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.

II. Course Prerequisites
Required course for an MHA through the Executive MHA Program

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
- Formulate a strategy for an organization and lead a strategic planning process
- 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
- Decide on a strategy for an organization and lead the execution of strategy

IV. Methods of Instruction and Work Expectations
This course will be taught in 7 online lessons. Each lesson will contain lecture notes by the instructor or an expert interview covering the lesson and supported with readings by strategy scholars and health industry leaders. This course involves both individual and group study and includes the following sources of information:
• **Journal Publications:** Articles by experts covering strategic thinking and specific tools and models for strategy
• **Videos and Web sources:** There are significant data available free on the Web by well known experts in strategy. An effort is made to provide selected resources to students
• **Resources on health industry issues:** News articles, studies, and surveys on trends and issues that student can consult during the course and take with them and use in their work
• **Real time events posted on the course Web site:** The instructor will post relevant information for students from news, academic, or the policy sources.
• **Small Group Discussion Forums:** Students will conduct class discussions by submitting posts in response to an article and/or discussion questions, or other projects assigned by the instructor. See assignments and weekly schedule for details.

V. **Course Readings and Resources for Consultation**

Lectures and notes prepared by Paul Bauer

**Harvard Business Review Reprints**


**Articles from other sources assigned within specific lessons.**

- Kim, W Chan, Mauborgne, Renée, Blue Ocean Strategy From Theory to Practice, California Management Review, vol. 47, no.3 Spring 2005

**Instructor Interviews for lesson lectures that are on the Moodle course site**

- 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.

**Case Exercise**

- Zismer, Daniel K PhD. Upper Regions Health Care, a case exercise.
Web Resources:
- Shoemaker, Paul, The Wharton School of Management, “Strategic Thinking and Decision Making”,
  http://www.youtube.com/watch?v=6aLvCVL6bGw
- Online Resource for Blue Ocean Strategy
  http://www.blueoceanstrategy.com/elibrary/?industry=healthcare

Optional resources for research on trends, issues and opinions for group projects (listed by date of
publication):
- Atul Gawande, "The Cost Conundrum" New Yorker, June 1, 2009
- Janet Silversmith, “Five Payment Models, The Pros, the Cons, the Potential”, Minnesota Medicine,
  February 2011
- 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
- Thomas Daschle, B.A., Pete Domenici, J.D., William Frist, M.D., and Alice Rivlin, Ph.D “Prescription for
  Patient-Centered Care and Cost Containment” n engl j med 369;5 nejm.org august 1, 2013
- Kaiser Health News http://www.kaiserhealthnews.org
- Elizabeth Rosenthal, Apprehensive, Many Doctors Shift to Jobs With Salaries - NYTimes.com,2/17/2014
- John Harwood “Architect of Health Law Predicts a Shift Away From Employer Coverage”, NY Times,
  March 20, 2014
- Jordan Rau, “Doctors Overlook Lucrative Procedures When Naming Unwise Treatments”, Kaiser Health
  News, April 14, 2014
- “Health Care in America: How to fix Obamacare”, The Economist, September 20, 2014
- Six Wisconsin Health Systems for Statewide Network, Milwaukee Sentinel, August 11, 2014
b9932567521-270178061.html
- Diamond, Dan, Hospital Mergers Are Out. ‘Strategic Alliances’ Are In. Is Obamacare Responsible? California
  Healthline Wednesday, July 30, 2014 (http://www.californiahealthline.org/road-to-
  reform/2014/hospital-mergers-are-out-strategic-alliances-are-in-is-obamacare-responsive)

VI. Course Outline/Weekly Schedule

Assignments: A total of 100 points are available through completion of assignments.

Assignment One: Discussion of two articles on the imperatives and purpose of strategy and how they apply to
your own experience (15 points)
- To prepare for the discussion assignment, students will read and comment on two articles; Mohr &
  Sarin’s, “Drucker’s insights on market orientation and innovation: implications for emerging areas in high-
  technology.” and Porter’s,” What is Strategy?” See weekly course schedule for detailed instructions.

Assignment Two: Health Industry Assessment (EA) (20 Points)
- Each group member will build and post one key external force impacting on the health care industry
  based on the discussion and definitions of trends and issues covered in the readings and lectures.
- The industry force must be supported by facts and include at least one graphic and citation of the sources
  used
- The group will review and discuss each member’s contribution and agree on the final product to submit as
  the group report. The final group report must include at least 3-5 critical forces in a PPT presentation.
- The instructor will integrate all of the group reports into a single document and post it on the discussion
  forum

Assignment Three: Students will study the Upper Regions Health Care System Case authored by Daniel Zismer,
PhD. Working in groups, students will prepare the following deliverables (50 points)
• Using materials in the environmental assessment developed by the cohort and other research as deemed appropriate identify the key internal and external forces impacting UHR

• Using the principles of Scenario Planning and following the examples covered in Bauer’s lecture notes and online resources write two plausible and different scenarios characterizing the environment and challenges UHR might face 10 years into the future. What could UHR look like 10 years from now under different and plausible combinations of the forces in place today?

• For each scenario identify a minimum of 3 strategic options UHR should consider investing in today to prepare for the scenarios

• Begin to narrow the strategic options to a set of recommended strategies by examining and evaluating the strategic options by using Blue Ocean Strategy Tools presented in the lectures and readings. Specifically:
  o Build a four actions framework and a strategy canvas demonstrating URH’s strategic investment for restructuring market boundaries

• Based on your reading of Collins and Porras, “Building Your Company Vision”, Write a vision for URH that will drive progress toward the future your group has created

• Identify not more than 4 long term strategies along with 3-5 tactics that will illustrate the execution of the strategy and build a strategy map that will illustrate the organizations strategic investment in terms of the four perspectives presented in the work of Kaplan and Norton.

• Considering the feedback offered from previously submitted deliverables assemble your work in a presentation to the URH board of director’s. The presentation should be in PPT and contain 20 slides or less. Your presentation should include your recommendations for the action you are requesting and be supported by the elements demonstrated in the course that you believe would be essential to prepare.

Assignment Four: A group discussion on strategy leadership (15 Points)
• To prepare for the discussion assignment students will read and comment on the articles by Cynthia Montgomery and Paul Bauer’s Interview with Daniel Zismer in lesson seven. See the weekly course schedule for detailed instructions

Course Schedule
Lesson I (March 16-22): What is Strategy and Marketing and how is it Applied in Healthcare?
Purpose: For strategy to be practical and useful it must be action-orient and goal-focused. This lesson introduces learners to practical definitions of “strategy” and “marketing” as they apply to health care and provides a foundation and framework for strategic planning and marketing.

Learning Objectives: 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.
• Understand organize and implement a “market oriented” planning approach for a health care organization

Key Themes of the Lesson
• Strategy defined
• Types of strategies
• What strategy should achieve for an organization
• The imperatives of strategy

Reading Assignment
• Bauer, Lecture notes: What is Strategy and How is it Applied in Health Care
• Michael Porter, “What is Strategy”

**Assignment One (15 points):**
Discussion Board: To prepare for the discussion assignment, please read Mohr & Sarin’s “Drucker’s insights on market orientation and innovation: implications for emerging areas in high-technology,” and Porter’s, “What is Strategy”

**Deliverables Due: Post 1, March 18 8PM; Post 2, March 22 8PM**
- *By midnight Thursday of this week* (in order to allow time for further discussion), submit a post to the Discussion Assignment forum evaluating these articles in terms of your organization’s culture; i.e., to what extent does your organization embody, in terms of vision, values, structure, systems, services etc., the qualities cited for a strong “market orientation” and the Porters views regarding “what is and isn’t strategy”? Give specific examples of how these qualities materialize (or don’t) in the strategy of your organization. To what extent do you agree and/or disagree with the basic theses and supporting points in these articles?
- To complete the assignment, please read and consider your classmates’ posts. *Before 8 pm on the Monday following the lesson*, either reply to a post specifically, or create a new one of your own in which you consider the ways in which reading your classmates’ thoughts may have been caused to rethink your original response.
- Concise responses will be appreciated; e.g., 100-150 words. Be sure to support your observations and opinions with evidence and examples and feel free to add to and build on your colleague’s responses.

**Lesson 2(March 23-29): The Strategic Assessment: Building a Data Base for Strategy**

**Purpose:** Every organization has a strategy. Healthcare 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
- Identify environmental challenges to goals, including competitor challenges
- Tie strategy to the mission and vision of the organization.

**Key Themes of the Lesson**
- Setting the strategy in a broader context
- Goal clarity
- Judgments regarding environmental challenges

**Reading:**
- Bauer, Lecture Notes: Building a Data Base for Strategy
- Collins, James, Porras, Jerry, “Building your Company's Vision”, From On Strategy pp 77-102
- Atul Gawande, "The Hot Spotters, New Yorker, January 24, 2011

**Reference Materials for Strategic Assessment**
To prepare for the group assignment on environmental assessment, 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:
- Atul Gawande, “The Cost Conundrum” New Yorker, June 1, 2009
• Janet Silversmith, “Five Payment Models, The Pros, the Cons, the Potential”, Minnesota Medicine, February 2011
• Customer Experience in Healthcare: The Moment of Truth, PriceWaterhouseCoopers, July 2012
• 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
• Thomas Daschle, B.A., Pete Domenici, J.D., William Frist, M.D., and Alice Rivlin, Ph.D “Prescription for Patient-Centered Care and Cost Containment” n engl j med 369;5 nejm.org august 1, 2013
• Kaiser Health News http://www.kaiserhealthnews.org (This is just a link I include)
• Elizabeth Rosenthal, Apprehensive, Many Doctors Shift to Jobs With Salaries - NYTimes.com,2/17/2014
• "Health Care in America: How to fix Obamacare", The Economist, September 20, 2014

Assignment Two: Prepare an Industry Environmental Assessment (20 points): Deliverables Due: March 30
8PM

The ultimate product of this project will be to create a presentation quality environmental assessment to guide the cohort members’ work on this course. Each group will contribute items to final work product. The instructor will synthesize the work of all the groups and post cohort product.

• Using the materials contained in the assigned readings and other sources each group member will build one key market force facing all healthcare providers.
  o A summary of the force and its implications for strategy
  o A graphic illustrating the force in the form of a picture, table, graph, or other image portraying the force
  o At least one citation of an authoritative source for the information presented
• To get credit for the individual contribution each member will post their work product on the group forum
  o 10 points credit for the individual contribution
• The group will review and discuss the contributions of its members, synthesize and remove duplication as appropriate and create a group presentation of the material. The group will post the group presentation on the group forum.
  o 10 points credit for the group report

Lesson 3 (March 30-April 5): What is Strategic Thinking: Methods and for Strategic Analyses

Purpose: This lesson provides 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. The lesson introduces specific models and tools to evaluate the internal and external environment and set the direction for a strategy.

Learning Objectives – The Learner Will Be Able to:
• Categorize internal and external factors for analysis and evaluation; those that bear upon the strategic plan
• Evaluate specific strategic goals in the context of the realities of the analyses of the internatilities 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.
• Build a strategy canvas

Key Themes
• Application of tools for create strategic understandings
• Array the strategic goals
• Establish scenarios strategies may have to address
• Prepare for setting the plan in place

Reading
• Bauer, Lecture Notes: Models and Methods for Strategic Analysis: A Case Example
• Kim, W Chan, Mauborgne, Renée, Blue Ocean Strategy From Theory to Practice, California Management Review, vol. 47, no.3 Spring 2005
• Review and study resources on scenario development

Optional Resources for consideration:
• Online Resource for Blue Ocean Strategy http://www.blueoceanstrategy.com/elibrary/?industry=healthcare

Assignment Three: Upper Regions Health (URH) Case Project Orientation
• Read the URH Case
• Meet with your group and review the assignment and schedule for submission of group deliverables (See description of this assignment on page four and deliverables schedule in the weekly lesson's 4, 5, 6, and 7.)
• Organize and begin the work for your group

Lesson 4 (April 6-12): The Process of Developing an Organizational Strategic Plan
Purpose: This lesson provides an approach to take an organization through a strategic planning process to an approved strategic plan. Imperative for strategic success is a well-defined tactical plan and a process for engaging stakeholders in the 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
• Provide the organization with a model for the analysis of related information.
• Engage the right stakeholders in the planning process; the right people asking the right questions.
• Conduct a process to establish key strategic goals
• Build and 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
• Producing the plan

Reading
• Bauer Lecture Notes: The Process of Developing the Organizational Strategic Plan
• Zismer, Daniel K. Ph.D. Upper Regions Health Care, A case example

Assignment Three: URH case study (10 points) Deliverables due: April 13 8PM
• Read the URH case
• Using materials in the environmental assessment developed by the cohort and other research as deemed appropriate Identify the key internal and external forces impacting URH
• Using the principles of Scenario Planning and following the examples covered in Bauer’s lecture notes and online resources write two plausible and different scenarios characterizing the environment and challenges URH might face 10 years into the future. What could the health care environment and URH look like 10 years from now under different and plausible combinations of the forces in place today?
• For each scenario identify a minimum of 3 strategic options URH should consider investing in today to prepare for the plausible future scenarios

Purpose: To provide tools for mapping, monitoring and evaluating progress on a strategic plan
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.
• Connect a 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 and marketing plans become 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
• Lecture Notes: Strategy Mapping Model used by The National Marrow Donor Program: An Interview with Michael Boo

Assignment Three: URH case study (10 points) Deliverables due: April 20 8PM
• Begin to narrow the strategic options to a set of recommended strategies by examining and evaluating the strategic options by using Blue Ocean Strategy Tools presented in the lectures and readings. Specifically
o Build a four actions framework and a strategy canvas demonstrating URH’s strategic investment for restructuring market boundaries

- Based on your reading of Collins and Porras, “Building Your Company Vision”, write a vision for URH that will drive progress toward the future your group has created

**Lesson 6 (April 20-26): Financing a Strategy**

Purpose: Strategy is necessarily tied to finance for any organization. This link is critically important for community health care providers in light of changes resulting from federal and state level health care reform. A strategic plan without a financing plan is incomplete.

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

- Identify the required financial implications of a strategy; e.g., the required income statement, and balance sheet requirements
- Analyze and demonstrate the costs and financial investment requirements of a strategic plan
- Identify and evaluate sources and uses of 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**

- Lecture Notes: Financing Strategy: An interview with Jerry Massmann, Chief Financial Officer (Retired 2014), Children’s Health Care of Minnesota

**Assignment Three: URH case study (10 points) Deliverables due: April 27 8PM**

Identify not more than 4 long term strategies along with 3-5 tactics that will illustrate the execution of the strategy and build a strategy map that will illustrate the organizations strategic investment in terms of the four perspectives presented in the work of Kaplan and Norton.

**Lesson 7 April 27- May 3): Issues in Strategy Leadership**

Purpose: 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 lesson will address key elements and skills required for strategy leadership and how leadership is essential to strategic success

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

- Evaluate the skills of strategy leadership and evaluate his/her own strengths and weaknesses as leaders of strategy for an organization
- Skillfully engage the organization in forming and executing strategy
- Identify why strategies fail

**Key Themes**

- Leadership skills
- Engaging the organization
- Managing the proprietary element of strategy
Reading

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

Assignment Three: URH case study (20 points) Deliverables due: May 4 8PM

- Considering the feedback offered from previously submitted deliverables assemble your work in a presentation to the URH board of director’s. The presentation should be in PPT and contain 20 slides or less. Your presentation should include your recommendations for the action you are requesting and be supported by the elements demonstrated in the course that you believe would be essential to prepare.

Assignment Four: Final group discussion on strategy leadership (15 Points) Deliverables due: Post 1, April 30 8PM; Post 2, May 4 8PM

To prepare for this discussion read the articles by Cynthia Montgomery, “How Strategists Lead” and “Putting Leadership Back into Strategy” and the Paul Bauer’s Interview with Daniel Zismer.

- **By midnight Thursday of this week** (in order to allow time for further discussion), submit a post to the Discussion Assignment forum addressing at least one of the questions below in your initial post:
  - To what extent do the key themes and points expressed by the authors compare to the leadership of strategy in your organization?
  - Comment on your own strengths and weaknesses as a leader of strategy by addressing the three leadership skills addressed by Montgomery in the article on “How Strategists Lead”? For example, describe with behavioral examples how you carry out the leadership roles, your strengths as a leader of strategy and where you have the most opportunity to improve.
- To complete the assignment, please read and consider your classmates’ posts. **Before 8 pm on the Monday following the lesson**, either reply to a post specifically, or create a new one of your own in which you consider the ways in which reading your classmates’ thoughts may have been caused to rethink your original response.
- Concise responses will be appreciated; e.g, 100-150 words. Be sure to support your observations and opinions with evidence and examples and feel free to add to and build on your colleague’s responses.

VII. Evaluation and Grading

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

Grading

- Discussion Assignments 30pts
- Industry Environmental Assessment 20pts
- Upper Regions Health System Case Study 50pts

Total available points 100pts

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

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<tr>
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<td>90 – 92</td>
<td>A-</td>
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<td>83 – 86</td>
<td>B</td>
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<td>80 – 82</td>
<td>B-</td>
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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/](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/](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 Suite180 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](http://www.mentalhealth.umn.edu)