

Course Title: *Public Health Ethics & Law*

Course Number: *HBSP 0713*

Course Pre- and Co-requisite(s): *None*

Course Location: *Online synchronous on Zoom. Class link:*

<https://rutgers.zoom.us/j/95279333536?pwd=YktUSitTejlCTXJLQm9DMThmTmd1QT09>

Course Date & Time: *Tuesdays, 6:30 to 8:30 PM, starting January 18, 2022*

Course Instructor: *Kevin R.J. Schroth, JD,
Associate Professor
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New Brunswick, NJ 08901
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Office Hours: *Kevin Schroth: Wednesday 11:00 to 12:00 or by appointment*

Course Assistant: *N/A*

Course Website: canvas.rutgers.edu

Required Course Text: *James G. Hodge, Jr., Public Health Law in a nutshell, 4th edition (2021) ISBN 9781636593586*

The publisher is offering a 15% discount and free ground shipping off of the **print or e-Book**. Either version is acceptable for this course. To access the discount, you must create an account and place an order directly at www.westacademic.com. Use the promo code: **HESTUDENT**

Additional/Supplemental Readings/Resources: *See assignments and Canvas.*

Course Description: This course examines key elements of the U.S. legal system that govern and influence public health, including the U.S. Constitution, federal, state and local laws, administrative law, and judicial decisions. The legal foundations of public health are essential to understanding the tools available to government to address public health threats. This class will examine government power, its legal limits, and ethical dimensions of various topics. We will also examine core public health issues, including current events, in the context of this legal framework.

Selected Concentration Competencies Addressed: The competencies addressed in this course for the MPH in Health Systems and Policy:

1. Assess and delineate public health policies and practices recognizing legal and ethical implications for individuals and populations
 - o Assessed by midterm, final presentation, and final paper
2. Assess community health needs, disparities, and the health care delivery system within the context of social, cultural, political, legal, and economic forces

- Assessed by personal journal, final presentation, and final paper
- 3. Describe and evaluate the political, social, and institutional contexts in which health policies are developed
 - Assessed by personal journal, final presentation, and final paper

Please visit the Concentration webpages on the School of Public Health’s website at sph.rutgers.edu for additional competencies addressed by this course for other degrees and concentrations.

Course Objectives: By the completion of this course, students will be able to:

- Understand and describe the framework of the U.S. government and legal system, and the intersection of law, ethics and the core principles of public health.
- Demonstrate the relevance of ethical principles and the application of those principles in public health practice and administration.
- Identify and describe the regulatory environment that governs and influences public health, including the role and limitations of law in public health practice.
- Identify legal, economic, social, and ethical considerations associated with various public health issues.
- Recognize and evaluate existing and emerging ethical concerns in public health practice and administration.
- Interpret and present pertinent legal and ethical considerations in public health issues through written and oral communications.
- Engage in legal analysis of public health issues and proficiently navigate laws, regulations and other legal authorities.
- Develop an appreciation of conflicts between governmental intervention regarding community health and individual civil rights.

Course Requirements and Grading:

- This course relies on discussions during class and online as a basis for learning and requires students to do the required reading and prepare in advance of each class. Attendance is essential and will be taken.
- Written assignments must be submitted to the instructor both (1) as uploaded electronic copy before the beginning of class on the assigned due date and (2) by email before the beginning of class on the assigned due date. Written assignments will not be accepted after the assigned due date and time, or may be accepted with a mark-down determined at the sole discretion of the instructor.
- Oral presentations must occur as scheduled.
- Requests for extensions to deadlines must be made to the instructor in advance by email and/or by phone with sufficient advance notice to assess the requests under the circumstances. Last minute requests are likely to be denied. The instructor has the sole discretion to grant or deny any request.
- Additional assignments may be provided during the semester.
- A list of activities, assignments, projects, exams, etc. that contribute to course grade, and the respective point/percentage value of each, along with descriptions, are provided below:

DrPH Students:

1. Personal journal 5 pts.

2. Midterm	20 pts.
3. Midterm paper	20 pts
4. Final presentation	20 pts.
5. Final paper	25 pts.
6. Class participation	<u>10 pts.</u>
Total:	100 pts.

- Personal Journal. As provided on Canvas, each student will write personal journal regarding assigned topics to apply the knowledge and skills learned in the course. Details will be provided on Canvas. Personal reflection journal entries will count contribute, along with quizzes, towards 5% of the final grade.
- Quizzes. Periodically, students will be required to complete a quiz on Canvas before class regarding the reading and other assignments for the upcoming class. If a student cannot make a class for a week when a quiz is assigned, they should still make all reasonable efforts to complete the quiz before class.
- Midterm. The midterm will cover the reading, other course materials, and class discussion until that date.
- Midterm paper. Details regarding the midterm paper are outlined below and may be updated during the semester. Topics must be submitted through Canvas and by email to the instructor for approval by the date referenced in the syllabus.
- Final presentation. Details regarding final presentations are outlined below and may be updated during the semester. Topics must be submitted by email to the instructors for approval by the date referenced in the syllabus.
- Final paper. Details regarding the final paper are outlined below and may be updated during the semester. Topics must be submitted by email to the instructor for approval by the date referenced in the syllabus.
- Class participation. Class participation involves speaking during class sessions on a regular basis regarding the required reading and other course materials set forth in the syllabus and Modules on Canvas. Final presentations are not part of the grade for class participation.
- School-wide uniform grading scale:

94 – 100	A
90 – <94	A-
87 – <90	B+
84 – <87	B
80 – <84	B-
77 – <80	C+
70 – <77	C
<70	F

Course Schedule: *Below is a week by week listing of each class session:*

Class	Topic Activities	Online 30	Readings	Links to Assignments and Competencies
Class 1 Jan. 18	Public health law power, the Constitution, and preemption	Personal journal post See videos	Hodge, Chapters 1-2 Week 1 Module in Canvas U.S. Constitution http://constitutionus.com/ (key amendments: 1 , 2 , 4 , 5 , 9 , 10 , 14 . Jennifer Pomeranz, State Preemption: A Significant and Quiet Threat to Public Health the in the United States Henry Grabar, Slate, The Shacking of the American City, 2016. Haffajee, R, Thinking Locally, Acting Globally – The US Response to COVID-19 NEJM Videos: ChangeLab Solutions' Public Health Law Introduction Videos: What Are the Basic Structure and Functions of Government? https://www.changelabsolutions.org/product/what-are-basic-structure-and-functions-government What is the Scope of Public Health Authority https://www.changelabsolutions.org/product/what-scope-public-health-authority	1, 2 and 3
Class 2 Jan. 25	Constitutional limitations, individual rights and freedoms	Personal journal post	Hodge, Chapter 3 and pp. 133-143 in Chapter 4 Week 2 Module in Canvas	1, 2 and 3

Class	Topic Activities	Online 30	Readings	Links to Assignments and Competencies
			<p>Jacobson v. Massachusetts (1905)</p> <p>Lochner v. New York (1905)</p> <p>Wendy Parmet, Major Questions about Vaccine Mandates Can—and Should—Withstand Constitutional Challenge</p> <p>Steven Vladek & Lindsay Wiley, "Why Carefully Designed Public Vaccination Mandates Can—and Should— Withstand Constitutional Challenge," Lawfare, 2021.</p>	
Class 3 Feb. 1	First Amendment and required health warnings	Personal journal post	<p>Hodge, Chapter 9 and pp. 107-118 in Chapter 4 Week 3 Module in Canvas</p> <p>RJ Reynolds v. FDA, (DC Cir. 2012)</p> <p>ABA v. San Francisco</p>	1, 2 and 3
Class 4 Feb. 8	COVID and emergency regulations	See video	<p>Hodge, Chapters 11-12 Week 4 Module in Canvas</p> <p>Roman Catholic Diocese of Brooklyn v. Cuomo</p> <p>National Constitution Center video First Amendment and Religion: https://youtu.be/SPGy3oV2An0</p> <p>Janel George, A Lesson on Critical Race Theory, American Bar Association, January 11, 2021.</p> <p>Michelle Morse, Any Finnegan, Bram Wispelway, Chandra Ford,</p>	

Class	Topic Activities	Online 30	Readings	Links to Assignments and Competencies
			Will COVID-19 Pave the Way for Progressive Social Policies? Insights from Critical Race Theory, July 2, 2020.	
Class 5 Feb. 15	The delegation doctrine and administrative law	See video	<p>Week 5 Module in Canvas</p> <p>Axelrod v. Boreali</p> <p>Hispanic Chamber of Commerce v. NYC</p> <p>Sara Perl, Thomas Merrill, Wilfredo Lopez, Mary Bassett. The Legacy of 1987 Boreali v. Axelrod: Board of Health Rule-Making Under Siege, (2019).</p> <p>ChangeLab Solutions, What Types of Laws Can Governmental Agencies Enact and Enforce?</p> <p>“Public Health Law Introduction Videos,” Types of Laws.</p>	1, 2 and 3
Class 6 Feb. 22	Affordable Care Act Litigation	Podcast	<p>Week 6 Module in Canvas</p> <p><i>National Federation of Independent Business v. Sebelius</i>, 132 S. Ct. 2566 (2012) (excerpts)</p> <p>Tobin Klusty and Stephanie Bi, <i>King v. Burwell</i>: US Supreme Court Extends Tax Credits for Health Insurance Coverage to All 50 States (2015)</p> <p>William Sage, Health Affairs, The Last Existential Challenge To The ACA Goes Down Swinging In The Supreme Court (<i>California v. Texas</i>) (2021)</p>	1, 2 and 3

Class	Topic Activities	Online 30	Readings	Links to Assignments and Competencies
			Podcast: Listen to first 14 minutes of: Fulton: Bigger Than We Thought? 6/18/2021 https://tunein.com/podcasts/News--Politics-Podcasts/Amicus-With-Dahlia-Lithwick--Law-justice-and-th-p653805/?topicId=163859847	
Class 7 Mar. 1	MID-TERM			1, 2 and 3
Class 8 Mar. 8	Tobacco control	Personal journal post See videos	Week 8 Module in Canvas <i>FDA v Brown & Williamson</i> (summary & decision) Proctor, Why ban the sale of cigarettes Videos: Black Lives, Black Lungs, Truth Initiative Ted Talk, Mitch Zeller, The Past, Present and Future of Nicotine Addiction	1, 2 and 3 Consider topics for final presentations and final papers
SPRING BREAK				
Mar. 22	Mid-term papers due		Mid-term one-pager	1 and 2
Class 9 Mar. 22	Harm reduction	See video	Week 9 Module in Canvas <i>Sottera v. FDA</i> FDA Policy on Flavors – January 2020 US v. Safehouse	1, 2 and 3

Class	Topic Activities	Online 30	Readings	Links to Assignments and Competencies
			<p>Caroline Lewis, After Years of Delay, NYC Opens First Supervised Injection Site to Fight Opioid Overdoses, The Gothamist</p> <p>Video: The Big Vape</p>	
<p>Class 10 Mar. 29</p>	<p>Recreational and medical cannabis</p>	<p>Personal journal post</p>	<p>Week 10 Module in Canvas</p> <p>Sacco, The marijuana policy gap</p> <p>Kilmer, Recreational Cannabis – minimizing the health risks of legalization</p> <p>Carroll, Time for a New Discussion of Marijuana’s Risks</p> <p>NJ Legalization Condensed Summary</p> <p>NJ Legislative Briefing Power Point</p>	<p>1, 2 and 3 Topics due for final presentations and final papers</p>
<p>Class 11 Apr. 5</p>	<p>Reproductive rights</p>	<p>Podcasts</p>	<p>Week 11 Module in Canvas</p> <p>Roe v. Wade (abridged)</p> <p>Casey (summary)</p> <p>Podcasts: Amicus – June Medical</p> <p>Vox, The Weeds, The Most Dangerous Branch: Roe v. Wade</p>	<p>1, 2 and 3</p>

Class	Topic Activities	Online 30	Readings	Links to Assignments and Competencies
Class 12 Apr. 12	Gun violence	Podcast	<p>Week 12 Module in Canvas</p> <p>US v. Miller</p> <p>Heller Decision and What it Means</p> <p>John Paul Stevens, "The Supreme Court's Worst Decision of My Tenure" by Associate Justice Stevens (DC v Heller) https://www.theatlantic.com/ideas/archive/2019/05/john-paul-stevens-court-failed-gun-control/587272/</p> <p>Denny Henigan, The 3 Worst Arguments Against Gun Control, Daily Beast</p> <p>Vox, Biden's executive actions tackle a small part of America's enormous gun problem, Vox</p> <p>Podcast: Amicus – Braided in with Carol Anderson</p>	1, 2 and 3
Class 13 Apr. 19	Public Health Ethics and Flint Water Crisis	Personal journal post	<p>Week 13 Module in Canvas</p> <p>Lisa Lee, "Public Health Code of Ethics: Deliberative Decision-Making & Reflective Practice" APHA</p> <p>James Thomas, "Ethical Pandemic Control Through the Public Health Code of Ethics"</p> <p>Wendy Parmet, The Flint Settlement: The Exception that Proved the Rule, Health Affairs</p> <p>Wendy Parmet, "Should Government Officials Be Held Responsible for Failing to Protect Health?", Health Affairs</p>	1, 2 and 3

Class	Topic Activities	Online 30	Readings	Links to Assignments and Competencies
			(Background) Flint, MI, Lethal Water	
Class 14 Apr. 26	Presentations (group 1) Final Papers Due			1, 2 and 3
Class 15 May 3	Presentations (group 2)			1, 2 and 3

FINAL PRESENTATION: Controversies in Health Justice

Presentations may be done individually or in groups of 2-3 people. Choose a health policy issue that we focused on during a class and advocate for it. To be clear, you can choose your topic, but it must be a topic that we focused on (or will focus on) during the course of the semester. Permissible topics are listed below. When you select a policy topic, you must advise the instructor and teaching assistant requesting approval no later than March 29, 2022.

1. Vaccine requirements
2. Pandemic response
3. Mandatory health warnings
4. Restricting a hazardous activity
5. Taxation to promote a public health initiative
6. Tobacco or e-cigarette regulation
7. Protection of reproductive rights
8. Recreational or medicinal cannabis regulation
9. Opioid policy
10. Gun violence prevention
11. Environmental public health policy

First, you must select a real jurisdiction where you would like your policy to be implemented. Second, identify a public official in a position of authority, and plan your presentation as a pitch to persuade that individual to move forward with your policy idea. For example, if you select the state of NJ, you might want to make a presentation to the Governor or Health Commissioner to pass a particular law and convince the Governor (or Commissioner) that it will improve the public health of New Jersey residents. Do not select a topic related to the health care delivery system. Instead, you should select a topic that shapes society on a population level and decreases the impact of a health risk. Below is a list of issues you may want to address:

- (1) Identify a health risk you seek to address.
- (2) Explain your policy and the legal mechanism that can implement it. Are you proposing a new law, or changing an existing law? Are you proposing an administrative rule? How will it work?
- (3) Describe the expected impact of your proposal. Who does it help and how much? Does it help any groups of people who suffer from health disparities?
- (4) Are there legal risks that may jeopardize your plan? What are the chances that your plan will survive a lawsuit, and what steps did you take to minimize that risk?
- (5) Who supports your plan? How can you bolster your support?
- (6) Who opposes your plan? How can you win over or defeat your opponents?

It is important to explain how your plan improves population health and responds to a health justice/equity issue. Outside research is required to explain your topic and support your points. Your sources must be listed in a bibliography (see below). If legislation or regulations exist that impede progress in this area, you must mention them (e.g., a law preempting your proposal should be repealed, etc.). Does a law need to be passed? Would it amend an existing law in the jurisdiction you selected? Be ambitious but also politically realistic. You may need to discuss current political limitations to your approach. For example, if you are thinking about the federal level, consider how the current political environment and balance of power may ultimately affect the path to achieve your goals. Instructors and class members will ask questions of the presenters. These may be group or individual presentations, but time will be limited. After I know the number of groups, I will determine time limits for the presentations.

Required documents due on the day of your presentation:

- Power point presentation (on Canvas and email before class)
- Coversheet and bibliography. A coversheet lists each team member's name and 1-2 sentences specifying each person's primary role(s) in group projects. It should include an annotated bibliography of outside sources (1-2 sentences explaining the value of each source).

WRITTEN ASSIGNMENTS

DrPH Midterm Writing Assignment: The "One Pager"

You are a policy maker in the State of Distopia, which has health data consistent with various places in the U.S. You would like the Health Commissioner to move forward with your policy proposal. You must select a policy that will improve population health and correct health disparities. (See topics under Final Presentation.) The Commissioner will not read anything longer than 1.5 pages (except endnotes). You must draft a concise 1-page document that persuades the Commissioner to move forward with your plan. Use of bullet points is encouraged to make points succinctly. This type of policy memo is known as the dreaded "one-pager," even though nobody has ever written an one-pager that is actually one page in length.

The one-pager should address the following:

- (1) Identify a health risk you seek to address.
- (2) Explain your policy and the legal mechanism that can implement it. Are you proposing a new law, or changing an existing law? Are you proposing an administrative rule? How will it work?
- (3) Describe the expected impact of your proposal. Who does it help and how much? Does it help any groups of people who suffer from health disparities?
- (4) Are there legal risks that may jeopardize your plan? What are the chances that your plan will survive a lawsuit, and what steps did you take to minimize that risk?
- (5) Who supports your plan? How can you bolster your support?
- (6) Who opposes your plan? How can you win over or defeat your opponents?
- (7) Font: 11 point Arial.
- (8) Charts, graphs and other images count towards the page limit; use your space wisely.
- (9) Endnotes are expected and do not count towards page limit.

Topics must be submitted by email to the instructor for approval by the date referenced in the syllabus. Your midterm writing assignment can be the same topic as your final paper and your final presentation. If so, your idea should progress and improve upon any weaknesses each time you address it.

Public Health Law Position Paper

Choose a public health law topic that you wish to study further based on the assigned reading or class discussion. To be clear, you can choose your topic, but it must be a topic that we focused on (or will focus on) during the course of the semester. Permissible topics are the same as the Final Presentation topics listed above. When you select a policy topic, you must advise the instructor(s), requesting approval no later than March 28, 2022.

This topic may be, but is not required to be, the same as your presentation topic. Members of a group are allowed to write papers on the same topic as their group presentation. However, these papers must be done individually. Like the group presentation, this paper requires you to select a proposed government intervention that will improve population health in a jurisdiction that you select. Make a persuasive argument aimed at convincing a government official, e.g., a Mayor, Governor, or agency official, to move forward with your plan. It is often useful to highlight an element of controversy related to your position. Then make an argument to support your viewpoint. In explaining your topic, choose a side, defend it, and rebut the opposition. The paper must be realistic based on the U.S. government structure (local, state, or federal), public health evidence, and the law. To this end, identify which government body and level of government would be responsible for enacting, interpreting or enforcing law relevant to your topic. For example, you should specify if NJ should pass a law, Congress should pass a law, or a specific administrative agency should pass a rule. Explain the governmental authority or duty and any barriers to the government's ability to address your topic/position. Do not overstate your position or minimize the opposition. Instead, you should anticipate opposition arguments and explain how they can be overcome. This paper requires you to research the public health issue beyond the assigned reading and research the relevant policy, government entity, and legal issues. Use resources identified on the syllabus in addition to government websites and other reputable sources. Define all terms and reference all factual assertions. You must cite to your authorities using an accepted citation format. Turn in the paper (in Word) through Canvas on or before the due date. If you have any difficulties with Canvas, you should also email your paper to the instructors.

Font and layout: Times New Roman, 12-point font, double-spaced, one inch margins, and page numbers. Paper should be in Word format. If you do not format your paper in Word, you may not get constructive comments on your work.

Length: The page limit is 6 pages, excluding endnotes, images and tables.

Endnotes: Use endnotes – not footnotes. Figures, tables or graphs are optional. If you use figures, tables, or graphs, refer to them in the paper and explain how they support your paper in the text.

Please put your name and email address on the top left corner on the first page. Use endnotes for your references using Word or endnote software.

Follow the page limits and other directions. Grades will be reduced for not following directions. If you have any concerns about plagiarism, in addition to reading Rutgers' plagiarism policy and academic integrity policy, please complete the [Indiana University Plagiarism Tutorial](#) (which provides certificate of completion).

Learning Management System: Canvas will be used extensively throughout the semester for course syllabus, assignments, announcements, communication and/or other course-related activities. It is the student's responsibility to familiarize themselves with Canvas and check it regularly. If you have difficulties accessing Canvas, please inform the instructor and Canvas Support (help@canvas.rutgers.edu). Canvas is accessible at canvas.rutgers.edu.

School of Public Health Honor Code: The School of Public Health Honor Code is found in the School Catalog (sph.rutgers.edu/academics/catalog.html). Each student bears a fundamental responsibility for maintaining academic integrity and intellectual honesty in his or her graduate work. For example, all

students are expected to observe the generally accepted principles of scholarly work, to submit their own rather than another's work, to refrain from falsifying data, and to refrain from receiving and/or giving aid on examinations or other assigned work requiring independent effort. In submitting written material, the writer takes full responsibility for the work as a whole and implies that, except as properly noted by use of quotation marks, footnotes, etc., both the ideas and the works used are his or her own. In addition to maintaining personal academic integrity, each student is expected to contribute to the academic integrity of the School community by not facilitating inappropriate use of her/his own work by others and by reporting acts of academic dishonesty by others to an appropriate school authority. It should be clearly understood that plagiarism, cheating, or other forms of academic dishonesty will not be tolerated and can lead to sanctions up to and including separation from the Rutgers School of Public Health.

Students with Disabilities: Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student must apply for Services by first completing a Registration Form with the Rutgers Office of Disability Services (ODS) at ods.rutgers.edu. The student will also be required to participate in an ODS intake interview and provide documentation. If reasonable accommodations are granted, ODS will provide you with a Letter of Accommodations which should be shared with your instructors as early in your courses as possible.

Commitment to Safe Learning Environment: The Rutgers School of Public Health is committed to helping create a safe learning environment for all students and for the School as a whole. Free expression in an academic community is essential to the mission of providing the highest caliber of education possible. The School encourages civil discourse, reasoned thought, sustained discussion, and constructive engagement. Provocative ideas respectfully presented are an expected result. An enlightened academic community, however, connects freedom with responsibility. The School encourages all students to disclose any situations where you may feel unsafe, discriminated against, or harassed. Harassment or discrimination of any kind will be not tolerated and violations may lead to disciplinary actions.

Reporting Discrimination or Harassment: If you experience any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking, know that help and support are available. You may report such incidents to the [RBHS Title IX Office](#) or to the School of Public Health's [Office of Student Affairs](#). Rutgers University has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. If you experience any other form of discrimination or harassment, including racial, ethnic, religious, political, or academic, please report any such incidents to the School's [Office of Student Affairs](#). The School strongly encourages all students to report any incidents of discrimination or harassment to the School. Please be aware that all Rutgers employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers as listed in Appendix A to [Policy 10.3.12](#)) are required to report information about such discrimination and harassment to the School and potentially the University. For example, if you tell a faculty or staff member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty or staff member must share that information with the [RBHS Title IX Coordinator](#). If you wish to speak to a confidential employee who does not have this reporting responsibility, you can find a list of resources in Appendix A to University [Policy 10.3.12](#). For more information about your options at Rutgers, please visit [Rutgers Violence Prevention and Victim Assistance](#).

Graduate Student Computer Policy: Students are required to possess a personal laptop, no older than approximately two years, that must meet minimum requirements which may be found online at: sph.rutgers.edu/student-life/computer-support.html

Policy Concerning Use of Recording Devices and Other Electronic Communications Systems: When personally owned communication/recording devices are used by students to record lectures and/or

classroom lessons, such use must be authorized by the faculty member or instructor who must give either oral or written permission prior to the start of the semester and identify restrictions, if any, on the use of mobile communications or recording devices.

Policy Concerning Use of Turnitin: Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com (directly or via learning management system, i.e. Canvas) for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site. Students who do not agree should contact the course instructor immediately.

Withdrawal/Refund Schedule: Students who stop attending their course(s) without submitting a completed [Add/Drop Course](#) form will receive a failing grade. Furthermore, students dropping to zero credits for the semester are considered withdrawn and must submit a completed [Leave of Absence](#) form from the School of Public Health's Office of Student Affairs. The School of Public Health refunds tuition only. Administrative and technology fees are non-refundable. You may find the Withdrawal/Refund Schedule on the School of Public Health website at: sph.rutgers.edu/academics/academic-calendar.html

Special Circumstances During COVID-19 (For Spring 2022)

To keep our on-campus communities safe, compliance with all current guidance and policies as set forth in the [Guide to Returning to Rutgers](#) is required at all times and without exception. Students, faculty, staff, or visitors who do not comply with these policies will not be permitted to remain on-site. The use of face-coverings indoors *IS* required in classrooms and offices as well as shared spaces (such as hallways and bathrooms). Rutgers employees and students must use the [My Campus Pass](#) symptom checker, a self-screening application, each day when traveling to campus or entering a Rutgers building. Please remember to wash your hands, wear a mask while indoors, particularly in crowded spaces and groups, and stay up-to-date on university guidance by consulting the [Guide to Returning to Rutgers](#) and the university's [COVID-19 website](#).

In addition, the School of Public Health recognizes that students may experience challenges or be negatively impacted due to the COVID-19 pandemic, mental and emotional health toll from systemic racism, altered personal and professional obligations, and other crises existing at the moment in our local, national, and global communities. Students are encouraged to discuss these challenges and circumstances with their instructor, if they feel they may need additional support or temporary accommodations at the beginning or during this course. The course instructor may consider making reasonable temporary adjustments depending on the student's situation. If additional support is needed, students may reach out to the Office of Student Affairs (studentaffairs@sph.rutgers.edu) or any of the appropriate referral resources listed on the [SPH Student Connect](#) Canvas page.

Syllabus Addendum: Remote Learning Policies (If Class Transitions to Online/Remote)

The following are class policies for our class sessions with Zoom. Please read carefully; these policies apply to the Spring 2022 semester. All students are expected to adhere to the policies.

General: Log into Zoom using your Rutgers NetID and sign-in with your full first name and last name as listed on the class roster. (If you use a different name than what is listed on the class roster, please email the instructor in advance of the class or send a private Chat message.) Using your full name allows the instructor to know who is in attendance and to quickly sort students into their groups when needed. Users who do not log into Zoom using their Rutgers NetID may have trouble accessing the Zoom classroom.

Video: Please turn on your video when possible. We recognize that this isn't always easy but this will help to build our class community. Seeing the faces of your classmates more closely duplicates the typical in-person learning experience and may shift your mindset into more focus and attention. Seeing each other can also provide each of us with positive social interactions.

- If you're unable to find an environment without a lot of visual distractions or prefer to not show your living space as a background, feel free to use a virtual background (several virtual background images created by the School of Public Health are available in the [SPH Student Connect](#) Canvas page).
- To save bandwidth, there may be times during class when the instructor asks students to turn off videos.
- Add a photo to your Zoom profile. (Then in times when videos are off, we'll see photos of everyone rather than an empty box.)
- If you have limited internet bandwidth or other issues impacting your video use, please inform the instructor.

Audio: Mute your microphone when you are not talking. This helps eliminate background noise.

- Use a headset, if possible. If you own headphones with a microphone, please use them. This improves audio quality.
- Be in a quiet place, if possible. Turn off any music, videos, etc. in the background.

Chat: Stay on topic and be respectful. Use the chat window for questions and comments that are relevant to class.

NOTE: Class meetings on Zoom will be recorded and made available for students in the course on Canvas only.