Course Syllabus
Executive MHA-Saudi Arabia

PubH 7572
Health Care Strategy and Strategy Management in Competitive Markets
Spring 2014 (Jan 13 – March 3)

Credits: 2
Meeting Days: NA
Meeting Time: NA
Meeting Place: NA
Instructor: Daniel Zismer Ph.D., Paul Bauer, MA
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I. Course Description
This course is designed to enable a thorough understanding of competitive strategy and the prominent theories and models in practice today. It includes individual and group study. To the extent possible the examples and cases presented are those of health care organizations and health systems. Successful completion of the course will enable the student to formulate a strategy, critically evaluate a strategy, lead the development of strategy and manage the execution of a strategy. This is an online course organized in 7 teaching modules. Students will spend one week on each module. The course includes assigned readings, audio lectures, graphic support for each lecture and selected interviews with experts.

II. Course Prerequisites
Executive MHA student

III. Course Goals and Objectives
With successful completion students will be able to:

- Understand, articulate and define strategy for an organization
- Analyze and evaluate the internal and external environment to which a strategy must respond
- Think strategically, evaluate strategic options and identify strategic issues for an organization
- Decide on a strategy for an organization and lead the execution of strategy
- Prepare strategy maps and measure and evaluate the performance of a strategic plan
- Identify the financial implications of a strategy and evaluate the returns on strategic investments
IV. Methods of Instruction and Work Expectations

This course will be taught in 7 online teaching modules. Each lesson will contain lecture notes by the instructors or an expert interview covering the lesson topic and required and optional readings by strategy scholars and health industry leaders. All course contents will be available online.

V. Course Readings

Course readings consist of journal articles, compilations of scans of the health industry environment and interviews with practicing executives whose responsibilities include formulating or participating in the formulation of competitive strategy. The assigned readings are:

- Lecture notes prepared by Paul Bauer and Daniel Zismer
- Peter Drucker, “The Theory of the Business” from Managing In a Time of Great Change, 1994
- Michael Treacy and Fred Wiersema, “Customer Intimacy and Other Value Disciplines”, HBR 1993
- PriceWaterhouse Coopers “Top Health Industry Issues of 2013, Picking Up the Pace of Health Reform, January 2013
- Daniel Zismer, Healthcare Reform: Don’t wait for the specifics the fundamentals are clear enough, from Perspective, 2009, University of Minnesota
- Introduction to Scenarios: http://www.gbn.com/about/scenario_planning.php
- Kim,W Chan, Mauborgne, Renée, Blue Ocean Strategy From Theory to Practice, California Management Review, vol. 47, no.3 Spring 2005
- Kaplan and Norton, “Using the Balanced Scorecard as a Strategic Management System” HBR July-August 2007
- A case study: Strategy Mapping Model used by The National Marrow Donor Program: An Interview with Michael Boo
- Financing Strategy: An interview with Jerry Massmann, Chief Financial Officer , Children’s Health Care of Minnesota
- Key Issues in Strategy and Strategy Leadership: An Interview with Daniel Zismer, Director and Program Chair of the MHA and Executive Study Programs.

Recommended Resources for research on Trends, Issues and Opinions the may have implications for health care strategy:

- Emerging m-Health:Paths for Growth, a global research study opportunities and challenges for global health, Price Waterhouse Coopers, 2012
- The Future of the Academic Medical Center: Strategies to avoid margin meltdown, Price Waterhouse Coopers, February 2012
- Kaiser Health News http://www.kaiserhealthnews.org

Other recommended resources included with the course materials by lesson:

- “Scenarios, Uncharted Waters Ahead,” by Pierre Wack, HBR 1985
- Atul Gawande, “The Cost Conundrum” New Yorker, June 1, 2009
VI. Course Outline/Weekly Schedule

Assignments:
Grades for this course are based on the completion of two assignments: an individual assignment and a group assignment. Each assignment accounts for 50% of the grade. The assignments are described below. The work (deliverables) due for each module is also included in the weekly schedule. There will be three elements considered in grading assignments:

- Demonstrates an understanding of the concepts and tools of strategy as presented in the course
- Demonstrates an ability to apply and use the tools to analyze strategic opportunity and build a strategy for an organization
- Demonstrates strong critical thinking skills; i.e., the ability to reflect, consider alternatives, evaluate options and skillfully test and apply ideas

Individual assignment (50% of grade) (50 points)
Each student will be asked to assess their own “organization” based on a critical analysis of selected concepts in competitive strategy. The “organization” and subject of the work may be a hospital, clinic, department, service line, or even the whole enterprise. The project organization however, should be as close to the student’s current position as possible. For example, if you are a cardiac surgeon you might write about the heart center, or if you are the director of Human Resources you might consider writing about that part of the organization, or some subset like employment or compensation. It doesn’t matter if the organization is a “revenue producing” service or a support department; all require a strategy and strategic thinking. In defining your “organization” consider where you will have the best access to the data, knowledge, and people to satisfactorily complete the assignment.

Think of this assignment as assembling a portfolio of work products that you may wish to use to increase the value created by your organization. As you consider the assignments keep in mind that they are less about defining the perfect strategy but rather engaging in critical thinking about your “organization’s” competitive strategy. Work products required for this assignment are described in more detail in the weekly schedule, which you will find in the syllabus and in the weekly lesson page on Moodle. The topics covered in the assignments will include:

- Assessing the environment to which your strategy must respond
- The importance of building a strong strategic vision and mission
- Value creation and application of methods for creating new value
- The role of the strategy leader and the skills required
- A final report addressing questions on how the course will influence you as a manager
- Submit all assignments in the form of a PowerPoint Presentation

Group Assignment (50% of Grade) (50 points)
Students will be assigned to a group of 4 members. Each group will be asked to read and analyze a case describing the strategy of The Cleveland Clinic, an advanced integrated health system in the United States. The focus of the assignment will be to compare The Cleveland Clinic strategy as described in the case to the strategy and direction of King Fahad Medical City. The object of the assignment is to examine the case critically and evaluate how this case might influence the strategy of King Fahad Medical City, if Cleveland Clinic were a competing health system in Saudi Arabia or elsewhere in the region. Work products required for this assignment are described in more detail in the weekly schedule, which you will
find in the syllabus and in the weekly lesson page on Moodle. Below is a brief summary of the assignment:

• Read the case and analyze the key facts and strategic themes (Michael E Porter, Elizabeth Teisberg, The Cleveland Clinic: Growth Strategy 2012, Harvard Business School, February 2013)
• Conduct and analysis of the internal and external challenges facing the King Fahad Medical City in the context of the local, regional and, to the extent they apply, global forces impacting the service area and prospective patients; that is, the political, social and economic and technological forces
• Apply the internal and external challenges using the tool of scenario planning described in the lectures and reading
• Build a competitive strategy that will increase the competitive advantages of the King Fahad Medical City and prevent or limit the competitive damage by the “entry” of the Cleveland Clinic
• Express the strategy by applying the tools of Strategy Mapping and Balance Score Card
• Discuss the financing challenges of the plan and how the plan will be funded
• Assemble the work into a final report and recommendations to a “governing board”.
• Submit all assignments in the form of a PowerPoint Presentation

Course Schedule
Lesson I (January 13-19): What is Strategy and How is it Applied in Healthcare?

Purpose: To introduce the learner to a practical definition of “strategy” as it applies to health care and to get a foundation and framework for strategic planning and, then, the application of strategy to benefit the health care organization.

Rationale: For strategy to be practical and useful it must be action-orient and goal-focused. “Strategic planning” is a process, “strategy” is an organizational mandate that should produce expected results that advance the healthcare organization toward its vision within a milieu of market, policy, regulatory and competitive dynamics. Strategy is an essential tool of leaders.

Learning Objectives of this Module-The learner will be able to:
• Articulate and define “strategy” for an organization.
• Determine how strategy is defined and applies to their organization.
• Recognize and understand various theories and models of strategy.
• Describe how strategies improve the market and mission success of health care organizations.

Key Themes of the Module:
• Strategy defined
• Types of strategies
• What strategy should achieve for an organization
• The “imperatives” of strategy

Reading Assignment
• Peter Drucker, “The Theory of the Business” from Managing In a Time of Great Change, 1994
• Michael Porter, “What is Strategy”, HBR, 1996
• Michael Treacy and Fred Wiersema, “Customer Intimacy and Other Value Disciplines”, HBR 1993

Individual Deliverables Due Jan 20, 2014: Describe your organization and your position (5 points):
• Give a brief description of the business of your organization; i.e., the part of the organization you’ve selected for this course?
• How does it fit into the larger enterprise of King Fahad Medical City?
• Give a brief description of the customers or other stakeholders for your organization’s services?
• Describe your position in the organization?
• Include any other information you believe relevant

**Group Deliverables:** No group deliverable this week. Read The Cleveland Clinic Strategy Case and begin group discussion.

**Lesson 2 (Jan 20-26): What is the Strategic Plan and What are the Imperatives of a Plan?**

**Purpose:** To provide a clear understanding of how the strategic plan is formed by the forces in the competitive market and the status of an organization’s assets and skills.

**Rationale:** Every organization has a strategy. Health care organizations like any other organization live in a marketplace where internal and external factors and dynamics work to influence and shape the performance of the organization over time. One important goal of strategy and the strategic plan is to intentionally position and guide the performance of an organization through the influences and dynamics it faces, including the use of various environmental internalities and externalities to the advantage of the organization.

**Learning Objectives - The Learner will be able to:**
• Evaluate the environmental influences and dynamics that “count” in the development of an organization’s strategy
• Tie strategy to the mission and vision of the organization.
• Conduct a process to establish key strategic goals
• Identify environmental challenges to goals, including competitor challenges.

**Key Themes of the Module:**
• Setting strategy in a broader context
• Goal clarity
• Judgments regarding environmental challenges

**Reading Assignment (See Note):**
To prepare for the assignments due in weeks 3 and 4, students should consider researching health care trends and issues independently. This might include your own organization’s resources on the health care environment. Below however, is a list of resources available for your consideration.
• PriceWaterhouse Coopers “Top Health Industry Issues of 2013, Picking Up the Pace of Health Reform, January 2013
• Daniel Zismer, Healthcare Reform: Don’t wait for the specifics the fundamentals are clear enough, from Perspective, 2009, University of Minnesota
• Elizabeth Boehm, The Myth of Consumer Directed Health Care, HBR Blog Network, April, 2010
• Customer Experience in Healthcare: The Moment of Truth, PriceWaterhouseCoopers, July 2012
• Devi Shetty, MD, “India Can Show the Way on Health”, The Economist, The World in 2013
• Emerging m-Health:Paths for Growth, a global research study opportunities and challenges for global health, Price Waterhouse Coopers, 2012
• The Future of the Academic Medical Center: Strategies to avoid margin meltdown, Price Waterhouse Coopers, February 2012
• Atul Gawande, “The Cost Conundrum” New Yorker, June 1, 2009
• Atule Gawande, “The Hot Spotters, New Yorker, January 24, 2011
• Daniel Zismer, Community Health Systems: Planning for a Reformed Market Place, 2009, University of Minnesota
• Individual assignment: There is no deliverable due this week. Begin work on deliverables due for week 3

Group Assignment: There is no deliverable due this week. Review and discuss the Cleveland Clinic Case, review upcoming assignments and analyze the facts of the case, and begin outlining issues presented in the case.

Lesson 3 (Jan 27-February 2): Models and Methods for Strategic Analyses: an Examination of What is Used and Why

Purpose: To provide the learner a foundation for pre-plan analysis of models and methods, to undertake a rigorous and efficient analysis of the factors that affect strategy and factors that will influence the plan.

Rationale: At every point in time an organization is positioned well or not for the next period in its life cycle/business cycle; i.e. whether it has a strategic plan or not, internalities and externalities will affect the organization. While the previous module identified, at a high level, such internalities and externalities, this module provides models and methods for specific analyses and evaluations by leaders.

Learning Objectives – The Learner Will Be Able to:
• Categorize internal and external factors for analysis and evaluations; those that bear upon the strategic plan.
• Evaluate specific strategic goals in the context of the realities of the analyses of the internalities and externalities.
• Establish priorities for strategic goals; i.e., what must occur for the organization and when?
• Define specific strategic scenarios for the organization; i.e., the strategic scenario “what ifs” to prepare the organization for a strategic planning process.

Key Themes:
• Applications of tools to create strategic understandings.
• Array the strategic goals
• Scenario building; i.e., What kind of future must our strategy address?
• Array the evidence
• Prepare for the strategic plan

Reading Assignment
• Kim, W Chan, Mauborgne, Renée, Blue Ocean Strategy From Theory to Practice, California Management Review, vol. 47, no.3 Spring 2005
• For more information and to explore more resources and tools on Blue Ocean Strategy consider visiting the following Web site: http://www.blueoceanstrategy.com/
• Introduction to Scenarios: http://www.gbn.com/about/scenario_planning.php

Optional Reading
• “Scenarios, Uncharted Waters Ahead,” by Pierre Wack, HBR 1985
• “Planning as Learning” Ari DeGues, HBR 1988
• Chris Argyris, “Teaching Smart People How to Learn” HBR May-June 1991

Individual Deliverables Due: Feb 3, 2014
Discuss the strategic assessment and the Mission and Vision of your organization as you described in your first assignment in lesson one. (5 points):
• Summarize the internal and external forces impacting your organization
• Based on your organization’s assessment of the environment, the course readings, your own research and knowledge what would you describe as the key internal and external forces facing your organization?
• What are the 3-5 critical issues your organization must address through its competitive strategy?

Describe or craft a mission statement for your organization, and describe how it furthers and supports the vision and mission of KFMC. Explain how the vision and mission serves as a guide for behavior.

Group Assignment: Begin work on week 4 deliverables and outline the work ahead.

Lesson 4 (February 3-9): The Process of Developing an Organizational Strategic Plan
Purpose: To provide an approach to take an organization through a strategic planning process to an approved strategic plan.

Rationale: For strategic plans to be useful and productive they must be “owned” by the organization. Process is important to the success of every plan.

Learning Objectives – The Learner Will Be Able to:
• Engage an organization in preparation for the development of a strategic plan; i.e., the need, the rationale, the expected results and the vision for the process and the final plan (the product).
• Provide the organization a model for the analysis of related information.
• Engage the right stakeholders in the planning process; the right people asking the right questions.
• Establish an action-oriented plan.
• Make the key strategic decisions; i.e., vision, mission, value proposition and strategic results/goals

Key Themes:
• Organizational engagement
• Process templates
• Asking the right questions
• Establishing the right goals
• Producing the plan

Reading Assignment:
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Optional Readings:
• Daniel Zismer, Integrated Health Systems Design: If You are Heading There It’s Best to Have a Map, Governance Institute, 2009
• Daniel Zismer, Integration and the Future of Health Care, University of Minnesota, 2009

Individual Deliverables: Begin work on week 5 deliverables

Group Deliverables Due February 10, 2014: Scenario Planning (10 Points): Identify the key external and internal challenges facing King Fahad Medical City as a medical care provider in the region and in the context the “the competitive threat” presented by the Cleveland Clinic case using the tool of Scenario Planning as presented in the course materials. The deliverable for this assignment will include, the following:

• A description of the focal issue
• The external forces (political, social, economic, and technological forces)
• Internal challenges
• The driving forces –as defined in the scenario planning approach
• Build at least 2 distinct and different, but plausible scenarios, to which a successful strategy must respond
• Identify the strategic options that would be required for success in each scenario
Lesson 5 (Feb 10-16): Mapping and Managing the Strategy - The Strategy Map and Scorecard

Purpose: To provide tools for mapping, monitoring and evaluating progress on a strategic plan.

Rationale: Even the best strategic plan can become lost in the “everyday” of operating a health care organization. Experience shows that absent an organized approach to the mapping, monitoring, evaluations and adjustment of strategy, organizations risk losing strategic focus and the value of strategy is questioned.

Learning Objectives – The Learner Will Be Able to:
• Convert the strategic plan to a “strategy map”; or tool that provides a strategy roadmap with clarity regarding milestones and measures for the organization overall.
• Create a “cascading” strategy map; one that converts the board map to ones useful at lower levels within the organization (including the “teachings” required of leaders and managers to create a coherent “cascade” of strategy maps).
• Connect the strategy map to a strategy “scorecard”; a dashboard of measures that define progress toward strategic goals.
• Disseminate the strategy map and scorecard information as “living documents” within the organization to ensure that the strategic plan becomes part of the behaviors and actions of the organization.

Key Themes:
• Conversion of the strategic plan to a “behavioral map”
• Conversion of the strategic plan to objective outcome measures.
• “Driving down” the strategy to the lower levels within the organization such that the plan becomes practical and an element of daily managerial behaviors.

Reading Assignment
• A case study: Strategy Mapping Model used by The National Marrow Donor Program: An Interview with Michael Boo
• Kaplan and Norton, “Using the Balanced Scorecard as a Strategic Management System” HBR July-August 2007
• For the individual assignment due Review Michael Treacy and Fred Wiersema, “Customer Intimacy and Other Value Disciplines”, HBR 1993

Optional Reading
Person Peter, M.D., MBA, Balanced Scorecard and Strategy Maps, a Fifteen Year Journey at Essentia Health

Individual Deliverables Due February 17, 2014: Value Creation (15 points) In order for a strategy to be successful it must create unique value. First, go back to your work on strategic assessment and consider how the market forces and critical issues you’ve described have influenced your approach to creating value. Second, thinking about competitors (if you have them) or feedback you’ve received from customers and stakeholders consider how you can create new value in your service offering. Then, using the readings on Blue Ocean Strategy and Value Discipline answer the following questions:
• How would you describe the value discipline of your organization based on the article by Treacy and Wiersema
  o Describe how your organization expresses each discipline
  o Which discipline leads?
• Using the readings on Blue Ocean strategy, prepare a “4 action framework” showing how your organization can create new value for your customers and/or stakeholders.
  o Include brief statement describing the focus of your blue ocean
Include a brief statement describing how your blue ocean diverges from what you are doing today, or from competitors (if you have them)

Create a tagline for your blue ocean

**Group Deliverables Due Feb 17, 2014: Strategies and Tactics (10 points)**

For this assignment you should review your scenarios and the strategic options you’ve developed. Then select and defend the most relevant strategies and tactics that address the competitive threats represented by the internal and external forces and the case.

In addition to a final set of strategies your deliverable should include a brief discussion of each strategy addressing:

- Why the strategy has emerged as a priority
- The key tactics or actions required to implement the strategy
- Any particular skills or other resources that will be needed to implement it

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**Lesson 6 (June 17-23): Financing Strategy**

**Purpose:** Effective organizational strategy requires financial analysis and a financing plan.

**Rationale:** Strategy is necessarily tied to finance for any organization. This link is critically important for community health care providers in light of reforms driven by changes in health information technology, medical research, the rising cost of medical care and state health policies. A strategic plan without a financing plan is an incomplete plan.

**Learning Objectives – The Learner Will Be:**

- Identify the required financial implications of strategy; e.g., the required income statement, balance sheet requirements.
- Analyze and demonstrate the costs and financial investment requirements of a strategic plan.
- Identify and evaluate sources and uses for capital investments in strategy.
- Calculate returns on strategic investments.

**Key Themes:**

- Strategy and financial implications
- Building financial strength through strategy
- Financing strategy
- Evaluating returns on strategic investments

**Reading Assignment:**

- Financing Strategy: An interview with Jerry Massmann, Chief Financial Officer, Children’s Health Care of Minnesota

**Individual Deliverables Due February 24, 2014: Strategy Leadership (5 points)**

This assignment asks you to reflect on how you lead strategy based on the article assigned in Lesson 4 by Cynthia Montgomery, “How Strategists Lead”. Please spend some time reflecting on your leadership style using the three roles described by Montgomery. You may want to consider discussing your leadership style with people who know you, work for you or work with you. Then address the following questions:

- Describe with behavioral examples how you exhibit each leadership role
- Describe which of the 3 roles you believe is your strongest
- Describe which of the 3 roles you believe you have the most opportunity to improve
Group Deliverables Due February 24, 2014: Strategy Map (10 Points) - Using the materials presented in lesson 5 convert your strategy to a map and a balanced scorecard showing how the strategy will impact the four perspectives presented in the lesson readings. Review the Vision of the King Fahad Medical City and make any modifications you believe relevant based on what you have learned from this analysis. There are two deliverables required for this assignment:

- A strategy map showing how the strategy will impact the four perspectives presented by Kaplan and Norton
- A balanced score card that provides a "dashboard" addressing the measurement of strategic success

Module 7 (June 24-March 3): Course Summary & Elements of Strategy Leadership

Purpose: Summarize the key elements of the course and offer effective leadership of strategy

Rationale: Ultimately Business Strategy is about targeting the long term investment of the organization and translating that investment into action and tracking results. It is easy to get bogged down in the process. This module will highlight the simple and essential elements of strong strategy and offer guidance to optimize success in both formulating and implementing strategy

Learning Objectives – The Learner Will Be Able to:
- Identify and formulate strategies that are aligned with the trends that will most influence the formation of integrated health systems strategies in the future
- Identify the principle reasons that strategies fail and to identify examples from the field based on the learner's experience.
- Prioritize strategies in relation to risk, their impact on organizational performance and the value created for the communities served.

Key Themes:
Even if the process is sound and the execution is competent and timely, strategies can fail. It is critically important to understand the factors that contribute to failing strategies so that to the extent possible mistakes can be avoided and adjustments can be made quickly as events and forces change.

Reading Assignment:
- Key Issues in Strategy and Strategy Leadership: An Interview with Daniel Zismer, Director and Program Chair of the MHA and Executive Study Programs.

Individual Assignment Due March 3, 2014: Final Report (20 points) Review the work you’ve submitted so far, reflect on the course materials, the learning from your work group and the feedback you’ve received from the instructor. Make any changes or edits you believe will strengthen this portfolio. Please annotate any changes you’ve made. In addition, address the following questions:
- Based on the interview with Jerry Massmann include at least 1 slide addressing the financial challenges of your organization; i.e., how your organization is funded, how you gain financing for changes to the strategy of your organization and how you evaluate financial success?
- How have the contents of the course influenced your approach to strategy formation; for example what should change in your organization and what could your organization teach us that would improve this course?
- How has the course changed you with regard to your leadership and/or participation in strategy? It is not required, but if you wish you may address this question by creating your personal Blue Ocean 4-Actions Framework.

Group Assignment due March 3, 2014: Report and Recommendations (20 points) – For this assignment you are asked to review the work you have done to this point and consider how you should edit your work to create a presentation to a governing board. In addition to the edited work your final report should include 2 new slides:
- What is your plan for funding the strategy
- What is your recommendation for action to the “governing board”.
VII. Evaluation and Grading

Grading

- Completion and submission of strategy portfolio  
  50 pts
- Completion and submission of group assignment  
  50 pts

Total available points  
100 pts

Grades will be assigned according to the following distribution of points:

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Course Evaluation

Beginning in fall 2008, the SPH will collect student course evaluations electronically using a software system called CoursEval: www.sph.umn.edu/courseval. 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 Student Services Center at sph-ssc@umn.edu for further information.
Student Conduct, Scholastic Dishonesty and Sexual Harassment Policies

Students are responsible for knowing the University of Minnesota, Board of Regents’ policy on Student Conduct and Sexual Harassment found at www.umn.edu/regents/polindex.html.

Students are responsible for maintaining scholastic honesty in their work at all times. Students engaged in scholastic dishonesty will be penalized, and offenses will be reported to the SPH Associate Dean for Academic Affairs who may file a report with the University’s Academic Integrity Officer.

The University’s Student Conduct Code defines scholastic dishonesty as “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; or altering, forging, or misusing a University academic record; or fabricating or falsifying of data, research procedures, or data analysis.”

Plagiarism is an important element of this policy. It is defined as the presentation of another’s writing or ideas as your own. Serious, intentional plagiarism will result in a grade of “F” or “N” for the entire course. For more information on this policy and for a helpful discussion of preventing plagiarism, please consult University policies and procedures regarding academic integrity: http://writing.umn.edu/tww/plagiarism/.

Students are urged to be careful that they properly attribute and cite others’ work in their own writing. For guidelines for correctly citing sources, go to http://tutorial.lib.umn.edu/ and click on “Citing Sources”.

In addition, original work is expected in this course. It is unacceptable to hand in assignments for this course for which you receive credit in another course unless by prior agreement with the instructor. Building on a line of work begun in another course or leading to a thesis, dissertation, or final project is acceptable.

Disability Statement

It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have a documented disability (e.g., physical, learning, psychiatric, vision, hearing, or systemic) that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact Disability Services to have a confidential discussion of their individual needs for accommodations. Disability Services is located in Suite 180 McNamara Alumni Center, 200 Oak Street. Staff can be reached by calling 612/626-1333 (voice or TTY).

Mental Health Services:

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 or reduce a student’s ability to participate in daily activities. University of Minnesota services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via www.mentalhealth.umn.edu