

# School of Public Health

## Syllabus and Course Information



UNIVERSITY OF MINNESOTA  
**Driven to Discover**<sup>SM</sup>

**PubH 6996**

**Clinical Nutrition Practicum**

**Summer 2019**

**Credits:** 9

**Meeting Days:** Spring clinical review, select dates. Summer online: June 10-August 16 (10 weeks).

**Post Course:**

**Instructor:** Allison Riederer MS, RD

**Office Address:** Suite 325 WBOB

**Office Phone:** 612-626-8801

**E-mail:** ariedere@umn.edu

**Office Hours:** by appointment

### **I. Course Description**

This course will provide didactic and experiential learning opportunities in the area of clinical nutrition, including the application of the nutrition care process and model to simple and complex medical conditions. Students will complete 40 hours of experiential learning each week for a total of 10 weeks, guided by an on-site preceptor. Weekly online course content which supports experiential learning will be required. By the end of the course, students will have also completed a comprehensive case study on a patient with a chosen medical condition, which will be peer reviewed. At the end of the course, students will present a summary of lessons learned to an audience composed of fellow students and incoming students.

### **II. Course Prerequisites**

Having completed 1 year in the CMP. Having completed a course in Medical Nutrition Therapy (1 or 2 semesters, depending on college).

### **III. Course Goals and Objectives**

**Goal:** Gain an understanding of the role of the clinical dietitian in a multidisciplinary health-care team and acquire entry-level clinical nutrition skills.

**Objectives/Student Learning Outcomes:**

NOTE: Students, you may use these objectives in your online contract and/ or others found in the list of additional competencies for the clinical practicum, according to your facility.

1. Perform the Nutrition Care Process and use standardized nutrition language for individuals of different ages and health status in a variety of settings (CRDN 3.1)
2. Perform nutrition-focused physical assessment (CRDN 3.2)
3. Demonstrate effective communication skills for clinical and customer services in a variety of formats and settings (CRDN 3.3)
4. Use effective education and counseling skills to facilitate behavior change (CRDN 3.6)
5. Assign patient care activities to NDTRs or support personnel as appropriate (CRDN 2.5)

#### **Activities:**

NOTE: Students, you may use these activities in your online contract, and/or any other activities discussed with your primary preceptor.

1. Complete duties assigned by preceptor, which may include nutrition risk screening, nutrition assessment, planning and implementing nutrition interventions, monitoring and evaluating patient's progress.
2. Complete staff relief for 1-2 weeks as a culminating experience of the clinical nutrition practicum.

**Additional Objectives/Activities:** (progress will be documented in the companion document with additional competencies).

#### **Responsibilities of the Student prior to starting the Field Experience**

- -Contact the primary preceptor to discuss:
  - Scheduling of the experience.
  - Activities to complete during the experience (after discussing with preceptor).
- Draft a School of Public health electronic contract for the field experience.
  - The contract site is: <https://publichealth.ahc.umn.edu/sphfieldexp>
  - Follow Field Experience Guidelines found on in your CMP companion guidebook.
  - In the spaces for Objectives and Activities, enter those listed on this syllabus or those that best fit your rotation.
  - Once the contract is drafted it will be reviewed and signed by the Program Director, the preceptor and the major coordinator.
  - When all parties have signed, the student will receive a permission number (from the major coordinator) to enroll in the field experience.
  - The student cannot start the field experience until the contract is signed and the student has registered for this course (PubH 6996).

#### **Responsibilities of the Student at Field Experience site and during the rotation**

- Adhere to policies outlined in the Public Health Nutrition Student Guidebook.
- Adhere to the Academy of Nutrition & Dietetics Code of Ethics for the Profession of Dietetics.
- Adhere to policies of the supervised practice setting.
- Make sure that objectives and activities planned for this field experience are being met. If an objective and activity needs modification, discuss the change with the preceptor.
- Document time spent at the facility using the CMP log of hours.

- Let the program director know if there are problems with the rotation as soon as these are encountered. If the problem cannot be resolved, the student might be re-assigned to another site.

### **Responsibilities of the Supervised Practice Preceptor**

- Review learning objectives and evaluation forms.
- Agree on a mutually convenient schedule for the student to complete supervised practice hours.
- Agree on a set of activities the student will complete during the course of the rotation, which align with the goals and objectives of the experience.
- Sign an online contract that the student drafts, outlining the activities that will be completed, as well as start and end dates of the experience.
- Provide an orientation to the facility.
  - philosophy of department and facility
  - policies and procedures
  - tour of the facility
  - introduction to other staff/volunteers
- Provide opportunities for the student to complete agreed upon activities during the rotation.
- Instruct and demonstrate new skills to student and allow student to practice new skills.
- Provide ongoing feedback to student regarding performance.
- Inform Program Director of any problems or concerns.
- Complete a mid-rotation evaluation of the student's professional behavior.
- Complete an electronic evaluation of the rotation at the end of the experience.
- Sign the students' competency check list at the end of the experience, after assuring its accuracy.

### **Field Experience Evaluations**

#### **Evaluation 1: Mid Rotation Evaluation**

At the mid-point of the rotation, please complete an electronic evaluation of the student's professional behavior. The link is: [https://umn.qualtrics.com/jfe/form/SV\\_6YA2CFmalSKDTHD](https://umn.qualtrics.com/jfe/form/SV_6YA2CFmalSKDTHD)

#### **Evaluation 2: Coordinated Masters Program evaluation:**

- Before the end of the rotation the student needs to send the preceptor the list of Competencies completed for the preceptor to rate the student's performance.
- The student and preceptor meet to review, discuss and sign at the end of the rotation. The form can be electronically uploaded by the student to his/her Google Drive Folder.

#### **Evaluation 3: School of Public Health electronic evaluation:**

- The student completes the electronic, School of Public Health, field experience evaluation (the contract signed at the beginning of the rotation becomes an evaluation).
- Evaluation (and contract) site: <https://publichealth.ahc.umn.edu/sphfieldexp>

- The student emails the preceptor asking him/her to also complete his/her evaluation. The student needs to send the above link to the preceptor to facilitate the process.
- When the preceptor completes the evaluation, an electronic copy is automatically sent to the program director.
- The student cannot get a grade for the field experience unless both evaluations are completed!

#### IV. **Methods of Instruction, Work Expectations, Assignments**

This course will consist of a minimum of 40 hours per week of supervised practice over a period of 10 weeks, within a clinical nutrition setting.

Students at rotations during early July do NOT need to work on July 4th unless assigned by the preceptor to do so. The 8 hours have been taken out of the rotation already (10 weeks X 40 hours/week - 8 hours for July 4th = 392 hours).

During the rotation, students will also complete additional assignments:

1. Gather data on one patient they are working with and write it up as a case study, which will be shared with other students and the instructor and will undergo peer review.
2. Participate in asynchronous discussion forums.
3. Complete a glossary of terms learned.

These activities will take place outside of the supervised practice hours. Students should consult with their primary preceptor about taking time to collect data on their case study patient during supervised clinical hours. If unable to do it during assigned hours, the student must plan to arrive early, stay late or come in on a weekend to work on the case study. Assignment time does NOT count toward supervised practice time.

#### V. **Course Outline/Weekly Schedule**

*The weekly schedule for the supervised practice rotation will be determined by the primary preceptor and will differ for each student.*

The following activities will be completed over the next 10 weeks.

##### **Discussions:**

Students will be asked to periodically post on the discussion forum. This will be a way for students to learn about where fellow students are at, and how some practices may differ from one site to another.

Please comment on at least TWO fellow students' posts per topic. You will be given prompts to guide your comments.

Please draft your post in a document first, make sure there are no spelling errors and then copy and paste onto Canvas Posts with several typographical or grammatical errors will NOT get points for submission.

##### **Glossary:**

Students will build a glossary during the rotation. Canvas does not have a Glossary feature, thus we will also use the Discussion feature for students to submit glossary words. Each student should enter 2

terms or words PER WEEK that they have learned. These can be words/terms learned from reading a medical record, or they can be terms learned through reading an article or text.

Terms should be entered during weeks 2 through 8 (in other words, no entries on weeks 1, 9 and 10). By the end of week 8, each student should have entered 14 terms. DUPLICATE entries are not allowed. References for term definitions are REQUIRED. Wikipedia is NOT an adequate reference.

### Case Study:

The completion of a Case Study is the largest project/assignment you have for this course. You need to identify a patient from your facility that will serve as a case. Please see the Case Study outline posted in Canvas (PubH 6996).

The Case is due on **Sunday, July 28, 2019 by 11:50 PM** for peer review by two fellow students. The table below outlines which students will review your case study, in addition to the instructor. The Peer Evaluation form is in Canvas. One peer review needs to be completed per case. Peer review forms are due to the instructor on **Sunday, August 6, 2019 by 11:50 PM** and should be submitted one at a time as assignments in Canvas.

Your Name	email address	Your peer reviewer 1	Your peer reviewer 2
Samantha Jochum	jochu018@umn.edu	Sara Levy	Noelle Yeo
Madison Holm	holm0784@umn.edu	Noelle Yeo	Sara Levy
Charlie Davis	davi2489@umn.edu	Kelsey Bigbee	Somadee Cheam
Marianna Colucci	coluc021@umn.edu	Somadee Cheam	Kelsey Bigbee
Rebecca Naab	naab0006@umn.edu	Samantha Jochum	Maddie Holm
Somadee Cheam	cheam005@umn.edu	Maddie Holm	Samantha Jochum
Kelsey Bigbee	bigb0005@umn.edu	Charlie Davis	Marianna Colucci
Noelle Yeo	yeo00003@umn.edu	Rebecca Naab	Charlie Davis
Sara Levy	seidl022@umn.edu	Rebecca Naab	Marianna Colucci

## ***Additional items complete:***

### **Time Logs:**

Please continue to update your time logs on the Google Drive. Graduating students **MUST** have submitted logs of hours prior to August 26, 2019.

**Competencies:** You are responsible for making sure that the document with additional Competencies Completed is filled out and reviewed by the preceptor, ranking the degree of completion for each competency. Please upload your copy of the signed competencies on your Google Folder. One file for the entire document (not one file per page).

### **Week 1 (Monday June 10- Sunday June 16)**

Review the syllabus for this course in its entirety.

### **Week 2 (Monday June 17- Sunday June 23)**

#### **Discussion Forum 1:**

**Post** briefly describe your practicum site. Include:

- 1) Site Name
- 2) Location (city/state). Describe the demographics of the community surrounding the site.
- 3) Description of nutrition staff (Staff size? Reporting structure? What clinical privileges do RDN's have at your facility? What are the different roles? (if applicable)
- 4) Very brief description of what you have done so far.

Your post is due by 11:50PM on Sunday, June 16.

**Peer response:** Comment on at least two fellow students' posts using the following prompt:

- Compare and contrast the demographics between your site and the site of your peer. How do you think nutrition care will differ in each site based on your identified similarities and differences?

Your comments are due by Sunday, June 23rd at 11:50pm.

**Glossary:** Submit 2 glossary terms on week 2 (by Sunday, June 16 at 11:50pm).

### **Week 3 (Monday June 24-Sunday June 30)**

**Discussion Forum 2:** By the end of week 3, in the discussion forum, describe how nutrition screening happens at your facility. Include information on who does the nutrition screening, and outline some of the screening parameters used. From your experience so far, is this method working well? Why is nutrition screening necessary?

Your post is due by 11:50PM on Sunday June 30. Comment on at least one fellow student's post within 1 week (by Sunday, July 7).

**Glossary:** Submit 2 glossary terms on week 3 (by Sunday June 30).

#### **Week 4 (Monday July 1- Sunday July 7)**

**Discussion Forum 3:** By the end of week 4 (by Sunday, July 7, 11:50 PM), in the discussion forum, answer the following questions based on the scenario. After you post, comment on **at least 2** of your fellow student's responses within 1 week (by Sunday, July 14, 11:50 PM).

Scenario and Questions:

An internal medicine physician has provided funding for one of the hospital dietitians to be at his clinic 1 day a month to work with some of his patients. He is interested in providing a variety of services for his patient population, and feels that nutrition is one of the areas that they have not yet addressed, thus his interest in having an RD in clinic once a month.

- You have been assigned to be the RD at this primary clinic once a month. You want to make sure the staff knows which patients to schedule for you to see. Should you use the same screening criteria at the outpatient clinic which is used at your hospital to identify patients at high-risk for nutrition problems? Explain.
- List screening criteria that you might use at the outpatient clinic to determine which patients should be scheduled for you.

**Glossary:** Submit 2 glossary terms on week 4 (By Sunday, July 7, 11:50 PM).

#### **Week 5 (Monday July 8- Sunday July 14)**

**Discussion Forum 4:** By the end of week 5 (Sunday, July 14, 11:50 PM), in the discussion forum, list the support personnel that work with the dietitian (or dietitians) to assure that patients get adequate nutritional care. For instance, some hospitals utilize Dietetic Technicians. Describe the role of support personnel and how, if at all, you have interacted with these individuals when providing nutritional care to patients.

Your post is due by 11:50PM on Sunday July 14. Comment on at least one fellow student's post within 1 week (by 11:50 PM Sunday, July 21).

**Glossary:** Submit 2 glossary terms on week 5 (By Sunday July 14).

#### **Week 6 (Monday July 15 - Sunday July 21)**

**Discussion Forum 5:** By the end of week 6, speak with a nutrition manager and inquire about the quality control/quality assurance activities that are performed at the facility in order to assure that patients are getting quality nutrition care.

These could be related to the work done by the dietitian(s), nursing, support personnel and/or food service. Write a note on the discussion forum describing what you learned about Quality Assurance through your conversation with the manager. Comment on how you perceive these practices to be effective. Reflect on what you might do if you were a clinical nutrition manager and were tasked with assuring quality nutrition care for patients. What are the challenges of assuring quality of food and nutrition services when working in an acute care setting?

Your post is due by 11:50PM on Sunday July 21. Comment on at least one fellow student's post within 1 week (by Sunday, July 28).

**Glossary:** Submit 2 glossary terms on week 6 (by 11:50 PM Sunday, July 21).

### **Week 7 (Monday July 22 - Sunday July 28)**

**Discussion Forum 6:** By the end of week 7, comment on the following in the discussion forum.

Most facilities have a standard enteral formula that is used for most patients needing a tube feeding. Describe which is the "standard" or "house" formula at your facility and why you think it was selected as the house formula.

Your post is due by 11:50PM on Sunday July 28. Comment on at least one fellow student's post within 1 week (Sunday, August 4).

**Glossary:** Submit 2 glossary terms on week 7 (Sunday, July 28, 11:50 PM).

### **Week 8 (Monday July 29 - Sunday August 4)**

**Discussion Forum 7:** By the end of week 8, discuss with the preceptor or clinical manager the procedure for billing and reimbursement of nutrition services. Do they bill for services (why or why not)? Is the facility being reimbursed for nutrition services (if they bill)? In the discussion forum briefly share your findings as well as your thoughts regarding billing and reimbursement issues.

Your post is due by 11:50PM on Sunday following your eighth week at the rotation. Comment on at least one fellow students' post within 1 week.

**Glossary:** Submit 2 glossary terms on week 8.

### **Weeks 9 and 10 (Monday August 5 - Friday August 16)**

Focus on your case study.

- The Case is due on **Sunday, July 28, 2019 by 11:50 PM** for peer review by two fellow students.
- Peer reviews have been assigned on Canvas. Peer review guidelines & instructions are posted in the Week 10 Module on Canvas.
- Peer reviews must be completed on Canvas by **Sunday, August 4, 2019 by 11:50 PM**

### **Presentations**

Monday, August 26, 2019- 8:30am - 5pm. WBOB.

Each student will have **15 minutes (maximum)** to present. If you exceed this time you WILL BE CUT OFF. Please rehearse your presentation ahead of time!

What to include:

1. Tell the audience about your site/facility in general terms, including location and demographics of the surrounding area (or primary patient population served).
2. Highlight some of the main lessons you learned during your rotation.
3. You may include a very brief description of your case study, but this is not required.



4. If you want to, you can include information that is not related to your clinical nutrition rotation, highlighting lessons learned over the past year (as long as you also include at least a couple of slides about your clinical rotation).

Watch your time! You will only have 15 minutes! Note that you have some freedom in planning your presentation, but you cannot exceed this amount of time.

You MUST have the Power Point already loaded before you speak (do this during a break or before presentations start). The clock will start ticking as soon as you get to the podium. It is not best practice to get to the podium and then start loading a presentation.

### Clinical Review

<b>Activity</b>	<b>Points</b>	<b>% of grade</b>
Discussion Posts	3	5
Medical Terminology Activity Log	2	4%
Student Case Presentation	23	42%
Attendance to all case presentations/meetings (7)	7	13%
Simulations 1-4 (5 points each)	20	36%
<b>Total Points</b>	<b>55</b>	<b>100%</b>

<b>Activity</b>	<b>Points</b>	<b>% of grade</b>
Discussion Posts (7 @ 5 points each)	35	13%
Discussion comments (7 @ 5 points each)	35	13%
Glossary words (14 total words @ 3 points each)	42	16%
Glossary words quiz	25	10%
Case Study Grade - if you do not complete your peer reviews, you will lose 50% on this assignment.	100	38%
Presentation	25	10%
	<b>262</b>	<b>100%</b>

**Total Points Review + Practicum: 317 points**

**Grading Scale:**

<b>Letter Grade</b>	<b>Points</b>	<b>% Points</b>		<b>Letter Grade</b>	<b>Points</b>	<b>% Points</b>
A =	214.8-231	93-100 %		C =	168.6-184.3	73-79.9%
A- =	207.9-214.7	90-92.9%		C- =	161.7-168.4	70-72.9 %
B+ =	203.3-207.7	88-89.9%		D+ =	157.1-161.5	68-69.9%
B =	191.7-203.	83-87.9%		D =	138.6-156.9	60-67.9%
B- =	184.8-191-5	80-82.9%		D- =	133.9-138.3	58-59.9%
C+ =	170.9-184.6	74-79.9%		F =	<133.9	<58%

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](http://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](http://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](http://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](http://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](http://onestop.umn.edu).

**Course Withdrawal:**

Students should refer to the Refund and Drop/Add Deadlines for the particular term at [onestop.umn.edu](http://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](mailto: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](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](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](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](mailto: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.\*

**OR:**

### **Academic Freedom and Responsibility, for courses that 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 and conduct relevant research. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.\* When conducting research, pertinent institutional approvals must be obtained and the research must be consistent with University policies.

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the 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.

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