

PubH 3950/6950

From Kid to Community: Personal, Social and Environmental Influences on Youth Obesity

Fall 2016

Credits:	2 credits
Meeting Days:	Fall Semester 2016
Meeting Place:	Completely online
Instructor:	Nicole Larson, PhD, MPH, RDN
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Teaching Assistant (3950):	Cindy Bloomfield
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I. Course Description

This course provides an introduction to the epidemiology of pediatric obesity with a focus on social-ecological risk factors. Extensive discussion of the implications of these risk factors for developing environmentally-focused prevention strategies and policies will be included.

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

Please note: This course is available at either the graduate or undergraduate level. Students seeking graduate credit should enroll in PubH 6950, and those seeking undergraduate credit should enroll in PubH 3950. Undergraduate students will not be able to later use earned course credits for this class toward a graduate MPH degree, should they choose to pursue such a degree in the future.

II. Course Prerequisites

Students must have completed one of the following: (a) a basic, introductory nutrition course or equivalent, (b) PubH 6094 (Obesity and Eating Disorder Interventions), or (c) 1 year of work experience in the field of obesity and/or public health. Permission may also be given by the instructor.

III. Course Goals and Objectives

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

- Identify and discuss personal, interpersonal, community, and population factors that affect disparities in rates of child and adolescent obesity related to geographic location, gender, age, and race/ethnicity.
- Describe medical and psychosocial complications of obesity and how these influence obesity prevention strategies.
- Describe current epidemiologic evidence supporting environmental and contextual strategies to address child and adolescent obesity.
- Compare and contrast the benefits of obesity prevention efforts at the personal, interpersonal, community, and environmental levels.
- Identify promising environmentally-focused strategies to prevent child and adolescent obesity.
- Discuss available tools for monitoring and evaluating progress in addressing child and adolescent obesity prevention.

IV. Methods of Instruction and Work Expectations

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

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

V. Course Text and Readings

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

VI. Course Outline/Weekly Schedule

Module 1 (9/6-9/19)	<p><u>Topics:</u> Introduction to course content and expectations Epidemiology of child and adolescent obesity Significance of obesity for physical and psychosocial health</p> <p><u>Required Readings:</u> 1. Lakshman R, Elks CE, Ong KK. Childhood obesity. <i>Circulation</i>. 2012;126:1770-1779. 2. Hoelscher DM, Kirk S, Ritchie L, Cunningham-Sabo L; Academy Positions Committee. Position of the Academy of Nutrition and Dietetics: interventions for the prevention and treatment of pediatric overweight and obesity. <i>J Acad Nutr Diet</i>. 2013;113(10):1375-1394.</p> <p><u>Optional Reading:</u> 3. Ogden CL, Carroll MD, Lawman HG, Fryar CD, Kruszon-Moran D, Kit BK, Flegal KM. Trends in obesity prevalence among children and adolescents in the United States, 1988-1994 through 2013-2014. <i>JAMA</i>. 2016;315(21):2292-2299.</p> <p><u>Activity:</u> Identifying local obesity data (due Monday 9/19)</p>
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<p>Module 2 (9/20-9/26)</p>	<p><u>Topics:</u> Introduction to obesity prevention and the social-ecological model Evaluation of prevention interventions</p> <p><u>Required Readings:</u> 1. Foltz JL, May AL, Belay F, Nihiser AJ, Dooyema CA, Blanck HM. Population-level intervention strategies and examples for obesity prevention in children. <i>Annu Rev Nutr.</i> 2012;32:391-415. 2. Waters E, de Silva-Sanigorski A, Hall BJ, Brown T, Campbell KJ, Gao Y, Armstrong R, Prosser L, Summerbell CD. Interventions for preventing obesity in children. <i>Cochrane Database of Syst Rev.</i> 2011;12:1-35.</p> <p><u>Optional Reading:</u> 3. Hendriks AM, Gubbels JS, De Vries NK, Seidell JC, Kremers SP, Jansen MW. Intervention to promote an integrated approach to public health problems: an application to childhood obesity. <i>J Environ Public Health.</i> 2012;2012:913236.</p> <p><u>Activity:</u> Quiz (due Monday 9/26)</p>
<p>Module 3 (9/27-10/3)</p>	<p><u>Topics:</u> Nutrition and obesity Dietary patterns and obesity risk in children and adolescents Psychosocial correlates of food and beverage intake among youth</p> <p><u>Required Readings:</u> 1. DeSalvo KB. Public Health 3.0: Applying the 2015-2020 Dietary Guidelines for Americans. <i>Public Health Rep.</i> 2016;131(4):518-521. 2. Scaglioni S, Arizza C, Vecchi F, Tedeschi S. Determinants of children's eating behavior. <i>Am J Clin Nutr.</i> 2011;94(suppl):2006S-2011S. 3. U.S. Department of Health and Human Services and U.S. Department of Agriculture. Chapter 3. Everyone has a role in supporting healthy eating patterns. 2015–2020 Dietary Guidelines for Americans. 8th edition. December 2015. Pages 63-72. Available at http://health.gov/dietaryguidelines/2015/guidelines/.</p> <p><u>Activity:</u> Quiz (due Monday 10/3)</p>
<p>Module 4 (10/4-10/10)</p>	<p><u>Topics:</u> Physical activity and obesity Physical activity patterns and obesity risk in children and adolescents Psychosocial correlates of physical activity among youth</p> <p><u>Required Readings:</u> 1. Ridgers ND, Salmon J, Parrish AM, Stanley RM, Okely AD. Physical activity during school recess: a systematic review. <i>Am J Prev Med.</i> 2012;43:320-328. 2. Stanley RM, Ridley K, Dollman J. Correlates of children's time-specific physical activity: a review of the literature. <i>Int J Behav Nutr Phys Act.</i> 2012;9:50.</p> <p><u>Optional Reading:</u> 3. Metcalf B, Henley W, Wilkin T. Effectiveness of intervention on physical activity of children: systematic review and meta-analysis of controlled trials with objectively measured outcomes. <i>BMJ.</i> 2012;345:e5888.</p> <p><u>Activity:</u> Quiz (due Monday 10/10)</p>
<p>Module 5 (10/11-10/24)</p>	<p><u>Topics:</u> Community influences: Institutional settings Childcare and obesity prevention School-based obesity prevention</p> <p><u>Required Readings:</u> 1. Lessard L, Breck A. Childhood obesity prevention in childcare settings: the potential of policy and environmental change interventions. <i>Curr Obes Rep.</i> 2015;4:191-197.</p>

	<p>2. Hirschman J, Chriqui JF. School food and nutrition policy, monitoring and evaluation in the USA. <i>Public Health Nutr.</i> 2013;16(6):982-988.</p> <p><u>Optional Reading:</u></p> <p>3. Carson RL, Castelli DM, Beighle A, Erwin H. School-based physical activity promotion: a conceptual framework for research and practice. <i>Child Obes.</i> 2014;10(2):100-106.</p> <p><u>Activity:</u> Discussion post (original post due Thursday 10/20 and responses to other student posts due Monday 10/24)</p>
Module 6 (10/25-11/7)	<p><u>Topics:</u> Community influences: Neighborhood settings Community and environmental influences on youth obesity prevention The built environment and physical activity</p> <p><u>Required Readings:</u></p> <p>1. Ding D, Sallis JF, Kerr J, Lee S, Rosenberg DE. Neighborhood environment and physical activity among youth: A review. <i>Am J Prev Med.</i> 2011; 41(4): 442-455.</p> <p><u>Optional Reading:</u></p> <p>2. McGrath LJ, Hopkins WG, Hinckson EA. Associations of objectively measured built-environment attributes with youth moderate-vigorous physical activity: a systematic review and meta-analysis. 2015;45(6):841-865.</p> <p>3. Shoup L, Ewing R. The economic benefits of open space, recreation facilities and walkable community design. Research synthesis prepared for the Robert Wood Johnson Foundation, Active Living Research Program. May 2010. Available at: http://www.activelivingresearch.org/econbenefit.</p> <p><u>Activity:</u> Discussion post (original post due Thursday 11/3 and responses to other student posts due Monday 11/7)</p>
Module 7 (11/8-11/14)	<p><u>Topics:</u> Community influences: Neighborhood settings (continued) Food access and food deserts Strategies aimed at improving neighborhood food environments</p> <p><u>Required Readings:</u></p> <p>1. Black C, Moon G, Baird J. Dietary inequalities: what is the evidence for the effect of the neighborhood food environment. <i>Health Place.</i> 2014;27:229-242.</p> <p>2. Robert Wood Johnson Foundation, Healthy Eating Research Program. Minimum stocking levels and marketing strategies of healthful foods for small retail food stores. February 2016. Available at: http://healthyeatingresearch.org/wp-content/uploads/2016/02/her_minimum_stocking_final.pdf.</p> <p><u>Optional Reading:</u></p> <p>3. Pinard CA, Shanks CB, Harden SM, Yaroch AL. An integrative literature review of small food store research across urban and rural communities in the U.S. <i>Prev Med Rep.</i> 2016;3:324-332.</p> <p><u>Activity:</u> Exploring your food environment (due Monday 11/14) Submit topic for final project along with supporting materials: undergraduate students should submit the name of their selected program and graduate students should provide an outline for their opinion statement. (due Monday 11/14)</p>
Module 8 (11/15-11/28)	<p><u>Topics:</u> Recently observed declines in childhood obesity Efforts that may have contributed to observed declines</p> <p><u>Required Readings:</u></p> <p>1. Robert Wood Johnson Foundation. Declining childhood obesity rates – where are we seeing signs of progress? Issue Brief, June 2016. Available at: http://www.rwjf.org/content/dam/farm/reports/issue_briefs/2016/rwjf401163.</p> <p>2. Robert Wood Johnson Foundation, Healthy Eating Research Program. From calories to</p>

	<p>weight change in children and adults: the state of the science. Issue Brief, June 2016. Available at: http://healthyeatingresearch.org/wp-content/uploads/2016/06/her_weight_change-FINAL-2.pdf.</p> <p>3. Falbe J, Rojas N, Grummon AH, Madsen KA. Higher retail prices of sugar-sweetened beverages 3 months after implementation of an excise tax in Berkeley, California. <i>Am J Public Health</i>. 2015;105(11):2194-2201.</p> <p><u>Optional Reading:</u></p> <p>4. Zhang L, Kolbo JR, Kirkup M, Malaison EF, Harbaugh BL, Werle N, Walker E. Prevalence and trends in overweight and obesity among Mississippi public school students, 2005-2013. <i>J Miss State Med Assoc</i>. 2014;80-86.</p> <p>5. Robbins JM, Mallya G, Polansky M, Schwarz DF. Prevalence, disparities, and trends in obesity and severe obesity among students in the Philadelphia, Pennsylvania, school district, 2006–2010. <i>Prev Chronic Dis</i>. 2012; 9:E145.</p> <p>6. Madsen KA, Weedn AE, Crawford PB. Disparities in peaks, plateaus, and declines in prevalence of high BMI among adolescents. <i>Pediatrics</i>. 2010;126(3):434-442.</p> <p><u>Activity:</u> Discussion post (original post due Monday 11/21 and responses to other students posts due Monday 11/28)</p>
Module 9 (11/29-12/12)	<p><u>Topics:</u> Personal responsibility vs. social responsibility Introduction to the role of policy in creating healthy food and physical activity environments</p> <p><u>Required Readings:</u></p> <p>1. Roberto CA, Swinburn B, Hawkes C, Huang TT, Costa SA, Ashe M, Zwicker L, Cawley JH, Brownell KD. Patchy progress on obesity prevention: emerging examples, entrenched barriers, and new thinking. <i>Lancet</i>. 2015;385(9985):2400-2409.</p> <p>2. Swinburn B, Kraak V, Rutter H, Vandevijvere S, Lobstein T, Sacks G, Gomes F, Marsh T, Magnusson R. Childhood obesity: a framework for policy approaches and ethical considerations. <i>Lancet</i>. 2015;385(9986):2534-2545.</p> <p><u>Optional Reading:</u></p> <p>3. Wolfson JA, Gollust SE, Niederdeppe J, Barry CL. The role of parents in public views of strategies to address childhood obesity in the United States. <i>Millbank Q</i>. 2015;93(1):73-111.</p> <p><u>Activity:</u> Discussion post (original post due Thursday 12/8 and responses to other students posts due Monday 12/12) Final project: program assessment or opinion statement (due Wednesday 12/14)</p>

VII. Evaluation and Grading

Course activities should be submitted no later than 11:59 pm Central Time on the due date noted in the course outline. The final grade will be based upon the following criteria:

<u>Course Activity</u>	<u>% of final grade</u>
Discussion posts (3 graded posts)	30%
Quizzes (2 graded quizzes)	10%
Online assignments (2 assignments)	20%
- Identifying local obesity data	
- Exploring your food environment	
Final project	40%

Course participation:

Students are expected to log into course lectures and participate in class discussion postings on a regular basis. **Course participation in each of the modules will be monitored by the instructor.**

Discussion posts:

Students will be asked to complete four guided discussions as part of this course; feedback will be provided on all assigned posts, but only grades for the posts included in Modules 6, 8, and 9 will be considered in the overall course grade. For each discussion, students will be asked to complete assigned readings and respond briefly to a few questions. Students are expected to incorporate material from the assigned readings (and additional references as appropriate) into their posts. While posted material may be based on opinion, students are expected to identify the sources of knowledge used to formulate their opinions. **Students are also required to provide comments in response to at least three other student posts for each discussion activity. Students who do not respond to at least three other discussion posts will have five points deducted from their discussion post grade for each missing set of comments.**

All posts should be substantive and professional. Please note that it is expected that posts will NOT contain grammar/spelling errors and will be written in full sentences. All posts must be written in a manner that is respectful to everyone. Students will be expected to:

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

Grading Rubric for Discussion Question Posts:

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

Module Quizzes:

Three modules include a short quiz that covers the lecture material contained within that module and the assigned, required readings. The format for module quizzes will be primarily multiple choice, true/false, and short answer questions. Each quiz will contain approximately 5-10 questions and students may choose to drop the points associated with one quiz by simply notifying the instructor. These quizzes can be completed on an “open book” basis using resources from class or outside of class but taken only once.

Final Projects:

Program Assessment Project (Undergraduate Students)

Undergraduate students will be expected to complete a review and an assessment of an obesity prevention-oriented program and/or initiative that is relevant to their community. The topic of this review and assessment could cover a variety of areas; for example, a school wellness policy or program, a youth gardening program, a healthy corner store initiative, a media literacy program for youth, a safe routes to school program or a farm-to-school (or farm-to-daycare) initiative. A resource list with example programs will be posted and students are encouraged to contact the instructor with any questions regarding the relevance of their selected program or initiative.

The final, written assignment will include the following: (a) a review of the program, including program components, targeted audience(s) and key stakeholders, (b) 2-3 sentences summarizing the specific problem targeted by this program and a short justification of why this issue is important to address in your community, (c) the strengths of the program, (d) the weaknesses of the program, and (e) recommendations for the future success of the program in preventing youth obesity. Students are expected to compare the program to national recommendations in this area, such as those issued by the Institute of Medicine, Centers for Disease Control and Prevention, and other respected scientific bodies. Assignments will be no longer than two pages in length (single spaced, 11-12 point font), including references. **The name of the program should be submitted to the instructor and teaching assistant by November 14th, and the written assessment is due by December 14th.**

Opinion Statement (Graduate Students)

Graduate students will be expected to select a topic relevant to the learning objectives of this course and review course readings and other scientific literature that they feel is pertinent to the topic. After obtaining approval for their outline, students will draft a statement that summarizes the scientific literature and their own professional opinion.

The opinion statement should be no longer than three pages in length (single spaced, 11-12 point font), not including references. It should be a precise statement that definitively states one’s own position along with suggestions or recommendations for public health or clinical practice. References should be provided in either AMA or APA format. **An outline for the brief should be submitted to the instructor by November 14th and the full statement is due by December 14th.**

The University utilizes plus and minus grading on a 4.000 cumulative grade point scale in accordance with the following:

- A 4.000 - Represents achievement that is outstanding relative to the level necessary to meet course requirements
- A- 3.667
- B+ 3.333
- B 3.000 - Represents achievement that is significantly above the level necessary to meet course requirements
- B- 2.667

- C+ 2.333
- C 2.000 - Represents achievement that meets the course requirements in every respect
- C- 1.667
- D+ 1.333
- D 1.000 - Represents achievement that is worthy of credit even though it fails to meet fully the course requirements
- S Represents achievement that is satisfactory, which is equivalent to a C- or better.

For additional information, please refer to: <http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html>.

Submission of an assignment after the deadline listed in the syllabus should be discussed with the instructor in advance of the due date. Late work will be penalized one grade notch (e.g., B- to C+) for each day it is late. The weekend counts as one day.

Course Evaluation

The SPH will collect student course evaluations electronically using a software system called CourseEval: www.sph.umn.edu/courseval. The system will send email notifications to students when they can access and complete their course evaluations. Students who complete their course evaluations promptly will be able to access their final grades just as soon as the faculty member renders the grade in SPHGrades: www.sph.umn.edu/grades. All students will have access to their final grades through OneStop two weeks after the last day of the semester regardless of whether they completed their course evaluation or not. Student feedback on course content and faculty teaching skills are an important means for improving our work. Please take the time to complete a course evaluation for each of the courses for which you are registered.

Incomplete Contracts

A grade of incomplete "I" shall be assigned at the discretion of the instructor when, due to extraordinary circumstances (e.g., documented illness or hospitalization, death in family, etc.), the student was prevented from completing the work of the course on time. The assignment of an "I" requires that a contract be initiated and completed by the student before the last official day of class, and signed by both the student and instructor. If an incomplete is deemed appropriate by the instructor, the student in consultation with the instructor, will specify the time and manner in which the student will complete course requirements. Extension for completion of the work will not exceed one year (or earlier if designated by the student's college). For more information and to initiate an incomplete contract, students should go to SPHGrades at: www.sph.umn.edu/grades.

University of Minnesota Uniform Grading and Transcript Policy

A link to the policy can be found at onestop.umn.edu.

VIII. Other Course Information and Policies

Grade Option Change (if applicable):

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

Course Withdrawal:

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

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

Student Conduct Code:

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

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

http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf.

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

Use of Personal Electronic Devices in the Classroom:

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

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

Scholastic Dishonesty:

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

http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf) If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see: <http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html>.

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

Makeup Work for Legitimate Absences:

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

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

Appropriate Student Use of Class Notes and Course Materials:

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

Sexual Harassment:

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

Equity, Diversity, Equal Opportunity, and Affirmative Action:

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

Disability Accommodations:

The University of Minnesota is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center Student Services is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DRC at 612-626-1333 or drc@umn.edu to arrange a confidential discussion regarding equitable access and reasonable accommodations.

If you are registered with DS and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course.

For more information, please see the DS website, <https://diversity.umn.edu/disability/>.

Mental Health and Stress Management:

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: <http://www.mentalhealth.umn.edu>.

The Office of Student Affairs at the University of Minnesota:

The Office for Student Affairs provides services, programs, and facilities that advance student success, inspire students to make life-long positive contributions to society, promote an inclusive environment, and enrich the University of Minnesota community.

Units within the Office for Student Affairs include, the Aurora Center for Advocacy & Education, Boynton Health Service, Central Career Initiatives (CCE, CDes, CFANS), Leadership Education and Development – Undergraduate Programs (LEAD-UP), the Office for Fraternity and Sorority Life, the Office for Student Conduct and Academic Integrity, the Office for Student Engagement, the Parent Program, Recreational Sports, Student and Community Relations, the Student Conflict Resolution Center, the Student Parent HELP Center, Student Unions & Activities, University Counseling & Consulting Services, and University Student Legal Service.

For more information, please see the Office of Student Affairs at <http://www.osa.umn.edu/index.html>.

Academic Freedom and Responsibility:

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.*

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, (Dr Kristin Anderson, SPH Dean of Student Affairs), or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

** Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".*

Student Academic Success Services (SASS): <http://www.sass.umn.edu>:

Students who wish to improve their academic performance may find assistance from Student Academic Support Services. While tutoring and advising are not offered, SASS provides resources such as individual consultations, workshops, and self-help materials.

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