Course Title: Creating Innovation for Impact

Course Number: UGPH 0712

Course Pre- and Co-requisite(s): DrPH Program enrollment

Course Location: Weekly synchronous online sessions (via Zoom)

Course Date & Time: Weekly class sessions held online via Zoom for all students on Thursdays from 6:30 to 8:30pm (except for September 9, which will be held instead on Tuesday, September 7), plus additional weekly Online 30 activities as noted

Course Instructor: Vincent M. B. Silenzio, MD, MPH
Professor, Department of Urban-Global Public Health
Director of DrPH Programs
Director, Global Public Health Concentration

Office: Department of Urban-Global Public Health, 1 Riverfront Plaza, Suite 1020, Newark, NJ 07102

Email: vincent.silenzio@rutgers.edu,

Phone: +1-973-972-9301

Office Hours: Open virtual office hours as scheduled, and by appointment

Course Assistant: n/a

Course Website: Hosted via canvas.rutgers.edu

Required Course Text: N/A [N.B. Links to all course readings will be included in the Reading List tab through the course website at canvas.rutgers.edu]

Additional/Supplemental Readings/Resources: N.B. Links to all course readings will be included in the Reading List tab through the course website at canvas.rutgers.edu. A summary of these articles, as well as selected readings from the textbooks is as follows (N.B. you should refer to the Reading List tab at the course Canvas site, which reflects any updates in real time and supersedes the information listed here):

**Week 1**

**Week 2**
Week 2: Supplemental Materials

Week 3


Week 3: Supplemental Materials


Week 4

Week 4: Supplemental Materials

**Week 5**


**Week 5: Supplemental Materials**

Lezin et al. (n.d.). *Planning for and selecting high-impact interventions to improve community health.*


**Week 6**


**Week 7: Midterm Exam**

promotion practice. U.S. Dept. of Health and Human Services, Public Health Service, National Institutes of Health, National Cancer Institute. GPO Cataloging Record Distribution Program (CRDP)


**Week 8**

**Week 8: Supplemental Materials**


**Week 9**

**Week 9: Supplemental Materials**


**Week 10**

**Week 10: Supplemental Materials**


**Week 11**


**Week 11: Supplemental Materials**

**Week 12**

**Week 12: Supplemental Materials**

**Week 13: Thanksgiving Recess: Supplemental Materials**
Week 14


Week 15


Week 15: Supplemental Materials


Week 16: Final Exam (Supplemental Materials)

Huang, E., Marlin, R. W., Young, S. D., Medline, A., & Klausner, J. D. (2016). Using...

**Suggested Further Readings (optional)**


**Course Description:** Since restricting access to the Broad Street pump, interventions have had a long and storied history in public health. But, while history has much to teach us, public health practice in the future will rely on understanding and leveraging the rapid technological changes that continue to occur across the globe. Given this context, this course aims to accomplish three main goals. The first is to provide students with a foundation to rigorously identify and define targets for public health intervention, develop organizing conceptual frameworks to guide intervention development, and to interrogate and refine these targets and frameworks as new information comes to light. Second, this course further aims to provide a foundation in basic design and implementation principals used in diverse settings within the tech sector, and to adapt these approaches and principals to creating innovative public health interventions in ongoing collaboration with members of the targeted community and other stakeholders. In addition, relevant insights from areas such as Health Communication and Behavioral Economics will be brought to bear on the design process. Third and finally, the course aims to provide a basic foundation in selecting appropriate assessment, evaluation, and research techniques during this era of rapidly changing social, economic, and technological contexts.

**Selected Concentration Competencies Addressed:** CEPH has identified the competencies for doctoral degree programs, including programs leading to the DrPH degree. The competencies addressed in this course for the DrPH in Leadership, Practice and Research include:

4. Propose strategies for health improvement and elimination of health inequities by organizing stakeholders, including researchers, practitioners, community leaders and other partners

5. Communicate public health science to diverse stakeholders, including individuals at all levels of health literacy, for purposes of influencing behavior and policies (interventions)

12. Propose human, fiscal and other resources to achieve a strategic goal
14. Design a system-level intervention to address a public health issue

15. Integrate knowledge of cultural values and practices in the design of public health policies and programs

17. Propose Inter-Professional team approaches to improving public health

Note: The number listed for each competency refers to the corresponding number of the competency being addressed as it is listed in the CEPH documentation of requirements for DrPH degree programs.

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:

- Demonstrate the use of rapid assessment approaches to problem definition to inform intervention design
- Develop testable causal model frameworks for use in intervention design, implementation, and evaluation
- Define the process of project co-design with intervention stakeholders
- List the key steps in Agile Development for project development and team management
- Demonstrate the ability to design and implement a basic communication strategy using microblogging, blogging, or related techniques for dissemination and scientific communication to general and targeted audiences
- Discuss at least three major ethical challenges in intervention design, implementation, and evaluation
- Define the major features of federated learning, blockchain, and other emerging approaches to privacy
- Demonstrate the successful completion of training and education in Human Subjects Protection in Social / Behavioral / Epidemiologic Research

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

- Students will be required to attend and participate in all synchronous class meetings and discussions, actively participate in and contribute to all Online 30 activities, engage in two intervention design projects (due at midterm and at final term), and to complete all quizzes and examinations. The midterm and final projects are structured project design assignments, which can be completed individually or in assigned project teams, with prior approval of the instructor. Students will be required to present their midterm and final design projects to the class. Design projects are expected to be of sufficient innovation and quality to warrant pursuit of funding to support further development. Students are encouraged to use the feedback and redirection gained through the midterm class presentations to refine and extend their final projects. All students will be required to complete a midterm and final examination.

- Given the experiential nature of the course design, attendance and participation in scheduled class sessions and asynchronous online activities are critical to successful mastery of the material. Students are expected to join each class session on time. Late
arrivals or missed sessions will result in points deducted from the attendance portion of the final grade. Students must email the course instructor prior to, or as soon as possible afterward, in the event of emergencies or illness requiring you to miss class or other scheduled activities.

- Additional details about the course’s projects and assignments will be provided during the semester.

- The following activities, assignments, projects, and exams will contribute to the course grade as follows:
  1. Midterm Project & Presentation 10 pts.
  3. Final Project & Presentation 25 pts.
  4. Final Examination 30 pts.
  5. Class Participation 10 pts.
     Total: 100 pts.

- Class participation will be assessed through weekly attendance. Full credit (10 points) will be granted for participation in all synchronous and asynchronous class activities. Unexcused absences or late attendance, or failure to complete course assignments on time, will result in the loss of up to 5 points per occurrence.

- Summary of goal DrPH Foundational Competencies and planned course assessment approaches:

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Course Topic</th>
<th>Online 30</th>
<th>Assignments / Assessments</th>
<th>DrPH Foundational Competencies and Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sep 2</td>
<td>Course Introduction: Self-harming Teens, Healthy Lifestyles, Men Who Hook-Up With Men, and Other Stories</td>
<td>Discussion Board 1: Introductions</td>
<td>--</td>
<td>4, 12, 15 (Assessed by Class Participation, Assignments, and Midterm Exam)</td>
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<tr>
<td>2</td>
<td>Tue, Sep 7</td>
<td>A Taxonomy of Public Health Interventions</td>
<td>Discussion Board 2: An Inventory of Interesting Interventional Initiatives</td>
<td>“Where does (or will) my own work fit in?”: Composing a short “Elevator Pitch”</td>
<td>14 (Assessed by Assignment Completion, Class Participation and Midterm Exam)</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Course Topic</td>
<td>Online 30</td>
<td>Assignments / Assessments</td>
<td>DrPH Foundational Competencies and Assessments</td>
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<td>3</td>
<td>Sep 16</td>
<td>“What seems to be the problem, officer?”: Theory and Practice of Rigorously Defining (and Refining) Problems Thinking Like an ‘Anthropologist’: Designing Culturally Competent Public Health Interventions in the Digital Era</td>
<td>Discussion Board 3: Defining and Refining Problems</td>
<td>“Vaccine Warrior” Design Assignment 15</td>
<td>(Assessed by Assignment Completion, Class Participation and Midterm Exam)</td>
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<tr>
<td>4</td>
<td>Sep 23</td>
<td>‘Agile’ Teams and Innovation Interdisciplinary Team Science</td>
<td>Discussion Board 4: Innovation in Team Science</td>
<td>Agile Team Resource Mapping / Skills Census Assignment 4, 17</td>
<td>(Assessed through Assignment Completion, Class Participation, Midterm Project, Peer Review, and Midterm Exam)</td>
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<td>5</td>
<td>Sep 30</td>
<td>Design Toolkit: Storyboarding, Logic Models, and Managing Projects</td>
<td>Discussion Board 5: Models and Story Board Peer Review</td>
<td>Preliminary Project Models and Storyboard Assignment 4, 15</td>
<td>(Assessed through Class Participation and Peer Review of Models and Storyboard Assignment)</td>
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<tr>
<td>6</td>
<td>Oct 7</td>
<td>Intervention Design Case Study 1: From Sandy to Meningitis to Covid to Infinity, and Beyond: How to Host a Crisis</td>
<td>Discussion Board 6: Assessing the RTR and corollary documents</td>
<td>R2R Update assignment 4, 15</td>
<td>(Assessed through Class Participation, Assignments, and Final Exam)</td>
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<td>Week</td>
<td>Date</td>
<td>Course Topic</td>
<td>Online 30</td>
<td>Assignments / Assessments</td>
<td>DrPH Foundational Competencies and Assessments</td>
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<td>7</td>
<td>Oct 14</td>
<td>Midterm Exam—“Do The Right Thing”: Ethics in Intervention Design and Research</td>
<td>Discussion Board 7: Protection of Human Subjects and Privacy</td>
<td>Midterm Exam—Completion of CITI Human Subjects Protection [Re-] Certification</td>
<td>5, 15 (Assessed through Midterm Exam and through documentation of CITI training completion)</td>
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<tr>
<td>8</td>
<td>Oct 21</td>
<td>Intervention Design Case Study 2: Communication Interventions: The #chatsafe Program</td>
<td>Discussion Board 8: Science Communication</td>
<td>The #chatsafe program and Designing Measurable Intervention Outcomes</td>
<td>4, 5, 12, 14, 15, 17 (Assessed through Class Participation, Assignments, and Final Exam)</td>
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<tr>
<td>9</td>
<td>Oct 28</td>
<td>Midterm Project Presentations</td>
<td>Discussion Board 9: Midterm Projects Peer Review</td>
<td>Peer Feedback on Individual / Team presentations of Midterm Projects</td>
<td>4, 12, 14, 15, 17 (Assessed through Project Presentations, Class Participation, and Peer Review)</td>
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<td>10</td>
<td>Nov 4</td>
<td>Intervention Design Case Study 3: &quot;Innovation in Restaurant Inspections and Environmental Assessments&quot;</td>
<td>Discussion Board 10: nEmesis versus Emesis&quot;</td>
<td>Evaluating Interventions on Food Safety Culture</td>
<td>4, 5 (Assessed through Class Participation, Assignments, and Final Exam)</td>
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<td>11</td>
<td>Nov 11</td>
<td>Intervention Design Case Study 4: Responding to the Zika Outbreak in Saint Lucia</td>
<td>Discussion Board 11: “Just Don't Get Pregnant”</td>
<td>Public Health in the Real World: Balancing Health and Economic Narratives</td>
<td>4, 5, 12, 14, 15, 17 (Assessed through Class Participation, Assignments, and Final Exam)</td>
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<td>12</td>
<td>Nov 18</td>
<td>Intervention Design Case Study 5: Assessing Surgical Services in Colombia</td>
<td>Discussion Board 12: “Just Don't Get Sick&quot;</td>
<td>Public Health in the Real World: Balancing Health and Economic Narratives</td>
<td>4, 5, 12, 14, 15, 17 (Assessed through Class Participation, Assignments, and Final Exam)</td>
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<td>Week</td>
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<td>13</td>
<td>Nov 25</td>
<td>Thanksgiving Recess</td>
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<td>14</td>
<td>Dec 2</td>
<td>Intervention Design Case Study 6: The Chat/Text Program Efficacy Trial Results</td>
<td>Discussion Board 13: “Intervention s to Reduce Teen Pregnancy”</td>
<td>Thoughts on Measuring Intervention Efficacy</td>
<td>4, 5, 12, 14, 15, 17 (Assessed through Class Participation, Assignments, and Final Exam)</td>
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<tr>
<td>15</td>
<td>Dec 9</td>
<td>Final Project Presentations Pt. 1</td>
<td>Discussion Board 14: Final Projects Peer Feedback &amp; Review</td>
<td>Peer Feedback on Individual / Team presentations of Final Projects</td>
<td>4, 12, 14, 15 (Assessed through Final Project Presentation and Peer Review)</td>
</tr>
<tr>
<td>16</td>
<td>Dec 16</td>
<td>Final Project Presentations Pt. 2 Final Exam</td>
<td>Discussion Board 15: Final Projects Peer Feedback &amp; Review</td>
<td>Peer Feedback on Individual / Team presentations of Final Projects</td>
<td>4, 5, 12, 14, 15, 17 (Assessed through Final Project Presentation and Peer Review and Final Exam)</td>
</tr>
</tbody>
</table>

- Course grading will conform to the RSPH school-wide uniform grading scale, which is summarized as follows:

  **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

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**Course Schedule:**

**September 2nd**

- Course Introduction and Overview: Self-harming Teens, Healthy Pregnancies, Men Who Hook-Up With Men, and Other Stories
- “Online 30”: Discussion Board 1: Introductions
• Competencies 4, 12, 15 (Assessed by Class Participation, Assignments, and Midterm Exam)

**September 7th (N.B. Class held this week on TUESDAY from 6:30 to 8:30pm)**
• Public Health Interventions: A Taxonomy
• “Online 30”: Discussion Board 2: Making An Inventory of Interesting Interventional Initiatives
• Competency 14 (Assessed by Class Participation, Assignments, and Midterm Exam)

**September 16th**
• Topic 1: “What seems to be the problem, officer?”: Theory and Practice of Rigorously Defining (and Refining) Problems
• Topic 2: Thinking Like an ‘eAnthropologist’: Designing Culturally Competent Public Health Interventions in the Digital Era
• “Online 30”: Discussion Board 2: Defining and Refining Problems
• Assignments Due: “Vaccine Warrior” game app design assignment
• Competency 15 (Assessed by Class Participation and Midterm Exam)

**September 23rd**
• ‘Agile’ Teams and Innovative Approaches to Interdisciplinary Team Science
• “Online 30”: Discussion Board 3: Innovation in Team Science
• Assignments Due: Resource Mapping Assignment
• Competencies 4, 17 (Assessed through Midterm Project, Peer Review, and Midterm Exam)

**September 30th**
• Design Toolkit: Storyboarding, Logic Models, and Managing Projects
• “Online 30”: Discussion Board 4: Models Storyboard Assignments Peer Review
• Assignments Due: Resource Mapping Assignment
• Competencies 4, 15 (Assessed through Class Participation and Peer Review)

**October 7th**
• “Do The Right Thing”: Ethics in Interventions Design and Research
• “Online 30”: Discussion Board 5: Protection of Human Subjects and Privacy
• Assignments Due: Completion of CITI Training (accessed via Rutgers NetID at [https://orra.rutgers.edu/trainingandeducation](https://orra.rutgers.edu/trainingandeducation))
• Competencies 4, 15 (Assessed through Class Participation, Assignments, and Final Exam)

**October 14th**
• Midterm Exam

**October 21st**
• “Tell Me More”: Scientific Blogging and Communicating with Your Audience(s)
• “Online 30”: Discussion Board 9: Science Communication Strategies and Methods
Assignments Due: Science Blogging Assignments: (a) Setting up Your [Micro-]Blog, and (b) Writing a blog entry on Digital Research Ethics
Competencies 4, 5 (Assessed through Class Participation, Assignments, and Final Exam)

October 28th
• Midterm Project Presentations
• “Online 30”: Discussion Board 6: Midterm Projects Peer Review
• Assignments Due: Individual / Team presentations of Midterm Projects
• Competencies 4, 12, 14, 15, 17 (Assessed through Project Presentations, Class Participation, and Peer Review)

November 4th
• “Intervention Design Case Study 1: "Innovation in Restaurant Inspections and Environmental Assessments"
• “Online 30”: Discussion Board 9: nEmesis versus Emesis
• Assignments Due: Science Blogging Assignments: (a) Setting up Your [Micro-]Blog, and (b) Writing a blog entry on Digital Research Ethics
• Competencies 4, 5 (Assessed through Class Participation, Assignments, and Final Exam)

November 11th
• Intervention Design Case Study 2: Communication Interventions: The #chatsafe Program
• “Online 30”: Discussion Board 9: Science Communication
• Assignments Due: The #chatsafe program and Designing Measurable Intervention Outcomes
• Competencies 4, 5, 12, 14, 15, 17 (Assessed through Class Participation, Assignments, and Final Exam)

November 18th
• Intervention Design Case Study 3: Community Doulas: Responding to the Zika Outbreak in Saint Lucia
• “Online 30”: Discussion Board 9: “Just Don’t Get Pregnant”
• Assignments Due: Public Health in the Real World: Balancing Health and Economic Narratives
• Competencies 4, 5, 12, 14, 15, 17 (Assessed through Class Participation, Assignments, and Final Exam)

November 25th
• Thanksgiving Recess

December 3rd
• Intervention Design Case Study 4: The Chat/Text Program Efficacy Trial Results
• “Online 30”: Discussion Board 10: “Interventions to Reduce Teen Pregnancy”
• Assignments Due: Thoughts on Measuring Intervention Efficacy
• Competencies 4, 5, 12, 14, 15, 17 (Assessed through Class Participation, Assignments, and Final Exam)

December 9th
• Final Project Presentations, Part 1
• “Online 30”: Discussion Board 11: Final Projects Peer Review
• Assignments Due: Individual / Team presentations of Final Projects
• Competencies 4, 12, 14, 15 (Assessed through Final Project Presentation and Peer Review)

December 16th
• Final Project Presentations, Part 2
• Final Exam
• “Online 30”: Discussion Board 11: Final Projects Peer Review
• Assignments Due: Individual / Team presentations of Final Projects
• Competencies 4, 12, 14, 15 (Assessed through Final Project Presentation and Peer Review)

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](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)