 269.</li> <li>Slovic, P. (1987). Perceptions of risk. Science, 236, 280 – 286</li> </ul> <p><b>Lesson 4:</b></p> <ul style="list-style-type: none"> <li>HB Chapter 6 &amp; Chapter 7</li> <li>Hackman, C. L., &amp; Knowlden, A. P. (2014). Theory of reasoned action and theory of planned behavior - based dietary interventions in adolescents and young adults: A systematic review. Adolescent Health, Medicine, and Therapeutics, 5, 101-114</li> </ul>	<p><b>Abstract (due Fri 6/22 by 11:55pm)</b></p> <p><i>ACTIVITY 1 GRADES WILL BE POSTED ON WEDNESDAY JUNE 20.</i></p>
<p><b>3</b> Jun 25-Jul 1</p> <p><b>Psychosocial Theories (continued)</b></p>	<p><b>Lesson 5:</b> Social Cognitive Theory</p>	<ul style="list-style-type: none"> <li>HB Chapter 9</li> <li>Lytle, L. A., &amp; Perry, C. L. (2001). Applying research and theory in program planning: An example from a nutrition education intervention. Health Promotion Practice, 2, 68-80</li> </ul>	<p><b>Activity 2: Health Belief Model and Other Theories (due Fri 6/29 by 11:55pm)</b></p> <p><i>ABSTRACT GRADES WILL BE POSTED ON WEDNESDAY JUNE 27.</i></p>
<p><b>4</b> Jul 2-8</p> <p><b>Psychosocial Theories (continued)</b></p>	<p><b>Lesson 6:</b> Social Networks and Social Support; Stress &amp; Coping</p>	<ul style="list-style-type: none"> <li>HB Chapter 10, Chapter 11 &amp; Chapter 12</li> <li>Grow, H. M. G., Cook, A. J., Arterburn, D. E., Saelens B, E., Drewnowski A, &amp; Lozano, P. (2010). Child obesity associated with social disadvantage of children's neighborhoods. Social Science &amp; Medicine, 71, 584-591</li> </ul>	<p><b>Concept Application 1: Psychosocial Model (due Fri 7/6 by 11:55pm)</b></p> <p><i>ACTIVITY 2 GRADES WILL BE POSTED ON WEDNESDAY JULY 4.</i></p>
<p><b>5</b> Jul 9-15</p> <p><b>Community + MIDTERM</b></p>	<p><b>Lesson 7:</b> Community Approaches</p> <p><b>Lesson 8:</b> Community Organizing</p>	<p><b>Lesson 7:</b></p> <ul style="list-style-type: none"> <li>Green, L., Daniel, M., &amp; Novick, L. (2001). Partnerships and coalitions for community-based research. Public Health Reports, 116(S), 20 - 31.</li> </ul> <p><b>Lesson 8:</b></p> <ul style="list-style-type: none"> <li>HB Chapter 15</li> <li>Wagenaar, A. C., Erickson, D. J., Harwood, E. M., &amp; O'Malley, P. M. (2006). Effects of state coalitions to reduce underage drinking: A national evaluation. American Journal of Preventive Medicine, 31(4), 307-315.</li> </ul>	<p><b>Activity 3: Tillery, NC (due Fri 7/13 by 11:55pm)</b></p> <p><i>CONCEPT APPLICATION 1 GRADES WILL BE POSTED ON FRIDAY JULY 13.</i></p>
<p><b>6</b> Jul 16-22</p> <p><b>Community (continued) / Economics and Public Health</b></p>	<p><b>Lesson 9:</b> Diffusion Theory and Social Marketing</p> <p><b>Lesson 10:</b> Economic Approaches to Public Health Policy</p>	<p><b>Lesson 9:</b></p> <ul style="list-style-type: none"> <li>HB Chapter 16 &amp; Chapter 21</li> <li>Rogers, E. M. (2002). Diffusion of preventive interventions. Addictive Behaviors, 27(6), 989-993.</li> <li>Maibach, E. W., Van Duyn, M. A. S., &amp; Bloodgood, B. (2006). A marketing perspective on disseminating evidence - based approaches to disease prevention and health promotion. Preventing Chronic Disease 3(3), 1 – 11</li> </ul> <p><b>Lesson 10:</b></p>	<p><b>Concept Application 2: Community Approaches (due Fri 7/20 by 11:55pm)</b></p> <p><i>ACTIVITY 3 GRADES WILL BE POSTED ON WEDNESDAY JULY 19.</i></p>

		<ul style="list-style-type: none"> <li>• HB Chapter 20</li> <li>• Becker, G. S. (1992). The economic way of looking at life (Working Paper No. 12). Chicago: John M. Olin Law and Economics Series 2D.</li> <li>• Warner, K. E., Chaloupka, F. J., Cook, P. J., et al. (1995). Criteria for determining an optimal cigarette tax: The economist's perspective. Tobacco Control, 4(4), 380-386.</li> <li>• Stiglitz, J. E. (2000). Externalities and the environment. Economics of the public sector (3rd ed., pp. 214-244). New York: W. W. Norton &amp; Company</li> </ul>	
<p>7 Jul 23-29</p> <p><b>Economics and Public Health (continued)</b></p>	<p><b>Lesson 11:</b> Economic Approaches – Vaccines</p> <p><b>Lesson 12:</b> Economic Approaches – Obesity</p>	<p><b>Lesson 11:</b></p> <ul style="list-style-type: none"> <li>• Kremer, M. (2000). Creating markets for new vaccines Part I: Rationale. (Working Paper No. 7716). Cambridge, MA: NBER Working Paper Series (<a href="http://www.nber.org/papers/w7716">http://www.nber.org/papers/w7716</a>).</li> <li>• Mullahy, J. (1999). It'll only hurt a second? Microeconomic determinants of who gets flu shots. Health Economics, 8, 9-24.</li> <li>• Parente, S. D., Salkever, D. S., &amp; DaVanzo, J. (2005) The role of consumer knowledge of insurance benefits for preventive health care among the elderly. Health Economics, 14(1): 25-38.</li> <li>• Hebert, P. L., Frick, K. D., Kane, R. L., &amp; McBean, A. M. (2005) The causes of racial and ethnic differences in influenza vaccination rates among elderly Medicare beneficiaries. Health Services Research, 40(2): 517-537.</li> <li>• Fiscella, K. (2005). Commentary –Anatomy of racial disparity in influenza vaccination. Health Services Research, 40(2): 539-550. <a href="http://www.ncbi.nlm.nih.gov/pmc/journals/235/">http://www.ncbi.nlm.nih.gov/pmc/journals/235/</a></li> <li>• The Editors (2011). Wakefield's article linking MMR vaccine and autism was fraudulent. BMJ, 342: 64-67.</li> </ul> <p><b>Lesson 12:</b></p> <ul style="list-style-type: none"> <li>• Flegal KM, Carrol I MD, Ogden CL, Curtin LR. (2012) Prevalence and trends in obesity among US adults, 1999-2010. JAMA, 309(1): 71-82.</li> <li>• Cutler DM, Glaeser EL, Shapiro JM. (2003) Why have Americans become more obese? Journal of Economic Perspectives 17(3): 93-118.</li> <li>• Malik, V. S., Willett, W. C., &amp; Hu, F. B. (2013). Global obesity: Trends, risk factors and policy implications. Nature Reviews: Endocrinology, 9, 13-27.</li> <li>• Sheu W. (2006) The evolution of the modern snack tax bill: from world war I to the war against obesity. Harvard University Harvard Law School.</li> <li>• Brownell KD, Frieden TR. (2009) Ounces of prevention – the public policy case for taxes on sugared beverages. New England Journal of Medicine, 360(18): 1805 -1808.</li> </ul>	<p><b>Activity 4: Immunization Rates (due Fri 7/27 by 11:55pm)</b></p> <p><i>CONCEPT APPLICATION 2 GRADES WILL BE POSTED ON FRIDAY JULY 27.</i></p>
<p>8 Jul 30-Aug 5</p> <p><b>Economics and Public Health (continued); Public Health Policy</b></p>	<p><b>Lesson 13:</b> Economic Approaches (Gun Control)</p> <p><b>Lesson 14:</b> What is Public Health Policy?</p>	<p><b>Lesson 13:</b></p> <ul style="list-style-type: none"> <li>• Cook, P. J., &amp; Leitzel, J. A. (1996). Perversity, futility, jeopardy: An economic analysis of the attack on gun control. Law and Contemporary Problems, 59(1), 91-118.</li> <li>• Dezhbakhsh, H., &amp; Rubin, P. (1998). Lives saved or lives lost? The effects of concealed - handgun laws on crime. The American Economic Review, 77(2), 468-474.</li> </ul>	<p><b>Concept Application 3: Economics (due Fri 8/3 by 11:55pm)</b></p> <p><i>ACTIVITY 4 GRADES WILL BE POSTED ON WEDNESDAY AUGUST 1.</i></p>

		<ul style="list-style-type: none"> <li>Duggan, M. (2001). More guns, more crime. <i>Journal of Political Economy</i>, 109(51), 1086-1114.</li> </ul> <p><b>Lesson 14:</b></p> <ul style="list-style-type: none"> <li>U.S. Constitution</li> <li>Longest, B. (2010) Health and Health Policy. In B. Longest (ed.), <i>Health Policymaking in the U S</i> (5th Ed., pp. 1-28). Chicago, IL: Health Administration Press.</li> </ul>	
<p><b>9</b> Aug 6-12</p> <p><b>Public Health Policy (continued)</b></p>	<p><b>Lesson 15:</b> Public Health Law</p> <p><b>Lesson 16:</b> Interest Group Theory and the Policy Process</p>	<p><b>Lesson 15:</b></p> <ul style="list-style-type: none"> <li>Gostin, L. O. (2000). Public health law in a new century: Part I: Law as a tool to advance the community 's health. <i>Journal of the American Medical Association</i>, 283(21), 2837-2841</li> <li>Gostin, L. O. (2000). Public health law in a new century: Part II: Public health powers and limits. <i>Journal of the American Medical Association</i>, 283(22), 2979-2984.</li> <li>Gostin, L. O. (2000). Public health law in a new century: Part III: Public health regulation: A systematic evaluation. <i>Journal of the American Medical Association</i>, 283(23), 3118-3122.</li> <li>Gostin, L. O., &amp; Sridhar, D. (2013). Global health and the law. <i>New England Journal of Medicine</i>, 370, 1732-1740</li> </ul> <p><b>Lesson 16:</b></p> <ul style="list-style-type: none"> <li>Longest, B. (2010) The context and process of health policymaking. In B. Longest (ed.), <i>Health Policymaking in the U S</i> (5th Ed., pp. 29-58). Chicago, IL: Health Administration Press.</li> <li>Kersh, R., &amp; Morone, J. (2002). The politics of obesity: Seven steps to government action. <i>Health Affairs</i>, 21(6), 142-153.</li> </ul>	<p><b>Activity 5: Gun Policy (due Fri 8/10 by 11:55pm)</b></p> <p><i>CONCEPT APPLICATION 3 GRADES WILL BE POSTED ON FRIDAY AUGUST 10.</i></p>
<p><b>10</b> Aug 13-19</p> <p><b>Public Health Policy (continued) + LAST WEEK OF CLASS</b></p>	<p><b>Lesson 17:</b> Policy Analysis</p>	<ul style="list-style-type: none"> <li>Dunn, W. N. (1981). A framework for policy analysis. In W. N. Dunn, <i>Public policy analysis: An introduction</i> (pp. 34-63). Englewood Cliffs, NJ, Prentice Hall.</li> <li>Lurie, N. (2002). What the federal government can do about the nonmedical determinants of health. <i>Health Affairs</i>, 21(2), 94-106.</li> </ul>	<p><b>Concept Application 4: Policy Approach (due Fri 8/17 by 11:55pm)</b></p> <p><i>GRADES FOR ACTIVITY 5 WILL BE POSTED WEDNESDAY AUGUST 15. WE WILL SUBMIT FINAL GRADES TO THE REGISTRAR BY WEDNESDAY 8/22 AT 5:00 PM CENTRAL TIME. DUE TO COURSE EVALUATION PROCEDURES, GRADES FOR CONCEPT APPLICATION 4 WILL NOT BE IMMEDIATELY AVAILABLE AT THE COURSE WEBSITE. See Course Evaluation for more information.</i></p>

## VII. Evaluation and Grading

Students will be evaluated through multiple written assignments. Final grade will be assessed on a 200-point scale; there are no opportunities for extra credit in this course.

<u>Assignment</u>	<u>Points</u>
Abstract	10
One Concept Application per unit, 35 points each	140
Activities (5 activities, 10 points each)	50
<b>Total</b>	<b>200</b>

**Each assignment is due to the course website by 11:55 PM Central Time on the due date; any assignment submitted at 12:01 AM or beyond will be considered late.** One (1) point will be deducted for each day the abstract or an activity is late. Two (2) points will be deducted for each day a concept application is late. We **will not accept** any assignments after they are four (4) days late. The course instructor and TAs will be grading these assignments using specific grading criteria to ensure a standard process for all.

If you anticipate having difficulty meeting due dates due to **unusual** circumstances, you **must** make arrangements with your grader **at least 24 hours in advance of the due date** to be eligible for full credit for your work. We are always flexible with students who have documented disabilities or documented illnesses, military obligations, or family/other emergencies

In the interest of being fair and consistent across the class, in which all of us have multiple commitments pressing on us: If your circumstances are **voluntary** (e.g., planned vacation, family or friends in town, non-emergency work commitment or busy work schedule, known course or training overlaps, wedding or other event that overlaps with an assignment due date), **an extension will not be granted.** We recommend that you do your best to manage your time to complete an assignment before the planned travel or other event in order to avoid late penalties, or accept the late points as a trade-off for any extra time you may take.

The instructor and TAs will grade all assignments and return feedback to students as quickly as possible. All assignment deadlines are set so that the instructor and TA are able to return feedback before another related assignment is due.

Grades will be based on the following scale:

<b>A</b>	93 - 100%	<b>B-</b>	80 - <83	<b>D+</b>	67 - <70
<b>A-</b>	90 - <93	<b>C+</b>	77 - <80	<b>D</b>	63 - <67
<b>B+</b>	87 - <90	<b>C</b>	73 - <77	<b>D-</b>	60 - <63
<b>B</b>	83 - <87	<b>C-</b>	70 - <73	<b>F</b>	Below 60

**For Master's of Public Health (MPH) students:** This course is designated as part of the public health core requirements and effective Fall 2005, MPH students must take this course for a letter grade (A-F). MPH students are required to achieve no less than a B- grade in each of the public health core courses.

The University utilizes plus and minus grading on a 4.000 cumulative grade point scale in accordance with the following:

A	4.000 - Represents achievement that is outstanding relative to the level necessary to meet course requirements
A-	3.667
B+	3.333
B	3.000 - Represents achievement that is significantly above the level necessary to meet course requirements
B-	2.667
C+	2.333
C	2.000 - Represents achievement that meets the course requirements in every respect

- C- 1.667
- D+ 1.333
- D 1.000 - Represents achievement that is worthy of credit even though it fails to meet fully the course requirements
- S Represents achievement that is satisfactory, which is equivalent to a C- or better.

**For additional information, please refer to:**

<http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html>.

**Course Evaluation**

The SPH will collect student course evaluations electronically using a software system called CoursEval: [www.sph.umn.edu/courseval](http://www.sph.umn.edu/courseval). The system will send email notifications to students when they can access and complete their course evaluations. Students who complete their course evaluations promptly will be able to access their final grades just as soon as the faculty member renders the grade in SPHGrades: [www.sph.umn.edu/grades](http://www.sph.umn.edu/grades). All students will have access to their final grades through OneStop two weeks after the last day of the semester regardless of whether they completed their course evaluation or not. Student feedback on course content and faculty teaching skills are an important means for improving our work. Please take the time to complete a course evaluation for each of the courses for which you are registered.

**Incomplete Contracts**

A grade of incomplete "I" shall be assigned at the discretion of the instructor when, due to extraordinary circumstances (e.g., documented illness or hospitalization, death in family, etc.), the student was prevented from completing the work of the course on time. The assignment of an "I" requires that a contract be initiated and completed by the student before the last official day of class, and signed by both the student and instructor. If an incomplete is deemed appropriate by the instructor, the student in consultation with the instructor, will specify the time and manner in which the student will complete course requirements. Extension for completion of the work will not exceed one year (or earlier if designated by the student's college). For more information and to initiate an incomplete contract, students should go to SPHGrades at: [www.sph.umn.edu/grades](http://www.sph.umn.edu/grades).

**University of Minnesota Uniform Grading and Transcript Policy**

A link to the policy can be found at [onestop.umn.edu](http://onestop.umn.edu).

**VIII. Other Course Information and Policies**

**Grade Option Change** (if applicable):

For full-semester courses, students may change their grade option, if applicable, through the second week of the semester. Grade option change deadlines for other terms (i.e. summer and half-semester courses) can be found at [onestop.umn.edu](http://onestop.umn.edu).

**Course Withdrawal:**

Students should refer to the Refund and Drop/Add Deadlines for the particular term at [onestop.umn.edu](http://onestop.umn.edu) for information and deadlines for withdrawing from a course. As a courtesy, students should notify their instructor and, if applicable, advisor of their intent to withdraw.

Students wishing to withdraw from a course after the noted final deadline for a particular term must contact the School of Public Health Office of Admissions and Student Resources at [sph-ssc@umn.edu](mailto:sph-ssc@umn.edu) for further information.

**Student Conduct Code:**

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected adhere to Board of Regents Policy: *Student Conduct Code*. To review the Student Conduct Code, please see:

[http://regents.umn.edu/sites/default/files/policies/Student\\_Conduct\\_Code.pdf](http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf).

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

### **Scholastic Dishonesty:**

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code:

[http://regents.umn.edu/sites/default/files/policies/Student\\_Conduct\\_Code.pdf](http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf)) If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see:

<http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html>.

The Office for Community Standards has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty <https://communitystandards.umn.edu>. If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

### **Makeup Work for Legitimate Absences:**

Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see:

<http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html>.

### **Appropriate Student Use of Class Notes and Course Materials:**

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: <http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>.

### **Sexual Harassment:**

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy:

<http://regents.umn.edu/sites/default/files/policies/SexHarassment.pdf>

### **Equity, Diversity, Equal Opportunity, and Affirmative Action:**

The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy:

[http://regents.umn.edu/sites/default/files/policies/Equity\\_Diversity\\_EO\\_AA.pdf](http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf).

### **Disability Accommodations:**

The University of Minnesota is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center Student Services is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DRC at 612-626-1333 or [drc@umn.edu](mailto:drc@umn.edu) to arrange a confidential discussion regarding equitable access and reasonable accommodations.

If you are registered with DS and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course.

For more information, please see the DS website, <https://diversity.umn.edu/disability/>.

### **Mental Health and Stress Management:**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: <http://www.mentalhealth.umn.edu>.

### **The Office of Student Affairs at the University of Minnesota:**

The Office for Student Affairs provides services, programs, and facilities that advance student success, inspire students to make life-long positive contributions to society, promote an inclusive environment, and enrich the University of Minnesota community.

Units within the Office for Student Affairs include, the Aurora Center for Advocacy & Education, Boynton Health Service, Central Career Initiatives (CCE, CDes, CFANS), Leadership Education and Development – Undergraduate Programs (LEAD-UP), the Office for Fraternity and Sorority Life, the Office for Community Standards, the Office for Student Engagement, the Parent Program, Recreational Sports, Student and Community Relations, the Student Conflict Resolution Center, the Student Parent HELP Center, Student Unions & Activities, University Counseling & Consulting Services, and University Student Legal Service.

For more information, please see the Office of Student Affairs at <https://osa.umn.edu/>.

### **Academic Freedom and Responsibility, for courses that involve students in research**

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom and conduct relevant research. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.\* When conducting research, pertinent institutional approvals must be obtained and the research must be consistent with University policies.

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, (Dr Kristin Anderson, SPH Dean of Student Affairs), or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

*\* Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".*

### **Student Academic Success Services (SASS):** <http://www.sass.umn.edu>:

Students who wish to improve their academic performance may find assistance from Student Academic Support Services. While tutoring and advising are not offered, SASS provides resources such as individual consultations, workshops, and self-help materials.

*Template update 8/2017*