

School of Public Health

Syllabus and Course Information



PubH 6996

Clinical Nutrition Practicum - Course Syllabus

Summer 2015

Credits: 9 credits, 392 hours

Meeting Days/Time: **Online Course:** June 15 - August 21, 2015 (10 weeks). Students will submit assignments earlier than June 15 if their rotation has already started.

Pre-course meetings and assignments (Feb-May, 2015)

Post-course mandatory presentations: Monday, August 31st, 8:30am – 5:00 pm (WBOB 364)

Instructor: Aida Miles, MMSc, RD, LD, FAND

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Office Hours: By appointment

I. Course Description

This course will provide didactic and experiential learning opportunities in the area of clinical nutrition, including the application of the nutrition care process and model to simple and complex medical conditions. Students will complete 40 hours of experiential learning each week for a total of 10 weeks, guided by an on-site preceptor. Weekly online course content which supports the experiential learning will be required. By the end of the course, students will have also completed a comprehensive case study on a patient with a chosen medical condition, which will be peer reviewed. At the end of the course, students will present a summary of lessons learned to an audience composed of fellow students and incoming students.

II. Course Prerequisites

Must be a student in the Public Health Nutrition Program who has completed at least 2 semesters of public health nutrition coursework and 2 semesters of medical nutrition therapy.

III. Course Goals and Objectives

Goal: Gain an understanding of the role of the clinical dietitian in a multidisciplinary health-care team and acquire entry-level clinical nutrition skills.

Objectives/Student Learning Outcomes:

(NOTE: Students, please use these objectives in your online contract.)

1. Prioritize nutrition issues based on nutrition assessment data and make appropriate recommendations for medical nutrition therapy or other appropriate interventions. (CRD 3.1.a, b, c)

2. Document nutrition assessment findings, nutrition intervention recommendations and response to medical nutrition therapy in the medical chart. (CRD 3.1.d, e)
3. Monitor patient response to medical nutrition therapy and other appropriate interventions and document changes to the nutrition care plan in the medical record. (CRD 3.1 d)
4. Counsel patients on dietary change strategies for simple and complex medical conditions utilizing client-centered counseling methods. (CRD 2.4)
5. Establish collaborative relationships with patients, caregivers, physicians, nurses and other healthcare professionals. (CRD 2.10)

Activities:

(NOTE: Students, please use these activities in your online contract.)

1. Complete duties assigned by preceptor, which may include nutrition risk screening, nutrition assessment, planning and implementing nutrition interventions, monitoring and evaluating patient's progress.
2. Complete staff relief for 1-2 weeks as a culminating experience of the clinical nutrition practicum.

Additional Objectives/Activities: (progress will be documented in the companion spreadsheet).

IV. Methods of Instruction and Work Expectations

Pre-course activities are required and scheduled/completed between February and May, 2015. These are outlined in a separate document.

This course will consist of a minimum of 40 hours per week of supervised practice over a period of 10 weeks, within a clinical nutrition setting.

During the rotation students will also complete additional assignments:

- 1) During the rotation students will gather data on one patient they are working with and write it up as a case study, which will be shared with other students and the instructor and will undergo peer review.
- 2) Students will participate in asynchronous discussion forums.
- 3) Students will complete a glossary of terms learned.
- 4) Students will complete "cheat sheets or study aides" of key pieces of information about different MNT topics.

These activities will take place outside of the supervised practice hours. Students should consult with their primary preceptor about taking time to collect data on their case study patient during hospital hours. If unable to do it during assigned hours, the student must make arrangements to arrive early, stay late or come in on a weekend to work on the case study. Assignment time does NOT count toward supervised practice time.

V. Course Text and Readings

Students will need to utilize a Medical Nutrition Textbook of their choice. Zorzanello's case study book is required. In addition, it is recommended that students have a drug-nutrient interaction guide. Students will also need access to the Nutrition Care Process Terminology Reference Manual throughout the rotation. Note that this resource is now available only online (eNCPT) through the Academy of Nutrition and Dietetics. Your facility

may already have access to it. The Pocket Guide to Nutrition Assessment is also recommended, but not required.

Reference	Criteria / Notes
Medical Nutrition Therapy Resource	Student's choice.
Clinical Case Studies	Zorzanello-Emery, E. (2012). <i>Clinical case studies for the nutrition care process</i> . Jones & Bartlett Learning. Burlington, MA.
Drug Nutrient Interaction Resource	Pronsky and Crowe. (2012). <i>Food and Medication Interactions</i> . 17 th edition. http://www.foodmedinteractions.com/ .
Nutrition Care Process Resource	Electronic Nutrition Care Process Terminology. Available online via the Academy of Nutrition and Dietetics Store. Note that your facility may have access to this, you may want to wait until you start your rotation if you do not have access already. http://www.eatrightstore.org/product/D49E4C49-728F-4B16-9793-67564ABB04C7
Updated Nutrition Assessment Resource	Academy of Nutrition and Dietetics Pocket Guide to Nutrition Assessment. Available at: http://www.eatrightstore.org/product/5B638103-7839-4CC5-8500-91E72D743B39
Recent articles on MNT topics. Case Study Presentations.	Posted in Moodle

VI. Course Outline/Weekly Schedule

Welcome to the Course!

The weekly schedule for the supervised practice rotation will be determined by the primary preceptor and will differ for each student.

Online Course Schedule

This course serves to reinforce your learning during your supervised practice, and it also helps you remember MNT concepts that may be tested in the RD exam.

The following activities will be completed over the next 10 weeks.

Discussions:

Students will be asked to periodically post on the discussion forum. This will be a way for students to learn about where fellow students are at, and how some practices may differ from one site to another.

Because students are starting and ending their experience at different times, the discussion forum will be used asynchronously. You will not be required to comment on fellow students' posts. If you wish to comment, however, you may. Reading other students' posts is expected, but will not be monitored or graded.

Glossary:

Students will build a glossary during the rotation. In the glossary (found in Moodle) each student should enter **2 terms or words PER WEEK** that they have learned. These can be words/terms learned from reading a medical record, or they can be terms learned through reading an article or text.

Terms should be entered during weeks 2 through 8 of the student's rotation (in other words, no entries on weeks 1, 9 and 10). By the end of week 8, each student should have entered 14 terms. Students should NOT enter 14 terms all at once. The expectation is for 2 entries per week.

DUPLICATE entries are not allowed. References for term definitions are REQUIRED.

Cheat Sheets and Study Aides:

A challenge of clinical nutrition is to remember the volumes of health information needed to conduct a nutrition assessment and intervention. An added challenge for students is that a good portion of the RD exam is on clinical nutrition.

During your rotation you will create a total of 10 cheat sheets or study aides, one for each of the topics listed below.

There is no minimum length, and the maximum length is 2 pages.

There is no format requirement as long as you can attach your submission. You may use pictures or graphics, but there needs to be only one attachment. A PDF is OK, for instance, if you want to make a drawing and label it by hand, then scan it. I prefer that you do NOT attach JPEGs (i.e. taking a photo of what you completed).

You can complete them in ANY order you wish. Ideally, you would complete them as you see patients with these conditions, but that is not required. There will be diseases/conditions that you will NOT see in your rotation, for instance, you may not see a child with failure-to-thrive or a person with cancer. You still need to complete the sheet.

Due dates will depend on when you started your rotation (see table below).

Note that this is NOT a summary of a disease process. Include ONLY information that is helpful to you in a clinical setting, particularly data that may be hard to remember. Also, think of facts/data that you want to review when you study for the RD exam. Do not provide long narratives of disease processes.

Make sure to reference your submissions!

Conditions:

Overweight/Obesity in adults

Diabetes in adults

End Stage Kidney Disease

Cancer in adults

Cardiology (nutrition related)

Gastrointestinal disorders (exception, this topic can be as long as 4 pages)

Malnutrition in adults

Enteral Nutrition

Parenteral Nutrition

Failure to Thrive (infants/children) - or Pediatric Malnutrition

Due Dates for Discussions, Glossary terms (2 terms per entry week) and Cheat Sheets – Time is always 11:50 PM – Days are always Sundays

Student	Sheet 1	Sheet 2 Discussion 1, Glossary 1	Sheet 3, Glossary 2	Sheet 4 Discussion 2, Glossary 3	Sheet 5, Glossary 4	Sheet 6, Glossary 5	Sheet 7 Discussion 3, Glossary 6	Sheet 8, Glossary 7	Sheet 9	Sheet 10
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Katie	5/31	5/31	6/7	6/14	6/21	6/28	7/4	7/12	7/19	7/26
Fiona	6/7	6/14	6/21	6/28	7/4	7/12	7/19	7/26	8/2	8/9
Laurel	6/21	6/28	7/4	7/12	7/19	7/26	8/2	8/9	8/16	8/23
Abby	6/21	6/28	7/4	7/12	7/19	7/26	8/2	8/9	8/16	8/23
Ana	6/21	6/28	7/4	7/12	7/19	7/26	8/2	8/9	8/16	8/23
Liana	6/7	6/14	6/21	6/28	7/4	7/12	7/19	7/26	8/2	8/9
Hannah	6/14	6/21	6/28	7/4	7/12	7/19	7/26	8/2	8/9	8/16
Brittany	6/7	6/7	6/14	6/21	6/28	7/4	7/12	7/19	7/26	8/2
*Pete	6/7	6/14	6/21	6/28	7/4	7/12	7/19	7/26	8/2	8/9

*if start date is delayed, deadlines move by 1 week each.

Case Study:

The completion of a Case Study is the largest project/assignment you have for this course. You need to identify a patient from your facility that will serve as a case. Please see the Case Study outline posted in Moodle (PubH 6996).

The Case is due on **Sunday, August 9 by 11:50 PM** for peer review by fellow students. The table below outlines which students will review your case study, in addition to the instructor. The Peer Evaluation form is in Moodle. One peer review needs to be completed per case. Peer review forms are due to the instructor on **Sunday, August 16 by 11:50 PM** and should be submitted one at a time as assignments in Moodle.

Your Name – UMN address students will use to email you their case study.	Need to submit the Case Study via Moodle and e-mail to the 3 fellow students below. Use their UMN email address to send them the case study.
Katie (coste146)	Brittany, Liana, Abby
Fiona (dunca294)	Pete, Hannah, Ana
Laurel (huffm086)	Katie, Brittany, Liana
Abby (niels569)	Fiona, Pete, Hannah
Ana (rodri852)	Laurel, Katie, Brittany
Liana (schre164)	Abby, Fiona, Pete
Hannah (snide068)	Ana, Laurel, Katie
Brittany (ulric084)	Liana, Abby, Fiona
Pete (wendl142)	Hannah, Ana, Laurel

Additional items to turn in:

Time Sheets:

As you do during the semester, you need to submit time sheets during the summer. For your convenience, you will be submitting these via Moodle in the PubH 6996 site. Please make sure you submit them shortly after the last day of each month. At the completion of your rotation you may submit your time log unless you are still accumulating supervised practice hours or culminating experience hours. Graduating students MUST have submitted logs of hours prior to August 28, 2015.

Competencies:

Each student is starting and ending rotations at different times. You are responsible for making sure that the document with additional Competencies Completed is filled out, reviewed with the preceptor, and signed by the preceptor by the end of your experience. The signed page is due to Aida Miles (original or scanned copy). The form with the competencies is also due electronically and should be submitted as an Assignment. Both the form with additional competencies and the Assignment tab to submit it are available in Moodle.

Course Progression

Weeks 1 and 2

Discussion Forum: In the discussion forum, describe very briefly your practicum site and where it is located. Include:

- 1) Site Name
- 2) Location (city/state). Brief demographics of the community surrounding the site.
- 3) Description of nutrition staff (how many, different roles if applicable)
- 4) Very brief description of what you have done so far

Your post cannot exceed 350 words. Please draft your post in a document first, make sure there are no spelling errors and then copy and paste onto Moodle.

You should post this at the end of your first week/ beginning of the second week of your rotation. Due dates will vary by student, look at the dates posted earlier in the syllabus.

Glossary: Submit 2 glossary terms on week 2.

Cheat Sheet: Submit 1 each week.

Weeks 3 and 4:

Glossary: Submit 2 glossary terms on week 3 and 2 terms on week 4.

Cheat Sheet: Submit 1 each week.

Discussion Forum: By the end of week 4, in the discussion forum, describe how nutrition screening happens at your facility. Include information on who does the nutrition screening, and outline some of the screening parameters used. From your experience so far, is this method working well? Why is nutrition screening necessary?

Your post cannot exceed 350 words.

Weeks 5 and 6:

Glossary: Submit 2 glossary terms on week 5 and 2 terms on week 6.

Cheat Sheet: Submit 1 each week.

Weeks 7 and 8

Glossary: Submit 2 glossary terms on week 7.

Cheat Sheet: Submit 1 each week.

Discussion Forum: By the end of week 7, tell us what nutrition related problem (main) your case study patient has. What is the pathophysiology? What, if any, contributing factors did this patient have that made him/her prone to this condition? Why did you select this patient?

Your post cannot exceed 450 words.

Weeks 9 and 10

Cheat Sheet: Submit 1 each week.

Case Study: Submit for peer review no later than Sunday, August 9 at 11:50PM (regardless of your summer rotation schedule). Complete and submit your peer review by Sunday, August 16 at 11:50PM.

Additional Competencies: The electronic copy should be submitted via Moodle on Wednesday, August 26, by 11:50 PM.

Presentations

Directions for Presentations: Monday, August 31st, 8:30am – 5 pm, WBOB 364.

Each student will have **15 minutes (maximum)** to present. If you exceed this time you WILL BE CUT OFF. Please rehearse your presentation ahead of time!

What to include:

- 1) Tell the audience about your site/facility in general terms, including location and demographics of the surrounding area (or primary patient population served).
- 2) Highlight some of the main lessons you learned during your rotation.
- 3) You may include a very brief description of your case study, but this is not required.
- 4) If you want to, you can include information that is not related to your clinical nutrition rotation, highlighting lessons learned over the past year (as long as you also include at least a couple of slides about your clinical rotation).

Watch your time! You will only have 15 minutes! Note that you have some freedom in planning your presentation, but you cannot exceed this amount of time.

You **MUST** have the Power Point already loaded before you speak (do this during a break or before presentations start). The clock will start ticking as soon as you get to the podium. It is not best practice to get to a podium and then start loading a presentation.

The rubric that will be used to evaluate presentations is available in Moodle.

VII. Evaluation and Grading

<u>Online Course</u>	<u>Points & Approx. % of Grade</u>
Oral Presentation	20 (6)
Case Study	110 (30)
Case Studies Peer Review (10p ea.)	30 (8)
Discussions (5p ea.)	15 (4)
Cheat Sheets (10p ea.)	100 (28)
Glossary (3p ea.)	42 (12)
Pre-course Presentations	43 (12)
Total Possible Points Online Course	360 (100%)

Grading Scale

A =	93-100%	C- =	70-72.9%
A- =	90-92.9%	D+ =	68-69.9%
B+ =	88-89.9%	D =	60-67.9%
B =	83-87.9%	D- =	58-59.9%
C+ =	78-79.9%	F =	< 58%
C =	73-77.9%		

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

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>.

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. 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 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.*

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, (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.