

PubH 6996
Clinical Nutrition Practicum - Course Syllabus
Summer 2017

Credits: 9 credits, 392 hours

Meeting Days/Time: **Online Course:** June 12 - August 18, 2017 (10 weeks). Students will submit assignments earlier than June 12 if their rotation has already started.

Pre-course meetings and assignments (Feb-April, 2017)

Post-course mandatory presentations: Monday, August 28, 2016, 8:30am – 5:00 pm

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 document with additional competencies).

Responsibilities of the Student prior to starting the Field Experience

- Contact the primary preceptor to discuss:
 - Scheduling of the experience.
 - Activities to complete during the experience (after discussing with preceptor).
- Draft a School of Public health electronic contract for the field experience.
 - The contract site is: <http://www.ahc.umn.edu/sphfieldexp/index.cfm>
 - Follow Field Experience Guidelines found on in your CMP companion guidebook.
 - In the spaces for Objectives and Activities, enter those listed on this syllabus or those that best fit your rotation.
 - Once the contract is drafted it will be reviewed and signed by the Program Director, the preceptor and the major coordinator.
 - When all parties have signed, the student will receive a permission number (from the major coordinator) to enroll in the field experience.
 - The student cannot start the field experience until the contract is signed and the student has registered for this course (PubH 6996).
 -

Responsibilities of the Student at Field Experience site and during the rotation

- Adhere to policies outlined in the Public Health Nutrition Student Guidebook.
- Adhere to the Academy of Nutrition & Dietetics Code of Ethics for the Profession of Dietetics.
- Adhere to policies of the supervised practice setting.

- Make sure that objectives and activities planned for this field experience are being met. If an objective and activity needs modification, discuss the change with the preceptor.
- Document time spent at the facility using the CMP log of hours.
- Let the program director know if there are problems with the rotation as soon as these are encountered. If the problem cannot be resolved, the student might be re-assigned to another site.

Responsibilities of the Supervised Practice Preceptor

- Review learning objectives and evaluation forms.
- Agree on a mutually convenient schedule for the student to complete supervised practice hours.
- Agree on a set of activities the student will complete during the course of the rotation, which align with the goals and objectives of the experience.
- Sign an online contract that the student drafts, outlining the activities that will be completed, as well as start and end dates of the experience.
- Provide an orientation to the facility.
 - philosophy of department and facility
 - policies and procedures
 - tour of the facility
 - introduction to other staff/volunteers
- Provide opportunities for the student to complete agreed upon activities during the rotation.
- Instruct and demonstrate new skills to student and allow student to practice new skills.
- Provide ongoing feedback to student regarding performance.
- Inform Program Director of any problems or concerns.
- Complete a mid-rotation evaluation of the student's professional behavior.
- Complete an electronic evaluation of the rotation at the end of the experience.
- Sign the students' competency check list at the end of the experience, after assuring its accuracy.

Field Experience Evaluations

Evaluation 1: Mid Rotation Evaluation

At the mid-point of the rotation, please complete an electronic evaluation of the student's professional behavior. The link is: <https://www.surveymonkey.com/r/MGNMKV6>

Evaluation 2: Coordinated Masters Program evaluation:

- Before the end of the rotation the student needs to send the preceptor the list of Competencies completed for the preceptor to rate the student's performance.

- The student and preceptor meet to review, discuss and sign at the end of the rotation. The original is given to the student for submission to the program director.

Evaluation 3: School of Public Health electronic evaluation:

- The student completes the electronic, School of Public Health, field experience evaluation (the contract signed at the beginning of the rotation becomes an evaluation).
- Evaluation (and contract) site: <http://www.ahc.umn.edu/sphfieldexp/index.cfm>
- The student emails the preceptor asking him/her to also complete his/her evaluation. The student needs to send the above link to the preceptor to facilitate the process.
- When the preceptor completes the evaluation, an electronic copy is automatically sent to the program director.
- The student cannot get a grade for the field experience unless both evaluations are completed!

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) 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) Participate in asynchronous discussion forums.
- 3) Complete a glossary of terms learned.

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 plan 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. Nelms & Long-Roth’s case study book will be used for pre-course assignments. 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	Student’s choice.

Therapy Resource	
Clinical Case Studies	Nelms, M.N. <i>Medical nutrition therapy: A case study approach</i> . 5th Edition. 2017. (see details/photo below). Last year I allowed students to share this reference (4 th edition). You will use it more often this year, thus having your own copy would be helpful, but I will leave that up to you.
Food Medication Interaction Resource	Pronsky, Elbe & Ayoob. (2015). <i>Food and Medication Interactions</i> . 18 th edition. Available in Amazon.com (The website for the book only has the 17 th edition listed, thus Amazon seems like the best place to obtain. It has a bright pink cover).
Electronic Nutrition Care Process & Terminology	Electronic Nutrition Care Process Terminology. Available online via the Academy of Nutrition and Dietetics Store. http://www.eatrightstore.org/product/D49E4C49-728F-4B16-9793-67564ABB04C7
Updated Nutrition Assessment Resource	Recommended but not Required: Academy of Nutrition and Dietetics Pocket Guide to Nutrition Assessment, 3 rd Edition (Charney & Malone). Available at: http://www.eatrightstore.org/product/16086648-D82C-436B-9145-2F1AFCEF46E4

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. Please comment on at least ONE fellow student's post per topic. Some forums will ask you to comment on at least two posts for those topics.

Please draft your post in a document first, make sure there are no spelling errors and then copy and paste onto Moodle. Posts with several typographical or grammatical errors will NOT get points for submission.

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 more than 2 terms per week. DUPLICATE entries are not allowed. References for term definitions are REQUIRED. Wikipedia is NOT an adequate reference.

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, July 30, 2017 by 11:50 PM** for peer review by two 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 6, 2017 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 2 fellow students below. Use their UMN email address to send them the case study.
Allison Thirion (thiri003)	Danielle, Sierra
Danielle Lundstrom (lunds100)	Allison, Sierra
Gabrielle Hellbusch (hellb010)	Allison, Danielle
Julia Lang (Lang0931)	Kaila, Sam
Kaila Schoenberger (schoe765)	Julia, Sam
Linda Rogers (roger805)	Kaila, Rachel
Nicole Chimbetete (chimb001)	Julia, Rachel
Rachel Wirthlin (wirth139)	Gabrielle, Linda
Sam Mosbrucker (mosbr010)	Gabrielle, Nicole
Sierra Kirby (kirby120)	Linda, Nicole

Additional items to turn in:

Time Logs:

Please continue to update your time logs on the Google Drive. Graduating students MUST have submitted logs of hours **prior to August 28, 2017.**

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 and reviewed by the preceptor, ranking the degree of completion for each competency. An original signature is also required. 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

Week 1 and 2

Discussion Forum 1: By the end of week 1, 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

Comment on at least one fellow student's post.

Glossary: Submit 2 glossary terms on week 2.

Weeks 3 and 4:

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

Discussion Forum 2: By the end of week 3, 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?

Comment on at least one fellow student's post.

Discussion Forum 3: By the end of week 4, in the discussion forum, answer the following questions based on the scenario. After you post, comment on **at least 2** of your fellow student's responses.

Scenario and Questions:

An internal medicine physician has provided funding for one of the hospital dietitians to be at his clinic 1 day a month to work with some of his patients. He is interested in providing a variety of services for his patient population, and feels that nutrition is one of the areas that they have not yet addressed, thus his interest in having an RD in clinic once a month.

- You have been assigned to be the RD at this primary clinic once a month. You want to make sure the staff knows which patients to schedule for you to see. Should you use the same screening criteria at the outpatient clinic which is used at your hospital to identify patients at high-risk for nutrition problems? Explain.
- List screening criteria that you might use at the outpatient clinic to determine which patients should be scheduled for you.

Weeks 5 and 6:

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

Discussion Forum 4: By the end of week 5, in the discussion forum, list the support personnel that work with the dietitian (or dietitians) to assure that patients get adequate nutritional care. For instance, some hospitals utilize Dietetic Technicians. Describe the role of support personnel and how, if at all, you have interacted with these individuals when providing nutritional care to patients.

Comment on at least one fellow student's post.

Discussion Forum 5: By the end of week 6, speak with a nutrition manager and inquire about the quality control/quality assurance activities that are performed at the facility in order to assure that patients are getting quality nutrition care.

These could be related to the work done by the dietitian(s), nursing, support personnel and/or food service. Write a note on the discussion forum describing what you learned about Quality Assurance through your conversation with the manager. Comment on how you perceive these practices to be effective. Reflect on what you might do if you were a clinical nutrition manager and were tasked with assuring quality nutrition care for patients. What are the challenges of assuring quality of food and nutrition services when working in an acute care setting?

Comment on at least one fellow student's post.

Weeks 7 and 8

Glossary: Submit 2 glossary terms on week 7.

Discussion Forum 6: By the end of week 7, comment on the following in the discussion forum.

Most facilities have a standard enteral formula that is used for most patients needing a tube feeding. Describe which is the "standard" or "house" formula at your facility and why you think it was selected as the house formula.

Comment on at least one fellow student's post.

Discussion Forum 7: By the end of week 8, complete the following activity and post on the discussion forum:

Note: These questions should be answered independently (without consulting an RD).

1. Select 3 different enteral formulas available at your facility and make a table that includes: Name, Manufacturer, Calories per mL, g Protein per 100 mL, g CHO per 100 mL, g Fat per 100 mL, Source of CHO, source of Protein, source of Fat, Volume to meet 100% of DRI for micronutrients, g of Water per 100 mL, Usage (indicated for which types of patients).
2. Referring to the above table, if your boss stated that they could no longer carry different formulas, and you had to select just ONE, which one would you select, and why?

Comment on at least **two** fellow student's post.

Weeks 9 and 10

Discussion Forum 8: By the end of week 9, discuss with the preceptor or clinical manager the procedure for billing and reimbursement of nutrition services. Do they bill for services (why or why not)? Is the facility being reimbursed for nutrition services (if they bill)? In the discussion forum briefly share your findings as well as your thoughts regarding billing and reimbursement issues.

Comment on at least one fellow students' post.

Case Study: Submit for peer review no later than Sunday, July 30th at 11:50PM (regardless of your summer rotation schedule). Complete and submit your peer review by Sunday, August 6 at 11:50PM.

Additional Competencies: The electronic copy should be submitted via Moodle no later than Wednesday, August 23, by 11:50 PM.

Presentations

Directions for Presentations: Monday, August 28, 8:30am – 5 pm, WBOB 142.

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

On	Points & Approx. % of Grade
Case Study	150 (29.3)
Case Studies Peer Review (15p ea.)	30 (5.8)
Discussions (5 p ea.)	40 (7.8)
Discussion responses (3p ea.)	30 (5.8)
Glossary (3p ea.)	42 (8.2)
Pre-course Presentations	60 (11.7)
Pre-course Assignments	140 (27.3)
End of rotation Oral Presentation	20 (3.9)
Total Possible Points Online Course	512 (100%)

Grading Scale

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

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.