Course Title: Intermediate Pharmacoepidemiology

Course Number: EPID 0676

Course Pre- and Co-requisite(s): EPID 0672 Pharmacoepidemiology & Therapeutic Risk Management

Course Location: Web-based with weekly live session, including four in-person sessions on the following days:

- September 1, 2021
- October 6, 2021
- October 27, 2021
- December 1, 2021

Course Date & Time: Live Session Wednesdays, 3-5pm

Course Instructor: Tobias Gerhard, PhD, FISPE, Director, Center for Pharmacoepidemiology and Treatment Sciences, Institute for Health, Health Care Policy and Aging Research; Associate Professor, Pharmacy Practice and Administration

Institute for Health, #325, 112 Paterson St, New Brunswick, NJ 08901
tgerhard@ifh.rutgers.edu

Mary Beth Ritchey, PhD, FISPE, Associate Research Professor, Center for Pharmacoepidemiology and Treatment Sciences, Institute for Health, Health Care Policy and Aging Research
mer256@ifh.rutgers.edu

Office Hours: Contact by email for appointment

Course Assistant: None

Course Website: canvas.rutgers.edu


Additional/Supplemental Readings/Resources: Additional readings will be assigned throughout the semester.

Course Description: This intermediate course is designed to build upon concepts introduced in EPID0672. It provides intermediate-level concepts and methods in pharmacoepidemiology and includes the development of a full proposal for a pharmacoepidemiological study as a final project. Lectures will be available online for asynchronous viewing before class. Class time will be dedicated to review of lecture and journal club. Online discussion and group work will focus on development of the final project.
Selected Concentration Competencies Addressed: Each Concentration identifies competencies for each degree offered. The competencies addressed in this course for the MPH in Epidemiology include:

1. Critique epidemiologic literature, assess its strengths and weaknesses, and determine if conclusion(s) are supported
2. Formulate a specific hypothesis and determine an appropriate study design and analysis plan
3. Appropriately analyze and interpret epidemiologic data, including large national and state level datasets
4. Communicate and present study findings to professional audiences

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:

A. Formulate pharmacoepidemiology research questions appropriate to address current issues in drug regulation;
B. Describe and apply select intermediate pharmacoepidemiological study designs and their major strengths and weaknesses;
C. Understand and apply select intermediate concepts and methods in modern pharmacoepidemiological research;
D. Appreciate and explain select applications of pharmacoepidemiological research within specialized clinical domains;
E. Critically review and interpret the medical and epidemiological literature related to studies of drug safety and effectiveness.

Special Circumstances During COVID-19 (For Fall 2021)
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 Student Connect Canvas page.

Course Requirements and Grading: In this section, Instructor should include

- Description of the course’s required projects/assignments, etc. as needed. This could include notes about the expected quality of assignments, policies about late assignments, etc. If additional details about the course’s projects/assignments will be provided during the semester, state this.
Weekly assignments:

- Required readings are assigned each week. **Students are expected to do the reading prior to class.**
- Most weeks, students will be expected to work on specific sections of their final project. Draft sections will be posted within the course site and students will be expected to comment on two other student’s drafts each week.

Class Participation:

- Class attendance and participation are mandatory.
  - Students are expected to attend class prepared for the class session and actively participate and positively contribute to group assignments and projects.
- Students will only be considered to have an excused absence if they contact Dr. Gerhard before the beginning of the class that will be missed.
- Missing 3 or more classes for any reason (excused or not) will result in a class participation grade of zero. Exceptions for extraordinary circumstances should be discussed with Dr. Gerhard.
- During live sessions each week, students are expected to be present with video cameras on.
- Preparation and discussion of journal articles will count toward class participation.

Discussion Board Posting:

- All students will be responsible for discussion board postings on topics related to previous lectures and sections in the final project (see below)
  1. Discussion board postings will be based on sections in the final project
  2. Each group is responsible for posting content for their project by 11pm Wednesday
  3. Each student is responsible for posting critiques to two (2) other projects by 11pm Sunday

Rubric for discussion board postings:

<table>
<thead>
<tr>
<th></th>
<th>Incomplete Response (0 Points)</th>
<th>Complete Response (1 Point)</th>
<th>Outstanding Response (2 Points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timely and substantial interaction</td>
<td>• No response or response is essentially “I agree” or “disagree”</td>
<td>• At least one substantial initial post and one response to another group before deadline</td>
<td>• Well-developed initial posting and responses</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Multiple thoughtful responses to classmates</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Submitted on or before the deadline</td>
</tr>
<tr>
<td>Comprehension and clarity</td>
<td>• Shows little or limited understanding of course content / questions posed</td>
<td>• Demonstrates basic knowledge and understanding of the course content</td>
<td>• Brings new knowledge to the discussion and includes other resources that enrich the learning of the group</td>
</tr>
<tr>
<td></td>
<td>• Restatement of information already provided in course lectures or initial post</td>
<td>• Provides relevant examples from personal knowledge and experience</td>
<td>• Offers relevant thoughts and ideas based on experience</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Acknowledges comments made by</td>
<td></td>
</tr>
</tbody>
</table>

Rutgers, The State University of New Jersey
<table>
<thead>
<tr>
<th>Category</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journal Article Critique</td>
<td>All students will be responsible for completing one article critique</td>
</tr>
<tr>
<td></td>
<td><em>(applied pharmacoepidemiologic study with a focus on the week’s topic area)</em></td>
</tr>
<tr>
<td></td>
<td>(1) Articles will be assigned by course faculty</td>
</tr>
<tr>
<td></td>
<td>(2) Conduct an in-depth critique of the article</td>
</tr>
<tr>
<td></td>
<td>(3) Develop a PowerPoint presentation summarizing the findings (not required but recommended)</td>
</tr>
<tr>
<td></td>
<td>(4) Present the critique during designated class time</td>
</tr>
<tr>
<td></td>
<td>(5) Lead class discussion on the article (engagement of the class during the presentation is required)</td>
</tr>
<tr>
<td></td>
<td>All students are expected to read and be prepared to discuss the journal article each week.</td>
</tr>
</tbody>
</table>

Final Project (due on December 8):
Six-page proposal exclusive of references and 1-page specific aims. The proposal will be a group project (group size dependent on the size of the class; 3-6 projects per class).

Write a study proposal for an observational pharmacoepidemiologic study using at least one of the major methods presented in this course.

1) Topics will be chosen from options presented during the first day of class

2) The proposal should include the following sections:
   a. Specific Aims (1 page)
   b. Approach (6 pages):
      i. Study Design
      ii. Setting/Data Source
      iii. Study population
      iv. Exposures
      v. Outcomes
      vi. Covariates
         1. Specifically discuss why and/or how these covariates were selected. Label covariates as risk factors, instruments, intermediates/effect modifiers, and confounders
      vii. DAG including the important information
      viii. Statistical Analysis
ix. Sample size calculation not required but should be discussed if not available
x. Assumptions: what assumptions are required for use of the methods you selected?
xi. Limitations: what are the sources of bias? Also address error and generalizability.

xii. Sensitivity Analyses: how will you test your assumptions and address bias?

Grading:
1. Journal article presentation / critique 25%
2. In-class activities 10% (2.5% per activity; 4 activities)
3. Discussion posts – initial posting 10% (1% per discussion; 10 discussions)
4. Discussion posts – response / critique 15% (1.5% per discussion; 10 discussions)
5. Final Project 30%
6. Class Participation (Q&A, JC) 10% (0.67% per week)
Total: 100%

Course Competencies:

<table>
<thead>
<tr>
<th>Competency</th>
<th>Course Objectives(s)</th>
<th>Lessons</th>
<th>Assessment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Critique lit</td>
<td>A, B, C, D</td>
<td>2-13</td>
<td>Journal article critique, discussion posting</td>
</tr>
<tr>
<td>2 Hypothesis/plan</td>
<td>A</td>
<td>1-12</td>
<td>Discussion posting, In-class activities, Final project</td>
</tr>
<tr>
<td>3 Analyze</td>
<td>A, B, C, D</td>
<td>2-15</td>
<td>Journal article critique, discussion posting, In-class activities, Final project</td>
</tr>
<tr>
<td>4 Communicate</td>
<td>A, B, C, D</td>
<td>14, 15</td>
<td>Journal article critique, In-class activities, Final project</td>
</tr>
</tbody>
</table>

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
Course Schedule: This is a general schedule and is subject to change/updates as needed throughout the semester. Please attend class and check the course website weekly for updates.

Week 1: Introduction to the Course – September 1-5, 2021

- Live Session, In-person (September 1, 2021):
  - Course Introduction (Tobias Gerhard, Mary Beth Ritchey)
  - Course Project Opportunities (Mary Beth Ritchey)
  - Developing a Good Research Question (Tobias Gerhard, Mary Beth Ritchey)
  - In-class activity
    - Choose project for course
    - Choose journal club topic/week
    - Work on research question

- Assigned Readings Due:
  - Textbook of Pharmacoepidemiology
    - Chapter 1: What is Pharmacoepidemiology?
    - Chapter 2: Study Designs Available for Pharmacoepidemiologic Studies

- Assignments Due:
  - None

Week 2: Bias and Confounding; Causal Graphs – September 6-12, 2021

- Lectures – Asynchronous:
  - Causal Graphs (Mary Beth Ritchey)

- Assigned Readings Due:
  - Textbook of Pharmacoepidemiology, Chapter 8: Overview of Automated Databases in Pharmacoepidemiology

- Live Session (September 8, 2021):
  - Bias and Confounding in Pharmacoepidemiology (Tobias Gerhard)
  - Review of Asynchronous Lectures – Q & A
  - Journal Club: Causal Graphs, TBD

- Assignments Due:
  - None
Week 3: Active Comparator New User Design; Drug Utilization Studies – September 13-19, 2021

- Lectures - Asynchronous:
  - The Active Comparator New User Design (Tobias Gerhard)

- Assigned Readings Due:
  - Drug Utilization Research: Methods and Applications (Full text available from the Rutgers library at: https://ebookcentral-proquest-com.proxy.libraries.rutgers.edu/lib/rutgers-ebooks/detail.action?pq-origsite=primo&docID=4462519)
    - Chapter 1: Introduction to Drug Utilization Research
    - (Optional) Chapter 2: Study Designs in Drug Utilization Research
  - Textbook of Pharmacoepidemiology, Chapter 21: Advanced Approaches to Controlling Confounding in Pharmacoepidemiology Studies

- Live Session (September 15, 2021):
  - Review of Asynchronous Lectures – Q & A
  - Drug Utilization Studies (Christopher Rowan)
  - Journal Club: Drug Utilization Studies, TBD

- Assignments Due:
  - Discussion Forum – Research Questions
    - Initial posting no later than September 15, 2021
    - Two (2) responses no later than September 19, 2021

Week 4: Propensity Scores I – September 20-26, 2021

- Lectures – Asynchronous:
  - Introduction to Propensity Scores (Tobias Gerhard)
  - Propensity Score Estimation (including variable selection) (Mary Beth Ritchey)
  - Propensity Score Applications (matching, stratification, weighting) (Mary Beth Ritchey)
  - Assessment of Performance (Tobias Gerhard)
  - Propensity Score Trimming (Tobias Gerhard)

- Assigned Readings Due:
• Live Session (September 22, 2021)
  o Review of Asynchronous Lectures – Q & A
  o Applied Example of Propensity Score Use (Greta Bushnell)
  o Journal Club: Propensity score application with active comparator and new user design, TBD

• Assignments Due:
  o Discussion Forum – Specific Aims
    ▪ Initial posting no later than September 22, 2021
    ▪ Two (2) responses no later than September 26, 2021

**Week 5: Propensity Scores II – September 27-October 3, 2021**

• Lectures – Asynchronous:
  o High-dimensional propensity scores (Tobias Gerhard)
  o Propensity Score Calibration (Mary Beth Ritchey)
  o Disease Risk Scores (Mary Beth Ritchey)
  o Novel Uses of Summary Scores (TBD)

• Assigned Readings Due:

• Live Session (September 29, 2021):
  o Review of Asynchronous Lectures – Q & A
  o Journal Club: Propensity score or disease risk score, TBD

• Assignments Due:
  o Discussion Forum – DAG
    ▪ Initial posting no later than September 29, 2021
    ▪ Two (2) responses no later than October 3, 2021

**Week 6: Instrumental Variables / Prevalent User Design – October 4-10, 2021**

• Lectures - Asynchronous:
  o Instrumental Variables – An Introduction (Tobias Gerhard)
  o Prevalent User Design (Chintan Dave[tbc])
• Assigned Readings Due:

• Live Session, In-person (October 6, 2021):
  o Review of Asynchronous Lectures – Q & A
  o In-class activity, TBD

• Assignments Due:
  o Discussion Forum – Study design
    ▪ Initial posting no later than October 6, 2021
    ▪ Two (2) responses no later than October 10, 2021

---

**Week 7: Validation Studies / Sensitivity Analysis – October 11-17, 2021**

• Lectures - Asynchronous:
  o Sensitivity analysis to test the robustness of results to design choices (Tobias Gerhard)
  o Quantitative bias analysis (Tobias Gerhard)
  o Validation studies (Mary Beth Ritchey)
  o Transparency and Reproducibility (Mary Beth Ritchey)

• Assigned Readings Due:
  o Textbook of Pharmacoepidemiology, Chapter 12: Validity of Pharmacoepidemiologic Drug and Diagnosis Data

• Live Session (October 13, 2021):
  o Review of Asynchronous Lectures – Q & A
  o Journal Club: Validation study, TBD

• Assignments Due:
  o Discussion Forum – Setting / data source
    ▪ Initial posting no later than October 13, 2021
    ▪ Two (2) responses no later than October 17, 2021
Week 8: COVID-19 – October 18-24, 2021

- Lectures - Asynchronous:
  - None

- Assigned Readings Due:
  - TBD

- Live Session (October 20, 2021):
  - SARS Cov-2 and COVID-19 Research (Vincent Lo Re III)
  - Journal Club: TBD

- Assignments Due:
  - Discussion Forum – Exposures / Outcomes / Covariates
    - Initial posting no later than October 20, 2021
    - Two (2) responses no later than October 24, 2021

Week 9: Pediatric / Pregnancy Pharmacoepidemiology – October 25-31, 2021

- Lectures - Asynchronous:
  - Pregnancy Pharmacoepidemiology (TBD)

- Assigned Readings Due:
  - Pharmacoepidemiology, 4th edition, Chapter 22 Research on the Effects of Medications in Pregnancy and in Children

- Live Session, In-person (October 27, 2021):
  - Review of Asynchronous Lectures – Q & A
  - Pediatric Pharmacoepidemiology (Daniel Horton[tbc])
  - In-class activity, TBD

- Assignments Due:
  - Discussion Forum – Graphical depictions & transparency
    - Initial posting no later than October 27, 2021
    - Two (2) responses no later than October 31, 2021

Week 10: Cancer Pharmacoepidemiology – November 1-7, 2021

- Lectures - Asynchronous:
  - Introduction to External Controls (Mary Beth Ritchey)

- Assigned Readings Due:
  - TBD

- Live Session (November 3, 2021):
• Assignments Due:
  o Discussion Forum – Statistical analysis and sample size
    ▪ Initial posting no later than November 3, 2021
    ▪ Two (2) responses no later than November 7, 2021

Week 11: Machine Learning and AI in Pharmacoepidemiology / Device Pharmacoepidemiology – November 8-14, 2021

• Lectures - Asynchronous:
  o Machine Learning and AI in Pharmacoepidemiology (Jason Roy)
  o Advanced Device Pharmacoepidemiology (Mary Beth Ritchey)

• Assigned Readings Due:
  o TBD

• Live Session (November 10, 2021):
  o Review of Asynchronous Lectures – Q & A
  o Journal Club: Medical device, TBD

• Assignments Due:
  o Discussion Forum – Sensitivity analyses
    ▪ Initial posting no later than November 10, 2021
    ▪ Two (2) responses no later than November 14, 2021

Week 12: – Pragmatic Trials & Self-Controlled Study Designs – November 15-21, 2021

• Lectures - Asynchronous:
  o Pragmatic Trials (TBD)
  o Self-Controlled Study Designs (TBD)

• Assigned Readings Due:


- Live Session (November 17, 2021):
  - Review of Asynchronous Lectures – Q & A
  - Journal Club: Pragmatic trials, TBD

- Assignments Due:
  - Discussion Forum – Assumptions and limitations
    - Initial posting no later than November 17, 2021
    - Two (2) responses no later than November 21, 2021

**NOTE**: November 25, 2021 – No class – Thanksgiving Recess

**Week 13: Current Regulatory Issues in Pharmacoepidemiology & Chancellor's Perspective – November 29-December 5, 2021**

- Lectures - Asynchronous:
  - Real-World Evidence in Drug Regulation (Mary Beth Ritchey)
  - Labelling Extensions – Using Old Drugs for New Indications (Mary Beth Ritchey)
  - Regulatory Decision Making and Pharmacoepidemiology (Mary Beth Ritchey)

- Assigned Readings Due:
  - Textbook of Pharmacoepidemiology:
    - Chapter 5: When should one perform pharmacoepidemiology studies?
    - Chapter 6: Views from academia, industry, regulatory agencies, and the legal system
  - Framework for FDA’s Real-World Evidence Program, December 2018 – Available at: [https://www.fda.gov/media/120060/download](https://www.fda.gov/media/120060/download)

- Live Session, In-person (December 1, 2021):
  - A Perspective on Pharmacoepidemiology (Brian Strom)
  - Review of Asynchronous Lectures – Q & A
  - In-class activity (TBD)
  - Final Project – Q & A
Assignments Due:
  - None

Week 14: Advanced Topics – Issues with Bias – December 6-12, 2021

- Lectures - Asynchronous:
  - TBD

- Assigned Readings Due:
  - TBD

- Live Session (December 8, 2021):
  - TBD

- Assignments Due:
  - Final Project Paper due December 8, 2021

Week 15: Additional Advanced Topics – December 13-15, 2021

- Lectures - Asynchronous:
  - TBD

- Assigned Readings Due:
  - TBD

- Live Session (December 15, 2021):
  - TBD

- Assignments Due:
  - None

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

Syllabus Addendum: Remote Learning Policies – FOR REMOTE COURSES
As you know, we are engaged in this course under extraordinary circumstances. Not only are we now conducting the class remotely, but 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; these policies apply to the Fall 2021 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 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