

Course Title: Public Health and Health Disparities

Course Number: UGPH 0621

Course Location: 1 Riverfront Plaza, Newark, NJ – Room 1023

Zoom Location:

<https://rutgers.zoom.us/j/99810611244?pwd=dkJkVXR6ajhBbGNWOTJFTE1CbjBBUT09>

Course Date & Time: Tuesday: 6:00 – 8:00

Course Instructor: Teri E. Lassiter, PhD, MPH
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When emailing, please include the course number UGPH0621 in the subject line.

Office Hours: By Appointment Only

Course Website: <https://rutgers.instructure.com/courses/151362>

Required Course Text: Rose, P.R. (2021). *Health equity, diversity, and inclusion, Second Edition*. Burlington, MA: Jones & Bartlett Learning.

The textbook and articles for the course are listed in the Reading List which is linked to the library. You will be able to access them at no charge. Reading materials not in the Reading List will have a link listed in the syllabus.

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.

Selected Concentration Competencies Addressed:

- Analyze the role of individual, biological, social, economic, political, and environmental factors that influence the health status of urban populations.
- Use relevant sources (including public health literature and qualitative and quantitative data) to identify the health status and disparities in urban populations and communities.
- Examine the characteristics, unique health challenges, and opportunities of urban populations and communities.

- Apply methods to develop and assess programs and strategies that protect or endanger the health and well-being of urban populations.

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:

- 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.
- Compare and contrast ethnic/racial and other health disparities in the U.S. population.
- Use the socioecological framework to inform and design interventions to eliminate health disparities and increase health equity.

Course Requirements and Grading:

Journal Club

The purpose of the journal club is to develop your ability to lead a discussion, critique literature associated with the course materials, and learn to communicate your ideas. This will take place during last 30 minutes of each class, each student will have 15 minutes to present their article, using no more than 5 slides and lead a class discussion based on the questions they have developed. During this time, the class will collectively examine the contents and implications of the assigned readings. Each student will be responsible for facilitating a journal club. Your assigned weeks are listed in the course schedule.

For this assignment you are to select an article related to the topic of your assigned week. Your article should be from a peer reviewed source and should be an original article. You are expected to provide a brief overview of the article and then lead the class discussion, focusing on the main concepts and ideas, as well as providing a critical analysis.

Do not use articles that are assigned for the course.

Please note that blogs, websites, and fact sheets are not acceptable.

On the Friday prior to your presentation, you are to provide your classmates and the professor with a copy of the article and the two (2) questions that will be used to guide your in-class discussion. These are to be submitted using the Canvas email for the course. Slides are to be submitted to the professor at the same time.

Assignment Rubric

Criteria	Total Points
Comprehension of the article	4 pts.
Presentation of the material	3 pts.
Question development	3 pts.

Discussion Boards (10 points each)

Discussion Boards

Throughout the semester you will have three (3) Discussion Board assignments. For each Board you will be required to post an original response and then respond to at least three (3) of your classmate’s post. You will be responding to a question based on a topic related to the course, in some cases you will be required to watch a video or read a short statement and then provide a response.

- **Discussion Board 1:** Racism is a Public Health Crisis: Now That We See, What Can We Do? Camara Phyllis Jones, MD, Ph.D., MPH (YouTube <https://www.youtube.com/watch?v=SGd1XcickoU>)
- **Discussion Board 2:** How racism makes us sick (TED Talk https://www.ted.com/talks/david_r_williams_how_racism_makes_us_sick?language=en)
- **Discussion Board 3:** Racism & Health in US Medicine, A Conversation with Harriet A. Washington (YouTube <https://www.youtube.com/watch?v=YVPFUIRAgUU>)

Outside references are not to be used!

Assignment Rubric

Criteria	Total Points
Comprehension of the question in relation to the topic	4 pts.
Original response to discussion question	4 pts.
Response to classmates’ comments	2 pts.

Semester Project (45 points)

The semester project will consist of several small projects.

The semester project provides students with the opportunity to design an intervention that addresses the racial/ethnic, sex, sexual identity, age, disability, socioeconomic status, and/or geographic location that contribute to an individual’s ability to achieve good health. “It is important to recognize the impact that social determinants have on health outcomes of specific populations” (Healthy people.gov).

The project is broken into 6 (six) parts that will be completed throughout the semester.

You will provide background information on the health issue, discuss the group/population that is most affected, take pictures in local communities to support your health issue, outline the objectives you are seeking to achieve, and develop an intervention to be used by a local or national health organization.

Keep in mind, this will be a team project; groups will be assigned at the beginning of the semester. Team members will be responsible for providing an assessment of member's work which will be used in determining your grades. The Evaluation form is available in the Assignment's Section and should be completed at the end of part of the Semester Assignment. Your comments will remain anonymous.

Part 1 (2 pages): Identify the disparity and the population that will be the focus of your project. Describe the context for the disparity and identify frameworks that examine its impact on the chosen population.

Part 2:(2 pages): Identify direct and indirect factors that affect the context, disparity, and specific population.

Part 3: (5 Pictures) Photovoice: You will use Photovoice to identify community factors associated with the health disparity you have chosen and use these pictures to support your argument for your proposed intervention in Part 6 of the Semester Project.

For this assignment, you will need to use a camera; the camera on your phone will due.

Photovoice allow you to gain a deeper understanding of the urban context, a provides a way to discuss specific elements of a neighborhood using photography. Being able to document the social and physical environments through photography provides avenue to share your findings to advocate for change. The purpose of this assignment is for you to gain a better understanding of health disparities in the communities where you live, work and/or socialize. Focus on your perspectives of neighborhood factors and their implications on the health and well-being of its residents. You will be taking pictures of people, places, or events that describe or tell a story about the neighborhood.

You will examine health disparities through the lens of a camera. Take minimum of 5 pictures in the neighborhood depicting the health disparity and its impact on the population.

During a class session, prior to your final presentation, you will be asked to share one picture along with a brief overview of the health disparity you selected.

MAKE SURE THAT YOU ARE IN A SPACE PLACE WHEN TAKING THESE PICTURES.

DO NOT ENTER DANGEROUS PLACES/SITUATIONS. BEFORE YOU CHOOSE A PLACE TO TAKE YOUR PICTURES ASK YOURSELF IF THE LOCATION POSES A RISK TO YOU AND IF IT A DANGEROUS LOCATION.

DO NOT TAKE PICTURES OF PEOPLE'S FACES! YOU DO NOT WANT TO INVADE ANYONE'S PRIVACY!

DO NOT BECOME INVOLVED WITH ANY LAW ENFORCEMENT OR ILLEGAL ACTIVITIES WHILE TAKING THESE PICTURES.

TAKE THE PICTURES DURING DAYLIGHT HOURS ONLY!

Part 4 (4 pages): Identify current interventions and/or education programs that target your disparity and population, provide evidence of their strengths and weaknesses. Identify the goals and measurable objectives that your intervention will address. Explain how the objectives will be measured.

Part 5 (5 pages): Develop an intervention that addresses your disparity and population. Identify who will deliver the intervention and how it will be funded. Include a timeline for implementation. Your intervention should have a novel approach and not replicate currently available intervention.

Part 6 (12 slides): Class Presentations

The page count for each part of the project does not include your reference page(s).

Assignment Standards for Semester Project

- **Citations.** The citation style for references in written assignments will be American Psychological Association (APA), 7th Edition. Please refer to this website for guidance with APA formatting:
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html
- **Margins and Page Limits Requirements:** The assignments should have a one inch - margin on all sides, double spaced, and use 11-point font size. Recommended fonts are Arial, Calibri or Times New Roman.
- **Late Assignments:** Assignments turned in after the official due date are considered late and will not be accepted.
- **Grammar/Spelling:** If more than eight (8) gross punctuation, grammar or spelling errors occur in the written assignments, they will be returned with no grade. These can be resubmitted within one week with a 5-point penalty or the student can accept a failing grade. There is a formal policy on plagiarism in the school catalog that will be the policy for the class.
- **Missed Assignments:** Missed assignments will contribute zero points toward your final grade.

This table contains required activities and their grade value.

ACTIVITY	DUE	GRADE VALUE
Discussion Board - Racism is a Public Health Crisis: Now That We See, What Can We Do?	September 13	5 points

Discussion Board - How racism makes us sick	November 1	5 points
Discussion Board - Racism & Health in US Medicine, A Conversation with Harriet A. Washington	November 29	5 points
Journal Club	various dates	10 points
Semester Project – Part 1	September 20	5 points
Semester Project – Part 2	October 11	10 points
Semester Project – Part 3	November 8	10 points
Semester Project – Part 4	November 22	20 points
Semester Project – Part 5	December 13	20points
Semester Project – Part 6: Class presentations	December 6	10 points
Semester Project – Part 6: Class presentations	December 13	10 points
On-line 30 Week 4	October 27	
On-line 30 Week 6	October 11	
On-line 30 Week 7	October 18	
On-line 30 Week 8	October 25	

Grading Policy:

94 – 100	A
90 – <94	A-
87 – <90	B+
84 – <87	B
80 – <84	B-
77 – <80	C+
70 – <77	C

Course Schedule:

WEEK	COURSE TOPIC	LINK TO COURSE COMPETENCIES & ASSESSMENTS	ASSIGNMENTS/ASSESSMENTS
1 9/6/2022	Introduction and Course Overview		
2 9/13/2022	Health Disparities: Meaning and Historical Overview	Analyze the role of individual, biological, social, economic, political, and environmental factors that influence the health status of urban populations.	<p>Textbook</p> <p>Chapter 2 – Health Disparities: The Meaning and a Historical Overview, pp. 5-22.</p> <p>Article</p> <p>Washington, H.A., et. al. (2009). Segregation, civil rights, and health disparities: The legacy of</p>

			<p>African American physicians and organized medicine, 1910-1968. <i>Journal of the National Medical Association</i>, 101, 513-527.</p> <p style="text-align: center;"><u>Assignments</u></p> <p>Discussion Board 1: Racism is a Public Health Crisis: Now That We See, What Can We Do? Camara Phyllis Jones, MD, Ph.D., MPH (YouTube https://www.youtube.com/watch?v=SGd1XcickoU)</p>
3 9/20/2022	Equity and Equality	<p>Use relevant sources (including public health literature and qualitative and quantitative data) to identify the health status and disparities in urban populations and communities.</p> <p>Examine the characteristics, unique health challenges, and opportunities of urban populations and communities.</p>	<p><u>Textbook</u></p> <p>Chapter 10 – The elderly and Health Equity, pp. 139-152</p> <p>Chapter 13 – What is Diversity and who Defines It? pp. 185-204</p> <p><u>Articles</u></p> <p>Braveman, P. (2014). What are health disparities and health equity? We need to be clear. <i>Public Health Reports, Supp 2</i>, 5-8.</p> <p>Wolf, S.H. (2017). Progress in achieving health equity requires attention to root causes. <i>Health Affairs</i>, 36(6), 984-991.</p> <p><u>Journal Club</u></p> <p>Sebastian Acevedo Denise Dean</p> <p style="text-align: center;"><u>Assignment</u></p> <p>Semester Project Part 1 (2 pages): Identify the disparity and the population that will be the focus of your project. Describe the context for the disparity and identify frameworks that examine its impact on the chosen population.</p>
4 9/27/2022	Race, Ethnicity, & Health	Use relevant sources (including public health literature and	<u>Book Chapters</u>

		<p>qualitative and quantitative data) to identify the health status and disparities in urban populations and communities.</p> <p>Examine the characteristics, unique health challenges, and opportunities of urban populations and communities.</p>	<p>Matthew, D.B. (2022). <i>Just Health</i>. Chapter 4: Unjust Housing and Neighborhoods, pp. 135-164.</p> <p>Villarosa, L. (2022). <i>Under the Skin</i>. Chapter 5: Where You Live Matters. pp. 90-115.</p> <p><u>Journal Club</u></p> <p>Marissa Kass Madison Lee</p> <p><u>Assignments</u></p> <p>Review the Case Scenarios listed in Week 8, you will be participating in small group discussions next week.</p> <p><u>On-Line 30</u></p> <p>TED Talk</p> <p><i>The difference between being “not racist” and antiracist</i>. I.X. Kendi, May 2021</p> <p>https://www.ted.com/talks/ibram_x_kendi_the_difference_between_being_not_racist_and_antiracist</p> <p>After watching the film, write a 250-word paper discussing the difference between being “not racist” and an “antiracist”.</p>
5 10/4/2022	Root Causes: Social and Structural Causes of Health Disparities	Articulate complex relationships between race, socioeconomic status, psychosocial and cultural factors and how these relationships underlie health disparities.	<p><u>Book Chapter</u></p> <p>Matthew, D.B. (2022). <i>Just Health</i>. Chapter 1: Structural Racism, pp. 27-56.</p>
6 10/11/2022	Socioeconomics and health	Articulate complex relationships between race, socioeconomic status, psychosocial	<p><u>Textbook</u></p> <p>Chapter 3 – The extent of the health status gap and why it has not been closed, pp. 23-44</p>

		<p>and cultural factors and how these relationships underlie health disparities.</p> <p>To examine potential strategies for better understanding health disparities and working toward health equity.</p> <p>Compare and contrast ethnic/racial and other health disparities in the U.S. population.</p>	<p>Chapter 4 – Understanding the impact of urban education on urban health, pp. 45-60</p> <p><u>Journal Club</u></p> <p>Rachael Flumo Edward Greene</p> <p><u>Assignments</u></p> <p>Semester Project Part 2 (2 pages): Identify direct and indirect factors that affect the context, disparity, and specific population.</p> <p><u>On-Line 30</u></p> <p>YouTube Video</p> <p>Urban Health & Urban Education: Problems and Potential Solutions</p> <p>Patti Rose, MPH, EdD</p> <p>Courtney Rose</p> <p>https://www.youtube.com/watch?v=7OJbxq86Jac&list=PL1uGOXWHANCyz7ApvNAtggi-y1sV0ZU_u&index=4</p> <p>After watching the film, write a 250-word paper discussing the impact of education on a person's health.</p>
<p>7 10/18/2022</p>	<p>Place Matters: Neighborhoods and Health</p>	<p>Analyze the role of individual, biological, social, economic, political, and environmental factors that influence the health status of urban populations.</p> <p>Examine the characteristics, unique health challenges, and opportunities of</p>	<p><u>Textbook</u></p> <p>Chapter 6 – Health disparities in urban communities: The issues, concerns and solutions, pp. 79-92</p> <p>Chapter 7 – Health Disparities in Rural Communities, 93-100</p> <p><u>Articles</u></p> <p>Kelling, G.L. & Wilson, J.Q. (1982). Broken windows. <i>The Atlantic Monthly</i>, 249(3), 29-</p>

		<p>urban populations and communities.</p>	<p>38. 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.</p> <p>Journal Club</p> <p>Evanah Hill Molly Hopping</p> <p style="text-align: center;">Assignments</p> <p>On-line 30</p> <p>National Community Reinvestment Coalition. (2021). Redlining and Neighborhood Health. https://ncrc.org/?p=80039&preview=1&ppp=ba3644794a</p> <p>Read this report and respond to the following:</p> <ol style="list-style-type: none"> 1. Discuss the effects of redlining/residential segregation on community health. 2. Discuss the impact of redlining/residential segregation on communities of color.
<p>8 10/25/2022</p>	<p>Place Matters: Neighborhoods and Health (cont.)</p>	<p>Analyze the role of individual, biological, social, economic, political, and environmental factors that influence the health status of urban populations.</p> <p>Examine the characteristics, unique health challenges, and opportunities of</p>	<p>Book Chapters</p> <p>Matthew, D.B. (2022). <i>Just Health</i>. Chapter 4: Unjust Housing and Neighborhoods, pp. 135-164.</p> <p>Villarosa, L. (2022). <i>Under the Skin</i>. Chapter 5: Where You Live Matters. pp. 90-115.</p> <p>Journal Club</p> <p>Marissa Kass Madison Lee</p> <p style="text-align: center;">Assignments</p>

		<p>urban populations and communities.</p>	<p>Review the Case Scenarios listed in Week 8, you will be participating in small group discussions next week.</p> <p><u>On-line 30</u></p> <p>National Community Reinvestment Coalition. (2020). Redlining and Neighborhood Health.</p> <p>https://ncrc.org/?p=80039&preview=1&ppp=ba3644794a</p> <p>Read this report and respond to the following:</p> <ol style="list-style-type: none"> 1. Discuss the effects of redlining/residential segregation on community health. 2. Discuss the impact of redlining/residential segregation on communities of color.
<p>9 11/1/2022</p>	<p>Case Studies and Health Disparities</p> <p>THIS CLASS WILL MEET VIRTUALLY. PLEASE USE THE FOLLOWING LINK TO ACCESS THE ZOOM CLASSROOM.</p> <p>https://rutgers.zoom.us/j/99810611244?pwd=dkJkVXR6ajhBbGNWOTJFTE1CbjBBUT09</p>	<p>Apply methods to develop and assess programs and strategies that protect or endanger the health and well-being of urban populations.</p>	<p><u>Small Group Discussions</u></p> <p>Case Scenario 4: What's in the Water? p174</p> <p>Case Scenario 5: The Spa Effect, p. 175</p> <p>Case Scenario 6: Criminalization in the Classroom – the School-to-Prison Pipeline, p. 176</p> <p>Case Scenario 8: Testing and Health Disparities, p. 179</p> <p>Case Scenario 11: The Plumber, p. 181</p> <p>Case Scenario 12: The Suburban Group, p. 182</p> <p>You will work in small groups to discuss the Case Scenarios.</p> <p>Each breakout group should consider the following questions as they relate to your case study. Discuss the questions among your group members for 20 minutes, have someone takes notes so that you can report back to the class.</p>

			<p>1. Discuss scenarios in which health disparities results from key, but often unrecognized problems.</p> <p>2. Explain specific steps that should be taken in the healthcare field to reduce health disparities.</p> <p>3. Describe three distinct solutions for the scenarios presented in your case.</p> <p style="text-align: center;"><u>Assignments</u></p> <p>Discussion Board 2: How racism makes us sick (TED Talk https://www.ted.com/talks/david_r_williams_how_racism_makes_us_sick?language=en)</p>
<p>10 11/08/2022</p>	<p>LGBTQ Health</p>	<p>Analyze the role of individual, biological, social, economic, political, and environmental factors that influence the health status of urban populations.</p> <p>Use relevant sources (including public health literature and qualitative and quantitative data) to identify the health status and disparities in urban populations and communities.</p>	<p><u>Guest Speakers</u></p> <p>Danielle King, MPH RWJBH PROUD Center Coordinator/ LGBT Patient Navigator</p> <p>Brielle Winslow-Majette Deputy Director Garden State Equality</p> <p><u>Articles</u></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, 1-6.</p> <p>Waters, M. (2019). The Stonewall of the South that history forgot. <i>The Smithsonian Magazine</i>. https://www.smithsonianmag.com/history/stonewall-south-history-forgot-180972484/</p> <p><u>Journal Club</u></p> <p>Priscilla Moreira Trystn Murphy</p> <p style="text-align: center;"><u>Assignments</u></p>

			<p>Semester Project Part 3: (5 Pictures) Photovoice: You will use Photovoice to identify community factors associated with the health disparity you have chosen and use these pictures to support your argument for your proposed intervention in Part 6 of the Semester Project.</p>
11 11/15/2022	Healthcare Disparities		<p><u>Book chapters</u></p> <p>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.</p> <p>Villarosa, L. (2022). <i>Under the skin</i>. Chapter 7: Discrimination and Ill-Treatment Can Harm Every Body, pp. 141-161 and Chapter 8: Putting the Care Back in Health Care: Solutions, pp. 162-194.</p> <p><u>Journal Club</u></p> <p>Michaela Novo Gaby Rodriguez Stephanie Singh</p>
12 11/22/2022	Incarcerated Populations	<p>Examine the characteristics, unique health challenges, and opportunities of urban populations and communities.</p> <p>Apply methods to develop and assess programs and strategies that protect or endanger the health and well-being of urban populations.</p> <p>Use the socioecological framework to inform</p>	<p>We will not meet in-person for this class; however, you are required to complete this assignment during our regular class time. Be conscious of the time allotted for this assignment.</p> <p>For tonight's class, you are to watch the documentary <i>13th</i> and respond to the questions below in the Discussion Board.</p> <p>Make sure to start the film at the beginning.</p> <p>You are required to respond individually to the questions and respond to at least three (3) of your classmate's posts.</p> <p>This assignment will be open for 24 hours.</p> <p>1. What do you think about the present state of the American prison system?</p>

		<p>and design interventions to eliminate health disparities and increase health equity.</p> <p>To examine potential strategies for better understanding health disparities and working toward health equity.</p>	<p>2. Did the film change any of your ideas about the prison system in America? Affirm any ideas you already had? If so, in what way(s)?</p> <p>3. How much did you know about the war on drugs and war on crime before watching this film? Were you surprised to learn about the racial underpinnings of these legislative policies, and the active role of the state in criminalizing and targeting communities of color?</p> <p>https://www.youtube.com/watch?v=krfcg5pF8u8</p> <p style="text-align: center;"><u>Assignment</u></p> <p>Semester Project Part 4 (4 pages): Identify current interventions and/or education programs that target your disparity and population, provide evidence of their strengths and weaknesses. Identify the goals and measurable objectives that your intervention will address. Explain how the objectives will be measured.</p>
<p>13 11/29/2022</p>	<p>Community Collaborations</p>	<p>Examine the characteristics, unique health challenges, and opportunities of urban populations and communities.</p>	<p>Guest Speaker:</p> <p>Tracy Parris Personal Health Assistant, Community Health Department at Horizon BCBSNJ Topic: Social Determinants of Health, Horizon Neighbors in Health Program</p> <p>Discussion Board 3: Racism & Health in US Medicine, A Conversation with Harriet A. Washington (YouTube https://www.youtube.com/watch?v=YVPFUIRAgUU)</p>
<p>14 12/6/2022</p>			<p>Semester Project Part 6: Class Presentations</p>
<p>15 12/13/2022</p>		<p>Use the socioecological framework to inform and design interventions to eliminate health disparities and</p>	<p style="text-align: center;"><u>Assignment</u></p> <p>Semester Project Part 5 (5 pages): Develop an intervention that addresses your disparity and population. Identify who will deliver the intervention and how it will be funded. Include a timeline for implementation. Your intervention</p>

		<p>increase health equity.</p> <p>To examine potential strategies for better understanding health disparities and working toward health equity.</p>	<p>should have a novel approach and not replicate currently available intervention.</p> <p>Semester Project Part 6: Class Presentations</p>
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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