

School of Public Health

Syllabus and Course Information



UNIVERSITY OF MINNESOTA
Driven to DiscoverSM

PubH 3004-001 Basic Concepts in Personal and Community Health Spring 2017

Credits: 4

Meeting Days: Mondays, Tuesdays, Wednesdays and Thursdays

Meeting Time: 12:20pm—1:10pm

Meeting Place: Phillips-Wangensteen Building 2-470

Instructors: [Sarah Sevcik, MPH, M.Ed](#)
[Harry Lando, PhD](#)

Office Address: **S. Sevcik:** McNamara Alumni Center, Suite 350-1
Dr. Lando: West Bank Office Building, Suite 300

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E-mail: **S. Sevcik:** sevcic010@umn.edu
Dr. Lando: lando001@umn.edu

Office Hours: **S. Sevcik:** Mondays from 2:00—4:00pm, or by appointment
Dr. Lando: Fridays from 2:30—3:30pm, or by appointment

Teaching Assistants

Health Content (Mon / Wed class periods): Pheven Tesema Office: McNamara Alumni Center, Suite 350-1 (call 6-9929 at the door to Ste 350-1) Email: tesem004@umn.edu Office Hours: Tuesdays from 10:30am—12:00pm and Fridays from 1:00pm—2:30pm	Drug Content (Tues / Thurs class periods): Kaylan Fernandez Office: McNamara Alumni Center, Suite 350-1 (call 6-9929 at the door to Ste 350-1) Email: ferna327@umn.edu Office Hours: Mondays from 10:15am—11:45am and Thursdays from 12:30pm—2:00pm
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I. Course Description

This course will explore the fundamental principles of health conservation and disease prevention.

Acknowledgments

The contents of PubH 3004 have been developed with the contributions of numerous instructors. Dr. Harry Lando and Sarah Sevcik, the current instructors, have been involved with the majority of recent content and modifications. Former faculty/instructors, including Jim Rothenberger and Dana Farley, had roles in either the conceptual development or actual content of the current course, and are acknowledged for their contributions.

II. Course Prerequisites

There are no prerequisites for this course.

III. Course Goals and Objectives

The basic objectives of this course — indeed of all courses and of the university itself are engraved in stone over Northrop Auditorium. Glance at them from time to time. The instructors of this course take them seriously and have designed the lectures and examinations to meet these objectives. In a more practical sense, we can identify six major educational objectives:

1. To understand the impact of human health on history, cultures, religion, a community's sense of values —even politics, law, and community's organization — as an orientation to the “scholarly” aspect of personal and community health.
2. To understand enough about one's physical self — structure and function — so that one can communicate intelligently about health and disease, treatment and quackery.
3. To teach University students enough about health services, health products, and the health delivery system so that they will be able to function effectively as consumers in the health marketplace.
4. As individuals, students will know basic physiological, psychological, social, and economic effects of drugs for the purpose of making informed decisions.
5. As members of the community of scholars, students will be able to communicate intelligently about physiological, psychological, social, and economic effects of drugs; and be able to analyze common substance abuse issues that may be relevant to their majors and careers.
6. As citizens of local communities and the world, students will know the impact of drugs, both legal and illegal, on history, cultures, law, and community.

IV. Methods of Instruction and Work Expectations

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

Communication

Your University email account and Canvas are the primary form of communication for this course; **you are responsible for reading all course related emails sent to your University email account and through Canvas and contacting us in a timely manner with any questions you may have.** We will use your University e-mail address or Canvas to notify you of important announcements such as examinations and forced cancellation of classes due to weather. If you use a different e-mail address than the one the University has assigned, please go to the UMN's [validation website](#) and forward your University e-mail account to the one you are using. You can also get to this site via [OneStop](#).

Email Us

For general information and questions, your Teaching Assistants are your first line of contact and can be reached at the emails listed on page 1.

- When sending email, your subject line should include your last name, the course number, and a brief descriptor. An example subject line: Yang, Pubh 3004, ACA assignment
- Use your official University of Minnesota account for all email correspondence with us. **Please do not use personal email accounts to contact us for course related matters;** we will only respond to emails sent from University email accounts.
- We will generally reply to your email within 24-36 hours, except for weekends.

Course Website

As part of the University of Minnesota's ongoing mission to review and evaluate emerging instructional technology, the University of Minnesota is conducting a pilot to assess Canvas as a learning management system (LMS). Our Fall 2016 class section is part of a small pilot and will use the Canvas learning management system (instead of Moodle).

Since this is a pilot, you will not be able to find Canvas through your MyU account, so be sure to add our course site to your favorites.

If you need help using Canvas, here are some resources:

- A direct link to Canvas (save this in your favorites): Go [here](#) to log in to the course site(s).
- [Getting started with Canvas guide](#)
- [Canvas tutorial videos](#)

V. Course Texts and Readings

1. There are **two textbooks** for this course:
 - Kuhn, C., Swartzwelder, S. & Wilson, W. (2014). *Buzzed: The Straight Facts About the Most Used and Abused Drugs from Alcohol to Ecstasy*. (4th ed.). New York: W. W. Norton & Co., Paperback, ISBN: 978-0393344516
 - Schneider, M.J. (2017). *Introduction to Public Health*. (5th ed.). Burlington, MA: Jones and Bartlett Learning
2. **i>Clicker:** We will be using the i>Clicker technology in this course. You can buy or rent the i>Clicker 2 from the UMN Bookstore. For more information, visit [this site](#). Make sure you are using the i>Clicker brand (see image below) and **NOT** a Turning Point brand. There is not an alternative option for the iClickers online, therefore please contact us if you are having issues with your iClicker. Paper submissions of answers will only be accepted for the first two weeks (if you are having issues with registering your iClicker) or technical issues that can be verified with a written IT note, therefore it is necessary that you bring your iClicker to class and are present for class. Please email us soon as possible if this is an issue. Also, if you observe scholastic dishonesty in regards to the answering of iClicker questions (e.g., someone using an iClicker for a student who is not present), please report it.



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

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

VI. Course Outline/Weekly Schedule

This is a tentative course schedule listing the subjects to be covered during the lectures, as well as the reading assignments. This schedule is subject to change. In the case of significant change to the schedule outlined below, an email will be sent to all students.

Tuesday, January 17th

Welcome to Fundamentals of Alcohol and Drug Abuse
Reading: none

Wednesday, January 18th

Welcome to Personal and Community Health
Reading: none

Thursday, January 19th

Substance Use as a Public Health Problem
Buzzed: Introduction; Just Say Know; and Test Your Drug Knowledge

Monday, January 23rd

Introduction to Public Health: Basic Concepts and Principles
Schneider: Prologue, Chapters 1, 31
On Canvas: Sharing a Common Vision

Tuesday, January 24th

Brain Basics
Buzzed: Chapter 13 (Brain Basics)

Wednesday, January 25th

The Public Health Approach + Sources of Health Information
Schneider: Chapters 26, 27

Thursday, January 26th

ASSIGNMENT DUE: BAC ASSIGNMENT
Pharmacology: Drug Basics
Buzzed: Chapter 14 (Drug Basics)

Monday, January 30th

Affordable Care Act, Health Insurance coverage, access and utilization of care
Reading TBD

Tuesday, January 31st

Addiction Science & Psychology of Intoxication
Buzzed: Chapter 15 (Addiction)

Wednesday, February 1st

ASSIGNMENT DUE: AFFORDABLE CARE ACT
The Public Health System: Players and Payers
Schneider: Chapters 2, 3
On Canvas: Health of the People: The Highest Law?

Thursday, February 2nd

Substance Use Disorders and Mental Health
On Canvas: DSM 5 Substance Use Disorder + Substance Use Disorder Fact Sheet + SAMHSA Substance Use and Mental Illness in US Adults

Monday, February 6th

Epidemiology: The Basic Science of Public Health
Schneider: Chapters 4, 5, 8

Tuesday, February 7th

Alcohol
Buzzed: Chapter 1 (Alcohol)
On Canvas: *Alcohol Kills 1 Person Every 10 Seconds + Tipsy or Hammered?*

Wednesday, February 8th

Public Health Ethics
Reading TBD

Thursday, February 9th

ASSIGNMENT DUE: BIG BUCKS BIG PHARMA
Recovering from Alcoholism
Guest Speaker: Graham Martin
On Canvas: *Drunk Law Practice v. Sober Law Practice*

Monday, February 13th

Social and Behavioral Factors (Theories)
Schneider: Chapters 13, 14
On Canvas: *Theories and Models Frequently Used in Health Promotion*

Tuesday, February 14th

Chemical Dependency, Intervention and Treatment
On Canvas: *SAMHSA's Working Definition of Recovery*

Wednesday, February 15th

Unnatural Causes documentary
On Canvas: *White Paper on Income and Health + White Paper on Family Leave and Health*

Thursday, February 16th

DRUG EXAM #1 Please bring a pencil and your student ID

Monday, February 20th

Infectious Disease: Chain of Infection
Schneider: Chapter 9
On Canvas: *Chain of Infection—Breaking the Chain + The Perpetual Challenge of Infectious Diseases*

Tuesday, February 21st

Current Events and Public Health Issues in Drug Use
Guest Speaker: Dana Farley, MN Dept. of Health
Reading: None

Wednesday, February 22nd

HEALTH EXAM #1 Please bring a pencil and your student ID

Thursday, February 23rd

Tobacco and Tobacco Control
Buzzed: Chapter 8 (Nicotine)
On Canvas: *E-Cigarette Liquid Packaging and Sales Requirements Fact Sheet + Almost \$500 million could be saved annually by making subsidized housing smoke-free + Truth about electronic nicotine delivery systems + Promise and Peril of e-Cigarettes + Surgeon general says no vaping for young people*

Monday, February 27th

Infectious Disease: Current Challenges
Schneider: Chapter 10

Tuesday, February 28th

Less Effective Prevention Strategies
Reading: none

Wednesday, March 1st**ASSIGNMENT DUE: SOCIAL DETERMINANTS OF HEALTH**

Infectious Disease and Surveillance
Guest Speaker: Carrie Klumb, Senior Epidemiologist, MN Dept. of Health

Thursday, March 2nd

Population-Based Strategies
Reading: none

Monday, March 6th

Culture and Health
On Canvas: *The Indian Sanitary Pad Revolutionary + HAP Breast and Cervical Cancer + Isuroon*
Complete the *Values and Preference Continuum*

Tuesday, March 7th

Risk and Protective Factors
On Canvas: *NIDA Lessons from Prevention Research + IOM Model of Prevention*

Wednesday, March 8th

Emergency Preparedness and Health Communication
Guest Speaker: Katie Nyquist, MN Dept. of Health
Schneider: Chapter 30

Thursday, March 9th

ASSIGNMENT DUE: DRUG HISTORY
Hallucinogens
Buzzed: Chapter 3 (Ecstasy) and Chapter 4 (Hallucinogens)

WEEK OF MARCH 13th - SPRING BREAK**Monday, March 20th**

Chronic Disease: Cancer, Diabetes
Schneider: Chapter 11

Tuesday, March 21st

Societal Issue: Alcohol, Drugs and Birth Defects
On Canvas: *Preconception Health Promotion + FASD NIH + Alcohol and Drugs Impact on Pregnant Women fact sheet + Understanding FASD Behaviors + Pregnant woman and substance use: Fear, Stigma, and Barriers to Care*

Wednesday, March 22nd**ASSIGNMENT DUE: HEALTH ASSIGNMENT PART 1**

Physical Activity and Physical Inactivity
Schneider: Chapter 16
On Canvas: *Sitting is the Smoking of Our Generation + Active Education: Growing Evidence on Physical Activity and Academic Performance*

Thursday, March 23rd

Stimulants

Buzzed: Chapter 2 (Caffeine) and 12 (Stimulants)

Monday, March 27th

Global Tobacco

Schneider: Chapter 15

On Canvas: *War Against Tobacco: 50 Years and Counting*

Tuesday, March 28th

Depressants

Guest Speaker: Dr. Angela Cortese

Buzzed: Chapter 10 (Sedatives)

Wednesday, March 29th

Nutrition

On Canvas: *I asked 8 Researchers Why the Science of Nutrition is so Messy—Here's What They Said.*

Thursday, March 30th

DRUG EXAM #2 Please bring a pencil and your student ID

Monday, April 3rd

Obesity

Reading TBD

Tuesday, April 4th

Opiates

Buzzed: Chapter 9 (Opiates)

On Canvas: *An Overdose Antidote Goes Mainstream*

Wednesday, April 5th

HEALTH EXAM #2 Please bring a pencil and your student ID

Thursday, April 6th

Debatable Substance Issues

Reading TBD

Monday, April 10th

Maternal and Child Health

Schneider: Chapter 18

On Canvas: *Reducing Risk of Perinatal HIV Transmission*

Tuesday, April 11th

Marijuana

Buzzed: Chapter 7 (Marijuana)

Wednesday, April 12th

Topic TBD

Thursday, April 13th

ASSIGNMENT DUE: ANALYZE DEBATABLE SUBSTANCE ISSUE

Drugs and Legal Enforcement Strategies

Buzzed: Chapter 16 (Legal Issues)

Monday, April 17th

Gun Violence and Public Health

Schneider: Chapter 17

On Canvas: *Gun Violence Should be Treated as a Public Health Crisis, Study Says*

Tuesday, April 18th

Harm Reduction + Needle Exchange Programs

On Canvas: *Principles of Harm Reduction*

Wednesday, April 19th

ASSIGNMENT DUE: HEALTH ASSIGNMENT PART 2

Environmental Health: Classic Concerns

Schneider: Chapters 20, 21, 22

On Canvas: *What Does That Air Pollution Reading Actually Mean?*

Thursday, April 20th

Inhalants

Buzzed: Chapter 6 (Inhalants)

Monday, April 24th

Environmental Health: Climate Change

Schneider: Chapters 23, 25

On Canvas: *Live Longer? Save the Planet? Better Diet Could Nail Both + Climate Change Claims a Lake and a Way of Life*

Tuesday, April 25th

Opiates - Part 2

Reading TBD

Wednesday, April 26th

Global Issue: Population Growth

Schneider: Chapter 25

Thursday, April 27th

Herbal Drugs + Steroids

Buzzed: Chapter 5 (Herbal Drugs) and Chapter 11 (Steroids)

Monday, May 1st

Mental Health and Mental Illness

Schneider: Chapter 19

Tuesday, May 2nd

Topic TBD

Wednesday, May 3rd

In-class review session for Health Exam III

Thursday, May 4th

In-class review session for Drug Exam III

FINAL EXAM: Monday, May 8th from 6:30pm—9:00pm

Note: An alternate final exam will not be offered unless at least one of the following criteria is met:

- 1) Student has three or more exams scheduled within a 24-hour period.
- 2) Student has two or more exams scheduled for the same time on the same day.

VII. Evaluation and Grading

Final grades are calculated using the following points (400 points total). Details of these assignments/exams will be available on Canvas.

January 26	BAC	(10 points)
February 1	ACA assignment	(15 points)
February 9	Big Bucks Big Pharma	(15 points)
February 16	Drug Exam I	(40 points)
February 22	Health Exam I	(40 points)
March 1	Social determinants	(10 points)
March 9	Drug History Assignment	(15 points)
March 22	Health Issue Part 1	(20 points)
March 30	Drug Exam II	(40 points)
April 5	Health Exam II	(40 points)
April 13	Debatable Substance Issue	(20 points)
April 19	Health Issue Part 2	(15 points)
May 8	Final Exam	(80 points)
Throughout	i>clicker questions	(40 Points)*

*Although it is possible to accrue more than 40 points during the term, the maximum number of points students can earn towards their grade from i>clicker participation is 40 points.

Points needed to receive the following grades:

A	94-100 % = 374 – 400 points
A-	90-93 % = 358 – 373.9 points
B+	87-89 % = 346 – 357.9 points
B	84-86 % = 334 – 345.9 points
B-	80-83 % = 318 – 333.9 points
C+	77-79 % = 306 – 317.9 points
C	74-76 % = 294 – 305.9 points
C-	70-73 % = 278 – 293.9 points
D+	65-69 % = 258 – 277.9 points
D	60-64 % = 238 – 257.9 points
F	59 % and below = 0 – 237.9 points

Assignments

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

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

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

Late Assignment Policy

Unless you have been granted an extension on an assignment for a compelling reason, for each day past the original due date, 10% of the maximum grade will be deducted per day late. Please contact your TA as soon as possible via email in the case of an emergency or illness, as this will help ensure that your extension can be considered. **NOTE: Whether 1 minute late or 19 hours late, this policy stands.** Therefore, be sure to give yourself enough time to upload your assignments to Canvas by the due date and time. If you have any questions or concerns about how to upload to Canvas, contact Canvas in advance of the due date.

Assignments will not be accepted after the 5th day overdue.

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

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

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

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

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

Extra Credit

Students can choose from several extra credit options throughout the term. Details will be provided on the course Canvas site.

Make-up exams policies and procedures

Excusable absences

(<http://www.policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html#100>)

If you are prevented by illness or other emergency from taking an exam at the regularly scheduled time, *you must:*

1. Notify your TA before the start of the exam
2. Provide proper documentation of illness/circumstance for the TA.

Note that the instructor has primary responsibility to decide if an absence is due to unavoidable or legitimate circumstances, and you must provide proper documentation of the issue. Failure to do so may result in a score of 0 on the exam.

In the case of make-up exams, it is **your** responsibility to contact the TA to set up a time to retake an exam. Make-up exams must be conducted **within one week** of the original exam date.

NOTE: You must provide documentation *that is verified* **BEFORE** the makeup exam is scheduled. You **CANNOT** take the exam if you do not provide verified documentation.

Course Evaluation

Beginning in fall 2008, the SPH will collect student course evaluations electronically using a software system called [CoursEval](#). The system will send email notifications to students when they can access and complete their course evaluations. Students who complete their course evaluations promptly will be able to access their final grades just as soon as the faculty member renders the grade in [SPHGrades](#). All students will have access to their final grades through OneStop two weeks after the last day of the semester regardless of whether they completed their course evaluation or not. Student feedback on course content and faculty teaching skills are an important means for improving our work. Please take the time to complete a course evaluation for each of the courses for which you are registered.

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](#).

University of Minnesota Uniform Grading and Transcript Policy - A link to the policy can be found at [OneStop](#).

VIII. Other Course Information and Policies

[Student English Language Support Program](#)

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

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

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

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](#).

Course Withdrawal

Students should refer to the Refund and Drop/Add Deadlines for the particular term at [OneStop](#) 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 visit the website [here](#).

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

Use of Personal Electronic Devices in the Classroom

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

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](#)) 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 visit this [site](#). For this course, plagiarism includes self-plagiarism; that is, "submitting the same or substantially similar papers (or creative work) for more than one course without consent of all instructors concerned."

Additionally, in this course you will be asked to verify that your assignments are your own work. Each assignment includes the following disclaimer, which you will electronically sign when you turn in your assignment: **Disclaimer:** *Please review the Plagiarism document posted on Canvas. Plagiarism will not be*

tolerated in any form. Please include an online signature (i.e., type your name on the line below) to confirm that you authenticate this work as your own.

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

Appropriate Student Use of Class Notes and Course Materials

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

Sexual Harassment

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

Equity, Diversity, Equal Opportunity, and Affirmative Action

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

Disability Accommodations

The University of Minnesota is committed to providing equitable access to learning opportunities for all students. Disability Resource Center (DRC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DS at 612-626-1333 to arrange a confidential discussion regarding equitable access and reasonable accommodations.

If you are registered with the DRC and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course. For more information, please see the [DRC website](#).

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](#).

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](#).

Academic Freedom and Responsibility: *for courses that do not involve students in research*

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.*

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college (Dr. Kristin Anderson, SPH Dean of Student Affairs), or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.* *Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".*

[Student Academic Success Services \(SASS\)](#)

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.