

- Course Title:** Cancer Epidemiology
- Course Number:** EPID0601
- Course Pre- and Co-requisite(s):** PHCO 0502 (Minimum Grade of B)
- Course Location:** In-person classes: Piscataway room 2A on: Jan. 19, Feb. 9, Mar. 23 & May 4.
All other dates via the course Zoom link:
<https://rutgers.zoom.us/j/91438481363?pwd=aWNJVNJiZGRpV0kwcGVTRjFzUnQ5Zz09>
Zoom meeting ID: 914 3848 1363
Zoom meeting Password: 201076
- Course Date & Time:** Spring 2023 (Jan. 19 through May 4). Thursdays 6:00pm to 8:00pm
- Course Instructor:** Judith Graber, PhD, MS, Associate Professor
Dept. of Biostatistics and Epidemiology, Rutgers School of Public Health
Email: judith.graber@rutgers.edu
- Office Hours:** Before class at 5:15 to 6pm or by appointment
- Course Assistant:** n/a
- Course Website:** <https://rutgers.instructure.com/courses/55479>
- Required Course Text:** Textbook of Cancer Epidemiology, 3rd Edition (2018). Edited by Hans-Olov Adami, David J. Hunter, Pagona Lagiou, and Lorelei Mucci.
A digital version of the book can be found through the Rutgers Library: [Link to the digital book \(click here\)](#). Please note that there may be a limit on how many times you can access the book or download pages.

Additional/Supplemental Readings/Resources:

- Fundamentals of Cancer Epidemiology, 2nd Edition, Edited by: Philip C. Nasca and Harris Pastides
- Global Epidemiology of Cancer, by Randall E. Harris
- Cancer Epidemiology: Principles and Methods, by dos Santos Silva I, International Agency on Cancer (IARC)<https://publications.iarc.fr/Non-Series-Publications/Other-Non-Series-Publications/Cancer-Epidemiology-Principles-And-Methods-1999>
- Becoming an Academic Writer: 50 Exercises for Paced, Productive, and Powerful Writing, by Patricia Goodson

Course Description: This course is an introduction to cancer epidemiology. It describes the epidemiology of all cancer sites combined and some selected cancer sites in the U.S. and globally. The course will explore behavioral, environmental, occupational, and genetic risk factors for specific cancer sites. Critical thinking and writing about these concepts is encouraged. Students will build upon the knowledge from their epidemiology course(s) and advance their skills for critiquing and interpreting published research in the field of cancer epidemiology. This course will provide multiple opportunities to expand student skills in communicating scientific information in written and oral formats.

Selected Concentration Competencies Addressed: Each concentration identifies competencies for each degree offered.

The competencies addressed in this course for the MPH in Epidemiology include:

1. Critique epidemiologic literature, assess its strengths and weaknesses, and determine if conclusion(s) are supported.
2. Use epidemiologic techniques to quantitatively assess patterns and changes in disease occurrence.
3. Formulate a specific hypothesis and determine an appropriate study design and analysis plan.
4. Communicate and present study findings to professional audiences.

The competencies addressed in this course for the MS in Epidemiology include:

1. Identify and synthesize scientific literature on clinical and public health topics to generate hypotheses, conclusions, and recommendations.
2. Select and implement epidemiologic techniques to quantitatively assess patterns and changes in disease occurrence.
3. Develop and test a specific hypothesis using an appropriate study design and analysis plan.
4. Evaluate strengths and limitations of health data for public health research and/or practice.
5. Discuss study findings and their implications with professional audiences.

Please visit the Concentration webpages on the School of Public Health's website at sph.rutgers.edu for additional competencies addressed by this course for other degrees and concentrations.

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

- Understand the basics of the biological basis for, and mechanisms of, carcinogenesis.
- Explain global and US burden and patterns and trends of cancer incidence, mortality, and survival.
- Outline the process used which by the International Agency for Research on Cancer (IARC) assesses human carcinogenicity.
- Discuss the major risk factors for several human cancers.
- Discuss current modalities for cancer screening and prevention; evaluate the effectiveness of strategies for reducing cancer burden.
- Identify and discuss dipartites in cancer incidence, morbidity, and mortality.
- Evaluate study designs applied in the field of cancer epidemiology, including recognizing threats to study validity including potential biases and confounding factors specific to epidemiologic studies of cancer.
- Discuss the role of cancer registries in research and practice.
- Understand how cancer clusters are defined and outline the steps for a cancer cluster investigation.
- Critically evaluate the literature and summarize/synthesize data from the current literature.
- Communicate and present a cancer epidemiology topic to a public health audience.

Relationships among competencies, course objectives, course sessions, and assessments			
Competency	Course Objectives(s)	Course Session	Assessment(s)
1	b, c, d, e, f, g, h	1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 12, 13	Quizzes; course final exam
2	a, b, c, d, e, f	1, 2, 9, 10, 11, 12, 13	Quizzes, assignments
3	a, b, c, e	3, 4	Quizzes; assignments; course final exam
4	b, c, d, e, f, h, i	7, 14, 15	Homework assignments; presentation

Course Requirements and Grading:

Expectations:

Students are expected to:

- Attend and be prepared for every class session. Being prepared includes reviewing the lecture materials, completing the course readings, and doing the online 30 activities before class.
 - NOTE: In graduate school, the expectation is that students devote 2 to 3 hours of studying/preparing for every 1 credit hour spent in class. Cancer Epidemiology is a 3-credit so this equates to 6 to 9 hours per week – not including the time spent in class.
- If a student anticipates submitting an assignment late for a serious reason, that student should contact Dr. Graber **before** the scheduled due date to receive permission and determine an agreed upon date for submission. If no arrangement is made, any late assignment will be penalized by 5% per day.
- The final course grade will be determined based on the following activities/assignments, with the respective percentage value assigned to each.

Graded activities/assignments	Grade %
Class and journal club participation	10%
Quizzes (four)	20%
Final exam	20%
Cancer site research papers	
1. Biologic and pathological basis, distribution of cancer site epidemiology (written and oral)	10%
2. Determinants (risk factors), screening, and prevention (written and oral)	10%
3. Research priority, hypothesis, study design and basic approach (written only)	15%
Cancer site presentation	15%

Assessment details: Class participation

Students are expected to:

- Attend classes
 - Four classes are in person.
 - For the 11 online classes:
 - Log into the zoom class on time – allow 5 minutes for the frequent Rutgers updates
 - Students’ cameras should be on, with the understanding that they may occasionally need to turn it off. Send Dr.
- Lecture Recordings: All students registered for this hybrid course are expected to attend and participate in the class sessions as scheduled. The 11 remote-synchronous lectures may be recorded but **will be provided at the discretion of the instructor**. Temporary access to lecture recordings for up to three sessions may be made if a student has an excused absence, obtained by emailing Dr. Graber before the class (and receiving a reply). Routine access to lecture recordings requires a formal academic accommodation through the Rutgers Office of Disability Services.
- If you will miss a class, contact Dr. Graber by email before the class. Missing more than 3 classes results in a grade of zero for class participation.
- Read the required materials for that day. Be prepared to discuss the material by asking questions and answering when asked. Comments should be made orally – do not use the chat for comments.
 - Readings are assigned from the textbook, the scientific literature, and elsewhere.
 - Readings/assignments are listed in the course syllabus on the course schedule.
 - All readings other than the textbook will be available on the course Canvas site.

Assessment details: Quizzes

- There will be 4 quizzes.
- Quizzes will be online and accessed through the course Canvas page.
 - The quiz is open for 6 days.
 - Once started the student has 30 minutes to complete it. The schedule and content covered in each quiz is below.
- If a student will miss a quiz, they must contact Dr. Graber **before** the quiz closes to arrange for a makeup quiz. If no arrangement is made before the quiz is closed, the quiz grade will be zero.
- Each quiz has 10 multiple choice and true-false questions.

Quiz	Opens (8:00am)	Closes (5:30pm)	Topic covered
Quiz 1	Feb. 4	Feb. 9	Cancer epidemiology overview; Measures of cancer burden - Global/ US cancer statistics; Concepts in cancer epidemiology: study designs; bias, confounding
Quiz 2	Feb. 18	Feb. 23	Pathologic basis of cancer; Exposure and outcome assessment in cancer epidemiology; Cancer Registries
Quiz 3	Mar. 18	Mar. 23	Primary, secondary, and tertiary prevention; Breast Cancer Epidemiology across the Prevention Continuum; Selected cancer sites and risk factors
Quiz 4	Apr. 8	Apr. 13	Nutrition Epidemiology and Cancer; Ovarian cancer epidemiology; Study design Cancer clusters and brain cancer epidemiology; Occupational cancer

Assessment details: Journal club

- Four classes will have a peer-reviewed article for a journal club.
- Students should read each article carefully and be prepared to answer the below questions.
- Students who are absent the day of journal club must submit a written summary of the following points (bolded in the table below) within one week of the missed class:
 - 1a, 1b, 1c, 1d, 2a, 3a for the main study results table; and, 4a, 4d and 4f

How journal club works: students will be called on to answer the questions below. Dr. Graber may adapt or expand the questions for the article.

You will be graded on your preparedness - students will not be graded on whether your answers are correct, what is required is that students are prepared and try to apply their knowledge of epidemiology and the course material to the questions when asked.

1. Introduction/context/aims:
 - a. What is the rationale for doing the study?**
 - b. What gaps are the authors trying to address?**
 - c. What is/are the main study question(s) or aim(s)?**
 - d. What is the hypothesis? Is it stated or inferred?**
2. Methods
 - a. What is the study design, why?**
 - b. Given the study design, what biases might impact this study outcome?
 - c. What is the study population or data being used?
 - d. What is the analysis approach (overall or by reported study aim(s))?
3. Results
 - a. What are the main findings for each table or figure? How do they pertain to the aim(s)?**
4. Discussion
 - a. What are the primary take-home findings or findings?**
 - b. How are the study findings like or different from past studies?
 - c. What are the study's strengths as reported by the authors?
 - d. Are there other study strengths that the authors did not mention? If so, what?**
 - e. What are the study's limitations as reported by the authors?
 - f. Are there other study limitations that the authors did not mention? If so, what?**
 - g. What are the reported public health importance/implications and what are the next steps needed for future research as discussed by the authors?
 - h. What do you think are the public health importance/implications/next steps?
 - i. What is another possible study design to address the same research aim(s)?

Assessment details: Cancer site research papers

- Students will be assigned a cancer site, if there are more than 20 people in the class, some people will work in pairs.
- Each student will write three short, in-depth papers and make a PowerPoint presentation (via zoom)
 - The criteria for each paper are listed below, including the maximum allowed word count and minimum number of required references
 - For students working together on a cancer site each person will still write their own papers, but students may share information, resources, and ideas about the cancer site (but not writing).
- Cancer site assignments and dates for the Cancer site presentation will be posted on canvas
 - Students can exchange sites with each other. Talk to your fellow students and if both students agree, inform Dr. Graber with an email including **both** students by 5pm Friday Jan 27th.
 - If you have another cancer site in mind that is not on the list, please email Dr. Graber about it by 5pm Friday Jan 27th.
- The class on Feb 9 is for students to do some work on their cancer site project in a structured format.

Each paper should be written in technical style with few grammatical errors. You must use a citation manager. EndNote is one option for a citation manager and is free to Rutgers students.

Cancer-site Paper 1: Biological basis for disease, and descriptive risk factor epidemiology.

Paper & Presentation: The content should be in the written paper and in the class presentation.

Word limit: 1,000 words - Does not include references or title

Required references: At least 6 peer-reviewed references as well as the data sources discussed in class, for example <https://statecancerprofiles.cancer.gov>, these must be referenced.

1. Biologic and clinical basis (45%):

- Address:
 - How the cancer is defined
 - What it looks like clinically when diagnose and/or how it is diagnosed
 - What we know about the biologic basis for initiation and progression
 - Are there the key genetic of epigenic changes or biomarkers

2. Descriptive Epidemiology (50%):

- Describe the global distribution
- In the US:
 - Give an overview of the current incidence and mortality of the cancer site overall and by characteristics relevant to the cancer site, such age, sex, race/ethnicity
 - As relevant- describe any important changes in incidence or prevalence over time
 - Present the 5-year survival rates overall, and if relevant by stage and race/ethnicity
 - As relevant- describe any important changes in survival over time

3. Readability and use of a reference manager such as endnote (5%)

Cancer-site Paper 2: Determinants (risk factors), screening, and prevention

Paper & Presentation: The content should be in the written paper and in the class presentation.

Word limit: 1,200 words - Does not include references or title. **This paper** can be written in bulleted format, but students must use complete sentences.

Required references: At least 10 references from peer-reviewed journals.

1. Risk Factor Summary (75%):

Review risk factors for the cancer site. Include:

- Any known causal agents
- Known and suspected risk factors and the direction and magnitude of the associations
 - Provide exposure-response information where applicable
- Briefly discuss which of these risk factors should be prioritized for prevention and why

2. Screening (15%)

- If the cancer site has screening tests available, briefly state:
 - The biological basis for screening
 - What test or tests are used? What is recommended by the USPSTF?
 - Are there specific populations the USPSTF Recommends screening for?
- If the cancer site does not currently have a screening test available, briefly state:
 - Why not?
 - Are there opportunities for screening in the future?

3. Readability and use of a reference manager such as endnote (10%)

Cancer-site Paper 3: Research priority, hypothesis, study design and basic approach

Paper only: The content should be in the written paper only.

Word limit: 1,000 words

4. Research Gap/Priority (40%)

- Depending on the state of knowledge for the cancer site, outline important current research gap in risk factors or prevention
- Prioritize one with the ultimate goal of reducing the burden of this disease.

5. Research idea and study design (40%)

- Based on the one priority area identified, specify one hypothesis that would be useful to study
 - Provide the biologic and epidemiologic rationale for your choice of hypothesis
- State what epidemiologic study design you would use to address this hypothesis and why

Readability and use of a reference manager such as endnote (10%)

Assessment details: Cancer site presentation

- Students will prepare a PowerPoint presentation covering the information from Cancer Site Papers 1 and 2
- For students working in pairs, the presentations would be done together - each student must present some of the information.
- Students will teach each other about the cancer site(s) –
 - The PowerPoint presentations will be posted on canvas and available to the class
 - **All students are responsible to know all the content material being presented – it will be included on quizzes and the final exam**
- The maximum allowed **length is 10 minutes for individual student, 12 minutes for pairs** – the presentations will be stopped at exactly 10 minutes and any unrepresented material not graded
 - Students can practice together
- Upload the presentation in .pptx format (not .pdf).

Topic - see detailed descriptions in the syllabus	Number of slides	Grade %
Title slide (clear)	1 slide	5
Biological basis for disease and diagnosis	1-2 slides	15
Descriptive epidemiology	2-4 slides	20
Risk factor epidemiology	2-4 slides	20
Screening (secondary prevention)	1 slide	15
Slides readable/not crowded/include key		10
Presentation style not rushed/within time		5
Question and answer		10
Total slides allowed (max)	10 to 12 slides	100

Resources for creating a Power Point for scientific talks can be found here:

- <https://www.med.upenn.edu/mdresearchchopps/assets/user-content/Resources/Howtogivepresentations2014.pdf>
- <https://www.bmj.com/content/348/bmj.g2039>
- How to Deliver a Virtual Presentation - Best Practices and Techniques: <https://www.youtube.com/watch?v=zrLTfSookKZw>

Assessment details: Final exam

- The final exam is cumulative
- It will include topics covered in the class or readings
- It includes the information in the cancer site presentations given by students
- The exam will be in person during the last class.
- It will have between 55 and 65 questions.
- Question will be multiple choice, matching, true/false, fill in the blank(s), and short answers.

SPH standard grading scale:				
94 – 100	A		80 – <84	B-
90 – <94	A-		77 – <80	C+
87 – <90	B+		70 – <77	C
84 – <87	B		<70	F

Course Schedule:

TOPIC	READINGS/MATERIALS	ASSIGNMENTS/ ASSESSMENTS
19-Jan; In person		
<ul style="list-style-type: none"> • Course expectations and syllabus overview • Overview of cancer epi • Measures of cancer burden 	<ul style="list-style-type: none"> • The course syllabus • Text Chapters: 1 & 2 	<u>Online 30</u> : Self-introductory quiz (not graded)
26-Jan (Zoom)		
Concepts in cancer epidemiology	<ul style="list-style-type: none"> • Text Chapter 6 • IARC 1999, Chapter 5 Overview of Study Designs • IARC 1999, Chapter 13: Interpretation of epidemiologic studies 	<u>Online 30</u> : Mini lecture: Association vs. cause
2-Feb (Zoom)		
<ul style="list-style-type: none"> • Pathologic basis of cancer • Exposure and outcome assessment in cancer epidemiology 	<ul style="list-style-type: none"> • Text Chapters 3, 4 & 6 • Text Chapter: 5 <p>Journal Club practice: Hiroaki Itoh, et. al. 2023. http://dx.doi.org/10.1016/j.scitotenv.2022.159923</p>	<u>Online 30</u> : Mini lectures: <ul style="list-style-type: none"> • Parts 1, 2 & 3
9-Feb In-person		
<ul style="list-style-type: none"> • Cancer Burden • In-class activity (an exploration of cancer burden using online data sources) 	<ul style="list-style-type: none"> • https://gco.iarc.fr/today/home • https://statecancerprofiles.cancer.gov/ • https://seer.cancer.gov/statistics-network/ 	QUIZ 1 <u>Online 30</u> : YouTube Video - Staging of cancer https://www.youtube.com/watch?v=UCNx78zIrwU https://www.youtube.com/watch?v=1oyfjbl2Y4
16-Feb (Zoom)		
Cancer Registries (Prof. Stroup)	Reading: Mary White et. al. 2017	<u>Online 30</u> : Go to NJ SHAD https://www-doh.state.nj.us/doh-shad/ Look up your <u>cancer site</u> Compare the distribution to the US, how is it differ, how is it similar. Come prepared with one Power point slide to share with the class
23-Feb (Zoom)		
Primary, secondary, and tertiary prevention (Mr. Shah)	Text Chapters: 11 (colorectal); 17 (cervix); 20 (prostate) Journal Club 1 – Garcia-Albeniz et al.	QUIZ 2 Cancer paper 1 due
2-Mar (Zoom)		
Breast Cancer Epidemiology across the Prevention Continuum (Prof. Zeinomar)	Text Chapters: 16 (breast); 20 (prostate); 21 (testicular) Nur Zeinomar et al. Intern Med 2021; 174:408–412 Journal Club 2 - Cong Liu et al.	<u>Online 30</u> : Read the journal article; prepare for journal club

9-Mar (Zoom)		
Selected cancer risk factors	Text Chapters: 7 (oral/pharynx) 14 (lung/larynx)	<u>Online 30</u> : Mini lecture
16-Mar: Spring break		
23-Mar - In person		
Cancer clusters and their investigation (Prof. Grossman)	Text Chapters: 24 (brain); 28 (leukemias) https://www.cdc.gov/mmwr/preview/mmwrhtml/rr6208a1.htm?s_cid=rr6208a1_w https://nciph.sph.unc.edu/focus/vol5/issue4/5-4ClusterInvestigations_issue.pdf	QUIZ 3 Cancer paper 2 due
30-Mar (Zoom)		
Nutrition and Cancer Epidemiology: Methodology and Application (Prof. Qin)	Text Chapters: 19 (ovarian), 10 (stomach) Journal Club 3 : Ochs-Balcom, et al DOI: 10.1038/s41416-022-01981-6	<u>Online 30</u> : Prepare for journal club
6-Apr (Zoom)		
Occupationally related cancer	Text Chapters: 22 (bladder); 26 (Hodgkin lymphoma); 12 (liver) Journal club 4 : Jalilian et al. DOI: 10.1002/ijc.32199	Draft cancer site presentations due Online 30: prep for journal club & https://www.iarc.who.int/video/iarc-distinguished-speaker-series-occupational-cancer-epidemiology
13-Apr (Zoom)		
Cancer site presentations: see assignment list and dates on Canvas	15 (skin); 25 (thyroid); 27 (non-Hodgkin lymphoma)	Quiz 4 Upload final presentations before class in .pdf format
20-Apr (Zoom)		
Cancer site presentations: see assignment list and dates on Canvas		Cancer paper 3 due
27-Apr (Zoom)		
Cancer site presentations: see assignment list and dates on Canvas Course Review: Cancer Epi Jeopardy!!		<u>Online 30</u> : Bring your questions for the final exam!
4-May: In Person: Final exam		

Learning Management System: Canvas will be used extensively throughout the semester for course syllabus, assignments, announcements, communication and/or other course-related activities. It is the student's responsibility to familiarize themselves with Canvas and check it regularly. If you have difficulties accessing Canvas, please inform the instructor and Canvas Support (help@canvas.rutgers.edu). Canvas is accessible at canvas.rutgers.edu.

School of Public Health Honor Code: The School of Public Health Honor Code is found in the School Catalog (sph.rutgers.edu/academics/catalog.html). Each student bears a fundamental responsibility for maintaining academic integrity and intellectual honesty in his or her graduate work. For example, all students are expected to observe the generally accepted principles of scholarly work, to submit their own rather than another's work, to refrain from falsifying data, and to refrain from receiving and/or giving aid on examinations or other assigned work requiring independent effort. In submitting written material, the writer takes full responsibility for the work as a whole and implies that, except as properly noted by use of quotation marks, footnotes, etc., both the ideas and the works used are his or her own. In addition to maintaining personal academic integrity, each student is expected to contribute to the academic integrity of the School community by not facilitating inappropriate use of her/his own work by others and by reporting acts of academic dishonesty by others to an appropriate school authority. It should be clearly understood that plagiarism, cheating, or other forms of academic dishonesty will not be tolerated and can lead to sanctions up to and including separation from the Rutgers School of Public Health.

Students with Disabilities: Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student must apply for Services by first completing a Registration Form with the Rutgers Office of Disability Services (ODS) at ods.rutgers.edu. The student will also be required to participate in an ODS intake interview and provide documentation. If reasonable accommodations are granted, ODS will provide you with a Letter of Accommodations which should be shared with your instructors as early in your courses as possible.

Commitment to Safe Learning Environment: The Rutgers School of Public Health is committed to helping create a safe learning environment for all students and for the School as a whole. Free expression in an academic community is essential to the mission of providing the highest caliber of education possible. The School encourages civil discourse, reasoned thought, sustained discussion, and constructive engagement. Provocative ideas respectfully presented are an expected result. An enlightened academic community, however, connects freedom with responsibility. The School encourages all students to disclose any situations where you may feel unsafe, discriminated against, or harassed. Harassment or discrimination of any kind will be not tolerated and violations may lead to disciplinary actions.

Reporting Discrimination or Harassment: If you experience any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking, know that help and support are available. You may report such incidents to the [RBHS Title IX Office](#) or to the School of Public Health's [Office of Student Affairs](#). Rutgers University has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. If you experience any other form of discrimination or harassment, including racial, ethnic, religious, political, or academic, please report any such incidents to the School's [Office of Student Affairs](#). The School strongly encourages all students to report any incidents of discrimination or harassment to the School. Please be aware that all Rutgers employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers as listed in Appendix A to [Policy 10.3.12](#)) are required to report information about such discrimination and harassment to the School and potentially the University. For example, if you tell a faculty or staff member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty or staff member must share that information with the [RBHS Title IX Coordinator](#). If you wish to speak to a confidential employee who

does not have this reporting responsibility, you can find a list of resources in Appendix A to University [Policy 10.3.12](#). For more information about your options at Rutgers, please visit [Rutgers Violence Prevention and Victim Assistance](#).

Graduate Student Computer Policy: Students are required to possess a personal laptop, no older than approximately two years, that must meet minimum requirements which may be found online at: sph.rutgers.edu/student-life/computer-support.html

Policy Concerning Use of Recording Devices and Other Electronic Communications Systems: When personally owned communication/recording devices are used by students to record lectures and/or classroom lessons, such use must be authorized by the faculty member or instructor who must give either oral or written permission prior to the start of the semester and identify restrictions, if any, on the use of mobile communications or recording devices.

Policy Concerning Use of Turnitin: Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com (directly or via learning management system, i.e. Canvas) for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site. Students who do not agree should contact the course instructor immediately.

Withdrawal/Refund Schedule: Students who stop attending their course(s) without submitting a completed [Add/Drop Course](#) form will receive a failing grade. Furthermore, students dropping to zero credits for the semester are considered withdrawn and must submit a completed [Leave of Absence](#) form from the School of Public Health's Office of Student Affairs. The School of Public Health refunds tuition only. Administrative and technology fees are non-refundable. You may find the Withdrawal/Refund Schedule on the School of Public Health website at: sph.rutgers.edu/academics/academic-calendar.html