

<b>Course Title:</b>	Mental Health Systems & Policy
<b>Course Number:</b>	HBSP 0680
<b>Course Prerequisite(s):</b>	PHCO 0501 Health Systems and Policy PHCO 0502 Epidemiology
<b>Course Location:</b>	Room 2B
<b>Course Date &amp; Time:</b>	Monday 3-5pm
<b>Course Instructor:</b>	<b>Hillary Samples, PhD, MHS</b> 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: <a href="mailto:h.samples@rutgers.edu">h.samples@rutgers.edu</a>
<b>Office Hours:</b>	Monday 2-3pm (Room 329), by appointment
<b>Course Website:</b>	<a href="https://rutgers.instructure.com/courses/317452">https://rutgers.instructure.com/courses/317452</a>
<b>Required Course Text:</b>	None

**Course Description:** This course provides a graduate-level introduction to U.S. health systems and policies that address mental health and substance use problems. Topics include definition and measurement of treatment need; historical trends and influences on treatment systems; variation in populations, service delivery and financing across settings; care access and quality, including treatment gaps and disparities; and current issues impacting treatment. Prominent themes include stigma, health and health care disparities, ethical considerations, and the wider role of political and social forces in shaping perspectives on mental and behavioral health as well as prevention and treatment approaches.

**Selected Concentration Competencies Addressed:** Each Concentration identifies competencies for each degree offered. The competencies addressed in this course for the MPH in Population Mental Health include:

1. Examine the relationship between stigma, population mental health, and health inequity
2. Identify biological, psychological, socioeconomic, structural, and sociocultural correlates of population mental health
3. Analyze the policy context and resource dependencies of the mental and behavioral health delivery systems in the U.S.
4. Evaluate interventions that promote population mental health or wellbeing

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

- A. Compare epidemiologic and clinical approaches for identifying mental health and substance use problems

- B. Summarize historical shifts in the structure and function of mental health and substance use treatment systems
- C. Describe variation across treatment settings in terms of provider types, care delivery, payer sources, and populations served
- D. Critically evaluate the impact of sociopolitical influences on behavioral health service delivery and financing
- E. Synthesize scientific literature on treatment access and quality for individuals with mental health and substance use problems
- F. Identify evidence-based policy and systems interventions to address gaps or weaknesses in behavioral health systems

**Link between Objectives, Competencies and Assessments:**

Competency	Course Objectives	Course Sessions	Assessments
1	A-D	1, 6, 8, 13	Summaries; Article Critique; Policy Analysis
2	A-D	6, 8, 10, 13-14	Summaries; Article Critique; Policy Analysis
3	B-F	2-6, 9-12, 15	Summaries; Article Critique; Policy Analysis
4	E-F	2, 5, 7-11, 13-15	Summaries; Article Critique; Policy Analysis

**Course Requirements and Grading:** Course requirements and learning assessments are summarized below, with due dates indicated on the course schedule for all readings and assignments. Additional details for assignments will be provided during the semester and posted to the course site, including instructions and grading criteria. Timely completion of activities is essential to maintain progress, as *late assignments will incur a 10% deduction following the due date with additional 10% deductions in each subsequent 24-hour period.* Unless otherwise noted, assignments are due by 12pm (noon) on the due date indicated. Students are strongly encouraged to contact the instructor at the earliest possible time if an issue arises that might impact the ability to meet a deadline.

All students are expected to participate in course activities and discussions as a member of our learning community. Opportunities to participate include large group, small group, and paired in-class discussion as well as online Discussion Board posts.

1. *Reading Summaries (20%):* Students will write brief summaries of the weekly readings. Summaries will include key information from course materials and draw connections across readings to describe broad themes and areas of consensus or debate. As opportunities to practice communicating information concisely, summaries will be delivered in class on a rotating basis. Students will also prepare a list of questions and/or topics for in-class discussion of the readings. Submissions are required for at least 10 course sessions, due by 12pm (noon) on Mondays.
2. *Article Critique (10%):* Students will select a recent empirical article to critique in preparation for an in-class presentation and facilitated discussion. The critique will: (1) assess whether the article effectively addresses an important evidence gap, (2) evaluate the appropriateness of the data source and methods, and (3) analyze key findings in relation to implications for behavioral health policy and/or practice.
3. *Article Presentation (10%):* Students will present their selected article in class. Since the articles are not required readings, the presentation should provide a comprehensive summary that includes: (1) background information, (2) study objectives and approach, and (3) statistical results

in the context of existing evidence and research aims. Students will also prepare a list of questions to facilitate a class discussion.

4. *Concept Memo (10%)*: Students will select from three potential course topics for the final policy analysis. Since the topics are broad, the purpose of the concept memo is to: (1) define a specific public health problem, (2) describe its magnitude and scope, (3) identify the affected groups and possible contributing factors, and (4) propose 2-3 potential policy solutions. To ensure the analysis plan is well-informed, the memo will draw on material from reputable reference sources.
5. *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: (1) refine the background/significance of the problem, (2) explain the relationship with key determinants, and (3) provide rationale for the selected interventions in the context of the current health systems and policy environments that shape the feasibility and potential impact of proposed solutions.
6. *Policy Analysis (20%)*: Incorporating feedback on the concept memo and evidence review, students will write a policy analysis to systematically present an applied, evidence-based approach to improve or advance behavioral health and care. The analysis should be grounded in the literature to: (1) introduce the problem, (2) describe the status quo and viable alternatives, (3) apply established criteria to evaluate the policy options, and (4) make a policy recommendation justified by a critique of the advantages and disadvantages of alternative approaches.
7. *Talking Points Presentation and Peer Review (15%)*: Students will translate the policy analysis into talking points to deliver an in-class presentation advocating for the recommended intervention to relevant stakeholders. Students will also complete a written peer review with constructive feedback on a classmate's presentation.
8. *Summary of learning assessments as a percentage of the overall course grade:*

<i>Reading Summaries</i>	20%
<i>Article Critique</i>	10%
<i>Article Presentation</i>	10%
<b><i>Policy Analysis</i></b>	
<i>Concept Memo</i>	10%
<i>Evidence Review</i>	15%
<i>Final Paper</i>	20%
<i>Presentation</i>	10%
<i>Peer Review</i>	5%
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<i>Total</i>	100%

*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 Policy on Generative AI:** The use of generative AI tools (ChatGPT, Gemini, etc.) is permitted in this course for certain activities. However, you must cite any AI-generated material that informs your work, using quotation marks or other appropriate indicators. In a separate section at the end of your assignment, clearly describe how AI tools contributed to your process and final product, and explain how you validated AI-generated content and citations, as these may sometimes be inaccurate or fabricated. Proper attribution and transparency are essential to maintain academic integrity. Explanations of your use of AI will not count toward the length requirements of any assignment and should therefore include as much detail as needed to understand your use of these tools.

Permitted AI uses with appropriate citations and explanation:

- Brainstorming and refining ideas
- Finding information on a topic
- Drafting outlines in preparation for completing assignments
- Seeking feedback on your own work

Prohibited AI uses:

- Impersonating you in classroom contexts, including in discussion board posts or replies
- Preparing Reading Summaries or composing drafts of other graded assignments
- Writing entire sentences or paragraphs for any assignment
- Completing peer review feedback

**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 course announcements.

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**Week 1: September 9, 2024**

**Treatment Need: Defining and Measuring Behavioral Health**

Online 30: Activity: [Behavioral health screening exercise](#)

Readings Due:

- Beyer JL, Boazak M. The Mental Health System: Definitions and Diagnoses. In: Tenenbaum JD, Ranallo PA, eds. *Mental Health Informatics*. 1st ed. Springer Cham; 2021:55-80.
- Olsen Y. What Is Addiction? History, Terminology, and Core Concepts. *Med Clin N Am*. 2022;106(1):1-11.
- Buck JA. Problems With ‘Serious Mental Illness’ As A Policy Construct. *Health Aff*. 2021;40(12):1953-1960.
- Gonzales L, Kanani A, Pereyra A. Policy Definitions for “Serious Mental Illness” Across 56 United States, Districts and Territories. *Community Ment Health J*. 2023;59(3):595-599.

Optional Readings:

- Nestadt PS, Seymour KE, Potash JB, et al. Psychiatric Nosology: Approaches to the Characterization of Mental Disorders. In: Eaton WW, Fallin MD, eds. *Public Mental Health: Second Edition*. Oxford University Press; 2019:33-52.
- Kotov R, Cicero DC, Conway CC, et al. The Hierarchical Taxonomy of Psychopathology (HiTOP) in psychiatric practice and research. *Psychol Med*. 2022;52:1666-1678.

Assignments Due: Honor Code Quiz

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**Week 2: September 16, 2024****Treatment Approaches: Modalities and Advances Over Time**

Online 30: Reading Summary

Readings Due:

- Frank RG, Glied SA. The Evolving Technology of Mental Health Care. In: *Better But Not Well: Mental Health Policy in the United States Since 1950*. Johns Hopkins University Press; 2006:26-47.
- Areán PA, Ratzliff A. Balancing Access to Medications and Psychosocial Treatments. In: Goldman HH, Frank RG, Morrissey JP, eds. *The Palgrave Handbook of American Mental Health Policy*. Cham, Switzerland: Springer Nature; 2019:101-128.

Media:

- Podcast: [Elements – Lithium segment](#) (ends at 26:05, Radiolab)
- Podcast: [Why One Company Held Back a Better Drug](#) (The Daily)

Assignments Due: Reading Summary

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**Week 3: September 23, 2024****Treatment Systems: Organization and Delivery**

Online 30: Reading Summary

Readings Due:

- Morrissey JP, Goldman HH. Division of Labor: Function Shifts and Realigned Responsibilities in the Evolving Mental Health Services System. In: Goldman HH, Frank RG, Morrissey JP, eds. *The Palgrave Handbook of American Mental Health Policy*. Cham, Switzerland: Springer Nature; 2019:21-47.
- Beyer JL, Boazak M. The Mental Healthcare System: Organization and Structure. In: Tenenbaum JD, Ranallo PA, eds. *Mental Health Informatics*. 1st ed. Springer Cham; 2021:81-96.

Optional Readings:

- Scheid TL, Brown TN. Mental Health Systems and Policy. In: Scheid TL, Brown TN, eds. *A Handbook for the Study of Mental Health: Social Contexts, Theories, and Systems*. Cambridge University Press; 2009:407-419.
- Manderscheid RW. Evolution and Integration of Primary Care Services with Specialty Services. In: Levin BL, Hennessy KD, Petrila J, eds. *Mental Health Services: A Public Health Perspective*. 3rd ed. New York, NY: Oxford University Press; 2010:389-400.
- Frank RG, Glied SA. The Supply of Mental Health Services. In: *Better But Not Well: Mental Health Policy in the United States Since 1950*. Baltimore, MD: The Johns Hopkins University Press; 2006:70-90.

Media: Video: [Why It's So Hard To Get Mental Health Care](#) (Hasan Minhaj)

Assignments Due: Reading Summary

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**Week 4: September 30, 2024****Treatment Systems: Economics and Policy**

Online 30: Reading Summary

Readings Due:

- Zuvekas SH. Financing of Behavioral Health Services: Insurance, Managed Care, and Reimbursement. In: Levin B, Hanson A, eds. *Foundations of Behavioral Health*. Springer Nature; 2020:71-99.

- Goldman HH, Morrissey JP. Mental Health Policy: Fundamental Reform or Incremental Change? In: Goldman HH, Frank RG, Morrissey JP, eds. *The Palgrave Handbook of American Mental Health Policy*. Cham, Switzerland: Springer Nature; 2019:3-20.

Assignments Due: Reading Summary  
Article Critique

**Week 5: October 7, 2024**

**Systems Reform: Policy Analysis and Advocacy**

Online 30: Reading Summary

- Readings Due:
- Pollack Porter KM, Rutkow L., Mcginty EE. The Importance of Policy Change for Addressing Public Health Problems. *Public Health Rep*, 2018;133(1S):9S-14S.
  - Bardach E. Part I: The Eightfold Path. In: *A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving*. 4th ed. CQ Press; 2012:1-78.
  - Collins T. Health policy analysis: a simple tool for policy makers. *Public Health*. 2005;119:192-196.
  - Kraft ME, Furlong SR. Chapter 6: Assessing Policy Alternatives. In: *Public Policy: Politics, Analysis and Alternatives*. CQ Press; 2017:178-219.

- Optional Readings:
- [The CDC Policy Process](#)
  - [Everyday Words for Public Health Communication](#)

Assignments Due: Reading Summary  
Article Presentations

**Week 6: October 14, 2024**

**Treatment Access: Behavioral, Social, and Structural Pathways to Care**

Online 30: Reading Summary

- Readings Due:
- Mojtabai R, Murray S, Eaton WW. Pathways to Care: Need, Attitudes, Barriers. In: Eaton WW, Fallin MD, eds. *Public Mental Health: Second Edition*. Oxford University Press; 2019:439-465.
  - Pescosolido BA. Stigma as a Mental Health Policy Controversy: Positions, Options, and Strategies for Change. In: Goldman HH, Frank RG, Morrissey JP, eds. *The Palgrave Handbook of American Mental Health Policy*. Cham, Switzerland: Springer Nature; 2019:543-572.

- Optional Readings:
- Pescosolido BA, Boyer CA. Understanding the Context and Dynamic Social Processes of Mental Health Treatment. In: Scheid TL, Brown TN, eds. *A Handbook for the Study of Mental Health: Social Contexts, Theories, and Systems*. Cambridge University Press; 2009:420-438.

Assignments Due: Reading Summary  
Article Presentations

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**Week 7: October 21, 2024****Treatment Quality: The Science to Services Framework for Evidence-Based Care**

Online 30: Reading Summary

- Readings Due:
- Kilbourne AM, Beck K, Spaeth-Rublee B, et al. Measuring and improving the quality of mental health care: a global perspective. *World Psychiatry*. 2018;17:30-38.
  - Horvitz-Lennon M. Evidence-Based Practices or Practice-Based Evidence: What Is the Future? In: Goldman HH, Frank RG, Morrissey JP, eds. *The Palgrave Handbook of American Mental Health Policy*. Cham, Switzerland: Springer Nature; 2019:603-638.
  - Ferri M, Griffiths P. Good Practice and Quality Standards. In: El-Guebaly N, Galanter M, Carrà G, Baldacchino AM, eds. *Textbook of Addiction Treatment: International Perspectives*. 2nd ed. Cham, Switzerland: Springer Nature; 2021:783-800.

Assignments Due: Reading Summary  
Article Presentations

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**Week 8: October 28, 2024****Disparities in Behavioral Health and Health Care**

Online 30: Reading Summary

- Readings Due:
- Muntaner C, Ng E, Chung H, Hessel P, Eaton WW. Chapter 16: Mental Health. In: Levy BS, ed. *Social Injustice and Public Health*. 3rd ed. New York, NY: Oxford University Press; 2019:307-322.
  - Miranda J, Snowden LR, Legha RK. Policy Effects on Mental Health Status and Mental Health Care Disparities. In: Goldman HH, Frank RG, Morrissey JP, eds. *The Palgrave Handbook of American Mental Health Policy*. Cham, Switzerland: Springer Nature; 2019:331-364.

- Media:
- Video: [Social Determinants of Health – an Introduction](#)
  - Video: [Why is Racism a Public Health Issue?](#)
  - Video: [The ‘Checkered’ History of Psychiatry’s Views on Homosexuality](#)

Assignments Due: Reading Summary  
Policy Analysis Concept Memo

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**Week 9: November 4, 2024****The “Shadow” System: Social Services and Supports (Guest Lecture: Kenneth Feder, PhD)**

Online 30: Reading Summary – REQUIRED

- Readings Due:
- 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.
  - Glied S, D’Aunno T. Health Systems and Social Services—A Bridge Too Far? *JAMA Health Forum*; 2023;4(8):e23345.
  - Guest speaker selected reading

- Optional Readings:
- Everett A, Lee-Tauler SY, Bommersbach T, Everett A, Lee-Tauler SY, Bommersbach T. Community and Public Mental Health Services in the United States. In: Eaton WW, Fallin MD, eds. *Public Mental Health: Second Edition*. Oxford University Press; 2019:417-438.

Assignments Due: Reading Summary

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**Week 10: November 11, 2024**

**The Legal System: Criminalization and Civil Rights (Guest Lecture: Sachini Bandara, PhD, MS)**

Online 30: Reading Summary

- Readings Due:
- Agus D, Schneider KE. Mental Health and the Law. In: Eaton WW, Fallin MD, eds. *Public Mental Health: Second Edition*. Oxford University Press; 2019:373-402.
  - Hiday VA, Burns PJ. Mental Illness and the Criminal Justice System. In: Scheid TL, Brown TN, eds. *A Handbook for the Study of Mental Health: Social Contexts, Theories, and Systems*. Cambridge University Press; 2009:478-498.

Media: Video: [Institutionalized: Mental Health Behind Bars](#) (VICE News)

Assignments Due: Reading Summary

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**Week 11: November 18, 2024**

**The Virtual System: Promises and Pitfalls of the Digital Age**

Online 30: Reading Summary

- Readings Due:
- Cantor JH, McBain RK, Ho PC, Bravata DM, Whaley C. Telehealth and In-Person Mental Health Service Utilization and Spending, 2019 to 2022. *JAMA Heal Forum*. 2023;4(8):e232645.
  - Shah S, Alkureishi L, Lee WW. Seizing The Moment For Telehealth Policy And Equity. *Health Affairs Blog*. Published September 13, 2021. <https://www.healthaffairs.org/doi/10.1377/forefront.20210909.961330/>
  - Sousa J, Smith A, Richard J, et al. Choosing Or Losing In Behavioral Health: A Study Of Patients' Experiences Selecting Telehealth Versus In-Person Care. *Health Aff*. 2023;42(9):1275-1282.
  - Uscher-Pines L, Parks AM, Sousa J, et al. Appropriateness of Telemedicine Versus In-Person Care: A Qualitative Exploration of Psychiatrists' Decision Making. *Psychiatr Serv*. 2022;73:849-855.

Assignments Due: Reading Summary  
Policy Analysis Evidence Review

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**Week 12: November 25, 2024**

**Treatment Providers: Workforce Issues**

Online 30: Reading Summary

- Readings Due:
- Morris R, Lezak A. Workforce. In: Levin BL, Hennessy KD, Petrila J, eds. *Mental Health Services: A Public Health Perspective*. 3rd ed. Oxford University Press; 2010:83-113.

- Hoge MA, Stuart GW, Morris J, Flaherty MT, Paris M, Goplerud E. Mental Health And Addiction Workforce Development: Federal Leadership Is Needed To Address The Growing Crisis. *Health Aff.* 2013;32(11):2005-2013.

Media: Video: [Kids in Crisis](#)

Assignments Due: Reading Summary

**Week 13: December 2, 2024**

**Diversity and Cultural Competency in Treatment**

Online 30: Reading Summary

- Readings Due:
- U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, Center for Mental Health Services. *Mental Health: Culture, Race, and Ethnicity—A Supplement to Mental Health: A Report of the Surgeon General*. Rockville, MD; 2001:
    - Chapter 1: Introduction. Diagnosis and Culture (pgs. 10-12)
    - Chapter 2: Culture Counts: The Influence of Culture and Society on Mental Health, Mental Illness (pgs. 25-42)
    - Chapter 7: A Vision for the Future (pgs. 159-169)
  - Office of Minority Health, U.S. Department of Health and Human Services. *National Standards for Culturally and Linguistically Appropriate Services in Health and Health Care: A Blueprint for Advancing and Sustaining CLAS Policy and Practice Office*. 2013.
    - Executive Summary (pgs. 8-13)

Optional Readings: • Hansen H, Bourgois P, Drucker E. Pathologizing poverty: new forms of diagnosis, disability, and structural stigma under welfare reform. *Soc Sci Med.* 2014;103:76-83.

Assignments Due: Reading Summary

**Week 14: December 9, 2024**

**The Recovery Movement**

Online 30: Reading Summary

- Readings Due:
- Davidson L, Schmutte T. What Is the Meaning of Recovery? In: Goldman HH, Frank RG, Morrissey JP, eds. *The Palgrave Handbook of American Mental Health Policy*. Cham, Switzerland: Springer Nature; 2019:71-100.
  - Whitley R, Drake RE. Recovery: A Dimensional Approach. *Psychiatr Serv.* 2010;61:1248-1250.
  - Laudet A, Best D. Addiction Recovery in Services and Policy: An International Overview. In: El-Guebaly N, Galanter M, Carrà G, Baldacchino AM, eds. *Textbook of Addiction Treatment: International Perspectives*. 2nd ed. Cham, Switzerland: Springer Nature; 2021:717-731.

Optional Readings: • Tomes N. The Patient As A Policy Factor: A Historical Case Study Of The Consumer/Survivor Movement In Mental Health. *Health Aff.* 2006;25(3):720-729.

Media: Video: [From Asylums to Recovery](#)

Assignments Due: Reading Summary  
Final Paper

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**Week 15: December 16, 2024**

**Systems Reform: Recent Developments and Future Directions**

Online 30: Peer Review due Dec 18<sup>th</sup>

Readings Due:

- Alegría M, Frank RG, Hansen HB, Sharfstein JM, Shim RS, Commentary MT. Transforming Mental Health And Addiction Services. *Heal Aff.* 2021;40(2):226-234.
- American Psychiatric Association. *Mental Health Reform Provisions in H.R. 34, the 21st Century Cures Act.* American Psychiatric Association; 2017.
- Congressional Budget Office. Chapter 3: Recent Federal Legislation in Response to the Opioid Crisis. In: *The Opioid Crisis and Recent Federal Policy Responses.* 2022:21-28.

Assignments Due: Policy Analysis Presentation  
Peer Review due Dec 18<sup>th</sup>

**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](mailto:help@canvas.rutgers.edu)). Canvas is accessible at [canvas.rutgers.edu](https://canvas.rutgers.edu).

**School of Public Health Honor Code:** The [School of Public Health Honor Code](#) is found in the School Catalog. Each student bears a fundamental responsibility for maintaining academic integrity and intellectual honesty in their 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 their 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 their 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.

**Use of Generative AI:** Each instructor at the School of Public Health determines how generative AI (e.g., ChatGPT) may or may not be used in their course. Please check with your instructor regarding the specific policy for their course. However, the use of generative AI in academic coursework is integrally related to academic integrity and is governed by the School's Honor Code. It is a violation of the Honor Code policy for students to represent work they did not do as their own, and work generated by an AI system, such as ChatGPT, falls under that policy.

**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 \(ODS\)](#). 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.

**Student Well-Being:** The School of Public Health recognizes that students may experience stressors or challenges that can impact both their academic experience and their personal well-being. If the source of your stressors or challenges is academic, 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. For personal concerns or if additional support is needed, students may reach out to the [Office for Student Experiences and Alumni Affairs](#) or any of the appropriate referral resources listed on the [SPH Student Connect](#) Canvas page.

**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 for Student Experiences and Alumni 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 for Student Experiences and Alumni 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 Appendices A and B to [Policy 60.1.33](#)) 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 Appendices A and B to University [Policy 60.1.33](#). 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, which must meet minimum requirements which may be found [online](#).

**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 for Student Experiences and Alumni 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 under [Calendars](#).