

Course Title:	Health Systems & Policy
Course Number:	PHCO 0501
Course Prerequisite(s):	None
Course Location:	Online via Canvas
Course Date & Time:	Asynchronous online
Course Instructor:	Hillary Samples, PhD, MHS Assistant Professor of Health Systems and Policy, Rutgers School of Public Health Center for Pharmacoepidemiology and Treatment Science, Rutgers Institute for Health, Health Care Policy, and Aging Research 112 Paterson Street, Room 321 New Brunswick, NJ 08901 Email: h.samples@rutgers.edu
Office Hours:	By appointment only
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Course Website:	https://rutgers.instructure.com/courses/227826
Required Course Text:	None

Course Description: As a requirement for all public health students, this course focuses on fundamental health care organization and policy topics. Students are introduced to the history, organization, financing and regulations of health services in the United States. Emphasis is placed on the principles of access, cost and quality of care in the changing economic environment; the social determinants of health; disparities in health and health services, nationally and globally; the public health system and related health and health care issues for vulnerable populations. In assessing the role of the health care system, both quantitative and qualitative approaches are considered as part of understanding the role of evidence in decision making.

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

- A. Describe the history and structure of the U.S. health care system
- B. Identify key health policy issues and the initiatives designed to address them
- C. Compare policy alternatives

Competencies Addressed: The competencies addressed in this course include:

1. Explain the social, political, and economic determinants of health and how they contribute to population health and health inequities;
2. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings;

3. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels;
4. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence;
5. Assess population needs, assets and capacities that affect communities' health;
6. Select quantitative and qualitative data collection methods appropriate for a given public health context;
7. Explain the role of qualitative methods and sciences in describing and assessing a population's health;
8. Evaluate policies for their impact on public health and health equity; and
9. Advocate for political, social, or economic policies and programs that will improve health in diverse populations;
10. Apply systems thinking tools to a public health issue.

Link between Objectives, Competencies and Assessments:

Competency	Course Objectives(s)	Course Sessions	Assessment(s)
1	A, B	3-6, 9, 12-15	Discussion board, quizzes, policy analysis papers
2	A, B, C	1-3, 6, 8-12	Discussion board, quizzes
3	A, B, C	1-2, 5-6, 9-10, 12-13	Discussion board, quizzes evidence review
4	A, C	3-4, 7-8, 12, 14-15	Discussion board, quizzes, policy analysis papers
5	A, B	2-15	Discussion board, quizzes, policy analysis papers
6	B, C	7-8, 14-15	Discussion board, quizzes evidence review
7	B, C	7-8, 14-15	Discussion board, quizzes evidence review
8	A, B, C	2-3, 5-6, 9-15	Discussion board, quizzes, policy analysis papers
9	A, B, C	4-6, 8, 9-15	Discussion board, quizzes, policy analysis papers
10	A, B, C	1-6, 8-15	Discussion board, quizzes, policy analysis papers

Course Requirements and Grading: Course requirements and assessments, learning objectives, and competencies are summarized below for weekly modules, with additional details posted in advance on the course website. Due dates are indicated for all readings, assignments, and activities. Unless otherwise specified, all assignments are due at 11:59pm on the date indicated. While this is a self-directed learning experience, timely completion of requirements according to the course schedule is essential to maintain progress. Students are strongly encouraged to contact the course instructor at the earliest possible time should an issue arise that might impact the ability to meet a deadline. *Late assignments will incur a 10% (one letter grade) reduction in each 24-hour period following the due date.*

1. *Discussion Board Posts (15%)*: All students are expected to participate in course activities, including the Discussion Board, which serves as a virtual space to exchange ideas. Grading is based on completion of 2 weekly posts. Posts should provide sufficient detail to demonstrate engagement with the instructional material, including reflections on assigned recordings and readings, connections to concepts in related modules, and consideration of the comments, questions, or concerns of peers. Since remote communication often lacks the nuance of in-person interaction, students should take extra precautions to ensure contributions are thoughtful, respectful, and aligned with the principles of a shared and productive learning community.
2. *Quizzes (35%)*: Periodic quizzes will assess key concepts from related modules, drawing on information covered in course readings, lectures, and supplemental materials (e.g., videos). Quizzes will include multiple-choice questions, true-false statements, and short answer items. Each quiz will be open for one week, beginning on Monday at 12am and closing at 11:59pm on the due date listed. Once the quiz is started, there will be a one-hour time limit for completing and submitting responses (except in cases where additional accommodations are necessary and requested). Students may consult course materials during the quiz (i.e., open book); however, familiarity with the materials is necessary to complete the exam within the allotted hour.
3. *Policy Analysis Concept Memo (10%)*: Students will select from three potential topics addressed in the course for the final policy analysis brief. The health care problem will form the basis for the policy analysis. The topics are broad so the concept memo will need to (1) explain the scope of the problem, (2) describe the relevant stakeholders, (3) define criteria for evaluating policy options and (4) list 2-3 potential policy solutions. The concept memo will be no more than 1 single-spaced page, not including citations. To ensure the analysis plan is well-informed, at least 5 references should be drawn from reputable sources (e.g., peer-reviewed journals).
4. *Policy Analysis Evidence Review (15%)*: Building on the concept memo and feedback, students will synthesize the evidence base and relevant literature on their chosen topic. The review will address: (1) the scope of the problem, (2) the current health systems and policy environments affecting the feasibility of proposed solutions, and (3) the potential impact of policy interventions.
5. *Policy Analysis (25%)*: Incorporating feedback provided on the concept memo and evidence review, students will write a policy analysis up to 10 pages. The paper should be a policy analysis grounded in the literature to: (1) present the magnitude of the problem, (2) propose viable policy solutions, (3) evaluate the policy options based on established criteria (e.g., distribution of benefits/burdens; political, operational, and economic feasibility), and (4) make a policy recommendation justified by the analysis.

6. *Summary of learning assessments as a percentage of the overall course grade:*

<i>Discussion posts (15)</i>	<i>15% (1% each)</i>
<i>Quizzes (6)</i>	<i>35% (5% each, 10% Quiz 5)</i>
<i>Policy Analysis Concept Memo</i>	<i>10%</i>
<i>Policy Analysis Evidence Review</i>	<i>15%</i>
<i>Policy Analysis</i>	<i>25%</i>
<i>Total</i>	<i>100%</i>

- *Assignment Standards:* Formatting expectations (e.g., margins, font size, references) will be posted to the course site. Extra credit opportunities will be posted to the course website. However, any potential for extra credit will not have a sufficient point value to replace course assignments. Thus, students should plan to complete the required assignments according to high standards and in a timely manner.
- *School-wide uniform grading scale:*

<i>Grading Policy:</i>	94 – 100	A
	90 – <94	A-
	87 – <90	B+
	84 – <87	B
	80 – <84	B-
	77 – <80	C+
	70 – <77	C
	<70	F

Course Schedule: Please note the syllabus is subject to change, and materials posted on the course site reflect the requirements. Students will be notified of changes through announcements on the course site.

Week 1: January 17 – 20

U.S. Health System: Orientation and Introduction

- Lectures/Videos:
- Tutorial: Course Orientation
 - Lectures: Introduction to the U.S. Health System
- Readings Due:
- Syllabus
 - Kovner AR, Knickman JR. Chapter 1: The Current U.S. Health Care System. In: Kovner AR, Knickman JR, eds. *Jonas and Kovner’s Health Care Delivery in the United States*. 10th ed. New York, NY: Springer New York LLC; 2011:3-8.
 - Emanuel EJ. Chapter One: United States. In: *Which Country Has the World’s Best Health Care?* 1st ed. New York, NY: PublicAffairs; 2020.
- Assignments Due: Week 1 discussion board posts due Jan 20th (initial) and Jan 22nd (reply)

Week 2: January 23 – 27

U.S. Health System: Comparative Perspectives on Structure and Performance

- Lectures/Videos:
- Lectures: The U.S. Health System in Context, Parts 1-3
 - Video: [Health Care Spending in the United States and Other High-Income Countries](#)
- Readings Due:
- Reid TR. Chapter Two: Different Models, Common Principles. In: *The Healing of America: A Global Quest for Better, Cheaper, and Fairer Health Care*. New York, NY: Penguin Group; 2009:16-27.
 - Emanuel EJ. Chapter Twelve: Who’s the Best? In: *Which Country Has the World’s Best Health Care?* 1st ed. New York, NY: PublicAffairs; 2020.

- Emanuel EJ. Chapter Thirteen: Six Lessons for Improving the US Health Care System. In: *Which Country Has the World's Best Health Care?* 1st ed. New York, NY: PublicAffairs; 2020.

Activities/Resources: • Web tool comparing indicators of health care spending, access, quality, and health outcomes across countries:
<https://www.healthsystemtracker.org/dashboard/>

Assignments Due: Week 2 discussion board post due Jan 27th (initial) and Jan 29th (reply)
 Quiz 1 on Weeks 1-2 material due Jan 29th

Week 3: January 30 – February 3

Political Determinants of Health: The Role of Government in the U.S. Health System

- Lectures/Videos: • Lectures: The Role of Government in the U.S. Health System, Parts 1-3
- Readings Due: • Sparer MS. Chapter 2: Health Policy and Health Reform. In: Kovner AR, Knickman JR, eds. *Jonas and Kovner's Health Care Delivery in the United States*. 10th ed. New York, NY: Springer New York LLC; 2011:25-43.
- Feldstein P. Chapter 31: The Role of Government in Medical Care. In: *Health Policy Issues: An Economic Perspective*. 7th ed. Washington, DC: Health Administration Press; 2019:501-514.

Assignments Due: Week 3 discussion board post due Feb 3rd (initial) and Feb 5th (reply)

Week 4: February 6 – 10

Political Determinants of Health: The Politics of Policy-Making

- Lectures/Videos: • Lectures: The Politics of Social Policy for Vulnerable Populations, Parts 1-3
- Readings Due: • Gupta K, Jenkins-Smith H. Chapter 22: Anthony Downs, "Up and Down with Ecology: The 'Issue-Attention' Cycle." In: Balla SJ, Lodge M, Page EC, eds. *The Oxford Handbook of Classics in Public Policy and Administration*. Oxford, UK: Oxford University Press; 2016:316-325.
- Greer S. Chapter 29: John W. Kingdon, Agendas, Alternatives, and Public Policies. In: Balla SJ, Lodge M, Page EC, eds. *The Oxford Handbook of Classics in Public Policy and Administration*. Oxford, UK: Oxford University Press; 2016:417-432.
- Buhr T, Blendon RJ. Chapter 2: Trust in Government and Health Care Institutions. In: Blendon RJ, Brodie M, Benson JM, Altman DE, eds. *American Public Opinion and Health Care*. Washington, DC: CQ Press; 2011:15-38.

Assignments Due: Week 4 discussion board post due Feb 10th (initial) and Feb 12th (reply)
 Quiz 2 on Weeks 3-4 material due Feb 12th

Week 5: February 13 – 17

Social Determinants of Health: Implications for Systems and Policy

- Lectures/Videos: • Lectures: Social Determinants of Health
- Video: [Social Determinants of Health – an Introduction](#)
- Video: [County Health Rankings & Roadmaps](#)
- Video: [Why is Racism a Public Health Issue?](#)

- Readings Due:
- Russo P. Chapter 5: Population Health. In: Kovner AR, Knickman JR, eds. *Jonas and Kovner's Health Care Delivery in the United States*. 10th ed. New York, NY: Springer New York LLC; 2011:85-102.
 - Shi L, Tsai J, Kao S. Public Health, Social Determinants of Health, and Public Policy. *J Med Sci*. 2009;29(2):43-59.
 - Braveman PA, Kumanyika S, Fielding J, et al. Health Disparities and Health Equity: The Issue Is Justice. *Am J Public Health*. 2011;101(S1):S149-S155.
- Assignments Due: Week 5 discussion board post due Feb 17th (initial) and Feb 19th (reply)

Week 6: February 20 – 24

Social Determinants of Health: Addressing Inequity

- Lectures/Videos:
- Lectures: Social Determinants of Health: Addressing Inequity, Parts 1-2
 - Video: [The Ottawa Charter](#)
 - Video: [Case Study: The Ottawa Hospital and Ottawa Inner-City Health](#)
- Readings Due:
- Jonas WB, Adibe B. An Integrated Framework for Achieving National Health Goals. *JAMA Heal Forum*. 2022;3(5):e221109.
 - Horwitz LI, Chang C, Arcilla HN, Knickman JR. Quantifying Health Systems' Investment in Social Determinants Of Health, By Sector, 2017-19. *Health Aff*. 2020;39(2):192-198.
 - Brown AF, Ma GX, Miranda J, et al. Structural Interventions to Reduce and Eliminate Health Disparities. *Am J Public Health*. 2019;109(S1):S72-S78.
 - Adler NE, Cutler DM, Fielding JE, Galea S, Koh HK, Satcher D. *Addressing Social Determinants of Health and Health Disparities: A Vital Direction for Health and Health Care*. Washington, DC: National Academy of Medicine; 2016.
- Assignments Due: Week 6 discussion board post due Feb 24th (initial) and Feb 26th (reply)
Quiz 3 on Weeks 5-6 material due Feb 26th

Week 7: February 27 – March 3

Public Health Research: Objectives and Methods

- Lectures/Videos:
- Lectures: Public Health Research Methods
- Readings Due:
- Steinwachs DM, Hughes RG. Chapter 8. Health Services Research: Scope and Significance. In: Hughes RG, ed. *Patient Safety and Quality: An Evidence-Based Handbook for Nurses*. Rockville, MD: Agency for Healthcare Research and Quality; 2008:163-177.
 - Bradley EH, Curry LA, Devers KJ. Qualitative Data Analysis for Health Services Research: Developing Taxonomy, Themes, and Theory. *Health Serv Res*. 2007;42(4):1758-1772.
 - Gilson L. Part 1: Introduction to Health Policy and Systems Research. In: Gilson L, ed. *Health Policy and Systems Research: A Methodology Reader*. Geneva, Switzerland: World Health Organization; 2012:19-40.
- Activities/Resources:
- Blewett LA, Call KT, Turner J, Hest R. Data Resources for Conducting Health Services and Policy Research. *Annu Rev Public Heal*. 2018;39:437-452.
- Assignments Due: Week 7 discussion board post due Mar 3rd (initial) and Mar 5th (reply)

Week 8: March 6 – March 10**Public Health Research: Translation into Evidence-Based Practice and Policy**

- Lectures/Videos:
- Lecture: Evidence-Based Practice and Policy
 - Video: [Which Health Policies Actually Work?](#) [Healthcare Triage]
 - Video: [Evidence-Informed Decision Making](#) [NCCMT]
 - Podcast: [Revolutionary Stroke Treatment](#) [NYT Magazine]
- Readings Due:
- Lobb R, Colditz GA. Implementation Science and Its Application to Population Health. *Ann Rev Pub Heal.* 2013;34:235–251.
 - Brownson RC, Chiqui JF, Stamatakis KA. Understanding Evidence-Based Public Health Policy. *Am J Public Health.* 2009;99(9):1576-1583.
 - Clancy CM, Glied SA, Lurie N. From Research to Health Policy Impact. *Health Serv Res.* 2012;47(1, Part II):337-343.
- Assignments Due: Week 8 discussion board post due Mar 10th (initial) and Mar 12th (reply)
Quiz 4 on Weeks 9-11 material due Mar 12th

Spring Break: March 13 – 17

Week 9: March 20 – 24, 2023**Key Challenges: Health Care Coverage and Outcomes**

- Lectures/Videos:
- Lectures: Insurance Programs and Populations Served
- Readings Due:
- Altman D, Frist WH. Medicare and Medicaid at 50 Years: Perspectives of Beneficiaries, Health Care Professionals and Institutions, and Policy Makers. *JAMA.* 2015;314(4):384-395.
 - Wray CM, Khare M, Keyhani S. Access to Care, Cost of Care, and Satisfaction With Care Among Adults With Private and Public Health Insurance in the US. *JAMA Netw Open.* 2021;4(6):e2110275.
 - Sommers BD. Health Insurance Coverage: What Comes After The ACA? *Health Aff.* 2020;39(3):502-508.
 - Sommers BD, Gawande AA, Baicker K. Health Insurance Coverage and Health — What the Recent Evidence Tells Us. *N Engl J Med.* 2017;377(6):586-593.
- Assignments Due: Week 9 discussion board post due Mar 24th (initial) and Mar 26th (reply)
Concept Memo for Policy Analysis due Mar 26th

Week 10: March 27 – 31**Key Challenges: Cost Containment and Managed Care**

- Lectures/Videos:
- Lectures: Approaches to High and Rising U.S. Health Expenditures
- Readings Due:
- Papanicolas I, Woskie LR, Jha AK. Health Care Spending in the United States and Other High-Income Countries. *JAMA.* 2018;319(10):1024-1039.
 - Emanuel EJ. How Can the United States Spend Its Health Care Dollars Better? *JAMA.* 2016;316(24):2604-2606.

- Feldstein P. Chapter 20: The Evolution of Managed Care. In: *Health Policy Issues: An Economic Perspective*. 7th ed. Washington, DC: Health Administration Press; 2019.
- Mechanic D. The Rise and Fall of Managed Care. *J Health Soc Behav*. 2004;45:76-86.

Assignments Due: Week 10 discussion board post due Mar 31st (initial) and Apr 2nd (reply)

Week 11: April 3 – 7

Key Challenges: Fragmentation in Health Care

- Lectures/Videos: • Lectures: Health System Design and Delivery
- Readings Due: • Elhauge E. Chapter 1. Why We Should Care About Health Care Fragmentation and How to Fix It. In: Elhauge E, ed. *The Fragmentation of U.S. Health Care: Causes and Solutions*. New York, NY: Oxford University Press, Inc.; 2010.
- Stange KC. The Problem of Fragmentation and the Need for Integrative Solutions. *Ann Fam Med*. 2009;7(2):100-103. doi:10.1370/afm.971
 - *Integrated Care Models: An Overview*. Geneva, Switzerland: World Health Organization; 2016.

Assignments Due: Week 11 discussion board post due Apr 7th (initial) and Apr 9th (reply)
Quiz 5 on Weeks 9-11 material due Apr 9th

Week 12: April 10 – 14

Health Reform: The Affordable Care Act (ACA)

- Lectures/Videos: • Lectures: Impact and Opportunities of Landmark Reform in the ACA
- Readings Due: • Obama B. United States Health Care Reform: Progress to Date and Next Steps. *JAMA*. 2016;316(5):525-532.
- Guth M, Ammula M. *Building on the Evidence Base: Studies on the Effects of Medicaid Expansion, February 2020 to March 2021*. Kaiser Family Foundation; 2021.
 - Halfon N, Long P, Chang DI, Hester J, Inkelas M, Rodgers A. Applying A 3.0 Transformation Framework To Guide Large-Scale Health System Reform. *Health Aff*. 2014;33(11):2003-2011.
- Optional Reading: • Guth M, Garfield R, Rudowitz R. *The Effects of Medicaid Expansion under the ACA: Updated Findings from a Literature Review*. Kaiser Family Foundation; 2020.

Assignments Due: Week 12 discussion board post due Apr 14th (initial) and Apr 16th (reply)
Evidence Review for Policy Brief due Apr 16th

Week 13: April 17 – 21

Health Reform: Lessons from the COVID-19 Pandemic

- Lectures/Videos: • Lectures: Promises and Pitfalls of Virtual Health Care
- Readings Due: • Reed ME, Huang J, Graetz I, et al. Patient Characteristics Associated With Choosing a Telemedicine Visit vs Office Visit With the Same Primary Care Clinicians. *JAMA Netw Open*. 2020;3(6):e205873.

- Kyle MA, Blendon RJ, Findling MG, Benson JM. Telehealth use and Satisfaction among U.S. Households: Results of a National Survey. *J Patient Exp.* 2021;8:1-7.
- Shah S, Alkureishi L, Lee WW. Seizing The Moment For Telehealth Policy And Equity. *Health Aff Blog*.
<https://www.healthaffairs.org/doi/10.1377/forefront.20210909.961330/>.
Published September 13, 2021.
- Lazur B, Bennett A, King V. *The Evolving Policy Landscape of Telehealth Services Delivered in the Home and Other Nonclinical Settings*. Milbank Memorial Fund; 2019.

Assignments Due: Week 13 discussion board post due Apr 21st (initial) and Apr 23rd (reply)
Quiz 6 on Weeks 12-13 material due Apr 23rd

Week 14: April 24 – 28

Policy Analysis: Crafting Persuasive Arguments

- Lectures/Videos: • Video: [Health Policy Roundup: Federal Policy Analysis and Priorities](#)
- Readings Due: • Collins T. Health policy analysis: a simple tool for policy makers. *Public Health.* 2005;119:192-196.
- Centers for Disease Control and Prevention. *CDC's Policy Analytical Framework*. Atlanta, GA: Centers for Disease Control and Prevention, US Department of Health and Human Services; 2013.
- Browne J, Coffey B, Cook K, Meiklejohn S, Palermo C. A guide to policy analysis as a research method. *Health Promot Int.* 2019;34:1032-1044.

- Resources/Activities: • [The CDC Policy Process](#)
- [Identifying Systems Problems](#)
- [CDC Resources for Writing Briefs](#)
- [Everyday Words for Public Health Communication](#)

Assignments Due: Week 14 discussion board post due Apr 28th (initial) and Apr 30th (reply)

Week 15: May 1 – 5

Policy Analysis: Final Paper Working Week

Readings Due: • *Framing Public Issues*. Washington, DC: FrameWorks Institute; 2002.

Assignments Due: Week 15 discussion board post due May 5th
Final Policy Analysis due May 5th

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.

Overview of School Policies: Academic and non-academic policies and procedures, such as Auditing a Course, Retaking Courses, Grade Grievance and others that cover registration, courses and grading, academic standing and progress, student rights and responsibilities, graduation and more may be found under [Policies](#) on the School of Public Health website. Below are select specific policies; however, students are responsible for keeping informed about academic and non-academic policies and procedures beyond those noted on this syllabus.

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