



In this 3-credit course a typical week consists of a total of 450 minutes (nine 50-minute credit hours) of academic time. This time is divided below into instructional time and student time. There are approximately 250 minutes (three and one half 50-minute credit hours) of instructor time that consists of content delivery via in-class lectures and exercises (150 minutes) and responding to student questions about course material, assignments and assessments as well as holding office hours (100 minutes).

There are approximately 200 minutes (four 50-minute credit hours) of student time that consists of reading (80-100 minutes), taking exams (75 minutes) and/or homework (variable minutes).

# PubH 6341, Section 1

FALL, 2018, 3 CREDITS

EPIDEMIOLOGY MAJORS MUST TAKE THIS COURSE A/F; OTHERS MAY CHOOSE TO TAKE THE COURSE S/N, BUT SHOULD CONSULT THE GRADUATE STUDIES COORDINATOR IN THEIR DEPARTMENT.

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## Course & Contact Information

**Meeting Day(s):** Tuesday and Thursday  
**Meeting Time:** 3:35pm-4:50pm  
**Meeting Place:** Jackson Hall 2-137

**Instructors:** Susan M. Mason, PhD, MPH Assistant Professor  
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 School of Public Health  
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**Teaching Assistant:** Lama Ghazi, MD

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**TA Office Hours:** 11am – 12 pm, SPHere Lounge

## CEPH Competencies & Learning Objectives

Competency	Learning Objectives	Assessment Strategies
<b>Evidence-based approaches to public health</b>		
<i>Apply epidemiological methods to the breadth of settings and situations in health practice</i>	<ul style="list-style-type: none"> <li>Use person, place and time to describe disease distributions</li> <li>Identify different types of public health surveillance</li> <li>Locate major sources of public health data</li> </ul>	<ul style="list-style-type: none"> <li>Online sources of public health data exercise (1 point)</li> <li>In-class exercises on surveillance and person, place, and time (Class 2).</li> <li>Homework 1 on person, place and time (2.5 pts)</li> </ul>
<i>Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate</i>	<ul style="list-style-type: none"> <li>Summarize results in a 2x2 table.</li> <li>Calculate relative and absolute measures of association</li> <li>Calculate measures of impact</li> <li>Use an Excel spreadsheet to perform standardization.</li> </ul>	<ul style="list-style-type: none"> <li>In-class exercises for classes 3-8.</li> <li>In-class summary exercise on measures of frequency, association and impact (Class 7)</li> <li>Homework 2 on measures of association and impact (1.5 points)</li> <li>Homework 6 on standardization using Excel (1.5 points)</li> </ul>
<i>Interpret results of data analysis for public health research policy or practice</i>	<ul style="list-style-type: none"> <li>Interpret relative and absolute measures of association</li> <li>Interpret measures of impact for public health policy decisions</li> <li>Identify and account for confounding, selection bias and measurement bias in determining validity of the estimates for informing policy and practice.</li> <li>Interpret effect measure modification results for targeting of interventions.</li> </ul>	<ul style="list-style-type: none"> <li>Homework 3 and Homework 4, which include reading and interpreting published papers using key study designs (2.5 points each)</li> </ul>
<i>Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels</i>	<ul style="list-style-type: none"> <li>Use person, place and time to describe disease distributions</li> <li>Describe how poverty affects quality of surveillance data.</li> </ul>	<ul style="list-style-type: none"> <li>Homework 1 (1.5 points) using person, place and time to describe health disparities.</li> <li>In-class exercise on Ebola outbreak (Class 2)</li> <li>In-class exercises on Zika in resource poor settings (Class 7)</li> </ul>
<b>Planning and management</b>		
<i>Select methods to evaluate public health programs</i>	<ul style="list-style-type: none"> <li>Articulate relevance of absolute measures of disease for targeting interventions and assessing impact of public health programs.</li> </ul>	<ul style="list-style-type: none"> <li>In-class exercises for classes 3-8.</li> <li>In-class summary exercise on measures of frequency, association and impact (Class 7)</li> <li>Homework 2 on measures of association and impact (1.5 points)</li> </ul>
<i>Evaluate policies for their impact on public health and health equity</i>	<ul style="list-style-type: none"> <li>Interpret measures of impact for public health policy decisions</li> </ul>	<ul style="list-style-type: none"> <li>Homework 3 and Homework 4, which include reading and interpreting published papers assessing the impact of policies, programs, and/or interventions (2.5 points each)</li> </ul>

## Course Description

Epidemiologic Methods I focuses on research methodology. The course introduces study designs applied to human populations, including randomized trials and four types of observational studies (cohort, case-control, cross-sectional, ecological). Because cause-and-effect relations are at the heart of epidemiologic research, numerous related topics are introduced in Epidemiologic Methods I including causal inference, bias, and effect modification.

### Acknowledgments

The contents of PubH 6341 have been developed with the contributions of numerous instructors. Drs. Susan Mason and Shalini Kulasingam currently teach this course, and have developed the majority of recent content. Former faculty/instructors, including Drs. Pamela Lutsey, Bernard Harlow, Logan Spector, and Andrew Flood all had roles in either the conceptual development or actual content of the current course, and are acknowledged for their contributions.

## Course Prerequisites

Epidemiologic Methods I is a 3-credit, graduate level course. It is the first of a three-semester sequence for graduate-level students who intend to major in epidemiology.

## Methods of Instruction and Work Expectations

### Course Workload Expectations

Epidemiologic Methods 1 is a 3 credit course. The University expects that the academic work required for graduate school students will be, at minimum, three hours per credit, per week (attending class, reading, studying, completing assignments, etc.) over the course of a 15-week term. Thus, this course requires at least  $[3 * 3 * 15 = 135]$  hours of effort spread over the course of the term in order to earn an average grade.

### Learning Community

School of Public Health courses ask students to discuss frameworks, theory, policy, and more, often in the context of past and current events and policy debates. Many of our courses also ask students to work in teams or discussion groups. We do not come to our courses with identical backgrounds and experiences and building on what we already know about collaborating, listening, and engaging is critical to successful professional, academic, and scientific engagement with topics.

In this course, students are expected to engage with each other in respectful and thoughtful ways.

In group work, this can mean:

- Setting expectations with your groups about communication and response time during the first week of the semester (or as soon as groups are assigned), and contacting the TA or instructor if scheduling problems cannot be overcome.
- Setting clear deadlines and holding yourself and each other accountable.
- Determining the roles group members need to fulfill to successfully complete the project on time.
- Developing a rapport prior to beginning the project (what prior experience are you bringing to the project, what are your strengths as they apply to the project, what do you like to work on?)

In group discussion, this can mean:

- Respecting the identities and experiences of your classmates.
- Avoid broad statements and generalizations. Group discussions are another form of academic communication and responses to instructor questions in a group discussion are evaluated. Apply the same rigor to crafting discussion posts as you would for a paper.
- Consider your tone and language, especially when communicating in text format, as the lack of other cues can lead to misinterpretation.

Like other work in the course, all student to student communication is covered by the Student Conduct Code (<https://z.umn.edu/studentconduct>).

## Course Text & Readings

There is one required text for this course:

Essentials Of Epidemiology In Public Health. Ann Aschengrau and George R. Seage. 4<sup>th</sup> Edition. Published by Jones and Bartlett (<http://www.jbpub.com>). Copyright 2018.

This course uses journal articles, which are available via the University Libraries' E-Reserves and will be linked from the Moodle course site. It is good practice to use a citation manager to keep track of your readings. More information about citation managers is available on the University Libraries' site: <https://www.lib.umn.edu/pim/citation>.

## Course Outline/Weekly Schedule

**PUBH 6341 has specific deadlines.** All coursework must be submitted via the Moodle course site before the date and time specified on the site. **Unless otherwise specified all assignments are due before the start of class.**

Week	Topic	Readings	Activities/Assignments
<b>Week 1</b> 09/04/18	Class 1 / Overview; History of Epidemiology	Chapter 1	<u>Assigned</u> : Sources of Epidemiologic Data exercise; Student Questionnaire
09/06/18	Class 2: Descriptive Epidemiology & Sources of Epidemiologic Data	Chapter 4 and Chapter 5	<u>Assigned</u> : "Math Terminology Refresher" <b><u>Due today*</u>: Sources of Epidemiologic Data exercise</b>
<b>Week 2</b> 09/11/18	Class 3: Prevalence and Incidence	Chapter 2	<u>Assigned</u> : Homework #1 <b><u>Due today*</u>: Student Questionnaire; Review "Math Terminology Refresher"</b>
09/13/18	Class 4: Overview of Study Design	Chapter 6	Assigned: None
<b>Week 3</b> 09/18/18	Class 5: Measures of Disease Association	Chapter 3 (pp.57-68)	Due today: Homework #1
09/20/18	Class 6: Measures of Disease Impact	None	Assigned: Homework #2
<b>Week 4</b> 09/25/18	Class 7: Measures of Disease: Synthesis	None	Assigned: Practice Exam #1
09/27/18	Class 8: Causation	Chapter 15	Due Today: Homework #2
<b>Week 5</b> 10/2/18	Class 9: Exam 1		
10/4/18	Class 10: Experimental Studies - Part 1	Chapter 7	
<b>Week 6</b> 10/9/18	Class 11: Experimental Studies - Part 2		<u>Assigned</u> : Homework #3
10/11/18	Class 12: Experimental		<b><u>Due today*</u>: Guest lecture question</b>

	Studies – Guest Lecturer		
<b>Week 7</b> 10/16/18	Class 13: Cohort Studies – Part 1	Chapter 8	<b><u>Due today*</u>: Homework #3</b>
10/18/18	Class 14 – Cohort Studies - Part 2		
<b>Week 8</b> 10/23/18	Class 15 – Cohort Studies – Guest Lecturer Dr. Pam Lutsey		<b><u>Due today*</u>: Guest lecture question</b>
10/25/18	Class 16: Case-Control Studies - Part 1	Chapter 9	
<b>Week 9</b> 10/30/18	Class 17: Case-Control Studies - Guest Lecturer		<u>Assigned</u> : Homework #4 <b><u>Due today*</u>: Guest lecture question</b>
11/01/18	Class 18: Case Control Studies - Part 2		<u>Available today</u> : Practice exam #2
<b>Week 10</b> 11/06/18	Class 19: Cross Sectional and Ecologic Studies	None	Due Today: Homework #4
11/08/18	Class 20: Exam 2		
<b>Week 11</b> 11/13/18	Class 21: Systematic Error – Selection Bias	Chapter 10 (pp 269-276)	
11/15/18	Class 22: Systematic Error – Information Bias	Chapter 10 (pp 277-291)	Assigned: Homework #5
<b>Week 12</b> 11/20/18	Class 23: Systematic Error: Validity and Reliability	Chapter 16	
11/22/18	No Class – Happy Thanksgiving!		
<b>Week 13</b> 11/27/18	Class 24: Systematic Error: Confounding	Chapter 11	<u>Assigned</u> : Homework #6 <b><u>Due today*</u>: Homework #5</b>

11/29/18	Class 25: Standardization	Chapter 3 (pp 69-71)	
Week 14 12/04/18	Class 26: Surveillance for Outbreak Investigations– Guest Lecture Dr. Kirk Smith	Kemble et al. <i>Clinical Infectious Diseases</i> . 2013;57:648-654	<u>Available today:</u> Practice final exam <b><u>Due today*:</u> Homework #6</b> <b><u>Due today*:</u> Guest lecture question</b>
12/06/18	Class 27: Effect Measure Modification	Chapter 13	
Week 15 12/11/18	Class 28: The “Big Picture”	Chapter 14	
<b>FINAL EXAM: TBD</b>			

\*Assignments must be submitted before the beginning of class on the day they are due

## Evaluation & Grading

Epidemiology majors must take this course A/F; others may choose to take the course S/N, but should consult the graduate studies coordinator in their department. Students may change grading options during the initial registration period or during the first two weeks of the semester. **The grading option may not be changed after the second week of the term.** A grade of C- or higher must be obtained in order to receive an S under the S/N system.

A minimum grade of B- must be earned in order to enroll in Epidemiologic Methods II (PubH 6342). Epidemiology majors must earn a minimum grade of B- in Epidemiologic Methods I and other core courses (PubH 6342, 6343, 6344, 6450 and 6452) in order to graduate.

Extensive efforts are made to ensure that the homework and exams are graded consistently. If after reviewing your graded homework or exam you are dissatisfied with the grading, you may request a grade change by submitting the paper copy together with a written statement of why you think the homework or exam question should have been graded differently. Please be aware that if you submit such a request, your entire homework or exam may be reviewed and re-graded either up or down.

### Grading Basis:

- Homework (15%): 6 homework assignments (2.5 pts each)
- Guest Lecture Questions (2%): 1 question for each of 4 guest lectures (0.5 pt each)
- Sources of Epidemiologic Data Exercise (1%): 1 point
- Exam 1 (23%): First third of the course
- Exam 2 (26%): Cumulative with emphasis on material covered in middle third
- Exam 3 (33%): Cumulative with an emphasis on material covered in final third

### Late Policies

Assignments: If the homework answer key has been posted no credit will be given. If the key has not yet been posted, assignments <24 hours late will receive 80% of points earned; assignments ≥24 hours late (but prior to answer key posting) will receive 50% of points earned.

Guest Lecture Questions: Late guest lecture questions will receive no 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 Policy	Evaluation/Grading Policy Description
<p><b>Scholastic Dishonesty, Plagiarism, Cheating, etc.</b></p>	<p>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 <a href="https://z.umn.edu/dishonesty">https://z.umn.edu/dishonesty</a></p> <p>The Office of Community Standards has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: <a href="https://z.umn.edu/integrity">https://z.umn.edu/integrity</a>.</p> <p>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.</p> <p>Indiana University offers a clear description of plagiarism and an online quiz to check your understanding (<a href="https://www.indiana.edu/~academy/firstPrinciples/index.html">https://www.indiana.edu/~academy/firstPrinciples/index.html</a>).</p>
<p><b>Late Assignments</b></p>	<p>[[Example: If you have other priorities when a quiz or assignment is due, plan ahead and submit the work early. Late work will be accepted within a 24-hour window past its deadline for up to half credit. The only potential exception to this policy is for a legitimate reason, as defined below. Also note, extra credit opportunities are posted on the course site if you wish to make up lost points, but extra credit will not be accepted for any credit past posted deadlines.]]</p>
<p><b>Makeup Work for Legitimate Reasons</b></p>	<p>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 24 hours of the missed deadline if an event could not have been anticipated and at least 48 hours prior if it is anticipated. Per University policy, legitimate reasons for making up work may include:</p> <ul style="list-style-type: none"> <li>● illness</li> <li>● serious accident or personal injury</li> <li>● hospitalization</li> <li>● death or serious illness within the family</li> <li>● bereavement</li> <li>● religious observances</li> <li>● subpoenas</li> </ul>

	<ul style="list-style-type: none"> <li>● jury duty</li> <li>● military service</li> <li>● participation in intercollegiate athletic events</li> </ul>
<b>Grade Disputes</b>	<p>Grade disputes are accepted between the final day of class and until 5 p.m. CST for the 5 days following the final day of class. Grade dispute requests are only accepted for point allocations that would affect the final letter grade that a student would receive for the course.</p> <p>If you wish to dispute the number of points you receive on a class assignment, you must do so in writing. You must submit a request (500 words maximum) that includes a specific rationale for why the assignment deserves a higher grade and where additional points were earned but not allocated. The instructor reserves the right to either increase or decrease the final point allocation upon review, based upon the merits of the assignment and the request.</p> <p>The only exception to this policy is for a student to note a mathematical error in a grading rubric.</p>
<b>Incomplete Contracts</b>	<p>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.</p> <p>The assignment of an “I” requires that a contract be initiated and completed by the student before the last official day of class, and signed by both the student and instructor. If an incomplete is deemed appropriate by the instructor, the student, in consultation with the instructor, will specify the time and manner in which the student will complete course requirements. Extension for completion of the work will not exceed one year (or earlier if designated by the student’s college). The maximum time allowed for a student to fulfill incomplete course requirements is one year or as specified on the incomplete contract, agreed upon by the instructor and student.</p> <p>Students who fail to meet incomplete contract deadlines as determined by instructor and student will receive a grade of F or N (depending on grade option). For more information and to initiate an incomplete contract, students should go to SPHGrades (<a href="http://www.sph.umn.edu/grades">http://www.sph.umn.edu/grades</a>).</p>
<b>Course Evaluation</b>	<p>Student feedback on course content and faculty teaching skills are an important means for improving our work. The SPH collects anonymous student course evaluations electronically using a software system called CoursEval (<a href="http://www.sph.umn.edu/courseval">http://www.sph.umn.edu/courseval</a>). Students who complete their course evaluations will be able to access their final grade as soon as the faculty member submits the grade in SPHGrades (<a href="http://www.sph.umn.edu/grades">http://www.sph.umn.edu/grades</a>) before it is recorded on an official transcript. All students will have access to their final grades through MyU two weeks after the last day of the term regardless of whether they completed their course evaluation or not.</p> <p><b>Note:</b> This is School of Public Health procedure—not a University-wide policy—and therefore applies to Public Health courses only.</p>
<b>UMN Uniform Grading &amp; Transcript Policy</b>	Information about the UMN policy on grading and transcripts can be found at <a href="https://z.umn.edu/gradingpolicy">https://z.umn.edu/gradingpolicy</a>
<b>Grade Option Change</b>	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 <a href="https://onestop.umn.edu/dates-and-deadlines">https://onestop.umn.edu/dates-and-deadlines</a> .
<b>Course Withdrawal</b>	<p>Students should refer to the Refund and Drop/Add Deadlines for the particular term at <a href="https://onestop.umn.edu/dates-and-deadlines">https://onestop.umn.edu/dates-and-deadlines</a> 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.</p> <p>Students wishing to withdraw from a course after the noted final deadline for a particular term must contact the School of Public Health Student Services Center at <a href="mailto:sph-ask@umn.edu">sph-ask@umn.edu</a> for further information.</p>

## Other Course Information & Policies

Policy	Policy Description
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<p><b>Student Conduct</b></p>	<p>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.</p> <p>As a student at the University you are expected adhere to Board of Regents Student Conduct Code (<a href="https://z.umn.edu/studentconduct">https://z.umn.edu/studentconduct</a>).</p> <p>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."</p>
<p><b>Disability Accommodations</b></p>	<p>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 <a href="mailto:drc@umn.edu">drc@umn.edu</a> to arrange a confidential discussion regarding equitable access and reasonable accommodations <a href="https://z.umn.edu/resourcesdisability">https://z.umn.edu/resourcesdisability</a>.</p>
<p><b>Sexual Harassment</b></p>	<p>"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 <a href="https://z.umn.edu/harrassment">https://z.umn.edu/harrassment</a></p>
<p><b>Mental Health and Stress Management</b></p>	<p>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 <a href="https://z.umn.edu/mentalhlth">https://z.umn.edu/mentalhlth</a>.</p>
<p><b>Content Warning (if relevant for content)</b></p>	<p>[[Example: Throughout Sleep, Eat &amp; Exercise, we do our best to present accurate and factual information about sleep, nutrition, physical activity, and related topics. Some of the course lessons and optional resources contain information about sleep disorders, excessive exercise, disordered eating, eating disorders, body image concerns, and other things that may be triggering for some people. Additionally, course assignments ask you to reflect on your personal experiences related to topics covered in the course lessons. You're encouraged to share only at the level you are comfortable sharing. If something in the course triggers uncomfortable thoughts or feelings, please take care of yourself and seek help if necessary or desired.</p> <p>Visit the Student Mental Health website for information about resources and services that are available to you, and please contact the instructor if you have any questions or concerns that may hinder your full and meaningful participation in the course. Your wellbeing is important to us!]]</p>
<p><b>Inclusive Language (if relevant for content)</b></p>	<p>Example: While, for the most part, our culture uses a gender-binary and sex-binary framework—thinking and functioning in terms of men and women when discussing gender, or male and female when discussing biological sex, we at the recognize that this doesn't encompass everyone's experience or identity and have therefore used inclusive language throughout the course. Such language consists of words and phrases that demonstrate respect for how a variety of individuals self-identify their gender and sexual orientation, describe their bodies and relationships, and express their sexuality. When we report research results, we use the same terms used by the researchers, recognizing that some of the research may not be inclusive. Despite its potentially exclusionary nature, we have chosen to include such research within the lessons because we believe that the data still has value in informing and supporting our discussions and may be the only or best data available on a given topic.</p>
<p><b>Use of Personal Electronic Devices in the Classroom</b></p>	<p>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: <a href="https://z.umn.edu/electronicdevices">https://z.umn.edu/electronicdevices</a></p>
<p><b>Appropriate Student Use of Class Notes and Course Materials</b></p>	<p><b>Respecting intellectual property.</b> Students may not distribute instructor-provided notes or other course materials, except to other members of the same class or with the express (written) consent of the instructor. Instructors have the right to impose additional restrictions on course materials in accordance with copyright and intellectual property law and policy. Students may not engage in the widespread distribution or sale of</p>

	<p>transcript-like notes or notes that are close to verbatim records of a lecture or presentation.  <a href="https://z.umn.edu/classnotes">https://z.umn.edu/classnotes</a></p>
<p><b>The Office of Student Affairs at the University of Minnesota</b></p>	<p>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.</p> <p>Units within the Office for Student Affairs include, the Aurora Center for Advocacy &amp; Education, Boynton Health Service, Central Career Initiatives (CCE, CDes, CFANS), Leadership Education and Development – Undergraduate Programs (LEAD-UP), the Office for Fraternity and Sorority Life, the Office for Community Standards, the Office of Multicultural Student Engagement, the Parent and Family Program, Recreation and Wellness,, Off-Campus Living,, the Student Conflict Resolution Center, the Student Parent HELP Center, Student Unions &amp; Activities, Student Counseling Services,, and University Student Legal Service  <a href="https://z.umn.edu/communitystand">https://z.umn.edu/communitystand</a>.</p>
<p><b>Academic Freedom and Responsibility</b></p>	<p>Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom and conduct relevant research in courses in which students are conducting research. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.*</p> <p>When conducting research, pertinent institutional approvals must be obtained and the research must be consistent with University policies.</p> <p>Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the program director or director of graduate studies, your adviser, the associate dean of the college, (Dr. Kristin Anderson, <a href="mailto:ander116@umn.edu">ander116@umn.edu</a>, SPH Associate Dean for Learning Systems and Student Affairs), or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.</p> <p><i>* Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".</i></p>

## UMN Student Resources

Resource	Resource Description
<b>Important Dates</b>	The University's academic calendar lists important University dates, deadlines, and holidays: <a href="http://www.onestop.umn.edu/calendars/index.html">http://www.onestop.umn.edu/calendars/index.html</a> .
<b>Student Academic Success Services (SASS)</b>	Students who wish to improve their academic performance may find assistance from Student Academic Support Services <a href="http://www.sass.umn.edu">http://www.sass.umn.edu</a> .
<b>Student Writing Support</b>	<p>Student Writing Support (SWS) offers free writing instruction for all University of Minnesota students—graduate and undergraduate—at all stages of the writing process. In face-to-face and online collaborative consultations, SWS consultants from across the disciplines help students develop productive writing habits and revision strategies.</p> <p>Consulting is available by appointment online and in Nicholson Hall, and on a walk-in basis in Appleby Hall. For more information, visit the SWS website (<a href="http://writing.umn.edu/sws">http://writing.umn.edu/sws</a>) or call 612-625-1893.</p> <p>In addition, SWS's web-based resources offer support on a number of topics such as avoiding plagiarism, documenting sources, and planning and completing a writing project.</p>
<b>Housing and Financial Instability</b>	<p>Any student who has difficulty affording groceries or accessing sufficient food to eat every day or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is encouraged to utilize local housing and financial resources</p> <p>(<a href="https://drive.google.com/file/d/0B4ZsPhqDEA_fbkJsd2dNUjRDT3YyUUJ5dkNVMIQ3bDVTamxj/view">https://drive.google.com/file/d/0B4ZsPhqDEA_fbkJsd2dNUjRDT3YyUUJ5dkNVMIQ3bDVTamxj/view</a>), the Nutritious U Food Pantry <a href="https://osa.umn.edu/nutritious-u">https://osa.umn.edu/nutritious-u</a>, the Student Emergency Loan Fund (<a href="http://selfund.umn.edu/">http://selfund.umn.edu/</a>), or emergency funding through the Student Parent HELP Center (for students with a child/children) (<a href="http://www.sphc.umn.edu/undergraduate-child-care-assistance-grants-and-other-funding">http://www.sphc.umn.edu/undergraduate-child-care-assistance-grants-and-other-funding</a>). Furthermore, please notify your instructor or TA if you are comfortable in doing so they can provide any other resources they may be aware of.</p>