School of Public Health
Syllabus and Course Information

UNIVERSITY OF MINNESOTA
Driven to Discover℠

PubH 6025-01
Designing e-Interventions for Public Health
Spring 2018

Credits:	**2**
Meeting Days:	**Mondays**
Meeting Time:	**1:25 pm to 3:20 pm**
Meeting Place:	**Keller Hall 2-260**
Instructor:	**Keith Horvath, PhD** (pronouns: he/him/his)
Office Address:	**393 West Bank Office Building (WBOB)**
Office Phone:	**612.626.1799**
Fax:	**612.624.0315**
E-mail:	**horva018@umn.edu**
Office Hours:	**By appointment**

I. Course Description

The use of technology for public health recruitment, assessment, and intervention has grown dramatically since the introduction of the Internet and adoption of smartphones. Technology provides both opportunities for public health research and practice and challenges in adoption, adaptation, and implementation. This purpose of this course is to provide an overview of ways technology may be used as a recruitment, assessment, and intervention tool in public health research and practice. Students will gain a greater understanding of core e-learning principles, the opportunities and challenges associated with different technologies, and practical strategies for designing and managing technology-based public health interventions and programs. At the conclusion of the course, students should have basic understanding of e-Health approaches to choose the appropriate technology before embarking on a public health research or practice project, basic skills for designing a technology-based public health intervention, and best practices for assembling and managing a team to successfully build and implement a technology-delivered project.

II. Course Prerequisites

MPH students, PhD students, or other graduate students (or permission of the instructor)

III. Course Goals and Objectives

The goals of the course include:
1. Increase understanding of ways that technology may be used for recruitment, assessment, and intervention in public health research and practice.
2. Promote understanding of core e-learning principles that can be applied to technology-based public health intervention and programs.
3. Provide students with greater insights into the opportunities and challenges that accompany different forms of technologies (e.g., online, smartphone) for use in public health research and practice.
4. Provide students with basic design skills to develop and plan an e-health intervention.
5. Provide students with practical project management strategies to oversee studies or interventions that include a technology component.

IV. Methods of Instruction and Work Expectations

Methods of instruction include lectures, in-class discussions, course readings, and peer feedback sessions. Researchers, developers, and technology experts will be invited to give presentations that address concepts discussed in class. Students are expected to attend class, complete reading assignments, participate in class discussions, complete homework on time, and contribute to an atmosphere of curiosity and learning. This is a 2-credit course and, therefore, students can expect to spend approximately 6 hours per week outside of class preparing for class discussions, assignments, and quizzes.

V. Course Text and Readings

Required course textbooks are:

Brown, D. M. (2010). Communicating Design: Developing Web Site Documentation for Design and Planning (2nd ed.). New Riders Publishers: Berkeley, CA.

Colvin-Clark, R. & Mayer, R. E. e-Learning and the Science of Instruction (4th ed.). John Wiley & Sons, Inc: Hoboken, NJ.

Additional readings and handouts, including scientific studies and other articles from peer-review journals and other public health publications, will be assigned during the course. Links to assigned readings will be posted on the Moodle course web site (see below), which students are expected to check regularly. Assigned journal articles can also be downloaded from the university libraries website (https://www.lib.umn.edu). **If you have problems accessing the course website or materials, please contact the course instructor by 12:00 p.m. (noon) on Friday since he may not be available to assist you on weekends.**

VI. Course Outline/Weekly Schedule

Note: Course syllabus may change during the semester. Changes will be announced in class and posted on the Moodle course website. Students are responsible for being aware of any changes made to the syllabus.

Access Course Moodle Site
- Go to www.umn.edu click on the "myU" button
- Login with your University ID and password
- Scroll to your course and click on the Moodle site link.

Week 1: January 22, 2018

Topics: **Course Overview, e-Health Opportunities and Challenges, & Theory of Information Technology Adoption**

Course Textbook Readings:

Bull, S. (2011): Chapter 1

Colvin-Clark & Mayer: Chapter 1

Additional Readings:

Horvath, KJ., Ecklund, A., Hunt, S., Nelson, T., & Toomey, T. Developing Internet-based Health Interventions: A Guide for Public Health Researchers and Practitioners. *J Med Internet. 17(1): e28.*

Schnall & Bakken. Testing the technology acceptance model: HIV case manager's intention to use a continuity of care record with context-specific links. Informatics for Health and Social Care; 36(3): 161-172.

Shaw, T., McGregor, D., Bruner, M., Keep, M., Janssen, A. & Barnet, S. What is eHealth (6)? Development of a conceptual mode of eHealth: Qualitative study with key informants. JMIR; 19(10): e324.

Week 2: January 29, 2018

Topics: **Recruitment and Retention using Technology: Reaching your Target Audience**

Course Textbook Reading:

Additional Readings:

Jones, R., Lacroix, L.J., & Porcher, E., Facebook adverstising to recruit young, urban women into an HIV prevention clinical trial. AIDS and Behavior 2017; 21(11): 3141-3153.

Lane, TS, Armin, J., & Gordon, J.S. Online recruitment methods for web-based and mobile health studies: A review of the literature. J Med Internet Res 2015; 17(7): e183.

Mantwill, S., Monestel-Umana, S., & Schulz, P.J. The relationship between health literacy and health disparities: A systematic review. PLOS ONE 2015; 19(12): e0145455.

Prescott, TL, Phillips, G, DuBois, LZ, Bull, SS, Mustanski, B & Ybarra, ML. Reaching adolescent gay, bisexual, and queer men online: Development and Refinement of a national recruiting strategy. JMIR 2016; 18(8): e200.

Whitaker, C., Stevelink, S., & Fear, N. The use of Facebook in recruiting participants for health research purposes: A systematic review. JMIR 2017; 19(8): e290.

In-Class Activity: Recruitment and retention of diverse populations

Assignment 1 Due: Project Ideas @ 1:25 on 1/29/2018

Week 3: February 5, 2018

Topics: **Introduction to UX design and e-Learning Principles**

  Course Textbook Reading:

  Colvin-Clark & Mayer: Chapter 2, 4, 5, 6

  Additional Reading:

Week 4: February 12, 2018

Topics: **e-Learning Principles (cont.) & Plan/Analyze Phases**

  Course Textbook Reading:

  Colvin-Clark & Mayer: Chapters 7, 8, 9, 10

  Additional Reading:

  Peer Feedback Session 1: Project Concept Paper

Week 5: February 19, 2018

Topics: **Analyze Phase – Personas**

  Course Textbook Readings:

  Colvin-Clark & Mayer: Chapter 11

  Brown, D. M. (2010): Chapters 1, 2, & 3

  Additional Reading:

  In-Class Activity: Designing Personas

  Assignment 2 Due: Project Concept Paper @ 11:59 on 2/19/2018

Week 6: February 26, 2018

Topics: **Design Phase: Site Maps, Flowcharts, and Wireframes**

Course Textbook Reading:

Brown, D. M. (2010): Chapters 5, 6, 7

Additional Reading:

In-Class Activity: Designing Wireframes

Peer Feedback Session 2: Personas

Week 7: March 5, 2018

Topics: **Analyze Phase: Journey Mapping and Process Flow**

Course Textbook Reading:

Brown, D. M. (2010): Chapter 4

Additional Reading:

Guest Lecture: Mary Polding from Vidscrip

In-Class Activity: Designing Journey Maps

Assignment 3 Due: Personas @ 11:59 on 3/5/2018

March 12, 2018: SPRING BREAK!!

Week 8: March 19, 2018

Topics: **Smartphone App & Text Messaging Interventions**

Course Textbook Reading:

Additional Readings:

Agarwal, LeFevre, AE, Lee J., L'Engle, K., … WHO mHealth Technical Evidence Review Group. Guidelines for reporting of health interventions using mobile phones: mobile health (mHealth) evidence reporting and assessment (mERA) checklist. BMJ 2016; 352: i1174

Fjeldsoe, BS, Miller YD, O'Brien J.L, & Marshall, A.L. Iterative development of MobileMums: a physical activity intervention for women with young children. International Journal of Behavioral Nutrition and Physical Activity 2012; 9: 151 (SEE ADDITIONAL FILE SHOWING THEORETICAL CONTRUCTS RELATING TO INTERVENITON FEATURES)

Heffernan, KJ, Chang, S, Maclean ST et al. Guidelines and recommendations for developing interactive eHealth apps for complex messaging in health promotion. *JMIR mHealth and uHealth* 2016; 4(1): e14

Loiselle, C.G. & Ahmed, S. Is connected health contributing to a healthier population? *JMIR* 2017; 19(11): e386.

Wilhide, C.C, Peeples, M.M., & Kouyate, R.C.A. Evidence-based mHealth Chronic Disease Mobile App intervention design: Development of a Framework. *JMIR Res Protoc.* 2016; 5(1):e25

Guest lecture: Casey Helbing, Founder of Software for Good

Peer Feedback Session 3: Wireframes

Week 9: March 26, 2018

Topics: **Social Media Interventions for Public Health**

Course Textbook Reading:

Colvin-Clark & Mayer: Chapters 14 & 17

Additional Readings:

Grajales III FJ, Sheps S, Ho K, Novak-Lauscher H, Eysenbach G. Social Media: A Review and Tutorial of Applications in Medicine and Health Care. J Med Internet Res 2014;16(2):e13.

Keller B, Labrique A, Jain KM, Pekosz A, Levine O. Mind the Gap: Social Media Engagement by Public Health Researchers. J Med Internet Res 2014;16(1):e8

Maher CA, Lewis LK, Ferrar K, Marshall S, De Bourdeaudhuij I, Vandelanotte C. Are Health Behavior Change Interventions That Use Online Social Networks Effective? A Systematic Review. J Med Internet Res 2014;16(2):e40.

Schober MF, Paske J, Guggenheim L, Lampe C, & Conrad FG. Social media analyses for social measurement. Public Opinion Quarterly 2016; 80(1): p. 180-211.

Assignment 4 Due: Wireframes @ 11:59 on 3/26/2018

Week 10: April 2, 2018

Topics: **Usability Testing**

Course Textbook Reading:

Brown, D. M. (2010): Chapters 11 & 12

Additional Reading:

Week 11: April 9, 2018

Topics: **Human subjects, Ethics, and Data Privacy in Technology-based Research and Practice**

Course Textbook Reading:

Bull, S. (2011): Chapter 2

Additional Reading:

Internet-based Research Interventions: Suggestions for Minimizing Risk. National Institute of Mental Health. 2007.

Peer Feedback Session 4: Usability Interview Guide

Week 12: April 16, 2018

Topics: **Survey and Assessment using Technology**

Course Textbook Reading:

Additional Readings:

Eysenbach, G. Improving the quality of Web surveys: the Checklist for reporting results of Internet e-surveys (CHERRIES). J Med Internet Res 2004; 6(3): e34

Minto, C., Beltrame Vriz, G., Martinato, M., & Gregori, D. (2017). Electronic questionnaires design and implementation. The Open Nursing Journal 2017; 11(Suppl-1, M3): 157-202.

Tuttas, C.A. Lessons learned using web conference technology for online focus group interviews. Qualitative Health Research 2015; 25(1): 122-133.

Review: https://www.qualtrics.com/support/survey-platform/survey-module/survey-module-overview/

In-Class Activity: Designing an Online Survey using Qualtrics

Assignment 5 Due: Usability Interview Guide @ 11:59 on 4/16/2018

Week 13: April 23, 2018

Topics: **Survey and Assessment using Technology (cont.) & Wrap-up**

Course Textbook Reading:

Week 14: April 30, 2018

Assignment 6 Due: Project Presentation due @1:25 on 4/30/2018

FINAL PORTFOLIO: Assignment 7 Due: Final Project due @ 11:59 on 5/7/2018

VII. Evaluation and Grading

Assignments 2, 3, 4, 5, and 7 below must be submitted as a PDF file(s) (unless otherwise stated in the assignment instructions). All assignments must be uploaded to the Moodle course website. Final Grades for the class will be calculated based on performance in the following areas:

Peer Feedback Sessions (8% of grade):

You will have the opportunity to gain peer feedback on your assignment the week before each assignment is due. Peer feedback is a valuable way to gain insight into the potential strengths and weaknesses of your approach. You will be randomly paired with a peer, who will provide feedback on your assignments. Your participation in peer feedback session will constitute 8% of your final grade.

Assignment 1: Project Ideas (3% of final grade):

You will bring to class 3 ideas for your project. For each of the ideas, provide the following information: 1) What health behavior are you targeting?; 2) What is your target populations; 3) What technology/ies will you use to deliver the intervention?; 4) What are 2-3 of the most important features of the intervention/program?; 5) How unique is this with respect to existing programs /interventions? Be prepared to discuss your ideas with two classmates to help you choose which idea to use for your project.

Assignment 2: Project Concept Paper (30% of final grade):

You will be asked to provide a concept sheet for your project. The project concept paper will be used to provide information about your proposed intervention in the following areas: a) What public health topic you are addressing?; b) What is the significance of the proposed project in context of existing literature?; c) What is the innovation of your proposed project with respect to the benefits of technology-based health promotions; d) What is the proposed intervention, and what approach will you take to develop it?; e) What are the limitations and challenges to the proposed intervention? The paper should be between 5-7 pages.

Assignment 3: Personas (12% of final grade):

Following recommendations provided in the course textbook (by Brown), create 3 personas that represent typical users of your intervention. Personas should represent potential users of the intervention, and be sufficiently developed to guide the development of the project site map and wireframes. The paper should be 3 pages.

Assignment 4: Wireframes (12% of final grade):

Wireframes are a simplified (either paper and pencil or using a computer graphics tool) view of what content should appear on a screen of your intervention. This tells the intervention and design teams what information and graphics should be included on that page of your intervention, as well as the layout of that particular screen. Following recommendations provided in the course textbook (see Chapter 7 in Dan Brown's book), develop wireframes for 3 substantive page of your intervention. Wireframes should include a sketch of the page (1 page per wireframe). On a separate page, describe the elements included on each of your wireframes page and the purpose that each feature serves (for example, describing how that feature fits in with your overall intervention, or if that feature is there to provide visual interest or engagement). The paper should be 1 page.

Assignment 5: Usability Interview Guide (10% of final grade):

Usability testing is an essential part of the design process by receiving feedback from users to refine and (eventually) finalize your intervention/program before it is released. In this assignment, you will develop a usability task list for 1 of your user groups. Your task list should include brief instructions for the user and between 5 and 10 tasks. Each task should be numbered and include a brief introduction followed by a clear description of the task. After your task list, please write a paragraph about how you took into consideration the unique needs of your user when designing your task list.

Assignment 6: Project Presentation (10% of final grade):

A round-robin style presentation day will allow students to showcase their work to peers in an informal context. Each student will give brief (10 minutes) Power Point (or equivalent) presentation of their portfolio to their classmates (likely using a laptop). Groups will consist of 5 members. After each member of a group has finished giving their presentation, a second group of new members will be assembled and the presentation given once more.

Assignment 7: Project Portfolio (15% of final grade):

The final project will be the all of the assignments (Project Concept Paper, Personas, Journey Map and Wireframes), plus a description of the team members who should be included in intervention/ program development, a usability testing plan, and a discussion of the ethical/human subjects issues. Based on students' evolving thinking on their project, as well as feedback from peers and the instructor, students are encouraged to edit to improve previous assignments. In addition, new components (intervention/program team members, usability testing, ethical/human subjects issues) should be added to the revised Project Concept Paper. The goal of the final project is to have a final, polished portfolio that demonstrates students' experiences and understanding of technology-based intervention/program development and implementation based on their chosen intervention/program.

Extra credit is not offered in this course. Students' final grades will be calculated based on their performance on class assignments.

Assignments handed in late (without permission by instructor or proof of medical emergency) will be penalized by subtracting 5% points off of the grade for each day late (excluding weekends). Late assignments will be accepted up to 2 weeks after the due date, after which a 0% for that assignment will be given.

Grading - **Final grades will be assigned as follows:**

Percent	Grade
93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
60-69	D
59 or below	F

For students taking this class S/N a minimum of 80% is required for a passing grade. Students may change grading options during the initial registration period or during the first two weeks of the semester. The grading option may not be changed after the second week of the term.

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

A	4.000	Represents achievement that is outstanding relative to the level necessary to meet course requirements
A-	3.667	
B+	3.333	
B	3.000	Represents achievement that is significantly above the level necessary to meet course requirements
B-	2.667	
C+	2.333	
C	2.000	Represents achievement that meets the course requirements in every respect
C-	1.667	
D+	1.333	
D	1.000	Represents achievement that is worthy of credit even though it fails to meet fully the course requirements
S		Represents achievement that is satisfactory, which is equivalent to a C- or better.

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

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

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

University of Minnesota Uniform Grading and Transcript Policy
A link to the policy can be found at onestop.umn.edu.

VIII. Other Course Information and Policies

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

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

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

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

As a student at the University you are expected adhere to Board of Regents Policy: *Student Conduct Code*. To review the Student Conduct Code, please see: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf.

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

Use of Personal Electronic Devices in the Classroom
Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference: http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html.

Scholastic Dishonesty
You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf) If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see: http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html.

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: http://www1.umn.edu/oscai/integrity/student/index.html. If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the

context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

Makeup Work for Legitimate Absences
Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see: http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html.

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

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

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

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

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

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

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

Mental Health and Stress Management
As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities.

University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: http://www.mentalhealth.umn.edu.

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

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

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

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

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

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

Student Academic Success Services (SASS): http://www.sass.umn.edu
Students who wish to improve their academic performance may find assistance from Student Academic Support Services. While tutoring and advising are not offered, SASS provides resources such as individual consultations, workshops, and self-help materials.

Template update 8/2017