PubH 6901, Section 001

FOUNDATIONS OF PUBLIC HEALTH NUTRITION LEADERSHIP
FALL 2018, 2 CREDITS

GRADE OPTIONS: A-F

TABLE OF CONTENTS: CLICKING ON HEADERS BELOW WILL TAKE YOU DIRECTLY TO THAT SECTION OF THE SYLLABUS

Course & Contact Information

Meeting Day(s): Friday
Meeting Time: 11:15am-1:05pm
Meeting Place: Weaver Densford Hall, 2120

	Contact Information	Role	When to Contact
Instructor	**Instructor:** Jamie Stang, PhD, MPH, RDN **Email:** stang002@umn.edu **Office Phone:** 612-626-0351 **Office Hours:** By Appointment **Office Location:** 330 West Bank Office Building	Creates course content and facilitates the class. Reviews and approves all grades and feedback. Facilitates group discussions.	Questions about the course content or grades, to submit a letter from the Disability Resource Center, to request an extension.
Technical Support	Technical support options are available on the SPH website. https://z.umn.edu/sphquickhelp	Troubleshoots technical issues related to the Moodle site or course content.	Technical issues with the Moodle site, media, or assignments.

*Please save this Instructional Team contact information to your computer or print it. That way, you can still contact us in the event that you have difficulty connecting to the Internet or otherwise do not have access to this syllabus.

This version of the PubH 6901(rev.4.26.18) is subject to revision prior to September 4th, 2018.

CEPH Competencies & Learning Objectives

CEPH Competency	Course Learning Objective	Assessment Strategies
CEPH competencies: 6	• Describe the 10 essential public health services including how these relate to public health nutrition practice and research	Students work in small groups to identify the 10 essential services within model public health programs.
CEPH competencies: 8	• Discuss how social, economic, and environmental factors interact with biological and genetic factors to create disparities in health outcomes among subpopulations in the US • Describe critical periods in life that may significantly alter health trajectories among subpopulations of the US according to the Life Course Theory	Small group activity that includes identifying specific SDH factors affecting nutrition and health status (e.g., food access) and discussion of how public health nutrition programs might address these factors.
CEPH competencies: 5, 7	• Identify policy, systems and environmental change strategies used to improve healthy eating and active living behaviors at the national, state and local public health levels • Discuss programs at the state and local levels that utilize PSE change strategies to improve food access, including key documents such as the Minnesota Food Charter • Compare and contrast how policy, systems changes and environmental changes affect the health and nutritional status of populations	Small group worksheet and activity to transform traditional nutrition interventions into PSE strategies and interventions.
CEPH competencies: 2, 8, 12	• Compare and contrast behavioral change strategies used in PHN programs that target individuals, small groups, local communities, counties and states • Explain basic concepts and strategies used in behavioral economics and how they are applied in PHN programs, including child nutrition programs and health promotion programs • Discuss ethics of behavior change methods, focusing on "stealth" interventions and behavioral economic strategies	Activity to identify appropriate behavioral economic strategies for specific public health nutrition scenarios, followed by discussion of ethics of stealth and behavioral interventions.
CEPH competencies: 4, 12, 13, 14, 15, 17, 19, 20, 21	• Discuss public policy and advocacy, including key stakeholders and current policies that have an impact on public health and nutrition policy at the federal, state and local levels • Assess personal competency in oral and written communications including debates and policy briefs • Develop a policy brief on a nutrition-related public health policy; the brief must identify at least one primary audience and must include recommendations for policy implementation and/or revision	Students work in small groups to identify a PHN problem, locate and evaluate a relevant policy, write a policy brief on this topic and present on this topic in a simulated legislative testimony situation. Students must identify primary and secondary audiences for the brief. A social media strategy to disseminate the brief should also be identified for each audience.

CEPH competencies: 6, 7, 8, 18, 20	• Describe the process and role of community engagement in public health nutrition program planning, implementation and evaluation • Discuss the "culture of poverty" and its effect on eating and physical activity • Identify and address cultural factors that may impact the development and implementation of healthy eating and active living programs and policies in diverse communities and among individuals with disabilities	Small group work to assess the appropriateness of existing programs/interventions for 3 groups (based on SES status).
CEPH competencies: 2, 4, 6, 13, 16, 17	• Identify federal, state and local policies that impact food access among diverse populations and corresponding programs to address barriers to food access • Identify national, state and local data sources for food and nutrition data, including limitations impacting the quality and availability of such data	Small group work to simulate development of food access strategies for specific scenarios (based on culture, SES, geography, immigration status).
CEPH competencies: 6, 18, 19, 20	• Identify and utilize tools used to assess literacy and numeracy among adults • Assess program and intervention materials for literacy and numeracy levels, making recommendations to revise as needed for specific, diverse populations • Describe the role of social marketing and media in influencing accepted norms related to healthy eating and active living (food literacy) • Assess personal competency in oral and written communications including debates and policy briefs • Identify the components of effective communication, including how communication strategies may vary by target population or community demographics	Small group work to utilize existing literacy and numeracy tools to assess existing nutrition/health education materials and to revise them as needed.
CEPH competencies: 16, 21	• Identify personal and professional strengths and weaknesses and how these may relate to effectiveness as a public health nutrition practitioner. Complete a professional development plan that incorporates potential leadership activities including field experiences, coursework, culminating experiences, and/or mentoring programs that would provide appropriate didactic training and supervised learning opportunities	Reflective paper utilizing StrengthsFinder results and information presented in class to develop an individualized short- and long-term leadership development plan. Development of resume and cover letter for a desired position.
CEPH competencies: 5, 10, 16	• Understand basic concepts of public health law that govern the development, implementation and evaluation of public health nutrition programs • Discuss basic concepts of budgeting and planning in public health programs	Short quiz at the end of each module.

Course Description

This course provides an overview of the skills needed to succeed in the field of public health nutrition. It is designed for first year students in the public health nutrition MPH program. During this course, students build skills in essential public health nutrition functions such as oral and written communications, critical thinking, interdisciplinary teams, working with communities and systems, cultural competence, professional self-assessment, public policy and advocacy, and social media. Further, this course will enable you to articulate a career development plan.

Course Prerequisites

Admission and matriculation into the public health nutrition program or permission of course instructor.

Methods of Instruction and Work Expectations

Course Workload Expectations

PubH 6901 is a 2-credit course. The University expects that for each credit, you will spend a minimum of three hours per week attending class, reading, studying, completing assignments, etc. over the course of a 15-week term. Thus, a 2-credit course requires approximately 90 hours (45 hours x 2) of effort spread over the course of a 15-week term in order to earn an average grade.

This course will utilize a variety of instructional methods including lectures, the completion of online modules, the development of a policy brief, planning a social media campaign to advocate for policy change, the development of a resume and cover letter, and completion of a professional development plan. Projects will be completed both individually and in small groups, both inside and outside of the classroom setting.

Group participation will be assessed by individuals and their peers to assure that each group member is graded individually for their performance on the project. A specific rating form will be available on the course moodle site for peer participation rating. The group participation rating of your peers will count as 25% of your overall policy brief and social media campaign (group project) grades.
It is imperative that students complete reading assignments BEFORE the class period for which they are assigned. We will have in-class activities and discussions based on the readings. If a reading is listed as optional, those readings are not required to be completed prior to class.

For weeks in which an online module is assigned as pre-viewing activity, it is imperative that students complete the module BEFORE the class period.

Students are expected to fully participate in class activities and discussions. The use of electronic media in the class to check email or Facebook, send text messages, etc. is disruptive to other students and to lecturers. **Students who are found to be using electronic media in the class will have 5 points removed from their overall grade for each offense.** Students will be asked to stow electronic media or to leave the classroom if the use of electronic media is unavoidable. Exceptions will be made for students who have documented learning needs or when media is required for the class activities.

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 discussions, 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).

Course Text & Readings

Required Text: Strengths Finder 2.0 by Tom Rath, Gallup Press, 2007. ISBN: 978-1595620156

Selected class readings will be listed by week and linked from the Moodle course site. It is good practice to use a citation manager to keep track of your readings. More information about citation managers is available on the University Libraries' site: https://www.lib.umn.edu/pim/citation.

Course Outline/Weekly Schedule

PubH 6901 has specific deadlines. All coursework must be submitted via the Moodle course site before the date and time specified on the site. **Note: assignments are due by 11:55 pm Central time unless indicated otherwise.**

Week	Topic	Resources/Readings	Activities/Assignments
Week 1 Sept 3rd-7th	**Introductions** **Course Overview** ● What is public health nutrition? ● 10 essential services of public health and 3 core competencies		**Strengthsfinder 2.0 Project Assigned**
Week 2 Sept 10th-14th	**Key Concepts in Public Health Nutrition Practice** ● Health disparities, health equity, lifecourse theory ● Social determinants of health	● Raine KD. Improving nutritional health of the public through social change: finding our roles in collective action. Can J Diet Prac Res. 2014;75(3):160-164. ● Frankenfield CL, Leslie TF, Makara MA. Diabetes, obesity, and recommended fruit and vegetable consumption in relation to food environment sub-types: a cross-sectional analysis of Behavioral Risk Factor Surveillance System, United States Census, and food establishment data. BMC Public Health. 2015;15:491-500.	**Policy Brief Project Assigned** – each group should identify a policy brief and bring to class on Sept 28 **Strengths Finder 2.0 Project due** **Social Determinants of Health Small Group Discussion Assignment**
Week 3 Sept 17th-21st	**Key Concepts in Public Health Practice** ● Policy, systems and environmental change strategies ● Changing behavior of groups and individuals ● Behavioral economics strategies	**REQUIRED:** ● Epstein L, Jankowiak N, Nederkoorn C, Raynor H, French SA, Finkelstein E. Experimental research on the relation between food price changes and food-purchasing patterns: a targeted review. Am J Clin Nutr. 2012;95:789–809. ● Odoms-Young A, Singleton CR, Springfield S, McNabb L, Thompson T. Retail environments as a venue for obesity prevention. Curr Obes Rep. 2016;5:184–191. DOI 10.1007/s13679-016-0219-6. ● Roberto C, Kawatchi I. Use of psychology and behavioral economics to promote healthy eating. Am J Prev Med. 2014;47(6):832–837	**PSE and Behavioral Economics Intervention Project**

		OPTIONAL READING:	
		● Marteau TM, Ogilvie D, Roland M, Suhrcke M, Kelley MP. Judging nudging: can nudging improve population health? BMJ. 2011;342:d228. ● Payne CR, Niculescu M, Just DR, Kelly MP. This way to produce: Strategic use of arrows on grocery floors facilitate produce spending without increasing shoppers budgets. J Nutr Educ Behav. 2016;48:512-513.	
Week 4 **Sept 24th-28th**	**Public Health Nutrition Policy and Advocacy: How to Communicate Your Message** ● Role of public policy in public health nutrition ● Crafting and using policy messages ● Development of policy tools - policy briefs	● Review online material from the CDC at https://www.cdc.gov/policy/polaris/training/policy-resources-writing-briefs.html	**Policy brief example due** – each group should bring a policy brief to class to discuss.
Week 5 **Oct 1st-5th**	**Food Literacy and Health Communications** ● Factors affecting understanding of food and nutrition messages and concepts ● Creating meaningful nutrition messages ● Assessment and revision of nutrition education/intervention materials based on literacy and numeracy concepts	● Review the CDC Clear Communication Toolkit at https://www.cdc.gov/ccindex/index.html ● Review the CDC Everyday Words for Public Health Communication document at https://www.cdc.gov/other/pdf/everydaywordsforpublichealthcommunication.pdf ● Food literacy: How do communications and marketing impact consumer knowledge, skills, and behavior?: Workshop summary. Washington, DC: The National Academies Press. doi: 10.17226/21897. Pages 1-48 ● Wansink B, Pope L. When do gain-framed health messages work better than fear appeals? Nutrition Reviews. 2014;73(1):4-11. doi: 10.1093/nutrit/nuu010	**Literacy and Numeracy Activity**
Week 6 **Oct 8th-12th**	**Public Health Nutrition Practice Basics** ● Public health program administration basics – planning, implementing and evaluating programs **NO IN PERSON CLASS THIS WEEK**	● Watch online videos The Constitutional and Legal Basis for Public Health and Planning and Budgeting for Public Health, Part 1, found at the link below: ● https://learning.umn.edu/public/category/programStream.do?method=load&selectedProgramAreaId=18870&selectedProgramStreamId=18874	

Week 7 **Oct 15th-19th**	**Public Health Nutrition in Local, Clinical and Non-Profit Settings** ● Leadership development **Guest speaker: Nancy Kaufman, MPH, RD**		**Policy brief outline draft due** **Certificates for viewing sessions assigned on Oct 12 due**
Week 8 **Oct 22nd-26th**	**Food Insecurity and Food Systems Approaches to Nutrition in Action** ● Overview of food insecurity in the US ● Food assistance programs and services ● https://www.youtube.com/watch?v=wizbcUL7ey8	● How Hungry Is America? Available at http://www.frac.org/research/resource-library/hungry-america-fracs-national-state-local-index-food-hardship-july-2018	**Food Security and Assistance Activity**
Week 9 **Oct 29th-Nov 2nd**	**The Culture of Poverty** ● "Rules" of poverty ● Connecting with disadvantaged communities and populations	● Payne RK, DeVol PE. Health and Poverty Through the Lens of Economic Class. Available at http://www.ahaprocess.com/wp-content/uploads/2013/08/Bridges-Into-Health-Payne-DeVol.pdf	**Poverty Activity**
Week 10 **Nov 5th-9th**	**State Level Public Health and Policy** ● Convening coalitions and effectively managing groups ● Prioritizing health issues **Guest lecturers: Teresa Ambroz, MPH, RDN and Donna McDuffy, MPH, CPH, RD**		
Week 11 **Nov 12th-16th**	**County Level Public Health and Policy** ● Prioritizing health issues ● Program administration, planning and evaluation **Guest lecturer – Michelle Trumpy, MPH, RDN**		
Week 12 **Nov 19th-23rd**	**Thanksgiving Holiday**		
Week 13 **Nov 26th-30th**	**Policy Brief Presentations**		**Policy briefs due**
Week 14 **Dec 3rd-7th**	**Resumes, Interviews, Social Media and Job Searches** **Guest lecturer – SPH Career Services Center**		**Leadership plan due** **Resumes and cover letters due**

Evaluation & Grading

Activity	Due Date	Points
StrengthsFinder 2.0 results report	9/14	5
Policy brief example due in class	9/28	5
Policy Brief draft outline	10/19	20
Policy brief	11/30	35
In-class activities	Varies	15
Personal leadership plan	12/7	10
Resume and cover letter	12/7	10
	Total Points	**100**

Grading Scale

The University uses plus and minus letter grading on a 4.000 cumulative grade point scale. Please refer to the University's Uniform Grading Policy and Grading Rubric Resource at https://z.umn.edu/gradingpolicy. Grade lines are drawn as follows:

% In Class	Grade	GPA
94.00 - 100.00%	A	4.000
90.00 - 93.99%	A-	3.667
87.00 - 89.99%	B+	3.333
84.00 - 86.99%	B	3.000
80.00 - 83.99%	B-	2.667
77.00 - 79.99%	C+	2.333
74.00 - 76.99%	C	2.000
70.00 - 73.99%	C-	1.667
67.00 - 69.99%	D+	1.333
64.00 - 66.99%	D	1.000
< 64.00%	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).

Assignment Descriptions

Strengths Finder 2.0	Complete the online Strengths Finder 2.0 self-assessment exercise found at the back of the book (you MUST purchase a new book in order to complete the assessment as codes can only be used once). All books must be new in order for you to obtain a working access code for the online survey. Print out the results of the online survey and save a pdf copy for your files. You will need this pdf document later in the semester.
Social Determinants of Health	Students will work in small groups to reflect on course presentation to identify social determinants of health that specifically affect nutritional status of populations, as well as potential interventions to address issues that are identified.
Policy Brief Project	Students will work in small groups to develop a policy brief on a topic. Guidance on the development of policy briefs will be provided in class. Limited time will be available in class to work on this assignment, so students should plan to work on this primarily outside of the classroom setting. Each policy brief should be no more than 5 pages in length, with at least 11 point, easily readable font and 1 inch margins. Appropriate use of graphics is encouraged. A draft outline of the policy brief will be due in class on Oct 19. Only one draft per group is required to be turned in.

	Groups should also think about how they would distribute their policy brief. What would be the target audience(s)? What methods would be best for getting the policy brief noticed by your target audience? Policy briefs and a brief description of their distribution plans will be presented in class on Nov 30. Each group will provide a brief (8 minute) presentation based on their policy brief. This is meant to simulate the experience of being asked to provide testimony on a topic at a state legislative hearing or a national conference committee hearing.
PSE and Behavioral Economics Intervention Project	Small group activity to transform traditional nutrition interventions into PSE strategies and interventions and activity to identify appropriate behavioral economic strategies for specific public health nutrition scenarios, followed by discussion of ethics of stealth and behavioral interventions.
Food Security and Assistance Activity	Small group work to simulate development of food access strategies for specific scenarios (based on culture, SES, geography, immigration status).
Poverty Activity	Small group work to assess the appropriateness of existing programs/interventions for 3 groups (based on SES status).
Literacy and Numeracy Activity	Small group work to utilize existing literacy and numeracy tools to assess existing nutrition/health education materials and to revise them as needed.
Personal Leadership Reflection and Plan	Each student will write a 4-5 page personal leadership reflection paper that is based upon the Strengths Finder results, and that incorporates information learned through course lectures and activities. The plan should include an overview of your identified Strengths Finder 2.0 strengths, a short description of the type of position that you would like to hold in 10 years in the future, ideas for two (2) field experiences or volunteer activities that could help you prepare for the type of position you desire, and a discussion of how your strengths may help you achieve your goal. Papers must be accompanied by your strengths finder result printout. Papers must reflect strong written communications skills including proper grammar, references and citations (when appropriate), and a lack of spelling and punctuation errors. You are encouraged to share your plan with your academic advisor (and the CMP program director for those students in the CMP track of study).
Resume and Cover Letters	Each student will write a draft resume and cover letter for the job that they aspire to hold. These documents should be turned in on the course moodle site by Dec 6 as the SPH Career Services staff will provide feedback about how to write effect resumes and cover letters. You should also bring a copy to class on Dec 7 as you will need your draft in order to make changes to it based on lecture content and feedback.

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 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 The Office of Community Standards has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: https://z.umn.edu/integrity. 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. Indiana University offers a clear description of plagiarism and an online quiz to check your understanding (https://www.indiana.edu/~academy/firstPrinciples/index.html).

Late Assignments	If you have other priorities when an assignment is due, please plan ahead and submit the work early. Assignments completed late without prior permission are penalized by deducting 5 points for every day late.
Makeup Work for Legitimate Reasons	If you experience an extraordinary event that prevents you from completing coursework on time, 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 late work may include: ● 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 Because this course is entirely online and all materials are available to students from the first day of the term, we expect students to plan accordingly if travels or access to internet will cause them to miss a deadline. Note that our deadlines are generally set for 11:55 p.m. Central time, so traveling to a different time zone will require additional planning. Further, circumstances that qualify for excused late work will be handled by the instructor on a case-by-case basis; they will always be considered but not always granted. For complete information, view the U of M's policy on Makeup Work for Legitimate Absences (http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html).
Extra Credit	All students are evaluated on the basis of the same assignments – there is no "bonus" work or resubmissions to replace missed assignments or improve grades.
Grade Disputes	Final grade disputes are accepted between the final day of class and until 5 pm Central time 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 receive for the course. If you wish to dispute the number of points you receive on a class assignment, you must do so in writing. 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. The only exception to this policy is for a student to note a mathematical error in a grading rubric.
Saving & Submitting Coursework	Be sure to save copies of all assignments submitted, as the final reflective paper for the course will draw upon course assignments.

Technical Issues with Course Materials	You are expected to submit all coursework on time and it is your responsibility to ensure that your work is submitted properly before the deadline.
	● Open any document/file you are submitting prior to uploading it to Moodle to ensure that all of your answers are visible.
	● Double-check your assignment submissions right after you submit them by returning to your submission and scrolling down to the bottom of the instructions page:
	  ○ Assignments successfully submitted will be attached on this page.
	
	If you experience technical difficulties while navigating through the course site or attempting to submit coursework:
	
	● Go to Quick Help: http://z.umn.edu/sphquickhelp.
	● Connect with the appropriate person or office within 30 minutes of the problem's occurrence.
	  ○ Provide as much information as possible, so the tech team can best help you as soon as possible.
	  ○ You can expect a response within 1-2 business days to help resolve the problem.
	● If you cannot access this course in Moodle, contact Moodle support (moodle@umn.edu) for help.

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). 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. 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).
Course Evaluation	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 CoursEval (http://www.sph.umn.edu/courseval). Students who complete their course evaluations will be able to access their final grade as soon as the faculty member submits the grade in 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. **Note:** This is School of Public Health procedure—not a University-wide policy—and therefore applies to Public Health courses only.
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	Grade option change deadlines for summer and half-semester courses can be found at https://onestop.umn.edu/dates-and-deadlines.
Course Withdrawal	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. 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.

Technology Readiness

Technology or Resource	Technology or Resource Description
Course Technologies	You will use the following technology tools in this course. Please make yourself familiar with them. ● Google Docs, training is available via OIT https://it.umn.edu/self-help-guide/google-drive-work-files-folders.
Moodle	All course-related materials are on our Moodle course site. You are expected to access the course site at least once per week; be sure to check the announcements and discussion forums often for the most up-to-date course information. To access the course site: 1. Log into http://moodle.umn.edu using your UMN Internet ID and password 2. Scroll down the Moodle homepage to the link for this course; click it to access the course site. If it has been more than 24 hours since you have registered and you have problems accessing the Moodle course site, email Moodle Support at moodle@umn.edu for help.
Computer and Internet Expectations and Access	PubH 6751 requires use of the Internet for access to the course site and University email. You are assumed to have reliable access to a computer and high-speed Internet. If you don't have reliable computer and/or Internet access at home, the University has many free, public computer labs on campus. Additionally, computers with reliable Internet for general use are available at most campus and community libraries.

University of Minnesota Technology Support	The University of Minnesota provides technical support services to students through the Office of Information Technology (OIT). UMN technical support (https://it.umn.edu/help) can help with any questions about your University accounts (Email/Google Apps, Moodle access, MyU Portal, passwords, etc.); you can also search for answers or chat live with a support staff member. You can also call the Help Desk (612-301-4357 or 1-HELP on campus) or stop by Tech Stop (locations and hours: http://www.oit.umn.edu/computer-labs/locations-hours/). Note: UMN Tech and Moodle support are not able to access or make any changes to our Moodle course site. If you have issues within the course site, visit SPH Quick Help at https://z.umn.edu/sphquickhelp.
Web Browser	SPH recommends using newer versions of Mozilla Firefox or Google Chrome as your web browser when accessing content via your Moodle course site. Both of these web browsers can be downloaded for free: ● Download the latest version of Firefox (http://www.mozilla.com/en-US/firefox/fx/) ● Download the latest version of Google Chrome (https://www.google.com/chrome/browser/) Note: We do not recommend using Internet Explorer as your web browser to view the online interactive lessons.

Other Course Information & Policies

Policy	Policy Description
Student Conduct	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 Student Conduct Code (https://z.umn.edu/studentconduct). 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."
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 https://z.umn.edu/resourcesdisability.
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 https://z.umn.edu/harrassment
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 https://z.umn.edu/mentalhlth.
Content Warning	Course assignments may ask you to reflect on your personal experiences related to topics covered in the course lessons. You are encouraged to share only at the level you are comfortable sharing. If something in the course triggers uncomfortable thoughts or feelings, please take care of yourself and seek help if necessary or desired.

	Visit the Student Mental Health website for information about resources and services that are available to you, and please contact the instructor if you have any questions or concerns that may hinder your full and meaningful participation in the course. Your wellbeing is important to us!
Inclusive Language	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 School of Public Health recognize that this doesn't encompass everyone's experience or identity and have therefore try to use inclusive language throughout the course. Such language consists of words and phrases that demonstrate respect for how a variety of individuals self-identify their gender and sexual orientation, describe their bodies and relationships, and express their sexuality. When we report research results, we generally use the same terms used by the researchers, recognizing that some of the research may not be inclusive. Despite its potentially exclusionary nature, may 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.
Use of Personal Electronic Devices in the Classroom	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
Appropriate Student Use of Class Notes and Course Materials	**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
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 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.
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 and conduct relevant research in courses in which students are conducting 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 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. *Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".*

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, 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. 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.
Housing and Financial Instability	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_fbkJsd2dNUjRDT3YyUUJ5dkNVMlQ3bDVTamxj/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 of which they may be aware.