



PubH 6605

REPRODUCTIVE AND PERINATAL HEALTH SPRING (1ST HALF) SEMESTER 2018

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Course & Contact Information

Credits: 2 credits

Meeting Day(s): Tuesdays and Thursdays

Meeting Time: 1:25 – 3:20 PM

Meeting Place: Moos Tower 1-450

Instructor: Ruby H.N. Nguyen, Ph.D.

Email: nguyen@umn.edu

Office Phone: (612) 626-7559

Office Hours: Upon request

Office Location: West Bank Office Building (WBOB)

Course Description

This course will provide current multidisciplinary knowledge on population-based reproductive, pregnancy and newborn health outcomes; topics relate to established public health policy and programs, or the need for such policy and programs. Consistent with history of similar courses, and the underrepresentation of women's health study, emphasis will be placed on women's and pregnancy health, however, topics involving men and other genders will be explored. Material for the course will be divided nearly equally between epidemiologic content and public health practice.

Course Prerequisites

Public health graduate student; graduate student in another program; or instructor's consent.

Course Goals & Objectives

The course objectives are as follows:

- Understand, and to be able to effectively utilize, reproductive and perinatal terminology as it relates to the practice of public health practice and research.
- Identify, and to a limited degree analyze, the distribution of reproductive and perinatal health indicators for the U.S., and globally, while also identifying the strengths and limitations of surveillance systems.
- Describe the essential framework and goals of public health interventions aimed at reducing poor reproductive and perinatal outcomes, and in doing so, to outline the need for program evaluation.

In achieving these course objectives, the following **broad maternal & child health competencies** will be achieved, in part, in this course:

- Understand the ethical implications of health disparities in MCH populations and have the ability to propose strategies to address them.
- Assess the effectiveness of an existing health program for specific MCH population groups.
- Use population data to assist in determining the needs of a population for the purposes of designing programs, formulating policies, and conduct research or training.
- Develop strategies, including the use of supportive evidence, to develop public health policies and programs.

Methods of Instruction and Work Expectations

Course Workload Expectations

This course is a 2-credit course. The University expects that for each credit, you will spend a minimum of six hours per week attending class, reading, studying, completing assignments, etc. over the course of this half term. Thus, this course requires approximately 42 hours of effort spread over the course of the term in order to earn an average grade.

Readings for class should be completed after the corresponding lecture; assignments should be completed according to the due dates described in this syllabus; and students should participate in course-relevant discussions, either through in-class discussion or out-of-class discussion with the instructor or other students.

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 format:

This course meets face-to-face for two hours twice per week, which equates to 4 hours per week. The remaining class time will be out-of-class. Readings, the two quizzes, and some synthesis activities, will be performed out of class. Each new topic will begin with an in-class lecture on that subject. Students should complete the reading assignment following the lecture.

Location				
Out-of-class activity	Read article(s)	Review lecture notes		
In-class activity			Engage in synthesis activity	Answer paper discussion questions

Weekly course activities:

Students should attend each lecture and guest lecture, and also be prepared to work in-class via small group sessions or large-group discussions.

Reading – Each week there will be a background reading assignment that should be completed after the lecture but before the next class session.

Individual Quiz – There will be two Moodle quizzes that will count as the entire class period. Students should not work together on the Moodle quizzes.

Paper Presentation – One or more primary articles related to the topic of the week will be assigned. The articles are chosen to introduce you to recent content on the topic, deepen your knowledge on the topic, provide you with practice reading and interpreting primary scientific literature, and prepare you for examinations. Initially, the instructors will present the articles. Later in the course student teams will present an article of their choosing in a 7 minute video.

Paper Discussion (Journal Club) – To synthesize your understanding of the article(s) and to tie it into what you have already learned, there will be an online discussion requiring you to comment on the article. Students will discuss in-class in the large group.

Course Text & Readings

There is no required textbook for this course. Citations are listed on Moodle and students will need to use the University's electronic journal system to retrieve the article.

Course Outline/Weekly Schedule

This course has specific deadlines (see schedule below).

Week	Topic	Readings	Activities/Assignments
Week 1: Lecture 1 Tuesday January 16	Introduction: Reproductive Life Course and Critical Periods for Public Health Intervention	<p>Cohen E, Horváth-Puhó E, Ray JG, Pedersen L, Adler N, Ording AG, Wise PH, Milstein A, Toft Sørensen H. Association Between the Birth of an Infant With Major Congenital Anomalies and Subsequent Risk of Mortality in Their Mothers. <i>JAMA</i>. 2016 Dec 20;316(23):2515-2524. doi: 10.1001/jama.2016.18425.</p> <p>Halland F, Morken NH, DeRoo LA, Klungsøyr K, Wilcox AJ, Skjærven R. Association of Women's Reproductive History With Long-term Mortality and Effect of Socioeconomic Factors. <i>Obstet Gynecol</i>. 2015 Dec;126(6):1181-7. doi:10.1097/AOG.0000000000001155.</p> <p><u>Optional</u></p> <p>Nguyen RH, Wilcox AJ. Terms in reproductive and perinatal epidemiology: 1. Reproductive terms. <i>J Epidemiol Community Health</i>. 2005 Nov;59(11):916-9. PubMed</p>	
Week 1: Lecture 2 Thursday January 18	Introduction: Why are pre-conception and perinatal exposures and outcomes important?	<p>Rossen LM, Schoendorf KC. Trends in racial and ethnic disparities in infant mortality rates in the United States, 1989-2006. <i>Am J Public Health</i>. 2014 Aug;104(8):1549-56. doi: 10.2105/AJPH.2013.301272.</p> <p>Livingood WC, Brady C, Pierce K, Atrash H, Hou T, Bryant T 3rd. Impact of pre-conception health care: evaluation of a social determinants focused</p>	

		<p>intervention. <i>Matern Child Health J.</i> 2010 May;14(3):382-91. doi: 10.1007/s10995-009-0471-4.</p> <p>Optional reading</p> <p>Nguyen RH, Wilcox AJ. Terms in reproductive and perinatal epidemiology: 2. Perinatal terms. <i>J Epidemiol Community Health.</i> 2005 Dec;59(12):1019-21.</p>	
<p>Week 2: Lecture 1 Tuesday January 23</p>	<p>Contraception, unintended pregnancy and abortion: Contraception and its safety</p>	<p>Finer LB, Zolna MR. Declines in Unintended Pregnancy in the United States, 2008-2011. <i>N Engl J Med.</i> 2016 Mar 3;374(9):843-52. doi: 10.1056/NEJMsa1506575. PubMed PMID: 26962904; PubMed Central PMCID: PMC4861155.</p> <p>Patel PR, Lee J, Hirth J, Berenson AB, Smith PB. Changes in the Use of Contraception at First Intercourse: A Comparison of the National Survey of Family Growth 1995 and 2006-2010 Databases. <i>J Womens Health (Larchmt).</i> 2016 Aug;25(8):777-83. doi: 10.1089/jwh.2015.5513. PubMed PMID: 26919078; PubMed Central PMCID: PMC4982959.</p> <p><i>What is Planned Parenthood?</i> From the BBC, "What is Planned Parenthood?" http://www.bbc.com/news/world-us-canada-34363358</p> <p>From Planned Parenthood, "Planned Parenthood at a Glance" https://www.plannedparenthood.org/about-us/who-we-are/planned-parenthood-at-a-glance</p> <p>From the Washington Post Fact Checker, "Paul Ryan's claim that for every Planned Parenthood clinic, 20 health centers provide care" https://www.washingtonpost.com/news/fact-checker/wp/2017/01/18/paul-ryans-claim-that-for-every-planned-parenthood-20-health-centers-provide-care/?utm_term=.4cab550e3d45</p>	
<p>Week 2: Lecture 2 January 25</p>	<p>Contraception, unintended pregnancy and abortion: Epidemiology of unintended pregnancy and abortion policies</p>	<p>CNN. "Kentucky Abortion Bills Signed, Effective Immediately." http://www.cnn.com/2017/01/08/us/kentucky-abortion-bills-pass/</p> <p>Kimport K, Preskill F, Cockrill K, Weitz TA. Women's perspectives on ultrasound viewing in the abortion care context. <i>Womens Health Issues.</i> 2012 Nov-Dec;22(6):e513-7. doi: 10.1016/j.whi.2012.09.001. PubMed PMID: 23040800.</p>	
<p>Week 3: Lecture 1 Tuesday January 30</p>	<p>Infertility and STDs: Fecundability and pregnancy loss</p>	<p>Kreisel K, Torrone E, Bernstein K, Hong J, Gorwitz R. Prevalence of Pelvic Inflammatory Disease in Sexually Experienced Women of Reproductive Age - United States, 2013-2014. <i>MMWR Morb Mortal Wkly Rep.</i> 2017 Jan 27;66(3):80-83. doi: 10.15585/mmwr.mm6603a3. PubMed PMID:</p>	

		28125569. Lemoine ME, Ravitsky V. Sleepwalking Into Infertility: The Need for a Public Health Approach Toward Advanced Maternal Age. Am J Bioeth. 2015;15(11):37-48. doi: 10.1080/15265161.2015.1088973. PubMed PMID: 26575814.	
Week 3: Lecture 2 Thursday February 1	Infertility and STDs: Infections in pregnancy and potential outcomes	Golden MR, Kerani RP, Stenger M, Hughes JP, Aubin M, Malinski C, Holmes KK. Uptake and population-level impact of expedited partner therapy (EPT) on Chlamydia trachomatis and Neisseria gonorrhoeae: the Washington State community-level randomized trial of EPT. PLoS Med. 2015 Jan 15;12(1):e1001777. doi: 10.1371/journal.pmed.1001777. PubMed PMID: 25590331; PubMed Central PMCID: PMC4295847. Auerswald CL, Sugano E, Ellen JM, Klausner JD. Street-based STD testing and treatment of homeless youth are feasible, acceptable and effective. J Adolesc Health. 2006 Mar;38(3):208-12. PubMed PMID: 16488817.	
Week 4: Lecture 1 Tuesday February 6	Quiz 1	Epstein RA, Bobo WV, Martin PR, Morrow JA, Wang W, Chandrasekhar R, Cooper WO. Increasing pregnancy-related use of prescribed opioid analgesics. Ann Epidemiol. 2013 Aug;23(8):498-503. doi: 10.1016/j.annepidem.2013.05.017. PubMed PMID: 23889859; PubMed Central PMCID: PMC3888316. Wright TE, Terplan M, Ondersma SJ, Boyce C, Yonkers K, Chang G, Creanga AA. The role of screening, brief intervention, and referral to treatment in the perinatal period. Am J Obstet Gynecol. 2016 Nov;215(5):539-547. doi: 10.1016/j.ajog.2016.06.038. PubMed PMID: 27373599.	Quiz 1
Week 4: Thursday February 8	Pre-conception and pregnancy behaviors: Pre-conception health and pregnancy outcomes; public health programs assisting alcohol and drug use in pregnancy	Minnesota Department of Health. Disparities in Infant Mortality. St. Paul, MN. Available at: http://www.health.state.mn.us/divs/chs/infantmortality/infantmortality09.pdf Required Listening: MPR News. Minnesota's pre-term birth rate worsens; racial disparities undermine efforts. Available at: http://www.mprnews.org/story/2013/11/01/health/preterm-birth-rate-worsens .	
Week 5: Lecture 1 Tuesday February 13	Preterm delivery and low birth weight: Risk factors associated with poor pregnancy outcomes	See above lecture's reading	

Week 5: Lecture 2 Thursday February 15	Preterm delivery and low birth weight: Neonatal and infant health subsequent to preterm birth or low birth weight	https://www.thenation.com/article/whats-killing-americas-black-infants/	
Week 6: Lecture 1 Tuesday February 20	Women's mental health during pregnancy and postpartum: Epidemiology of pregnancy and postpartum depression	<p>Ko JY, Rockhill KM, Tong VT, Morrow B, Farr SL. Trends in Postpartum Depressive Symptoms — 27 States, 2004, 2008, and 2012. <i>MMWR Morb Mortal Wkly Rep</i> 2017;66:153–158. DOI: http://dx.doi.org/10.15585/mmwr.mm6606a1</p> <p>2) O'Connor E, Rossom RC, Henninger M, Groom HC, Burda BU. Primary Care Screening for and Treatment of Depression in Pregnant and Postpartum Women: Evidence Report and Systematic Review for the US Preventive Services Task Force. <i>JAMA</i>. 2016 Jan 26;315(4):388-406. doi: 10.1001/jama.2015.18948. Review.</p> <p>Optional Reading</p> <p>Brookens, J. "How Bad Does it Get with Postpartum Depression? This Minnesota Mom Explains: I thought a baby would bring joy to our lives." <i>StarTribune</i> [Minneapolis] November 28, 2016. http://www.startribune.com/how-bad-does-it-get-with-postpartum-depression-this-minnesota-mom-explains/403398826/</p>	Letter-to-the-Editor
Week 6: Lecture 2 Thursday February 22	The role of men and fathers: Men's reproductive health		
Week 7: Tuesday February 27	GLBT Reproductive Health	<p>Hodson K, Meads C, Bewley S. Lesbian and bisexual women's likelihood of becoming pregnant: a systematic review and meta-analysis. <i>BJOG</i>. 2017 Feb;124(3):393-402. doi: 10.1111/1471-0528.14449. Review.</p> <p>2: Lindley LL, Walsemann KM. Sexual Orientation and Risk of Pregnancy Among New York City High-School Students. <i>Am J Public Health</i>. 2015 Jul;105(7):1379-86. doi: 10.2105/AJPH.2015.302553.</p> <p>Optional Reading</p> <p>Walker K, Arbour M, Waryold J. Educational Strategies to Help Students Provide Respectful Sexual and Reproductive Health Care for Lesbian, Gay, Bisexual, and Transgender Persons. <i>J Midwifery Womens Health</i>. 2016 Nov;61(6):737-743.</p>	Fact Sheet
Week 7: Thursday March 1	Quiz 2		Quiz 2
Week 8: Tuesday March 6	Student Presentations		Student Presentations

Evaluation & Grading

[[Enter a detailed statement of the basis for grading here. Include a breakdown of course components and a point system for achieving a particular grade. Include expected turnaround time for grading/feedback. Please refer to the University's Uniform Grading Policy and Grading Rubric Resource at <https://z.umn.edu/gradingpolicy>

There are a total of 1,000 points for this course. This is a graduate-level course and therefore in order for a student to successfully pass this course, they must complete each of the following evaluations.

Online Moodle Quiz (2 quizzes, 20% each; total contribution to final grade, 40%): There will be two quizzes in this course. Both quizzes will be online in the course Moodle site and will cover the entire class session. Students will be provided a written piece of evidence (e.g., a journal article) and then asked to answer the quiz questions, while incorporating knowledge from previous lectures and readings from the course. Quizzes will be administered on **Tuesday, February 6** and **Thursday, March 1**.

Letter-to-the-Editor for a Peer-Reviewed Journal (25%): Students will write a letter to the editor conforming to the requirements of the American Journal of Public Health, which are: No more than 400 words, seven references, with a single table/figure/image. **The final version is due on Tuesday, February 20 by 1:20 PM.**

Health Issue and Program Evaluation Fact Sheet (25%): Each student will produce a 1 – 2 page fact sheet intended for the general public that addresses a reproductive or perinatal health issue and the following: 1) a public health intervention that has positively impacted the health issue; and 2) population or individual-level steps necessary to address the health issue into the future. **Due on Tuesday, February 27 via Moodle by 1:20 PM.**

Final Presentation (10%): Students will present either their letter-to-the-Editor or fact sheet on the last day of class, **Tuesday, March 6**.

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
Scholastic Dishonesty, Plagiarism, Cheating, etc.	You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional

	<p>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 https://z.umn.edu/dishonesty</p> <p>The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: https://z.umn.edu/integrity.</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 (https://www.indiana.edu/~academy/firstPrinciples/index.html).</p>
Late Assignments	Late assignments will only be accepted with prior approval from Dr. Nguyen (see next box).
Makeup Work for Legitimate Reasons	<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"> ● illness ● serious accident or personal injury ● hospitalization ● death or serious illness within the family ● bereavement ● religious observances ● subpoenas ● jury duty ● military service ● participation in intercollegiate athletic events <p>For complete information, view the U of M's policy on Makeup Work for Legitimate Absences (http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html).</p>
Extra Credit	There will not be extra credit in this course.
Grade Disputes	<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>
Saving & Submitting Coursework	Documents that students submit are considered final; students may not submit more than one version or draft of each assignment.
Technical Issues with Course Materials	<p>You are expected to submit all coursework on time and it is your responsibility to ensure that your work is submitted properly before the deadline.</p> <ul style="list-style-type: none"> ● Open any document/file you are submitting prior to uploading it to Moodle to ensure that all of your answers are visible. ● Double-check your quiz and assignment submissions right after you submit them by returning to your submission and scrolling down to the bottom of the instructions page: <ul style="list-style-type: none"> ○ Assignments successfully submitted will be attached on this page. ○ Quizzes will show as successfully submitted. <p>If you experience technical difficulties while navigating through the course site or attempting to submit coursework:</p> <ul style="list-style-type: none"> ● Go to Quick Help: http://z.umn.edu/sphquickhelp.

	<ul style="list-style-type: none"> • If you cannot access this course in Moodle, contact Moodle support (moodle@umn.edu) for help. • Connect with the appropriate person or office within 30 minutes of the problem's occurrence. <ul style="list-style-type: none"> ○ Provide as much information as possible, so the tech team can best help you as soon as possible. ○ You can expect a response within 1-2 business days to help resolve the problem.
Incomplete Contracts	<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 (http://www.sph.umn.edu/grades).</p>
Course Evaluation	<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 (http://www.sph.umn.edu/courseval). 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 (http://www.sph.umn.edu/grades) 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>Note: This is School of Public Health procedure—not a University-wide policy—and therefore applies to Public Health courses only.</p>
UMN Uniform Grading & Transcript Policy	Information about the UMN policy on grading and transcripts can be found at https://z.umn.edu/gradingpolicy
Grade Option Change	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 https://onestop.umn.edu/dates-and-deadlines .
Course Withdrawal	<p>Students should refer to the Refund and Drop/Add Deadlines for the particular term at https://onestop.umn.edu/dates-and-deadlines 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 sph-ask@umn.edu for further information.</p>

Technology Readiness

Technology or Resource	Technology or Resource Description
Moodle	<p>All course-related materials are on our Moodle course site. You are expected to access the course site at least once per week; be sure to check the announcements and discussion forums often for the most up-to-date course information.</p> <p>To access the course site:</p> <ol style="list-style-type: none"> 1. Log into http://moodle.umn.edu using your UMN Internet ID and password 2. Scroll down the Moodle homepage to the link for this course; click it to access the course site. <p>If it has been more than 24 hours since you have registered and you have problems accessing the Moodle course site, email Moodle Support at moodle@umn.edu for help.</p>

Computer and Internet Expectations and Access	<p>PUBH 6605 requires use of the Internet for access to the course site and University email. You are assumed to have reliable access to a computer and high-speed Internet. If you don't have reliable computer and/or Internet access at home, the University has many free, public computer labs on campus.</p> <p>Additionally, computers with reliable Internet for general use are available at most campus and community libraries.</p>
University of Minnesota Technology Support	<p>The University of Minnesota provides technical support services to students through the Office of Information Technology (OIT). UMN technical support (https://it.umn.edu/help) can help with any questions about your University accounts (Email/Google Apps, Moodle access, MyU Portal, passwords, etc.); you can also search for answers or chat live with a support staff member. You can also call the Help Desk (612-301-4357 or 1-HELP on campus) or stop by Tech Stop (locations and hours: http://www.oit.umn.edu/computer-labs/locations-hours/).</p> <p>Note: UMN Tech and Moodle support are not able to access or make any changes to our Moodle course site. If you have issues within the course site, visit SPH Quick Help at https://z.umn.edu/sphquickhelp.</p>
Web Browser	<p>SPH recommends using newer versions of Mozilla Firefox or Google Chrome as your web browser when accessing content via your Moodle course site. Both of these web browsers can be downloaded for free:</p> <ul style="list-style-type: none"> • Download the latest version of Firefox (http://www.mozilla.com/en-US/firefox/fx/) • Download the latest version of Google Chrome (https://www.google.com/chrome/browser/) <p>Note: We do not recommend using Internet Explorer as your web browser to view the online interactive lessons.</p>

Other Course Information & Policies

Policy	Policy Description
Student Conduct	<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 (https://z.umn.edu/studentconduct).</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>
Disability Accommodations	<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.</p> <p>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 to arrange a confidential discussion regarding equitable access and reasonable accommodations https://z.umn.edu/resourcesdisability.</p>
Sexual Harassment	<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 https://z.umn.edu/harassment.</p>
Mental Health and Stress Management	<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</p>

	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 https://z.umn.edu/mentalhlth .
Content Warning (if relevant for content)	Students in this course may be exposed medical photographs or sketches of human genitalia in the lectures, guest lecturers, or journal articles.
Inclusive Language (if relevant for content)	Language in this course will attempt to address non-binary classifications for groups of humans. In some situations of biological relevance, this may not be possible but Dr. Nguyen will address its non-use as much as possible. Suggestions for inclusive language would be welcomed as well.
Use of Personal Electronic Devices in the Classroom	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: https://z.umn.edu/electronicdevices
Appropriate Student Use of Class Notes and Course Materials	Instructor-provided notes and transcripts should not be distributed without instructor consent http://z.umn.edu/classnotes .
The Office of Student Affairs at the University of Minnesota	<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 & 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 https://z.umn.edu/communitystand.</p>
Academic Freedom and Responsibility	<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 Department Chair, your adviser, the associate dean of the college, (Dr. Kristin Anderson, ander116@umn.edu, 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
Important Dates	The University's academic calendar lists important University dates, deadlines, and holidays: http://www.onestop.umn.edu/calendars/index.html .
Student Academic Success Services (SASS)	Students who wish to improve their academic performance may find assistance from Student Academic Support Services http://www.sass.umn.edu .
Student Writing Support	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

	<p>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 (http://writing.umn.edu/sws) 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>
<p>Housing and Financial Instability</p>	<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 (https://drive.google.com/file/d/0B4ZsPhqdEA_fbkJsd2dNUjRDT3YyUUJ5dkNVMIQ3bDVTamxj/view), the Nutritious U Food Pantry (https://www.facebook.com/NUPUMN/?hc_ref=SEARCH&fref=nf), the Student Emergency Loan Fund (http://selfund.umn.edu/), or emergency funding through the Student Parent HELP Center (for students with a child/children) (http://www.sphc.umn.edu/undergraduate-child-care-assistance-grants-and-other-funding). 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>