

PubH 6806-001
Principles of Public Health Research
Spring, 2017

Credits:	2
Meeting Days:	Monday
Meeting Time:	1:25 – 3:20 PM
Meeting Place:	W2-110 Weaver-Densford Hall
Instructor:	Timothy Beebe
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Office Hours:	By appointment

I. Course Description

This course is an overview of research methods for a mix of students: *some will go on to conduct research themselves; others will not be researchers, but instead will need to critically evaluate scientific research and its results from a policy, practice, or professional point of view.* Both audiences require knowledge of good research design, common flaws and limitations, and the ways research evidence can be distorted (whether through poor research ethics or careless news stories).

Therefore, this is an introductory course in research methodology, which provides the fundamentals of research design, methods, and data collection, and is designed for students in the School of Public Health. It serves as an introduction to quantitative, qualitative, mixed methods, and community-based participatory approaches to research to give students a broad background and provide space to understand the threats to good research evidence. The course also offers examples of how research methods are deployed in the context of evaluation and implementation science.

We will discuss strengths and weaknesses of each design and students will have hands-on experience with a number of designs. The emphasis is on the critical review of published research, preparing students to evaluate all aspects of a research study in order to be *confident and careful consumers of science and research in general*, while also building *skills for conducting and actively evaluating research*.

II. Course Prerequisites

Students must be public health majors, graduate, or professional school students, or with instructor consent.

III. Course Goals and Objectives

Upon successful completion of this course, students will be able to (1) act as informed and careful consumers of research who are able to critically review scientific research studies in public health, and (2) design and present a research project with the supervision of an advisor, and with an eye toward the choices involved in study design and methods.

To reach these two broader goals, we will work to achieve the following more detailed learning objectives:

1. Explore how and why careful conception and design are important in public health research.
2. Understand research evidence in context and its role in society.
3. Learn how to identify and evaluate the components of research articles and how to perform a search and review of the literature, using library and online resources.
4. Identify how variables fit together in research designs according to their roles (independent versus dependent).
5. Compare the strengths, weaknesses, and use of qualitative, quantitative, and mixed methods approaches and techniques of data collection and analysis.
6. Work our way downward from a population of interest to a research sample, including identifying the population, choosing probability or non-probability sampling, and learning how random assignment or random sampling affects research conclusions.
7. Distinguish and describe variables by measurement scale, validity, and reliability, and learn how these concepts translate into choosing or designing measures.
8. Understand the difference between conventional research and community-based participatory research; contemplate the role of community in research and the production and communication of knowledge.
9. Learn how research methods are used in the context of evaluation and implementation science.
10. Understand the ethical issues involved in conducting research throughout all phases of the research process.
11. Understand ways to write up, disseminate, and evaluate research and the potential difficulties in doing so.

IV. Methods of Instruction and Work Expectations

A variety of methods are used to meet the course objectives: participation in lectures, completing readings, individual assignments, and engaging with your peers through the Moodle discussion forum.

Each week will have a listing of readings and assignments. Students are expected to stay up-to-date with readings and assignments and actively participate in class and on forums. Expect to spend approximately eight to ten hours per week interacting with course content (e.g., completing assigned readings and assignments). Students may need to spend more or less time studying for this course, depending on their prior knowledge, skills, and expertise. Points will be deducted from late assignments unless there is a legitimate reason, such as illness, religious holidays, or other important life events. If possible, please alert the instructor or TA when an assignment needs to be turned in late due to a legitimate reason as soon as possible and *before* the due date.

As outlined in detail below, grades are based on assignments, class participation, and engagement (see percentages on following pages).

Communication Guidelines and Expectations

If not answered during class or additional clarification is needed, please post questions about readings, assignments, and lectures in the General Course Q&A forum. Those sending questions about these topics via email will be asked to resend to the forum; and we do not guarantee a response time for such emails. We will do our best to keep to a policy of responding within 24 hours to questions asked during the regular week (Monday through Friday). Questions asked on the weekends will take longer for a response. If you have an issue or question, please do not wait until the last minute to contact the instructor or TA. Finally, students can arrange an instructor or TA appointment in person or by phone, Skype, or other electronic means.

V. Course Text and Readings

The required text for this course is the following:

Designing and Conducting Research in Health and Human Performance. 2011. Tracy D. Matthews, Kimberly T. Kostelis, San Francisco, CA: John Wiley & Sons, Jossey-Bass. Available in U of MN bookstore (hereafter Matthews)

Readings for the text will be listed in the syllabus.

Additional readings are listed in the order assigned:

To access articles via E-Reserves:

Go to the E-reserves main page at the direct link to the Course Reserves main page is <https://rd/lib/umn/edu>. When you get there, use your University of Minnesota x500 and personal password to login and view course readings. Any readings listed below that are NOT in course reserves are likely to be saved as PDFs in that week's materials (e.g. the Schutt excerpt at number 13).

To access articles via library:

View Lecture 1 in the Library Lectures link to learn how to find articles via the Bio-Medical Library.

1. Shippee, N.D., Shah, N.D., Angstman, K.B. et al. "Impact of Collaborative Care for Depression on Clinical, Functional, and Work Outcomes: A Practice-based Evaluation." *The Journal of Ambulatory Care Management* 36: 13-23, 2013.
2. Eton DT, Ridgeway JL, Egginton JS, et al. Finalizing a measurement framework for the burden of treatment in complex patients with chronic conditions. *Patient Related Outcomes Measures*. 2015; 6; 117-126.
3. Eton DT, Yost KJ, Lai J, et al. Development and validation of the Patient Experience with Treatment and Self-management (PETS): a patient-reported measure of treatment burden. *Quality of Life Research*. 2016.
4. Scheuren, F. What is a survey? 2004. Access here: www.whatisasurvey.info
5. DesRoches CM, Barrett KA, Harvey BE et al. The results are only as good as the sample: Assessing three national physician sampling frames. *J Gen Intern Med* 2015; 30: 595-601.
6. Smith AK, Ayanian JZ, Covinsky KE, et al. Conducting High-Value Secondary Dataset Analysis: An Introductory Guide and Resources. *Journal of General Internal Medicine*. 2011;26(8):920-929.
7. Goyal MK, Kupperman N, Clearly SD, Teach SJ, Chamberlain JM. Racial Disparities in Pain Management of Children with Appendicitis in Emergency Departments. *JAMA Pediatrics*. 2015;169(11):996-1002.
8. Kuper A, Reeves S, Levinson W. An introduction to reading and approaching qualitative research. *BMJ* 2008; 337.
9. Creswell, JW, A Klassen, V Plano Clark, and KC Smith. Best practices of mixed methods research in the health sciences. Bethesda, MD: NIH, 2011
10. Curry LA, Krumholz HM, O'Cathain A, et al. Mixed methods in biomedical and health services research. *Circ Cardiovasc Qual Outcomes*. 2013; 6: 119-123.
11. Wallerstein N. and B. Duran. 2010. CBPR Contributions to Intervention Research: The Intersection of Science and Practice to Improve Health Equity. *AJPH*, 100(s1):S40-46.
12. Israel, B.A., Coombe, C.M., Cheezum, R.R., Schulz, A.J., McGranaghan, R.J., et al. (2010). Community-based participatory research: A capacity building approach for policy advocacy aimed at eliminating health disparities. *American Journal of Public Health* 2094-2102
13. Fink, A. *Evaluation fundamentals: Insights into the outcomes, effectiveness, and quality of health programs*. (2nd ed.) Thousand Oaks, CA: Sage Publications, 2005. Chapter 1: Program Evaluation: A Prelude pp. 4-40.
14. Schutt, R.K. *Investigating the Social World: the Process and Practice of Research*, 6th Edition, Appendix C, pp. C1-C3, Newberry Park, CA: Pine Forge Press, 2008
15. Brown, Kyrah K. PhD; Maryman, J'Vonnah PhD, MPH; Collins, Tracie MD, MPH. "An Evaluation of a Competency-Based Public Health Training Program for Public Health Professionals in Kansas." *Journal of Public Health Management & Practice*. Vol. 23 (1) January/February 2017. Currently published ahead of print January 2017
16. Green LW, Ottoson JM, Garcia C, Hiatt RA. Diffusion theory and knowledge dissemination, utilization, and integration in public health. *Annual Review of Public Health*, 2009. 30: 151-174.

17. Rangachari P, Madaio M, Rethemeyer RK, Wagner P, Hall L, Roy S, Rissing P. Cumulative impact of periodic top-down communications on infection prevention practices and outcomes in two units. *Health Care Management Review*, 2015; 40; 324-336.
18. Redman BK. Commentary: Legacy of the Commission on Research Integrity. *Sci Eng Ethics*, 2016.
19. Devereaux ML. Rethinking the meaning of ethics in RCR education. *Journal of Microbiology and Biology Education* 2014; 165-168.

VI. Course Outline/Weekly Schedule

The dates refer to the start of the week when we will study each topic. Readings should be done before viewing the lecture. This schedule may change as the semester unfolds in which case I will notify you ahead of time. **All readings are required. Assignments are due at NOON on MONDAYS (e.g., Assignment is due 12:00 PM on 1/30). If Mondays are busy for you, please plan ahead and submit them by Sunday evening or before.**

Week	Date	Lecture Topics and Guest Lecturers	Readings (All readings are required)	Assignments due for next week (e.g. Assignment 2 is due 1/30)
1	1/23	Overview of course <ul style="list-style-type: none"> • Introductions • Introduction to the course • Survey results • Syllabus • Assignments • Book – how it covers areas that are different from past courses (ref survey results on courses taken) • Class diplomat volunteers Overview of Research Methods Understanding research evidence in context	Text: Chapters 1 & 2	(1) Pre-course survey (due 1/23 – before course starts) (2) Complete syllabus quiz
2	1/30	Getting started on your research <ul style="list-style-type: none"> • Summary of topics from survey • From topic to research questions Library Tutorials Shanda Hunt, Library Liaison to SPH <ul style="list-style-type: none"> • Strategic literature reviewing • Citation management • Systematic reviews • Plagiarism 	Text: Chapters 3 & 4 <ul style="list-style-type: none"> • Examples of good and bad research questions • 3 sets of “Dos and Don’ts” for a lit review 	(3) Topic Paper/Literature Review (due 2/13)

Week	Date	Lecture Topics and Guest Lecturers	Readings (All readings are required)	Assignments due for next week (e.g. Assignment 2 is due 1/30)
3	2/6	<p>Experimental designs</p> <p>Dr. Nathan Shippee, Assistant Professor, HPM</p> <ul style="list-style-type: none"> • Causality • Experimental and quasi-experimental designs • Random assignment vs. random sampling <p>Understanding variables, hypotheses, and significance (conceptually)</p>	<p>Text: Chapter 5</p> <ul style="list-style-type: none"> • Shippee, et al. (2013) • Threats to validity glossary 	
4	2/13	<p>Measurement</p> <p>Dr. Kathleen Yost, Associate Professor of Health Services Research; Director, Survey Research Center, Mayo Clinic</p> <ul style="list-style-type: none"> • Validity • Reliability 	<p>Text: Chapter 10</p> <ul style="list-style-type: none"> • Eton et al., (2016) • Eton et al., (2015) 	(3) Topic Paper/Literature Review Due
5	2/20	<p>Survey design</p> <ul style="list-style-type: none"> • Survey research • Questionnaire design • Measurement and representation 	<p>Text: Chapter 5</p> <ul style="list-style-type: none"> • Scheuren (2004) What is a Survey? Chapter 6. Designing a Questionnaire 	
6	2/27	<p>Sampling</p> <p>Dr. Jeanette Ziegenfuss, Principal Survey Scientist, Senior Manager, Survey Research Center, HealthPartners Institute</p> <ul style="list-style-type: none"> • Sample size & statistical power • Probability and non-probability sampling • Sample coverage 	<p>Text: Chapter 9</p> <ul style="list-style-type: none"> • Scheuren (2004). Chapters 2 & 4 • DesRoches et al. (2015) 	

Week	Date	Lecture Topics and Guest Lecturers	Readings (All readings are required)	Assignments due for next week (e.g. Assignment 2 is due 1/30)
7	3/6	<p>Secondary data analysis</p> <p>Dr. Elizabeth Habermann, Associate Professor of Health Services Research; Director, Surgical Outcomes Research Program, Mayo Clinic</p> <ul style="list-style-type: none"> • Pros and cons of administrative data • Data quality issues • Hypothesis testing 	<p>Text: Chapters 11 & 12</p> <ul style="list-style-type: none"> • Smith et al. (2011) • Goyal et al. (2015) 	
	3/13	Spring Break – No Class!		
8	3/20	<p>Qualitative research</p> <p>Dr. Rebekah Pratt, Assistant Professor, Department of Family Medicine and Community Health, U of MN</p> <ul style="list-style-type: none"> • Types of qualitative research • Coding • Analysis of qualitative data 	<p>Text: Chapters 6, 7, & 13</p> <ul style="list-style-type: none"> • Kuper et al. (2008) 	(4) Mixed Methods Research Quiz
9	3/27	<p>Community-based participatory research (CBPR)</p> <p>Dr. Kathleen Call, Professor, HPM</p>	<ul style="list-style-type: none"> • Wallerstein and Duran (2010) • Israel, et al (2010) 	(5) Methods Section of the Research Proposal
10	4/3	<p>Evaluation</p> <p>Dr. Kelli Johnson, Director SHADAC, HPM</p>	<ul style="list-style-type: none"> • Fink (2005) • Brown et al. (2017) • Schutt (Appendices C, D) 	(6) Critique of Evaluation article
11	4/10	<p>Implementation Science</p> <p>Dr. Joan Griffin, Associate Professor of Health Services Research; Director, Care Experience Program, Mayo Clinic</p>	<ul style="list-style-type: none"> • Green, et al. (2009) • Rangachari et al. (2015) 	(7) Critique of Implementation Science article

Week	Date	Lecture Topics and Guest Lecturers	Readings (All readings are required)	Assignments due for next week (e.g. Assignment 2 is due 1/30)
12	4/17	Ethical challenges Dr. Brian Martinson, Senior Investigator, HealthPartners Institute <ul style="list-style-type: none"> Ethics are dynamic, evolving Ethical challenges throughout research process Potential limits of IRBs 	Text: Chapter 8 <ul style="list-style-type: none"> Redman (2016) Devereaux (2014) 	(8) Final full proposal including an introduction page describing responses to previous reviews, synthesized literature review (Background and Significance), and ethical considerations section.
13	4/24	Writing, presenting, and evaluating research	Text: Chapters 14 and 15 NIH Review Criteria link	(9) Proposal Peer Review (10) Participation self-evaluation
14	5/1	<u>NO CLASS</u> : Proposal Review and Participation Self-evaluation due by noon on May 8.	<i>There is no final exam in this course.</i>	

**Assignments are due at NOON on MONDAYS unless otherwise indicated.

VII. Evaluation and Grading

Meeting the course objectives means that instructors, TAs, and students must stay up-to-date with readings and assignments. Lectures may explain, clarify, provide examples, or supplemental readings, but they do not repeat content from the readings; both are needed for learning. Assignments are meant to reinforce the language, concepts, and process laid out in the lectures and required readings.

Grades are calculated on a “total points” method. The breakdown of points is listed below.

Assignments	Points	%
1. Pre-course survey	5	2%
2. Syllabus quiz	5	2%
3. Topic paper/literature review	50	20%
4. Mixed methods quiz	10	4%
5. Methods section of proposal	50	20%
6. Critique of Evaluation article	10	4%
7. Critique of Implementation Science article	10	4%
8. Final full proposal	60	24%
9. Proposal peer review	30	12%
10. Participation (10 points self-evaluation, 10 points instructor evaluation)	20	8%
Total	250	100.0%

A. Assignments

The assignments are designed to provide practical learning experiences applied to students' topics of interest.

The schedule for all assignments and due dates are detailed above. *All late assignments will have 2 points deducted for each day. All assignments must be typed.*

B. Participation

Participation is worth 20 points total (see distribution above). Participation will be assessed by a combination of in-class participation, class attendance, and posting on discussion forums in Moodle.

We do *NOT* require a post every week from everyone, but remember that such activities are some of the few ways you have of participating in class. Thus, to ensure everyone is engaged and to be sure you can get full points, we provide reminders for you to make a discussion forum post if you can. Posts should include one comment, intellectually provocative question, answer to a question, or link with brief commentary for everyone to think about (links may be to scientific articles in the news, actual articles, reports, or presentations, or other content, but be sure you are getting reputable sources). The goal is that such materials will be oriented toward the given week's content and reading(s).

Those students wishing to obtain full points in this section would be expected to post thoughtfully very often, and to show further active engagement and outstanding knowledge of readings.

Due to the potentially subjective nature of participation, points for participation will be awarded based half on self-rating and half on instructor rating. In other words, the student will decide 10 of these points and the instructor will decide the other 10 points, for a total of 20 possible points.

Therefore, on week 14 (May 1st – 7th), please turn in a document of **NO MORE THAN 1 PAGE**, doubled spaced, indicating your self-rated score out of 10 points, based on: 1) your investment in completing readings, 2) personal mastery of the course material, and 3) presence and quality of discussion forum posts. Assign a score (between 0 and 10 points) and briefly describe evidence you draw on to assign this score.

The instructor will assign the other 10 participation points based on posts, other engagement, and evidence of knowledge of content and readings.

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

GRADE	POINTS	INTERPRETATION
A	230 - 250	Achievement that is outstanding relative to the level necessary to meet course requirements
A-	220 – 229	
B+	212 – 219	
B	200 – 211	Achievement that is significantly above the level necessary to meet course requirements
B-	190 – 199	
C+	183 – 189	
C	173 – 182	Achievement that meets the course requirements in every aspect
C-	163 – 172	
D	150 – 162	Achievement that is worthy of credit even though it fails to meet fully the course requirements
F	< 150	Student has not met any of the objectives of the course and needs to repeat it

For additional information, please refer to:

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

Course Evaluation

The SPH will collect student course evaluations electronically using a software system called 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 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 DS at 612-626-1333 or ds@umn.edu to arrange a confidential discussion regarding equitable access and reasonable accommodations.

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

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

Mental Health and Stress Management:

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

The Office of Student Affairs at the University of Minnesota:

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

Units within the Office for Student Affairs include, the Aurora Center for Advocacy & Education, Boynton Health Service, Central Career Initiatives (CCE, CDes, CFANS), Leadership Education and Development – Undergraduate Programs (LEAD-UP), the Office for Fraternity and Sorority Life, the Office for Student Conduct and Academic Integrity, the Office for Student Engagement, the Parent Program, Recreational Sports, Student and Community Relations, the Student Conflict Resolution Center, the Student Parent HELP Center, Student Unions & Activities, University Counseling & Consulting Services, and University Student Legal Service. For more information, please see the Office of Student Affairs at <http://www.osa.umn.edu/index.html>.

Academic Freedom and Responsibility: for courses that do not involve students in research:

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

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, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost. *[Customize with names and contact information as appropriate for the course/college/campus.]*

OR:

Academic Freedom and Responsibility, for courses that involve students in research:

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom and conduct relevant research. 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.* When conducting research, pertinent institutional approvals must be obtained and the research must be consistent with University policies.

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, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost. *[Customize with names and contact information as appropriate for the course/college/campus.]*

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

Template update 6/2014