

Course Title: Public Health and Health Disparities

Course Number: URHA:0621

Course Location: Stanley S. Bergen Building, Room 741

Course Date & Time: Tuesday; 6:00 – 9:00

Course Instructor: Teri E. Lassiter, PhD, MPH
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Office Hours: Tuesday 1:00 – 4:30

Additional Resources:

Books

Aday, L.A. (2003). *At risk in America: The health and health care needs of vulnerable populations in the United States*. San Francisco, CA: Jossey-Bass.

Aguirre-Molina, M., & Molina, C.W. (2003). *Latina health in the United States*. San Francisco, CA: Jossey-Bass.

Braithwaite, R.L., Taylor, S.E., & Treadwell, H.M. (2009). *Health issues in the Black community*. San Francisco, CA: Jossey-Bass.

Cockerman, W. (2013). *Social causes of health and disease, 2nd Edition*. Cambridge, UK: Polity Press.

Dohan, D. (2003). *The price of poverty*. Berkeley, CA: University of California Press.

Fadiman, A. (1997). *The spirit catches you and you fall down: A Hmong child, her American doctors, and the collision of two cultures*. New York, NY: Farrar, Straus and Giroux.

Fullilove, M. (2004). *Root shock: How tearing up neighborhoods hurts America, and what we can do about it*. New York, NY: Random House Publishing.

Hynes, H.P., & Lopez, R. (2009). *Urban health: Readings in the social, built, and physical environments of U.S. cities*. Sudbury, MA: Jones and Bartlett Publishers.

Jones, J.H. (1993). *Bad blood: The Tuskegee Syphilis Experiment, 2nd Edition*. New York, NY: Free Press.

Landale, N.S., McHale, S., & Booth, A. (2010). *Growing up Hispanic: Health and development of children of immigrants*. Lanham, MD: Rowman & Littlefield Publishers.

LaVeist, T.A., & Isaac, L.A. (Eds.). (2013). *Race, ethnicity, and health (Second Edition)*. San Francisco, CA: Jossey-Bass.

Massey, D.S., & Denton, N.A. (1994). *American apartheid: Segregation and the making of an underclass*. Cambridge, MA: Harvard University Press.

Portes, A., & Rumbaut, R.G. (2001). *Legacies: The story of the immigrant second generation*. Berkeley, CA: University of California Press.

Sampson, R.J. (2012). *Great American city: Chicago and the enduring neighborhood effect*. Chicago, IL: University of Chicago Press.

Smedley, B.D., Stith, A.Y., & Nelson, A.R. (Eds.) (2003). *Unequal treatment: Confronting racial and ethnic disparities in health care*. Washington, DC: National Academies Press.

Shi, L., & Stevens, G.D. (2010). *Vulnerable populations in the United States*. San Francisco, CA: Jossey-Bass.

Skloot, R. (2011). *The immortal life of Henrietta Lacks*. New York, NY: Broadway Books.

Trinh-Shevrin, C., Islam, N.S., & Rey, M.J. (2009). *Asian American communities and health*. San Francisco, CA: Jossey-Bass.

Wilson, W.J. (2010). *More than just race: Being Black and poor in the inner city*. New York, NY: W.W. Norton & Company.

Reports

Centers for Disease Control. (2013). CDC health disparities and inequalities report – United States, 2013. *MMWR*, 62(Suppl 3). 1-187. Retrieved from <http://www.cdc.gov/mmwr/pdf/other/su6203.pdf>

Institute of Medicine (IOM). (2011). *The health of lesbian, gay, bisexual, and transgender people: Building a foundation for better understanding*. Washington, DC: The National Academy Press. Retrieved from <http://www.nap.edu/catalog/13128/the-health-of-lesbian-gay-bisexual-and-transgender-people-building>

Mead, H., Cartwright-Smith, L., Jones, K., Ramos, C., Woods, K., & Siegel, B. (2008). *Racial and ethnic disparities in U.S. health care: A chartbook*. The Commonwealth Fund. Retrieved from http://www.commonwealthfund.org/usr_doc/mead_raceethnicdisparities_chartbook_1111.pdf

Seith, D., & Isakson, E. (2011). *Who are America's poor children? Examining health disparities among children in the United States*. National Center for Children in Poverty. Retrieved from http://www.nccp.org/publications/pdf/text_995.pdf

US Department of Health and Human Services (2015). 2014 National Healthcare Quality and Disparities Report. AHRQ Publication No. 15-0007. Retrieved from <http://www.ahrq.gov/sites/default/files/wysiwyg/research/findings/nhqdr/nhqdr14/2014nhqdr.pdf>

Websites

Affordable Care Act. <http://www.hhs.gov/healthcare/rights/>

Healthy People 2020. <http://www.healthypeople.gov/>

National Library of Medicine: Health disparities. <https://www.nlm.nih.gov/hsrinfo/disparities.html>

Office of Minority Health. <http://minorityhealth.hhs.gov/>

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 will allow participants to apply this knowledge to a communications challenge of their choice.

Selected Department Competencies Addressed:

- Identify the health status of U.S. urban populations and their related determinants;
- Identify the main issues that affect the organization, financing, and delivery of health services, and public health systems in urban communities, especially among disadvantaged populations

Please visit the Department webpages on the School of Public Health's website at <http://sph.rutgers.edu/> for additional competencies addressed by this course for other degrees and departments.

Course Objectives: By the completion of this course, students will be able to:

- To understand the historical development of systems of racial classification and their use in scientific inquiry and public policy.
- Articulate complex relationships between race, socioeconomic status, psychosocial and cultural factors and how these relationships underlie health disparities.
- Assess the impact of health care access and quality on health status and health disparities.
- To examine potential strategies for better understanding health disparities and working toward health equity.

Course Requirements and Grading:

Moodle

Upon registration for this course, you will have access to Moodle.

1. Go the Moodle site: moodle.rutgers.edu
2. Log-in using your Rutgers University ID and password.
3. Take the Moodle Student Tutorials.

You are required to take the Moodle Student Tutorials so that you are prepared for the course.

All of the course materials will be posted on the Moodle site, including the syllabus and slides. You will be required to print all materials prior to class; no handouts will be provided by the instructor.

Assignments

Weekly Articles

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, 2016.

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?

Article Reviews

You will be required to submit 2 article summaries during the semester. These summaries can come from the list of articles that is provided for this course or articles that you have chosen.

The summaries should address the following:

1. What is the purpose of the paper? What is the underlying research question/hypothesis?
2. What is the target group of interest in the study? How is the target population defined? Is this done in a satisfactory manner?
3. What is the methodology used to answer the research question? Is it adequate?

4. What are the study findings? What are the conclusions of the authors? Do you agree or disagree? Why or why not?
5. Provide any additional comments or critiques of the article.

These article reviews are limited to 750 words, excluding your name, date, and bibliographic information about the article. You are required to submit your summaries through Moodle; the e-mail date stamp will determine if the submission deadline has been met. Late papers and/or papers exceeding the 750 word limit will be penalized a minimum of 5 points.

These assignments are to be submitted no later than 5:00 on the due dates. Reminders with the due dates will be included in the course syllabus. Collaboration and/or assistance from another person are not permitted. These assignments will be cross checked using Turnitin.

Semester Project

Each student will be required to select one issue associated with health disparities (i.e. asthma, food insecurity, neighborhood conditions) to research during the semester. Topics will be selected during the second class to allow you ample time to research your issue and prepare your assignments.

This project will take place in two stages: an annotated bibliography and a Powerpoint presentation.

Assignment 1: Annotated Bibliography (due Week 5)

You are required to submit an annotated bibliography using 25 articles

- An **annotated bibliography** is a list of citations to books, articles, and documents.
 - A review of the literature on a particular subject
- Each citation is followed by a brief (usually about 150 words) descriptive and evaluative paragraph, the **annotation**.
- The purpose of the **annotation** is to inform the reader of the relevance, accuracy, and quality of the sources cited.

(How to Prepare an Annotated Bibliography: The Annotated Bibliography.
<http://guides.library.cornell.edu/annotatedbibliography>)

Assignment 2: Powerpoint Presentation (due Week 11)

Each student will be required to develop a 10-minute Powerpoint presentation discussing why the issue chosen is considered a health disparity and how it affects the various groups that we have discussed in class. You must also be prepared to lead the class discussion on your topic.

Quizzes

Completion of all weekly readings is required. You will need to complete the readings prior to class and complete the quizzes covering that material. Quizzes will be posted every other week beginning in Week 3. Each quiz will be available for one week and will close at 12 noon on the

day of class. The purpose of these quizzes is to insure that you have completed the reading assignments which will help you better understand the material and so that you are prepared to participate during each class.

You are required to complete each quiz prior to class.

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

Class Participation

Students are expected to attend class and to have completed the reading before each class so that we can engage in an intellectual discussion about the current topic area. Class participation includes attendance, completing course reading prior to class (this will partially be determined by the weekly quizzes), and participation in class discussions.

Grading

Article reviews (2)	20%
Quizzes	20%
Semester Project	
Annotated bibliography	20%
Powerpoint presentation	10%
Final exam	30%

Course Schedule:

Topic	Assigned Readings	Assignments
	Week 1	
Course Overview	none	Complete the reading assignments for Week 2.
	Week 2	
Introduction to Health Disparities	Articles: Hebert, P.L., Sisk, J.E., & Howell, E.A. (2008). When does a difference become a disparity? Conceptualizing racial and ethnic disparities in health. <i>Health Affairs</i> , 27(2), 374-382. http://content.healthaffairs.org/content/27/2/374.full.pdf+html	Complete the reading assignments for Week 3.
	Week 3	
The Meaning of Race/Ethnicity	Articles: 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. http://www.nap.edu/catalog/10260.html (click on hyperlink choose "Download Free PDF," select "Download PDF (Chapters)" and open the assignment.	Complete the reading assignments for Week 4 and Quiz 1.

	<p>Kawachi, I., Daniels, N., & Robinson, D.E. (2005). Health disparities by race and class: Why both matter. <i>Health Affairs</i>, 24(2), 343-352. http://content.healthaffairs.org/content/24/2/343.full.pdf+html</p>	
Week 4		
Social Determinants of Health	<p>Articles: Arcaya, M.C., Subramanian, S.V., Rhodes, J.E., Waters, M.C. (2014). Role of health in predicting moves to poor neighborhoods among Hurricane Katrina survivors. <i>Proceedings of the National Academy of Sciences of the United States of America</i>, 111(46), 16246-16253. http://www.pnas.org/content/111/46/16246.full.pdf</p> <p>Braveman, P.A., Egerter, S.A., & Mockenhaupt, R.E. (2011). Broadening the focus: The need to address the social determinants of health. <i>American Journal of Preventive Medicine</i>, 40(1S1), S4-S18. http://ac.els-cdn.com/S0749379710005635/1-s2.0-S0749379710005635-main.pdf?_tid=253c3192-dee8-11e4-a541-00000aab0f02&acdnat=1428605116_98bb5d771bae75a51bfe79c67561b795</p> <p>Braveman, P., & Gottlieb, L. (2014). The social determinants of health: It's time to consider the causes of the causes. <i>Public Health Reports</i>, 129(Suppl. 2), 19-31. http://www.publichealthreports.org/issueopen.cfm?articleID=3078</p>	Complete the reading assignments for Week 5.
Week 5		
Social Determinants of Health - Socioeconomics	<p>Articles: Woolf, S.H., & Braveman, P. (2011) Where health disparities begin: The role of social and economic determinants – and why current policies may make matters worse. <i>Health Affairs</i>, 30(10), 1852-1859. http://content.healthaffairs.org/content/30/10/1852.full.pdf+html</p> <p>Reports: Robert Wood Johnson Foundation, Commission to Build a Healthier America. (2011). Exploring the social determinants of health – 2011. Issue Brief 4: Income, wealth and health. http://www.rwjf.org/content/dam/farm/reports/issue_briefs/2011/rwjf70448</p> <p>Robert Wood Johnson Foundation, Commission to Build a Healthier America. (2011). Exploring the social determinants of health. Issue Brief 6: Race, socioeconomic factors and health. http://www.rwjf.org/content/dam/farm/reports/issue_briefs/2011/rwjf70446</p>	Complete the reading assignments for Week 6 and Quiz 2. Semester Project Assignment 1 due.
Week 6		
Individual/Behavior Determinants of Health	<p>Articles: Lara, M., Gamboa, C., Kahramanian, M.I., Morales, L.S., & Bautista, D.E. (2005). Acculturation and Latino health in the United States: A review of the literature and its sociopolitical context. <i>Annual Review of Public Health</i>, 26, 367-397.</p>	Complete the reading assignments for Week 7.

	<p>http://www.annualreviews.org/doi/pdf/10.1146/annurev.publhealth.26.021304.144615</p> <p>Salant, T., & Lauderdale, D.S. (2003). Measuring culture: A critical review of acculturation and health in Asian immigrant populations. <i>Social Science & Medicine</i>, 57, 71-90. http://ac.els-cdn.com/S0277953602003003/1-s2.0-S0277953602003003-main.pdf?_tid=edbc8054-ded9-11e4-80f6-00000aabb0f6b&acdnat=1428599010_266ce2239979dfce6b2db35d5a255219</p>	
Week 7		
Social Determinants of Health Neighborhoods, Housing and Health	<p>Video: A Place at the Table (in class)</p> <p>Articles: Bodor, J.N., Rose, D., Farley, T.A., Swalm, C., Scott, S.K. (2007). Neighbourhood fruit and vegetable availability and consumption: The role of small food stores in an urban environment. <i>Public Health Nutrition</i>, 11(4), 413-420. http://prc.tulane.edu/uploads/Neighbourhood%20F%20and%20V%20availability%20and%20consumption_Role%20of%20small%20food%20stores%20in%20urban%20env.pdf</p> <p>Walker, R.E., Keane, C.R., & Burke, J.G. (2010). Disparities and access to healthy food in the United States: A review of food deserts literature. <i>Health & Place</i>, 16(5), 876-884. http://www.sciencedirect.com/science/article/pii/S135382921000584</p> <p>Zachary, D.A., Palmer, A.M., Beckham, S.W., & Surkan, P.J. (2013). A framework for understanding grocery purchasing in a low-income urban environment. <i>Qualitative Health Research</i>, 23(5), 665-678. Retrieved from http://qhr.sagepub.com/content/23/5/665.full.pdf+html</p>	<p>Complete the reading assignments for Week 8 and Quiz 3.</p> <p>First Article Review due.</p>
Week 8		
Social Determinants of Health Neighborhoods, Housing and Health	<p>Articles: Kelling, G.L. & Wilson, J.Q. (1982). Broken windows. <i>The Atlantic Monthly</i>, 249(3), 29-38. Retrieved from http://www.theatlantic.com/magazine/archive/1982/03/broken-windows/304465/</p> <p>Stewart, E.A., & 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. http://onlinelibrary.wiley.com/doi/10.1111/j.1745-9125.2010.00196.x/epdf</p> <p>Reports: Robert Wood Johnson Foundation, Commission to Build a Healthier America. (2011). Exploring the social determinants of health. Issue Brief 7: Housing and Health.</p>	<p>Complete the reading assignments for Week 9.</p> <p>Speaker: Jack Farrell</p>

	<p>http://www.rwjf.org/content/dam/farm/reports/issue_briefs/2011/rwjf70451</p> <p>Robert Wood Johnson Foundation, Commission to Build a Healthier America. (2011). Exploring the social determinants of health series. Issue Brief 8: Neighborhoods and health. http://www.rwjf.org/content/dam/farm/reports/issue_briefs/2011/rwjf70450</p> <p>Robert Wood Johnson Foundation, Commission to Build a Healthier America. (2011). Exploring the social determinants of health series. Issue Brief 10: Violence, social disadvantage and health. http://www.rwjf.org/content/dam/farm/reports/issue_briefs/2011/rwjf70452</p>	
Week 9		
<p>At Risk Populations</p> <p>Minorities Women and Children Immigrants LGBTQI</p>	<p>Articles: Chung, E.K., Siegel, B.S., Garg, A., Conroy, K., Gross, R.S., Long, D.A., ... Fierman, A.H. (2016). Screening for social determinants of health among children and families living in poverty: A guide for clinicians. <i>Current Problems in Pediatric and Adolescent Health Care</i>, 46(5), 135-153. http://www.sciencedirect.com/science/article/pii/S1538544216000341</p> <p>Kirby, J.B., & Kaneda, T. (2013). 'Double jeopardy' measure suggests Blacks and Hispanics face more severe disparities than previously indicated. <i>Health Affairs</i>, 32(10), 1766-1772. http://content.healthaffairs.org/content/32/10/1766.full.pdf+html</p> <p>McGuire, T.G., & Miranda, J. (2008). New evidence regarding racial and ethnic disparities in mental health: Policy implications. <i>Health Affairs</i>, 27(2), 393-403. http://content.healthaffairs.org/content/27/2/393.full.pdf+html</p> <p>Priest, N., Paradies, Y., Trenerry, B., Truong, M., Karlsen, S., & Kelly, Y. (2013). A systematic review of studies examining the relationship between reported racism and health and wellbeing for children and young people. <i>Social Science & Medicine</i>, 95, 115-127. http://www.sciencedirect.com/science/article/pii/S0277953612007927</p> <p>Probst, J.C., Bellinger, J.D., Walsemann, K.M., Hardin, J., & Glover, S.H. (2011). Higher risk of death in rural Blacks and Whites than urbanites is related to lower incomes, education, and health coverage. <i>Health Affairs</i>, 30(10), 1872-1879. http://content.healthaffairs.org/content/30/10/1872.full.pdf+html</p>	<p>Complete the reading assignments for Week 10 and Quiz 4.</p>
Week 10		
<p>At Risk Populations cont.</p>	<p>Articles: Cahill, S., & Makadon, H. (2014). Sexual orientation and gender identity data collection in clinical setting and in electronic health records: A key to ending LGBT health</p>	<p>Guest Speaker: Phil McCabe</p>

	<p>disparities. <i>LGBT Health</i>, 1(1), 34-41. http://online.liebertpub.com/doi/pdf/10.1089/lgbt.2013.0001</p> <p>Castaneda, H., Holmes, S.M., Madrigal, D.S., Young, M.D., Beyeler, N., & Quesada, J. (2015). Immigration as a social determinant of health. <i>Annual Review of Public Health</i>, 36, 375-392. http://www.annualreviews.org/doi/pdf/10.1146/annurev-publhealth-032013-182419</p> <p>Lu, W., Diep, C.S., & McKyer, E.L.J. (2015). Risk factors for childhood obesity among Asian Americans: A systematic review of literature and recommendations for health care research. <i>Journal of Health Care for the Poor and Underserved</i>, 26(2), 171-190. http://muse.jhu.edu/journals/journal_of_health_care_for_the_poor_and_underserved/v026/26.2A.lu.html</p> <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), 1-6. http://muse.jhu.edu/journals/journal_of_health_care_for_the_poor_and_underserved/v023/23.1.mollon.pdf</p> <p>Singh, G.K., Rodriguez, A., & Kogan, M.D. (2013). Immigrant health inequalities in the United States: Use of eight major national data systems. <i>The Scientific World Journal</i>. https://www.hindawi.com/journals/tswj/2013/512313/abs/</p>	
Week 11		
	<p>Student presentations</p>	<p>Quiz 5. Semester Project Assignment 2 due: Powerpoint Presentations</p> <p>Second Article Review due.</p>
Week 12		
<p>Access to Care/Health Services</p>	<p>Articles: Mitchell, F.M. (2015). Racial and ethnic health disparities in an era of health care reform. <i>Health & Social Work</i>, 40(3), e66-e74. http://hsw.oxfordjournals.org/content/40/3/e66.full.pdf+html</p> <p>Sealy-Jefferson S., Vickers, J., Elam, A., & Wilson, M.R. (2015). Racial and ethnic health disparities and the Affordable Care Act: A status update. <i>Journal of Racial and Ethnic Health Disparities</i>. http://link.springer.com/article/10.1007/s40615-015-0113-z</p> <p>Reports: Doty, M.M., Abrams, M.K., Hernandez, S.E., Stremikis, K., & Beal, A.C. (2010). <i>Enhancing the capacity in community health</i></p>	<p>Complete the reading assignments for Week 14 and Quiz 6.</p> <p>Speaker: Tonya Cook, DMD</p>

	<p><i>centers to achieve high performance.</i> The Commonwealth Fund. http://www.commonwealthfund.org/~media/files/publications/fund-report/2010/may/1392_doty_enhancing_capacity_community_health_ctrts_2009_fghc_survey_v5.pdf</p> <p>National Association of Community Health. (2007). <i>Access denied: A look at America's medically disenfranchised.</i> http://www.nachc.org/client/documents/research/Access_Denied42407.pdf</p> <p>Schoen, C., Hayes, S.L., Collins, S.R., Lippa, J.A., & Radley, D.C. (2014). <i>America's uninsured: A state-by-state look at health insurance affordability prior to the new coverage expansions.</i> The Commonwealth Fund. http://www.commonwealthfund.org/~media/files/publications/fund-report/2014/mar/1736_schoen_americas_underinsured.pdf</p>	
	Week 13	
	No class – Thursday classes meet	Complete the reading assignments for Week 13.
	Week 14	
Health Disparities Solutions	<p>Articles</p> <p>Chin, M.H., Clarke, A.R., Nocom, R.S., Casey, A.A., Goddu, A.P., Keesecker, N.M., & Cook, S.C. (2015). A roadmap and best practices for organizations to reduce racial and ethnic disparities in health care. <i>Journal of General Internal Medicine</i>, 27(8), 992-1000. http://link.springer.com/article/10.1007/s11606-012-2082-9</p> <p>Clemans-Cope, L., Kenney, G.M., Buettgens, M., Carroll, C., & Blavin, F. (2012). The Affordable Care Act's coverage expansions will reduce differences in uninsurance rates by race and ethnicity. <i>Health Affairs</i>, 31(5), 920-930. http://content.healthaffairs.org/content/31/5/920.full.html</p> <p>Koh, H.K., Graham, G., & Glied, S.A. (2011). Reducing racial and ethnic disparities" The action plan from the Department of Health and Human Services. <i>Health Affairs</i>, 30(10), 1822-1829. http://content.healthaffairs.org/content/30/10/1822.full.html</p>	
	Week 15	
	Final Exam	The Final Exam will be posted on the Moodle site from Monday, December 12, 2016 at 12 noon until Tuesday,

		December 13, 2016 at 5:00 pm.
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School of Public Health Honor Code: The School of Public Health Honor Code is found in the student bulletin (sph.rutgers.edu/academics/catalog/index.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.

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.

Office of Disability Services

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

