

Course Title: *Advances in Public Health Theories*

Course Number: *HBSP 0700-030*

Course Pre- and Co-requisite(s): *None*

Course Location: *Piscataway, Room 2A*

Course Date & Time: *Tuesday, 12:30-2:30pm*

Course Instructor: *Kristen D. Krause, PhD, MPH, Instructor of Urban Health,*
kristen.krause@rutgers.edu

Office Hours: *By Appointment Only*

Course Assistant: *None*

Course Website: <https://rutgers.instructure.com/courses/151207>

Required Course Text: *None*

Additional/Supplemental Readings/Resources: Supplemental readings will be available on the course website.

Course Description: This course is designed to provide an overview of applied public health theories, concepts, and methods in the field of public health practice, policy, and research. The primary aim of this course is for students to cultivate an understanding of modern paradigms to understand public health problems. Its emphasis will be on multidisciplinary and holistic theories related to the social determinants of health and how psychosocial, cultural, environmental, and political factors affect the health of populations and communities over the life course.

This course uses innovative public health approaches and draws heavily on public health literature and data to address health inequalities that burden diverse populations and communities. This class will follow an interactive doctoral-level seminar-style format emphasizing student-led discussions and presentations.

Selected Concentration Competencies Addressed: The competencies addressed in this course for the PhD in the School of Public Health include:

1. Demonstrate broad conceptual knowledge and a deep understanding of a specific public health field
2. Apply critical thinking skills to evaluate empirical evidence relevant to public health
3. Demonstrates the effective use of teaching methods to engage students in a variety of educational settings (large group, small group, in-person OR online)

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

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

1. Critically evaluate the scientific literature on theories applied to public health problems.
2. Analyze different theories used in public health practice, research, and policy.
3. Determine which theories would be most effective and useful in addressing a public health problem.
4. Describe the strengths and limitations of different micro, macro, and mezzo theories and their implications for solving urban public health problems.
5. Develop effective communication skills concerning how to address public health problems through the application of appropriate theories.

COURSE OBJECTIVE	LESSON	COMPETENCIES
1.	1-6 9-13	1. Demonstrate broad conceptual knowledge and a deep understanding of a specific public health field. 2. Apply critical thinking skills to evaluate the empirical evidence relevant to public health.
2.	1-6 11-13	1. Demonstrate broad conceptual knowledge and a deep understanding of a specific public health field. 2. Apply critical thinking skills to evaluate the empirical evidence relevant to public health.
3.	4-14	1. Demonstrate broad conceptual knowledge and a deep understanding of a specific public health field. 2. Apply critical thinking skills to evaluate the empirical evidence relevant to public health.
4.	1-11	1. Demonstrate broad conceptual knowledge and a deep understanding of a specific public health field. 2. Apply critical thinking skills to evaluate the empirical evidence relevant to public health.
5.	1-6 13-14	1. Demonstrate broad conceptual knowledge and a deep understanding of a specific public health field. 2. Apply critical thinking skills to evaluate the empirical evidence relevant to public health. 3. Demonstrates the effective use of teaching methods to engage students in a variety of educational settings (large group, small group, in-person OR online).

Course Requirements and Grading:

No prerequisites required. This course fulfills the course requirement for the PhD program.

Course Canvas Website. Please check the course website regularly as it includes additional readings, links to videos and webinars, announcements, and other relevant information.

Course Structure. The class will meet once a week for 2 hours. The educational and instructional modalities are highly interactive; the format includes several lectures facilitated by the instructor, possible guest speakers on specific content areas, small group discussions, multi-media presentations, and class exercises. This class will follow an interactive graduate seminar-style format emphasizing seminar activities during certain classes. This means that each student is an active participant and may be asked to facilitate a class discussion for the week depending on student interest and content area. Students are expected to have completed the course readings before class and be ready to engage in critical discourse. This will provide opportunities for meaningful discussions, reflections, and interpretations of course content.

Class Attendance and Class Participation. Students are expected to attend class regularly, facilitate in one class discussion for the week, participate in class and small group discussions, be active in all class and online discussions, read course materials, and complete assignments by the assigned due date. **Class participation will account for 10% of your final course grade.**

Assignments. The assignments for this course consist of the following:

1. *Weekly Blog Reflections* – Using the Canvas online discussion thread, starting in week 3, students will reflect on the readings, class discussions, and class activities as well as current events or controversial issues about public health. This component will account for 10% of the final course grade. Blog posts are due before class. Students are encouraged to bring their reflections in class – thus creating a community. **Weekly reflection assignments account for 10% of the final course grade. There are 11 pts that can be earned (1 extra credit).** The criteria for weekly grading reflections are:



reflections that review the course readings and activities in a summarized fashion, but do not integrate them to student's daily lives, lived experiences or respond to other post, and does not expand much beyond summarizing. (.75pts)



reflections that review the course readings and activities in a summarized fashion, but integrate posts into their daily lives, lived experiences and critically comments on classroom discussions. (1pt)



reflections that are written without much thought given to the course reading and does not move beyond a summary. The student does not integrate them with course reading and course content to their daily lives or lived experiences. (.5pts)

2. *Opinion Editorial (Op-Ed)* – are newspaper opinion pieces that are limited to 700 to 1200 words in most newspapers. The purpose of an Op-Ed is to share opinions on a significant public health issue and hopefully change public opinion using convincing arguments and presenting these arguments in a clear, concise, and readable fashion. For this Op-Ed

assignment, students will take one or more core concepts from the course and develop an urban public health advocacy piece in the form of an op-ed to a newspaper or blog of their choice. The advocacy piece should be compelling, include supporting facts or empirical notions to support their arguments and convincing them to the target audience. For this assignment, Op-Ed's should be submittable to a newspaper or blog of your choice, but you are not required to submit it- if you decide you would like to, Dr. Krause is happy to help find a placement. A submission must be well written, compelling, and polished to be considered for publication in newspapers. (See the Handout: American Public Health Association Guidance on Writing an Op-Ed). **This assignment will account for 15% of your final course grade.**

3. *Annotated Bibliography* – You will prepare an annotated bibliography with a minimum of eight (8) scholarly sources, that include four of the assigned articles. Focus on scientific peer-reviewed literature that illustrates how theories and concepts are applied in public health. This may consist of a highly controversial issue (such as vaccines, for example) of interest to you. Annotations should be concise and consider the following:
 - AMA v.11 format
 - A paragraph or 200-300 words that describes the following: theory and concepts used in the article, what are the primary points/arguments made by the authors; what the problem statement is; the scientific premise; describe the theory and concepts used in the article; and the utility of the theory; include any controversies and trends.
 - **The annotated bibliography will account for 15% of your final course grade.**

4. *Critique of Traditional Theories and Advanced Public Health Theories Final Paper* - Students should form groups of 2 to work on the final paper (there will be 2 groups of 2 and 1 group of 3- this will be decided in class depending on the final number of students). Building on the weekly Canvas Discussion blog post reflections, the Op-Ed assignments, and the Annotated bibliography students will write a final paper (**15 pages maximum, not including references**) that critiques at least one traditional public health theory on social and behavioral science theories (e.g., health belief model, theory of reasoned action, a theory of planned behavior, social cognitive theory) and then present a counter-argument using at least one advanced public health theory learned in this class to address a public health problem of their choice or for developing useful public health research, theory and practice. Students will describe which approach is better to address a public health problem of their choice. The instructions for the final paper will be posted on our course website by the second week of the class. **The final paper will account for 30% of your final course grade.**

5. *Group Presentation* – Each student workgroup will be required to give a 15-20-minute oral presentation of their final paper. The following points must be included in the presentation: the public health problem of their choice, the traditional paradigm introduction and critique, the application of the modern paradigm, the best approach to address the problem, and the conclusion. The oral presentation PowerPoint slides must be submitted electronically one-day before the due date. **The group presentation will account for 20% of your final course grade.**

Evaluation and Grading Criteria. Students will be evaluated based on the following assignments:

1. <i>Weekly Blog Reflections</i>	10 pts.
2. <i>Newspaper Op-ed</i>	15 pts.
3. <i>Annotated Bibliography</i>	15 pts.
4. <i>Group Paper on Critiquing Traditional and Modern Paradigm</i>	30 pts.
5. <i>Group Presentation</i>	20 pts.
6. <i>Class Participation</i>	10 pts.
<i>Total:</i>	<i>100 pts.</i>

Rutgers SPH Grading Policy

94 – 100 A
 90 – <93 A-
 87 – <89 B+
 84 – <86 B
 80 – <83 B-
 77 – <80 C+
 70 – <76 C
 <70 – F

Course Schedule:

Session	Date	Course Topic	Assignment Due
1	September 7 th	Course Overview – Introduction	
2	September 14 th	Considering Paradigms, Theories, Models, Concepts, and Frameworks	
3	September 21 st	Public Health Inequities and Health Disparities	
4	September 28 th	Multi-level Theory	
5	October 5 th	Ecological Theories and Other Approaches	
6	October 12 th	Life Course Perspectives	<i>Newspaper Op-ed</i>
7	October 19 th	Stress, Vulnerability, and Resiliency	
8	October 26 th	CLASS CANCELED: APHA Conference	
9	November 2 nd	Social Theories: Socioeconomic Status, Race, and Ethnicity	
10	November 9 th	Psychological Theories in Intersectionality & Place-Based Approaches	<i>Annotated Bibliography</i>
11	November 16 th	Theories in Gender, Sex, and Biology	
12	November 23 rd	Sexual Orientation and Identity	
13	November 30 th	Theories in Structure, Social Capital and Agency	
14	December 7 th	Implementation Science	
15	December 14 th	Final Presentations	<i>Final Presentation</i>
	December 17 th	Final Paper Due	<i>Final Paper</i>

Session 1 Course Overview – Introduction

- Introduction to the course, course content, readings, and assignments
- Introduction theories, models, concepts, and frameworks (Part I)

Required Readings

Rothman, A.J. (2004). "Is there nothing more practical than a good theory?" Why innovations and advances in health behavior change will arise if interventions are used to test and refine theory. *International Journal of Behavioral Nutrition and Physical Activity*, 1, 1-7.

NIH Center for Scientific Review (CSR). *Guidelines on scientific premise and rigor*. [HAND OUT]

Session 2 Considering Paradigms, Theories, Models, Concepts, and Frameworks

- Introduction paradigms, theories, models, concepts, and frameworks (Part II)

Required Readings:

- Diez-Roux, A. (2007). Integrating social and biological factors in health research: A systems review. *Ann Epidemiol*, 17, 569-574.
- Mermelstein, R.J., & Revenson, T. (2013). Applying theory across settings, behaviors, and populations. Translational challenges and opportunities. *Health Psychology*, 32, 592-596.
- Singer, M., & Clair, S. (2003). Syndemics and public health: Reconceptualizing disease in bio-social context. *Medical anthropology quarterly*, 17, 423-441.

Online 30:

- Navarro V, Shi L. (2001). The political context of social inequalities and health. *Int J Health Services*, 31, 1–21.
- Wasy, R. (2006). *Definition, theory, and observation*. In *Theory of Addiction*: Blackwell, Oxford.

Session 3 Public Health Inequities and Health Disparities

Required Readings:

- Freudenberg, N. (2000). Time for a national agenda to improve the health of urban populations. *Am J Public Health*, 90, 837– 840.
- Williams, D.R., & Collins, C. (2001). Racial residential segregation: A fundamental cause of racial disparities in health. *Public Health Reports*, 116, 404-416.
- Thomas, S.B., Fine, M.J., Ibrahim, S.A. (2004). Health disparities: The importance of culture and health communication. *Am J Public Health*, 94, 2050.
- Powell, J.A. (2013). Deepening our understanding of structural marginalization. *Poverty & Race*, 22, 3-4.

Online 30:

- What's needed to vanquish COVID-19 health inequities: <https://www.ama-assn.org/delivering-care/health-equity/what-s-needed-vanquish-covid-19-health-inequities>

Session 4 Multi-level Theory

Required Readings:

- Kozlowski, S. W. J., & Klein, K. J. (2000). A multilevel approach to theory and research in organizations: Contextual, temporal, and emergent processes. In K. J. Klein & S. W. J. Kozlowski (Eds.), *Multilevel theory, research and methods in organizations: Foundations, extensions, and new directions* (pp. 3-90). San Francisco, CA: Jossey-Bass.
- Weiner, B. J., Lewis, M. A., Clauser, S. B., & Stitzenberg, K. B. (2012). In search of synergy: strategies for combining interventions at multiple levels. *Journal of the National Cancer Institute Monographs*, 44, 34-41.
- Paskett, E. D., Pennell, M. L., Ruffin, M. T., Weghorst, C. M., Lu, B., Hade, E. M., ... & Wewers, M. E. (2020). A multi-level model to understand cervical cancer disparities in Appalachia. *Cancer Prevention Research*, 13, 223-228.

Online 30:

- Raboisson, D. and Lhermie, G., 2020. Living With COVID-19: A Systemic and Multi-Criteria Approach to Enact Evidence-Based Health Policy. *Frontiers in Public Health*, 8.
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Session 5 Ecological Theories and Other Approaches

Required Readings:

- McLeroy, K.R., Biberau, D., Steckler, A., & Glanz, A. (1998). An ecological perspective on health promotion programs. *Health Education Quarterly*, 15, 351-377.
- Chircop, A. (2008). An ecofeminist conceptual framework to explore gendered environmental health inequities in urban settings and to inform healthy public policy. *Nurs Inq*, 15, 135-147.
- Bentley, M. (2014). An ecological public health approach to understanding the relationships between sustainable urban environments, public health and social equity. *Health Promot Int*, 29, 528-537.
- Schell, C.J., Dyson, K., Fuentes, T.L., Des Roches, S., Harris, N.C., Miller, D.S., Woelfle-Erskine, C.A. and Lambert, M.R., 2020. The ecological and evolutionary consequences of systemic racism in urban environments. *Science*, 369(6510).

Online 30:

- Knowledge is Power: Equity considerations in the age of COVID, https://www.sdcoe.net/ils/equity/Documents/2020-Webinar_Trauma-Human-Development.pdf

Session 6 Life Course Perspectives

- **Assignment Due:** *Newspaper Op-ed*

Required Readings

- Sampson, R.J., & Laub, J.H. (1990). Crime and deviance over the life course: The salience of adult social bonds. *American Sociological Review*, 55, 609-627.
- Lu, M.C. (2003). Racial and Ethnic Disparities in Birth Outcomes: A Life-Course Perspective. *Maternal and Child Health Journal*, 7, 13-30.
- Hser, Y, Longshore, D., Anglin, M.D (2007). The life course perspective on drug use: A conceptual framework for understanding drug use trajectories. *Evaluation Review*, 31, 515-547.
- Arnett, J. J. (2000). Emerging adulthood: A theory of development from the late teens through the twenties. *American psychologist*, 55, 469-480.

Online 30:

- Settersten Jr, R.A., Bernardi, L., Härkönen, J., Antonucci, T.C., Dykstra, P.A., Heckhausen, J., Kuh, D., Mayer, K.U., Moen, P., Mortimer, J.T. and Mulder, C.H., 2020. Understanding the effects of Covid-19 through a life course lens.

Session 7 Stress, Vulnerability, and Resiliency

Required Readings

- Link, B.G., & Phelan, J. (1995). Social conditions as fundamental causes of disease. *J Health Soc Behav, Spec No*, 80–94.
- Meyer, I.H. (2003). Prejudice, social stress, and mental health in lesbian, gay and bisexual populations: Conceptual issues and research evidence. *Psychological Bulletin*, 129, 674-697.
- Patton, D.U., Lane, J., Leonard, P., Macbeth, J., & Smith Lee, J.R. (2016). Gang violence on the digital street: Case study of a South Side Chicago gang member's Twitter communication. *New Media & Society*, 1-19.

Online 30:

- Speaking of Psychology: The Role of Resilience in the Face of COVID-19:
<https://www.apa.org/research/action/speaking-of-psychology/human-resilience-covid-19>

Session 8 CLASS CANCELED: APHA Conference

Session 9 Social Theories: Socioeconomic Status, Race, and Ethnicity.

Required Readings

- Braveman, P.A., Cubbin, C., Egerter, S., Chideya, S., Marchi, K.S., Metzler, M., & Posner, S. (2005). Socioeconomic status in health research: one size does not fit all. *JAMA*, *294*, 2879-2788.
- LaVeist, T.A., Gaskin, D.J., & Richard, P. (2009). *The Economic Burden of Health Inequalities in the United States*. Washington, DC: The Joint Center for Political and Economic Studies.
- Fullilove, M.T. (2001). Root shock: The consequences of African American dispossession. *Journal of Urban Health*, *78*, 72-80.

Online 30:

Take some time to understand the public health platforms for all of the candidates running for the election this week where you live (even if you are not able to vote- you can default to Piscataway, NJ if necessary). I will post some non-partisan voting guides closer to the election. Be prepared to discuss in class.

Session 10 Psychological Theories in Intersectionality & Place-Based Approaches

- **Assignment Due:** *Annotated Bibliography*

Required Readings

- Crenshaw, K. (1993). Mapping the margins: Intersectionality, identity politics, and violence against women of color. *Stanford Law Rev*, *43*, 1241–1299.
- Bowleg, L. (2012). The problem with the phrase women and minorities: Intersectionality – an important theoretical framework for public health. *American Journal of Public Health*, *102*, 1267-1273.
- Acevedo-García, D., & Bates, L. M. (2008). *Latino health paradoxes: empirical evidence, explanations, future research, and implications*. In H. Rodríguez, R. Saenz, & C. Menjívar (Eds.), *Latino/as in the United States: Changing the face of America* (pp. 101e113). London: Springer.
- Chandra, A. (2009). Who you are and where you live: Race and the geography of healthcare. *Medical Care*, *47*, 135-137.
- Shareck, M., Frohlich, K.L., & Poland, B. (2013). Reducing social inequities in health through settings-related interventions -- a conceptual framework. *Glob Health Promot*, *20*, 39-52.
- Dennis, S.F., Gaulocher, S., Carpiano, R.M., & Brown, D. (2009). Participatory photo mapping (PPM): Exploring an integrated method for health and place research with young people. *Health & Place*, *15*, 466-473.

Online 30:

- N/A due to the amount of required reading

Session 11 Theories in Gender, Sex, and Biology

Required Readings

- Reardon, J. (2001). The human genome diversity project: A case study in coproduction. *Social Studies of Science*, 31, 357-38.
- Perez-Brumer, A., Hatzenbuehler, M. L., Oldenburg, C. E., & Bockting, W. (2015). Individual-and structural-level risk factors for suicide attempts among transgender adults. *Behavioral Medicine*, 41, 164-171.
- Short, S.E., Yang, Y.C., & Jenkins, T.M. (2013). Sex, gender, genetics, and health. *Am J Public Health*, 103, S93-S101.

Online 30:

- Ryan, N.E. and El Ayadi, A.M., 2020. A call for a gender-responsive, intersectional approach to address COVID-19. *Global public health*, pp.1-9.

Session 12 Sexual Orientation and Identity

Required Readings

- Institute of Medicine (eds). *Context for LGBT health status in the United States*. In the Health of Lesbian, Gay, Bisexual and Transgender People Building a Foundation for a Better Understanding (pp.25-28). Washington, DC: National Academies Press; 2011.
- Moreira, A.D., Halkitis, P.N., & Kapadia, F. (2015). Sexual identity development of a new generation of emerging adult men: The P18 Cohort Study. *Psychology of Sexual Orientation and Gender Diversity*, 2, 159–167
- Visit: <http://www.nationalacademies.org/hmd/Reports/2011/The-Health-of-Lesbian-Gay-Bisexual-and-Transgender-People.aspx>

Online 30:

- Ruprecht, M.M., Wang, X., Johnson, A.K., Xu, J., Felt, D., Ihenacho, S., Stonehouse, P., Curry, C.W., DeBroux, C., Costa, D. and Phillips li, G., 2021. Evidence of social and structural COVID-19 disparities by sexual orientation, gender identity, and race/ethnicity in an urban environment. *Journal of Urban Health*, 98(1), pp.27-40.

Session 13 Theories in Structure, Social Capital and Agency

Required Readings:

- Bellinger, D.C. (2016). Lead contamination in Flint — An abject failure to protect public health. *N Engl J Med*, 374, 1101-1113.
- Brune, N., & Bossert, T. (2009). Building social capital in post-conflict communities: Evidence from Nicaragua. *Soc Sci Med*, 68, 885–893.
- Szreter, S., & Woolcock, M. (2004). Health by association. Social capital, social theory, and the political economy of public health. *International Journal of Epidemiology*, 33, 650-667.

Online 30:

- Fighting for Safe water in Flint:
https://www.youtube.com/watch?time_continue=8&v=nsz_oDrDie8&feature=emb_logo

Session 14 Implementation Science

Required Readings:

- Bauer, M.S., Damschroder, L., Hagedorn, H., Smith, J., & Kilbourne, A.M. (2015). An introduction to implementation science for the non-specialist. *BMC Psychology*, 3,32.
- Milat, A.J., et al. (2015). Narrative review models and success factors for scaling up public health interventions. *Implementation Science*, 10:113.
- Nilsen P (2015). Making sense of implementation theories, models and frameworks. *Implementation Science*, 21, 53.

Online 30:

- COVID-19 pandemic has speeded up the implementation of multi-month dispensing (watch video too): <https://www.aidsmap.com/news/jul-2020/covid-19-pandemic-has-speeded-implementation-multi-month-dispensing>

Session 15 Final Session & Wrap Up

- **Assignment Due:** *Final Group Presentations (Due 12/14)*
- **Assignment Due:** *Group Paper on Critiquing Traditional and Advance Theories (Due 12/17)*

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

Special Circumstances During COVID-19, For Fall 2021

To keep our on-campus communities safe, compliance with all current guidance and policies as set forth in the [Guide to Returning to Rutgers](#) is required at all times and without exception. Students, faculty, staff, or visitors who do not comply with these policies will not be permitted to remain on-site. The use of face-coverings indoors *IS* required in classrooms and offices as well as shared spaces (such as hallways and bathrooms). Rutgers employees and students must use the [My Campus Pass](#) symptom checker, a self-screening application, each day when traveling to campus or entering a Rutgers building. Please remember to wash your hands, wear a mask while indoors, particularly in crowded spaces and groups, and stay up-to-date on university guidance by consulting the [Guide to Returning to Rutgers](#) and the university's [COVID-19 website](#).

In addition, the School of Public Health recognizes that students may experience challenges or be negatively impacted due to the COVID-19 pandemic, mental and emotional health toll from systemic racism, altered personal and professional obligations, and other crises existing at the moment in our local, national, and global communities. Students are encouraged to discuss these challenges and circumstances with their instructor, if they feel they may need additional support or temporary accommodations at the beginning or during this course. The course instructor may consider making reasonable temporary adjustments depending on the student's situation. If additional support is needed, students may reach out to the Office of Student Affairs (studentaffairs@sph.rutgers.edu) or any of the appropriate referral resources listed on the SPH Student Connect Canvas page.