RUTGERS
School of Public Health

Course Title: **Qualitative Research Methods**

Course Number: UGPH0605J031

Course Location: *1 Riverfront Plaza, Newark Campus (Room: 1023)*

Course Date & Time: Wednesdays; *3:00pm-5:00pm*

Course Instructor: **Pamela Valera, PhD, MSW, ACSW, NCTTP**
Assistant Professor
Email: pv181@sph.rutgers.edu

Drop-in Hours: Mondays, 9:00am-10:00am (Zoom) or by appointment

Course Website: canvas.rutgers.edu

Required Course Text:

Book Title	Author/Publisher/Edition	Cost
Qualitative Inquiry and Research Design: Choosing Among Five Approaches (4th edition)	Creswell/Poth; Sage Publications, 2018	*New: $64.00* *Used: $39.00*

Additional/Supplemental Readings/Resources: All assigned readings for each week are posted on the class Canvas site unless otherwise indicated. Complete readings before the class for which they are assigned and are meant to enhance your understanding of the material covered during the class. All course material, except for copy- protected material, will be posted online. Copying and distribution of course material will be kept to a minimum to follow our "Going Green" policy.

Software for Class: We will be using NVivo during the last few weeks of the class to gain hands-on experience in analyzing data. You can download: NVivo software and receive a 1-year license: https://it.rutgers.edu/software-portal/.

Course Description:
This is an introductory course for Urban Public Health students, which focuses on the methods o f qualitative research in public health. Qualitative research is an approach to understanding the "whole person" or his/her "lived experience." Qualitative methods emphasis is on "making meaning" of a social phenomenon, behavior or target population of interest that are not easily measurable or quantifiable. The methods of qualitative research include: case studies, ethnography, grounded theory, narratives, and phenomenology. The course will begin with an introduction to the origins and foundations of qualitative methods and proceed to cover these topics: formulating research questions, ethical issues and access, designing the study, sampling, data collection, data analysis and writing the report. There are a variety of methods for data collection in qualitative research: focus groups, interviews (I.e., open-ended, semi- structured, in-depth), observation, and document review. The focus of this course will be on learning the basic approaches, concepts, content, and skills associated with qualitative research in

urban public health. In addition, students will learn how to choose among the five designs to qualitative methods and learn the tools and approaches to qualitative analysis.

COURSE OBJECTIVE	LESSON	COMPETENCIES
1.	1-3 12-14	UPH 1. Describe the health status of urban populations and their related determinants using quantitative and qualitative information.
2.	3-8	UPH 1. Describe the health status of urban populations and their related determinants using quantitative and qualitative information. UPH 4. Apply methods to develop and assess programs and strategies that protect or endanger the health and well-being of urban populations.
3.	1-3 12,13	UPH 4. Apply methods to develop and assess programs and strategies that protect or endanger the health and well-being of urban populations.
4.	1-4	UPH 4. Apply methods to develop and assess programs and strategies that protect or endanger the health and well-being of urban populations.
5.	4-8	UPH 4. Apply methods to develop and assess programs and strategies that protect or endanger the health and well-being of urban populations. UPH5. Assess the scientific evidence related to a current and future urban public health issues or concerns
6.	6-8	UPH 4. Apply methods to develop and assess programs and strategies that protect or endanger the health and well-being of urban populations.
7.	9-10 12-13	UPH 4. Apply methods to develop and assess programs and strategies that protect or endanger the health and well-being of urban populations. UPH5. Assess the scientific evidence related to a current and future urban public health issues or concerns

8.	13	UPH 4. Apply methods to develop and assess programs and strategies that protect or endanger the health and well-being of urban populations. UPH5. Assess the scientific evidence related to a current and future urban public health issues or concerns
9.	10-12	UPH 4. Apply methods to develop and assess programs and strategies that protect or endanger the health and well-being of urban populations.
10.	10-14	UPH5. Assess the scientific evidence related to a current and future urban public health issues or concerns

Selected Concentration Competencies Addressed: The competencies addressed in this course for the MPH in Urban Public Health include:

1. UGPH 1. Describe the health status of urban populations and their related determinants using quantitative and qualitative information.
2. UGPH 4. Apply methods to develop and assess programs and strategies that protect or endanger the health and well-being of urban populations.
3. UGPH5. Assess the scientific evidence related to a current and future urban public health issues or concerns

Please visit the Department webpages on the School of Public Health's website at http://sph.rutgers.edu/ for additional competencies addressed by this course for other degrees and departments.

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

1. Identify the distinctive types of qualitative methods and their role in urban public health research.
2. Formulate research questions and design a qualitative study.
3. Address and manage ethical issues associated with all stages of the qualitative study, from designing to reporting.
4. Understand sampling in qualitative research.
5. Apply the basics of qualitative data collection focusing on interviews, focus groups, observation, and document review.
6. Understand the various types of qualitative analysis.
7. Apply basic methods of qualitative data management and analysis such a transcription, translation, coding, and thematic development.
8. Discuss the importance of rigor in qualitative methods and identify strategies for enhancing rigor.

9. Understand how to use the qualitative software in qualitative studies.
10. Demonstrate how qualitative findings are written and presented.

Course Requirements and Grading:
A variety of teaching methods will be used in this course. In addition to lectures, we will complete in-class exercises and group activities to gain hands-on qualitative and field methods experience. To make this an engaging and rewarding experience for everyone, students are required to complete all the assigned readings before class and actively participate in class discussions. Students are expected to be on time and attend all classes. If you anticipate missing class or are unable to attend, please send me an email. To emphasize the importance of these aspects of class, **5 percent of your course grade will be based on attendance and participation.**

Attendance Expectations
All students registered are expected to attend class sessions in-person as scheduled. Temporary remote attendance accommodations (or other accommodations) may be made if a student is ill or not able to attend one or two sessions due to extenuating circumstances. However, the only reason students may request accommodation for long-term remote attendance for an in-person course is as a formal academic accommodation through Rutgers Office of Disability Services. Being out of state or having a long commute to campus would not warrant a formal academic accommodation through Rutgers Office of Disability Services

Assignments
There are 12 qualitative methods assignments and exercises assigned for this course. Each assignment will stem from in-class discussions and assignments that are designed to build students understanding of qualitative health research. The assignments are as follows:

Assignments	Grade Points
1) Class Participation	5%
2) Human Subject Certification	4%
3) Reflexivity Assignment	1%
4) Formulate a research question	5%
5) Apply one qualitative approach and sampling methodology	5%
6) Develop an Interview Topic Guide	5%
7) Conduct Interview and Reflection Paper	15%
8) Transcribe Interview	5%
9) Download Trial version of Nvivo 12 and Upload Transcript	5%
10) Develop a Code Book and Code the Interview	10%
11) Participant Observation and Field Notes	10%
12) Final Research Proposal	20%
13) Presentation of Research Proposal	10%

Students will submit essays for Assignments 4, 5, 7,12; include references to class readings and additional sources. Proof of work and brief write up are required for Assignments 2-3, 6, 8-11 Assignment 13 requires students to submit PowerPoint poster presentations prior to their scheduled presentation date. Detailed instructions for each assignment will be given in advance. Some assignments will be done as individual projects and some may be conducted and submitted as part of a group project, depending upon the number of students in the class. Assignment should be submitted on time. **Late assignments will not be accepted.**

Course Schedule: *Include week-by-week listing of each class session:*

Session 1   *September 7 - Welcome*
                              Introduction to Qualitative Research

- *Introduction – Course Overview*
- *Review – What is Qualitative Research*
- *Overview of Human Subjects Research and good ethical research conduct*
- *Understand Reflexivity*

- ✓ ***Online 30:*** *Reflexivity Writing Assignment (No Grade)*
- ✓ ***Assignment:*** *Reflexivity Essay (Due 9/12)*

Textbook Chapter Readings
Creswell. (2018), Chapter 1: Introduction
Creswell. (2018), Chapter 3: Designing a Qualitative Study

Additional Readings
Liamputtong, P., & Ezzy, D. (2005). Qualitative research methods (2nd ed.). South Melbourne: Oxford University Press.
     ✓ Chapter 2: Ethical Considerations (pages 32-40)

Orb, A., Eisenhauer, L., & Wynaden, D. (2001). Ethics in Qualitative Research. Journal of Nursing Scholarship. 33, 93-96.

Napoles-Springer, A., & Stewart, A. (2006). Overview of qualitative methods in research with diverse populations: Making research reflect the population. *Medical Care; 44*; S5-S9.

Ellard-Gray, A. Jeffrey N.K., Choubak, M., & Crann, S.E. (2015). Finding the Hidden Participant: Solutions for Recruiting Hidden, Hard-to-Reach, and Vulnerable Populations. *International Journal of Qualitative Methods.*

Session 2   *September 14*
                   Overview of Qualitative Research Methods Part I
- *Review of qualitative study design options*
- *Overview of Phenomenology, Grounded Theory*
- Develop Research Questions

- ✓ **Online 30:** *View* Semi-structured interviewing for Participatory Action Research - https://www.youtube.com/watch?v=cGQz8hZQ8fU
- ✓ **Assignment Due:** *CITI Human Subject Certification*

<u>Textbook Chapter Readings</u>
Creswell. (2018), Chapter 2: Philosophical Assumptions and Interpretive Frameworks

<u>Additional Readings</u>
Synnot, A., Hill, S., Summers, M., & Taylor, M. (2014). Comparing face-to-face and online qualitative research with people with multiple sclerosis. *Qualitative Health Research, 24,* 431–438.

Jackson, C.B., Botelho, E.M., Welch, L.C., Joseph, J., & Tennstedt, S.L. (2012). Talking with others about stigmatized health conditions: Implications for managing symptoms. *Qual Health Res, 22,* 1468-1475.

Jordan, J., McKenna, H., Keeney, S., Cutcliffe, J., Stevenson, C., Slater, P., & McGowan, I. (2012). Providing meaningful care: Learning from the experiences of suicidal young men. *Qual Health Res, 22, 1207-1219.*

In Class Lab:
Exercise on Writing Research Questions

Session 3   *September 21*
                     Overview of Qualitative Research Methods Part II
- ▪ *Review of methods of data collection procedures: In-depth interviews, focus groups, participant observation, ethnography, and document review*
  Overview of Ethnography, Case Study, Narratives

- ✓ **Assignment Due:** *Formulate a Research Question*

<u>Textbook Chapter Readings</u>
Creswell. (2018), Chapter 4: Five Qualitative Approaches to Inquiry
Creswell. (2018), Chapter 7: Data Collection

<u>Additional Readings</u>
Denzin, N. K., & Lincoln, Y. S. (Eds.). (2005). The Sage handbook of qualitative research (3rd ed.). Thousand Oaks, CA: Sage.
- ✓ Introduction: Discipline and Practice of Qualitative Research (1-32)

Session 4   *September 28*
                     Designing an Urban Public Health Qualitative Study
- ✓ *Sampling Techniques used in qualitative research*
- ✓ *Review develop research questions (Session 2-3)*
- ✓ *Explore different ways of asking interview questions*

- ✓ **Online 30:** *Construct an interview guide*
  - ✓ **Assignment Due:** *Apply one qualitative approach and sampling methodology*

Textbook Chapter Readings
Creswell. (2018), Chapter 6: Introducing and Focusing the Study

Additional Readings
Bowleg, L., Valera, P., Teti, M., & Tschann, J.M. (2010). Silences, gestures, and words: Nonverbal and verbal communication about HIV/AIDS and condom Use in Black heterosexual relationships. *Health Commun, 25*, 80-90.

Guion, L.A., (n.d.) Conducting an in-depth interview.

Jimenez, M.E., Rivera-Núñez, Z., Crabtree, B.F., et al. (2021). Black and Latinx community perspectives on COVID-19 mitigation behaviors, testing, and vaccines. *JAMA Network Open.*

In Class Lab:
Develop an interview protocol

Session 5	***October 5***
	Case Study Approaches and Narrative Research

  - ✓ *Discuss narrative and case study approaches*
  - ✓ *Design a qualitative study using narrative and case study*

  - ✓ **Online 30:** *View - "Honoring the stories of illness" – Dr. Rita Charon* https://www.youtube.com/watch?v=24kHX2HtU3o
  - ✓ **Assignment Due:** *Develop an Interview Guide*

Textbook Chapter Readings
Creswell. (2018), Chapter 5: Five Different Qualitative Studies

Additional Readings
Klaeson, K., Sandell, K., & Berterö, C.M. (2012), Sexuality in the Context of Prostate Cancer Narratives. *Qual Health Res, 22*, 1184-1194.

Valera, P., Owens, M, Malarkey, S, & Acuna, N. (2021). Exploring tobacco and e-cigarette use among Queer adults during the early days of the COVID-19 pandemic. *Int J Environ Res Public Health,* 18,12919.

Williams, G. (1984), The genesis of chronic illness: narrative re-construction. *Sociology of Health & Illness, 6,* 175-200.

Session 6	***October 12***
	Designing a Focus Group Study

  - ✓ *Discuss steps to carry out a focus group study*
  - ✓ *Provide examples of focus group techniques and approaches*

    ✓ **Online 30:** *View – Moderating a focus group – Dr. Richard Krueger (*https://www.youtube.com/watch?v=xjHZsEcSqwo)

Textbook Chapter Readings
None

Required Article Readings
Krueger (2002). *Designing and conducting focus group interviews.* Retrieved from: http://www.eiu.edu/ihec/Krueger-FocusGroupInterviews.pdf

Rabiee, F. (2004), Focus-group interview and data analysis. *Proc Nutr Soc, 63,* 655-60.

Additional Readings
Thrul, J., Belohlavek, A., Kaur, M., & Ramo, D.E. (2017). Conducting online focus groups on Facebook to inform health behavior change interventions: Two case studies and lessons learned. *Internet Interventions 9,* 106–111

Valera, P., Brotzman, L., Wilson, W., & Reid, A (2017). "It's hard to reenter when you've been locked out": Keys to offender reintegration. *Journal of Offender Rehabilitation*, DOI: 10.1080/10509674.2017.1339159

Session 7   **October 19**
                Ethnography and Participant Observation
    ✓ *Understand difference and similarities between ethnography research and participant observation*
    ✓ *Explore ethnographic approaches and participant observation approaches*
    ✓ *Compare strategies for writing field notes*

    ✓ **Online 30:** *View – Mapping people: An ethnographic case study of IKEA shoppers (*https://www.youtube.com/watch?v=yjFkUqAeUq8)
    ✓ **Assignment Due:** *Conduct Interview and Reflection Paper*

Textbook Chapter Readings
None

Required Article Readings
Emerson, R. M., Fretz, R. I., & Shaw, L. L. (2011). Writing ethnographic fieldnotes. Chicago: University of Chicago Press.
    ✓ Chapter 1: Fieldnotes in Ethnographic Research

Additional Readings
Marta-Marika Urbanik, M., & Roks, R.A. (2020). GangstaLife: Fusing Urban Ethnography with Netnography in Gang Studies. *Qualitative Sociology,* 43, 213–233.

Goffman, E. (1989). On Fieldwork. *Journal of Contemporary Ethnography, 18,* 123-132.

Session 8   ***October 21***
                        Grounded Theory and Phenomenology
   ✓ *Understand when to use grounded theory and phenomenology*
   ✓ *Compare and contrast both approaches*
   ✓ *Review and critique studies in grounded theory and phenomenology*
   ✓ ***Online 30/Assignment Due:*** *Download NVivo Trial and Upload Transcript*
   ✓ ***Assignment Due:*** *Transcribe Interview*

<u>*Textbook Chapter Readings*</u>
None

<u>Required Article Readings</u>
Neubauer, B.E., Witkop, C.T. & Varpio, L. (2019). How phenomenology can help us learn from the experiences of others. *Perspect Med Educ* **8**, 90–97

Ward, E.C. (2005). Keeping It real: A grounded theory study of African American clients: Engaging in counseling at a community mental health agency. *Journal of Counseling Psychology, 52*, 471-481.

<u>*Additional Readings*</u>
Elder, K., Xirasager, S., Miller, N., Bowen, S.A., Glover, S., & Piper, C.M. (2007). African Americans' decisions not to evacuate New Orleans before Hurricane Katrina: A qualitative study. *Am J Public Health, 97,* S124-S129.

Gallagher, J.R., Nordberg, A. (2007). A phenomenological and grounded theory study of women's experiences in drug Court: Informing practice through a gendered Lens. *Women & Criminal Justice, 27*, 327-340.

Williams, A., Erb-Downward, J., Bruzelius, E., O'Hara-Cicero, E., Maling, A., Valera, P., Maysonet, N., & Weiss, E. (2013). Exploring cancer screening in the context of unmet mental health needs: A participatory pilot study. *Journal Progress in Community Health Partnerships, 7,* 111-113.

Session 9   ***November 2***
                        Introduction to Qualitative Data Analysis (Part I)
   ✓ *Understand the different approaches to qualitative data analysis*
   ✓ *Difference between quantitative data analysis vs. qualitative data analysis*

   ✓ ***Online 30:*** *Nvivo 12 Overview*
     https://www.youtube.com/watch?v=AczCzACaLtc&list=PLNjHM RgHS4FfypYWiqfyw6IPOcABx0KBo
   ✓ ***Assignment Due:*** *Participant Observation and Field Notes*

<u>*Textbook Chapter Readings*</u>
Creswell. (2018), Chapter 8: Data Analysis and Representation

Additional Readings
MacQueen, K.M., McLellan, E., & Milstein, B. (1998). Codebook development for team-based qualitative analysis. *Cultural Anthropology Methods, 10,* 31-36

Trotter, R. (2012). Qualitative research sample design and sample size: Resolving and unresolved issues and inferential imperatives. *Preventive Medicine, 55,* 398-400.

Session 10   *November 9*
                  Qualitative Data Analysis (Part II)
- ✓ *Become familiar with different qualitative approaches: thematic coding and categorizing, identify themes, and techniques*
- ✓ **Online 30:** *Coding with NVivo (*https://www.youtube.com/watch?v=7v59gwQ2LUY&list=PLNjH [MRgHS4Fd7g4Q1BQuQgm-gLxy97FqY&index=3](https://www.youtube.com/watch?v=7v59gwQ2LUY&list=PLNjHMRgHS4Fd7g4Q1BQuQgm-gLxy97FqY&index=3))
- ✓ **Assignment Due:** *Develop Codebook and Code the Interview*

Textbook Chapter Required Readings
None

Required Article Readings
Saldaña. (2009), Chapter 1: An Introduction to Codes and Coding

Gibbs, G. R. (2007). Analyzing qualitative data. London: Sage.
- ✓ Chapter 4. Thematic coding and categorizing

Additional Readings
Rose K., & Webb, C. (1998). Analyzing data: maintaining rigor in a qualitative study. *Qual Health Res, 8,* 556–562.

Ryan, G. W., & Bernard, H. R. (2003). Techniques to identify themes. Field Methods 15, 85–109.

Basit,T.N. (2003). Manual or electronic? The role of coding in qualitative data analysis. *Educational Research, 45*, 143–54

Namey, E., Guest, G.,Thairu, L., & Johnson, L. (2008). Data reduction techniques for large qualitative data sets. In G. Guest & K. M. MacQueen (Eds.), Handbook for team-based qualitative research (pp. 137–61). Lanham, MD: AltaMira Press.

In Class Lab:
Demonstration of data analysis in Nvivo

Session 11   *November 16*
                  Social Media in Urban Public Health
- ▪ *The emergence and use of social media in qualitative research*
- ▪ *Designing qualitative research using social media data*

✓ **Online 30:** *View* -They are Children: How Posts on Social Media Lead to Gang Violence - Desmond Patton
(https://www.youtube.com/watch?v=BmlvOGh7Spo)

Textbook Chapter Readings
None

Required Article Readings
McKenna, B., Myers, M.D., & Newman, M. (2017). Social media in qualitative research: Challenges and recommendations. *Information and Organization, 27*, 87-99.

Patton, D. U., Patel, S., Sung Hong, J., Ranney, M. L., Crandall, M., & Dungy, L. (2017). Tweets, gangs, and guns: a snapshot of gang communications in detroit. *Violence and victims, 32,* 919-934.

Additional Readings
Eysenbach, G., & Till, J.E. (2001) Ethical issues in qualitative research on internet communities. *BMJ, 10,* 1103-1105.

Bargh, J., & McKenna, K. (2004). The Internet and social life. *Annual Review of Psychology*, 55, 573–590.

Branthwaite, A., Patterson, S. (2011). The power of qualitative research in the era of social media. *Qualitative Market Research:* An *International Journal, 14,* 430-444.

In Class Lab:
Analyzing social media content

Session 12   November 30
Validity, Reliability and Triangulation
▪ *Validity, reliability, rigor*
▪ *Triangulation*

Textbook Chapter Readings
Creswell. (2018), Chapter 10: Standards of Validation and Evaluation

Required Article Readings
Leung, L. (2015). Validity, reliability, and generalizability in qualitative research. *J Family Med Prim Care, 4,* 324–327.

Additional Readings
Barbour, R. (2001). Checklist for Improving Rigor of Qualitative Research: A Case of Tail Wagging the Dog? *BMJ, 322,*115-1117.

Sale, J.E. (2008). How to assess rigour…or not in qualitative papers. *J Eval Clin Pract,* 14, 912–913.

Birt, L., Scott S., Cavers, D., Campbell, C.& Walter F. (2016). Member checking: a tool to enhance trustworthiness or merely a nod to validation? *Qual Health Res, 26,* 1802–1811.

Session 13   December 7
Writing Qualitative Findings

<u>Textbook Chapter Readings</u>
Creswell. (2018), Chapter 9: Writing a Qualitative Study

<u>Additional Readings</u>
Wolcott, H. F. (2001). Writing up qualitative research (2nd ed.). Thousand Oaks, CA: Sage.

Drisko, J. (2005). Writing Up Qualitative Research. *Families in Society: The Journal of Contemporary Social Services, 86,* 589-593.

Burnard, P., Gill, P., Stewart, K., Treasure, E., & Chadwick, B. (2008). Analysing and presenting qualitative data. *British Dental Journal* 204, 429 – 432.

Session 14   ***December 14***
Qualitative Methods in Global Public Health
  ✓ **Assignment Due:** *Final Presentation*

<u>Textbook Chapter Readings</u>
None

<u>Required Article Readings</u>
Badakhshan, A. Arab, M, Rashidian, A, Mehrdad, N., & Zendehdel, K. (2018). Priority-setting in health research in Iran: a qualitative study on barriers and facilitators. Health Res Policy Syst., 16, 57.

Thomas, M.D., Blacksmith, J., & Reno, J. (2000). Utilizing insider-outsider research teams in qualitative research. *Qual Health Res, 10,* 819–828

<u>Additional Readings</u>

Rashid, S. (2007). Accessing married adolescent women: The realities of ethnographic research in an urban slum environment in Dhaka, Bangladesh. *Field Methods,* 19, 369-383.

Pigg, S. (2013). On sitting and doing: Ethnography as action in Global Health. *Social Science & Medicine,* 99,127-134.

Session 15   **December 21**
                    Mixed Methods

- ✓ **Online 30:** John Creswell: Stories of Research to Reality: How the Social Sciences Change the World (https://www.youtube.com/watch?v=IkMeOYW-r5Q)
- ✓ ***Assignment Due:*** *Final Research Proposal*
- ✓ ***Presentations***

<u>Textbook Chapter Readings</u>
None

<u>Required Article Readings</u>
Small, M.L. (2011). How to conduct a mixed methods study: Recent trends in a rapidly growing literature. *Sociology, 37*, 57-86.

Valera, P., Cook, S., Darout, R., Dumont, D. (2014). "They are not taking cigarettes from me... I'm going to smoke my cigarettes until the day I die. I don't care if I get cancer:" The smoking behaviors among men under community supervision in New York City. *Nicotine & Tob Research, 6,* 800-806.

<u>Additional Readings</u>
Hesse-Biber, S. (2010). Qualitative approaches to mixed methods practice. *Qualitative Inquiry, 16,* 455–468

Sackey, J., Valera, P., & Halkitis, P. (2019). Diet, physical activity, and body image among older MSMs who are long-term survivors of HIV/AIDS in NYC. *Journal of HIV/AIDS and Social Services.* Retrieved from: DOI: 10.1080/15381501.2019.1638334

Student Well-Being: The School of Public Health recognizes that students may experience stressors or challenges that can impact both their academic experience and their personal well-being. If the source of your stressors or challenges is academic, 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. For personal concerns or 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.

Overview of School Policies: Academic and non-academic policies and procedures, such Auditing a Course, Retaking Courses, Grade Grievance and others that cover registration, courses and grading, academic standing and progress, student rights and responsibilities, graduation and more may be found under Policies on the School of Public Health website. Below are select specific policies; however, students are responsible for keeping informed about academic and non-academic policies and procedures beyond those noted on this syllabus.

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