

Course Title: *Public Health Research Ethics*

Course Number: *ENOH 0701*

Course Pre- and Co-requisite(s): *PhD student standing*

Course Location: *initial meetings online, with synchronous weekly meetings via zoom:*

<https://rutgers.zoom.us/j/93508384942?pwd=MmdSaXVETDlvRkt1ZzhsanpZZk5tdz09>

Regular meeting room: SPH Room 334

Course Date & Time: *Thursdays 3pm – 5pm (weekly synchronous meeting)*

Course Instructor: *Mark Budolfson, PhD; Email: mark.budolfson@rutgers.edu*

Department of Environmental and Occupational Health and Justice at the Rutgers School of Public Health, and Center for Population–Level Bioethics, and Department of Philosophy

Office Hours: *Wednesdays 3pm – 4pm (via zoom link above), and by appointment*

Course Assistant: *None*

Course Website: <https://rutgers.instructure.com/courses/177322>

Required Course Texts: 1. *Emanuel et al. 2003. Ethical and Regulatory Aspects of Clinical Research. Johns Hopkins Press. (required readings available online via our canvas site; students may optionally purchase their own copy)*

2. *Cash et al. 2009. Casebook on Ethical Issues in International Health Research, World Health Organization. (required readings available online via our canvas site; students may optionally purchase their own copy, also available online at: <https://apps.who.int/iris/handle/10665/44118>)*

3. *CITI training for Social / Behavioral / Epidemiologic Research Investigators. Available online via: <https://research.rutgers.edu/researcher-support/research-compliance/research-integrity/collaborative-institutional-training>*

Additional/Supplemental Readings/Resources: *Required materials are found on the course's Canvas website and include a combination of texts, articles, online lectures, and other sources, all of which will be made freely available online via Canvas. Thus, see Canvas for all readings/resources. There are required materials on Canvas that are not in the course textbooks mentioned above, including additional required readings and video lectures.*

Course Description: *This course addresses ethical issues related to public health research. Lectures and discussions focus on ethical theory and current ethical issues in public health research, informed consent for research participation, role and function of institutional review boards, just selection of research subjects, ethical aspects of study design, and privacy and*

confidentiality. Student evaluation will be based on participation in moderated discussions, an informed consent exercise and written case analysis.

Selected Concentration Competencies Addressed: *The cross-cutting competencies addressed in this course for the PhD in Public Health include:*

- Demonstrate knowledge about the responsible conduct of research and conduct research following the rules and policies for ethical research

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:

1. Identify, define, and consider **ethical issues** in the conduct of human subject research, and understand basic **principles** of bioethics that can arguably help guide our conduct in such research.
2. Display understanding and competent application of **current codes**, regulations, and other documents that currently regulate human subject research.
3. Explain the **history** of research ethics – i.e. why current codes evolved in response to historical events, historical injustices, and other challenges.
4. Identify, through case studies, ethical issues that arise in different contexts and begin to reason systematically through an appropriate course of action, aiming at ethical justification via a **systematic ethical framework** for taking into account human rights, societal goals, justice, the distribution of risks and benefits, and so on. Understand how ethicists work toward a **systematic theory of the ideally best ethics code**, regardless of what code we actually have at the moment.
5. Identify the critical elements of **informed consent** and strategies for implementing informed consent for research.
6. Describe the purpose, function, and some challenges associated with **IRBs**.
7. Discuss **arguments** for and against views on controversial issues relating to human subject research, including, randomization, subject selection, prisoners in research, international research, and so on.
8. Complete best-practices **research ethics training**, and generate appropriate documents for e.g. NIH grant applications explaining training in research ethics.

COURSE OBJECTIVE	WEEKS	ASSESSMENTS	COMPETENCY
1	1-15	2,3,4,5	Demonstrate knowledge about the responsible conduct of research and conduct research following the rules and policies for ethical research
2	2-15	3,2	Demonstrate knowledge about the responsible conduct of research and conduct research following the rules and policies for ethical research
3	2-3	2,3	Demonstrate knowledge about the responsible conduct of research and conduct research following the rules and policies for ethical research
4	4-15	1,2,4,5	Demonstrate knowledge about the responsible conduct of research and conduct research following the rules and policies for ethical research
5	5-6	2,3	Demonstrate knowledge about the responsible conduct of research and conduct research following the rules and policies for ethical research
6	4-15	2,3,4	Demonstrate knowledge about the responsible conduct of research and conduct research following the rules and policies for ethical research

7	7-13	1,2,4,5	Demonstrate knowledge about the responsible conduct of research and conduct research following the rules and policies for ethical research
8	1-15	3	Demonstrate knowledge about the responsible conduct of research and conduct research following the rules and policies for ethical research

Course Requirements and Grading:

Assessment	Grade Value
1. Active Participation: Students will attend class and participate in class and on the electronic discussion board (both on readings in advance of sessions, during, and following the sessions).	10 pts
2. Quiz and Questions on Readings: Students will submit answers to quiz questions about the mandatory materials and (more importantly) their own deeper follow-up questions on the required materials (for purposes of subsequent discussion in class) by 5pm the day before each class.	25 pts
3. CITI training: Students will complete assigned modules for CITI training for Social / Behavioral / Epidemiologic Research Investigators, and generate a document appropriate for e.g. NIH applications explaining their research ethics certification.	25 pts
4. Facilitate Class Discussions: Students will lead a portion of class meetings during the semester, focusing on raising salient ethical questions that will support your colleagues' understanding of ethical issues and the strategies and skills for resolving them. Discussions can be largely based on questions raised by class members in their 'Questions on Readings' (number 2 above).	20 pts
5. Final Paper: Ethics Brief: Students will write a brief developed around a topic of their choosing that involves an ethical decision-making dilemma within public health. Students will explain the ethical issue, and explain the arguments for and against different views on the issue – aiming at a clear overview of cutting edge thinking about the issue. This final paper will be approximately 7 pages in length double-spaced, not including references. Students will provide a short presentation on their paper for feedback from the class. Topics must be approved by the instructor. Further guidance and discussion will be provided.	20 pts
TOTAL	100 pts

Grading Policy:

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

Late assignments may be penalized unless there is a university-approved reason or accommodation.

Weekly Gameplan:

Before each class meeting:

- Watch the overview video from me (guidance on the readings, the other video lectures, what we will focus on, etc).
- Work through the required readings, CITI training, and video lectures.
- Write up questions and response to the required materials (often including some case studies) following a weekly template, and by 5pm on Wednesday post to the discussion board in canvas. This will allow your classmate who is designated to lead the discussion of people's responses to build on your thoughts as they guide our discussion.
- Additional assignments on occasion.

In each of our synchronous class meetings (Thursdays 3-5pm) by default we will:

- Start by casually checking in with each other and seeing how we are doing this week.
- Possibly take a quiz.
- Review where this week fits in to the overall course, and any brief review or lecture I might have for the week.
- Possibly talk briefly about how we should go about answering a few key questions for the week.
- **One preselected student will then present questions from all the students for the week's readings and lead our discussion, and we will discuss together for an hour or so (this will be a key substantive activity each week).**
- In the last part of the class we may have a more open-ended conversation in light of everything before, sometimes with a visitor, sometimes discussing case studies, or other activities.

Course Schedule: (*SUBJECT TO CHANGE—please follow Canvas, which takes precedence*)

1. Jan 20: Introduction and Overview of Course, Goals, Syllabus, Etc.

Required:

- Video: Mark Budolfson, Week 1: Introduction and Overview
- CITI: logon and register for the course "Social / Behavioral / Epidemiologic Research Investigators", <https://research.rutgers.edu/researcher-support/research-compliance/research-integrity/collaborative-institutional-training>. All CITI references below are to this course.
- CITI: complete the module Ethical Issues in Public Health Research (ID 17640) (this under the optional modules heading in the CITI course)
- No additional required readings or materials

Optional:

- Reading: Nuffield Council on Bioethics (2007), Public health: Ethical issues. Cambridge, pp. 31-42 [i.e. the first twelve pages of Chapter 3 Policy process and practice].
<https://www.nuffieldbioethics.org/assets/pdfs/Public-health-ethical-issues.pdf>

2. Jan 27: The History of Research Ethics, the Belmont Report, the

Required:

- Video: Mark Budolfson, Week 2 Overview
- Reading: Textbook 1: Emanuel et al, pp. xv-xviii, 1-5, and 20-23, 25-38
- CITI module: Belmont Report and Its Principles (ID 1127)
- CITI module: Students in Research (ID 1321)
- Video Lecture: Christine Grady and Holly Taylor, History of Research Ethics, the Belmont Report, Beyond, starts at 0:09:26 to 1:38:00, <https://videocast.nih.gov/watch=38645>

Optional:

- Reading: Emanuel et al, What Makes Clinical Research Ethical?
<https://jamanetwork.com/journals/jama/article-abstract/192740>
- The Common Rule, Title 45 (Public Welfare), Code of Federal Regulations, Part 46 (Protection of Human Subjects), Subparts A-D
<https://www.hhs.gov/ohrp/regulations-and-policy/regulations/common-rule/index.html>
- Quick review of some Tuskegee studies facts, <https://thenib.com/tuskegee-experiment/>

- NOVA Video on Tuskegee studies, “The Deadly Deception”, 1993, https://kaltura.uga.edu/media/t/1_r7152x9v/31261611
- Henry Beecher, Ethics and Clinical Research, 1966 <https://www.nejm.org/doi/full/10.1056/NEJM196606162742405>

3. Feb 3: What is Equity? What is Justice? Where Does Ethics Come From? Fundamental Theories of Ethics, Philosophy, and Social Justice

Required:

- Video: Mark Budolfson, Week 3 Overview
- Reading: Margaret Whitehead (1992), The concepts and principles of equity in health. *Int J Health Serv*; 22: 429–445. (Looks at the concept and principles of equity in health, and outlines seven principles for promoting greater equity in health and health care.) <https://journals.sagepub.com/doi/pdf/10.2190/986L-LHQ6-2VTE-YRRN>
- Reading: Iris Marion Young, Five Faces of Oppression
- CITI module: “History and Ethical Principles” (SBE ID 490)
- Video Lecture: Mark Budolfson, Where Does Ethics Come From? Fundamental Theories of Ethics, Political Philosophy, and Social Justice
- Video Interview with Tom Beauchamp on his writing of the Belmont Report and subsequent development of research ethics, remarks on ordered principles – start 0:00 to 27:08 <https://videocast.nih.gov/summary.asp?Live=11549&bhcp=1>

Optional:

- Reading, Harry Girvetz, “Liberalism”, in Encyclopedia Britannica <https://www.britannica.com/topic/liberalism>
- Reading, John Rawls, selections from *Theory of Justice*

4. Feb 10: What is Research (vs. Medical Treatment)? And Intro to Ethics and Clinical Trial Design

Required:

- Video: Mark Budolfson, Week 4 Overview
- Cash et al, Chapter I: Defining “Research”: When must an ethics committee’s approval be sought?, pp. 38-45
- Emanuel et al., Part III: The Ethics of Clinical Trial Design, Section 1: pp. 95-112
- Cash et al, Chapter II: Issues in Study Design: Designing scientifically (and ethically) sound studies, pp. 48-70
- CITI: Defining Research With Human Subjects (SBE ID 491)
- CITI: Public Health Research and Public Health Practice (ID 17638) (under optional modules)
- Video Lecture: Christine Grady, research vs. practice, 0:18:47-0:23:13 <https://videocast.nih.gov/watch=38645>
- Video Lecture: Robert Truog, Ethical Conflicts in Randomized Controlled Trials, 0:00:47-0:56:55 <https://videocast.nih.gov/watch=38694>

5. Feb 17: Informed Consent, Respect for Persons and Autonomy, Part I

Required:

- Video: Mark Budolfson, Week 5 Overview
- Cash et al, Chapter IV: 4. Voluntary Informed Consent: Is consent to research voluntary, knowing, and competent?, pp. 84-104
- CITI: Informed Consent (SBE ID 504)
- CITI: Consent Tools Used by Researchers (ID 16944) (under optional modules)
- Video Lecture: Christine Grady, informed consent, 0:02:42-0:53:30 <https://videocast.nih.gov/watch=38688>

Optional:

- Reading: Wendler, How To Enroll Participants in Research Ethically.pdf

- Video Lecture: Scott Kim, Research Involving Adults with Impaired Decision-Making Ability (0:54:30-1:46:00)

6. Feb 24: Informed Consent, Respect for Persons and Autonomy, Part II

Required:

- Video: Mark Budolfson, Week 6 Overview
- Emanuel et al., Part V: Informed Consent in Research, pp. 189-224
- CITI: Informed Consent and Confidentiality in Public Health Research (ID 17639) (under optional modules)
- Video Lecture, Ben Berkman, Repurposing research samples, 2:05:45-2:46:29
<https://videocast.nih.gov/watch=38688>

Optional:

Reading: Faden RR, Kass NE, Goodman SN, et al (2013), An Ethics Framework for a Learning Health Care System: A Departure from Traditional Research Ethics and Clinical Ethics. *Hastings Cent Rep*; 43(1):S16-S27.

<https://onlinelibrary.wiley.com/doi/full/10.1002/hast.134>

Video Lecture: Sara Hull and Holly Taylor, IRB boards, 1:58:28-

<https://videocast.nih.gov/watch=38694>

7. March 3: Harm and Benefit, Part I

Required:

- Video: Mark Budolfson, Week 7 Overview
- Cash et al, Chapter III: Harm and Benefit: Are research benefits and harms fairly distributed?, pp. 72-82
- CITI: The Federal Regulations (SBE ID 502)
- CITI: Assessing Risk (SBE 503)
- Video Lecture, David Wendler, Risk Benefit Assessment in Clinical Research, 1:47:50-2:41:00
<https://videocast.nih.gov/watch=38645>

8. March 10: Harm and Benefit, Part II, and Ethics and Clinical Trial Design, Part II

Required:

- Video: Mark Budolfson, Week 8 Overview
- Emanuel et al, Part III, Sections 2, 3, and 4, pp. 95-102 and 113-150
- CITI: Students in Research (ID 1321) (review)
- Video Lecture: choose one of the following three video lecture options:
 - By default, I'd recommend Holly Taylor and Dave Wendler, Case Study: Lead-Based Paint Baltimore Study, 1:53:23-2:42:51: <https://videocast.nih.gov/watch=38690>
 - Alternative I: Scott Kim, Ethical issues in Pragmatic RCTs, 0:58:08-1:57:39: <https://videocast.nih.gov/watch=38694>
 - Alternative II: Controlled human infection studies and covid vaccine development, 37:50-1:30:48 <https://videocast.nih.gov/watch=38698>

Optional:

- Brock D Daniels N Neumann P Siegel J (2016), Ethical and Distributive Considerations, in *Second Panel on Cost-Effectiveness in Health and Medicine* (P. Neumann et al), *Cost-Effectiveness in Health and Medicine* 2nd Edition, pp. 319-342
<https://oxford.universitypressscholarship.com/view/10.1093/acprof:oso/9780190492939.001.0001/acprof-9780190492939-chapter-12>

Spring break (no class March 17)

9. March 24: Privacy

Required:

- Video: Mark Budolfson, Week 9 Overview
- Cash et al, Chapter VII: Privacy and Confidentiality, pp. 142-157
- Emanuel et al, Part VII: Special Topics in Research Ethics, pp. 273-283 (plus one article)
- CITI: Privacy and Confidentiality (SBE ID 505)
- CITI: Internet-Based Research (SBE ID 510)
- CITI: Research and HIPAA Privacy Protections (ID 14) (under optional modules)
- Video Lecture: Holly Taylor, Privacy, 01:46:27-02:05:38
<https://videocast.nih.gov/watch=38688>

Optional:

- Ethical and Regulatory Aspects of Clinical Research Session 3: Research with Samples and Data, Big Data, and Incidental Findings
<https://videocast.nih.gov/watch=28521>

10. March 31: Selection of Subjects

Required:

- Video: Mark Budolfson, Week 10 Overview
- Emanuel et al, Part IV: The Ethics of Research Participant Recruitment, pp. 151-188
- Video Lecture: Holly Taylor, Subject Selection, 0:01:20-0:38:18
<https://videocast.nih.gov/watch=38690>
- Video Lecture: Dave Wendler, Recruitment and Retention, 0:40:05-1:18:12
<https://videocast.nih.gov/watch=38690>

Optional:

- Reading: Faden RR, Kass NE, Goodman SN, et al (2013), An Ethics Framework for a Learning Health Care System: A Departure from Traditional Research Ethics and Clinical Ethics. *Hastings Cent Rep*; 43(1):S16-S27.
<https://onlinelibrary.wiley.com/doi/full/10.1002/hast.134>

11. April 7: Special Populations: Cognitive Impairment, Children, Prisoners, ...

Required:

- Video: Mark Budolfson, Week 11 Overview
- Emanuel et al, Part VI: Clinical Research with Special Populations, pp. 225-272
- CITI: Research with Prisoners (SBE ID 506)
- CITI: Research with Children (SBE ID 507)
- CITI: Research in Public Elementary and Secondary Schools (SBE ID 508)
- CITI: Vulnerable Subjects - Research Involving Workers/Employees (ID 483) (under optional modules)
- Video Lecture: Scott Kim, Research Involving Adults With Impaired Decision-Making Capacity, 0:54:30-1:46:02
<https://videocast.nih.gov/watch=38688>

Optional:

- Harry Shirkey, Therapeutic Orphans, *Journal of Pediatrics* (1968)

12. April 14: International Research, Part I

Required:

- Video: Mark Budolfson, Week 12 Overview
- Cash et al, Chapter V: Standard of Care, pp. 106-115
- Cash et al, Chapter VI: How far do researchers' and sponsors' duties extend? pp. 118-140
- CITI: International Research (SBE ID 509)

- Video Lecture: Joseph Millum and Maria Merritt, Standard of Care and Ancillary Care Obligations, 0:00 - 1:23:30
<https://videocast.nih.gov/watch=38696>

Optional:

- Doug MacKay, The ethics of public policy RCTs: The principle of policy equipoise
- Iyer et al., Avoiding exploitation in multinational covid-19 vaccine trials

13. April 21: International Research, Part II

Required:

- Video: Mark Budolfson, Week 13 Overview
- Emanuel et al, Part VII, Section 6: International Research, pp. 343-368
- One pager on Ethics Brief due, with In-Class discussion of each

Optional:

- Video Lecture: Joseph Millum, Dorcas Kamuya, Holly Taylor, Perspectives from Kenya, and Mock IRB MDR TB, 1:23:36-2:49:50
<https://videocast.nih.gov/watch=38696>
- Doug MacKay, Government Policy Experiments and the Ethics of Randomization

14. April 28: Conflict of Interest, Misconduct

Required:

- Video: Mark Budolfson, Week 14 Overview
- Cash et al, Chapter VIII: Professional Ethics, pp. 160-178
- Emanuel et al, Part VIII and IX: Conflicts of Interest and Scientific Misconduct, pp. 369-418
- CITI: Conflicts of Interest in Human Subjects Research (ID 17464)
- CITI: Unanticipated Problems and Reporting Requirements in Social and Behavioral Research (ID 14928)
- Video Lecture: Steven Joffe, Conflicts of Interest 1:51:43-2:42:40
<https://videocast.nih.gov/watch=24855>

15. May 5: Ethics Brief Presentations (Last Course Meeting)

- Ethics Brief Presentations

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

As you know, we are engaged in this course under extraordinary circumstances. We are all working under the repercussions of the COVID-19 pandemic. The following are class policies for our class sessions with Zoom. Please read carefully. 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 [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