

PubH 3955/6955
Using Policy to Address Child and Adolescent Obesity Prevention
Spring 2018

Credits:	1 credit
Meeting Days/Time:	Spring Semester 2018
Meeting Place:	Completely online
Instructors:	Nicole Larson, PhD, MPH, RDN[*]; Melissa Laska, PhD, RD
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Office Hours:	Scheduled by request

^{*}Primary contact for questions regarding the readings, assignments, technical problems, and overall expectations for the course. Please contact Dr. Laska if you have questions about the content of Modules 4, 6, or 8.

I. Course Description

This course assumes the perspective that pediatric obesity is an important public health issue and interventions addressing nutrition and physical activity behaviors are needed to protect the health of children and adolescents. Students are provided with an overview of federal, state, and local policy approaches and national initiatives for the prevention of pediatric obesity. Specific examples of relevant policies directed at individuals, organizations, and communities will be discussed. There will also be extensive discussion of evidence for the impact of policies on child and adolescent overweight, including ethnic/racial and socioeconomic disparities. The use of evidence in the policy making process will further be explored.

Using Policy to Address Child and Adolescent Obesity Prevention is available at either the graduate or undergraduate level. Students seeking graduate credit should enroll in PubH 6955, and those seeking undergraduate credit should enroll in PubH 3955. The combined offering of this course to students at the graduate and undergraduate levels further assumes the perspective that all students have rich experiences to share and everyone can learn from one another. Although different expectations have been set for the graduate-level and undergraduate-level independent projects, students enrolled in PubH 3955 and PubH 6955 are strongly encouraged to share their experiences of relevance to the course content through the combined discussion forums.

This course has been developed with support from the U.S. Department of Agriculture (USDA Grant 2012-70003-19985, PI: Melissa Laska), as well as matching funds from the University of Minnesota. The content is solely the responsibility of the authors and does not necessarily represent the official views of the USDA.

Please note: Undergraduate students that enroll in PubH 3955 will not be able to later use earned course credits for this class toward a graduate MPH degree, should they choose to pursue such a degree in the future.

II. Course Preparation

Students are strongly encouraged to review the materials listed below and, as needed, contact the instructors for additional resources if they have not completed one of the following: (a) a basic, introductory nutrition course, (b) PubH 3950/6950 (“*From Kid to Community: Personal, Social and Environmental Influences on Youth Obesity*”), (c) PubH 6094 (*Obesity and Eating Disorder Interventions*), or (d) 1 year of work experience in the field of obesity and/or public health.

1. Holt K, Wooldridge N, Story M, Sofka D, eds. Bright Futures Nutrition. Third edition. 2011. Pages 51-55 (Early Childhood), 73-78 (Middle Childhood), and 93-97 (Adolescence). Available at: <https://brightfutures.aap.org/Bright%20Futures%20Documents/BFNutrition3rdEditionSupervision.pdf>.
2. U.S. Department of Health and Human Services and U.S. Department of Agriculture. Executive Summary of the 2015-2020 Dietary Guidelines for Americans. Eighth edition. December 2015. Available at: <https://health.gov/dietaryguidelines/2015/guidelines/executive-summary/>.

III. Course Goals and Objectives

At the end of this course, participants will be able to:

- Describe what policy is and the rationale for using policy to address obesity prevention among children and adolescents.
- Identify and describe current policy-related efforts addressing obesity prevention among youth, including local, state, and federal programs as well as national initiatives directed at individuals, organizations, neighborhoods, and communities and their impact.
- Demonstrate one basic skill necessary to contribute to the policy-making discussion through communication with advocacy members and decision makers on topics related to obesity prevention and health.
- Describe one way to evaluate policy impacts.

IV. Methods of Instruction and Work Expectations

The course will consist of online lectures, supplementary readings, online discussion, quizzes, a written project, and a field experience. Students are expected to fully participate in online lectures and discussions, as well as to spend additional time on supplemental readings, quizzes, the written project, and the field experience. **It is imperative for success in the course for students to review lectures and required reading assignments before participating in online discussions or completing the quiz contained within a module.**

Any questions regarding expectations for the assignments, which are described in greater detail below, or the course material should be directed to Nicole Larson by email or phone using the contact information listed at the top of the syllabus. Also, please notify Nicole Larson regarding any technical problems you experience in reviewing lectures or completing an assignment so the problem can be addressed promptly. A reply to your message can be expected within approximately 24 hours Monday through Friday.

Students are strongly encouraged to access additional support for the completion of the independent project and other writing assignments through Student Writing Support (SWS). SWS offers free writing instruction for all University of Minnesota students—graduate and undergraduate—at all stages of the writing process. In face-to-face and online collaborative consultations, SWS consultants from across the disciplines help students develop productive writing habits and revision strategies. Consulting is available by appointment online and in Nicholson Hall, and on a walk-in basis in Appleby Hall. For more information, go to writing.umn.edu/sws or call 612-625-1893. In addition, SWS offers a number of [web-based resources](#) on topics such as avoiding plagiarism, documenting sources, and planning and completing a writing project.

V. Course Text and Readings

Required readings listed below in the course outline will be available through the University of Minnesota Libraries E-reserves. A link to the E-reserves website is provided on the Moodle site associated with this course. Required readings can also be accessed directly through PubMed or the University Libraries. Students are responsible for downloading all course materials and required readings for each module.

VI. Course Schedule: Please pay close attention to the dates listed in the schedule below as the modules vary in length from 4 days to 2+ weeks.

<p>Module 1 (January 16th - January 21st)</p> <p>Instructor: Nicole Larson</p>	<p><u>Topics:</u> Introduction to course content and expectations</p> <p><u>Readings Required for PubH 3955 and PubH 6955:</u></p> <ol style="list-style-type: none"> 1. Course syllabus 2. Peeters A, Backholer K. How to influence the obesity landscape using health policies. <i>Int J Obes.</i> 2017;41(6):835-839. 3. Golden SD, McLeroy KR, Green LW, Earp JA, Lieberman LD. Upending the social ecological model to guide health promotion efforts toward policy and environmental change. <i>Health Educ Behav.</i> 2015;42(1S):8S-14S. <p><u>Optional Reading:</u></p> <ol style="list-style-type: none"> 4. Schwartz MB, Just DR, Chriqui JF, Ammerman As. Appetite self-regulation: environmental and policy influences on eating behaviors. <i>Obesity.</i> 2017;25(Suppl 1): S26-S38. <p><u>Activities:</u> Quiz (due January 19th)</p>
<p>Module 2 (January 22nd – February 4th)</p> <p>Instructor: Nicole Larson</p>	<p><u>Topics:</u> Divisions of authority between the legislative, executive, and judicial branches of government Rationale for using policy to address obesity prevention Policy development at local, state, and federal levels</p> <p><u>Readings Required for PubH 3955 and PubH 6955:</u></p> <ol style="list-style-type: none"> 1. Hawkes C, Smith TG, Jewell J, Wardle J, Hammond RA, Friel S, Thow AM, Kain J. Smart food policies for obesity prevention. <i>Lancet.</i> 2015;385:2410-2421. 2. Bleich SN, Jones-Smith J, Jones H, O'Hara M, Rutkow L. The Voices for Healthy Kids Campaign and US state legislation to prevent childhood obesity. <i>Am J Public Health.</i> 2016;106: 436-439. <p><u>Additional Reading Required for PubH 6955:</u></p> <ol style="list-style-type: none"> 3. Gortmaker SL, Wang YC, Long MW, Giles CM, Ward ZJ, Barrett JL, Kenney EL, Sonnevile KR, Afzal AS, Resch SC, Cradock AL. Three interventions that reduce childhood obesity are projected to save more than they cost to implement. <i>Health Aff (Millwood).</i> 2015;34(11):1932-1939. <p><u>Optional Reading:</u></p> <ol style="list-style-type: none"> 4. Graff SK, Kappagoda M, Wooten HM, McGowan AK, Ashe M. Policies for healthier communities: historical, legal, and practical elements of the obesity prevention movement. <i>Annu Rev Public Health.</i> 2012;33:307-324. 5. United States Senate. Legislative process: How a senate bill becomes a law – flowchart. Available at: http://www.senate.gov/reference/resources/pdf/legprocessflowchart.pdf. <p><u>Activities:</u> Quiz (due February 2nd) Discussion post (original post due January 30th and responses to other student posts due February 2nd)</p>
<p>Module 3 (February 5th - February 18th)</p> <p>Instructor: Nicole Larson</p>	<p><u>Topics:</u> Including diverse stakeholders in the development of policies National initiatives that have brought together diverse stakeholders</p> <p><u>Readings Required for PubH 3955 and PubH 6955:</u></p> <ol style="list-style-type: none"> 1. Porter CM, Pelletier DL. Finding common ground: perspectives on community-based childhood obesity prevention. <i>Health Promot Pract.</i> 2012;13:826. 2. Bumpus K, Tagtow A, Haven J. Let's Move! Celebrates 5 years. <i>J Acad Nutr Diet.</i> 2015;115(3):338-341.

	<p>3. McKinnon RA, Wiedt T, Hofnagle E, Shrimplin S, Let's Move! Cities, Towns, and Counties Team. Let's Move! Cities, Towns and Counties: Working with local elected officials to improve community food and physical activity environments. <i>Public Health Rep.</i> 2015;130:426-430.</p> <p>4. Brownell K. Thinking forward: the quicksand of appeasing the food industry. <i>PLoS Medicine.</i> 2012; 9(7):e1001254.</p> <p><u>Additional Readings Required for PubH 6955:</u></p> <p>5. Roberto CA, Pomeranz JL. Public health and legal arguments in favor of a policy to cap the portion sizes of sugar-sweetened beverages. <i>Am J Public Health.</i> 2015;105(11):2183-2190.</p> <p><u>Optional Readings:</u></p> <p>6. U.S. Department of Health and Human Services. Centers for Disease Control and Prevention. Office of the Director, Office of Strategy and Innovation. Introduction to program evaluation for public health programs: a self-study guide. Atlanta, GA. 2011. Available at: http://www.cdc.gov/eval/guide/index.htm.</p> <p>7. Preskill H, Jones N. A practical guide for engaging stakeholders in developing evaluation questions. Robert Wood Johnson Foundation. Princeton, NJ. 2009. Available at: http://www.rwjf.org/content/dam/web-assets/2009/01/a-practical-guide-for-engaging-stakeholders-in-developing-evalua.</p> <p><u>Activities:</u> Quiz (due February 16th) Discussion post (original post due February 13th and responses to other student posts due February 16th)</p>
<p>Module 4 (February 19th – March 4th)</p> <p>Instructor: Melissa Laska</p>	<p><u>Topics:</u> Roles of public opinion, advocacy, industry and stakeholder involvement in the progression of policy development Top-down and bottom-up approaches to policy adoption The role of scientific evidence in policy development</p> <p><u>Readings Required for PubH 3955 and PubH 6955:</u></p> <p>1. Ulmer VM, Rathert AR, Rose D. Understanding policy enactment: the New Orleans Fresh Food Retailer Initiative. <i>Am J Prev Med.</i> 2012;43(3S2):S116-S122.</p> <p>2. Ludwig DS, Brownell KD. Public health action amid scientific uncertainty: the case of restaurant calorie labeling regulations. <i>JAMA.</i> 2009;302(4):434-435.</p> <p><u>Additional Readings Required for PubH 6955:</u></p> <p>3. Sinclair SE, Cooper M, Mansfield ED. The influence of menu labeling on calories selected or consumed: a systematic review and meta-analysis. <i>J Acad Nutr Diet.</i> 2014;114:1375-1388.</p> <p><u>Optional Reading:</u></p> <p>4. Huang TT et al. Mobilisation of public support for policy actions to prevent obesity. <i>Lancet.</i> 2015 Jun 13;385(9985):2422-31. doi: 10.1016/S0140-6736(14)61743-8. Epub 2015 Feb 19.</p> <p>5. Bleich SN, Rutkow L. Improving obesity prevention at the local level – emerging opportunities. <i>N Engl J Med.</i> 2013;368:1761-1763.</p> <p><u>Activities:</u> Quiz (due March 2nd) Discussion post (original post due February 27th and responses to other student posts due March 2nd)</p>
<p>Module 5 (March 5th – March 25th)</p> <p>Spring Break (March 12th - 16th)</p>	<p><u>Topics:</u> Essential elements for effective communication with decision makers Framing and formatting ideas for communication</p> <p><u>Readings Required for PubH 3955 and PubH 6955:</u></p> <p>1. Robinson TN. Save the world, prevent obesity: piggybacking on existing social</p>

<p>Instructor: Nicole Larson</p>	<p>and ideological movements. <i>Obesity</i>. 2010;18(Supplement 1):S17-S22.</p> <p>2. Stamatakis KA, McBride TD, Brownson RC. Communicating prevention messages to policy makers: the role of stories in promoting physical activity. <i>J Phys Act Health</i>. 2010(Supplement 1):S99-S107.</p> <p><u>Additional Readings Required for PubH 6955:</u></p> <p>3. Otten JJ, Cheng K, Drewnoski A. Infographics and public policy: using data visualization to convey complex information. <i>Health Aff (Millwood)</i>. 2015 Nov 1;34(11):1901-1907</p> <p><u>Activities:</u> Quiz (due March 23rd) Submit topic for independent project along with supporting materials. Undergraduate students should submit the selected media article and graduate students should provide an outline for their policy brief. (due March 23rd)</p>
<p>Module 6 (March 26th – April 8th)</p> <p>Instructor: Melissa Laska</p>	<p><u>Topics:</u> Evidence utilization in discourse around obesity policies in Minnesota Challenges and opportunities for the use of research evidence in efforts to develop policies in Minnesota</p> <p><u>Readings Required for PubH 3955 and PubH 6955:</u></p> <p>1. Gollust SE, Kite HA, Benning SJ, Callanan RA, Weisman SR, Nanney MS. Use of research evidence in state policymaking for childhood obesity prevention in Minnesota. <i>Am J Public Health</i>. 2014;104(10):1894-1900.</p> <p>2. Jou J, Gollust SE, Nanney MS. Report on “Using Obesity Research More Effectively to Shape State Policy,” based on findings from Evidence Translation for Childhood Obesity Prevention in Minnesota, funded by the NIH (R03 5R03HD0711560-02, Co-PI’s Gollust and Nanney) and the University of Minnesota Healthy Foods Healthy Lives Institute. Available at: http://www.healthdisparities.umn.edu/prod/groups/med/@pub/@med/@hdresearch/documents/content/med_content_474443.pdf.</p> <p><u>Additional Readings Required for PubH 6955:</u></p> <p>3. Kite HA, Gollust SE, Callanan RA, Weisman SR, Benning SJ, Nanney MS. Uses of research evidence in the state legislative process to promote active environments in Minnesota. <i>Am J Health Promot</i>. 2014;28(3):S44-S46.</p> <p><u>Optional Reading:</u></p> <p>4. Oliver K, Innvar S, Lorenc T, Woodman J, Thomas J. A systematic review of barriers and facilitators of the use of evidence by policymakers. <i>BMC Health Serv Res</i>. 2014;14:2.</p> <p><u>Activities:</u> Quiz (due April 6th) Submit draft policy brief for review by assigned peer (required only for graduate students; due April 6th)</p>
<p>Module 7 (April 9th – April 22nd)</p> <p>Instructor: Nicole Larson</p>	<p><u>Topics:</u> Current regulation and policy opportunities for promoting healthy practices in school and early care and education facilities Potential unintended consequences of regulatory changes Case studies of food and activity environments in Minnesota school and early care and education facilities</p> <p><u>Readings Required for PubH 3955 and PubH 6955:</u></p> <p>1. Buscemi J, Kanwischer K, Becker AB, Ward DS, Fitzgibbon ML. Society of Behavioral Medicine position statement: early care and education (ECE) policies can impact obesity prevention among preschool-aged children. <i>Transl Behav Med</i>. 2015 Mar;5(1):122-5.</p> <p>2. Schwartz MB, Henderson KE, Read M, Danna N, Ickovics JR. New school meal regulations increase fruit consumption and do not increase total plate waste. <i>Child</i></p>

	<p><i>Obes.</i> 2015;11(3):242-247.</p> <p><u>Additional Readings Required for PubH 6955:</u> 3. National Resource Center for Health and Safety in Child Care and Early Education. 2017. <i>Achieving a state of healthy weight: 2016 update</i>. Aurora, CO: University of Colorado Denver.</p> <p><u>Activities:</u> Quiz (due April 20th) Return comments on policy brief assigned for your review (required only for graduate students; due April 20th) Field activity (one-page reflection statement due April 20th)</p>
<p>Module 8 (April 23rd – May 4th)</p> <p>Instructor: Melissa Laska</p>	<p><u>Topics:</u> Approaches to evaluating the distribution and impact of policies</p> <p><u>Readings Required for PubH 3955 and PubH 6955:</u> 1. Robert Wood Johnson Foundation. Declining childhood obesity rates: Where are we seeing signs of progress? June 2016. Available at: http://www.rwjf.org/en/library/research/2016/06/declining-childhood-obesity-rates.html. 2. Caspi CE, Davey C, Nelson TF, Larson N, Kubik MY, Coombes B, Nanney MS. Disparities persist in nutrition policies and practices in Minnesota secondary schools. <i>J Acad Nutr Diet.</i> 2015;115(3):419-425.e3.</p> <p><u>Additional Readings Required for PubH 6955:</u> 3. Nanney MS, Nelson TF, Kubik MY, Coulter S, Davey CS, MacLehose R, Rode PA. Evaluating school obesity-related policies using surveillance tools: lessons from the ScOPE study. <i>Health Promot Pract.</i> 2014;15(5):622-628.</p> <p><u>Activities:</u> Quiz (due May 4th) Independent project (reflection or final version of policy brief and peer feedback checklist due May 4th)</p>

VII. Evaluation and Grading

Course activities should be submitted no later than 11:59 pm Central Time on the due date noted in the course outline. Submission of an assignment after the deadline listed in the syllabus should be discussed with the instructor in advance of the due date. Late work will be penalized one grade notch (e.g., B- to C+) for each day it is late. The weekend counts as one day.

Final grades will be based upon the following criteria:

<u>Course Activity</u>	<u>% of final grade</u>
Discussion posts (2 graded posts)	20%
Quizzes (7 graded quizzes)	10%
Independent project Policy brief and peer feedback (graduate students) News media reflection (undergraduate students)	40%
Field activity	30%

Discussion posts:

Students will be asked to complete three guided discussions as part of this course, but only grades for the posts included in Modules 3-4 will be considered in the overall course grade. The instructor will provide feedback on the assigned post for Module 2 to guide you in completing the graded posts. For each discussion, students will be asked to complete assigned readings and respond briefly to a few questions. Students are expected to incorporate material from the assigned readings (and additional references as appropriate) into their posts. While posted material may be based on opinion, students are expected to cite and provide a full reference for the sources of knowledge used to formulate their opinions. **Students are**

also required to provide comments in response to at least two other student posts for each discussion activity. Students who do not respond to at least two other discussion posts will have five points deducted from their discussion post grade for each missing set of substantive comments.

All posts should be substantive, professional, and respectful of diverse cultures and political views. Posts that include blaming, shaming, or other forms of disrespectful language will be removed from the discussion board and will not be awarded points. Please note that it is also expected that posts will not contain grammar/spelling errors and will be written in full sentences. Students will be expected to:

- Submit the required postings to the discussion board, each of 100 words or longer
- Address the discussion questions posed in their first posting with integration of what they have learned from the course lecture and readings
- Include at least one reliable reference source (e.g., peer-reviewed journal article, government website; do not cite lecture notes) in their original post.
- Include the citation for that source using AMA or APA citation guidelines
- Provide well-supported evidence for the points made within their postings; opinions are fine, so long as they are supported with legitimate evidence
- Contribute something new to the discussion (responses primarily comprised of statements such as “I agree with Jane Smith...” will not be considered thoughtful postings, making new contributions)

Grading Rubric for Discussion Posts:

<i>Allocation of points</i>	<i>Needs Improvement (<74%)</i>	<i>Satisfactory (75-84%)</i>	<i>Meets Expectations (85-94%)</i>	<i>Exceptional (95-100%)</i>
<i>Content & Development (60% of grade):</i>	Main points are unclear or non-existent. Facts are inaccurate.	Major points are addressed, but not well-supported.	Major points are addressed and well-supported. Arguments are logical and well-presented.	Major points are addressed in-depth and with complexity. Writer is involved with subject, not merely "doing an assignment." Interesting and engaging.
<i>Quality of Research/ Supporting Information (40% of grade):</i>	Fails to cite additional sources. Source reliability is highly questionable.	Fails to cite sufficient sources and/or connect sources to material.	Reliable and sufficient sources cited.	Reliable and sufficient sources cited. Clearly connects non-assigned sources with course material.

Module Quizzes:

Each module includes a short quiz that covers the lecture material contained within that module and the assigned, required readings. The format for module quizzes will be primarily multiple choice, true/false and short answer questions. Each quiz will contain approximately 5-10 questions. These quizzes can be completed on an “open book” basis using resources from class or outside of class but taken only once. The lowest quiz score for each student will be dropped and not included in their grade.

Field activity:

An essential part of learning about the policy process involves observing and getting involved with efforts afoot in your community. Thus, all students will be required to complete one policy-related interview OR one meeting attendance as part of this course. Students will write a one-page reflection of their interview or meeting attendance and submit it to the instructor. Interviews may be conducted with any policy or decision maker or any person who has been intimately involved in the policy process in a professional capacity as an advocate. Suggested interviewees may include: school board officials, school principals, city council members, elected officials to local neighborhood organizations, city planners, legislators or their staffers. Suggested venues for attending a policy-related meeting include local school board meetings, local neighborhood association meetings, city zoning and planning meetings, public hearings for community

development, and/or local parks board meetings. Examples of strong reflection papers that were written by former students are available for your review on Moodle. **This assignment is due by April 20th.**

Independent projects:

Undergraduate students: News media reflection. Students are asked to identify one recent article that has addressed an obesity prevention policy-related issue. This article should be published in a recognized news media source (i.e., major newspaper, reputable website, local or national magazine, etc.). Students will be expected to write a reflection including a brief summary of the issue and the policy being discussed, the strengths and weaknesses of the policy, and whether or not they think this policy will be effective in preventing pediatric obesity. Reflections should be 1 page in length and should reference course readings and/or additional reliable resources, as needed. Reference lists are not included in the page limit. The rubric to be used by the instructor in evaluating reflection papers is posted on Moodle along with examples of strong reflection papers that were written by former students. **The article to be discussed should be submitted to the instructor by March 23rd (5 points) and the written reflection (100 points) is due by May 4th.**

Graduate students: Comprehensive policy brief. This assignment is intended to provide an opportunity for students to work on their written communication skills that can be used in the practice or policy field. The assignment should be written for the public health practice or lay scientific community, and be presented in an easy-to-read format. Students will focus on one specific area related to pediatric obesity prevention for new policy implementation. Policy briefs should be 2-3 pages in length (single-spaced, Times New Roman 10-12 point font, 1 inch margins). Briefs must include scholarly scientific references (i.e., reports from government agencies and/or peer-reviewed articles, systematic reviews and/or meta-analyses). Reference lists are not included in the page limit. Examples of strong policy briefs that were written by former students are available for your review on Moodle. One of the instructors will provide feedback on an outline of your brief and an assigned peer will provide feedback on an initial draft of your brief. In order to facilitate the provision of timely feedback, please submit each assigned product by the deadline listed below. Feedback on the draft paper and final paper will be guided by the peer feedback checklist that is posted on Moodle.

Deadlines for developing your brief:

<u>Date</u>	<u>Task</u>	<u>Points awarded</u>
March 23 rd :	Submit an outline of your brief for review by the instructor	5
April 6 th :	Submit a draft of your brief that will be reviewed by a peer	10
April 20 th :	Return comments on the draft brief that you are assigned to review along with a completed peer feedback checklist	10
May 4 th :	Submit your final policy brief and responses to the comments of your assigned peer using the feedback checklist	Up to 100

Components of the brief will include:

- Title and brief introduction/overview of the brief (suggested length: 3-4 sentences)
- Rationale (suggested length: approximately ½ page): Short, to-the-point summary of the most compelling evidence describing the problem. Why is this problem of public health significance? Why should we be concerned? This section may address factors such as the prevalence of the problem, disparities, consequences, and/or risk and protective factors if applicable.
- Policy opportunity (suggested length: approximately 2 pages): A description of your suggested policy, including implementation details, arguments in favor of this policy, and potential opposition to the policy (acknowledge potential opposition, as well as a brief rationale for why you think this policy should still move forward, despite this opposition).
- Brief final summary of the strengths and limitations of this policy (suggested length: 4-5 sentences).

The University utilizes plus and minus grading on a 4.000 cumulative grade point scale:

- 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
- S Represents achievement that is satisfactory, which is equivalent to a C- or better.

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 CourseEval: www.sph.umn.edu/courseeval. 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 Community Standards has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty <https://communitystandards.umn.edu>. 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 Community Standards, 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 <https://osa.umn.edu/>.

Academic Freedom and Responsibility:

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): <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.

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