

## PubH 6907

### Maternal, Infant, Child and Adolescent Nutrition Summer 2018 (sec 320)

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<b>Credits:</b>	This is a 3-credit graduate-level course
<b>Meeting Days:</b>	10-week, online course
<b>Instructors:</b>	Jamie Stang, PhD, MPH, RDN and Aida Miles, MMSc, RDN, LD, LMNT, FAND
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<b>Office Hours:</b>	By arrangement with instructor(s)

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#### I. Course Description

This course provides an overview of nutrition issues affecting pregnant and postpartum women, females of reproductive age, infants, children and adolescents. The course integrates public health practice and policy recommendations with evidence-based clinical practice guidelines to provide a comprehensive view of maternal and child health (MCH) nutrition issues seen by practitioners in community settings. The course addresses nutrition education, community/ population nutrition intervention strategies, and programs and policies to promote healthy eating and physical activity and to reduce obesity and chronic disease risk among MCH populations. The course also provides an opportunity for students to develop social marketing and media communication skills and messages appropriate for maternal and child health (MCH) populations as well as to evaluate child nutrition assistance programs and policies.

Credit for this course will not be granted if students have already taken PubH 6902 or 6903.

#### II. Course Prerequisites

Students who enroll in the PubH 6907 course should have had previous training in introductory nutrition concepts. Students who have not taken prior nutrition coursework need to review Chapter 1 of the assigned textbook before starting the course.

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

By the end of the course, students will be able to:

1. Identify nutrition-related health issues among females of reproductive age (12-48 years) that can affect their ability to conceive and that affect maternal and fetal outcomes of pregnancy.
2. Describe appropriate weight gain for women during pregnancy including total and rate of gain as well as promising practices for achieving an appropriate gestational weight gain.
3. Discuss maternal and fetal health risks associated with pre-pregnancy obesity, excessive gestational weight gain and postpartum weight retention.
4. Identify the role of nutrition in preventing and treating nutrition-related issues during pregnancy, such as gestational diabetes, hypertensive disorders and iron deficiency anemia.
5. Discuss the benefits and limitations of breastmilk vs. infant formula for postpartum women and their infants, including short- and long-term health risks, with an emphasis on breastfeeding promotion strategies.
6. Describe the process of introducing solid foods for infants, including developmental cues, types of foods introduced and timing of food introductions, with an emphasis on how the introduction of foods may affect health issues such as risk for obesity and food allergies.
7. Discuss the relationships between food intake, psychosocial development and physiological needs among children from birth to age 21 years, including the psychological, social, cultural, familial, economic and environmental factors that influence food behavior, dietary intake and physical activity patterns of youth and how these factors affect food choices, nutritional needs, obesity and health.
8. Identify nutrition education and health promotion concepts, interventions, strategies and resources pertinent to youth.
9. Demonstrate skills and develop tools that will enhance the practice of MCH nutrition and obesity prevention in public health settings and schools including program and policy evaluation.
10. Develop messages to change nutrition-related behaviors among MCH populations and use appropriate media to convey these messages

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

This is a 3-credit, graduate-level course. This course is completely online with no expectation of face-to-face meetings with the course instructor or fellow students. All course material, including lectures, class notes, assignments and faculty student correspondence will be done via Moodle or email.

This course will be offered over a 10-week period, which means that it is more time intensive than a traditional 3-credit, one-semester course. It is expected that each student will spend an average of 6 hours of time per week on course readings and activities. Assignments will be delivered to the instructor via Moodle and will have a specific time and date on which they are due. Late assignments will be subject to a loss of points and possible reduction in grade.

Each week will cover a different topic in the form of a “module.” Each module is identified separately in the Moodle site by topic and dates. Students should start the module by reviewing the Lesson Plan for that week. It will summarize the module’s content and expectations. Each module

(with the exception of week 10) includes required reading and a video lecture. Some will also include a discussion forum. It is imperative that students complete the required reading each week prior to viewing the lecture and prior to participating in a discussion forum (if there is one for the week).

Video lectures will NOT cover content that is found in the assigned reading. The lecture will build and supplement the reading. To learn the intricacies of maternal, infant, child and adolescent nutrition, students are expected to actively participate in their own learning by completing all required reading.

Each weekly module has a Q&A Discussion Forum. Students are encouraged to post questions or comments via this forum. Instructors will also post on these forums and answer student questions. Because this is an online class and there is no opportunity for students to ask questions in class, these discussion forums will serve the purpose of clarifying points or discussing them in greater depth.

## V. Course Text and Readings

Readings are listed by week on the course Moodle site and on the course syllabus. The required text for this course is ***Nutrition Through the Lifecycle*, 6<sup>th</sup> ed. J Brown, ed. ISBN: 978-10305-62800-7**. Suggested readings may be available for some topics when there are readings that may be excessively long or somewhat interesting but not essential to mastering the content of that specific topic.

## VI. Course Outline/Module Schedule

**June 11 to June 17**

**Module 1 - Course Orientation, Nutrition Prior to Pregnancy, Role of Nutrition in Women's Health**

- Effects of preconceptional weight status and gestational weight gain on pregnancy outcomes
- Promising practices and evidence-based interventions to improve nutritional status prior to and between pregnancies

Read in your *Nutrition Through the Lifecycle* text (prior to video lecture):

- Chapter 2, pg 56-66
- Chapter 3, pg 72-78

Discussion Forum:

- Student Introductions due Sunday, June 17, at 11:55pm.

## June 18 to June 24

### Module 2 - Nutrition During Pregnancy, Postpartum Weight Issues

- Postpartum weight retention, including promising practices and evidence-based intervention strategies
- Nutrient needs and metabolic adaptations of pregnancy
- Role of nutrition in moderating risk of poor maternal-fetal outcomes (preterm birth, SGA/LGA, gestational diabetes, gestational hypertension/pre-eclampsia, congenital anomalies) Read in your *Nutrition Through the Lifecycle* text (prior to video lecture):
- Chapter 4, pg 88-131
- Chapter 5, pg 136-158

Read in eReserves:

- IQWiG. (2017). Contraception: Do hormonal contraceptives cause weight gain?

Discussion Forum:

- Discussion Assignment 1: Contraception and Weight Gain - Initial post due 6/24 by 11:55pm. (Responses to peers due in next Module/week, 7/1 at 11:55pm)

Course Project:

Part 1: Literature Review Summary (due 6/24 by 11:55pm)

## June 25 to July 1

### Module 3 - Infant Nutrition, Focus on Breastfeeding Promotion

- Physiology of infant feeding with a focus on physiological reflexes and hunger/satiety cues
- Nutrient needs of infants and overview of feeding options including breastfeeding and formula feeding
- Breastfeeding support and promotion programs and interventions

Read in your *Nutrition Through the Lifecycle* text (prior to video lecture):

- Chapter 6, pg 161-189
- Chapter 7, pg 193-206 and 212-217

Discussion Forum:

- Discussion Assignment 1: Contraception and Weight Gain - Responses to peers due 7/1 at 11:55pm

## July 2 to July 8

### Module 4 - Toddler and Preschool Nutrition: Effects on Health and Food Allergy Risk

- Physiological and psychosocial development in early childhood as it pertains to feeding ability and food-related behaviors of early childhood
- Introduction to solids including effects of timing and composition on child health and weight
- Parent- vs child-centered feeding practices and picky eating behaviors
- Role of childcare and early education settings in promoting healthy eating and reducing obesity risk.

Read in your *Nutrition Through the Lifecycle* text (prior to video lecture):

- Chapter 8, pg 222-242
- Chapter 10, pg 261-287

Read in eReserves:

- Birch LL, Doub AE. Learning to eat: birth to age 2 yr.
- Changing Markets Foundation (2017).
- Milking It: How Milk Formula Companies are Putting Profits Before Science (English Summary)

Discussion Forum:

- Discussion Forum 2: Marketing Human Milk Substitutes - Initial post due 7/8 at 11:55pm. (Responses to peers due in next Module/week, 7/15 at 11:55pm)

Course Project:

- Part 2: Program Objectives (due 7/8 at 11:55pm)

**July 9 to July 15**

### **Module 5 - Growth, Nutrition and Development of Children and Adolescents**

- Describe the role of nutrition on physical growth and development on school-age children and adolescents.
- Explore nutrient requirements and nutrients of concern in the context of foods and diets.

Read in your *Nutrition Through the Lifecycle* text (prior to video lecture):

- Chapter 12, pg 205-314 (stop prior to “Prevention of nutrition-related disorders ...”) and pg 318-321 (start at “Dietary Recommendations”)
- Chapter 14, pg 349-370 (stop at “Promoting Healthy Eating...”)
- See also: lecture resources in Moodle. Discussion Forum:

Discussion Forum 2:

- Marketing Human Milk Substitutes - Responses due to peers 7/15 at 11:55pm

**July 16 to July 22**

### **Module 6 - Child Nutrition Programs: Promoting Healthy Eating and Physical Activity Behaviors**

- Describe federal programs that serve school age children and adolescents.
- Reflect on challenges and opportunities in meeting school nutrition standards.

Read in your *Nutrition Through the Lifecycle* text (prior to video lecture):

- Chapter 12, pg 324-329
  - See Lesson Notes for information about parts of this reading that are out of date.
- Chapter 14, pg 370-376 (start at “Promoting healthy eating...”)
- See also: lecture resources in Moodle

Discussion Forum:

- Discussion Forum 3: Flexibility with Child Nutrition Regulations - Initial post due 7/22 at 11:55pm. (Responses to peers due in next Module/week, 7/29 at 11:55pm)

Course Project:  
Part 3: Program Outline (due 7/22 at 11:55pm)

### **July 23 to July 29**

#### **Module 7 - Adolescents Participating in Organized Sports; and Eating Disorders in Youth**

- Describe different types of eating disorders and their risk factors.
- Review a family based treatment option for eating disorders.
- Describe recommendations for parental support in the prevention of eating disorders.
- Describe public health implications for the prevention of eating disorders.
- Describe nutrients of concern for adolescent athletes.
- Review data on the safety and efficacy of energy drinks in youth.
- Describe characteristics, risk factors and treatment of the female athlete triad.

Read in your *Nutrition Through the Lifecycle* text (prior to video lecture):

- Chapter 12, pg 322-324 (stop prior to “Nutrition intervention for risk reduction ...”)
- Chapter 15, pg 383-386 (start at “Supplement Use ...” and stop prior to “Special Dietary Concerns...”)
- Chapter 15, pg 392-399

Discussion Forum:

- Discussion Forum 3: Flexibility with Child Nutrition Regulations - Responses due to peers 7/29 at 11:55pm

### **July 30 to August 5**

#### **Module 8 – Children and Adolescents with Overweight and Obesity: Prevention and Treatment**

- Determine which children and adolescents have overweight or obesity.
- Explore prevalence of overweight and obesity in youth.
- Explore Secondary and Tertiary intervention for childhood obesity.
- Reflect on Primary intervention strategies for childhood health and wellbeing.

Read in your *Nutrition Through the Lifecycle* text (prior to video lecture):

- Chapter 12, pg 314-318 (start at “Prevention of nutrition-related disorders ...” and stop prior to “Dietary Recommendations ...”)
- Chapter 15, pg 379-383 (stop prior to “Supplement use...”)

Discussion Forum:

- Discussion Forum 4: Menu Labeling - Initial post due 8/5 at 11:55pm. (Responses to peers due in next Module/week, 8/12 at 11:55pm)

### **August 6 to August 12**

#### **Module 9 - Nutrition for Children and Youth with Special Health Care Needs**

- Describe nutritional needs of children with special needs.

- Describe features of a select number of disorders and syndromes.
- Describe ways of evaluating nutrition adequacy of individuals with special needs.
- Explore public health concerns among the population of children with special needs.

Read in your *Nutrition Through the Lifecycle* text (prior to video lecture):

- Chapter 9, pg 244-258
- Chapter 11, pg 289-303 (stop before “Key Points ...”)
- Chapter 13, pg 331-347

Course Project

- Final Presentations (due 8/12 at 11:55pm; provide feedback by 8/17 at 11:55am)

**August 13 to August 19**

**Module 10 - Group VoiceThread Presentations and Peer Reviews**

Course Project

- Provide Feedback on Final Presentations (due 8/17 at 11:55am)
- Complete Peer- and Self-Evaluation (due 8/17 at 11:55am)

## VII. Assignments

### Discussion Forums - Individual work

Not counting introductions to peers on week 1, there are four discussion forums during the course. These are highlighted in the syllabus during the week when the forum opens. You will have one week to post a response to the question or questions posed by that forum, and an additional week to post to peers. You are encouraged to read various posts, and are required to comment substantively to the posts of at least two other students.

Unless otherwise indicate these are the **forum guidelines**:

- Your initial post should be no less than 100 words and no more than 400 words.
- Your initial post should be in the text box, not as an attachment.
- It is recommended that you write your post in a Word document first, proofread it, run a spell-check, and track the number of words. When satisfied, copy and paste onto the text box in Moodle.
- Your initial post should be substantive. Think of these as mini-papers.
  - Provide your original thoughts on the topic as well as supported evidence for the points made. Opinions are acceptable as long as they are supported by legitimate evidence.
  - Include at least one additional source (outside of your textbook) in the post which supports your view on the topic. This can be a publication, YouTube video, website, etc. but must be from an evidence-based source. For example, a YouTube video would be considered evidence-based if it is from a credible professional that is speaking about evidence-based research.
- Your substantive replies to other students' posts (a minimum of 2) can be of any length, but they should contain:
  - An understanding of a portion of the original post.
  - An expansion of the discussion (additional commentary, research, personal experience).

- A logical way for others to join the conversation.
- Provide references for the sources utilized to base your posts and responses.
  - You may select any citation style (APA, Chicago style, etc).
  - All non-original work needs to be cited, including webpages. For example, only adding a hyperlink to a webpage in the narrative of your post is not the same as citing the webpage as a reference.
- The two required responses must be to posts outside of the thread that you started. It can be to the initial post of a fellow student or to another response to a thread.
- You are encouraged to reply to anyone who comments on your initial post. These replies do not count toward your two required responses.
- There are no formatting requirements for your posts or responses (for example, they don't have to be double spaced).
- Because of the interactive nature of discussion forums, late posts will not receive credit.

## Group Project: Obesity Prevention Program

In this course, you will work in an assigned small group to plan an obesity prevention program for a target population. You will do this through a series of assignments: a literature review, a summary of program objectives, and a program outline. Then, for your final project, each member of your group will individually create a short presentation using the VoiceThread tool aimed at promoting your program to a specific audience.

### Project Context

For this project, assume that you and the other members of your assigned small group are members of a community health advisory committee. Your committee has applied for and received grant funding to develop an obesity prevention program for early elementary school-aged children (going into grades 1-3) who participate in a summer program at the local YMCA. Your school district/community is 60% white, 5% Asian (predominantly Hmong), 18% Hispanic, 15% black (half African immigrant, half African American) and 2% American Indian. Forty-two percent of the children are eligible for free or reduced-priced meals and 28% live below the poverty level. The community is on the border of urban and suburban cities of a large metropolitan area (similar to Brooklyn Center or Brooklyn Park of the Twin Cities). Participating children can be referred to this to-be-developed program by anyone in the community including caregivers/parents, health care providers, school personnel, etc.

### Project Components

*As a group*, you will complete the following:

- **Part 1: Literature Review Summary.** Review the literature on the target community and write a literature review summary, due 6/24 at 11:55pm. (15pts)
- **Part 2, Program Objectives.** Draft 2-3 program objectives for your obesity prevention program and identify the evaluation criteria you would use to determine if your objectives were met, due 7/8 at 11:55 pm. (15pts)
- **Part 3, Program Outline.** Outline the components of the program, due 7/22 at 11:55 pm. (25pts)

In addition, *as an individual* you will complete the following:



- **Part 4, Final Presentation and Feedback**
  - **Step 1: Create and share your presentation:** Create a 90-second VoiceThread presentation promoting your program to a specific audience. Note: Each group member will make a presentation focused on a different audience for their shared program. The audiences are: 1) parents of first- to third-grade children who could participate; 2) health care providers; 3) school nurses, administrators and/or teachers; and 4) possible future funders for program sustainability/expansion. Then post your presentation to a group discussion forum. Due 8/12 at 11:55pm. (30pts)
  - **Step 2: Provide feedback on your group member's presentations:** View your group members' presentations and provide feedback in the group discussion forum. Due 8/17 at 11:55am. (5pts)
- **Self- and Peer-Evaluation.** Evaluate the collaboration and active engagement of yourself and your group members. Due 8/17 at 11:55am. (5pt)

### VIII. Evaluation and Grading

<b>Component</b>	<b>Deadline(s)</b>	<b>Points</b>	<b>% of Final Grade</b>
Introductory Discussion: Introduce Yourself	6/17 (11:55 PM)	5	3.5
Discussion Forum 1	6/24 (11:55 PM) post; 7/8 (11:55 PM) comments	10	7
Discussion Forum 2	7/8 (11:55 PM) post; 7/22 (11:55 PM) comments	10	7
Discussion Forum 3	7/22 (11:55 PM) post; 7/29 (11:55 PM) comments	10	7
Discussion Forum 4	8/5 (11:55 PM) post; 8/17 (11:55 AM) comments	10	7
Group Project Part 1: Literature review	6/24 (11:55 PM)	15	11
Group Project Part 2: Objectives and Measures	7/08 (11:55 PM)	15	11
Group Project Part 3: Program Outline	7/22 (11:55 PM)	25	18
Group Project: Final Presentation	8/12 (11:55 PM)	30	21.5
Group Project Part 5: Feedback on Presentations	8/17 (11:55 <b>AM</b> )	5	3.5
Group Project Part 6: Self- and Peer-Evaluation	8/17 (11:55 <b>AM</b> )	5	3.5
<b>Total Points</b>		<b>140</b>	<b>100%</b>

**Grading Scale:**

<b>Letter Grade</b>	<b>Points</b>	<b>% Points</b>	<b>Letter Grade</b>	<b>Points</b>	<b>% Points</b>
A =	131-140	93-100 %	C =	102-110	73-79.9%
A- =	126-130	90-92.9%	C- =	98-101	70-72.9 %
B+ =	123-125	88-89.9%	D+ =	95-97	68-69.9%
B =	116-122	83-87.9%	D =	84-94	60-67.9%
B- =	112-115	80-82.9%	D- =	81-83	58-59.9%
C+ =	103-111	74-79.9%	F =	<83	<58%

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 CourseEval: [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."

### **Use of Personal Electronic Devices in the Classroom:**

Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference:  
<http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>.

### **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 Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: <http://www1.umn.edu/oscai/integrity/student/index.html>. 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 Student Conduct and Academic Integrity, 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 <http://www.osa.umn.edu/index.html>.

**Academic Freedom and Responsibility: for courses that do not 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. 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.\*

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.