

School of Public Health

Syllabus and Course Information



UNIVERSITY OF MINNESOTA
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PubH 6342 Epidemiologic Methods II Spring 2018

Credits:	3
Meeting Days:	Tuesdays and Thursdays
Meeting Time:	4:00-5:15 p.m.
Meeting Place:	Moos Tower 1-450
Instructor:	Jim Pankow , PhD, MPH
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Office Hours:	Thursdays, 2:30-3:30pm, A310 Mayo
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Office Hours:	Tuesdays, 2:30-3:30pm, Room TBD
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I. Course Description

This intermediate course covers methods and techniques for designing, implementing, analyzing, and interpreting observational epidemiologic studies, including cohort, case-control, and cross-sectional studies. It is the second course in a three course sequence (PubH 6341, 6342, 6343) on the theory and practice of epidemiology. This course is designed primarily for MPH students majoring in epidemiology. Students from other programs, particularly those who seek a more in-depth coverage of epidemiologic concepts and methods beyond those provided by an introductory course, are also welcome to enroll. Students primarily interested in the design and analysis of experimental studies are encouraged to take PubH 7420 (Clinical Trials: Design, Implementation, and Analysis) or PubH 7415 (Introduction to Clinical Trials).

Acknowledgments

The content of PubH 6342 has been developed by Jim Pankow and Rachel Widome. Drs. Claudia Muñoz-Zanzi and Eyal Shahar also contributed to the development of the course. The instructors acknowledge former teaching assistants for their contributions to the course.

II. Course Prerequisites

- a. Epidemiologic Methods I (PubH 6341; grade of B- or higher), Fundamentals of Epidemiology (PubH 6320; grade of A- or higher), or equivalent
- b. Biostatistics I (PubH 6450; grade of B- or higher), Biostatistical Literacy (PubH 6414; grade of B- or higher), or equivalent

Students who wish to proceed to Epidemiologic Methods III (PubH 6343) should note that Biostatistics II (PubH 6451) is a prerequisite for Epidemiologic Methods III.

III. Course Goals and Objectives

As a result of this course, students will be able to:

1. Develop procedures for subject selection and recruitment, including sampling and methods to enhance participation rates and response.
2. Apply principles of observational study design, including variants of the case-control design, use of matching, and sample size and power calculations.
3. Select and develop appropriate exposure and outcome measurement procedures, including questionnaires, interviews, collection of biological specimens, physical measurements, and quality control and assurance methods.
4. Apply principles of observational study analysis, with an emphasis on tabular methods.
5. Identify major sources of bias (i.e., information, selection, and confounding bias) in observational epidemiologic studies and ways to evaluate their likely direction, magnitude, and nature of their threat to causal inference.
6. Apply strategies to assess joint effects of exposures.
7. Apply epidemiologic study designs and methods in public health surveillance and evaluation of screening.
8. Evaluate epidemiologic methods through critical review of published epidemiologic research.

IV. Methods of Instruction and Work Expectations

Instruction will be through a combination of lectures, discussions, in-class exercises, reviews of published articles, and assignments. Students are expected to come to class having read the assigned readings and notes for the class. Students are expected to turn in assignments on time. Exceptions to deadlines will be determined on a case-by-case basis.

Communication about course materials

We ask that you to post questions about the course assignments and materials in the “Q&A Discussion Forum” near the top of the Moodle course site. The instructors and teaching assistant will monitor the discussion forum to answer questions, but active discussion between students is encouraged as well. Please post any content questions you have in the discussion forum, as opposed to emailing questions to the instructors and teaching assistant directly, so that everyone in the class can benefit from the discussion.

V. Course Text and Readings

The course does not have a required text. We have assigned a number of chapters from Hulley SB, Cummings SR, Browner WS, Grady DG, Newman TB. *Designing Clinical Research* (4th ed). Readings from Hulley and other sources are provided through links on the course Moodle site.

VI. Course Outline / Weekly Schedule

The first half of the semester will focus on study design issues, and the second half on data analysis methods. We will also cover some special topics, including methodological innovations (e.g., Mendelian randomization; building risk prediction models) and important issues for practicing epidemiologists (e.g., screening; public health surveillance; communicating epidemiologic ideas and findings with diverse audiences; translating epidemiologic findings into policy).

Class	Date	Topic	Title	Instructor
1	16-Jan	Introduction	Review of key epidemiologic terms and concepts	Pankow
<p>Reading: Hulley SB, Cummings SR, Browner WS, Grady DG, Newman TB. <i>Designing Clinical Research</i>, 4th ed., Chapter 1: Getting started: the anatomy and physiology of clinical research.</p>				
2	18-Jan	Study design	Research question, study population & sampling	Pankow
<p>Readings: Hulley, Chapter 3: Choosing the study subjects: specification, sampling, and recruitment. Ness NB. Tools for innovative thinking in epidemiology. <i>Am J Epidemiol</i> 2012; 175: 733-738. Rothman KJ, Gallacher JE, Hatch EE. Why representativeness should be avoided. <i>Int J Epidemiol</i> 2013; 42: 1012-1014.</p>				
3	23-Jan	Project 1	Introduction to project 1	Widome/Pankow
<p>Reading: Oakes JM and Andrade KE. The measurement of socioeconomic status.</p>				
4	25-Jan	Study design	Choosing the design: cross-sectional, case-control, and cohort studies	Pankow
<p>Readings: Hulley, Chapter 7: Designing cross-sectional and cohort studies. Hulley, Chapter 8: Designing case-control studies.</p>				
5	30-Jan	Study design	Sample size estimation	Pankow
<p>Readings: Hulley, Chapter 5: Getting ready to estimate sample size: hypotheses and underlying principles. Hulley, Chapter 6: Estimating sample size and power: applications and examples.</p>				
6	1-Feb	Project 1	Meet in groups to plan project 1	Widome/Pankow
<p><i>Class participation credit (1%)</i></p>				
7	6-Feb	Study design	Natural experiments	Widome
<p>Readings: TBD</p>				
8	8-Feb	Study design	Planning measurements; quality assurance & quality control	Widome

Readings:

Hulley, Chapter 4: Planning the measurements: precision, accuracy, and validity.
Hulley, Chapter 17: Implementing the study and quality control.

9	13-Feb	Study design	Designing questionnaires and interviews	Widome
Reading: Hulley, Chapter 15: Designing questionnaires, interviews, and online surveys.				
10	15-Feb	Project 1	Meet in small groups to discuss project 1	Widome/Pankow
<i>Class participation credit (1%)</i>				
11	20-Feb	Special topic	Review of paper and discussion	Widome/Pankow
<i>Class participation credit (1%)</i>				
Reading: Connor J, et al. Situational and contextual factors that increase the risk of harm when students drink: case-control and case-crossover investigation. <i>Drug Alcohol Rev</i> 2014; 33: 401-411.				
12	22-Feb	Special topic	Using epidemiologic designs to evaluate screening	Pankow
Readings: Harris R. Overview of screening: where we are and where we may be headed. <i>Epidemiologic Reviews</i> 2011; 33: 1-6.				
13	27-Feb	Special topic	Public health surveillance	Pankow
Reading: MacDonald PDM. <i>Methods in Field Epidemiology</i> . Chapter 3: Public health surveillance.				
14	1-Mar	Special topic	Public health surveillance: expert panel	Expert panel
15	6-Mar	Project 1	Synthesis and wrap-up	Widome/Pankow
<i>Class participation credit (1%)</i>				
16	8-Mar	Project 2	Introduction to project 2	Widome/Pankow
17	20-Mar	Data analysis	Using secondary data	Pankow
Reading: Boslaugh S. <i>Secondary Data Sources for Public Health</i> . Chapter 1: An introduction to secondary data analysis.				
18	22-Mar	Project 2	Meet in groups to plan project 2	Widome
<i>Class participation credit (1%)</i>				
19	27-Mar	Data analysis	Using causal models to identify confounders	Pankow
Reading: Hernan MA, et al. Causal knowledge as a prerequisite for confounding evaluation: an application to birth defects epidemiology. <i>Am J Epidemiol</i> 2002; 155: 176-184.				

20	29-Mar	Data analysis	Tabular methods & basic regression techniques	Widome
Reading: Pearce N. Effect measures in prevalence studies. <i>Environ Health Perspect</i> 2004; 112: 1047-1050.				
21	3-Apr	Data analysis	Strategies to address confounding	Widome
Readings: Hulley, Chapter 9: Enhancing causal inference in observational studies, p. 122-132. Tripepi G, et al. Stratification for confounding - part 1: the Mantel-Haenszel formula. <i>Nephron Clin Pract</i> 2010; 116: c317-c321.				
22	5-Apr	Project 2	Meet in groups to discuss project 2	Widome/Pankow
Class participation credit (1%)				
23	10-Apr	Data analysis	Strategies to address effect modification	Widome
Readings: Knol MJ, Egger M, Scott P, Geerlings MI, Vandembroucke JP. When one depends on the other: reporting of interaction in case-control and cohort studies. <i>Epidemiology</i> 2009; 20: 161-166. Knol MJ, et al. Recommendations for presenting analyses of effect modification and interaction. <i>Int J Epidemiol</i> 2012; 1-7. Knol MJ, et al. The (mis)use of overlap of confidence intervals to assess effect modification. <i>Eur J Epidemiol</i> 2011; 26: 253-254.				
24	12-Apr	Data analysis	Writing an epidemiologic report	Widome/Pankow
Reading: Szklo M and Nieto FJ. <i>Epidemiology: Beyond the Basics</i> , 3rd ed., Chapter 9: Communicating results of epidemiologic studies.				
25	17-Apr	Data analysis	Strategies to address selection & information bias	Pankow
Readings: Hulley, Chapter 9: Enhancing causal inference in observational studies, p. 117-121. Olson SH et al. Reporting participation in case-control studies. <i>Epidemiology</i> 2002; 13: 123-126. Cotter RB et al. Contacting participants for follow-up: how much effort is required to retain participants in longitudinal studies? <i>Eval Program Plann</i> 2005; 28: 15-21.				
26	19-Apr	Special topic	Communicating epidemiologic ideas & findings to diverse audiences	Widome
Readings: TBD				
27	24-Apr	Special topic	Building risk prediction models	Pankow
Readings: Pepe MS, et al. Limitations of the odds ratio in gauging the performance of a diagnostic, prognostic, or screening marker. <i>Am J Epidemiol</i> 2004; 159: 882-890. Lloyd-Jones DM. Cardiovascular risk prediction: basic concepts, current status, and future directions. <i>Circulation</i> 2010; 121: 1768-1777.				
28	26-Apr	Special topic	Mendelian randomization	Pankow
Reading: Burgess S et al. Mendelian randomization: where are we now and where are we going? <i>Int J Epidemiol</i> 2015; 44: 379-388.				

29	1-May	Special topic	Translating epidemiologic findings into policy	Widome
		<u>Readings:</u>		
		TBD		
30	3-May	Project 2	Synthesis and wrap-up	Widome/Pankow
		<i>Class participation credit (1%)</i>		

VII. Evaluation and Grading

Students will be evaluated through a combination of class participation, homework assignments, and two major projects. There will be no exams. Both A/F and S/N grading options are available. MPH students majoring in epidemiology are required to take the A/F option and achieve a grade of B- or higher to advance in the program.

Class Participation - 10%

Some class participation points (7% total, 1% each) will be based on attendance and participation in seven sessions, including those related to project 1 (2/1, 2/20, 3/6), project 2 (3/22, 4/5, 5/3) and a paper review and discussion (2/15). Under some circumstances, make-ups for class participation may be granted if the student sends an e-mail notification to one of the instructors before the class in which the class participation point is offered to indicate the reason for the anticipated absence. The remaining class participation points (3%) will be awarded if the student submits a written question for the expert panel on public health surveillance (which will visit class on 3/1).

Homework Assignments – 30%

There will be seven homework assignments. Each contributes 5% toward the final grade. If a student chooses to complete all seven assignments, the highest six scores will be counted toward the final grade. All assignments are due at the beginning of class (4:00pm) on the date indicated in the class schedule. Unless otherwise directed, please upload your assignment to the Moodle site. Late assignments will lose 1% (i.e., 1 point out of 5) per business day (Saturdays and Sundays excluded).

1. Research question & study population
2. Case-control designs
3. Designing questionnaires
4. Public health surveillance
5. Confounding
6. Effect modification
7. Bias analysis

Project 1: Study Design – 30%

The overall objective of Project 1 is to design an observational study to generate new information on **socioeconomic disparities** for one of two outcomes: **melanoma** or **opioid overdose**. Each student will decide which outcome they wish to study. They will need to choose a research question, study population, and study design (e.g., cross-sectional, cohort, case-control). Within each design, practical decisions will need to be made on numerous features, such as how to select and sample participants, number of participants, exclusion and inclusion criteria, how to define and measure socioeconomic status, how to ascertain cases and operationalize a case definition, and how to collect other key covariates. A brief preliminary report is due on 2/8 (5%). The final report is due on 3/1 (25%). Students will work together in groups of 3-4, and membership in groups will be assigned by the instructors.

Project 2: Secondary Data Analysis – 30%

The overall objective of Project 2 is to perform secondary data analysis and write a formal research report summarizing the findings. The topic will be predictors or consequences of **short sleep duration**. We will use data from the National Health Interview Survey (NHIS), a representative survey of U.S. health issues conducted by the National Center for Health Statistics and the Centers for Disease Control and Prevention. Students will need to select a justifiable and public health relevant exposure and/or outcome, select the study population, define the variables, and consider potential confounders. A brief preliminary report is due on 3/29 (5%). The final report is due on 5/1 (25%). Students will do initial planning together in groups of 3-4, and membership in groups will be assigned by the instructors. Each student will do their own data analysis, and write and submit their own final report.

Extra Credit: 1-minute papers – up to 2% added to final course grade

Students may earn up to 2% extra credit to the final course grade by participating in optional, occasional 1-minute paper opportunities. At the end of selected lectures, students will be invited to turn in a 1-minute paper where they: 1) name one new concept that was learned that day in lecture, and 2) list one question that they have about that day's lecture. Both parts must be included to count for extra credit. 1-minute papers will only be accepted in class, on lecture day. If a student misses lecture on a 1-minute paper day, the student cannot submit a 1-minute paper. We will answer some of the most useful questions posed, and will distribute the questions and answers to the class via Moodle site. Students who complete all 1-minute paper opportunities will earn 2 extra percentage points added to their final course grade. Students who complete some, but not all 1-minute papers will earn the fraction of 2% that they completed.

Please make note of homework and project due dates:

1/25:	Homework 1
2/1:	Homework 2
2/8:	Project 1 preliminary report
2/20:	Homework 3
3/1:	Project 1 final report
3/8:	Homework 4
3/29:	Project 2 preliminary report
4/10:	Homework 5
4/17:	Homework 6
4/24:	Homework 7
5/1:	Project 2 final report

Final grades will be assigned as follows:

100.0 - 92.5	A	Represents achievement that is outstanding relative to the level necessary to meet course requirements
90.0 - 92.4	A-	
87.5 - 89.9	B+	Represents achievement that is significantly above the level necessary to meet course requirements
82.5 - 87.4	B	
80.0 - 82.4	B-	
77.5 - 79.9	C+	
72.5 - 77.4	C	Represents achievement that meets the course requirements in every respect
70.0 - 72.4	C-	
67.5 - 69.9	D+	
62.5 - 67.4	D	Represents achievement that is worthy of credit though it fails to meet fully the course requirements
60.0 - 62.4	D-	
< 60	F	Represents failure and signifies that the work was completed but not a level of achievement worthy of credit.
	S	Represents achievement that is satisfactory, which is equivalent to a C- or better

N Represents no credit and signifies that the work was not completed at a satisfactory level of achievement and carries no grade points.

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

Incomplete Contracts

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

University of Minnesota Uniform Grading and Transcript Policy

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

VIII. Other Course Information and Policies

Grade Option Change (if applicable):

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

Course Withdrawal:

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

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

Student Conduct Code:

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

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

To review the Student Conduct Code, please see:

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

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

Use of Personal Electronic Devices in the Classroom:

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

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

Scholastic Dishonesty:

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

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

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

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

Makeup Work for Legitimate Absences:

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

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

Appropriate Student Use of Class Notes and Course Materials:

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

Sexual Harassment:

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

<http://regents.umn.edu/sites/default/files/policies/SexHarassment.pdf>

Equity, Diversity, Equal Opportunity, and Affirmative Action:

The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please

consult Board of Regents Policy:
http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf.

Disability Accommodations:

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

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

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

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

Mental Health and Stress Management:

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

The Office of Student Affairs at the University of Minnesota:

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

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

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

Academic Freedom and Responsibility:

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

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

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

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

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

Out-of-Class Meetings

To meet with the instructors outside of class or regularly scheduled office hours, it is best to arrange an appointment. As faculty members who have extensive research and service obligations, we are juggling many responsibilities. At times, we may be able to talk with you in our office at the spur of the moment outside of office hours. Sometimes we cannot, and this can be disappointing if you have made the long trek over to the WBOB building without an appointment.

Course Web Site

The course web site is hosted on Moodle. Log on using your UMN internet ID and password.