

# School of Public Health

## Syllabus and Course Information



UNIVERSITY OF MINNESOTA  
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### PubH 6320-001, 002 Fundamentals of Epidemiology Spring 2018

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|                        |   |
|------------------------|---|
| <b>Credits:</b>        | 3   |
| <b>Meeting Days:</b>   | <b>Lecture: Sec 001 Tuesdays</b><br><b>Lab: Sec 002 Thursdays</b>                                       |
| <b>Meeting Time:</b>   | 8:00-9:55 am  |
| <b>Meeting Place:</b>  | Mayo D199   |
| <b>Instructor:</b>     | DeAnn Lazovich, PhD   |
| <b>Office Address:</b> | 434 West Bank Office Building (WBOB)<br>1300 So 2 <sup>nd</sup> St, Suite 300, Minneapolis, MN 55454    |
| <b>Office Phone:</b>   | 612/626-9099  |
| <b>E-mail:</b>         | <a href="mailto:lazov001@umn.edu">lazov001@umn.edu</a>  |
| <b>Office Hours:</b>   | By appointment in my West Bank office (434 WBOB) or at a mutually convenient location on the East Bank. |
| <b>Teaching Asst:</b>  | Brandon Diessner  |
| <b>Office Hours:</b>   | By appointment in MoosT 1-112 or at a mutually convenient location on the East Bank.                    |
| <b>E-mail:</b>         | <a href="mailto:diess010@umn.edu">diess010@umn.edu</a>  |

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#### I. Course Description

Fundamentals of Epidemiology is a one-semester, introductory course designed for graduate students who are not majoring in Epidemiology. In this course, I aim to provide an understanding of the basic methods and tools used by epidemiologists to study the health of populations. As you will soon discover, epidemiologists define health very broadly and the types of questions they try to answer are infinitely varied. This happens as new health conditions arise (e.g., SARS), new methods are developed to better elucidate mechanisms by which disease occurs (e.g., genetic and molecular epidemiology), previous health conditions take on new importance (e.g., tuberculosis and antibiotic resistance, obesity) or epidemiologic methods are applied to problems in the domain of other disciplines (e.g., violence prevention). This variety is what makes Epidemiology an exciting and useful endeavor!

You will cover all the same topics as the course taken by Epidemiology majors (PubH 6341), but in somewhat less depth. I would encourage those who think they may be serious about epidemiology to consider taking PubH 6341, available in fall semester. Alternatively, if PubH 6320 whets your appetite for the discipline, you may take PubH 6342 (Epi Methods II) if you earn at least an A- in PubH 6320 and at least a B- in a Biostatistics class. If you think you might want to continue with Epi Methods III and IV, you will need to take Biostats II (PubH 6452).

I recognize that PubH 6320 is a required course for obtaining an MPH in the School of Public Health and for some majors in other schools. Although you may not want to become an epidemiologist, I hope that by the end of this course, you will have developed an excitement for the subject, will appreciate the relevance of epidemiology to your own discipline, and can see how it is part of our everyday lives.

In this course, I will cover 14 topics and you will complete 13 lab exercises in 16 weeks. The proposed schedule should not be viewed as carved in stone. I will make adjustments as needed to be sure the material is covered adequately.

## **II. Course Prerequisites**

No specific course prerequisites are required, but students must be registered in graduate programs of the Schools that comprise the Academic Health Center. Graduate students in programs outside of the Academic Health Center may attend with the instructor's consent.

## **III. Our Backgrounds**

**DeAnn Lazovich:** I received my doctorate in Epidemiology from the University of Washington in 1994. I was employed by the Minnesota Department of Health in the Cancer Control Section for two years. In July 1996, I joined the faculty in the Division of Epidemiology and Community Health, School of Public Health, at the University of Minnesota. My research interests are cancer etiology and control. To date, most of my research has involved the evaluation of interventions to reduce cancer morbidity and mortality, including early detection methods for cancer, reduction of carcinogens in the workplace, and smoking prevention and cessation among youth. More recently, I have pursued research related to skin cancer, including the use of indoor tanning as a risk factor for melanoma.

### **Brandon Diessner:**

I am currently a second year Epidemiology PhD student and am very excited to serve as your TA. I received my MPH in Epidemiology from the University of Minnesota in 2016. During that time, I worked at the Minnesota Department of Health in the foodborne disease unit and volunteered with Dr. Logan Spector conducting research on osteosarcoma. I entered the PhD program right after finishing my MPH, and continue to work with Dr. Spector on identifying risk factors for sarcomas in pediatric and young adult populations.

## **IV. Course Communication**

The TA(s) and I would like to encourage communication between us. We will be taking advantage of an e-mail distribution list of students to keep you updated about course matters.

### To reach DeAnn:

Please feel free to call or e-mail me regarding any concerns relating to the course that you may have. I am available to meet with you in person by appointment. If I am in my WBOB office and you happen to stop by, I will be happy to take the time to meet with you then, if I am able, or to set up a mutually convenient time. You are also welcome to call me at home.

The TA(s) and I meet on a weekly basis to coordinate teaching efforts and discuss any concerns related to the course. Please feel free to communicate with the TA(s) about issues that you think we need to discuss at our weekly meeting.

### To reach the TA(s):

The best way to reach the TA(s) is via email. See above. The TA(s) will also meet with you at a mutually convenient time and place.

## **V. Course Goals and Objectives**

In this course, we will have 14 lecture topics and 13 lab exercises (1 individual/12 group). The learning objectives are to:

1. Describe the general history of development of epidemiology
2. Describe natural history of disease

3. Calculate measures of disease frequency
4. Calculate measures of excess risk
5. Make appropriate comparisons by person, place, time
6. Identify and interpret data from existing national and international sources and understand strengths and limitations of each source
7. Describe each study design and understand the strengths and limitations of each design
8. Identify different sources of bias and the effect of bias on interpretation of measures of excess risk
9. Interpret study results
10. Describe conditions suitable for screening; evaluate validity and reliability of screening tests
11. Review and critically evaluate the scientific literature
12. Make appropriate causal inference

## VI. Methods of Instruction and Work Expectations

### Teaching Methods

This course has two components—lecture and lab. In addition to a lecture style of teaching, I am interested in trying out new techniques to foster learning in this course. These techniques may be new to many of you, and will include (but are not limited to) small group cooperative problem-solving during the lecture, use of the one-minute paper, and frequent course evaluations to help us improve the course as we go along.

Lab sessions will primarily utilize a cooperative learning teaching strategy. In cooperative learning, students work as a team to discuss topics and improve their understanding of material. Each team member is responsible for learning what is taught and helping their fellow teammates learn. Working as a team is relevant to your training because tackling public health issues and problems frequently involves working as a team to arrive at a solution. The TA(s) will provide assistance as needed and facilitate discussion for selected problems.

### Course Atmosphere

You are, by definition, a very diverse group of students. Diversity is a strength in our society at large and also here at the University of Minnesota. In this class, I will ask you to maintain an open mind to the differences around you, and I encourage you to place positive value on those differences. Although we may disagree on a particular point, we will strive to be respectful to each other.

In Epidemiology, it is often the case that there is not necessarily a right answer or only one approach to a research question. Sometimes, epidemiologists must choose among various alternatives the one that would seem to be most appropriate for the problem posed. Sometimes epidemiologists choose the best answer, given the alternatives, although it is not necessarily the only answer. This can be particularly aggravating for students, who might prefer that all questions have either right or wrong answers. And it is this reason that makes epidemiology a difficult subject to teach and to learn. Because epidemiology is immersed in the gray areas of human health and behavior, it is possible that you may pose a question that I am unable to answer immediately, or if I answer it, I may change my mind upon further reflection. I also expect that some of you will come up with answers that had not occurred to me. I welcome such an exchange of ideas and look forward to learning from you.

## VII. Course Text and Readings

All course-related materials (except the text) may be downloaded from the Moodle site, <https://moodle.umn.edu/course/view.php?id=14553>.

You will be using ***Essentials of Epidemiology in Public Health, 3rd Edition*** by Ann Aschengrau and George R. Seage III, published by Jones and Bartlett (<http://www.jblearning.com>), Copyright 2014 (ISBN 978-1-284-02891-1). This text provides a general overview of epidemiologic principles. There is no perfect text for epidemiology; therefore, students may find other texts to be helpful for understanding the concepts and can be found in the Bio-Medical Library in Diehl Hall.

## VIII. What to Expect in the Lab

A. Lab exercises

During each lab session, students will work in groups to complete the weekly lab exercise that corresponds to that week's lecture. Only one exercise per group needs to be turned in and everyone in the group will receive the same score.

B. Rationale for forming groups

The TA(s) and I will establish groups at the first lab session, consisting of 2-3 students each. In addition to working on the specific group-oriented assignments in this course, I encourage you to use your group for support on other aspects of the course as well. For example, you might study together prior to exams or communicate via e-mail to complete lab exercises. Many of the professional activities and projects in your career will involve group collaboration. Accordingly, the laboratory exercises are intended to be completed as a group to enhance your group collaboration skills. I also believe that group support and learning are integral to getting the most from these assignments. Groups provide:

- a broader perspective and a larger experience and expertise base for completing the assignment
- an opportunity to subdivide responsibilities for completing the assignment
- an opportunity to utilize specific abilities of individuals in the group in a complementary way
- an opportunity to learn from each other

C. Lab procedures

1. Prior to lab

- a. The group will be responsible for dividing the upcoming exercise into assignments for each group member. It will be important to be somewhat familiar with the lab to assure an equitable distribution of labor for completing the lab.
- b. Each group member will come to lab with their own written answers to the entire exercise. The answers to the non-assigned sections may be quite rough and filled in as the group works its way through the exercise during lab. The student will want to have a more polished answer for the assigned section.
- c. Each group member will come to lab prepared to present the answer to his or her assigned section to group members, and be prepared to explain the reasoning behind his or her answer.

2. During lab

- a. The TA will review material from lecture and answer questions. The TA may review selected exercise questions from the previous week's lab.
- b. During the remaining time, group members will go over each section of the lab, compare answers, make adjustments, and collate answers. This is an opportunity to teach each other about each assigned lab section. A final lab exercise is due by midnight the following Monday.

D. Grading of the weekly lab assignment

Your attendance in lab is essential for effective group participation. For each lab session attended, you will receive 3 points. **There will be no excused absences from lab.** A completed group report is worth up to 10 points, depending on the quality of the answers. I believe the process is just as important as what you learn from the exercises.

If you must miss a lab, then you will be responsible for working with your group to complete your section to be incorporated into the submitted version. You will receive credit for completing the lab, but you will not receive the participation points. No participation points will be given for review sessions.

Rarely, a group member does not contribute to the lab exercise. If this is brought to the attention of the TA, the TA will first discuss the matter with the student. If the problem persists, the TA may opt to grade each member's lab assignment individually.

E. Lab assignment format and due dates

All labs will be submitted electronically to Moodle, according to your assigned group number.

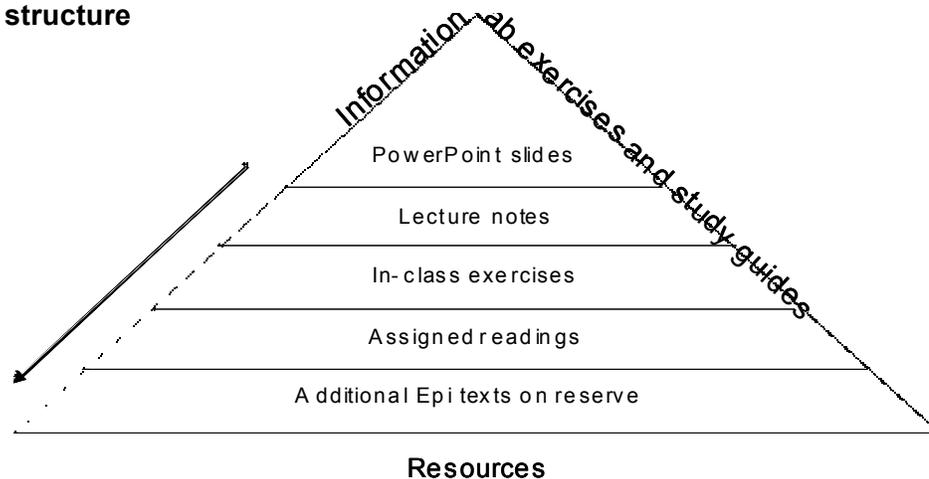
Lab assignments are due by midnight on the Monday following the assigned lab.

## IX. How to be successful in Fundamentals of Epidemiology

*The 'thinking curriculum' calls for recognition that all real learning at all levels involves problem-solving and thinking. Learners are not recorders of information, but 'builders' of knowledge structures.*

*(Jerome Bruner. The process of education. Cambridge MA: Harvard University Press, 1977: p. 26)*

## Knowledge structure



The quote above expresses my goal for this course—to strive toward problem-solving and thinking related to the application of epidemiologic concepts in the practice of public health. The figure illustrates the knowledge structure described by Dr. Bruner for this course. The knowledge structure graphically depicts the amount of information conveyed by each source that will be used in this class and shows how each builds on the other to help you master the concepts. I use the power point slides only to indicate key points from all other sources. Your lecture notes fill in around the information presented on the power point slides during lecture. The assigned readings are meant to provide more context for the concepts we cover during lecture. Even so, you may find that other texts may be especially useful for certain concepts, as different texts go into different levels of detail for a given subject, and you may find one style of presentation that better fits your learning style. Therefore, a number of epidemiology texts are on reserve in the Biomedical Library in Diehl Hall. (In this day an age of internet and web-based access to information, a trip to the library may seem antiquated, but I encourage you to give it a try!) During lecture, you will complete in-class exercises. You will gain the most from these in-class exercises if you have completed the assigned readings.

To successfully complete the in-class and lab exercises and perform well on the examinations, I expect you to take a leap between the information and exercises provided during lecture and application of the information on exercises and tests. That is because I am interested in your ability to think critically and go beyond the didactic offerings. To help you make that leap, I have included a study guide at the end of every lab exercise that provides a list of the concepts that I intend for you to grasp. I have opted not to provide written answers to the study guides, rather, I encourage you to discuss your answers to the questions with your peers, the TAs or me because such discussion is helpful to development of your critical thinking skills.

Over my years of teaching this course, I have had students who never read the text and others who rarely came to class. While they still passed the course, they shortchanged themselves and their colleagues by not sharing the same experience, to get the most from the course and to assist other students who were having problems with the material. Although I do not take roll during lecture, nor are participation points assigned on the basis of attending lecture, I do question the motivation of such students to be in graduate school.

*"The value of an education...is not the learning of many facts, but the training of the mind to think of something that cannot be learned from textbooks."*

*Albert Einstein*

## X. Course Outline/Weekly Schedule

| Week  | Date of Lecture | Lecture Topic for the Week   | Date of Lab | Lab Exercise  | Readings                                    |
|---|-----------------|--|-------------|---|---|
| 1   | 1/16            | Introduction to Epidemiology<br>Concepts of Disease                                  | 1/18        | Introduction to Lab:<br>What is Epidemiology?<br>An Internet Search | Ch. 1                                       |
| 2   | 1/23            | Measures of Disease Frequency  | 1/25        | Measures of Disease Frequency                                       | Ch. 2                                       |
| 3   | 1/30            | Measures of Excess Risk  | 2/1         | Measures of Excess Risk   | pp. 59-70,<br>313-327                       |
| 4   | 2/6             | Descriptive Epidemiology<br>(Guest Lecturer:<br><b>Wendy Brunner, PhD</b> )          | 2/8         | Descriptive Epidemiology  | Ch. 4,5                                     |
| 5   | 2/13            | Rate Adjustment  | 2/15        | Rate Adjustment   | pp. 71-74                                   |
| 6   | 2/20            | Review   | 2/22        | <b>Exam 1</b>   |   |
| 7   | 2/27            | Confounding<br>Introduction to Types of Bias   | 3/1         | Confounding Lab   | Ch. 11,<br>pp. 265-269                      |
| 8   | 3/6             | Study Design (Guest Lecturer: <b>Brandon Diessner</b> )<br>Causality                 | 3/8         | Study Design<br>Causality   | Ch. 6, 15                                   |
| 9   | 3/13            | <b>Spring Break</b>  |             |   |   |
| 10  | 3/20            | Selection and Information Bias   | 3/22        | Selection and Information bias                                      | Ch. 10                                      |
| 11  | 3/27            | Infectious Disease Epidemiology<br>(Guest Lecturer: <b>Kris Ehresmann, RN, MPH</b> ) | 3/29        | Infectious Disease Epidemiology                                     | Nelson, et al:<br>Ch. 2, 5<br>(see website) |
| 12  | 4/3             | Review   | 4/5         | <b>Exam 2</b>   |   |
| 13  | 4/10            | Intervention Studies   | 4/12        | Intervention Studies Lab  | Ch. 7                                       |
| 14  | 4/17            | Cohort Studies   | 4/19        | Cohort Studies  | Ch. 8                                       |
| 15  | 4/24            | Case-Control Studies   | 4/26        | Case-Control Studies  | Ch. 9                                       |
| 16  | 5/1             | Screening  | 5/3         | Reviewing Scientific Literature/<br>Screening                       | Ch. 14, 16                                  |
| <b>Final Exam Saturday, 5/12, 4:00 p.m. – 6:00 p.m.</b> |                 |  |             |   |   |

## XI. Evaluation and Grading

Grading will be based on your test scores, lab attendance and completion of lab exercises. We plan to give three examinations—two mid-terms and a final. The final examination will be comprehensive in that each topic builds on the previous so that by the end of the course you will be asked to demonstrate your skill in integrating the methods you have been taught.

Examinations utilize an open-book, open-note format. You will want to bring a calculator. Use of pencils with erasers is strongly encouraged. The examinations will lean heavily toward application of the concepts which require critical thinking, as opposed to memorization of the subject matter. For questions involving calculations, we will give partial credit if you show your work even if you get the wrong answer.

I keep the exams—you are welcome to come to my office to check out your exam for personal perusal and then return to me when you are finished.

We will provide make-up exams and incompletes in cases of family emergencies, illness or other extraordinary circumstances. For the final exam, students who have an exam conflict or three exams within a 16-hour period may request an adjustment. We would appreciate receiving such a request at least 2 weeks prior to the examination period.

### Extra Credit:

Students may earn up to 2% extra credit by participating in the weekly 1-minute paper. At the end of the lecture before leaving class, students who turn in a 1-minute paper will earn one extra point. The 1-minute paper consists of two parts: 1) name one new concept that you learned that day, and 2) list one question that you have about that day's lecture. Both parts must be included to earn 1 point. Comments and criticisms about the lecture do not count for extra credit. Only one 1-minute paper per lecture will be counted for extra credit. 1-minute papers will only be accepted in class on lecture day. I will answer some of the most useful questions posed, and will distribute the questions and answers to the class via e-mail.

Below is a list of the activities by which you will be graded and their assigned weights:

| Activity            | Date/time given                    | Percent of grade |
|---------------------|------------------------------------|------------------|
| Exam 1              | 2/22/18                            | 20%              |
| Exam 2              | 4/5/18                             | 20%              |
| Final Exam          | 5/12/18, 4:00 p.m. – 6:00 p.m.     | 25%              |
| Lab participation   | Per lab schedule                   | 10%              |
| Lab group exercises | Per lab schedule                   | 25%              |
| Extra credit        | After each lecture, 1-minute paper | 2% maximum extra |

Final grades will be assigned as follows:

|             |    |
|-------------|----|
| 93.0-100.0  | A  |
| 90.0 - 92.9 | A- |
| 87.0 - 89.9 | B+ |
| 82.0 – 86.9 | B  |
| 80.0 – 81.9 | B- |
| 77.0 - 79.9 | C+ |
| 72.0 – 76.9 | C  |
| 65.0 – 71.9 | C- |

|               |   |
|---------------|---|
| 64.9 or below | F |
|---------------|---|

**Students may change grading options during the initial registration period or during the first two weeks of the semester.** The grading option may not be changed after the second week of the term. **Course Evaluation**

The SPH will collect student course evaluations electronically using a software system called CoursEval: [www.sph.umn.edu/courseeval](http://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](http://www.sph.umn.edu/grades). All students will have access to their final grades through OneStop two weeks after the last day of the semester regardless of whether they completed their course evaluation or not. Student feedback on course content and faculty teaching skills are an important means for improving our work. Please take the time to complete a course evaluation for each of the courses for which you are registered.

### **Incomplete Contracts**

A grade of incomplete "I" shall be assigned at 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](http://www.sph.umn.edu/grades).

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

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

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

### **Grade Option Change** (if applicable):

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

### **Course Withdrawal**

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

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

### **Student Conduct Code**

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

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

To review the Student Conduct Code, please see:

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

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning."

The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

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

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

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

### **Scholastic Dishonesty**

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code:

[http://regents.umn.edu/sites/default/files/policies/Student\\_Conduct\\_Code.pdf](http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf)) If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see:

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

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: <http://www1.umn.edu/oscai/integrity/student/index.html>. If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

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

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

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

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

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

### **Sexual Harassment**

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

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

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

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

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

### **Disability Accommodations**

The University of Minnesota is committed to providing equitable access to learning opportunities for all students. 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](mailto: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.\*

*\* 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.

XIII. Class Website To access the class website, go to <https://ay15.moodle.umn.edu/course/view.php?id=8877#section-0> or <http://www.umn.edu>, and click on the “myU” button in the upper right hand corner of the UMN home page. Then, log in using your x.500 username and

password (the ID and password you use to read your UMN e-mail). Next, click on the “my courses” tab and click on “PubH 6320 -Section 001 – Spring 2018” in the course list.

If you experience any technical difficulties, consult the Moodle student support page <http://www1.umn.edu/moodle/students/index.html>. The class site exists to give you additional resources and support. Its resource features include (though some of these resources, such as the sample exam questions, will not appear until they become relevant later in the semester):

- Instructor information: Basic information, including contact info
- Textbook and additional resources: Textbook and other books/articles that may be of interest
- Class schedule: Lecture PowerPoint slides, lecture notes, lab exercises, other materials
- Practice problems and answers: For honing the basic skills
- Sample exam questions and answers
- Course calendar for the semester: Including scheduled exams
- Study guides: To assess understanding of the concepts

In order to best avail yourselves of these resources, you should have:

- Access to a high speed internet connection (at home, at a campus computer lab, or in a café)
- A supported web browser (see <http://www1.umn.edu/moodle/start/technical.html> for more information)
- Adobe Acrobat Reader for reading .pdf files. A free copy can be downloaded from <http://www.adobe.com/products/acrobat/readstep.html>.

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