

**Course Title:** Public Health and Health Disparities  
**Course Number:** URHA:0621  
**Course Location:** One Riverfront Plaza, Suite 1020, room 1023, Newark, NJ 07102  
**Course Date & Time:** Tuesday 3:00 – 5:00  
**Course Instructor:** Teri E. Lassiter, PhD, MPH  
Assistant Professor  
Rutgers School of Public Health  
One Riverfront Plaza, room 1014  
Newark, NJ 07102  
  
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**Office Hours:** **By appointment only**

**Course Website:** <https://rutgers.instructure.com/courses/26050>

**Required Course Text:**

Barr, D.A. (2019). *Health disparities in the United States: Social class, race, ethnicity, and the social determinants of health, 3<sup>rd</sup> Edition*. Baltimore, MD: Johns Hopkins University Press.  
ISBN#: 978-1421432588

Amazon.com  
Kindle: \$34.99  
Paperback: \$57.95

Barnes & Noble  
Paperback: \$57.95

Johns Hopkins University Press  
E-book: \$57.95  
Paperback: \$57.95

**Course Description:** As members of the public health community we have a role to play in shaping how people think about and work to eliminate health disparities. This course examines how social, economic, environmental, cultural, and lifestyle factors contribute to differences in morbidity and mortality in racial and ethnic minorities and the medically underserved. We will also examine social determinants of population health.

Instruction will include pre-class assigned readings and activities; a final project that will allow participants to apply this knowledge to address a health disparity issue of their choice; and a Photovoice project that will allow students to explore health disparities in their community.

**Selected Concentration Competencies Addressed:**

Each Concentration identifies competencies for each degree offered. The competencies addressed in this course for the MPH in Urban-Global Public Health include:

1. Analyze the role of individual, biological, social, economic, political, and environmental factors that influence the health status of urban populations;
2. Use relevant sources (including public health literature and qualitative and quantitative data) to identify the health status and disparities in urban populations and communities;
3. Examine the characteristics, unique health challenges, and opportunities of urban populations and communities.
4. Apply methods to develop and assess programs and strategies that protect or endanger the health and well-being of urban populations

Please visit the Concentration webpages on the School of Public Health's website at [sph.rutgers.edu](http://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. To understand the historical development of systems of racial classification and their use in scientific inquiry and public policy.
- b. Articulate complex relationships between race, socioeconomic status, psychosocial and cultural factors and how these relationships underlie health disparities.
- c. Assess the impact of health care access and quality on health status and health disparities.
- d. To examine potential strategies for better understanding health disparities and working toward health equity.

**Course Requirements and Grading:**

**Assignments**

**Weekly Readings**

Weekly reading assignments are listed on the course syllabus. Links have been provided for all articles, reports, and websites that are required for the weekly reading assignments. If you discover that one of the links is not working, please notify me immediately. The links were current as of August 31, 2019.

Consider the following as you complete the readings so that you are prepared to discuss them in class:

1. What are the main questions the author is posing?
2. What is the methodology?
3. What are the main conclusions?
4. Do you agree or disagree with the conclusions?
5. What additional questions does the article raise?

**All readings are mandatory and must be read prior to each class. Lectures are not meant to substitute the reading materials.**

**All written assignments for this class are to be submitted electronically through the course page in Canvas using Microsoft Word and following APA formatting. All references and in text citations must use APA format only (pay particular attention to how to cite internet sources). Correct use of APA formatting is part of your grade for written assignments. The assignments should have a one inch -margin on all sides, double spaced, and use 11 point font size. Recommended fonts are Arial, Calibri or Times New Roman.**

**LATE ASSIGNMENTS WILL NOT BE ACCEPTED.**

### **Semester Project**

#### **Community Health Needs Assessment – Health Care Foundation of the Oranges, Inc. – Group Assignment**

For this assignment you will work in teams to conduct a portion of a Community Health Needs Assessment (CHNA) for the Health Care Foundation of the Oranges, Inc., an independent non-profit, community-based healthcare foundation.

The Health Care Foundation of the Oranges, Inc., formerly the Foundation for East Orange General Hospital, was formed in 2016 as a result of the sale of East Orange General Hospital Inc. to a for-profit entity. Through their partnerships, they seek to provide a multitude of resources that will improve the overall emotional, mental and physical health of individuals. Their partners include local government agencies, faith-based, and community-based organizations. It is their vision that their shared initiatives will have a beneficial and lifelong impact on the individuals in the communities that they serve.

Their mission is to promote healthcare awareness, education and funding for healthcare initiatives within their service area. It is their goal to improve the overall health of individuals in the communities that they serve.

The Health Care Foundation of the Oranges serves and supports healthy initiatives in East Orange, Orange, Irvington, along with the South & West Wards of Newark.

The Foundation, based upon local, county and national data identified via the 2016 CHNA conducted by East Orange General Hospital; annual (2016-2019) county health indicator data provided by County Health Rankings & Roadmaps (A Robert Wood Johnson Foundation Program) and recommendations from the 2014 Commission to 'Build a Healthier America have intentionally guided the Foundation to request research and exploration of the following areas of the social determinants of health (SDOH):

- Economic Stability
- Education
- Social and Community Context
- Health and Health Care
- Neighborhoods and the Built Environment

A community health needs assessment (CHNA) is vital to identifying the health concerns of communities, to learn about the factors that influence their health and the assets, resources, and challenges that impact those factors. For your Semester Project, you will be conducting a literature review on your SDOH and researching what resources are available in the state, county and city of interest. The “needs” have been identified by the Foundation, you are responsible for finding the “answers” to address the needs.

For each SDOH, specific topic areas have been selected by the Foundation for this project. Groups and topics will be assigned on the Tuesday, September 3, 2019, the first night of class.

#### Assignment 1:

Conduct a literature review focusing on the SDOH and health disparities associated with the SDOH and the effects it has on the city targeted for your project.

#### Assignment 2:

Conduct an internet search to identify agencies (federal, state, county and local), community based organizations and resources that provide services associated with your SDOH.

From you findings, develop a resource guide that the Foundation can use with its stakeholders to address the SDOH and disparities in the communities that they serve.

#### Assignment 3:

Create an executive summary of your needs assessment. The summary should include an overview of your city, including basic demographic information, relevant issues associated with your SDOH and disparities, and your recommendations for future work.

#### Assignment 4:

PowerPoint presentation.

### Examples of Community Resource Guides

- The New Jersey Institute for Social Justice Presents: The Community Resource Guide Newark  
[https://d3n8a8pro7vhmx.cloudfront.net/njsi/pages/663/attachments/original/1502899437/Newark\\_Community\\_Resource\\_Guide.pdf?1502899437](https://d3n8a8pro7vhmx.cloudfront.net/njsi/pages/663/attachments/original/1502899437/Newark_Community_Resource_Guide.pdf?1502899437)
- The Newark Public School’s Community Resource Directory  
<http://2bts4h291awtkk3wa2tmsyy1.wpengine.netdna-cdn.com/wp-content/uploads/2014/08/communityresourcedirectory.pdf>
- East Harlem Community Resource Guide  
<https://www1.nyc.gov/assets/doh/downloads/pdf/dc/east-harlem-resource-guide.pdf>

### Strategies for Reducing Health Disparities

<https://www.cdc.gov/mmwr/volumes/65/su/pdfs/su6501.pdf>

## Photovoice Project

For this assignment, you will need to use a camera; the camera on your phone will due.

The purpose of this assignment is for you to gain a better understanding of health disparities in the communities where you live, work and/or socialize.

1. You are to take no more than five (5) pictures depicting a health disparity that you see in the course of your everyday life. The pictures can focus on one or several themes that you feel impact the area where they are taken. Once you have taken the pictures, write a three (3) page reflective paper about what you have seen, please include the pictures in your paper.
  - a. How does what you have seen affect the area where the pictures were taken?
  - b. What did you learn from taking the pictures?
  - c. How did you feel while you were in the area?
  - d. If you were to advocate to change the problem seen in your pictures, how would you communicate this to local officials?

**MAKE SURE THAT YOU ARE IN A SPACE PLACE WHEN TAKING THESE PICTURES.**

**DO NOT ENTER DANGEROUS PLACES/SITUATIONS. BEFORE YOU CHOOSE A PLACE TO TAKE YOUR PICTURES ASK YOURSELF IF THE LOCATION POSES A RISK TO YOU AND IS IT A DNAGEROUS LOCATION.**

**DO NOT TAKE PICTURES OF PEOPLE'S FACES! YOU DO NOT WANT TO INVADE ANYONE'S PRIVACY!**

**DO NOT BECOME INVOLVED WITH ANY LAW ENFORCEMENT OR ILLEGAL ACTIVITIES WHILE TAKING THESE PICTURES.**

**TAKE THE PICTURES DURING DAYLIGHT HOURS ONLY!**

2. Each student will present a picture from their Photovoice project. Presentations will be 5 minutes. You are expected to explain why you selected the picture and its relationship to health disparities.

Please submit your picture to me no later than Monday, December 16, 2019.

## Journal Club

The purpose of the journal club is to develop your ability to lead a discussion, to critique the literature, and to learn how to communicate ideas. This will take place during last 30 minutes of each class will be devoted to a student-led journal club. During this time, the class will collectively examine the contents and implications of one or more of the assigned readings. Each student will be responsible for facilitating or co-facilitating a journal club. You are to review the syllabus and select the week that you want to facilitate no later than the second class.

You will need to identify an article associated with topic of the week you have selected to facilitate. You will be responsible for disseminating the article to the professor and the members of the class the week prior to your Journal Club. You are expected to provide a brief overview of the article and then lead the class discussion. You are responsible for providing the class with a brief summary of the article, focusing on the main concepts and ideas, as well as providing a critical analysis.

Prior to class, you are to provide your classmates and the professor with at least three (3) questions that will be used to guide the discussion. The questions are to be submitted using the Canvas email.

### On-Line 30

On-line 30 assignments are listed on the syllabus.

### Grading

1. Semester Project	
a. Assignment 1	20 pts.
b. Assignment 2	20 pts.
c. Assignment 3	25 pts.
d. Assignment 4	10 pts.
2. Photovoice	10 pts.
3. Journal Club	10 pts.
4. Class Participation	<u>5 pts.</u>
<b>Total</b>	<b>100 pts.</b>

### Links to Course Competencies and Objectives

Competency	Course Objectives(s)	Lessons	Assessment(s)
1	b, c	2, 3, 10	Journal Club, Semester Project, Photovoice, On-line 30
2	b, c, d	4, 5, 6, 7, 8, 9	Journal Club, Semester Project, On-line 30
3	b, c	4, 9, 11	Photovoice, On-line 30
4	c, d	12	Semester Project

### 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:**

<b>Week</b>	<b>Assigned Readings</b>	<b>Assignments</b>	<b>Online 30</b>
	<b>Week 1</b>		
09/03/2019 Course Overview	<b>Overview of the Course and Course Requirements</b> <b>Discuss semester projects</b> Leslie Eaddy, MPH Brielle Gray-Armstrong Health Care Foundation of the Oranges, Inc.	Complete the reading assignments for Week 2.	
	<b>Week 2</b>		
09/10/2019 Introduction to Health Disparities/ Determinants of Health	<b>Textbook:</b> Barr, Chapter 1: Introduction to the Social Roots of Health Disparities Barr, Chapter 2: What is "Health"? How should We Define It? How Should We Measure It? <b>Article:</b> Byrd, W.M., & Clayton, L.A. (2003). Racial and ethnic disparities in healthcare: A background and history. In National Research Council (Ed.), <i>Unequal treatment: Confronting racial and ethnic disparities in health care</i> (pp. 455-527). Washington, DC: The National Academies Press. <a href="http://www.nap.edu/catalog/10260.html">http://www.nap.edu/catalog/10260.html</a> (click on hyperlink choose "Download Free PDF," select "Download PDF (Chapters)" and open the assignment.	Complete the reading assignments for Week 3. Complete On-line 30 assignment for week 3.	
	<b>Week 3</b>		
09/17/2019 Race and Ethnicity	<b>Textbook:</b> Barr, Chapter 5: Race, Ethnicity, & Health, pp. 103-130.	Complete the reading assignments for Week 4. Complete On-line 30 assignment for week 4. Semester Project Assignment 1 due.	<b>Videos:</b>  <b>For each of these videos, write a 250 word reflection paper.</b>  Unnatural Causes Episode 3: Becoming American  <a href="https://rutgers.kanopy.com/video/becoming-american">https://rutgers.kanopy.com/video/becoming-american</a>  Episode 4: Bad Sugar <a href="https://rutgers.kanopy.com/video/bad-sugar">https://rutgers.kanopy.com/video/bad-sugar</a>
	<b>Week 4</b>		
09/24/2019 Maternal Child Health	<b>Guest Speaker</b>  Ilise Zimmerman President and Chief Executive Officer	Complete the reading assignments for Week 5.	Unnatural Causes Episode 2: When the Bough Breaks

Week	Assigned Readings	Assignments	Online 30
	<p>Partnership for Maternal and Child Health of Northern New Jersey</p> <p><b>Articles:</b></p> <p>Advocates for children of New Jersey. (2019). Newark kids count, 2019. <a href="https://acnj.org/kids-count/newark-kids-count/">https://acnj.org/kids-count/newark-kids-count/</a></p> <p>Taylor, J., Novoa, C., Hamm, K., &amp; Phadke, S. (2019). Eliminating racial disparities in maternal and infant mortality: A comprehensive policy blueprint. Center for American Progress. <a href="https://www.americanprogress.org/issues/women/reports/2019/05/02/469186/eliminating-racial-disparities-maternal-infant-mortality/">https://www.americanprogress.org/issues/women/reports/2019/05/02/469186/eliminating-racial-disparities-maternal-infant-mortality/</a></p>	<p>Complete On-line 30 assignment for week 5.</p>	<p><a href="https://rutgers.kanopy.com/video/when-bough-breaks-0">https://rutgers.kanopy.com/video/when-bough-breaks-0</a></p>
<b>Week 5</b>			
<p>10/01/2019 Socioeconomic Status</p>	<p><b>Textbook:</b></p> <p>Barr, Chapter 4 Understanding How Low Social Status Leads to Poor Health pp. 64-102 Barr, Chapter 6 Race/Ethnicity, socioeconomic Status, and Health: Which is more Important in Affecting Health Status? pp. 131-167.</p>	<p>Complete the reading assignments for Week 6. Complete On-line 30 assignment for week 6.</p>	<p><b>Video:</b> <b>After watching the film, write a 300 word paper discussing the impact of socioeconomic status on a person's health.</b></p> <p>Unnatural Causes Episode 1: In Sickness and in Wealth <a href="https://rutgers.kanopy.com/video/sickness-and-wealth">https://rutgers.kanopy.com/video/sickness-and-wealth</a></p>
<b>Week 6</b>			
<p>10/08/2019 Place Matters: Neighborhoods and Health</p>	<p><b>Articles:</b></p> <p>Kelling, G.L. &amp; Wilson, J.Q. (1982). Broken windows. <i>The Atlantic Monthly</i>, 249(3), 29-38. <a href="http://www.theatlantic.com/magazine/archive/1982/03/broken-windows/304465/">http://www.theatlantic.com/magazine/archive/1982/03/broken-windows/304465/</a></p> <p>Stewart, E.A., &amp; Simons, R. L. (2010). Race, code of the street, and violent delinquency: A multilevel investigation of neighborhood street culture and individual norms of violence. <i>Criminology</i>, 48(2), 569-605. <a href="http://onlinelibrary.wiley.com/doi/10.1111/j.1745-9125.2010.00196.x/epdf">http://onlinelibrary.wiley.com/doi/10.1111/j.1745-9125.2010.00196.x/epdf</a></p> <p>Bogard, K., Murry, V., &amp; Alexander, C, eds. (2017). <i>Perspectives on health equity and social determinants of health</i>. Washington, DC: National Academy of Medicine.</p>	<p>Complete the reading assignments for Week 7.</p>	<p><b>Film:</b> <b>After watching the film, write a 500 word paper discussing the challenges of food insecurity in the United States, focusing on where people live.</b></p> <p>A Place at the Table Module 1</p>

Week	Assigned Readings	Assignments	Online 30
	<a href="https://nam.edu/wp-content/uploads/2017/12/Perspectives-on-Health-Equity-and-Social-Determinants-of-Health.pdf">https://nam.edu/wp-content/uploads/2017/12/Perspectives-on-Health-Equity-and-Social-Determinants-of-Health.pdf</a> Chapter 12: Urgent Dispatch: Calling on Leadership to Respond to Violence in Black Neighborhoods as a Public Health Crisis, pp. 203-218		
<b>Week 7</b>			
10/15/2019 Population Groups: Incarcerated People; Homelessness	<b>Readings:</b> Wildeman, C. & Wang, E.A. (2017). Mass incarceration, public health, and widening inequality in the USA. <i>Lancet</i> , 389, 1464-1474. <a href="https://reader.elsevier.com/reader/sd/pii/S0140673617302593?token=FFC573FCA4E5C8D9BC3686C3914FF2F2ECE0EDE1CF849BA19A149C8416846D9073442EF1E6BFEEAE605C5AFC61032B9F">https://reader.elsevier.com/reader/sd/pii/S0140673617302593?token=FFC573FCA4E5C8D9BC3686C3914FF2F2ECE0EDE1CF849BA19A149C8416846D9073442EF1E6BFEEAE605C5AFC61032B9F</a>	Complete the reading assignments for Week 8. Semester Project Assignment 2 due.	
<b>Week 8</b>			
10/22/2019 Population Groups: Children and Adolescents	<b>Textbook</b> Barr, Chapter 7 Children's Health Disparities, pp. 168-195 <b>Articles:</b> <a href="https://www.sciencedirect.com/science/article/pii/S0190740916303449">Metzler, M., Merrick, M.T., Klevens, J., Ports, K.A., &amp; Ford, D.C. (2017). Adverse childhood experiences and life opportunities: Shifting the narrative. <i>Children and Youth Services Review</i>, 72, 141-149.</a> <a href="https://www.sciencedirect.com/science/article/pii/S0190740916303449">https://www.sciencedirect.com/science/article/pii/S0190740916303449</a> Trent, M., Dooley, D.G., & Douge, J. (2019). The impact of racism on child an adolescent health. <i>Pediatrics</i> , 144 (2), e20191765. <a href="https://pediatrics.aappublications.org/content/pediatrics/144/2/e20191765.full.pdf">https://pediatrics.aappublications.org/content/pediatrics/144/2/e20191765.full.pdf</a> Wilhelm, A.K. & Allen, M.L. (2018). Social determinants of health for racially and ethnically diverse adolescents. In L. Barkley, M.V. Svetaz & V.L. Chulani (Eds.), <i>Promoting health equity among racially and ethnically diverse adolescents</i> (pp. 13-28).  <a href="https://link.springer.com/content/pdf/10.1007%2F978-3-319-97205-3.pdf">https://link.springer.com/content/pdf/10.1007%2F978-3-319-97205-3.pdf</a>	Complete the reading assignments for Week 9.	
<b>Week 9</b>			
10/29/2019 Population groups: LGBTQI+	<b>Guest Speaker</b> <b>Kristen Krause, MPH</b> Doctoral Research Assistant at Center for Health, Identity, Behavior and Prevention Rutgers School of Public Health TOPIC: LGBTQ Health Disparities  <b>Article:</b>		

Week	Assigned Readings	Assignments	Online 30
	<p>Mollon, L. (2012). The forgotten minorities: Health disparities of the Lesbian, Gay, Bisexual, and Transgendered communities. <i>Journal of Health Care for the Poor and Underserved</i>, 23, 1-6. <a href="https://doi.org/10.1353/hpu.2012.0009">doi:10.1353/hpu.2012.0009</a></p>		
	<b>Week 10</b>		
<p>11/05/2019 Cancer Disparities</p>	<p style="text-align: center;"><b>Guest Speakers</b> <b>Anita Kinney, PhD, RN</b> Director of the Center of Cancer Health Disparities Rutgers School of Public Health Associate Director of Cancer Health Equity and Engagement Rutgers Cancer Institute TOPIC: Cancer Disparities in New Jersey <b>Rita M. Musanti, PhD, ANP-BC, AOCNP</b> Rutgers Cancer Institute of New Jersey TOPIC: Cancer Genomics</p>	<p>Complete the reading assignments for Week 11. Complete On-line 30 assignment for week 11.</p>	
	<b>Week 11</b>		
<p>11/12/2019 Equity &amp; Equality</p>	<p><b>Textbook:</b> Barr, Chapter 8 All Things Being Equal, Does Race/Ethnicity Affect How Physicians Treat Patients?, pp. 196-229 Chapter 9 Why Does Race/Ethnicity Affect the Way Physicians Treat Patients?, pp. 230-260 <b>Articles:</b> Braveman, P. (2014). What are health disparities and health equity? We need to be clear. <i>Public Health Reports, Supp 2</i>, 5-8. <a href="https://journals.sagepub.com/doi/pdf/10.1177/00333549141291S203">https://journals.sagepub.com/doi/pdf/10.1177/00333549141291S203</a> Woolf, S.H. (2017). Progress in achieving health equity requires attention to root causes. <i>Health Affairs</i>, 36(6), 984-991. <a href="https://www.healthaffairs.org/doi/pdf/10.1377/hlthaff.2017.0197">https://www.healthaffairs.org/doi/pdf/10.1377/hlthaff.2017.0197</a></p>	<p>Complete the reading assignments for Week 12. Semester Project Assignment 3 due.</p>	<p><b>Video</b> <b>Watch the video and submit a 500 word paper reflecting on health equity.</b> The Role of the Social Determinants of Health in Promoting Health Equity  Presented by the National Health Care for the Homeless Council and the National Center for Medical Education, Development and Research Monday, August 20, 2018   11 a.m-12 p.m. CT The impact of factors such as housing, socioeconomic status, education, social support, and safety have been well documented as key influencers of a patient's health and response to</p>

Week	Assigned Readings	Assignments	Online 30
			<p>treatment. In fact, they may have more influence over health outcomes than access to medical services alone.</p> <p>This webinar will provide an overview of the Social Determinants of Health (SDOH) and describe how these determinants promote health equity. The relationship between SDOH and implicit bias will be explored. Participants will also learn how cultural humility may be used to address unconscious biases.</p> <p><a href="https://www.youtube.com/watch?v=RdN9ZyWbqkk">https://www.youtube.com/watch?v=RdN9ZyWbqkk</a></p>
	<b>Week 12</b>		
11/19/2019 Reducing Health Disparities	<b>Textbook:</b> Barr, Chapter 11 What Should We Do to Reduce Health Disparities?, pp. 279-307.		
	<b>Week 13</b>		
11/26/2019	<b>No class – Thursday classes meet</b>		
	<b>Week 14</b>		
12/03/2019	<b>Group Presentations</b>	Semester Project Assignment 4 due.	
	<b>Week 15</b>		
12/10/2019	<b>Group Presentations</b>	Semester Project Assignment 4 due.	
	<b>Week 16</b>		
12/17/2019	<b>Photovoice Presentations</b>	Photovoice Assignment 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](mailto:help@canvas.rutgers.edu)). Canvas is accessible at [canvas.rutgers.edu](https://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](https://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](https://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](http://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](http://sph.rutgers.edu/academics/academic-calendar.html)