



PUBH 3001, SECTION 001

Personal and Community Health
Fall 2019

COURSE & CONTACT INFORMATION

Credits: 2

Meeting Day(s): Mondays and Wednesdays

Time: 12:20-1:10pm

Place: Phillips-Wangensteen Building 2-470

INSTRUCTIONAL TEAM

LEAD INSTRUCTOR

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TEACHING ASSISTANT

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COURSE DESCRIPTION

This course will explore the fundamental principles of health conservation and disease prevention. Public health issues are complex, the solutions are often controversial, and resources to solve public health problems are limited. Effective solutions require dedicated people coming together to collaborate and integrate innovative ideas. Public health needs scientists, educators, psychologists, politicians, mathematicians, ethicists, journalists, visual designers, city planners, engineers, health care providers, technicians, etc. Together we can create a healthier and more equitable world.

ACKNOWLEDGMENTS

The contents of PubH 3001 have been developed with the contributions of numerous instructors. Dr. Harry Lando and Sarah Sevcik Tummala, the current instructors, have been involved with the majority of recent content and modifications. Former faculty/instructors, including Jim Rothenberger and Dana Farley, had roles in either the conceptual development or actual content of the current course, and are acknowledged for their contributions.

COURSE PREREQUISITES

There are no prerequisites for this course.

COURSE GOALS & OBJECTIVES

At the conclusion of this course, the learner will be able to demonstrate, via various evaluation methods, the following learning objectives:

- Describe goals and functions of public health; be familiar with the 10 Essential Public Health Services
- Describe how the determinants of health (socioeconomic, behavioral, biological, environmental, etc.) affect the health of individuals and populations across the lifespan
- Identify and describe major health-related needs, trends, and concerns of populations
- Use existing quantitative and qualitative data and information (e.g. vital statistics, electronic health records, transportation patterns, unemployment rates, community input, health equity impact assessments, etc.) for assessing the health of a community
- Describe the roles of governmental public health, health care, health systems and other partners in improving the health of a community
- Recognize the contribution of diverse perspectives in developing, implementing, and evaluating policies, programs, and services that affect the health of the community
- Analyze the effects and implications of policies, programs, and services on different populations in a community
- Apply population-based health concepts to a selected public health topic of choice
- Contribute to the development of a vision for a healthy community (e.g., emphasis on prevention, health equity for all, excellence and innovation)

METHODS OF INSTRUCTION AND WORK EXPECTATIONS

COURSE WORKLOAD EXPECTATIONS

Personal and Community Health is a 2-credit course. The University expects that for each credit, you will spend a minimum of three hours per week attending class or comparable online activity, reading, studying, completing assignments, etc. over the course of a 15-week term. Thus, this course requires approximately 90 hours of effort spread over the course of the term in order to earn an average grade.

This class is largely lecture based; it is your responsibility to attend lectures, including any guest lectures that will be presented throughout the semester. It is our intention to make lecture slides available on Canvas either prior to or post-lecture, but this will not always be possible and the slides may not be available before class.

COMMUNICATION

Your University email account and Canvas are the primary form of communication for this course; you are responsible for reading all course related emails sent to your University email account and

through Canvas and contacting us in a timely manner with any questions you may have. We will use your University email address or Canvas to notify you of important announcements.

ELECTRONICS IN THE CLASSROOM

Two seating sections of the course allow electronics – including phones, laptops, and tablets. The other one section of the course does not allow electronics. If you want to use electronics, please choose the sections which allow for electronics. When necessary, we will ask those who are using electronics in the non-electronics section to move.

TIPS FOR CONTACTING US

- For general information and questions, your Teaching Assistants are your first line of contact and can be reached at the emails listed on page 1.
- Per FERPA laws, use only your official University of Minnesota account for email correspondence with us.
- When sending email, your subject line should include your last name, the course number, and a brief descriptor. An example subject line: Yang, Pubh 3001, Health Systems assignment
- We will generally reply to your email within 24-36 hours, except for weekends.

LEARNING COMMUNITY

School of Public Health courses ask students to discuss frameworks, theory, policy, and more, often in the context of past and current events and policy debates. Many of our courses also ask students to work in teams or discussion groups. We do not come to our courses with identical backgrounds and experiences and building on what we already know about collaborating, listening, and engaging is critical to successful professional, academic, and scientific engagement with topics.

In this course, students are expected to engage with each other in respectful and thoughtful ways.

In group discussion, both in class and via the Canvas course site, you are expected to engage with each other in respectful and thoughtful ways. This can mean:

- Respecting the identities and experiences of your classmates.
- Avoid broad statements and generalizations. Group discussions are another form of academic communication and responses to instructor questions in a group discussion are evaluated. Apply the same rigor to crafting discussion posts as you would for a paper.
- Consider your tone and language, especially when communicating in text format, as the lack of other cues can lead to misinterpretation.

Like other work in the course, all student to student communication is covered by the [Student Conduct Code](#).

COURSE TEXT & READINGS

WRITING IN THIS COURSE

Learning to write is a lifelong process that is refined through your personal and professional experiences. Through writing we gain knowledge and communicate our ideas. The University of Minnesota is committed to the belief that writing and learning are inseparable, and that learning to write effectively is one of the most intellectually empowering components of a university education.

One main goal of writing is to help you become a more critical thinker and prepare you to communicate effectively in a variety of situations in your future employment and as a citizen. We

hope that by the end of the course you will agree that writing about science and public health is an integral element of scientific discovery and analysis. We are committed to helping all students improve their writing and we recognize that each student will start and end that process at a different place. Work on your assignments sufficiently ahead of time so that you can build in time for feedback and revision. Feel free to contact us to arrange a consultation once you have an outline or a reasonable draft.

The [Center for Writing](#) is a resource available to all students on campus. The Center for Writing offers face-to-face appointments, either by appointment or by walk-in, as well as online appointments. During these appointments, a consultant will look over your work and assist you in various different areas of your writing. On their website they offer online materials and guides related to the writing process, grammar, style, punctuation, and documenting sources.

COURSE WEBSITE

Our course uses Canvas learning management system (LMS); you will log in to the University's [Canvas course site\(s\)](#). **You can also find a link to Canvas in MyU under Key Links.**

COURSE TEXTS AND READINGS

1. **i>Clicker**: We will be using the i>Clicker technology in this course. You can buy or rent the i>Clicker 2 from the [UMN Bookstore](#). For more information, visit [this site](#). Make sure you are using the i>Clicker brand (see image below) and NOT a Turning Point brand. There is not an alternative option for the iClickers online, therefore please contact us if you are having issues with your iClicker. (Also, if you observe scholastic dishonesty in regard to the answering of iClicker questions (e.g., someone using an iClicker for a student who is not present), please report it.) It is your responsibility to ensure that your i>clicker is functional.



2. Additional required readings are listed in the schedule below and can be accessed via Canvas.

Due to the nature of the topics, further required readings may be added throughout the semester. All of these will be accessible via the Canvas course page.

COURSE OUTLINE/WEEKLY SCHEDULE

This course has specific deadlines. All coursework must be submitted via the Canvas course site before the date and time specified. **Note: assignments are due by 11:55 PM CST throughout the term.** The assigned readings, videos, and other preparation should be completed *before* the class period.

Date	Topic	Preparation	Activities/ Assignments
Wed. Sept. 4	Welcome to Personal and Community Health	N/A	
Mon. Sept. 9	Introduction to Public Health: Basic Concepts and Principles	Readings <ul style="list-style-type: none"> • Introduction to Public Health: Promises and Practice, Chapter 1: Introduction and Overview (Goldsteen) • Sharing a common vision 	Orientation Quiz (must be completed to access course materials)
Wed. Sept. 11	The Public Health Approach & Sources of Health Information	Readings <ul style="list-style-type: none"> • 10 Essential Public Health Services 	Flipgrid video due 9/11 by 11:55pm <i>Look ahead: Discussion forum post due on Sunday by 11:55pm*</i>
Mon. Sept. 16	Affordable Care Act, Health Insurance Coverage, Access and Utilization of Care	Readings <ul style="list-style-type: none"> • Sitting in limbo — Obamacare under divided government EXTRA Resource <ul style="list-style-type: none"> • The Real Cost of Health Care: Interactive Calculator Estimates Both Direct and Hidden Household Spending 	
Wed. Sept. 18	The Public Health System: Players and Payers	Readings <ul style="list-style-type: none"> • Health of the people: The highest law? 	Health Systems Assignment due 9/18 by 11:55pm <i>Look ahead: Discussion forum post due on Sunday by 11:55pm*</i>
Mon. Sept. 23	Public Health Ethics	Readings <ul style="list-style-type: none"> • Ethics in public health • Real lessons of Stanford prison experiment 	

Wed. Sept. 25	Epidemiology: The Basic Science of Public Health	N/A EXTRA Resources <ul style="list-style-type: none"> • The history of epidemiology • Introduction to Community and Public Health, Chapter 2: Descriptive Epidemiology in Community and Public Health • Introduction to Community and Public Health, Chapter 3: Analytical Epidemiology in Community and Public Health 	<i>Look ahead: Discussion forum post due on Sunday by 11:55pm*</i>
Mon. Sept. 30	Health Inequity in Determinants of Health	Video <ul style="list-style-type: none"> • <i>Unnatural Causes: In Sickness and in Wealth</i> documentary (55 minutes) Readings <ul style="list-style-type: none"> • White paper on income and health • White paper on family leave and health • The neighborhood is the unit of change 	
Wed. Oct. 2	Social and Behavioral Factors (Theories)	Readings <ul style="list-style-type: none"> • Introduction to Community and Public Health, Chapter 8: Theories is Health Education and health Promotions (Sharma) EXTRA Resources <ul style="list-style-type: none"> • Theories and models frequently used in health promotion 	Proposal Part A: Public Health Issue STEP 1 (due WEDNESDAY 10/2 by 11:55pm) Proposal Part A: Public Health Issue STEP 2 (due SUNDAY 10/6 by 11:55pm) <i>Look ahead: Discussion forum post due on Sunday by 11:55pm*</i>
Mon. Oct. 7	Infectious Disease: Chain of Infection	Readings <ul style="list-style-type: none"> • Chain of infection: Breaking the chain • The perpetual challenge of infectious diseases 	
Wed. Oct. 9	Emergency Preparedness and Health Communication <i>Guest speaker: Katie Nyquist, Communications Planner, MN Dept of Health</i>	Readings <ul style="list-style-type: none"> • The psychology of risk perception 	<i>Look ahead: Discussion forum post due on Sunday by 11:55pm*</i>
Mon. Oct. 14	Infectious Disease: Current Challenges	Video <ul style="list-style-type: none"> • Why is lyme disease getting worse? (3 minutes) 	

		<p>Readings</p> <ul style="list-style-type: none"> • How measles detectives work to contain an outbreak • Ebola virus disease - Democratic Republic of the Congo 	
Wed. Oct. 16	<p>Infectious Disease and Surveillance</p> <p><i>Guest speaker: Carrie Klumb, Senior Epidemiologist, MN Dept of Health</i></p>	<p>Video</p> <ul style="list-style-type: none"> • One Health explained (4 minutes) 	<i>Look ahead: Discussion forum post due on Sunday by 11:55pm*</i>
Mon. Oct. 21	Deeper Dive: Health Promotion	TBD	
Wed. Oct. 23	Nutrition	<p>Video</p> <ul style="list-style-type: none"> • WHO: Choosing good nutrition (7 minutes) <p>Readings</p> <ul style="list-style-type: none"> • I asked 8 researchers why the science of nutrition is so messy. Here's what they said. • Effecting change in public health 	<p>Proposal Part B: Conceptual Map (due 10/23 by 11:55pm)</p> <p><i>Look ahead: Discussion forum post due on Sunday by 11:55pm*</i></p>
Mon. Oct. 28	<p>Maternal and Child Health</p> <p><i>Guest speakers: Community Health Workers from WellShare International</i></p>	<p>Readings</p> <ul style="list-style-type: none"> • Doula care, birth outcomes, and costs among Medicaid beneficiaries • Rural Mothers, babies at risk when hospitals cut obstetric Services • Exposure to chemical in many plastics linked to language delay in toddlers 	
Wed. Oct. 30	<p>Maternal and Child Health and Health Equity</p> <p><i>Guest speaker: Rosemond Owens, Director - Health Equity Integration, Blue Cross and Blue Shield of Minnesota</i></p>	<p>Readings</p> <ul style="list-style-type: none"> • To whom much is given, much is expected 	<i>Look ahead: Discussion forum post due on Sunday by 11:55pm*</i>
Mon. Nov. 4	Culture and Health	<p>Readings</p> <ul style="list-style-type: none"> • The Indian sanitary pad revolutionary • HAP breast and cervical cancer 	

		<ul style="list-style-type: none"> • Isuroon <p>Complete the Values Preference Continuum</p>	
Wed. Nov. 6	Evaluation and Measuring Success	<p>Video</p> <ul style="list-style-type: none"> • Evaluation and Measuring Success VoiceThread lecture <p>Readings</p> <ul style="list-style-type: none"> • CDC types of evaluation • Read and answer questions (especially Q1) on the Evaluation Case Study 	<i>Look ahead: Discussion forum post due on Sunday by 11:55pm*</i>
Mon. Nov. 11	Global Poverty <i>Guest speaker: Rebecca Leighton, Food Pantry Coordinator, Boynton Health</i>	<p>Readings</p> <ul style="list-style-type: none"> • Nutritious U tackles student anxiety by easing food insecurity • United Nations ending poverty 	
Wed. Nov. 13	Physical Activity, Physical Inactivity and Obesity	<p>Readings</p> <ul style="list-style-type: none"> • Active education: Growing evidence on physical activity and academic performance • Everything you know about obesity is wrong • Physical activity guidelines for Americans 	<i>Look ahead: Discussion forum post due on Sunday by 11:55pm*</i>
Mon. Nov. 18	Environmental Health: Classic Concerns	<p>Video</p> <ul style="list-style-type: none"> • American Public Health Association's <i>Environment, Health, You</i> (13 minutes) <p>Readings</p> <ul style="list-style-type: none"> • Inequity in consumption of goods and services adds to racial-ethnic disparities in air pollution exposure • Outdoor air quality and health: Physicians can help protect and treat patients by understanding the connection • WHO - How air pollution is destroying our health <p>EXTRA Resource</p> <ul style="list-style-type: none"> • Introduction to Community and Public Health Chap 11: Air, Water and Noise Pollution (Sharma) 	

Wed. Nov. 20	Environmental Health: Climate Change	Readings <ul style="list-style-type: none"> • Live longer? Save the planet? Better diet could nail both • Short Answers to Hard Questions About Climate Change • Your Questions About Food and Climate Change, Answered • Climate Change: How do we know? 	Proposal Part C: Impact (due 11/20 by 11:55pm) <i>Look ahead: Discussion forum post due on Sunday by 11:55pm*</i>
Mon. Nov. 25	Deeper Dive - Climate Change	TBD	
Wed. Nov. 27	NO CLASS - ENJOY YOUR THANKSGIVING BREAK		<i>Look ahead: Discussion forum post due on Sunday by 11:55pm*</i>
Mon. Dec. 2	Global Tobacco	Readings <ul style="list-style-type: none"> • Global war on tobacco is far from over • If left unchecked, tobacco will kill 1 billion people this century 	
Wed. Dec. 4	Mental Health and Mental Illness	Readings <ul style="list-style-type: none"> • NAMI mental health conditions • Being sane in insane Places (Rosenhan) • On being sane in insane places: A supplemental report (Lando) • It's not just a chemical imbalance 	<i>Look ahead: Discussion forum post due on Sunday by 11:55pm*</i>
Mon. Dec. 9	Gun Violence and Public Health	Readings <ul style="list-style-type: none"> • How to reduce shootings • Gun violence should be treated as a public health crisis • What explains U.S. mass shootings? International comparisons suggest an answer 	
Wed. Dec. 11	Population Growth & Aging	Readings <ul style="list-style-type: none"> • Introduction to Community and Public Health, Chapter 10: Population Dynamics and Control (Sharma) • Little kids and elderly 'grandfriends' get care under the same roof in St. Louis Park • More seniors are dying in falls. Doctors could do more to reduce the risk. 	PSA Extra Credit due <i>Look ahead: Discussion forum post due on Sunday by 11:55pm*</i>

**Discussion forum posts are due by 11:55pm every Sunday. Review the Grading and Evaluation Section for details.*

SPH AND UNIVERSITY POLICIES & RESOURCES

The [School of Public Health website](#) maintains up-to-date information about resources available to students, as well as formal course policies. Students are expected to read and understand all policy information available at this link and are encouraged to make use of the resources available. The course policies outlined in the syllabus and on the SPH website are consistent with University of Minnesota policies and have been developed through previous experience with students. They are meant to help you meet the expectations of the course and to ensure that all students are held to the same, consistent standards and treated fairly.

The University of Minnesota has official policies, including but not limited to the following:

- Grade definitions
- Scholastic dishonesty
- Makeup work for legitimate absences
- Student conduct code
- Sexual harassment, sexual assault, stalking and relationship violence
- Equity, diversity, equal employment opportunity, and affirmative action
- Disability services
- Academic freedom and responsibility

The University offers academic, community, financial, and wellbeing resources to support undergraduate students. We care about your wellbeing and encourage you to learn more about these valuable [student resources](#), including:

- [Disability accommodations](#)
- [Housing and financial instability resources](#)
- [Technology help & readiness](#)
- [Academic support](#)

Please note that this is not an exhaustive list. We invite you to contact your TA, instructor, or Academic Advisor if you would like help identifying campus resources that are relevant to you.

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](#).

EVALUATION & GRADING

ASSESSMENTS OVERVIEW

Final grades are calculated using the following points (140 points total). Details of these assignments will be available on Canvas. Assignments are due by 11:55pm on the due date listed below. Our goal is to provide feedback on assignments within two weeks of when the assignment is due.

Date	Item	Points
ASAP	Orientation Quiz	Required to access course content
Sept. 11	Flipgrid introduction	N/A
Sept. 18	Health Systems	25 points
Oct. 2	Proposal Part A: Public Health Issue	10 points
Oct. 6	<i>Peer review for Proposal Part A</i>	<i>5 points</i>
Oct. 23	Proposal Part B: Conceptual Map	25 points
Nov. 20	Proposal Part C: Impact	20 points
Throughout	i>clicker questions	30 points*
Throughout	Discussion forum posts	25 points**

*Although it is possible to accrue more than 30 points during the term, the maximum number of points students can earn towards their grade from i>clicker participation is 30 points.

Each discussion forum post is worth 5 points. Students are expected to complete a minimum of five discussion forum posts during the term to earn 25 points towards their grade. **The highest five scores from discussion forum posts will be used for the grade.

Points needed to receive the following grades:

- A 93-100 % = 129.5 – 140 points
- A- 90-92 % = 125.5 – 129 points
- B+ 87-89 % = 121.5 – 125 points
- B 83-86 % = 115.5 – 121 points
- B- 80-82 % = 111.5 – 115 points
- C+ 77-79 % = 107.5 – 111 points
- C 73-76 % = 101.5 – 107 points
- C- 70-72 % = 97.5 – 101 points
- D+ 67-69 % = 93.5 – 97 points
- D 63-66 % = 87.5 – 93 points
- F 62 % and below = 0 – 87 points

GRADING SCALE

The University uses plus and minus grading on a 4.000 cumulative grade point scale in accordance with the following, and you can expect the grade lines to be drawn as follows:

% In Class	Grade	GPA
93 - 100%	A	4.000
90 - 92%	A-	3.667
87 - 89%	B+	3.333
83 - 86%	B	3.000
80 - 82%	B-	2.667
77 - 79%	C+	2.333
73 - 76%	C	2.000
70 - 72%	C-	1.667
67 - 69%	D+	1.333
63 - 66%	D	1.000
< 62%	F	

- A = achievement that is outstanding relative to the level necessary to meet course requirements.
- B = achievement that is significantly above the level necessary to meet course requirements.
- C = achievement that meets the course requirements in every respect.
- D = achievement that is worthy of credit even though it fails to meet fully the course requirements.
- F = failure because work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I (Incomplete).
- S = achievement that is satisfactory, which is equivalent to a C- or better
- N = achievement that is not satisfactory and signifies that the work was either 1) completed but at a level that is not worthy of credit, or 2) not completed and there was no agreement between the instructor and student that the student would receive an I (Incomplete).

EVALUATION & GRADING POLICIES

As noted in the [SPH & University Policies & Resources section](#) of the syllabus, there is essential information for students on the SPH Student Policy website, including a [Grading Policies](#) section with information on grade option changes, course evaluations, withdrawals, and more.

ASSIGNMENTS

All assignments require you to upload your assignment to [Canvas](#) by the due date and time. All assignments should be submitted as a Word document (.doc or .docx) or PDF (.pdf) format, unless stated otherwise. If you have any questions or concerns about how to upload to Canvas, use the help icon in the lower left corner on Canvas, which displays a variety of ways to request help (online form, hotline, chat, etc.).

NOTE: It is your responsibility to make sure the assignment has been uploaded to Canvas by the due date. Double-check to make sure you have uploaded the correct document(s). Failure to upload the correct documents on time will be subject to the late assignment policy.

Our intention is to have grades for each assignment available on Canvas approximately two weeks after the due date. It is your responsibility to keep up-to-date with the grades provided and inform your TA if you have any questions or concerns regarding a grade for your assignments. Concerns with grading must be communicated with a TA within two weeks of the grade being posted to Canvas for us to address the issue.

LATE ASSIGNMENTS

Unless you have been granted an extension on an assignment for a compelling reason, for each day past the original due date, 10% of the maximum grade will be deducted, for up to five days late. Please contact your TA as soon as possible via email in the case of an emergency or illness, as this will help ensure that your extension can be considered. NOTE: Whether 1 minute late or 19 hours late, this policy stands. Therefore, be sure to give yourself enough time to upload your assignments to Canvas by the due date and time. If you have any questions or concerns about how to upload to Canvas, contact Canvas in advance of the due date. Assignments will not be accepted after the 5th day overdue. **The late assignment policy is relevant for all assignments EXCEPT for the discussion forum posts and extra credit. (In other words, discussion forum posts and extra credit will only receive credit if they are submitted by the deadline.)**

One day late = the max you will be able to earn is 90%

Two days late = the max you will be able to earn is 80%

Three days late = the max you will be able to earn is 70%

Four days late = the max you will be able to earn is 60%

Five days late = the max you will be able to earn is 50%

MAKEUP WORK FOR LEGITIMATE REASONS

If you experience an extraordinary event that prevents you from completing coursework on time and you would like to make arrangements to make up your work, contact your instructor within 48 hours of the missed deadline if an event could not have been anticipated and at least 48 hours prior if it is anticipated. Per University policy, legitimate reasons for making up work may include:

- illness, physical or mental, of the student or a student's dependent;
- medical conditions related to pregnancy;
- participation in intercollegiate athletic events;
- subpoenas;
- jury duty;
- military service;
- bereavement, including travel related to bereavement;
- religious observances;
- participation in formal University system governance, including the University Senate, Student Senate, and Board of Regents meetings, by students selected as representatives to those bodies; and
- activities sponsored by the University if identified by the senior academic officer for the campus or the officer's designee as the basis for excused absences.

OPTIONAL EXTRA CREDIT

Students can complete an extra 5 points of extra credit through the PSA extra credit assignment. Specific details will be provided on the course Canvas site.

SCHOLASTIC DISHONESTY, PLAGIARISM, CHEATING, ETC

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 (As defined in the Student Conduct Code). For additional information, please see the [official policy](#).

For this course, plagiarism includes self-plagiarism; that is, "submitting the same or substantially similar papers (or creative work) for more than one course without consent of all instructors concerned." Sharing i>clickers is another form of scholastic dishonesty.

Additionally, in this course you will be asked to verify that your assignments are your own work. As part of the Orientation Quiz, you will sign your name to agree to the disclaimer. Disclaimer: Please review the Plagiarism document posted on Canvas. Plagiarism will not be tolerated in any form. Please include an online signature (i.e., type your name on the line below) to confirm that you authenticate this work as your own.

The Office for Student Conduct and Academic Integrity has compiled a useful list of [Frequently Asked Questions](#) pertaining to scholastic dishonesty. If you have additional questions, please clarify with your instructor. 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.

Indiana University offers a [clear description of plagiarism and an online quiz](#) to check your understanding.

COURSE EVALUATION

The SPH will collect student course evaluations electronically using a software system called [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](#). 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.

RETAKING COURSE

If you are retaking this course, we expect you to review the feedback provided on the assignments submitted during the semester you previously took the course and revise before resubmitting. If you no longer have the feedback from that term, ask your instructor to provide you with a copy. Please note, the course team revises assignments each semester, so you'll need to use the templates and

instructions on the course site for this term. If an assignment submission is the same version submitted in the past with no edits, it might result in a lower grade if it does not fully meet the current expectations.

INCOMPLETE CONTRACTS

Please review the [SPH Student Policies](#) page for Incomplete Contract information. A grade of incomplete, "I," can be assigned by the instructor when, due to extraordinary circumstances, the student was prevented from completing the work of the course on time. The assignment of an "I" requires that a contract be written by the instructor and signed by both the instructor and the student before the last day of the term. Note: Incompletes are always assigned at the discretion of the instructor and we will not grant an "I" grade unless a substantial portion of the coursework has already been completed satisfactorily.

OTHER COURSE INFORMATION

STUDENT ENGLISH LANGUAGE SUPPORT PROGRAM

The [Student English Language Program](#) offers free, face-to-face English as a Second Language support for students at the University of Minnesota. It is designed for students who want to address a particular English language need to be more successful at the U of M, who have a specific question about learning English, or who need resources for polishing English skills.

English language consultants provide one-on-one support for improving:

- speaking skills for giving presentations, participating in class discussions, communicating with instructors and classmates;
- grammar in speaking and writing;
- listening comprehension of class lectures and discussions;
- reading comprehension of academic texts;
- vocabulary development;
- pronunciation;
- any other English as a Second language need

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 to adhere to Board of Regents Policy: Student Conduct Code. To review the Student Conduct Code, please visit [the website](#).

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 [this site](#).

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 visit [this site](#).

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 [the policy](#).

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](#).

DISABILITY ACCOMMODATIONS

The University of Minnesota is committed to providing equitable access to learning opportunities for all students. Disability Resource Center (DRC) 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 DS at 612-626-1333 to arrange a confidential discussion regarding equitable access and reasonable accommodations.

If you are registered with the DRC 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, visit the [DRC website](#).

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](#).

ACADEMIC FREEDOM AND RESPONSIBILITY

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".