

Course Title:	Cancer Prevention and Control: Behavioral Science Perspectives
Course Number:	SBHS 0675
Course Pre- and Co-requisite(s):	SBHS Core, Epidemiology Core
Course Location:	Rutgers School of Public Health 683 Hoes Lane West, Room 3A
Course Date & Time:	Tuesday 3:00-5:00pm
Course Instructor:	Stacy N. Davis, PhD, MPH, Instructor Social and Behavioral Health Sciences Department of Health Behavior, Society and Policy Rutgers School of Public Health, 683 Hoes Lane West, Room 320 Stacy.davis@rutgers.edu 732-235-5619
Office Hours:	Tuesday 2:00- 2:45 pm; By Appointment
Course Website:	canvas.rutgers.edu
Required Course Text:	None
Suggested Course Text:	Miller, S.M., Bowen, D.J., Croyle, R.T., & Rowland, J.H. (Eds.) (2008). <i>Handbook of Cancer Control and Behavioral Science: A Resource for Researchers, Practitioners, and Policymakers</i> ISBN: 978-1-4338-0358-1, Washington, D.C.: APA

Additional Readings: See required readings listed for each weekly class session. Readings will be available on Canvas

Course Description: This seminar-style course provides students with an overview of behavioral and psychosocial issues that span the cancer control continuum (prevention, early detection, diagnosis, treatment, and survivorship).

Lessons regarding behavior change, social determinants of cancer, health disparities, public health policy and community-based interventions can be garnered from the study of the cancer epidemic and cancer control efforts. Topics to be addressed in this course will include but are not limited to: tobacco use, skin cancer prevention, issues in cancer screening, risk communication, psychosocial responses to diagnosis and treatment, and survivorship. A seminar-style course is intended to be a collaborative experience. Students must be active participants and take responsibility for producing and contributing to discussions. The success of the course depends both on your willingness to complete the reading and assignments on time and your eagerness to participate.

Selected Concentration Competencies Addressed: Each Department identifies competencies for each degree offered. The competencies addressed in this course for the MPH and PhD for the Social and Behavioral Health Sciences include:

1. Participate in formulation of public health policy, with regard to health education and promotion principles and practices;
2. Assess and delineate health education and promotion needs of diverse populations using a variety of techniques;
3. Develop and critique health education materials, methods and programs
4. Demonstrate ability to critically analyze and interpret the scientific literature

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. Describe major behavioral risk factors for several common cancers and evaluate trends in the cancer epidemic
2. Highlight the role of behavior in cancer prevention and control
3. Identify critical behavioral components of the cancer control continuum
4. Identify disparities in cancer and behavioral risk factors that exist throughout the cancer control continuum
5. Critically evaluate the literature and examine current controversies in cancer prevention and control

Course Requirements and Grading:

Seminar Presentations	20%	50 pts.
Weekly Reflections	20%	50 pts.
Final Project Presentation	25%	62.5 pts
Final Project Paper	25%	62.5 pts
<u>Class Participation & Attendance</u>	<u>10%</u>	<u>25 pts</u>
<i>Total:</i>	<i>100%</i>	<i>250 pts</i>

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

On occasion, you might desire clarification as to why your exam was graded a certain way or why you may have lost points on one of the assignments. I would be happy to talk about these issues during my office hours or a mutually arranged appointment. I will often ask students to write out their concerns before we sit down together so that the issue is clear for both of us.

Seminar Presentations

The purpose of the seminar presentations is to gain knowledge and to stimulate discussion of issues in cancer prevention and control. For most seminar sessions, selected readings are assigned to everyone to read and other articles are assigned to each group. A representative from each group

will present and critique the group's assigned article. Over the course of the semester, students are expected to make an equal (or a nearly equal) number of seminar presentations. Students are also expected to contribute to each class discussion.

Seminar Presentation Guidelines: Do the impossible. Briefly tell us what we should know about the article(s). **You have ten* minutes to present.** You don't have time to present every detail. Focus on the most important issues. You don't need props or power points for your presentations. Grading will be based 80% on quality of content (how well you described and critiqued the article) and 20% on quality of presentation (clarity, organization, style).

Here are key issues to consider:

1. *Basic Facts*
Who did the study, when, where? What kind of a study was it -- case/control, randomized controlled trial, etc? How big was it? Who paid for it?
2. *Purpose*
What is/are the main point(s) of the study? What is/are the main hypothesis or hypotheses?
3. *Results*
What are the most important findings?
4. *Good, Bad, Ugly*
What are the study's major strengths and weaknesses?
5. *Punch Line*
Given the above, what is the study's conclusion and do you buy it?
6. *Why Should We Care?*
What is the study's and or result's relevance for cancer prevention and control? Or, why did we have you read this?
7. *What else?*
Please conclude with a good discussion question.

Most but not all articles will lend themselves to the above outline. Some articles will more closely resemble review or data summary articles rather than analytic studies. Do the best you can. And, whenever possible, resist the temptation to conclude with "more research is needed."

Weekly Assignment

In order to demonstrate familiarity with the material and help guide the seminar discussion, each student will submit a one page (double-spaced) written assignment, no later than 9am on the day of class. The assignment should include at least 2 paragraphs and describe one or more issues that you found interesting or perplexing in the readings. Follow this up with one or more questions that you would like to see discussed during class related to the week's topic that is not answered in the required readings. The question(s) can relate to anything covered in the readings or anything related to the topic that was not adequately addressed in the readings. These weekly assignments will be used to direct and promote class discussion, so please be prepared to discuss the issues addressed in your assignment.

The assignment should include insightful and pertinent reflections on the course material and topic. Please make every effort not to simply summarize the readings as you prepare your reflections and discussion statements. Rather, share what you found to be interesting, surprising, or perplexing. To get started thinking about the reading materials, you might ask yourself questions such as: What data was most interesting and why? How did the readings change my understanding of the topic or issue? How do the materials relate to other topics we've covered in the course

Final Project

Students are required to deliver an oral presentation and prepare a position paper on a cancer prevention and control topic. The topic can be of your own choosing (with instructor approval) or from a list provided. You will choose a position on the topic and build a case for your position using the research literature. Sources/references must be peer-reviewed publications or governmental reports. Deliverables will include a class presentation and the written paper. An effective position paper would range from 9 to 11 pages in length (does not include references). The paper should be double spaced with 12-point font and 1-inch margins. Please follow the reference format used by the American Journal of Public Health. Follow the paper structure guidelines from Xavier University with respect to the content of the paper (i.e., introduction, body, conclusion) (http://www.xavier.edu/library/help/position_paper.pdf). General comments to consider as you write your position paper:

1. Provide a context. Provide information and discussion that will convince the reader of your topic's importance. For example, this information might include its public health impact because of disease rates or prevalence of risk factors.
2. The literature you include in paper should provide both a comprehensive and a pertinent look at prior work that is relevant to your topic. It is important to cite and discuss the right articles.
3. Analysis of the literature acknowledges that no single study is perfect so a consideration of the strengths and weaknesses of the body of literature is warranted.
4. Be sure to conclude your paper with a summary of what you consider the critical points for moving this issue forward.
5. Organize your comments on the literature in a logical and sequential fashion! A simple recitation of "one study showed this and another study showed that" is insufficient.

ATTENDANCE AND PARTICIPATION: Students are expected to arrive promptly and attend every class. Classes missed will result in points deducted from the Attendance portion of your grade. Late arrivals will also affect the Attendance portion of the grade. In the event of an emergency or illness requiring you to miss class, let me know by email (stacy.davis@rutgers.edu) prior to class.

Each student is also encouraged to participate fully in all class discussions, especially in discussions related to the readings, lecture notes and class/online activities. You can actively participate in class by responding to the Professor's questions during lecture, working with partners as needed, and asking thoughtful questions as they may arise. A lack of class participation may negatively impact your grade. Clearly if you do not attend class, you will also miss opportunities to participate. Students are also encouraged to participate in online activities that will be assigned to supplement lectures and assigned readings.

Course Schedule:

Week 1 – January 22, 2019

Introduction to Cancer Prevention and Control, Part 1

Everyone

- *Cancer Facts & Figures 2017. Atlanta: American Cancer Society.*

Week 2 – January 29, 2019

Introduction to Cancer Prevention and Control, Part 2

Everyone

- Miller et al. (2008), Chapters 1–3
- NCI Cancer Trends Progress Report. Trends at a glance. <https://progressreport.cancer.gov/trends>
- *Lay Article: We Won't Cure Cancer – NYTIMES article*

GRP 1: Colditz GA, Wolin KY, Gehlert S. Applying what we know to accelerate cancer prevention. *Sci Transl Med.* 2012 Mar 28;4 (127):127rv4.

GRP 2: Mariotto AB, Yabroff KR, Shao Y, Feuer EJ, Brown ML. Projections of the cost of cancer care in the United States: 2010-2020. *J Natl Cancer Inst.* 2011 Jan 19;103(2):117-28.

GRP 3: Vineis P, Wild CP. Global cancer patterns: causes and prevention. *Lancet.* 2014 Feb 8;383(9916):549-57.

Week 3 – February 5, 2019

Topic: Cancer Disparities in the United States

Everyone

- Aizer AA, Wilhite TJ, Chen MH, Graham PL, Choueiri TK, Hoffman KE, Martin NE, Trinh QD, Hu JC, Nguyen PL. Lack of reduction in racial disparities in cancer-specific mortality over a 20-year period. *Cancer.* 2014 May 15;120(10):1532-9.
- Jones CP. Levels of racism: a theoretic framework and a gardener's tale. *Am J Public Health.* 2000 Aug;90(8):1212.
- *Lay Article: Wider Racial Gap Found in Cervical Cancer Deaths- New York Times article- 01/23/2017*

GRP 4: Grubbs SS, Polite BN, Carney J, Bowser W, Rogers J, Katurakes N, Hess P, Paskett ED. Eliminating racial disparities in colorectal cancer in the real world: it took a village. *J Clin Oncol.* 2013 Jun 1;31(16):1928-30

GRP 1: Valdovinos C, Penedo FJ, Isasi CR, et al. Perceived discrimination and cancer screening behaviors in US Hispanics: the Hispanic Community Health Study/Study of Latinos Sociocultural Ancillary Study. *Cancer Causes Control.* 2016 Jan;27(1):27-37.

GRP 2: Emerson MA, Banegas MP, Chawla N, et al. Disparities in Prostate, Lung, Breast, and Colorectal Cancer Survival and Comorbidity Status among Urban American Indians and Alaskan Natives. *Cancer Res.* 2017 Dec 1;77(23):6770-6776.

Week 4 – February 12, 2019

Guest Lecturer: Jerod Stapleton, PhD

Topic: Skin Cancer Prevention and Control

Everyone

- Stapleton, J. L., Manne, S. L., Darabos, K., Greene, K., Ray, A. E., Turner, A. L., & Coups, E. J. (2015). Randomized controlled trial of a web-based indoor tanning intervention: Acceptability and preliminary outcomes. *Health Psychology, 34*(S), 1278.
- Stapleton, J. L., Hillhouse, J., Levonyan-Radloff, K., & Manne, S. L. (2017). Review of Interventions to Reduce Ultraviolet Tanning: Need for Treatments Targeting Excessive Tanning, An Emerging Addictive Behavior.
- Gershenwald, J. E., & Guy, G. P. (2016). Stemming the rising incidence of melanoma: calling prevention to action. *JNCI: Journal of the National Cancer Institute, 108*(1).
- Stapleton, Jerod L., et al. "Healthy Body Image Intervention Delivered to Young Women via Facebook Groups: Formative Study of Engagement and Acceptability." *JMIR research protocols 7.2* (2018).

GRP 3: Holman DM, Fox KA, Glenn JD, Guy GP, Watson M, Baker K, Cokkinides V, Gottlieb M, Lazovich D, Perna FM, Sampson BP, Seidenberg AB, Sinclair C, Geller AC. Strategies to reduce indoor tanning: current research gaps and future opportunities for prevention. *Am J Prev Med 2013;44*(6):672-681.

Week 5 – February 19, 2019

Topic: Early Detection and Screening (part 1)

Everyone

- Smith RA, Andrews KS, Brooks D, et al. Cancer screening in the United States, 2017: A review of current American Cancer Society guidelines and current issues in cancer screening. *CA Cancer J Clin. 2017;67*(2):100-21.
- Lay Article: Feel Good War on Breast Cancer By: Peggy Orenstein. *NY Times. 4/25/2013*
- Jones CP. Systems of power, axes of inequity: parallels, intersections, braiding the strands. *Medical Care. 2014 Oct;52*(10 Suppl 3):S71-5.

GRP 4: Barry MJ, Wexler RM, Brackett CD, Sepucha KR, Simmons LH, Gerstein BS, Stringfellow VL, Fowler FJ Jr. Responses to a Decision Aid on Prostate Cancer Screening in Primary Care Practices. *Am J Prev Med. 2015 Oct;49*(4):520-5.

GRP 1: Wegwarth O, Schwartz LM, Woloshin S, Gaissmaier W, Gigerenzer G. Do physicians understand cancer screening statistics? A national survey of primary care physicians in the United States. *Ann Intern Med. 2012 Mar 6;156*(5):340-9. (9 pg)

GRP 2: Elstad EA, Sheridan SL, Lee JG, Rini C, Earp JA, Brewer NT. Have screening harms become newsworthy? News coverage of prostate and colorectal cancer screening since the 2008 USPSTF recommendation changes. *J Behav Med. 2014 Dec;37*(6):1242-51. (9pg)

Week 6 – February 26, 2019

Guest Lecturer: Jennah Sontag, PhD

Topic: Tobacco Prevention and Control

Everyone

- Frieden TR and Blakeman DE. The dirty dozen: 12 myths that undermine tobacco control. *Am J Public Health. 2005;95*(9):1500-5.
- Glynn T, Seffrin JR, Brawley OW, Grey N, Ross H. The Globalization of Tobacco Use: 21 Challenges for the 21st Century. *CA Cancer J Clin. 2010;60*:50–61.
- Scott Gottlieb, M.D., and Mitchell Zeller, J.D. A Nicotine-Focused Framework for Public Health. *N Engl J Med 2017; 377*:1111-1114 September 21, 2017 DOI: 10.1056/NEJMp1707409

GRP 3: Foulds J, Ramstrom L, Burke M, and Fagerstrom K. Effect of Smokeless Tobacco (snus) on Smoking and Public Health in Sweden. *Tobacco Control*. 2003;12:349-359.

Week 7- March 5, 2019

Guest Lecturer: Jesse Plascak, PhD

Topic: Socio-physical Environmental Correlates of Cancer

Everyone

- Katz, M. L., Young, G. S., Reiter, P. L., Pennell, M. L., Plascak, J. J., Zimmermann, B. J., ... & Paskett, E. D. (2017). Process Evaluation of Cancer Prevention Media Campaigns in Appalachian Ohio. *Health promotion practice*, 18(2), 201-210.
- Plascak, J. J., Llanos, A. A., Pennell, M. L., Weier, R. C., & Paskett, E. D. (2014). Neighborhood factors associated with time to resolution following an abnormal breast or cervical cancer screening test. *Cancer Epidemiology and Prevention Biomarkers*.
- Molina, Y., Plascak, J. J., Patrick, D. L., Bishop, S., Coronado, G. D., & Beresford, S. A. (2017). Neighborhood predictors of mammography barriers among US-based Latinas. *Journal of racial and ethnic health disparities*, 4(2), 233-242.

GRP 4: Akinyemiju TF, Soliman AS, Johnson NJ, et al. Individuals and neighborhood socioeconomic status and healthcare resources in relation to black-white breast cancer survival disparities. *J Cancer Epidemiol*. 2013;2013:490472. doi: 10.1155/2013/490472

Week 8 – March 12, 2019

Guest Lecturer: Julia Bryan, PhD

Topic: HRSA efforts to increase prevention and early detection

Everyone

- Braveman, P. (2014). What are health disparities and health equity? We need to be clear. *Public Health Reports*, 129(1_suppl2), 5-8. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3863701/>
- Proser, M., Bysshe, T., Weaver, D., & Yee, R. (2015). Community health centers at the crossroads: Growth and staffing needs. *Jaapa*, 28(4), 49.
- Weiner, B. J., Rohweder, C. L., Scott, J. E., Teal, R., Slade, A., Deal, A. M., ... & Wolf, M. (2017). Using Practice Facilitation to Increase Rates of Colorectal Cancer Screening in Community Health Centers, North Carolina, 2012-2013: Feasibility, Facilitators, and Barriers. *Preventing chronic disease*, 14, E66-E66.

GRP 1: Martinez-Gutierrez, J., Jhingan, E., Angulo, A., Jimenez, R., Thompson, B., & Coronado, G. D. (2013). Cancer screening at a federally qualified health center: a qualitative study on organizational challenges in the era of the patient-centered medical home. *Journal of immigrant and minority health*, 15(5), 993-1000.

GRP 2: Lasser, K. E., Murillo, J., Lisboa, S., Casimir, A. N., Valley-Shah, L., Emmons, K. M., ... & Ayanian, J. Z. (2011). Colorectal cancer screening among ethnically diverse, low-income patients: a randomized controlled trial. *Archives of internal medicine*, 171(10), 906-912.

Week 9 - March 19, 2019 -- SPRING BREAK

Week 10 – March 26, 2019

Guest Lecturer: Adana Llanos, PhD

Topic: Breast Cancer Epidemiology

There are no group presentations today.

Project Presentation and Paper sent to Dr. Davis via EMAIL for approval

Everyone

- Llanos, A. A., Rabkin, A., Bandera, E. V., Zirpoli, G., Gonzalez, B. D., Xing, C. Y., ... & Ambrosone, C. B. (2017). Hair product use and breast cancer risk among African American and white women. *Carcinogenesis*, 38(9), 883-892.
- Bethea, T. N., Rosenberg, L., Hong, C. C., Troester, M. A., Lunetta, K. L., Bandera, E. V., ... & Palmer, J. R. (2015). A case-control analysis of oral contraceptive use and breast cancer subtypes in the African American Breast Cancer Epidemiology and Risk Consortium. *Breast Cancer Research*, 17(1), 22.

Week 11 – April 2, 2019

Guest Lecturer: Jennifer Tsui, PhD

Topic: Healthcare delivery across the cancer continuum

Everyone

- Abdelsattar, Z. M., Hendren, S., & Wong, S. L. (2017). The impact of health insurance on cancer care in disadvantaged communities. *Cancer*, 123(7), 1219-1227.
- Tsui, J., DeLia, D., Stroup, A. M., Nova, J., Kulkarni, A., Ferrante, J. M., & Cantor, J. C. (2018). Association of Medicaid enrollee characteristics and primary care utilization with cancer outcomes for the period spanning Medicaid expansion in New Jersey. *Cancer*.
- American Society of Clinical Oncology. (2017). The state of cancer care in America, 2017: A report by the American Society of Clinical Oncology. *Journal of Oncology Practice*.
- Taplin, S. H., Anhang Price, R., Edwards, H. M., Foster, M. K., Breslau, E. S., Chollette, V., ... & Zapka, J. (2012). Introduction: understanding and influencing multilevel factors across the cancer care continuum. *Journal of the National Cancer Institute Monographs*, 2012(44), 2-10.
- NYTimes Article: In Cancer Trials, Minorities Face Extra Hurdles.

GRP 3: Pollack CE, Bekelman JE, Liao KJ, et al. Hospital racial composition and the treatment of localized prostate cancer. *Cancer*. 2011;117:5569-78.

Week 12 – April 9, 2019

Guest Lecturer: Denalee O'Malley, PhD

Topic: Psychosocial Impact of Cancer

Everyone

- Institute of Medicine. 2008. *Cancer Care for the Whole Patient: Meeting Psychosocial Health Needs*. Washington, DC: The National Academies Press. <https://doi.org/10.17226/11993>.
 - IOM report *Cancer Care for the Whole Patient* (pg. 1-21)
 - First Chapter (pg. 22-49)
- O'Malley, D. M., Hudson, S. V., Ohman-Strickland, P. A., Bator, A., Lee, H. S., Gundersen, D. A., & Miller, S. M. (2014). Follow-up care education and information: identifying cancer survivors in need of more guidance. *Journal of Cancer Education*, 31(1), 63-69.
- Hopko DR, Armento ME, Robertson SM, et al. Brief behavioral activation and problem-solving therapy for depressed breast cancer patients: randomized trial. *J Consult Clin Psychol*. 2011;79(6):834-49. doi: 10.1037/a0025450.

GRP 4: Reeve BB, Stover AM, Jensen RE, Chen RC, Taylor KL, Clauser SB, Collins SP, Potosky AL. Impact of diagnosis and treatment of clinically localized prostate cancer on health-related quality of life for older Americans. *Cancer*. 2012 Nov 15;118(22):5679-87.

Week 13 – April 16, 2019

Guest Lecturer: Katie Devine, PhD

Topic: Pediatric and Adolescent Cancer

There are no group presentations today.

Everyone

- Mouw, MS, Wertman, EA, Barrington C, Earp JAL. J Adolesc Young Adult Oncol. Care Transitions in Childhood Cancer Survivorship: Providers' Perspectives. 2016 Aug 3. [Epub ahead of print].
- Ford, J. S., Barnett, M., & Werk, R. (2014). Health behaviors of childhood cancer survivors. *Children*, 1(3), 355-373.
- Barnes, M. J. (2015). Strategies to promote regular exercise in adolescent and young adult cancer survivors.

Week 14 – April 23, 2019

****CLASS PRESENTATIONS****

Week 15 – April 30, 2019

Self-Guided Study

*Please select a topic to read this week. Your weekly assignment should include your opinion and reflections on **papers within your chosen topic area**. As a result your weekly assignment should be **between 2-3 pages**. Please email your weekly assignments Tuesday Apr 30 at 9am.*

Topic 1: Diet, physical activity, and weight

- Valle CG, Deal AM, Tate DF. Preventing weight gain in African American breast cancer survivors using smart scales and activity trackers: a randomized controlled pilot study. *J Cancer Surviv*. 2017 Feb;11(1):133-148.
- Massetti GM, Dietz WH, Richardson LC. Excessive Weight Gain, Obesity, and Cancer: Opportunities for Clinical Intervention. *JAMA*. 2017 Nov 28;318(20):1975-1976.
- Calle EE, Rodriguez C, Walker-Thurmond K, Thun MJ. Overweight, obesity, and mortality from cancer in a prospectively studied cohort of US adults. *N Engl J Med*. 2003 Apr 24;348(17):1625-38.

Topic 2: HPV Vaccine

- Gilkey MB, Malo TL, Shah PD, Hall ME, Brewer NT. Quality of physician communication about human papillomavirus vaccine: findings from a national survey. *Cancer Epidemiol Biomarkers Prev*. 2015 Nov 1;24(11):1673-9.
- Brewer, N. T., Hall, M. E., Malo, T. L., Gilkey, M. B., Quinn, B., & Lathren, C. (2017). Announcements versus conversations to improve HPV vaccination coverage: a randomized trial. *Pediatrics*, 139(1), e20161764.
- Dunn AG, Surian D, Leask J, Dey A, Mandl KD, Coiera E. Mapping information exposure on social media to explain differences in HPV vaccine coverage in the United States. *Vaccine*. 2017 May 25;35(23):3033-3040

Week 16 – May 7, 2019 – READING DAY

Week 17 – May 14, 2019

****FINAL PAPERS DUE!****

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.

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](https://sph.rutgers.edu/academics/school-calendar.html) 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](https://sph.rutgers.edu/academics/school-calendar.html) 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/school-calendar.html