

Course Title: *Social Media and Other Corporate Influences on Public Health*

Course Number: *HBSP 0684*

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

Course Instructor: *Jon-Patrick Allem, Ph.D., M.A., Associate Professor of Social and Behavioral Sciences, Department of Health Behavior, Society and Policy, Rutgers School of Public Health*
jon.patrick.allem@rutgers.edu

Office Hours: *Mondays at 11:00-12:00 pm EST via Zoom or by appointment*

Course Assistant: *TBD*

Course Website: [\(\[canvas.rutgers.edu\]\(https://canvas.rutgers.edu\)\)](https://canvas.rutgers.edu) Use your NetId and Password

In-Person Mondays 6:00pm – 8:00pm EST

683 Hoes Lane West, Piscataway, NJ Room 334

Required Course Text: *(most of these books are short, and relatively quick reads, can be purchased used on Amazon, or borrowed from the library. There will be a few copies of each book available on a first come first serve basis that can be checked out from my office):*

Bernstein, G. (2023). *Unwired: Gaining Control Over Addictive Technologies*. Cambridge University Press. (E-book Available at Rutgers Libraries.) (248 pages = Estimated 8.25 hours reading time)

Fisher, M. (2022). *The Chaos Machine: The Inside Story of How Social Media Rewired Our Minds and Our World*. Little, Brown. (E-book Available at Rutgers Libraries). (432 pages = Estimated 14.4 hours reading time)

Frerick, A. (2024). *Barons: Money, Power, and the Corruption of America's Food Industry*. Island Press. (Amazon: \$26.00; 248 pages = Estimated 8.25 hours reading time)

Haidt, J. (2024). *The Anxious Generation: How the Great Rewiring of Childhood is Causing an Epidemic of Mental Illness*. Random House. (Amazon: \$19.00; 400 pages = Estimated 13.3 hours reading time)

Horwitz, J. (2023). *Broken Code: Inside Facebook and the Fight to Expose Its Harmful Secrets*. Doubleday. (Amazon: \$19.00; 332 pages = Estimated 11.1 hours reading time)

Roberts, S. T. (2021). *Behind the Screen: Content Moderation in the Shadows of Social Media*. Yale University Press. (E-book Available at Rutgers Libraries.) (292 pages = Estimated 9.7 hours reading time)

Optional Readings (If you have found the material in this course interesting, you may like these additional books that describe how corporations have impacted public health):

Cross, G.S. & Proctor R.N. (2014). *Packaged Pleasures: How Technology and Marketing Revolutionized Desire*. University of Chicago Press.

Ducharme, J. (2022). Big Vape. Holt Paperbacks.

Fagin, D. (2015). Tom's River: A Story of Science and Salvation. Island Press.

Freudenberg, N. (2016). Lethal But Legal: Corporations, Consumption, and Protecting Public Health. Oxford University Press.

Frier, S. No Filter: (2020) The Inside Story of Instagram. Simon and Shuster.

Oreskes, N. & Conway, E.M., (2011). Merchants of Doubt: How a Handful of Scientists Obscured the Truth on Issues from Tobacco Smoke to Global Warming. Bloomsbury Publishing.

Zuboff, S. (2019). The Age of Surveillance Capitalism: The Fight for a Human Future at the New Frontier of Power. Public Affairs.

Course Description: This course confronts how corporations have overwhelmed influences of government, family and community to impact public health. As corporations manipulate demand, design addictive products, and veto the choices that undermine their bottom line, free consumer choice has almost disappeared, and with it, the personal protections guarding our collective health. This course will help students understand pressing public health problems, from social media's impact on adolescent health to the concentration of power in the food industry.

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. Identify biological, psychological, socioeconomic, structural, or sociocultural correlates of population mental health.
 - *This competency will be assessed by the podcast assignment and the exam*

The competencies addressed in this course for the MPH in **Social and Behavioral Health Sciences** include:

2. Develop or critique health education, health promotion, or health intervention materials, methods or programs.
 - *This competency will be assessed by the podcast assignment and the exam*

The competencies addressed in this course for the MPH in **Health Systems and Policy** include:

3. Analyze public health policies and practices recognizing legal and ethical implications for individuals and populations.
 - *This competency will be assessed by the podcast assignment and the exam*
4. Evaluate the political, legal, social, or institutional contexts in which health policies are developed.

- *This competency will be assessed by the podcast assignment and the exam*

Please visit the Concentration webpages on the School of Public Health’s website at sph.rutgers.edu for more information about the curriculum and competencies for our degrees and concentrations.

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

- Recognize the broad and diverse range of ways corporations influence public health.
- Locate, use, evaluate, and synthesize public health information.
- Identify evidence-based strategies to respond to public health issues.
- Identify opportunities for promoting and protecting health across the life course
- Engage in collaborative, team-based, approaches to improving population health.
- Communicate public health information, in both oral and written forms, through a variety of media and to diverse audiences.

Competency	Course Objectives(s)	Weeks	Assessment(s)
1	A, B, C, D, E, F	2, 4, 6, 8, 10	Podcast, exam
2	A, B, C, D, E, F	1, 3, 12-14	Podcast, exam
3	A, B, D, F	1, 3, 5, 10-14	Podcast, exam
4	A, B, C, F	All weeks	Podcast, exam

Course Communication: The instructor will communicate with students primarily through email. If you have a personal concern or question you would like to talk about, please email the instructor directly or attend office hours. During the work week, the instructor will aim to respond to personal emails within 48 hours. For communications emailed over the weekend, the instructor will try to respond by the end of the business day on Tuesday for most situations. If the instructor is out of town without Internet access, the instructor will inform the class. The goal will be to post grades within seven days of the final due date of the assignment, unless otherwise stated.

Fostering Course Community: Students are encouraged to get to know each other and contribute their strengths, expertise, and experience to enrich the class. Working with your classmates, explaining concepts to each other, and interacting with your instructor (and course assistant, if assigned) are the most effective ways to understand the course concepts and succeed in this course.

Module Schedule: All course deadlines are listed in Eastern Time Zone. Canvas will record all deadlines in this time zone. If you are in a different time zone, plan accordingly. Each week will begin on a **Sunday** and will end on **Saturday**. To complete all the module assignments, you should plan to spend approximately 9 hours per week on the course material for a total of approximately 145 hours of course-related activities (assignments, papers, readings).

Course Requirements and Grading:

- This course has one midterm, covering the required readings and lecture material up to that point. The midterm must be completed independently without collaboration with other classmates. This course has one project assignment (please see podcast assignment document for details) that is worth up to 50% of the final course grade but

broken down into 5 separate parts that will help each student complete the project assignment. Assignments must be submitted by 5 pm EST time on the specified due date in Canvas. Any assignment turned in after the official due date and time is considered late. Unless an arrangement is made with me at least one week before the due date, the submissions will be docked 10% from the earned letter grade of the assignment. I understand that sometime students need more time, so please feel free to talk with me.

1. Midterm	20 pts
2. Book Essay #1	10 pts
3. Book Essay #2	10 pts
4. Class Participation	10 pts
5. Podcast Project Summary	4 pts
6. Podcast Project Brief Outline	8 pts
7. Podcast Project Detailed Storyboard	8 pts
8. Podcast Project One minute trailer	10 pts
9. Final Podcast Project	15 pts
10. Peer review of podcast episode	5 pts.
Total:	100 pts.

- **Podcast Assignment Overview**

- In teams of 4 people, plan and record a podcast that covers the topic to a lay audience.
- Podcasts are expected to be about 30 minutes in length; this may require some very basic editing. There should be some intro music in the beginning, an introduction to the podcast and the topic, and the main discussion/interview, and a closing section. Students should feel free to pick software they know and are familiar with, but resources are provided as a place to start. The main goal of this podcast assignment is to find an interesting angle to discuss a class topic/issue and make it accessible and understandable to a broader audience. As part of the podcast, your team should include a possible future solution (one that is either ready to be scaled or in development) for the topic, its potential positive and negative impacts, and trade-offs that may need to be considered.
- The podcast should be structured in a way that demonstrates what you have learned and how you would make that topic interesting and accessible to a general audience while also relaying possible solutions to the topic/issue/problem at hand. The format should consist of an introduction, in which one member of the team introduces the topic and issue, and that should be followed by a bit of back and forth within the team. Include a short interview or round-table discussion with an expert about your topic, if you wish.
- Your Podcast link will be shared into a discussion board for all to listen. All students will be asked to listen to two (2) of their peers' podcasts and post questions and comments in the Discussion board. Your team will be responsible for answering questions posted in the forum by your peers.

Please refer to the podcast assignment document in Canvas for additional details.

Online 30: Is considered as a weekly activity that students **must** perform outside of the class session. This activity may consist of a reading, viewing a video, or completing a small assignment that will contribute to the in-class session. For this course, the weekly Online 30 will consist of the Podcast and Netflix videos.

- Grading Policy: 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 (e.g., ChatGPT, Gemini, etc.) is permitted in this course, with appropriate citation, for the following activities:

- Brainstorming and refining your ideas;
- Finding information on your topic;
- Drafting an outline to organize your thoughts; and
- Checking grammar and style.

The use of generative AI tools is **not permitted in this course for the following activities:**

- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts, posts, or replies;
- Completing your peer review feedback;
- Writing a draft of the podcast script; and
- Writing entire sentences, paragraphs, or papers to complete class assignments.

Attendance Policy: I believe that learning is a collaborative and interactive process, enriched by the active participation of every student. In this class, you will have numerous opportunities to engage directly with your peers, facilitating a dynamic and supportive learning environment. My expectation is that everyone attends class, arrives on time, and participates fully. Your presence and active engagement are essential for creating the most enriching and comprehensive learning experience for all of us. Therefore, attendance is expected but not recorded. However, participation is part of your grade and to earn full points for participation you will need to be present and engaged. Additionally, anything covered in lecture (lectures are not recorded) is fair game to appear on the exam.

Class Discussions: In this class I strive to create an inclusive community, learning from the distinctive perspectives that come from having differing backgrounds and beliefs. We will create a learning community that is a safe environment that fosters an open and honest dialogue on topics that we recognize may be uncomfortable for some. It is my intent that students from diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. We will reject all forms of prejudice and discrimination when presenting materials and activities that are respectful of diversity, including but not limited to those based on age, color, disability, gender, gender identity, gender expression, national origin, political affiliation, race/ethnicity, religion, sexual orientation, and veteran status. We will all contribute to creating a respectful and inclusive environment, with disagreements being pursued without personal attacks or acts of aggression. Our goal is to

create a safe space that facilitates inquiry and self-expression, while listening and learning from others' viewpoints that may be different from our own.

The intention is not to cause discomfort or offense, however the impact of what happens in class cannot and will not be ignored. To alleviate any discomfort that may occur, you may:

1. Discuss the situation in a meeting with me outside of the classroom.
2. Discuss the situation in class. There is a possibility that one or more students have had a similar response to the discussion or materials. Addressing the issue as a group will allow you to gain a more thorough understanding of the issue and the course materials.
3. Contact the Office of Student Services if you are uncomfortable speaking with your professor or in front of your classmates. Seek another more comfortable avenue to address the issue.

Course Schedule:

Week 1: Jan 27

Topic: Why should we care about corporations' influences on public health?

Describe the importance of the role corporations play in shaping public health with an example from the current scientific literature.

"Online 30" Healthy Screen Habits (Podcast) Season 8 E7: The Trifecta: Big Tobacco, Marketing & Social Media. Available at healthyscreenhabits.org

- Assigned Readings Due:
 - Freudenberg, N., Lee, K., Buse, K., Collin, J., Crosbie, E., Friel, S., Klein, D.E., Lima, J.M., Marten, R., Mialon, M. and Zenone, M., 2021. Defining priorities for action and research on the commercial determinants of health: a conceptual review. *American Journal of Public Health*, 111(12), pp.2202-2211. (9 pages = Estimated 20 minutes reading time)

Assignment Due: None

Week 2: Feb 3

Topic: How are smartphones and social media shaping the health of young people?

Describe how companies, in designing a firehose of content that entered through kids' eyes and ears, and by displacing physical play and in-person socializing, have rewired childhood, changed human development, and impact population level health.

"Online 30" The Social Dilemma available on Netflix (first 30 minutes) – If you do not have access to Netflix, you can watch the documentary in its entirety (with ads) here: <https://www.dailymotion.com/video/x8yk8iy> . Video has been deleted

- Assigned Readings Due:
 - Haidt, J. (2024). *The anxious generation: How the great rewiring of childhood is causing an epidemic of mental illness*. Random House. (400 pages = Estimated 13.3 hours reading time)

Assignment Due: Book Essay #1 Prompts will be provided in class and on Canvas

Week 3: Feb 10

This class will be held in person

Topic: Can the content on social media impact health behavior?

Describe how the content on social media platforms can shape the offline attitudes and behaviors of young people, impacting population level health.

- “Online 30” The Social Dilemma available on Netflix (second 30 minutes)
- Assigned Readings Due:
 - Donaldson SI, Dormanesh A, Perez C, Majmundar A, Allem J. Association Between Exposure to Tobacco Content on Social Media and Tobacco Use: A Systematic Review and Meta-analysis. *JAMA Pediatr.* 2022;176(9):878–885. doi:10.1001/jamapediatrics.2022.2223 (7 pages = Estimated 15 minutes reading time)

Assignment Due: Podcast Project Outline 1 (10 points)

Week 4: Feb 17

Topic: How is social media shaping our health and wellbeing?

Describe the psychological impacts of technology and its implications for population health.

- “Online 30” The Social Dilemma available on Netflix (last 30 minutes)
- Assigned Readings Due:
 - Fisher, M. (2022). *The chaos machine: The inside story of how social media rewired our minds and our world.* Little, Brown. (432 pages = Estimated 14.4 hours reading time)

Assignment Due: None

Week 5: Feb 24

This class will be held in person.

Topic: Who is responsible for implementing content moderation on social media?

Describe the hidden workforce that is hired by social media corporations to “sanitize” the internet by alerting their employers to objectionable – sometimes violent or criminal – material that is posted by users.

- “Online 30” Foundering (Podcast) TikTok Part 1: An Epiphany on a train. Listen wherever you get your podcasts or on YouTube.
- Assigned Readings Due:
 - Roberts, S. T. (2019). *Behind the screen.* Yale University Press. (292 pages = Estimated 9.7 hours reading time)

Assignment Due: None

Week 6: March 3

Topic: How can technological devices and services become addictive?

Further describe the psychological impacts of technology and its implications for population health.

- “Online 30” Foundering (Podcast) TikTok Part 2: The Silent Force from China. Listen wherever you get your podcasts or on YouTube.

- Assigned Readings Due:
 - Bernstein, G. (2023). *Unwired: Gaining Control Over Addictive Technologies*. Cambridge University Press. (248 pages = Estimated 8.25 hours reading time)

Assignments Due: Podcast Project Outline 2 (10 points)

Week 7: Mar 10

This class will be held in person.

Midterm Examination.

Spring Break March 15th – March 23rd

No class Mar 17

Week 8: Mar 24

Topic: Meta's impact on society and health

Further describe the psychological impacts of technology and its implications for population health.

- "Online 30" Foundering (Podcast) TikTok Part 3: I'll Be Making Bank! Hopefully. Listen wherever you get your podcasts or on YouTube.
- Assigned Readings Due:
 - Horwitz, J. (2023). *Broken Code: Inside Facebook and the Fight to Expose Its Harmful Secrets*. Doubleday (332 pages = Estimated 11.1 hours reading time)

Assignments Due: None

Week 9: March 31

Topic: The Age of Surveillance Capitalism

Describe surveillance capitalism—a concept in political economics which denotes the widespread collection and commodification of personal data by corporations.

- "Online 30" Foundering (Podcast) TikTok Part 4: Are The Kids All Right? Listen wherever you get your podcasts or on YouTube.
- Assigned Readings Due: None

Assignment Due: Podcast Project One minute trailer (10 points)

Week 10: April 7

Topic: How did technology and marketing revolutionized desire?

Describe how a technological revolution during the last quarter of the nineteenth century precipitated a colossal shift in human consumption in food, tobacco, and alcohol and how such consumption has impacted public health.

- "Online 30" Foundering (Podcast) TikTok Part 5: Should We Be Worried About Our Data? Listen wherever you get your podcasts or on YouTube.
- Assigned Readings Due: None

Assignment Due: None

Week 11 April 14

This class will be held in person.

Topic: The U.S. food industry

Describe how the concentration of power by corporations' impact food quality and choices for food, ultimately impacting population health.

- "Online 30" Odd Lots (Podcast) The Mega Corporations That Control What Americans Eat (first 30 minutes) Listen wherever you get your podcasts or on YouTube.
- Assigned Readings Due:
 - Frerick, A. (2024). Barons: Money, Power, and the Corruption of America's Food Industry. Island Press. (248 pages = Estimated 8.25 hours reading time)

Assignment Due: Book Essay #2 Prompts will be provided in class and on Canvas

Week 12: April 21

This class will be held in person.

Topic: Commercial determinants of health and food

Further describe how the concentration of power by corporations' impact food quality and choices for food, ultimately impacting population health. (Assessed by Podcast Assignment)

- "Online 30" Odd Lots (Podcast) The Mega Corporations That Control What Americans Eat (last 30 minutes) Listen wherever you get your podcasts or on YouTube.
- Assigned Readings Due: None

Assignments Due: None

Week 13: April 28

This class will be held in person.

Topic: The intersection of wellness and social media

Describe how current policies in the U.S., and social media, create an environment that allows the wellness industry to target vulnerable populations, impacting population level health.

- "Online 30" Hashtag Health (podcast) The Clash of Celebrity Influencers vs Science with Tim Caulfield. Listen wherever you get your podcasts or on YouTube.
- Assigned Readings Due:
 - Allem, J.P., 2024. The Need for Research on the Wellness Industry's Impact on Health Decisions. American Journal of Preventive Medicine. (4 pages = Estimated 12 minutes reading time)

Assignments Due: None

Week 14: May 5

Assignment Due: Final Podcast Project (15 points)

Week 15: May 12

Assignment Due: Peer-review of two podcast episodes (5 points)

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@oit.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.

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) 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.

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, that must meet minimum requirements which may be found online ([Computing Requirements](#)).

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 at: sph.rutgers.edu/academics/academic-calendar.html.