

**PubH 6907**  
**Maternal, Infant, Child and Adolescent Nutrition**  
**Fall 2018**

---

**Credits:** This is a 3 credit graduate-level course  
**Meeting Days:** Wednesdays  
**Meeting Time:** 10:10 am – 1:10 pm  
**Meeting Place:** Mayo A110  
**Instructors:** Jamie Stang, PhD, MPH, RDN and Aida Miles, MMSc, RDN, FAND  
**Office Address:** Suite 300 West Bank Office Building  
Division of Epidemiology and Community Health  
1300 South Second Street, Minneapolis, MN 55454-1015  
**Office Phone:** 612-624-1818  
**Fax:** 612-624-9328  
**E-mail:** [stang002@umn.edu](mailto:stang002@umn.edu) and [miles081@umn.edu](mailto:miles081@umn.edu)  
**Office Hours:** By arrangement with instructor(s)

---

**I. Course Description**

This 3-credit course provides an overview of nutrition issues affecting pregnant and postpartum women, females of reproductive age, infants, children and adolescents. The course integrates public health practice and policy recommendations with evidence-based clinical practice guidelines to provide a comprehensive view of maternal and child health (MCH) nutrition issues seen by practitioners in community settings. The course addresses nutrition education, community/population nutrition intervention strategies, and programs and policies to promote healthy eating and physical activity as interventions to reduce obesity and chronic disease risk among MCH populations. The course also provides an opportunity for students to develop social marketing and communication skills and messages appropriate for MCH populations.

Credit for this course will not be granted if students have already taken PubH 6902 or 6903.

**II. Course Prerequisites**

Students who enroll in the PubH 6907 course should have had previous instruction in basic human nutrition. Students unsure about whether or not they meet the prerequisites should contact the instructors for more information.

### III. Course Goals and Objectives

By the end of the course, students will be able to:

1. Identify nutrition-related health issues among females of reproductive age (12-48 years) that can affect their ability to conceive and that affect maternal and fetal outcomes of pregnancy.
2. Describe appropriate weight gain for women during pregnancy including total and rate of gain as well as promising practices for achieving an appropriate gestational weight gain.
3. Discuss maternal and fetal health risks associated with pre-pregnancy obesity, excessive gestational weight gain and postpartum weight retention.
4. Identify the role of nutrition in preventing and treating nutrition-related issues during pregnancy, such as gestational diabetes, hypertensive disorders and iron deficiency anemia.
5. Discuss the benefits and limitations of breastmilk vs. infant formula for postpartum women and their infants, including short- and long-term health risks, with an emphasis on breastfeeding promotion strategies.
6. Describe the process of introducing solid foods for infants, including developmental cues, types of foods introduced and timing of food introductions, with an emphasis on how the introduction of foods may affect health issues such as risk for obesity and food allergies.
7. Discuss the relationships between food intake, psychosocial development and physiological needs among children from birth to age 21 years, including the psychological, social, cultural, familial, economic and environmental factors that influence food behavior, dietary intake and physical activity patterns of youth and how these factors affect food choices, nutritional needs, obesity and health.
8. Identify nutrition education and health promotion concepts, interventions, strategies and resources pertinent to youth.
9. Demonstrate skills and develop tools that will enhance the practice of MCH nutrition and obesity prevention in public health settings and schools including program and policy evaluation.
10. Develop messages to change nutrition-related behaviors among MCH populations and use appropriate media to convey these messages

### IV. Methods of Instruction and Work Expectations

This course will utilize online and in-person PowerPoint presentations, readings, completion of a group project, and participation in classroom discussions to convey course content and evaluate student performance. The viewing of audiovisual media inside and outside of the classroom may be required as well. All students are expected to participate fully in group project activities and classroom discussions.

Each class period will be divided up into three distinct activities: 1) mandatory discussion of readings, requiring that each student develop and post at least one discussion question per week prior to class (the question must be related to the required reading and/or online lecture); 2) presentations by faculty and/or guest speakers; and 3) small group work on the PSA group project. It is imperative that students complete online viewing and reading assignments BEFORE the class period for which they are assigned. We will have in class activities and discussions based on the online lectures and readings. If a reading is listed as optional, those readings are not required to be completed prior to class. Discussion questions must be posted to the course site by 11:55 pm the night before the next class period in order to be counted as a completed activity.

It is expected that each student will spend an average of 6 hours of time per week on course readings and activities. Assignments will be delivered to the instructor via Moodle unless otherwise noted in the syllabus and will have a specific time and date on which they are due. Late assignments will be subject to a loss of points and appropriate reduction in grade.

Students are expected to fully participate in class activities and discussions. The use of cellphones and other electronic media other than laptop computers in the class to check email or Facebook, send text messages, etc. is disruptive to other students and to lecturers. Students who are found to be using cellphones in the class will have 5 points removed from their overall grade for each offense. Students will be asked to stow electronic media or to leave the classroom if the use of electronic media is unavoidable. Exceptions will be made for students who have documented learning needs or when media is required for the class activities.

## V. Course Text and Readings

Readings are listed by week on the course Moodle site and on the course syllabus. The required text for this course is *Nutrition Through the Lifecycle*, 6<sup>th</sup> ed. J Brown, ed. ISBN: 978-10305-62800-7. Suggested readings may be available for some topics when there are readings that may be excessively long or somewhat interesting but not essential to mastering the content of that topic.

## VI. Course Outline/Module Schedule

### Sept 5, 2018 - Course Overview, Nutrition Prior to Pregnancy, Role of Nutrition in Women's Health

Introductions

Course Overview

Project groups assigned

Discussion of expectations for *Public Service Announcement* (PSA) group project

Role of nutrition and weight status on reproductive health of women

Role of nutrition in moderating risk of poor maternal-fetal outcomes (preterm birth, SGA/LGA, gestational diabetes, gestational hypertension/pre-eclampsia, congenital anomalies, etc)

View Prior to Class:

Online lecture Module 1: Preconception Health (23.36 mins, available on moodle site)

Read Prior to Class:

- NTLC Chapter 2, pg 56-66; Chapter 3, pg 72-78;

Optional readings:

- Stang J, Huffman L. Obesity, reproduction, and pregnancy outcomes: Position of the Academy of Nutrition and Dietetics. *J Acad Nutr Diet*. 2016;116:677-691.
- Dean SV, Lassi ZS, Imam AM, Bhutta ZA. Preconception care: nutritional risks and interventions. *Reprod Health*. 2014;11(Suppl 3):53-68.
- Haugen M, Brantsaeter AL, Winkvist A, Lissner L, Alexander J, Oftedal B, Magnus P, Meltzer HM. Associations of pre-pregnancy body mass index and gestational weight gain with pregnancy outcome and postpartum weight retention: a prospective observational cohort study. *BMC Pregnancy & Childbirth* 2014;14:201-212.
- Ramakrishnan U, Grant FK, Goldenberg T, et al. Effect of multiple micronutrient supplementation on pregnancy and infant outcomes: a systematic review. *Paediatr Perinat Epidemiol*. 2012 Jul;26 Suppl 1:153-67.

## Sept 12, 2018 - Nutrition During Pregnancy, Postpartum Weight Issues, Technology

Postpartum weight retention, including promising practices and evidence-based intervention strategies

Nutrient needs and metabolic adaptations of pregnancy

Promising practices and evidence-based interventions to improve nutritional status prior to and between pregnancies

View Prior to Class:

Online lecture Module 2: Nutrition and Pregnancy (22.48 mins, available on moodle site)

Read Prior to Class:

- NTLC Chapter 4, pg 88-131; Chapter 5, pg 136-158

Optional readings:

- van der Pligt P, Willcox J, Hesketh KD, Ball K, Wilkinson S, Crawford D, Campbell K. Systematic review of lifestyle interventions to limit postpartum weight retention: implications for future opportunities to prevent maternal overweight and obesity following childbirth. *Obes Rev.* 2013;14:792-805. doi:10.1111/obr.12053
- Amorim Adeboye AR, Linne YM. Diet or exercise, or both, for weight reduction in women after childbirth (review). *Cochrane Database of Syst Rev* 2013, Issue 7. Art. No.:CD005627. doi:10.1002/14651858.CD005627.pub3. Pages 1-15.
- Nascimento SL, Pudwell J, Surita FG, Adamo KB, Smith GN. The effect of physical exercise strategies on weight loss in postpartum women: a systematic review and meta-analysis. *Int J Obes.* 2014;38:626-635. doi:10.1038/ijo.2013.183
- Haider BA, Olofin I, Wang M, et al. Anaemia, prenatal iron use and risk of adverse pregnancy outcomes: systematic review and meta-analysis. *BMJ.* 2013;346:134-43.
- Thorne-Lyman A, Fawzi WW. Vitamin D during pregnancy and maternal, neonatal and infant health outcomes: a systematic review and meta-analysis. *Paediatr Perinatal Epi.* 2012;26(Suppl 1):75-90.

Technology for PSA projects

- Guest lecturer: Scott Spicer, Walter Library Media Librarian
- Guest lecturer: Emily Paul, Disability Resource Center

## Sept 19, 2018 - Infant Nutrition

Physiology of infant feeding with a focus on physiological reflexes and hunger/satiety cues

Nutrient needs of infants and overview of feeding options including breastfeeding and formula feeding

Breastfeeding support and promotion programs and interventions

Guest lecturer: Linda Dech, MPH, IBCLC MN Dept of Health, WIC Program Breastfeeding Peer Coordinator

### View Prior to Class:

Online lecture Infant Feeding Module (30.34 mins, available on moodle site)

### Read Prior to Class:

- NTLC Chapter 6, 161-189; Chapter 7, pg 193-206 and 212-217

### Optional readings:

- Kirkegaard H, Stovring H, Rasmussen KM, Abrams B, Sorensen TIA, Nohr EA. How do pregnancy-related weight changes and breastfeeding relate to maternal weight and BMI-adjusted waist circumference 7 y after delivery? Results from a path analysis. *Am J Clin Nutr* 2014;99:312-319.
- Wojcicki JM. Maternal prepregnancy body mass index and initiation and duration of breastfeeding: a review of the literature. *J Women's Health*. 2011;20(3):341-347. doi: 10.1089/jwh.2010.2248
- Brown A, Lee M. An exploration of the attitudes and experiences of mothers in the United Kingdom who chose to breastfeed exclusively for 6 months postpartum. *Breastfeed Med*. 2011;6:197-204
- Zhang Y, Carlton E, Fein SB. The association of prenatal media marketing exposure recall with breastfeeding intentions, initiation and duration. *J Hum Lact*. 2013; Nov;29(4):500-509.

## **Sept 26, 2018 – Toddler and Preschool Nutrition**

### **Public health message documentation/task list due**

Physiological and psychosocial development in early childhood as it pertains to feeding ability and food-related behaviors of early childhood

Introduction to solids including effects of timing and composition on child health and weight

Parent- vs child-centered feeding practices and picky eating behaviors

Role of childcare and early education settings in promoting healthy eating and reducing obesity risk.

**Guest lecturer: Katie Costello, MPH, RDN Institute for Agriculture and Trade Policy**

### View Prior to Class:

Online lecture module: feeding young children, focus on food allergies (16.25 mins, available on moodle site)

### Read Prior to Class:

- NTLC Chapter 8, pg 222-242; Chapter 10, pg 261-287.
- Birch LL, Doub AE. Learning to eat: birth to age 2 y. *Am J Clin Nutr* 2014;99(suppl):723S-728S.

### Optional readings:

- Young BE, Krebs NF. Complementary feeding: critical considerations to optimize growth, nutrition and feeding behavior. *Curr Pediatr Rep*. 2013;1(4):247-256.
- Mennella JA. Ontogeny of taste preferences: basic biology and implications for health. *Am J Clin Nutr*. 2014;99(Suppl):704S-711S. doi: 10.3945/ajcn.113.067694

- Luccioli S, Zhang Y, Verill L, Ramos-Valle M, Kwegyir-Afful E. Infant feeding practices and reported food allergies at 6 years of age. *Pediatrics* 2014;134:S21-S28. doi: 10.1542/peds.2014.0646E
- Tylka TL, Enelia IU, Kroon Van Diest AM, Lumeng JC. Which adaptive maternal eating behaviors predict child feeding practices? An examination of with mothers of 2- to 5-year-old children. *Eat Behav.* 2013;14:57-63.
- Cassells EL, Magarey AM, Daniels LA, Mallan KM. The influence of maternal infant feeding practices and beliefs on the expression of food neophobia in toddlers. *Appetite.* 2014;82:36-42. doi:10.1016/j.appet.2014.07.001
- DuToit G, Roberts G, Sayre PH, et al. Randomized trial of peanut consumption in infants at risk for peanut allergy. *NEJM.* 2015;372(9):803-813.
- Cameron SL, Heath A-L, Taylor RW. How feasible is baby-led weaning as an approach to infant feeding? A review of the evidence. *Nutrients.* 2012;4:1575-1609. doi: 10.3390/nu4111575.
- Gahagan S. Development of eating behavior: biology and context. *J Devel Behav Pediatr.* 2012;33:261-271.
- Brown A, Lee MD. Early influences on child satiety-responsiveness: the role of weaning style. *Pediatric Obesity.* 2015;10(1):57-66. doi:10.1111/j.2047-6310.2013.00207.
- Russell CG, Worsley A. Why don't they like that? And can I do anything about it? The nature and correlates of parents' attribution and self-efficacy beliefs about preschool children's food preferences. *Appetite* 2013;66:34-43. doi:10.1016/j.appet.2013.02.020
- Mascola AJ, Bryson SW, Agras WS. Picky eating during childhood: A longitudinal study to age 11 years. *Eat Behav.* 2010;11:253-257. doi:10.1016/j.eatbeh.2010.05.006

### **Oct 3, 2018 – Nutrition Management of Infants and Toddlers with Special Needs**

Nutritional needs of infants and toddlers with special needs.

Features of select number of congenital and neonatal disorders in infants that warrant nutrition intervention.

Public health concerns among populations of infants and children with special needs.

#### View Prior to Class:

- Recorded Lecture: Nutrition for Children and Youth with Special Health Care Needs (40:03 min) – available in Moodle.

#### Read Prior to Class:

- NTLC Chapter 9: Pages 244 to 258; Chapter 11 Pages 289 to 303 (stop before Key Points).

### **Oct 10, 2018 – Lifecourse Model and Nutrition**

**Guest Lecture on Nutrition in Childcare Settings: Nicole Larson, PhD, MPH, RDN, Adjunct Assistant Professor**

Role and examples of nutrition as a mediator in lifecourse model

The Lifecourse Game

## **Oct 17, 2018 – Nutrition Needs and Eating Behaviors of School-aged Children and Pre- Adolescents**

### **Public health message story board due**

Role of nutrition on physical growth and development of school-age children and pre-teens.

Nutrient requirements and nutrients of concern in the context of foods and diets.

#### View Prior to Class:

Recorded Lecture: Growth, Nutrition, and Development of Children and Adolescents. (23:35 min).- available in Moodle.

#### Read Prior to Class:

- NTLC Chapter 12: Pages 305 to 314 (stop prior to Prevention of nutrition-related disorders), and 318 (start at Dietary Recommendations) to 321.

## **Oct 24, 2018 – Nutrition Needs and Eating Behaviors of Adolescents**

Role of nutrition on physical growth and development of adolescents.

Nutrient requirements and nutrients of concern in the context of foods and diets.

#### Read Prior to Class:

- NTLC Chapter 14 Pages 349 to 370 (stop at Promoting Healthy Eating...).

## **Oct 31, 2018 – Child Nutrition Programs and Services: Promoting Healthy Eating and Physical Activity Behaviors.**

**Guest lecturer: TBD**

#### View Prior to Class:

Recorded Lecture: Child Nutrition Programs: Promoting Healthy Eating and Physical Activity Behaviors. (32:44 min).- available in Moodle.

#### Read Prior to Class:

- Chapter 12: Pages 324-329. Chapter 14: Pages 370 (start at Promoting healthy eating...) to 376).

## **Nov 7, 2018 – Dieting and Disordered Eating Behaviors among Children and Adolescents**

**Guest Lecturer: TBD**

Prevalence of dieting behaviors among children and adolescents

Disordered eating and eating disorders among tweens and teens

#### View Prior to Class:

Recorded Lecture: Eating Disorders in Youth. (23:34 min).- available in Moodle.

#### Read Prior to Class:

- Chapter 15, pgs. 392-399.

## **Nov 14, 2018 – Children and Adolescents with Overweight and Obesity.**

Guest Lecturer: TBD

Determine which children and adolescents have overweight or obesity

Explore prevalence of overweight and obesity in youth

Explore Secondary and Tertiary intervention for childhood obesity

Reflect on Primary intervention strategies for childhood health and wellbeing

View Prior to Class:

Recorded Lecture: Children and Adolescents with Overweight and Obesity: Prevention and Treatment (31:50 min).- available in Moodle.

Read Prior to Class:

- NTLC Chapter 12: Pages 314 (start at Prevention of nutrition-related disorders) to 318 (stop prior to Dietary Recommendations). Chapter 15: Pages 379-383 (stop prior to Supplement use...).

## **Nov 21, 2018 – No Class, Work on Projects**

## **Nov 28, 2018 – Physical Activity and Participation in Sports**

Guest lecture: TBD

Nutrients of concern in adolescent athletes

Safety and efficacy of energy drinks in youth

Characteristics and risk factors of the female athlete triad

View prior to class:

Recorded Lecture: Adolescents Participating in Organized Sports: Nutritional Considerations (37:13 min).- available in Moodle.

Read Prior to Class:

- NTLC Chapter 12: Pages 322-324 (stop prior to Nutrition intervention for risk reduction), Chapter 15: Pages 383 (start at Supplement Use...) to 386 (stop prior to Special Dietary Concerns...).

## **Dec 5, 2018 – Nutrition Management Children and Adolescents with Special Health Care Needs**

Management of nutrition challenges among children and adolescents with special needs.

Role of the school and federal programs in provision of nutrition services for children and adolescents with special needs.

Prevalence of malnutrition among children and adolescents with special needs.

Transition planning for adolescents with special health care needs.

Read Prior to Class:

- NTLC Chapter 13: Pages 331-347.



## Dec 12, 2018 – PSA Presentations

Group and personal self-assessment forms due

[Link to PSA due 24 hours prior to class](#)

## VII. Assignments

### Public Health Message Assignment: PSA

This project entails developing a public health message on an assigned MCH nutrition topic, then developing a public service announcement to convey that message. The goals for this project are for students to learn how to: develop concise, effective public health messages that can raise awareness and sway opinion about an issue; develop media-related presentation skills for conveying public health messages to various audiences; determine ways to tailor public health messages to specific target audiences; and develop project management skills.

The context for this project is:

You are employed at a health department that has a clinic which provides services to pregnant and postpartum women, infants and toddlers (MCH populations). A review of outcome evaluation data shows that iron deficiency anemia rates are rising among women, infants and children seen in your clinic. Rates are particularly high among immigrant populations, both new immigrants and those who have been here for a decade or longer. Your agency has applied for and received grant funding to develop a social media/marketing program to reduce anemia among the MCH population. Your group has been given the task of developing a message for your community related to this topic as well as a PSA for this campaign that can be used in a variety of settings including clinic waiting rooms, on tablets/cell phones and as video links embedded in education materials and other media.

For this course project, you will be required to complete the project described above, which must include both an audio and visual component. The public health message media component should be no more than 90 seconds long. Technology assistance from several campus resources will be available to groups as they work on their assignments, so prior experience in media production is not required. We will have guest speakers in class to discuss campus resources.

The assignment is broken down into several steps to allow for feedback throughout the process. These steps are:

- Activity 1: Each group will be asked to identify a public health message aimed at a MCH population. We will discuss these in class with course instructors and Scott Spicer, a media technology resource librarian from Walter Library.
- Develop your public health message based on your target audience. For this project a few global target groups are defined (pregnant and postpartum women, infants, children up to age 3) but you will need to further refine your target audience to a greater degree. For example, you may choose to focus on a specific racial/ethnic group, a specific age group within the MCH population, etc. Once you determine who your specific target audience is, gather some basic data about this population and utilize this in your message development. Your group will want to consider aspects of the audience such as age, race/ethnicity, country of origin, literacy levels, SES, current trends in dietary intake, traditional health and dietary practice, and common health outcomes related to the anemia, etc. You will also want to consider the prior level of knowledge or awareness of the topic your chosen target group may have. Utilize national, state or local data or research to support your choice of a target group as appropriate for this project.

- Write up a description of your target audience, including the public health message you have developed (your documentation). Write a short (1-2 page) review of why you chose the particular message you did based on your population characteristics. You will need to include at least 3 credible (i.e., evidence-based, peer-reviewed) references for this assignment. Develop a project task list and timeline for this project. This should outline which group members are responsible for which activities as well as when specific tasks need to be completed. This is due on Sept 26. (20 points)
- Develop a storyboard for your media component that outlines the content of your presentation. These can be hand-drawn with stick figures – you will not be graded on attractiveness but rather on how well the proposed content matches with your message and the timeframe allowed for the PSA. The storyboard will assist faculty in helping groups determine if their PSA is of appropriate length and will help groups determine the type of sites, materials, etc they will need to complete the project. This is due on Oct 10. (10 points)
- Present your public health message project to the class. The presentation should include a description of your target audience, the public health message, a short discussion of why your message is appropriate for your audience and a viewing of the media component you have developed. Each group will have no more than 8 min. to present. This will occur on Dec 12 – groups will draw numbers on Dec 5 to determine order. (35 points)
- Each student will review the presentations of other groups using a peer-review form (handed out in class). These are due at the end of each viewing. (5 points)
- Turn in a group and personal self-assessment form (5 points) on Dec 12 via the course Moodle site.

Five percent of the points for each assignment will be deducted each day if it is turned in late, including weekend dates. Assignments will not be accepted if they are more than 5 days late.

### **Group Discussion of Topics**

At the beginning of each class period, students will be asked to submit at least one question or comment of interest that they had relating to the weekly course topic(s). These questions/comments should come from content assigned as course reading material. Students will be called upon in class to bring up their question/comment and to participate in a short discussion around that question, which will be guided by faculty. Not all students will be asked to discuss during each class period, however selection will be at random and each student will be required to submit a question each week to receive a grade for participation for that class. Questions/comments should be posted on the course Moodle site for the appropriate week. It is imperative that students complete readings, watch assigned video lectures, post questions before 11:55pm the day before class, and be prepared to discuss weekly topics.

## **VIII. Evaluation and Grading**

### **Course participation:**

Students are expected to attend lectures, participate in class discussions and fully participate in group project activities. There are not right or wrong answers to the discussion questions. Rather, students are asked to critically think about the questions posed and to integrate information from the entire course as well as personal and professional experiences when answering each question.

## Assignments and Grading

Activity	Due Date	Points
Public health message documentation/task list	9/26	10
Public health message story board	10/10	15
Final PSA presentation	12/12	35
Final PSA presentation peer review form	12/12	5
Group and self-assessment form	12/12	5
Weekly question/comment posts and discussion	Varies	30

### Grading Scale

A	93-100%	C	74-76.9%
A-	90-92.9%	C-	70-73.9%
B+	87-89.9%	D+	65-69.9%
B	84-86.9 %	D	60-64.9%
B-	80-83.9%	F	< 60%
C+	77-79.9%	.	

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 CourseEval: [www.sph.umn.edu/courseeval](http://www.sph.umn.edu/courseeval). The system will send email notifications to students when they can access and complete their course evaluations. Students who complete their course evaluations promptly will be able to access their final grades just as soon as the faculty member

renders the grade in SPHGrades: [www.sph.umn.edu/grades](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.\*

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.