

# School of Public Health

## Syllabus and Course Information



UNIVERSITY OF MINNESOTA  
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### PubH 6094-001 Obesity & Eating Disorder Interventions Spring 2018

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**Credits:** 2  
**Meeting Days:** Wednesdays  
**Meeting Time:** 3:35-5:30  
**Meeting Place:** Mayo 1250

**Instructor:** Jennifer A Linde, Ph.D.  
**Office Address:** West Bank Office Building, Room 372  
**Office Phone:** 612-624-0065  
**Fax:** 612-624-0315  
**E-mail:** linde074@umn.edu  
**Office Hours:** Upon request

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#### I. Course Description

This course will examine the obesity epidemic, eating disorders, and prevention and treatment approaches at multiple levels (individual, social, environmental, and policy). Links between obesity and eating disorders will also be explored. This course is open to all interested grad students; it meets Health Behavior and Policy Intervention course requirements for Community Health Promotion students in the School of Public Health.

#### Acknowledgments

The contents of PubH 6094 were developed primarily by Dr. Linde. Special thanks to Drs Billington, Fox, Leslie, and Nanney for providing content in their specialty areas.

#### II. Course Prerequisites

Graduate student (MPH, Ph.D., or other).

#### III. Course Goals and Objectives

As a result of taking this class, students will:

- Gain an understanding of the rise of the obesity epidemic, changes in obesity rates over time, and prevalence and assessment of eating disorders.
- Learn about and analyze prevention and intervention initiatives at individual, social, environmental, and policy levels.
- Apply knowledge gained in prevention or intervention by critical examination of intervention approaches from at least two levels (individual, social, environmental, policy).

- Gain an understanding of potential links between obesity and eating disorders from etiological and treatment perspectives.
- Tackle current and potentially controversial topics in obesity or eating disorder prevention and intervention.

CEPH Public Health Core Competencies Addressed in this Course:

Note: Competencies are addressed by (1) critical article reviews, (2) environmental assessment, (3) in-class discussion as a whole and in small groups, and (4) group written and oral presentation project.

- 4. Interpret results of data analysis for public health research, policy or practice (1)
- 6. 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 (3,4)
- 8. Apply awareness of cultural values and practices to the design or implementation of public health programs (4)
- 9. Design a population-based project, program, policy, or intervention (4)
- 14. Advocate for political, social or economic policies and programs that will improve health in diverse populations (1,2,4)
- 15. Evaluate policies for their impact on public health and health equity (1,4)
- 19. Communicate audience-appropriate public health content, both in writing and through oral presentation (1,2,3,4)
- 21. Perform effectively on interprofessional teams (4)

#### IV. Methods of Instruction and Work Expectations

This course includes lectures, written assignments, and in-class activities. All readings and assignments are available at the course Moodle site:

<https://ay17.moodle.umn.edu/course/view.php?id=7425>

#### V. Course Text and Readings

Recommended Reference Texts (not required):

1. Wadden TA, Stunkard AJ (Eds.). *Handbook of obesity treatment*. New York: The Guilford Press, 2004.
2. Fairburn CG, Brownell KD (Eds.). *Eating disorders and obesity: A comprehensive handbook (2nd ed.)*. New York: The Guilford Press, 2002.

Required readings are listed below, in the Course Outline and Weekly Schedule.

#### VI. Course Outline/Weekly Schedule

**NOTE: Attendance is required on Wednesday May 2 (the last day of class) for in-class presentations. If you know in advance that you cannot attend class that day, please see or email Dr. Linde ASAP.**

##### Week One: Wednesday, January 17

Topics: Introductions and Course Overview  
Obesity History, Epidemiology, and Evaluation

Readings:

1. Flegal KM, Kruszon-Moran D, Carroll MD, Fryar CD, Ogden CL. Trends in obesity among adults in the United States, 2005 to 2014. *JAMA* 2016;315(21):2284-2291.
2. Ogden CL, Carroll MD, Lawman HG, Fryar CD, Kruszon-Moran D, Kit BK, Flegal KM. Trends in obesity prevalence among children and adolescents in the United States, 1988-1994 through 2013-2014. *JAMA* 2016;315(21):2292-2299.

- Hill JO. Understanding and addressing the epidemic of obesity: An energy balance perspective. *Endocrine Reviews* 2006;27(7):750-761.
- Sonntag D, Jarczok MN, Shehzad A. DC-Obesity: A new model for estimating differential lifetime costs of overweight and obesity by socioeconomic status. *Obesity* 2017;25:1603-1609.

**Week Two: Wednesday, January 24**

Topics: Eating Disorder History, Epidemiology, and Evaluation  
Critical Article Review Assignment Overview / Discussion

Readings:

- Smink FRE, vanHoeken D, Hoek HW. Epidemiology of eating disorders: Incidence, prevalence and mortality rates. *Current Psychiatry Reports* 2012;14:406-414.
- Patching J, Lawler J. Understanding women's experiences of developing an eating disorder and recovering: A life-history approach. *Nursing Inquiry* 2009;16(1):10-21.

**Week Three: Wednesday, January 31**

Topics: Environmental Factors: Dietary Intake and Food Systems

- Carnell S, Wardle J. Appetitive traits in children. New evidence for associations with weight and a common, obesity-associated genetic variant. *Appetite* 2009;53(2):260-263.
- Larson N, Story M. A review of environmental influences on food choices. *Annals of Behavioral Medicine* 2009;38(Suppl 1):56-73.
- Schoonover, H. A fair farm bill for public health. Institute for Agriculture and Trade Policy, May 2007.
- Fleming-Milici F, Harris JL. Television food advertising viewed by preschoolers, children and adolescents: Contributors to differences in exposure for black and white youth in the United States. *Pediatric Obesity* 2016;Epub ahead of print.

**Week Four: Wednesday, February 7**

Topics: Environmental Factors: The Built Environment and Physical Activity

- Sallis JF, Floyd MF, Rodriguez DA, Saelens BE. Role of built environments in physical activity, obesity, and cardiovascular disease. *Circulation* 2012;125(5):729-737.
- Huang TT, Wyka KE, Ferris EB, et al. The Physical Activity and Redesigned Community Spaces (PARCS) Study: Protocol of a natural experiment to investigate the impact of citywide park redesign and renovation. *BMC Public Health* 2016;16(1):1160.

**Week Five: Wednesday, February 14**

**FIRST CRITICAL ARTICLE REVIEW DUE by 11:55 PM**

Topics: What is Intervention? Strategies for Development, Evaluation, and Dissemination  
Position Paper Overview / Topic Discussion

- Stokols D. Translating social ecological theory into guidelines for community health promotion. *American Journal of Health Promotion* 1996;10(4):282-298.
- Glasgow R, Vogt TM, Boles SM. Evaluating the public health impact of health promotion interventions: the RE-AIM framework. *American Journal of Public Health* 1999;89(9):1322-1327.
- Jull J, Whitehead M, Petticrew M, et al. When is a randomised controlled trial health equity relevant? Development and validation of a conceptual framework. *BMJ Open* 2017;7:e015815.

**Week Six: Wednesday, February 21**

Topics: Obesity Intervention: Behavioral Approaches

1. Wing RR. Behavioral approaches to the treatment of obesity. In Bray G, Bouchard C (Eds.): Handbook of obesity: clinical applications (3rd ed., pp. 227-247). New York: Informa Healthcare USA, 2008.
2. Sherwood NE, Butryn ML, Forman EM, Almirall D, Seburg EM, Crain AL, Kunin-Batson AS, Hayes MG, Levy RL, Jeffery RW. The BestFIT trial: A SMART approach to developing individualized weight loss treatments. Contemporary Clinical Trials 2016;47:209-216.
3. Williamson DA. Fifty years of behavioral/lifestyle interventions for overweight and obesity: Where have we been and where are we going? Obesity 2017;25(11):1867-1875.

**Week Seven Wednesday, February 28**

Topics: Eating Disorder Prevention and Intervention

1. Neumark-Sztainer D. The interface between the eating disorders and obesity fields: Moving toward a model of shared knowledge and collaboration. Eating and Weight Disorders 2009;14:51-58.
2. Bulik CM, Berkman ND, Brownley KA, Sedway JA, Lohr KN. Anorexia nervosa treatment: A systematic review of randomized controlled trials. International Journal of Eating Disorders 2007;40(4):310-320.
3. Shapiro JR, Berkman ND, Brownley KA, Sedway JA, Lohr KN, Bulik CM. Bulimia nervosa treatment: A systematic review of randomized controlled trials. International Journal of Eating Disorders 2007;40(4):321-336.
4. Brownley KA, Berkman ND, Peat CM, Lohr KN, Cullen KE, Bann CM, Bulik CM. Binge eating disorder in adults: A systematic review and meta-analysis. Annals of Internal Medicine 2016;165(6):409-420.

**Week Eight: Wednesday, March 7**

**SECOND CRITICAL ARTICLE REVIEW DUE by 11:55 PM**

Topics: Weight Stigma and Myths, Presumptions and Facts about Obesity (and Eating Disorders): Small Group and Whole Class Discussions  
Environmental Assessment Overview  
Final Presentation and Paper Overview

**NOTE:** Please read the following articles prior to class to be prepared for small group discussions.

1. Casazza K, Fontaine KR, Astrup A, et al. Myths, presumptions and facts about obesity. New England Journal of Medicine 2013;368:446-454.
2. Schwartz MB, O'Neal Chambliss H, Brownell KD, Blair SN, Billington C. Weight bias among health professionals specializing in obesity. Obesity Research 2003;11(9):1033-1039.
3. Bell JA, Hamer M, Sabia S, Singh-Manoux A, Batty GD, Kivimaki M. The natural course of healthy obesity over 20 years. Journal of the American College of Cardiology 2015;65(1):101-102.

**Week Nine: Wednesday, March 14**

SPRING BREAK: No class this week. Have fun! Feel free to get caught up on readings or work assignments if you'd like....

**Week Ten: Wednesday, March 21**

Topics: Obesity Prevention and Intervention in Primary Care  
Guest Lecturer (pediatric obesity): Claudia Fox, MD, MPH  
Guest Lecturer (adult obesity): Charles Billington, MD

1. Wadden TA, Volger S, Tsai AG, Sarwer DB, Berkowitz RI, Diewald L, Carvajal R, Moran CH, Vetter M. Managing obesity in primary care practice: An overview and perspective from the POWER-UP Study. *International Journal of Obesity* 2013;37(0 1):S3-S11.
2. Tsai AG, Wadden TA. The evolution of very-low-calorie diets: An update and meta-analysis. *Obesity* 2006;14:1283-1293.
3. Rankin W, Wittert G. Anti-obesity drugs. *Current Opinion in Lipidology* 2015;26(6):536-543.

**Week Eleven: Wednesday, March 28**

Topics: Surgical Treatment of Obesity  
Guest Lecturer: Daniel Leslie, MD

**NOTE:** Today's lecture contains some close-up video of actual bariatric surgeries.

1. Chang SH, Stoll CRT, Song J, Varela JE, Eagon CJ, Colditz GA. The effectiveness and risks of bariatric surgery: An updated systematic review and meta-analysis, 2003-2012. *JAMA Surgery* 2014;149(3):275-287.

**Week Twelve: Wednesday, April 4**

Topics: School and Worksite Obesity Prevention and Intervention

1. French SA. Public health strategies for dietary change: Schools and workplaces. *Journal of Nutrition* 2005;135:910-912.
2. Lytle LA, Moe SG, Nanney MS, Laska MN, Linde JA, Petrich CA, Sevcik SM. Designing a weight gain prevention trial for young adults: The CHOICES study. *American Journal of health Education* 2014;45:67-75.
3. Lytle LA, Laska MN, Linde JA, Moe SG, Nanney MS, Hannan PJ, Erickson DJ. Weight gain reduction among 2-year college students: The CHOICES randomized controlled trial. *American Journal of Preventive Medicine*: in press, 2016.
4. Linde JA, Nygaard KE, MacLehose RF, Mitchell NR, Harnack LJ, Cousins JM, Graham DJ, Jeffery RW. HealthWorks: Results of a multi-component group-randomized worksite environmental intervention trial for weight gain prevention. *International Journal of Behavioral Nutrition & Physical Activity* 2012;9:14.

**Week Thirteen: Wednesday, April 11**

**ENVIRONMENTAL ASSESSMENT DUE by 11:55 PM**

**NOTE: Dr. Linde will be traveling for a conference and class will not meet this week; please complete the lesson and the three readings for the week and respond to the three challenge questions at the Moodle site (open from April 8-15).**

Topics: Social / Family Approaches to Obesity

1. Epstein LH, Wrotniak BH. Future directions for pediatric obesity treatment. *Obesity* 2010;18(Suppl 1):s8-s12.
2. Fulkerson JA, Kubik MY, Rydell S, Boutelle KN, Garwick A, Story M, Neumark-Sztainer D, Dudovitz B. Focus groups with working parents of school-aged children: What's needed to improve family meals? *Journal of Nutrition Education & Behavior* 2011;43(2):189-193.

3. Fulkerson JA, Friend S, Flattum C, Horning M, Draxten M, Neumark-Sztainer D, Gurvich O, Story M, Garwick A, Kubik MY. Promoting healthful family meals to prevent obesity: HOME Plus, a randomized controlled trial. *International Journal of Behavioral Nutrition and Physical Activity* 2015;12:154.

#### **Week Fourteen: Wednesday, April 18**

Topics: Policy Approaches: Community and Legislative Advocacy

Guest Lecturer: Susie Nanney, Ph.D.

1. Harnack LJ, French SA, Oakes JM, Story MT, Jeffery RW, Rydell SA. Effects of calorie labeling and value size pricing on fast food meal choices: Results from an experimental trial. *International Journal of Behavioral Nutrition & Physical Activity* 2008;5:63.
2. Harnack LJ, Oakes JM, Elbel B, Beatty T, Rydell S, French SA. Effects of subsidies and prohibitions on nutrition in a food benefit program: A randomized clinical trial. *JAMA Internal Medicine* 2016.
3. Harris JL, Graff SK. Protecting children from harmful food marketing: Options for local government to make a difference. *Preventing Chronic Disease* 2011;8(5):A92.
4. Fletcher JM, Frisvold D, Tefft N. Can soft drink taxes reduce population weight? *Contemporary Economic Policy* 2010;28(1):23-35.

#### **Week Fifteen: Wednesday, April 25**

Topics: Community Obesity Prevention and Intervention

1. Campbell MK, Hudson MA, Resnicow K, Blakeney N, Paxton A, Baskin M. Church-based health promotion interventions: Evidence and lessons learned. *Annual Review of Public Health* 2007;28:213-234.
2. Economos CD, Hyatt RR, Goldberg JJ, Must A, Naumova EN, Collins JJ, Nelson ME. A community intervention reduces BMI z-score in children: Shape Up Somerville first year results. *Obesity* 2007;15(5):1325-1336.

#### **Week Sixteen: Wednesday, May 2**

Topics: In Class Presentations

#### **LAST DAY OF CLASS**

**\*POSITION PAPERS DUE BY WEDNESDAY MAY 9 AT 11:55 PM** (during Finals Week): Either email the paper to me at [linde074@umn.edu](mailto:linde074@umn.edu) or drop it off in my mailbox at WBOB (3rd floor, mailboxes are to the right of the reception desk). Note: WBOB is locked at 4:45 PM and on weekends.

### **VII. Evaluation and Grading**

#### **Assignments**

The course will have four written assignments and an in-class presentation. Written assignments should be prepared in Word and either submitted by email to me ([linde074@umn.edu](mailto:linde074@umn.edu)) before the start of class on the due date, or submitted in class on the due date (see **Course Outline/Weekly Schedule** above for dates).

Assignments are described as follows:

1. Two Critical Article Reviews (10 points each): Choose two articles from the research literature that describe different obesity or eating disorder interventions. These articles can come from assigned readings or from your own literature search. One article should describe an individual/small group or community-based (school, worksite, primary care setting) behavior change intervention, and one article should describe an environment or policy change

intervention. Read each article carefully, and respond to the following questions in 2-3 pages for each article (double-spaced, 1" margins, Times 12-point font or equivalent):

- a. Briefly summarize the intervention: What was the study design? What was the main target population? Who were the participants (individuals, sites, programs, etc.) and how were they identified and recruited to the intervention? If you're describing an environmental change or a policy, define the environment and/or state the level of the policy, and discuss the rationale for targeting that particular area.
- b. What were the main outcomes of the intervention? Was the program successful in meeting intervention goals or producing changes?
- c. What do you perceive as strengths and weaknesses of the intervention for addressing obesity or eating disorder, and what might you have done differently?

2. Environmental Assessment (20 points): Choose one of four tools (walkability audit, neighborhood food audit, home physical activity equipment inventory, or home food inventory) and evaluate a neighborhood or a home (yours, or one that you can access) using the tool. I will provide copies of the necessary background and forms in class. Include the following with your submitted assignment:

- a. Your completed audit form or inventory (if you email your assignment to me, be sure to bring a hard copy of the audit form or inventory to class with you on the due date).
- b. A 2-3 page written description (double-spaced, 1" margins, Times 12-point font or equivalent) of your process in using the tool and what you learned from the results, including at least two intervention suggestions and what intervention strategies you might consider using to enact these changes. Support your intervention strategy ideas with at least two articles from the literature (at least one article per idea).

3. Position Paper: In-Class Team Presentation (25 points), and Team Written Report (25 points):

This assignment has two parts:

- a. An oral argument to be presented in class (20 minute PowerPoint or equivalent) presented as a team. Each team will be assigned a topic (following in-class discussion and based on preference rankings), and it will be up to the team to divide the labor for the presentation. You will be expected to spend time meeting outside of class. The in-class presentation will summarize the topic in terms of competing approaches to it (for or against, pro/con, or other, as relevant to the topic), present a case for choosing a particular side, and describe the intervention approach (or approaches) that would result from taking that side or stance.
- b. A written report (5-7 pages) produced by the team that includes an overview of the topic, a review of the evidence on each side (for and against), and an opinion of which side of the argument is most compelling (and why). The paper should describe intervention steps or plans that should be implemented to address the issue, and include a discussion of how the intervention plan would address health equity. Evidence from research articles should be presented in support of the potential intervention strategy (or strategies).

## Grades

Final grade will be assessed on a 100-point scale.

<u>Assignment</u>	<u>Points</u>
Attendance / Participation	10
Critical Article Reviews (10 points each)	20
Environmental Assessment	20
In-Class Presentation	25
<u>Final Paper</u>	<u>25</u>
	<b>100 Points</b>

## Attendance and Assignment Deadline Policies

It is expected that students will attend as many classes as possible, because lecture materials are not covered fully in readings, and because participation and interaction are valuable components of class time. If unusual circumstances occur that cause you to miss more than two class periods, please contact Dr. Linde as soon as possible to discuss the situation. If you anticipate having difficulty meeting due dates due to unusual or unavoidable circumstances, you **must** make arrangements with Dr. Linde **at least 24 hours in advance of the due date** to be eligible for full credit. Otherwise, 2 points will be deducted for each day an assignment is late, UNLESS you have received prior approval from Dr. Linde. If these circumstances are **voluntary** (e.g., planned vacation, work commitment, or other event that overlaps with an assignment due date), you should complete an assignment **before** the planned travel or other event in order to avoid late penalties. I am always flexible with students who have documented disabilities, illnesses, family emergencies, or other critical obligations.

Grades will be based on the following scale:

<b>A</b>	95 - 100%	<b>B-</b>	80 - <83	<b>D+</b>	68 - <70
<b>A-</b>	90 - <95	<b>C+</b>	78 - <80	<b>D</b>	64 - <68
<b>B+</b>	88 - <90	<b>C</b>	73 - <78	<b>F</b>	Below 64
<b>B</b>	83 - <88	<b>C-</b>	70 - <73		

Please note that there will be no opportunities for extra credit.

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 Community Standards has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: <http://communitystandards.umn.edu/>. 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 Community Standards, the Office for Student Engagement, the Parent Program, Recreational Sports, Student and Community Relations, the Student Conflict Resolution Center, the Student Parent HELP Center, Student Unions & Activities, University Counseling & Consulting Services, and University Student Legal Service.

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

## **Academic Freedom and Responsibility:**

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

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

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

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

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

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