PubH 6242
Cultural Humility with American Indian Populations
Spring Semester 2020

Credits: 2
Meeting Days/Time: Wednesdays, 6:00-8:00 PM
Meeting Place: Moos Health Science Tower 2-118
Instructor: Linda Frizzell, PhD, MS
Assistant Professor
School of Public Health
Office Address: School Of Public Heath
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Minneapolis, MN 55455
Room A376
Office Phone: 612-625-6189
E-mail: lfrizzel@umn.edu
Office Hours: By Appointment

I. Course Description
The course will present evidence that cultural humility is a lifelong quest toward achieving positive outcomes in work with American Indian Tribes and American Indian communities. It is essential that health care and health service providers learn the respective cultures of the American Indian population they are serving. Equally important is the fact that every federally recognized tribe, of which there are 573, has their own unique traditional customs, history with other tribes, and often subpopulations within the governance of a single tribal government. The realization of understanding how populations have been driven by their respective cultures to their overall health and well-being is necessary to promote achievement of positive outcomes for stakeholders and communities.

The course will target methods to help health professionals to ensure that health services take into account individual understanding of the professional's knowledge and how this knowledge should be respectful of individual cultural preferences.
A systematic process will be provided to assist in how to learn community policies, learning processes, and traditions; as well as learning about various structures by which the culture of governments, organizations and individuals develop and support the attitudes, behaviors, practices and systems that are needed for effective cross-cultural interactions between health professionals and community members. Students will learn that ultimately, cultural humility effectiveness is determined by the individual who is receiving the services.

The course is grounded in the understanding that cultural humility can effectively be used to strive for continuous improvement, to effectively utilize assets and address the health needs of individual American Indian communities.

Constructs learned from this course can be advantageous for students to adapt to other unique populations around the world. Learning the importance humility and respect is significant for development of policies that include community participation and are critical to understanding readiness to foster governmental and public health for all populations.

A. Course design is for all students

Students from all races, cultures, and experience are welcome to attend this course. While the focus is on American Indians, there are advantages to learning accurate history, other health models, innovative humility and health in all services, and the importance of using a holistic approach of health and wellness for all populations.

The core competencies identified by Accreditation Criteria: Schools of Public Health & Public Health Programs (Oct. 2016) that apply to this Course

Applicable Council on Education for Public Health Standards (CEPH)

Knowledge Domains (KD#)

- (KD #1) Explanation of public health history, philosophy and values
- (KD #3) Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population’s health
- (KD #4) List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program
- (KD #5) Discussion of the science of primary, secondary and tertiary prevention in population health, including health promotion, screening etc.
- (KD #6) Explanation of the critical importance of evidence in advancing public health knowledge
- (KD #7) Explain effects of environmental factors on a population’s health
- (KD #8) Explain biological and genetic factors that affect a population’s health
- (KD #9) Explanation of behavioral and psychological factors that affect a population’s health
- (KD #10) Explanation of the social, political and economic determinants of health to population health and health inequities
- (KD #11) Discussion of the science of primary, secondary and tertiary prevention in population health, including health promotion, screening etc.
- (KD #12) Explanation of an ecological perspective on the connections among human health, animal health, ecosystem health and relationship to earth

Evidence-based Approaches to Public Health (EAPH#)

4. Interpret results of data analysis for public health research, policy of practice

Public Health & Health Care Systems (PHS#)
5. Compare the organization, structure and function of health care and public health systems across national and international settings

6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at the organizational, community and societal levels

Program Planning & Management to Promote Health (PM#)

7. Assess population needs, assets and capacities that affect communities’ health

8. Apply awareness of cultural values and practices to the design or implementation of public health programs

Policy in Public Health (PH#)

12. Discuss multiple dimensions of the policy-making process, including the role of ethics and evidence

13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes

14. Advocate for political, social or economic policies and programs that will improve health in diverse populations

15. Evaluate policies for their impact on public health and health equity

Leadership (LEAD#)

16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and, guiding decision making

Communication (COM#)

18. Select communication strategies for different audiences and sectors

20. Describe the importance of cultural competency (humility) in communicating public health content

Inter-professional Practice (IP#)

21. Perform effectively on inter-professional teams

Systems Thinking (ST#)

22. Apply systems thinking tools to a public health issue

II. Course Prerequisites

None

III. Course Goals and Objectives

Cultural Humility with American Indian Populations

Students will:

- Learn why it is important to understand that local/community culture is a continuous, evolving, governing, and a driving force that impacts every aspect of human life. (KD# 1, 8, 9, 10, 11, 12; EAPH# 4; PHS# 5, 6; COM# 18, 20; ST# 22)
- Be able to explain strategies to practice cultural humility that embraces the concept of equity with equal access to quality services that are non-discriminatory and individual-centered by respecting the health
literacy needs of the population(s) served. (KD# 10; PHS 6; LEAD# 16)
- Understand why learning local community culture is necessary to provide the highest possible quality of services, and the importance for professionals to interact and learn the expectations of culture in their communities. (KD# 6; LEAD# 16; ST# 22)
- Understand the value and practice of continuous assessment of culturally attuned services. (KD# 3, 7; PHS# 7; PH# 12, 13, 14, 15)
- Define and/or describe culture, sub-culture, cultural competence, cultural attunement, and cultural diversity. (KD# 7; PH# 14, 15)
- Identify potential barriers for new health professionals for participating in local community cultural practices. (KD# 5, 9; IP# 21)

IV. Methods of Instruction and Work Expectations
- Assigned readings, participants are expected to complete a series of pre-readings that will be explored during the class.
- This course combines lectures from assigned readings and group interaction to discuss assets and issues from the lecture and readings.
- Participants are expected to write a daily analysis from the lecture and discussions.
- Participants are expected to be ready to discuss the assigned readings.
- Participants are expected to spend 2-3 hours preparing before each class and 1-2 hours at the end of each class analyzing key new knowledge and critically analyzing the application of the new information in a real health services setting.

Participation in class
- All class participants are expected to actively engage in class discussions and group activities.
- All participants are encouraged to interact with the instructor and offer relevant insights from their individual experiences on topics.

Final assignments
- Each participant will write a paper double spaced (5-6 pages) detailing how the concepts and skills learned in the class can be utilized to support an understanding of tribal public health cultures, and how they will use this information in their future work in public health and wellness. Due May 15.
- Each participant will complete a double spaced 1-2 page essay on what they feel is important to know or learn from future classes that focus on American Indian and Tribal public health. Due May 15.

V. Course Text and Readings
The required and optional readings are available through the UMN Library or on the course Canvas site, Readings are listed in the course schedule.

Access Course Canvas Site
- go to www.umn.edu click on the “myU” button
- login with your University ID and password
- scroll to your course and click on the Canvas site link

VI. Course Outline/Week Schedule

<table>
<thead>
<tr>
<th>Daily Schedule</th>
<th>Assignments</th>
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<tbody>
<tr>
<td><strong>Class 1</strong> Jan. 22</td>
<td>All readings provided on the Canvas site.</td>
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<tr>
<td></td>
<td>* Read:</td>
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<tr>
<td></td>
<td>* Beyond tip of iceberg stages of cc – Hanley</td>
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<td>* Marginalization decolonization and voice - Wotherspoon 1998</td>
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<tr>
<td><strong>Class 1</strong> Jan. 22</td>
<td>* Introductions, review of syllabus and course goals, objectives, and expectations. 20 mins.</td>
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<tr>
<td></td>
<td>* Cultural Attunement PPT. 1 hr. 40 mins.</td>
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| Class 2  | Questions from previous class. 15 mins.  
Discuss:  
Beyond tip of iceberg stages of cc – Hanley. 45 mins.  
Marginalization decolonization and voice - Wotherspoon 1998. 1hr. | All readings provided on the Canvas site.  
* Read:  
* Challenging colonial norms in Ab mental health – NCCAH  
* Cultural Compet. Oakes  
* Write min. of a double spaced 1 page analysis of previous class discussions as it applies to your (participant’s) change or not of understanding American Indian health services. |
| Class 3  | Questions from previous class. 15 mins.  
Discuss:  
Challenging colonial norms in Ab mental health – NCCAH. 1 hr.  
Cultural Compet Oakes. 45 mins. | All readings provided on the Canvas site.  
* Read:  
* NQF Executive Summary for Cultural Competency  
* Cultural congruence in med education - Paul 2014  
* Write min. of a double spaced 1 page analysis of previous class discussions as it applies to your (participant’s) change or not of understanding American Indian health services. |
| Class 4  | Questions from previous class. 15 mins.  
Discuss:  
NQF Executive Summary for Cultural Competency. 1 hr.  
Cultural congruence in med education - Paul 2014. 45 mins. | All readings provided on the Canvas site.  
* Read:  
* Cultural Competency - Policy and Overview -MN 2004  
* Review:  
* Summit on cultural competency - Oregon 2004  
* Write min. of a double spaced 1 page analysis of previous class discussions as it applies to your (participant’s) change or not of understanding American Indian health services. |
| Class 5  | Questions from previous class. 15 mins.  
Discuss:  
Cultural Competency - Policy and Overview -MN 2004. 45 mins. | All readings provided on the Canvas site.  
* Review:  
* Alaska Strat.Plan  
* Cultural competencies lit review |
| Class 6 | Feb. 26  | • Summit on cultural competency - Oregon 2004.  
1 hr. | 2008- Australia  
* Write min. of a double spaced 1 page analysis of previous class discussions as it applies to your (participant’s) change or not of understanding American Indian health services. |
|---|---|---|---|
| • Questions from previous class. 15 mins.  
• Discuss:  
  • Alaska Strat. Plan. 45 mins.  
  • Cultural competencies lit review 2008- Australia.  
1 hrs. | All readings provided on the Canvas site.  
* Read:  
  * Examining Hidden Assumptions in cc - Loppie  
  * Review:  
  * Cultural competency guide for professional caregivers - Equaywuk 2010  
  * Write min. of a double spaced 1 page analysis of previous class discussions as it applies to your (participant’s) change or not of understanding American Indian health services. |
| Class 6  
Mar. 4  | • Questions from previous class. 15 mins.  
• Discuss:  
  • Examining Hidden Assumptions in cc – Loppie.  
  30 mins.  
  • Cultural competency guide for professional caregivers - Equaywuk 2010. 1 hr. 15 mins. | All readings provided on the Canvas site.  
* Read:  
  * Ethical space of engagement - Ermine 2007  
  * Cultural Safety and Aboriginal health policy - Smye Browne 2002  
  * Cultural safety and cc in NZ - DeSouza 2008  
  * Write min. of a double spaced 1 page analysis of previous class discussions as it applies to your (participant’s) change or not of understanding American Indian health services. |
| Class 8  
Mar. 11 | • Questions from previous class. 15 mins.  
• Discuss:  
  • Ethical space of engagement - Ermine 2007. 35 mins.  
  • Cultural Safety and Aboriginal health policy - Smye Browne 2002. 35 mins.  
  • Cultural safety and cc in NZ - DeSouza 2008. 35 mins. | All readings provided on the Canvas site.  
* Read:  
  * Rising to the challenge in Ab health by creating cultural security - Coffin 2007  
  * Cultural Security - Australian Govt  
  * Review:  
  * Exploration of cultural safety educators Maori  
  * Write min. of a double spaced 1 page analysis of previous class discussions as it applies to your (participant’s) change or not of understanding American Indian health services. |
| Class 9  | Mar. 18 | Questions from previous class. 15 mins.  
|         |         | Discuss:  
|         |         | Rising to the challenge in Ab health by creating cultural security - Coffin 2007. 30 mins.  
|         |         | Cultural Security - Australian Govt. 30 mins.  
|         |         | Exploration of cultural safety educators Maori. 45 mins.  
|         |         | All readings provided on the Canvas site  
|         |         | * Read:  
|         |         | * Rongoā indig world views- Mason Durie  
|         |         | * ECDIP Cultural Safety Poster – Ball  
|         |         | * Cultural_Healing  
|         |         | * Write min. of a double spaced 1 page analysis of previous class discussions as it applies to your (participant’s) change or not of understanding American Indian health services.  
| Class 10 | March 25 | Questions from previous class. 15 mins.  
|         |         | Discuss:  
|         |         | Rongoā indig world views- Mason Durie. 40 mins.  
|         |         | ECDIP Cultural Safety Poster – Ball. 15 mins.  
|         |         | Cultural Healing. 40 mins.  
|         |         | All readings provided on the Canvas site.  
|         |         | * Read:  
|         |         | * Cultural Healing Practice addictions - Hopkins 2010  
|         |         | * Cultural Healing Practice addictions Summary - Hopkins 2010  
|         |         | * Write min. of a double spaced 1 page analysis of previous class discussions as it applies to your (participant's) change or not of understanding American Indian health services.  
| Class 11 | April 1 | Questions from previous class. 15 mins.  
|         |         | Discuss:  
|         |         | Cultural Healing Practice addictions - Hopkins 2010. 1hr. 25 mins.  
|         |         | Cultural Healing Practice addictions Summary - Hopkins 2010. 20 mins.  
|         |         | All readings provided on the Canvas site.  
|         |         | * Read:  
|         |         | * Theorizing mechanisms for culture as treatment - Gone 2013  
|         |         | * DRAFT Healing Traditions culture community and mental health  
|         |         | * Hopelessness Among White and American Indians  
|         |         | * Justice and inclusion - Martin 2014  
|         |         | * Write min. of a double spaced 1 page analysis of previous class discussions as it applies to your (participant’s) change or not of understanding American Indian health services.  
| Class 12 | April 8 | Questions from previous class. 15 mins.  
|         |         | Discuss:  
|         |         | Theorizing mechanisms for culture as treatment - Gone 2013. 45 mins.  
|         |         | All readings provided on the Canvas site.  
|         |         | * Read:  
|         |         | * Modern racism in Canada - Phil  

* Read: Indicates readings that are required reading for the class.
| Class 13 | April 15 | - Questions from previous class. 15 mins.  
- Discuss:  
  Modern racism in Canada - Phil Fontaine – 1998. 15 mins.  
  Perceived discrimination and depression - Bombay 2010. 20 mins.  
  Troubling national discourses in antiracism curriculum planning - Schick StDenis 2005. 30 mins.  
  Guidelines for working with Inuit elders - Arctic College 2008. 20 mins.  
  Utilizing traditional practice methods for teaching. 20 mins. |  
|          |          | All readings provided on the Canvas site.  
* Prepare for final exam  
* Write min. of a double spaced 1 page analysis of previous class discussions as it applies to your (participant’s) change or not of understanding American Indian health services. |
| Class 14 | April 22 | - Questions from previous class. 15 mins.  
- Prepare for final exam. 1 hr. 45 mins. | All readings provided on the Canvas site.  
* Prepare for final exam  
* Write min. of a double spaced 1 page analysis of previous class discussions as it applies to your (participant’s) change or not of understanding American Indian health services. |
| Class 15 | April 29 | - Go over expectations for final papers. 30 mins.  
- Answer questions provide guidance. 1 hr. 30 mins. |  
| Final   |          | Complete final assignment:  
Each participant will write a double spaced paper (5-6 pages) detailing how the concepts and skills learned in the class can be utilized to support an understanding of Tribal public health and wellness cultures, and how they will use this information in their future work in public health or adapted to other small or tribal type populations. Due Date May 13. |

Each participant will complete a double spaced 1-2 page essay on what they feel is important to know or learn from future classes that focus on American Indian and Tribal public health. Due Date May 13.
VII. Evaluation and Grading

Grading will consider the following measures:

- 25 points, 25% of grade: Class preparation and participation
- 25 points, 25% of grade: Daily reflection summary
- 35 points, 35% of grade: Final Written paper (5-6 pages, double spaced), Due Date May 13
- 15 points, 15% of grade: Final written essay (1-2 pages, double spaced), Due Date May 13

Failure to complete any of the assignments will result in an “F” or “N” (unsatisfactory) grade.

Due to the nature of this course, participation in all classes of the course is required for a satisfactory grade. Make-up days may be arranged with the Professor if the absence is authorized. Make up work may include: additional analysis of the assigned readings, one on one tutoring with the Professor or other written assignments that support the class that was missed.

Unauthorized absences will be calculated based on the percent of the grade based on preparation and participation and reflection summary (max 50%).

Late submission of the two final assignments will result in a reduction of 1 letter grade on the A-F scale. Extenuating circumstances, such as personal health issues, may be considered for late submission if prior approval is sought from the Professor.

This course is offered A/F or S/N

- **A/F letter grade will be determined by total effort as follows**
- **S Represents achievement that is satisfactory, which is equivalent to a C- or better.**

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<th>Grade</th>
<th>Points/Percent</th>
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<tr>
<td>A</td>
<td>4.000</td>
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<tr>
<td>A-</td>
<td>3.667</td>
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<tr>
<td>B+</td>
<td>3.333</td>
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<tr>
<td>B</td>
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<td>D+</td>
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<tr>
<td>D</td>
<td>1.000</td>
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<tr>
<td>F</td>
<td>Below 60%</td>
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- Represents achievement that is outstanding relative to the level necessary to meet course requirements. **94-100 points/percent**
- Represents achievement that is significantly above the level necessary to meet course requirements. **83-86 points/percent**
- Represents achievement that meets the course requirements in every respect. **73-76 points/percent**
- Represents achievement that is worthy of credit even though it fails to meet fully the course requirements. **60-64 points/percent**
- Represents failure (or no credit) and signifies that the 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.
- Represents achievement that is worthy of credit even though it fails to meet fully the course requirements.

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. 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. 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.

University of Minnesota Uniform Grading and Transcript Policy - A link to the policy can be found at 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.

Course Withdrawal

Students should refer to the Refund and Drop/Add Deadlines for the particular term at 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 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.

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) 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.

Due to the nature of this course, participation in all 14 days of the course is required for a satisfactory grade. Makeup days may be arranged with the Professor if the absence is authorized. Make up work may include: additional analysis of the assigned readings, one on one tutoring with the Professor or other written assignments that support the class that was missed.

Unauthorized absences will be calculated based on the percent of the grade based on preparation and participation reflection summary (max 50%).

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.

Disability Accommodations

The University of Minnesota is committed to providing equitable access to learning opportunities for all students. Disability Services (DS) 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 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, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

OR:
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, 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".