

PubH 7568, Sections 200, 320  
Interdisciplinary Teamwork in Health Care  
Summer Session 2015

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<b>Credits:</b>	2
<b>Meeting Days:</b>	May 11-June 26, 2015
<b>Meeting Time:</b>	Online at <a href="http://moodle.umn.edu">http://moodle.umn.edu</a>
<b>Meeting Place:</b>	Online at <a href="http://moodle.umn.edu">http://moodle.umn.edu</a>
<b>Instructor:</b>	Mary Jo Lewis, MD, PhD
<b>Office Phone:</b>	701-371-5732
<b>E-mail:</b>	<a href="mailto:lewismaryjoan@gmail.com">lewismaryjoan@gmail.com</a>
<b>Office Hours:</b>	By appointment

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**I. Course Description**

PubH 7568, Inter-professional Teamwork in Health Care, is a course for students who work, or intend to work, in inter-professional teams. The purpose of the course is to introduce and develop the students' knowledge, abilities, and skills to serve and lead teams particularly within the health care setting. Knowledge regarding teams will be generalizable to teams of any sort and specific to the particulars of teams functioning in a health care setting made up of professionals from various disciplines within health care including nurses, pharmacists, social workers, physicians, and administrators. General topics included in the study consist of team formation and function, leading with formal and informal authority, decision making within teams, and managing conflict within teams. The shared purpose of health care teams, such as improving quality, safety, and effective/efficient care, will serve as the field in which learning about the function of teams occurs. Adult student learners are expected to be accountable for their own learning and that of their colleagues within the assigned teams and the class with guidance from the instructor related to reading materials, didactic lectures online, and team projects.

## **II. Course Prerequisites**

Students must be enrolled in a School of Public Health MHA, MPH, or certificate program.

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

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

- Describe, interpret, and manage one's personality preferences and leadership style in the context of working and leading within a team utilizing the Myers-Briggs Type Inventory and materials.
- Identify the professional roles of the health care team members and generate models for evaluating and improving the outcomes of inter-professional teams through course readings and current literature.
- Form and evaluate a functioning inter-professional team to plan and execute a team project.
- Identify, cite, and evaluate current literature on health care team formation and function.
- Describe and discuss the roles of inter-professional teams in the contexts of health care organizations and the future of U.S. health care delivery systems exploring patient care through such settings as clinics, hospitals, home health agencies, and skilled nursing facilities.

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

PubH 7568 is a graduate level course designed for mid-career health care professionals and as such requires the initiative, work ethic, participation and professionalism commensurate with our shared expectations of meeting those high level standards. While the course is graded according to standard university expectations, our learning is really measured by our own standard, which is how we apply and synthesize our learning in our work and teams at home as well as in our assigned teams in this class.

Our course consists of seven weekly online sessions made up of lectures (PowerPoint decks with audio recorded lectures), reading assignments, written assignments, participation in an online discussion board within a small group context (assigned by the instructor) and a team project.

Students are expected to read the assigned material and to participate in the online forum. The instructor will provide discussion questions for the online forum each week on Monday. Each student will be expected to post a response early enough in the week to provide his/her team members time to comment and respond to your response. The initial response to the posted question should be answered by citing the literature (author, title, page number of our shared readings and APA citation for outside readings) in order to substantiate the assertions in your response. Please limit your initial response to 250 words. This will require you to compose concise, evocative responses to the

posted questions. Each team member will respond with substantive comments (backed by literature or experience) to at least two postings of their team members. Limit these responses to 150 words. Again, choose your points with clarity in mind as well as with an invitation to engage your team members thus encouraging the diversity of ideas to come forth from within the team. All postings must be completed by 11:55 CDT Sunday night of each week. There will be a total of four discussion board questions over the course of the semester. The responses will be graded for weeks 1, 2, 4, and 5. The postings for the final week will not be graded but are meant for your own synthesis of the course and for review of your classmates. An interview summary, paper assessing your participation and interpretation of the functioning of your team, and a final team project (Power Point) will also be graded. Please see the grid below describing the assignments, due dates, and grading.

This is a short, intense course requiring collaboration among the team members! We are not bowling alone during this course! Assignments are due according to the specified deadlines. A late submission will affect your team members' abilities to do their work. The grading rubrics are displayed and described in the week's lecture associated with the specific assignment. In general, I expect a progressive incorporation and appropriation of the material presented in the lectures, readings, and your team members' postings such that you move from knowledge and comprehension to application and analysis and finally to synthesis and the ability to evaluate your own progress in learning.

Please contact the instructor if you are having difficulty with the time frame. You will also need to notify your team members so that they can adjust their work. Because we all have other responsibilities in our work lives and our family lives, the entire course is available at the beginning of the session. Your team may elect to work ahead of the scheduled assignment due dates if you choose.

Our course begins on May 11<sup>th</sup> and concludes the week of June 30<sup>th</sup>. Please be aware of the national holiday that may interfere with your abilities to meet as teams virtually or in person and complete your work: Memorial Day is May 26<sup>th</sup>. While Independence Day is not within the time frame of our course schedule, I have limited the interactive work required for the final week to your own synthesis (please post for others to review) and your submission of the course evaluation.

Please review the following grid describing our weeks' work. Week One's discussion board question is posted on Monday, May 11<sup>th</sup> and responses are due during the week including your two responses to initial postings from two different team members. This is described in more detail, including the grading rubric, in the PowerPoint lectures.

### **Getting Started and Finding Help**

Please see Getting Started and Finding Help on the Moodle site for Moodle technical

support.

I am available by phone (701-371-5732) or e-mail ([lewismaryjoan@gmail.com](mailto:lewismaryjoan@gmail.com)) for course content/assignment questions.

### **Small Group/Team Assignments**

I have divided the class into six groups of 6 – 7 students each. The small groups will be fixed throughout the semester session to work together as teams in the discussion group postings and the final assignment. It will be important for the team members to connect early in the semester in order to plan for the final project and to ensure that your interviews and interview questions contribute to your final project in a way that makes sense to you as a team.

The group assignments are linked on the course homepage.

### **V. Course Text and Readings**

There are three required texts for the course. In addition you are required to complete the Myers-Briggs Type Indicator (MBTI) if not previously completed. Janet Duff ([duffx003@umn.edu](mailto:duffx003@umn.edu)) or 612-625-0857 can help if you have trouble accessing the assessment. You will be assigned an access code. Your type must be posted in the database on our Moodle site by **May 25<sup>th</sup>**. You will also receive an interpretive report.

- Mosser, G. & Begun, J. (2014). ***Understanding teamwork in health care***. New York, NY: McGraw-Hill. (This will be our core text and will be supplemented by additional articles.)
- Patterson, K., Grenny, J., McMillan, R., et al. (2013). ***Crucial accountability: Tools for resolving violated expectations, broken commitments, and bad behavior***. 2<sup>nd</sup> Ed. New York, NY: McGraw-Hill. (This new text replaces the first edition titled *Crucial confrontations: Tools for resolving broken promises, violated expectations, and bad behavior*. New York, NY: McGraw-Hill. This book is a follow up to a prior publication, *Crucial Conversations*, that is not part of our readings; a video presentation related to Crucial Conversations is included.)
- Hirsh, E., Hirsh, K., & Hirsh, S. (2003). ***Introduction to Type® and Teams***. 2<sup>nd</sup> ed. Mountain View, CA: CPP, Inc. (This is one in a series of books describing the use of MBTI in organizations, leadership, coaching, teams, and other settings.)

Other readings, journal articles, websites, and resources will be posted on the course website and/or embedded within the weekly lectures.

### **Readings:**

The articles, readings, and resources will be available through links within the course

website. You may access the articles by going to the University of Minnesota libraries website home page at <http://www.lib.umn.edu> If you need help accessing the articles you can request help from the Bio-Medical Library on line at:

<http://www.biomed.lib.umn.edu/servuces/reference/askus> or at 612-626-4045.

### **Week 1: Introduction to Inter-Professional Teams and Teamwork in Healthcare**

- Mosser, G. & Begun, J. (2014). Understanding teamwork in health care. New York, NY: McGraw-Hill. **(Chapters 1 – 5)**
- Xyrichis, A. & Lowton, K. (2008). What fosters or prevents interprofessional teamworking in primary and community care? A literature review. *International Journal of Nursing Studies* 45: 140-153.
- Pentland, A. (2012). The new science of building great teams. *Harvard Business Review* 90(4): 60-70.
- Magrane, D., Khan, O., Pigeon, Y., Leadley, J., & Grigsby, R. (2010). Learning about teams by participating in teams. *Academic Medicine* 85(8): 1303-1311.

### **Week 2: Principles and Practices of Effective Teams**

- Mosser, G. & Begun, J. (2014). Understanding teamwork in health care. New York, NY: McGraw-Hill. **(Chapters 6 - 8)**
- Katzenbach & Smith (2005). The Discipline of Teams. *Harvard Business Review* 83(7-8): 162-171.
- Gratton & Erickson (2007). Eight Ways to Build Collaborative Teams. *Harvard Business Review* 85(11): 100-109.
- Coutu (2009). Why Teams Don't Work. *Harvard Business Review* 87(5): 98-105.
- Heifetz & Lurie (2001). The Work of Leadership. *Harvard Business Review* 79(11): 131-141.
- Berwick, D. (2009). What 'patient-centered' should mean: confessions of an extremist. *Health Affairs* 28(3/4): w555-w565.
- Charles, C., Gani, A., Whelan, T. (1999). Decision-making in the physician-patient encounter: revisiting the shared treatment decision-making model. *Social Science & Medicine* 49(5): 651-661.
- Thygeson, M., Morrissey, L., Ullstad, V. (2010). Adaptive leadership and the practice of medicine. *Journal of Evaluation in Clinical Practice* 16: 1009-1015.
- View a video on patient- and family-centered care from the American Hospital Association. Go to: <http://www.aha.org/aha/issues/Quality-and-Patient-Safety/strategies-patientcentered.html>. It will open in a new window. Click on "Download the Video" in blue in the center of the page. The video will begin immediately. The video is approximately 14 minutes long. You will need [Windows Media Player](#) to play this video.

### **Other Resources**

- The Commonwealth Fund (<http://www.commonwealthfund.org>)
- Institute for Healthcare Improvement (<http://www.ihl.org>)

### **Recommended Background Readings**

- Heifetz, R., Linsky, M. (2002). *Leadership on the line: Staying alive through the dangers of leading*. Boston, MA: Harvard Business School Press.
- Senge, P. (2006) Chapter 11: *Team Learning* in *The Fifth Discipline: The art and practice of the learning organization* New York, NY: Currency Doubleday. (pp. 216-252)
- Zimmerman, B; Lindberg, C.; Plsek, P. (1998). *Edgware: Insights from complexity science for health care leaders*. Irving, TX: VHA, Inc.

### **Week 3: Emotional Intelligence (Self and Teams)**

- Mosser. **Chapters 15 and 16**
- Hirsch et al. *Introduction to Type® and Teams*
- Druskat, U. & Wolff, S. (2001). Building the emotional intelligence of groups. *Harvard Business Review*, 79(3): 80-96.
- Clarke, N. (2006). Developing emotional intelligence through workplace learning: Findings from a case study in healthcare. *Human Resource Development International* 9(4): 447-465.
- Goleman, D. & Boyatzis, R. (2008). Social intelligence and the biology of leadership. *Harvard Business Review*, 86(9): 74-81.
- Gantt, S. & Agazarian, Y. (2004). Systems-Centered emotional intelligence: Beyond individual systems to organizational systems. *Organizational Analysis*, 12(2): 147-169.

#### **Further reading, if interested (not required):**

- Goleman, D., Boyatzis, R., & McKee, A. (2002). *Primal leadership: Learning to lead with emotional intelligence*. Boston, MA: Harvard Business School.
- Bradberry, T. & Greaves, J. (2009). *Emotional intelligence 2.0*. San Diego, CA: TalentSmart.
- Goleman, D. (2006). *Social intelligence: The revolutionary new science of human relationships*. New York, NY: Bantam.
- Briggs Myers, I. (1980) *Gifts differing*. Palo Alto, CA: Consulting Psychologists Press.
- Kroeger, O. (2002). *Type talk at work: How the 16 personality types determine your success on the job*. New York, NY: Dell.
- CPP books. Consulting Psychologists Press, Inc. Mountain View, CA  
[www.cpp.com](http://www.cpp.com)
- MBTI sample PDF, linked on homepage

### **Week 4: Teams in Complex Systems**

- Mosser: **Chapters 9 and 10**
- Losada, M. & Heaphy, E. (2004). The role of positivity and connectivity in the performance of business teams: A nonlinear dynamics model. *American Behavioral Scientist* 47(6): 740-765.
- Snowden, D. & Boone, M. (2007). A leader's framework for decision making.

- Harvard Business Review*, 85(11): 68-78.
- Two YouTube videos are worth watching related to Snowden's work, The Cynefin Framework:
    - <http://www.youtube.com/watch?v=N7oz366X0-8>
    - <http://youtube.com/watch?v=5mqNcs8mp74e.com>
  - Pages 242-264 in Senge et al. (1994) *The fifth discipline fieldbook: Strategies and tools for building a learning organization*. New York, NY: Doubleday.
  - Goodwin by Coutu, D. (2009). Leadership lessons from Abraham Lincoln: A conversation with historian Doris Kearns Goodwin by Diane Coutu. *Harvard Business Review* 87(4): 43-47.
  - Nolan, T. (1998). Understanding medical systems. *Annals of Internal Medicine* 128(4). 293-298.
  - Jencks, S. (2010) Defragmenting care. *Annals of Internal Medicine* 153(11): 757-758.

### **Week 5: The Fundamental Attribution Error & Crucial**

#### **Conversations/Accountability**

- Mosser: **Chapter 11**
- Patterson, et al. *Crucial Accountability*. Part One—Chapters 1 and 2
- Kim, W. & Mauborgne, R. (2003). Fair process: Managing in the knowledge economy. *Harvard Business Review* 81(1): 127-136.
- Video on the Fundamental Attribution Error  
<http://www.youtube.com/watch?v=50KqUICj-fY>
- Crucial Conversations video: <http://forms.vitalsmarts.com/elqPURLPage=123>

### **Week 6: Crucial Accountability**

- Patterson et al, *Crucial Accountability*: **Chapters 3 - 6**
- Appendices A, B, and C in *Crucial Accountability* (pp. 247 – 262)
- Complete the Self-Assessment in Appendix A and journal about your findings.
- Identify a situation that calls for a crucial confrontation. Consider how you might proceed to hold that confrontation. Journal about your plans
- Marty Linsky TedX youtube video on leading:  
<http://www.youtube.com/watch?v=af-cSvnEEeM>

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### **Week 7: Crucial Accountability Continued**

- Patterson et al. *Crucial Accountability*: **Chapters 7 - 9**
- Mosser: **Chapter 13** (please skim this chapter regarding evaluations of teams. It has some pertinence to our work in teams in the class but more importantly may help you evaluate teams in your organization that you sponsor or lead. The *TeamSTEPPS* team assessment questionnaire is described on pages 210 - 211)
- Kvarnström, S., Cedersund, E. (2006). Discursive patterns in multiprofessional healthcare teams. *Journal of Advanced Nursing*. p. 244 – 252.
- Schwartz, R. (2002). The power of servant leadership to transform health care organizations for the 21<sup>st</sup>-century economy. *Archives of Surgery*. 127(12), pp.

1419-1427.

- Gittel, J. H., Weinberg, D., Pfefferle, S. and Bishop, C. (2008), Impact of relational coordination on job satisfaction and quality outcomes: a study of nursing homes. *Human Resource Management Journal*, 18: 154–170.

**VI. Course Outline/Weekly Schedule**

Week	Dates	Assignment	Due Dates	Grading
1	5/11-17/2015	Introductions	May 17	Not graded
		Initial response and 2 postings to team	May 17	10%
2	5/18-24/2015	Initial response and 2 postings to team	May 24	10%
3	5/25-31/2015	MBTI	May 25	Not graded
		Summary of Interview (posted and emailed to me)	May 31	30%
4	6/1-7/2015	Initial response and 2 postings to team	June 7	10%
5	6/8-14/2015	Initial response and 2 postings to team	June 14	10%
6	6/15-21/2015	Team PowerPoint (posted and emailed to me)	June 21	15%
		Individual assessment paper (emailed to me)	June 21	15%
7	6/22-28/2015	Posting of your synthesis of learning and submission of your university course evaluation	June 28	Not graded

**VII. Evaluation and Grading**

**Course grade is based on:**

Discussion board questions - Initial response and 2 postings to team. 4 x 10%	40%
Summary of Interview	30%
Team PowerPoint	15%

Individual assessment paper	15%
TOTAL	100%

**Grading Criteria: A/F is the only option available**

PubH 6320 is part of the public health core requirement; therefore, if you are enrolled in a University of Minnesota, School of Public Health (SPH) Master's of Public Health (MPH) program, are required to achieve no less than a B- grade in public health core courses.

- **A/F** letter **grade** will be determined by total efforts as follows:

A = 92.5 – 100%	(4.0) Represents achievement that is outstanding relative to the level necessary to meet
A- = 90.0 – 92.4%	
B+ = 87.5 – 89.9%	
B = 82.5 – 87.4%	(3.0) Represents achievement that is significantly above the level necessary to meet course requirements
B- = 80.0 – 82.4%	Minimum passing grade for the University of Minnesota, School of Public Health (SPH) Master's of Public Health (MPH) program
C+ = 77.5 – 79.9%	
C = 72.5-77.4%	(2.0) Represents achievement that meets the minimum course requirements.
C- = 70.0 – 72.4%	
D+ = 67.5 – 69.9%	
D = 62.5 – 67.4%	
D- = 60.0 – 62.4%	
F = <60%	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.

**Course Evaluation**

Beginning in fall 2008, the SPH will collect student course evaluations electronically using a software system called CoursEval: [www.sph.umn.edu/courseval](http://www.sph.umn.edu/courseval). The system will

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

### **Incomplete Contracts**

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

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

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

## **VIII. Other Course Information and Policies**

### **Grade Option Change** (If applicable)

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

### **Course Withdrawal**

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

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

### **Student Conduct Code**

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the

University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

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

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

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

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

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

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

### **Scholastic Dishonesty**

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code: [http://regents.umn.edu/sites/default/files/policies/Student\\_Conduct\\_Code.pdf](http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf)) If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see:

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

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty:

<http://www1.umn.edu/oscai/integrity/student/index.html>. If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or

prohibited during an exam.

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

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

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

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

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

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

### **Sexual Harassment**

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

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

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

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

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

### **Disability Accommodations**

The University of Minnesota is committed to providing equitable access to learning opportunities for all students. 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>.

### **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. *[Customize with names and contact information as appropriate for the course/college/campus.]*

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

*Template update 9/2013*