



PubH 6751, Section 201
Principles of Management in Health System Organizations
Fall 2018, 2 credits
Grade Option: A-F

Course & Contact Information

Meeting Day(s): Monday and Wednesday
Meeting Time: 1:25 to 3:20
Meeting Place: Moos 5-125

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1. CEPH COMPETENCIES & LEARNING OBJECTIVES

CEPH Competency	Course Learning Objectives	Assessment Strategy
5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings	<ul style="list-style-type: none"> Define management and organizations. Identify the main management and organizational behavior theoretical frameworks. Describe the diverse settings for public/population health work. Identify personal management strengths and weaknesses. Define organizational change and change management. 	<ul style="list-style-type: none"> Homework assignment 1: Management Strengths Assessment In-class learning plan activity
8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs	<ul style="list-style-type: none"> Contribute to organizational teams and teamwork. Create an agenda. Run a meeting. Define organizational change and change management. 	<ul style="list-style-type: none"> Homework assignment 1: Management Strengths Assessment In-class participation in answer to questions throughout In-class Flint Water Leadership Crisis Exercise
10. Explain basic principles and tools of budget and resource management	<ul style="list-style-type: none"> Define conventional, priority, zero-based, performance-based, and community-based budgeting. Identify revenue streams for public and not-for-profit organizations. Develop an operational budget for an organization. 	<ul style="list-style-type: none"> Homework assignment 3: Local Health Department Strategic Plan and Budget In class participation in Humanitarian Response exercise, LHD planning exercise Observation of participation
16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making	<ul style="list-style-type: none"> Identify the differences between operational and strategic planning. Develop vision, mission, and value statements for an organization. Create a strategic plan for an organization. Identify opportunities for performance evaluation at the individual, work unit, program, and organization level Create a plan for continued learning of management and leadership skills. 	<ul style="list-style-type: none"> Homework assignment 3: Local Health Department Strategic Plan and Budget In class participation in LHD budgeting exercise In-class Flint Water Leadership Crisis Exercise In-class Peer Evaluation Tool Development Exercise In-class Learning Plan exercise Observation of participation

<p>17. Apply negotiation and mediation skills to address organizational or community challenges</p>	<ul style="list-style-type: none"> • Define conflict management. • Identify opportunities for engagement. • Assess personal conflict management style. • Use conflict constructively. 	<ul style="list-style-type: none"> • In-class completion of Thomas Kilman Conflict Modes assessment • In-class participation in Conflict Management exercise • Homework Assignment 6: Negotiation Exercise • Observation of participation
<p>18. Select communication strategies for different audiences and sectors</p>	<ul style="list-style-type: none"> • Identify management/leadership opportunities to communicate messages 	<ul style="list-style-type: none"> • In-class Flint Water Leadership Crisis Exercise • In-class Humanitarian Response Exercise • Observation of participation
<p>19. Communicate audience-appropriate public health content, both in writing and through oral presentation</p>	<ul style="list-style-type: none"> • Define leadership. • Evaluate the qualities needed for leadership. • Assess personal leadership strengths and weaknesses. • Practice communications skills in speaking and writing. 	<ul style="list-style-type: none"> • In-class presentation of Local Health Department Strategic Plan • In-class Learning Plan activity • Homework assignment 4: Fishbone Diagram Assessment of Ebola Outbreak or Opioid Crisis • In-class Radar Plot Exercise • In-class Fishbone Diagram Exercise • Observation of participation
<p>21. Perform effectively on interprofessional teams</p>	<ul style="list-style-type: none"> • Define project management. • Define project management concepts and terms. • Create a project management plan. • Contribute to organizational teams and teamwork. 	<ul style="list-style-type: none"> • Homework assignment 7: Project Management Plan for MPH degree • In-Class Fishbone Diagram Exercise • In-Class Humanitarian Response Exercise • Homework assignment 5: FEMA ICS Module • In-class Emergency Management Exercise, in-class discussion of emergency management articles • Observation of participation
<p>22. Apply systems thinking tools to a public health issue.</p>	<ul style="list-style-type: none"> • Apply systems thinking tools to public health issues. 	<ul style="list-style-type: none"> • In-class Humanitarian Response Exercise • Homework assignment 3: Local Health Department Strategic Plan and Budget • Homework assignment 4: Fishbone Diagram Assessment of Ebola Outbreak or Opioid Crisis

2. COURSE DESCRIPTION

Management consists of

- Defining a goal, and
- Organizing and directing resources in order to achieve that goal.

All of us manage all of the time: organizing a study group, heading a graduate school student organization, giving a party. As our personal and professional lives progress, the projects that we manage become more complex. This course will focus on developing practical management skills, including

1. Defining management strengths
2. Managing groups
3. Conflict management
4. Strategic planning
5. Budgeting based on organizational priorities
6. Performance assessment
7. Negotiation skills
8. Project management
9. Emergency management
10. Information management
11. Managing change
12. Quality improvement
13. Leadership

Skill will be assessed through a combination of in-class activities and homework; in addition, students will finish the course with a plan for polishing these skills and obtaining new ones.

3. COURSE PREREQUISITES

This is a core course of the MPH degree program; there are no course prerequisites. In addition to MPH students, the students from the following programs do not need instructor consent to enroll: public health certificate; MHA; dentistry MS; environmental health MS or PhD. Other students must obtain the instructor's consent. Please note that course content focuses on public and population health.

4. METHODS OF INSTRUCTION AND WORK EXPECTATIONS

The class will meet twice a week in the classroom for short lectures and in-class activities and presentations. Students will have required reading/media assignments and questions to answer before class and homework assignments (usually due on Sunday night to be submitted on Moodle). Lecture PowerPoints will be posted on Moodle.

Course Workload Expectations

PubH 6751 is a 2 credit course. The University expects that for each credit, you will spend approximately 45 hours attending class, reading, studying, completing assignments, etc. Thus, this course requires approximately 90 hours of effort spread over the course of seven weeks in order to earn an average grade.

ChimeIn

We will use ChimeIn (the UMN student response system, aka "clickers") <https://chimein.cla.umn.edu>, in class. You don't have to buy a clicker; you can answer questions using the internet from your mobile computing device (laptop, smartphone, tablet computer). You can also text an answer from a cellphone, but you have to pre-register with ChimeIn and give them your cell phone number; text message charges apply. We'll test ChimeIn during the first class to see how it works.

Writing well is the foundation for communicating well.

One of the fundamental opportunities of graduate school is learning to write well. The instructor will provide as much feedback as she can on student's writing, and students are urged to take advantage the University's many resources, starting with the Center for Writing <http://writing.umn.edu/>, to improve their writing skills. A rubric for evaluating student's writing is included on page 19 of this syllabus.

Learning Community

School of Public Health courses ask students to discuss frameworks, theory, policy, and more, often in the context of past and current events and policy debates. Many of our courses also ask students to work in teams or discussion groups. We do not come to our courses with identical backgrounds and experiences and building on what we already know about collaborating, listening, and engaging is critical to successful professional, academic, and scientific engagement with topics.

In this course, students are expected to engage with each other in respectful and thoughtful ways.

In group work, this can mean:

- Setting expectations with your groups about communication and response time during the first week of the semester (or as soon as groups are assigned), and contacting the TA or instructor if scheduling problems cannot be overcome.
- Setting clear deadlines and holding yourself and each other accountable.
- Determining the roles group members need to fulfill to successfully complete the project on time.
- Developing a rapport prior to beginning the project (what prior experience are you bringing to the project, what are your strengths as they apply to the project, what do you like to work on?)

In group discussion, this can mean:

- Respecting the identities and experiences of your classmates.
- Avoid broad statements and generalizations. Group discussions are another form of academic communication and responses to instructor questions in a group discussion are evaluated. Apply the same rigor to crafting discussion posts as you would for a paper.
- Consider your tone and language, especially when communicating in text format, as the lack of other cues can lead to misinterpretation.

Like other work in the course, all student-to-student communication is covered by the Student Conduct Code (<https://z.umn.edu/studentconduct>).

5. COURSE TEXT & READINGS

There is no textbook. Readings/media resources will be hyperlinked or posted on the Moodle course website.

Some of the articles are **ANNOTATED**, meaning that I've written **questions** in the margins of the article and highlighted important points.

6. COURSE OUTLINE/WEEKLY SCHEDULE

Week 1: Wednesday, October 24: Introduction to management

Before class

- Dees G. The meaning of “social entrepreneurship.” Center for Social Innovation. Stanford Graduate School of Business. ANNOTATED (which means that I've written questions in the margins for discussion in class)
- Bryant A. Google's quest to build a better boss. New York Times March 12, 2011. <http://www.nytimes.com/2011/03/13/business/13hire.html>.
SKIM THIS ARTICLE, THEN READ THE SUMMARY OF THEIR CONCLUSIONS: “Eight Habits of Highly Effective Google Managers.”
- Check out the CDC's “Mobile Activities” page: <http://www.cdc.gov/mobile/index.html> and select one mobile app from the mobile apps section: <https://www.cdc.gov/mobile/generalconsumerapps.html>: Would you use it? Would the general public use it?

Optional

- Wolfers J. A better government, one tweak at a time. New York Times, 9/25/2015. http://www.nytimes.com/2015/09/27/upshot/a-better-government-one-tweak-at-a-time.html?_r=0
- Eisenmann TR. Entrepreneurship; a working definition. HBR. January 10, 2013 <https://hbr.org/2013/01/what-is-entrepreneurship>

Starter questions for class discussion

- What is management?
- Do Google's Eight Habits make sense to you?
- What is social entrepreneurship?
- What does it mean in public health to “control resources that we don't own?”
- What is crowd-sourcing and what role can it play in public health?
- Can you think of a public health mobile phone app that we could design in class?

ASSIGNMENT ON NEXT PAGE.

ASSIGNMENT 1. ASSESSING MANAGEMENT STRENGTHS

1. Complete the Competing Values Self-Assessment of Management Strengths worksheet (self-totaling worksheet on Moodle site) – you don't need to turn the worksheet in.
2. Write a brief essay (**≤ 350 words; double-spaced**) on the results of the worksheet. What are your strengths? Weaknesses? Do you agree? Do you have an example which can illustrate either?

Writing quality counts. See the writing assessment rubric (page 20 of this syllabus) to understand the grading approach.

Title your document: **YourLastName Assignment 1**

Due date: Sunday, October 28, by 11:59pm CDT (use assignment upload on Moodle site)

Week 2.1: Monday, October 29: Managing groups 1

Before class

- Woolley A, et al. Why some teams are smarter than others. New York Times, 1/16/2015. ANNOTATED version. [.pdf on the Moodle site]
- Freire K, Davis R, Umble K. Creating public health management teams that work. J Public Health Manage Practice. 2008;14:76-79 ANNOTATED version. [.pdf on Moodle site]
- Duhigg C. What Google learned from its quest to build the perfect team. New York Times Magazine. February 25, 2016.
<http://www.nytimes.com/2016/02/28/magazine/what-google-learned-from-its-quest-to-build-the-perfect-team.html>
- Office for the Coordination of Humanitarian Affairs. Information Management. United Nations. <https://www.unocha.org/our-work/information-management>
- Abridged Sphere Project Handbook [.pdf on Moodle site]

Optional

- The Sphere Project Handbook: Humanitarian Charter and Minimum Standards in Humanitarian Response. [.pdf on Moodle site]
- How is your group project like the zombie apocalypse? <http://teamwork.umn.edu/>

Starter questions for class discussion

- How is a team different from a group?
- What did the researchers in the article by Woolley et al find about successful groups?

- What is information management? What role does it play in management? What role does it play in helping groups succeed?

Week 2.2: Wednesday, October 31: Managing groups 2

Before Class

- Branswell H. MSF report cites WHO's failures in ongoing Ebola outbreak. Toronto Globe and Mail. May 22, 2015. ANNOTATED. [.pdf on Moodle site]
- If you have time, skim the full Sphere Project Handbook. [.pdf on Moodle site for March 26]

Optional

- Verity A, et al. OCHA information management guidance sudden onset emergencies. OCHA. Feb 2014. [.pdf on Moodle site]

Starter questions for class discussion

- What can we learn from the failures of the Ebola response?
- What does your group need to do to be better organized?

ASSIGNMENT 2. CLUSTER REPORT

As a cluster, write a brief essay (**≤ 350 words**) summarizing your organizational structure, your responsibilities, your challenges, and successes. Did cluster member's individual management strengths and weaknesses play a role? Did individual cluster member's non-management strengths prior humanitarian response experience (e.g., ability to think spatially, facility with numbers, etc) help or hinder? Be specific. Include the names of all of the members of the cluster at the top of the page. All members of the cluster will get the same grade.

Writing quality counts. See the **writing assessment rubric** to understand the grading approach.

Label the document: **Cluster A, B, or C**. For example, **Water A, Management C, or Health B**

Due: One cluster member should upload the document **before 11:59pm CST on Sunday, November 4** (use assignment upload on Moodle site). Everybody in the group will get the same grade.

Week 3.1: Monday, November 5: Strategic management

Before class

- The Community Toolbox. Chapter 8. Developing a strategic plan, Section 1. An Overview of Strategic Planning or “VMOSA” Vision, Mission, Objectives, Strategies, and Action Plans. [Read the “Main Section.”] <http://ctb.ku.edu/en/table-of-contents/structure/strategic-planning/vmosa/main>
- Leider JP, et al. Budget- and priority-setting criteria at state health agencies in times of austerity: A mixed-methods study. AJPH. 2014;104:1092-1099. [.pdf on Moodle site]. ANNOTATED.

Optional

- If you're interested in the whole Community Toolbox there are 46 chapters on practical community organization building skills, look here <http://ctb.dept.ku.edu/en/table-of-contents>
- Ghemawat P. How business strategy tamed the “invisible hand.” Great article on the history of “strategic thinking” in business. <http://hbswk.hbs.edu/item/3019.html>

Starter questions for class discussion

- What is public health's “market?”
- Who are public health's “competitors?”
- According to Leider, *et al*, what are public health officials' top 5 criteria for setting public health priorities?

Week 3.2: Wednesday, November 7: Budget and financing

Before class

- Community Toolbox. Chapter 43: Managing finances. Section 1. Planning and writing an annual budget. <http://ctb.ku.edu/en/table-of-contents/finances/managing-finances/annual-budget/main>
- Salinsky, E. “Finances.” P. 17-19, in Governmental public health: an overview of state and local health agencies. National Public Health Forum [.pdf on Moodle site]
- How are we doing with the HP 2020 goals? Check on the category you selected on Monday and be ready to discuss in class: <https://www.healthypeople.gov/2020/data-search/midcourse-review/topic-areas>. This chart doesn't include individual indicators unless they were **Leading Health Indicators**, the subset of the most important HP 2020 goals.

Optional

- CDC. Public health economics and tools. <http://www.cdc.gov/stltpublichealth/pheconomics/index.html>

- Finkler SA, et al. Financial management for public, health, and not-for-profit organizations. 4th edition. Pearson; 2013; New Jersey

Starter questions for class discussion

- What are public health's sources of income? What does public health spend its money on?
- Why does public health spending vary so much from state to state?

HOMEWORK ASSIGNMENT ON NEXT PAGE.

GROUP ASSIGNMENT 3A. COUNTY STRATEGIC PLAN AND BUDGET

Using your health department's data, strategic plan, and budget information sheet, create a budget for your health department. Use the budget template available on the class Moodle site. Budget constraints may require you to revise your strategic plan.

Health Department Strategic Plan and Budget Rubric

1. Title page, with names of the group members
2. Final version of strategic plan
 - a. Vision statement
 - b. Mission statement
 - c. 3 priority health problems: why are they priorities?
 - d. 3 goals for the next year, and how you're going to reach them
3. Budget
 - a. Projected income
 - b. Projected expenses
4. Copy and paste your community's health data as an "addendum"

Use the community toolbox checklist <http://ctb.ku.edu/en/table-of-contents/finances/managing-finances/annual-budget/checklist>

Label the document with the name of YourHealthDepartment'sName Strategic Plan, e.g., Able County Health Department Strategic Plan.

Due: Sunday, November 11, by 11:59pm CST (use assignment upload on Moodle site)

GROUP ASSIGNMENT 3B: ORAL PRESENTATION

Prepare formal oral presentation of strategic plan and budgets for Monday, November 12. Submit PowerPoint-formatted presentation on Sunday.

- Prepare up to 6 PowerPoint slides
- Presentation should not exceed 6 minutes
- See oral presentation rubric below for expectations

Label the PowerPoint with the name of your health department, e.g., Baker, Able, etc

Due: Sunday, November 11, by 11:59pm CST.

ORAL PRESENTATION RUBRIC ON NEXT PAGE.

	Excellent	Good	Needs improvement
Delivery	Good eye contact, seldom looks at notes, persuasive	Good eye contact, frequent use of notes	Minimal or no eye contact
Content	Good organization, interesting and persuasive content	Adequate organization, content is not compelling	Poorly organized, uncomfortable with content, not persuasive
Audience awareness	Enthusiastic, "reads" and engages audience		Bored and boring
Slides	Appropriate amount of material per slide, no more than one slide per minute	Appropriate amount of material but poorly designed	Too much material per slide, poorly designed

Week 4.1: Monday, November 12: Presentations + Performance management

Before class

- Prepare formal oral presentation of strategic plan and budget.
- Cunningham L, MacGregor J. Why big business is falling out of love with the annual performance review. Washington Post. August 17, 2015. ANNOTATED [.pdf on Moodle site]
- Buckingham M, Goodall A. Reinventing performance management. HBR. April 2015. ANNOTATED [.pdf on Moodle site]

Optional

- o Kantor J, Streitfeld D. Inside Amazon: wrestling big ideas in a bruising workplace. New York Times. 8/6/2015 http://www.nytimes.com/2015/08/16/technology/inside-amazon-wrestling-big-ideas-in-a-bruising-workplace.html?_r=0
- o Liff S. Managing Government Employees: How to Motivate Your People, Deal with Difficult Issues, and Achieve Tangible Results. AMACOM, 2007
- o Rummler GA, Brache AP Improving Performance: How to Manage the White Space in the Organization Chart. Jossey-Bass; 3rd edition. 2013

Starter questions for class discussion

- What are some of the pros and cons of performance evaluation? Of peer evaluation?

Week 4.2: Wednesday, November 14: CQI

Before class

- DHHS. Health Care Quality: <https://health.gov/hcq/about/hcq.asp>

Take a look at this website and see the projects that DHHS is promoting under the rubric of "health care quality" (in left navigation bar).

- MDH is a leader in PH QI and has an awesome set of tools on their website: <http://www.health.state.mn.us/divs/opi/qi/toolbox/> Please review.

We will use the following tools in class:

- MDH Lean Essentials [.pdf on Moodle site]
- MDH QI Fishbone Diagram [.pdf on Moodle site]
- MDH. Radar Chart [.pdf on Moodle site]

Optional

- CDC. Advancing public health: the story of the national public health improvement initiative. [.pdf on Moodle site]

Starter question for class discussion

- What are the characteristics of quality in public health?

ASSIGNMENT 4. FISHBONE QI DIAGRAM

Using the fishbone template available on the Moodle site, the supporting material supplied there ("Ebola resources" or "The opioid crisis"), and research you do on your own, diagram factors underlying either

- the international community's failures in responding to Ebola
- the origins of the opioid crisis in the United States.

You should name your own categories. Each category should have 3 ribs, and one of those ribs should have a "riblet." See the template for more instructions on how to use it.

Label the diagram **YourLastName Assignment 4.**

Assignment due: **Sunday, November 18, before 11:59 pm.** Submit using the Homework Tool on the Moodle site.

Week 5.1: Monday, November 19: Managing disasters

Before class

- WHO. Emergency risk management for health. 2013. [.pdf on Moodle site]
- Read **one** of these articles:

- Paddock RC. How rescuers in a Thai cave pulled off the impossible. New York Times. July 10, 2018. <https://www.nytimes.com/2018/07/10/world/asia/thailand-cave-rescue-how.html>
- CDC. Guidelines for large-scale novel H1N1 influenza vaccination clinics. [.pdf on Moodle site]
- PAHO. Management of dead bodies in disaster situations. 2004. Chapter 1, Preparedness for mass deaths. Pp. 1-11 [.pdf on Moodle site]
- Points of Light. Managing spontaneous volunteers in times of disaster. Pp. 4-19 [.pdf on Moodle site]
- CDC. Hurricane season public health preparedness, response, and recovery guidance for health care providers, response and recovery workers, and affected communities — CDC, 2017. MMWR, 2017;66: [.pdf on Moodle site]

Optional

- Landesman LY. Public health management of disasters. APHA, 2012.
- CDC. Public Health Preparedness Capabilities: National Standards for State and Local Planning. <http://www.cdc.gov/phpr/capabilities/index.htm>
- CDC. Disaster movies: lessons learned. “In case of an alien invasion, do not attempt to save humankind all by yourself. If an alien asks you to take it to your leader, buy yourself some time by showing it a Lady Gaga music video and dial 9-1-1 while it watches.” <http://blogs.cdc.gov/publichealthmatters/2012/02/disaster-movies-lessons-learned/>
- CDC. Zombie preparedness. “If you are generally well equipped to deal with a zombie apocalypse you will be prepared for a hurricane, pandemic, earthquake, or terrorist attack. So please log on, get a kit, make a plan, and be prepared!” <http://www.cdc.gov/phpr/zombies.htm>
- Ravelo JL. 18 months in, how is WHO's health emergencies program working? Devex. January 31, 2018 <https://www.devex.com/news/18-months-in-how-is-who-s-health-emergencies-program-working-91956>

Starter question for class discussion

- How is managing in an emergency different from everyday management?

Week 5.2: Wednesday November 21: No Class

We will not be meeting on Wednesday, November 21. However, there is reading and an assignment and we will have a short quiz in class on Monday about the reading.

Reading/Media

- DHS. National incident management system. December 2008. **Read pp. 5-8:** Introduction and overview. [.pdf on Moodle site]

Optional

- CDC. Public Health Preparedness Capabilities 2018 National Snapshot. <https://www.cdc.gov/phpr/partnerships/index.htm>
- Radiolab segment on **Five Days at Memorial**. What happened at one hospital in the aftermath of Hurricane Katrina. <https://www.wnycstudios.org/story/playing-god/>

ASSIGNMENT 5A: FEMA INTRODUCTION TO THE INCIDENT COMMAND SYSTEM.

FEMA (Federal Emergency Management Agency) provides lots of online training about the National Incident Management System (NIMS) and the Incident Command System (ICS).

Complete FEMA's interactive web-based course, [IS-100.C: Introduction to Incident Command System, ICS-100](#), take the final exam, and submit the certificate via the Homework submission tool before **Sunday, November 25, 11:59 pm CST**.

The course takes about 3 hours and it can take 48 hours to get the certificate by email, so plan ahead.

Label it **YourLastName Assignment 5**.

ASSIGNMENT 5B: READ THE MATERIAL ASSIGNED FOR 11/21 thoroughly and check the influenza immunization rate in one ZIP CODE in the DHHS interactive tool; there will be a short quiz in class on Monday, November 25.

ASSIGNMENT 5C. PRINT OUT AND COMPLETE PAGES 1 THROUGH 4 (the questionnaire and scoring portions) of the Thomas Kilman Conflict Mode Assessment (.pdf on Moodle site) and be prepared to discuss in class. Filling it out and totaling the score takes about an hour.

Week 6.1: Monday, November 26: Quiz + Managing conflict

Before class

- Fick-Cooper L, Baker EL. Building conflict competence. J Public Health Management Practice. 2011;17:187–189 ANNOTATED
- Lipman V. How to manage conflict at work. Forbes. April 3, 2013. [.pdf on Moodle site]
- Print out and complete pages 1 through 4** (the questionnaire and scoring portions of the Thomas Kilman Conflict Mode Assessment filling it out and totaling the score takes about an hour) [.pdf on Moodle site] and be prepared to discuss in class.

Optional

- Patterson K. Crucial conversations: Tools for talking when stakes are high. McGraw-Hill Education.
- Lipman V. How to manage difficult but talented employees. Forbes. March 28, 2012 <http://www.forbes.com/sites/victorlipman/2012/03/28/how-to-manage-difficult-but-talented-employees/#6f3b64dc28da>
- Sandman P. Hostile meetings: when opponents want to talk. <http://www.psandman.com/col/hostile.htm>
- Greenberg S. It's time to give managers basic training in mental health. Quartz. August 9, 2018. <https://qz.com/work/1352382/management-101-should-include-basic-mental-health-training/>
- Shilton AC. Even salary negotiators can hate conflict. NYT. August 12, 2018. <https://www.nytimes.com/2018/08/10/smarter-living/how-to-negotiate-salary.html>

Starter questions for class

- When is conflict in the workplace a good thing?

Week 6.2: Wednesday, November 28: Negotiation

Guest speaker: Darren Kaltved, Career Services, UMN SPH: Negotiating a job offer.

Before class

- DHHS. Negotiating a partnership agreement: Wisdom from the field. <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/operations/docs/quilt-negotiating-partnership-agreement.pdf> [.pdf on Moodle site]
- William Ury. The walk from “no” to “yes.” TED talk (18 mins, 45 secs) https://www.ted.com/talks/william_ury?language=en

Optional

- Johns Hopkins Bloomberg School of Public Health. Evaluating and negotiating a job offer. <http://www.jhsph.edu/sebin/q/i/salarynegotiate.pdf>
- Jabr F. Why walking helps us think. The New Yorker. September 3, 2014 <http://www.newyorker.com/tech/elements/walking-helps-us-think>
- Briggs XS. We are all negotiators now: An introduction to negotiation in community problem-solving. WHO. 2003 [.pdf on Moodle site]

Starter question for class discussion

- What characteristics make a good negotiator?

ASSIGNMENT 6. NEGOTIATION ESSAY

Below are several public health point-counterpoint statements. **Both sides are right.** Write an essay (**up to 350 words; one page double-spaced**) which describes a setting in which both sides achieve their goals (e.g., a phased-in set of international regulations governing pollution with financial help from the developed world to make up for slowed development). Your job is **not to support one side or the other**. You are used to marshaling data and arguing on behalf of one side or the other. **In this case you have a different assignment.** Your job is to propose a negotiated settlement in which both sides achieve some of their desired goals. You will have to do a little research to understand the issues and the desired outcomes on both sides of the issue.

One way to write this essay is to briefly state each side's POV and objectives, then to suggest some solutions or compromises that help each side meet some of those objectives.

Choose one:

1. eCigs are dangerous and should be regulated like cigarettes, plus we don't know the health issues related to second-hand vapor vs. eCigs are a valuable tool for quitting smoking and a safer substitute for regular cigarettes and should be easily available. Describe a plan for how eCigs should be regulated in MN.
2. Pharmaceutical companies should be able to make a profit vs. individuals should be able to buy medications as an affordable price. Describe a plan to accomplish both.
3. DDT causes ecologic damage and should not be used anywhere in the world vs. DDT is one of the most effective and cost-effective anti-Zika measures there is. Describe a plan for the use of DDT in Zika-affected areas.

Writing quality counts. See the writing assessment rubric to understand the grading approach.

Label your document **YourLastName Assignment 6**

Assignment Due: Sunday, December 2 by 11:59pm CST (use assignment upload on Moodle site).

Week 7.1: Monday, December 3: Leadership + Managing change

Before class

- Thompson JM. Understanding and managing organizational change: implications for public health management. J Publ Health Management Practice 2010;16:167-173 [.pdf on Moodle site]
- Rothman J. Shut up and sit down: why the leadership industry rules. The New Yorker. February 29, 2016 [.pdf on Moodle site] ANNOTATED.
- Watkins MD. How managers become leaders. HBR. June 2012. [.pdf on Moodle site]
- The story of water in Flint, MI [.pdf on Moodle site]

Optional

- Sinek S. Why good leaders make you feel safe. TED talk. (11 mins, 56 secs)
https://www.ted.com/talks/simon_sinek_why_good_leaders_make_you_feel_safe#t-101649
- Gawande A. *Slow ideas*. The New Yorker. July 29, 2013.
<http://www.newyorker.com/magazine/2013/07/29/slow-ideas>
- Cain S. Not leadership material? Good. The world needs followers. New York Times. March 24, 2017. https://www.nytimes.com/2017/03/24/opinion/sunday/not-leadership-material-good-the-world-needs-followers.html?_r=1
- Markowitz G, Rosner D. Citizen scientists and the lessons of Flint. The Milbank Quarterly. October 13, 2016 www.milbank.org/quarterly/articles/citizen-scientists-lessons-flint
- If you're interested in the legal framework that allowed Flint to happen: Jacobson PD, et al. Learning from the Flint Water Crisis: Protecting the public's health during a financial emergency. U of Michigan SPH. January 2018. [.pdf on Moodle site]

Starter questions for class

- What are the characteristics of a great leader?
- Does a leader need to manage? Does a manager need to lead?

Week 7.2: Wednesday, December 5: Project management

Before class

- CDC. Welcome to the CDC Unified Process. Take a look at this website and be familiar with the range of resources that the CDC provides.
<http://www2a.cdc.gov/cdcup/#.VCv2jPldV8E>
- Matta NF, Ashkenas RN. Why good projects fail anyway. Harvard Business Review. Sept 2003. [.pdf on Moodle site] ANNOTATED.
- MDH Gantt Chart. [.pdf on Moodle site]

Optional

- Gawande A. *The checklist*. The New Yorker. December 10, 2007
http://www.newyorker.com/reporting/2007/12/10/071210fa_fact_gawande?currentPage=all
- If you really love project management, the CDC has lots of resources. They focus on IT project management, but are applicable in lots of settings. CDC Project Management Community of Practice
http://www2.cdc.gov/cdcup/library/presentations/#.VCv2W_IdV8E
- The EU Health Programme. Project management in PH in Europe. [.pdf on Moodle site]

Starter question for class

- Is every manager really just a project manager?

ASSIGNMENT 7. PROJECT MANAGEMENT PLAN

Using Excel, create a Project Management Plan for Spring Semester 2019. If you are graduating in May, then make a plan for job hunting/moving/traveling/ starting new job, etc. Design your plan however you want, but please include

1. Each course, approximate start and finish dates:
 - a. e.g., “January 22, 2019” or “B Semester Spring 2019”
 - b. If there are syllabi available for your courses, include dates for exams, major papers, projects.
2. Registration deadlines for Summer and Fall 2019 Semesters, if applicable.
3. If you’re working on your ILE (master’s project), applicable dates and deadlines.
4. If you’re organizing your APEX (field experience), applicable dates and deadlines.
5. If you’re graduating, job search plan or job start dates
6. At least one non-school obligation’s significant deadlines and milestones (e.g “sister getting married,” or “training for marathon,” or “vacation in Florida, <start date> and <end date>”).
7. Use at least one term from PM vocabulary (e.g., milestone, critical path, work breakdown structure)
8. Please consider design elements (color, font, etc) in your flow sheet. You can design it however it makes sense to you.

Assignment due by Sunday, December 9, 11:59 pm CST. Use homework upload on Moodle.

Week 8.1 Monday, December 10: Miscellaneous topics

Guest: Sarah Bjorkman, Director of Communications, SPH

- Social media marketing
- Managing the media
- Organizational culture
- How to run a meeting

Before class

- CDC. CDC Social Media Tools. <https://www.cdc.gov/socialmedia/tools/index.html>
- McCann M. Tips for a successful media interview. [.pdf on Moodle site]
- Grant A. The one question you should ask about every new job. New York Times. December 19, 2105. http://www.nytimes.com/2015/12/20/opinion/sunday/the-one-question-you-should-ask-about-every-new-job.html?_r=0

- Heffernan V. Meet is murder. New York Times Magazine. Feb 25, 2016.
<http://www.nytimes.com/2016/02/28/magazine/meet-is-murder.html>

Optional

- Fishbach A. In choosing a job, focus on the fun. New York Times, January 13, 2017
<https://www.nytimes.com/2017/01/13/jobs/in-choosing-a-job-focus-on-the-fun.html>

Week 8.2: Wednesday, December 12: Finishing up and learning plan

Before class

- Beck R, Harter J. [Why good managers are so rare](#). Harvard Business Review Blog Network. March 13, 2014
- Clark D. [Think strategically about your career development](#). Harvard Business Review. December 6, 2016

Optional

- Bryant A. How to be a CEO from a decade's worth of them. October 27, 2017. The New York Times. [The corner office. Highlights from conversations about leadership and management](#).
- Shellenbarger S. [How to gain power at work when you have none](#). Wall Street Journal. March 6, 2018
- Bai P. A beginner's guide to making the imposter syndrome your friend. Medium. 7/11/2018 <https://medium.com/amplify/a-beginners-guide-to-making-imposter-syndrome-your-friend-8cc4c046079c>

Starter questions for class discussion

- So *why are* good managers so rare?

7. EVALUATION & GRADING

PubH 6751 is required core-MPH course and must be graded on an A-F basis. See the assignments, points, and basis of evaluation on the next page

Assignments, points, and basis of evaluation

Activity	In class or homework?	Points	Individual or group?	Due date	Basis of evaluation
General Class Participation	"In class"	20	Individual	Through all 7 weeks	Asking and answering questions (either in class or by email); volunteering to present your group's response; discussing articles
ASSIGNMENT 1. Management competing values self-assessment essay (up to 350 words)	HW	10	Individual	11:59 pm CDT, Sunday, Oct 28	Written assignment rubric p. 20
ASSIGNMENT 2. Essay on group dynamics of humanitarian cluster (up to 350 words)	HW	5	Group	11:59 pm CST, Sunday, Nov 4	Written assignment rubric; everyone in group will get the same grade
ASSIGNMENT 3A. Local Health Department strategic plan and budget	HW	10	Group	11:59 pm CST, Sunday, Nov 11	Local HD budget and strategic plan rubric p. 8 of syllabus; everyone in group will get the same score
ASSIGNMENT 3B. Local Health Department strategic plan and budget oral presentation	In class	5	Group	Presentation in class on Nov 12	Oral presentation rubric p. 9 of syllabus; everyone in group will get the same score

Assignments, points, and basis of evaluation (cont'd)

Activity	In class or homework?	Points	Individual or group?	Due date	Basis of evaluation
Peer assessment by Local Health Department Project team members	In class	5 (average of peer scores)	Individual assessment by peers)	Done in class on Nov 14	Peer assessment rubric to be developed) in class on Nov 12
ASSIGNMENT 4. Fishbone QI Diagram	HW	10	Individual	11:59 pm CST, Sunday, Nov 18	See rubric in syllabus.
ASSIGNMENT 5. FEMA ICS module certificate	HW	10	Individual	11:59 pm CST, Sunday, Nov 25	It may take 48 hours after you complete the module to get the certificate emailed to you, so plan ahead.
QUIZ	In class	5	Individual	Monday, Nov 26	Based on reading from November 21
ASSIGNMENT 6. Negotiation essay (up to 350 words)	HW	10	Individual	11:59 CST, Sunday, Dec 2	Written assignment rubric
ASSIGNMENT 7. MPH degree project plan (use Excel)	HW	10	Individual	11:59 pm CST, Sunday, Dec 9	Project management rubric (p.16 of syllabus)
Total Points		100			

Written Assignment Assessment Rubric

	Exemplary (Full points)	Satisfactory (High partial points)	Unsatisfactory (Low partial points)	Unacceptable (0 Points)
Insight	Written content is original, is thought provoking and analytic, and stimulates inquiry and investigation.	Written content is acceptable but does not consistently demonstrate higher order thinking.	Written content is vague, is incomplete, or demonstrates a low level of thinking.	Written content is inappropriate.
Timeliness	Written content is submitted by deadline.	Written content is submitted after the deadline, but with permission.	Written content is submitted after the deadline without getting permission from the instructor.	Nothing is submitted.
Course content	Written content effectively incorporates concepts from the course.	Written content incorporates course concepts superficially.	Written content does not incorporate course concepts.	Written content does not relate to topic.
Writing	Thoughtful organization, good grammar, no typos	Good organization, adequate grammar, few typos	Many typos, poor organization, adequate grammar	Incomplete sentences, poor grammar
Group aspect	Shows evidence of including input from everyone in the group; includes all group members' names		Written by one person; does not incorporate a group perspective	

Grading Scale

The University uses plus and minus grading on a 4.000 cumulative grade point scale in accordance with the following, and you can expect the grade lines to be drawn as follows:

% In Class	Grade	GPA
93 - 100%	A	4.000
90 - 92%	A-	3.667
87 - 89%	B+	3.333
83 - 86%	B	3.000
80 - 82%	B-	2.667
77 - 79%	C+	2.333
73 - 76%	C	2.000
70 - 72%	C-	1.667
67 - 69%	D+	1.333
63 - 66%	D	1.000
< 62%	F	

- A = achievement that is outstanding relative to the level necessary to meet course requirements.
- B = achievement that is significantly above the level necessary to meet course requirements.
- C = achievement that meets the course requirements in every respect.
- D = achievement that is worthy of credit even though it fails to meet fully the course requirements.
- F = failure because work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I (Incomplete).
- S = achievement that is satisfactory, which is equivalent to a C- or better
- N = achievement that is not satisfactory and signifies that the work was either 1) completed but at a level that is not worthy of credit, or 2) not completed and there was no agreement between the instructor and student that the student would receive an I (Incomplete).

Evaluation/Grading Policy	Evaluation/Grading Policy Description
Scholastic Dishonesty, Plagiarism, Cheating, etc.	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

	<p>academic record; or fabricating or falsifying data, research procedures, or data analysis (As defined in the Student Conduct Code). For additional information, please see https://z.umn.edu/dishonesty</p> <p>The Office of Community Standards has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: https://z.umn.edu/integrity.</p> <p>If you have additional questions, please clarify with your instructor. 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.</p> <p>Indiana University offers a clear description of plagiarism and an online quiz to check your understanding (https://www.indiana.edu/~academy/firstPrinciples/index.html).</p>
<p>Makeup Work for Legitimate Reasons</p>	<p>If you experience an extraordinary event that prevents you from completing coursework on time and you would like to make arrangements to make up your work, contact your instructor within 24 hours of the missed deadline if an event could not have been anticipated and at least 48 hours prior if it is anticipated. Per University policy, legitimate reasons for making up work may include:</p> <ul style="list-style-type: none"> ● illness ● serious accident or personal injury ● hospitalization ● death or serious illness within the family ● bereavement ● religious observances ● subpoenas ● jury duty ● military service ● participation in intercollegiate athletic events
<p>Grade Disputes</p>	<p>Grade disputes are accepted between the final day of class and until 5 p.m. CST for the 5 days following the final day of class. Grade dispute requests are only accepted for point allocations that would affect the final letter grade that a student would</p>

	<p>receive for the course.</p> <p>If you wish to dispute the number of points you receive on a class assignment, you must do so in writing. You must submit a request (500 words maximum) that includes a specific rationale for why the assignment deserves a higher grade and where additional points were earned but not allocated. The instructor reserves the right to either increase or decrease the final point allocation upon review, based upon the merits of the assignment and the request.</p> <p>The only exception to this policy is for a student to note a mathematical error in a grading rubric.</p>
<p>Incomplete Contracts</p>	<p>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.</p> <p>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). The maximum time allowed for a student to fulfill incomplete course requirements is one year or as specified on the incomplete contract, agreed upon by the instructor and student.</p> <p>Students who fail to meet incomplete contract deadlines as determined by instructor and student will receive a grade of F or N (depending on grade option). For more information and to initiate an incomplete contract, students should go to SPHGrades (http://www.sph.umn.edu/grades).</p>
<p>Course Evaluation</p>	<p>Student feedback on course content and faculty teaching skills are an important means for improving our work. The SPH collects anonymous student course evaluations electronically using a software system called CourseEval (http://www.sph.umn.edu/courseeval). Students who complete their course evaluations will be able to access their final grade as soon as the faculty member submits the grade in</p>

	<p>SPHGrades (http://www.sph.umn.edu/grades) before it is recorded on an official transcript. All students will have access to their final grades through MyU two weeks after the last day of the term regardless of whether they completed their course evaluation or not.</p> <p>Note: This is School of Public Health procedure—not a University-wide policy—and therefore applies to Public Health courses only.</p>
UMN Uniform Grading & Transcript Policy	Information about the UMN policy on grading and transcripts can be found at https://z.umn.edu/gradingpolicy
Grade Option Change	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 https://onestop.umn.edu/dates-and-deadlines .
Course Withdrawal	<p>Students should refer to the Refund and Drop/Add Deadlines for the particular term at https://onestop.umn.edu/dates-and-deadlines 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.</p> <p>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-ask@umn.edu for further information.</p>

8. OTHER COURSE INFORMATION & POLICIES

Policy	Policy Description
Student Conduct	<p>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.</p> <p>As a student at the University you are expected adhere to Board of</p>

	<p>Regents Student Conduct Code (https://z.umn.edu/studentconduct).</p> <p>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."</p>
Disability Accommodations	<p>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.</p> <p>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 https://z.umn.edu/resourcesdisability.</p>
Sexual Harassment	<p>"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</p> <p>https://z.umn.edu/harrassment</p>
Mental Health and Stress Management	<p>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 https://z.umn.edu/mentahlth.</p>
Inclusive Language (if relevant for content)	<p>Example: While, for the most part, our culture uses a gender-binary and sex-binary framework—thinking and functioning in terms of men and women when discussing gender, or male and female when discussing biological sex, we at the recognize that this doesn't encompass everyone's experience or identity and have therefore used inclusive language throughout the course. Such language consists of words and phrases that demonstrate respect for how a variety of</p>

	<p>individuals self-identify their gender and sexual orientation, describe their bodies and relationships, and express their sexuality. When we report research results, we use the same terms used by the researchers, recognizing that some of the research may not be inclusive. Despite its potentially exclusionary nature, we have chosen to include such research within the lessons because we believe that the data still has value in informing and supporting our discussions and may be the only or best data available on a given topic.</p>
<p>Use of Personal Electronic Devices in the Classroom</p>	<p>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: https://z.umn.edu/electronicdevices</p>
<p>Appropriate Student Use of Class Notes and Course Materials</p>	<p>Respecting intellectual property. Students may not distribute instructor-provided notes or other course materials, except to other members of the same class or with the express (written) consent of the instructor. Instructors have the right to impose additional restrictions on course materials in accordance with copyright and intellectual property law and policy. Students may not engage in the widespread distribution or sale of transcript-like notes or notes that are close to verbatim records of a lecture or presentation. https://z.umn.edu/classnotes</p>
<p>The Office of Student Affairs at the University of Minnesota</p>	<p>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.</p> <p>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 Community Standards, the Office of Multicultural Student Engagement, the Parent and Family Program, Recreation and Wellness,, Off-Campus Living,, the Student Conflict Resolution Center, the Student Parent HELP Center, Student Unions & Activities, Student Counseling Services,, and University Student Legal Service https://z.umn.edu/communitystand.</p>
<p>Academic Freedom and Responsibility</p>	<p>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 in courses in which students are conducting research. Along</p>

	<p>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.*</p> <p>When conducting research, pertinent institutional approvals must be obtained and the research must be consistent with University policies.</p> <p>Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the program director or director of graduate studies, your adviser, the associate dean of the college, (Dr. Kristin Anderson, ander116@umn.edu, SPH Associate Dean for Learning Systems and Student Affairs), or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.</p> <p><i>* Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".</i></p>
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10. UMN STUDENT RESOURCES

Resource	Resource Description
Important Dates	The University's academic calendar lists important University dates, deadlines, and holidays: http://www.onestop.umn.edu/calendars/index.html .
Student Academic Success Services (SASS)	Students who wish to improve their academic performance may find assistance from Student Academic Support Services http://www.sass.umn.edu .
Student Writing Support	Student Writing Support (SWS) offers free writing instruction for all University of Minnesota students—graduate and undergraduate—at all stages of the writing process. In face-to-face and online collaborative consultations, SWS consultants from across the disciplines help students develop productive writing habits and revision strategies. Consulting is available by appointment online and in Nicholson Hall,

	<p>and on a walk-in basis in Appleby Hall. For more information, visit the SWS website (http://writing.umn.edu/sws) or call 612-625-1893.</p> <p>In addition, SWS's web-based resources offer support on a number of topics such as avoiding plagiarism, documenting sources, and planning and completing a writing project.</p>
<p>Housing and Financial Instability</p>	<p>Any student who has difficulty affording groceries or accessing sufficient food to eat every day or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is encouraged to utilize local housing and financial resources (https://drive.google.com/file/d/0B4ZsPhqdEA_fbkJsd2dNUjRDT3YyUUJ5dkNVMIQ3bDVTamxj/view), the Nutritious U Food Pantry (https://osa.umn.edu/nutritious-u), the Student Emergency Loan Fund (http://selfund.umn.edu/), or emergency funding through the Student Parent HELP Center (for students with a child/children) (http://www.sphc.umn.edu/undergraduate-child-care-assistance-grants-and-other-funding). Furthermore, please notify your instructor or TA if you are comfortable in doing so they can provide any other resources they may be aware of.</p>