



PUBH 3004, SECTION 001

Basics Concepts in Personal and Community Health
Spring 2019

COURSE & CONTACT INFORMATION

Credits: 4

Meeting Day(s): Mondays, Tuesdays, Wednesdays, and Thursdays

Time: 12:20-1:10pm

Place: Phillips-Wangensteen Building 2-470

INSTRUCTIONAL TEAM

LEAD INSTRUCTOR

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TEACHING ASSISTANTS

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Kellee Parker [Tuesday/Thursday DRUG content]

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COURSE DESCRIPTION

This course will explore the fundamental principles of health conservation and disease prevention, and provide an introduction to scientific, socio-cultural, and attitudinal aspects of alcohol and drug problems.

ACKNOWLEDGMENTS

The contents of PubH 3004 have been developed with the contributions of numerous instructors. Dr. Harry Lando and Sarah Sevcik, the current instructors, have been involved with the majority of recent content and modifications. Former faculty/instructors, including Jim Rothenberger and Dana Farley, had roles in either the conceptual development or actual content of the current course, and are acknowledged for their contributions.

COURSE PREREQUISITES

There are no prerequisites for this course.

COURSE GOALS & OBJECTIVES

The basic objectives of this course — indeed of all courses and of the university itself are engraved in stone over Northrop Auditorium. Glance at them from time to time. The instructors of this course take them seriously and have designed the lectures and examinations to meet these objectives. In a more practical sense, we can identify six major educational objectives:

1. To understand the impact of human health on history, cultures, religion, a community's sense of values —even politics, law, and community's organization — as an orientation to the “scholarly” aspect of personal and community health.
2. To understand enough about one's physical self — structure and function — so that one can communicate intelligently about health and disease, treatment and quackery.
3. To teach University students enough about health services, health products, and the health delivery system so that they will be able to function effectively as consumers in the health marketplace.
4. As individuals, students will know basic physiological, psychological, social, and economic effects of drugs for the purpose of making informed decisions.
5. As members of the community of scholars, students will be able to communicate intelligently about physiological, psychological, social, and economic effects of drugs; and be able to analyze common substance abuse issues that may be relevant to their majors and careers.
6. As citizens of local communities and the world, students will know the impact of drugs, both legal and illegal, on history, cultures, law, and community.

METHODS OF INSTRUCTION AND WORK EXPECTATIONS

COURSE WORKLOAD EXPECTATIONS

Basic Concepts in Personal and Community Health is a 4-credit course. The University expects that for each credit, you will spend a minimum of three hours per week attending class or comparable online activity, reading, studying, completing assignments, etc. over the course of a 15-week term. Thus, this course requires approximately 180 hours of effort spread over the course of the term in order to earn an average grade.

This class is largely lecture based; it is your responsibility to attend lectures, including any guest lectures that will be presented throughout the semester. It is our intention to make PowerPoint slides [and/or a PDF version] available on Canvas either prior to or post-lecture, but this will not always be possible and the slides may not be available before class.

COMMUNICATION

Your University email account and Canvas are the primary form of communication for this course; you are responsible for reading all course related emails sent to your University email account and through Canvas and contacting us in a timely manner with any questions you may have. We will use

your University email address or Canvas to notify you of important announcements. If you use a different email address than the one the University has assigned, please go to the UMN's [validation website](#) and forward your University email account to the one you are using. You can also get to this site via [OneStop](#).

ELECTRONICS IN THE CLASSROOM

One seating section of the course allows electronics – including phones, laptops, and tablets. The other two sections of the course do not allow electronics. If you want to use electronics, please choose the section that allows for electronics. When necessary, we will ask those who are using electronics in the non-electronics sections to move.

TIPS FOR CONTACTING US

- For general information and questions, your Teaching Assistants are your first line of contact and can be reached at the emails listed on page 1.
- Per FERPA laws, use only your official University of Minnesota account for email correspondence with us.
- When sending email, your subject line should include your last name, the course number, and a brief descriptor. An example subject line: Yang, Pubh 3004, Health Systems assignment
- We will generally reply to your email within 24-36 hours, except for weekends.

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 discussion, both in class and via the Canvas course site, you are expected to engage with each other in respectful and thoughtful ways. 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](#).

COURSE TEXT & READINGS

WRITING IN THIS COURSE

Learning to write is a lifelong process that is refined through your personal and professional experiences. Through writing we gain knowledge and communicate our ideas. The University of Minnesota is committed to the belief that writing and learning are inseparable, and that learning to write effectively is one of the most intellectually empowering components of a university education.

One main goal of writing is to help you become a more critical thinker and prepare you to communicate effectively in a variety of situations in your future employment and as a citizen. We hope that by the end of the course you will agree that writing about science and public health is an integral element of scientific discovery and analysis. We are committed to helping all students improve their writing and we recognize that each student will start and end that process at a different place. Work on your assignments sufficiently ahead of time so that you can build in time for feedback and revision. Feel free to contact us to arrange a consultation once you have an outline or a reasonable draft.

The [Center for Writing](#) is a resource available to all students on campus. The Center for Writing offers face-to-face appointments, either by appointment or by walk-in, as well as online appointments. During these appointments, a consultant will look over your work and assist you in various different areas of your writing. On their website they offer online materials and guides related to the writing process, grammar, style, punctuation, and documenting sources.

COURSE WEBSITE

Our course uses Canvas learning management system (LMS); you will log in to the University's [Canvas course site\(s\)](#). **You can also find a link to Canvas in MyU under Key Links.** If you need help using Canvas, check out the [Getting started with Canvas guide](#).

COURSE TEXTS AND READINGS

1. There are **two textbooks** for this course:
 - a. Kuhn, C., Swartzwelder, S. & Wilson, W. (2014). *Buzzed: The Straight Facts About the Most Used and Abused Drugs from Alcohol to Ecstasy*. (4th ed.). New York: W. W. Norton & Co., Paperback, ISBN: 978-0393344516
 - b. Schneider, M.J. (2017). *Introduction to Public Health*. (5th ed.). Burlington, MA: Jones and Bartlett Learning
2. **i>Clicker**: We will be using the i>Clicker technology in this course. You can buy or rent the i>Clicker 2 from the [UMN Bookstore](#). For more information, visit [this site](#). Make sure you are using the i>Clicker brand (see image below) and **NOT** a Turning Point brand. There is not an alternative option for the iClickers online, therefore please contact us if you are having issues with your iClicker. (Also, if you observe scholastic dishonesty in regard to the answering of iClicker questions (e.g., someone using an iClicker for a student who is not present), please report it.) It is your responsibility to ensure that your i>clicker is functional.



3. Additional required readings are listed in the schedule below and can be accessed via Canvas.

Due to the nature of the topics, further required readings may be added throughout the semester. All of these will be accessible via the Canvas course page.

COURSE OUTLINE/WEEKLY SCHEDULE

This course has specific deadlines. All coursework must be submitted via the course site before the date and time specified. **Note: assignments are due by 11:55 PM CST throughout the term.** Readings listed in *italics* can be found in the appropriate module on Canvas.

TUESDAY, JANUARY 22

Welcome to Fundamentals of Alcohol and Drug Abuse

Reading: none

WEDNESDAY, JAN. 23

Welcome to Personal and Community Health

Reading: none

THURSDAY, JANUARY 24

Substance Use as a Public Health Problem

Buzzed: Introduction; Just Say Know; and Test Your Drug Knowledge

SUNDAY JAN 27 BY 11:55PM - ASSIGNMENT DUE: ORIENTATION QUIZ

MONDAY, JAN. 28

Introduction to Public Health: Basic Concepts and Principles

Schneider: Prologue, Chapters 1, 31

Sharing a Common Vision

10 Essential Public Health Services

TUESDAY, JANUARY 29

Alcohol

Buzzed: Chapter 1 (Alcohol)

Alcohol Kills 1 Person Every 10 Seconds

Tipsy or Hammered?

WEDNESDAY, JAN. 30

ASSIGNMENT DUE: BAC ASSIGNMENT

The Public Health Approach + Sources of Health Information

Schneider: Chapters 26, 27

THURSDAY, JANUARY 31

Brain Basics

Buzzed: Chapter 13 (Brain Basics)

MONDAY, FEB. 4

Affordable Care Act, Health insurance coverage, access and utilization of care

How U.S. Health Insurance Works

TUESDAY, FEB. 5

Pharmacology: Drug Basics

Buzzed: Chapter 14 (Drug Basics)

WEDNESDAY, FEB. 6

ASSIGNMENT DUE: HEALTH SYSTEMS

The Public Health System: Players and Payers

Schneider: Chapters 2, 3

Health of the People: The Highest Law?

THURSDAY, FEB. 7

Addiction Science & Psychology of Intoxication

Buzzed: Chapter 15 (Addiction)

MONDAY, FEB. 11

Epidemiology: The Basic Science of Public Health

Schneider: Chapters 4, 5, 8

TUESDAY, FEB. 12

Substance Use Disorders and Mental Health

DSM 5 Substance Use Disorder

Substance Use Disorder Fact Sheet

WEDNESDAY, FEB. 13

ASSIGNMENT DUE: BIG PHARMA DOCUMENTARY

Public Health Ethics

Reading TBD

THURSDAY, FEB. 14

Loss and Grief as it relates to addiction; Community Based Treatment

Guest Speaker: Fiyiaz Karim, Psy.D., Professor in Master of [Professional Studies in Addictions Counseling](#) and Master of [Professional Studies in Integrated Behavioral Health](#)

MONDAY, FEB. 18

Global Tobacco

Schneider: Chapter 15

War Against Tobacco: 50 Year and Counting

TUESDAY, FEB. 19

Risk and Protective Factors

ACEs and Substance Use in MN 2017

NIDA Lessons from Prevention Research

IOM Model of Prevention

WEDNESDAY, FEB. 20

Infectious Disease and Surveillance

Guest Speaker: Carrie Klumb, Senior Epidemiologist, MN Dept. of Health

THURSDAY, FEB. 21

DRUG EXAM #1 Please bring a pencil and your student ID

MONDAY, FEB. 25

Emergency Preparedness and Health Communication

Guest Speaker: Katie Nyquist, MN Dept. of Health

Schneider: Chapter 30

TUESDAY, FEB. 26

Societal Issue: Alcohol, Drugs and Birth Defects

Preconception Health Promotion

FASD NIH

Alcohol and Drugs Impact on Pregnant Women fact sheet

Understanding FASD Behaviors

Pregnant woman and substance use: Fear, Stigma, and Barriers to Care

WEDNESDAY, FEB. 27

HEALTH EXAM #1 Please bring a pencil and your student ID

THURSDAY, FEB. 28

Current Events and Public Health Issues in Drug Use

Guest Speaker: Dana Farley, MN Dept. of Health

Reading: None

MONDAY, MARCH 4

Unnatural Causes documentary

White paper on Income and Health

White paper on Family Leave and Health

The Neighborhood Is the Unit of Change

TUESDAY, MARCH 5

Less Effective Prevention Strategies & Types of Prevention

2017 ASTHO President's Challenge: Public Health Approaches to Preventing Substance Misuse and Addiction

WEDNESDAY, MARCH 6

ASSIGNMENT DUE: PROPOSAL PART A: PUBLIC HEALTH ISSUE

Social and Behavioral Factors (Theories)

Schneider: Chapters 13, 14

Theories and Models Frequently Used in Health Promotion

THURSDAY, MARCH 7

Recovering from Alcoholism

Guest Speaker: Graham Martin

Drunk Law Practice v. Sober Law Practice

MONDAY, MARCH 11

Infectious Disease: Chain of Infection

Schneider: Chapter 9

Chain of Infection—Breaking the Chain

The Perpetual Challenge of Infectious Diseases

TUESDAY, MARCH 12

Intervention and Treatment

SAMHSA's Working Definition of Recovery

WEDNESDAY, MARCH 13

ASSIGNMENT DUE: DRUG HISTORY

Infectious Disease: Current Challenges

Schneider: Chapter 10

THURSDAY, MARCH 14

Stimulants

Buzzed: Chapter 2 (Caffeine) and 12 (Stimulants)

MARCH 18 - 22 SPRING BREAK

MONDAY, MARCH 25

Nutrition

I asked 8 researchers why the science of nutrition is so messy. Here's what they said.

Effecting Change in Public Health

TUESDAY, MARCH 26

Population-Based Strategies

Reading: none

WEDNESDAY, MARCH 27

ASSIGNMENT DUE: PROPOSAL PART B: CONCEPTUAL MAP

Maternal and Child Health and Health Equity

Guest Speaker: Rosemond Owens, Director - Health Equity/Diversity and Inclusion, Blue Cross and Blue Shield of Minnesota

To whom much is given, much is expected

THURSDAY, MARCH 28

Depressants

Buzzed: Chapter 10 (Sedatives)

MONDAY, APRIL 1

Mental Health and Mental Illness

Schneider: Chapter 19

TUESDAY, APRIL 2

Tobacco and Tobacco Control

Buzzed: Chapter 8 (Nicotine)

Are E-Cigarettes Safe? Here's What the Science Says

For Whom the Bell Tolls: A Special Journal Issue on Smoking Control and an Interview With Dr Harry Lando

Addicted to Vaped Nicotine, Teenagers Have No Clear Path to Quitting

WEDNESDAY, APRIL 3

Maternal and Child Health

Schneider: Chapter 18

THURSDAY, APRIL 4

DRUG EXAM #2 Please bring a pencil and your student ID

MONDAY, APRIL 8

Global Poverty

Guest: Rebecca Leighton, Food Pantry Coordinator, Boynton Health

Nutritious U tackles student anxiety by easing food insecurity

TUESDAY, APRIL 9

Marijuana

Buzzed: Chapter 7 (Marijuana)

WEDNESDAY, APRIL 10

HEALTH EXAM #2 Please bring a pencil and your student ID

THURSDAY, APRIL 11

Research in the Field: Innovations in Substance Abuse Treatment

with Lydia Fess

Can exercise help conquer addiction?

Potential new treatment for drug addiction relapse revealed

Psychedelics entering a new age of addiction therapy

MONDAY, APRIL 15

Culture and Health

The Indian sanitary pad revolutionary

HAP Breast and Cervical cancer

Isuroon

Complete the Values Preference Continuum

TUESDAY, APRIL 16

Herbal Drugs + Steroids

Buzzed: Chapter 5 (Herbal Drugs) and Chapter 11 (Steroids)

WEDNESDAY, APRIL 17

ASSIGNMENT DUE: ANALYZE DEBATABLE SUBSTANCE ISSUE

Physical Activity and Physical Inactivity & Obesity

Schneider: Chapter 16

Sitting is the Smoking of our Generation

Active Education: Growing Evidence on Physical Activity and Academic Performance

In Sweeping War on Obesity, Chile Slays Tony the Tiger

Everything You Know About Obesity Is Wrong

THURSDAY, APRIL 18

Harm Reduction

Principles of Harm Reduction

MONDAY, APRIL 22

Environmental Health: Classic Concerns

Schneider: Chapters 20, 21, 22

TUESDAY, APRIL 23

Opiates

Buzzed: Chapter 9 (Opiates)

Short Answers to Hard Questions About the Opioid Crisis

In Rehab, 'Two Warring Factions': Abstinence vs. Medication

Slandering the Unborn

WEDNESDAY, APRIL 24

ASSIGNMENT DUE: PROPOSAL PART C: IMPACT

Environmental Health: Climate Change

Schneider: Chapters 23, 25

Live longer? Save the planet? Better diet could nail both

How We Can Combat Climate Change

THURSDAY, APRIL 25

Hallucinogens

Buzzed: Chapter 3 (Ecstasy) and Chapter 4 (Hallucinogens)

MONDAY, APRIL 29

Global Issue: Population Growth

Schneider: Chapter 25

TUESDAY, APRIL 30

Inhalants

Buzzed: Chapter 6 (Inhalants)

WEDNESDAY, MAY 1

Gun Violence and Public Health

Schneider Chapter 17 (Injuries)

Gun Violence Should Be Treated As A Public Health Crisis, Study Says

How to Reduce Shootings

What Explains U.S. Mass Shootings? International Comparisons Suggest an Answer

MONDAY, MAY 6

In-class review session on Health content for final exam

THURSDAY, MAY 2

In-class review session on Drug content for final exam

WEDNESDAY, MAY 8TH

ASSIGNMENT DUE: PSA Extra Credit

ASSIGNMENT DUE: AA/NA Extra Credit

Study day, no class

THURSDAY, MAY 9TH AT 6:30PM

FINAL EXAM (Health Exam III)

Note: An alternate final exam will not be offered unless at least one of the following criteria is met:

- 1) Student has three or more exams scheduled within a 24-hour period.
- 2) Student has two or more exams scheduled for the same time on the same day.

SPH AND UNIVERSITY POLICIES & RESOURCES

The [School of Public Health website](#) maintains up-to-date information about resources available to students, as well as formal course policies. Students are expected to read and understand all policy information available at this link and are encouraged to make use of the resources available. The course policies outlined in the syllabus and on the SPH website are consistent with University of Minnesota policies and have been developed through previous experience with students. They are meant to help you meet the expectations of the course and to ensure that all students are held to the same, consistent standards and treated fairly.

The University of Minnesota has official policies, including but not limited to the following:

- Grade definitions
- Scholastic dishonesty
- Makeup work for legitimate absences
- Student conduct code
- Sexual harassment, sexual assault, stalking and relationship violence
- Equity, diversity, equal employment opportunity, and affirmative action
- Disability services
- Academic freedom and responsibility

The University offers academic, community, financial, and wellbeing resources to support undergraduate students. We care about your wellbeing and encourage you to learn more about these valuable [student resources](#), including:

- [Disability accommodations](#)
- [Housing and financial instability resources](#)
- [Technology help & readiness](#)
- [Academic support](#)

Please note that this is not an exhaustive list. We invite you to contact your TA, instructor, or Academic Advisor if you would like help identifying campus resources that are relevant to you.

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](#).

EVALUATION & GRADING

ASSESSMENTS OVERVIEW

Final grades are calculated using the following points (450 points total). Details of these assignments/exams will be available on Canvas. Assignments are due by 11:55pm on the due date listed below. Our goal is to provide feedback on assignments within two weeks of when the assignment is due. Exams take place during regular class hours, except for the final exam, which takes place on Thursday, May 9th at 6:30pm.

Date	Item	Points
January 27	Orientation Quiz	Required to access course content
January 30	BAC	15 points
February 6	Health Systems	25 points
February 13	Big Pharma Documentary	20 points
February 21	Drug Exam I	40 points
February 27	Health Exam I	40 points
March 6	Proposal Part A: Public Health Issue	10 points
March 10	<i>Peer review for Proposal Part A</i>	<i>5 points</i>
March 13	Drug History	25 points
March 27	Proposal Part B: Conceptual Map	25 points
April 4	Drug Exam II	40 points
April 10	Health Exam II	40 points
April 17	Analyze Debatable Substance Issue	25 points
April 24	Proposal Part C: Impact	20 points
May 9 (6:30pm)	Final Exam	80 points
Throughout	i>clicker questions	40 points*

*Although it is possible to accrue more than 40 points during the term, the maximum number of points students can earn towards their grade from i>clicker participation is 40 points.

Points needed to receive the following grades:

- A 94-100 % = 421 – 450 points
- A- 90-93 % = 403 – 420.5 points
- B+ 87-89 % = 389.5 – 402.5 points
- B 84-86 % = 376 – 389 points
- B- 80-83 % = 358 – 375.5 points
- C+ 77-79 % = 344.5 – 357.5 points
- C 74-76 % = 331 – 344 points
- C- 70-73 % = 313 – 330.5 points
- D+ 65-69 % = 290.5 – 312.5 points
- D 60-64 % = 268 – 290 points
- F 59 % and below = 0 – 267.5 points

GRADING SCALE

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

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

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

EVALUATION & GRADING POLICIES

As noted in the [SPH & University Policies & Resources section](#) of the syllabus, there is essential information for students on the SPH Student Policy website, including a [Grading Policies](#) section with information on grade option changes, course evaluations, withdrawals, and more.

ASSIGNMENTS

All assignments require you to upload your assignment to [Canvas](#) by the due date and time. All assignments should be submitted as a Word document (.doc or .docx) or PDF (.pdf) format, unless stated otherwise. If you have any questions or concerns about how to upload to Canvas, use the help icon in the lower left corner on Canvas, which displays a variety of ways to request help (online form, hotline, chat, etc.).

NOTE: It is your responsibility to make sure the assignment has been uploaded to Canvas by the due date. Double-check to make sure you have uploaded the correct document(s). Failure to upload the correct documents on time will be subject to the late assignment policy.

Our intention is to have grades for each assignment available on Canvas approximately two weeks after the due date. It is your responsibility to keep up-to-date with the grades provided and inform your TA if you have any questions or concerns regarding a grade for your assignments and exams. Concerns with grading must be communicated with a TA within two weeks of the grade being posted to Canvas for us to address the issue.

LATE ASSIGNMENTS

Unless you have been granted an extension on an assignment for a compelling reason, for each day past the original due date, 10% of the maximum grade will be deducted, for up to five days late. Please contact your TA as soon as possible via email in the case of an emergency or illness, as this will help ensure that your extension can be considered. NOTE: Whether 1 minute late or 19 hours late, this policy stands. Therefore, be sure to give yourself enough time to upload your assignments to Canvas by the due date and time. If you have any questions or concerns about how to upload to Canvas, contact Canvas in advance of the due date. Assignments will not be accepted after the 5th day overdue.

- One day late = the max you will be able to earn is 90%
- Two days late = the max you will be able to earn is 80%
- Three days late = the max you will be able to earn is 70%
- Four days late = the max you will be able to earn is 60%
- Five days late = the max you will be able to earn is 50%

MAKEUP WORK FOR LEGITIMATE REASONS

If you experience an extraordinary event that prevents you from completing coursework on time and you would like to make arrangements to make up your work, contact your instructor within 48 hours of the missed deadline if an event could not have been anticipated and at least 48 hours prior if it is anticipated. Per University policy, legitimate reasons for making up work may include:

- illness, physical or mental, of the student or a student's dependent;
- medical conditions related to pregnancy;
- participation in intercollegiate athletic events;
- subpoenas;
- jury duty;
- military service;
- bereavement, including travel related to bereavement;
- religious observances;
- participation in formal University system governance, including the University Senate, Student Senate, and Board of Regents meetings, by students selected as representatives to those bodies; and
- activities sponsored by the University if identified by the senior academic officer for the campus or the officer's designee as the basis for excused absences.

MAKE-UP EXAMS

If you are prevented by illness or other emergency from taking an exam at the regularly scheduled time, you must:

1. Notify your TA before the start of the exam
2. Provide proper documentation of illness/circumstance for the TA.

Note that the instructor has primary responsibility to decide if an absence is due to unavoidable or legitimate circumstances, and you must provide proper documentation of the issue. Failure to do so may result in a score of 0 on the exam.

In the case of make-up exams, it is your responsibility to contact the TA to set up a time to retake an exam. Make-up exams must be conducted within one week of the original exam date. Verifiable documentation is needed for any reason for not making a regular exam time. NOTE: You must provide documentation that is verified **BEFORE** the makeup exam is scheduled. You CANNOT take the exam if you do not provide verified documentation.

OPTIONAL EXTRA CREDIT

Students can choose from several extra credit options throughout the term and earn up to 25 extra credit points through the following:

- 7.5 points from Drug forum discussion posts [The highest three scores will be kept]
- 7.5 points from Health forum discussion posts [The highest three scores will be kept]
- 5 points for AA/NA/AI-Anon extra credit assignment
- 5 points for PSA extra credit assignment

Specific details will be provided on the course Canvas site.

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 the [official policy](#).

For this course, plagiarism includes self-plagiarism; that is, "submitting the same or substantially similar papers (or creative work) for more than one course without consent of all instructors concerned." Sharing i>clickers is another form of scholastic dishonesty. Additionally, no electronics, including cell phones, may be used at any time for any reason during exams. Failure to comply will result with a zero on the exam and a report to the Office for Community Standards.

Additionally, in this course you will be asked to verify that your assignments are your own work. As part of the Orientation Quiz, you will sign your name to agree to the disclaimer. Disclaimer: Please review the Plagiarism document posted on Canvas. Plagiarism will not be tolerated in any form. Please include an online signature (i.e., type your name on the line below) to confirm that you authenticate this work as your own.

The Office for Student Conduct and Academic Integrity has compiled a useful list of [Frequently Asked Questions](#) pertaining to scholastic dishonesty. 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.

COURSE EVALUATION

The SPH will collect student course evaluations electronically using a software system called [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](#). 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.

RETAKING COURSE

If you are retaking this course, we expect you to review the feedback provided on the assignments submitted during the semester you previously took the course and revise before resubmitting. If you no longer have the feedback from that term, ask your instructor to provide you with a copy. Please note, the course team revises assignments each semester, so you'll need to use the templates and instructions on the course site for this term. If an assignment submission is the same version submitted in the past with no edits, it might result in a lower grade if it does not fully meet the current expectations.

INCOMPLETE CONTRACTS

Please review the [SPH Student Policies](#) page for Incomplete Contract information. A grade of incomplete, "I," can be assigned by the instructor when, due to extraordinary circumstances, the student was prevented from completing the work of the course on time. The assignment of an "I" requires that a contract be written by the instructor and signed by both the instructor and the student before the last day of the term. Note: Incompletes are always assigned at the discretion of the

instructor and we will not grant an “I” grade unless a substantial portion of the coursework has already been completed satisfactorily.

OTHER COURSE INFORMATION

STUDENT ENGLISH LANGUAGE SUPPORT PROGRAM

The [Student English Language Program](#) offers free, face-to-face English as a Second Language support for students at the University of Minnesota. It is designed for students who want to address a particular English language need to be more successful at the U of M, who have a specific question about learning English, or who need resources for polishing English skills.

English language consultants provide one-on-one support for improving:

- speaking skills for giving presentations, participating in class discussions, communicating with instructors and classmates;
- grammar in speaking and writing;
- listening comprehension of class lectures and discussions;
- reading comprehension of academic texts;
- vocabulary development;
- pronunciation;
- any other English as a Second language need

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 to adhere to Board of Regents Policy: Student Conduct Code. To review the Student Conduct Code, please visit the website [here](#).

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 [this site](#).

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 visit [this site](#).

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 <https://policy.umn.edu/hr/sexharassassault>.

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](#).

DISABILITY ACCOMMODATIONS

The University of Minnesota is committed to providing equitable access to learning opportunities for all students. Disability Resource Center (DRC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DS at 612-626-1333 to arrange a confidential discussion regarding equitable access and reasonable accommodations.

If you are registered with the DRC 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 [DRC website](#).

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 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](#).

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".

