

Course Title: Foundation in Maternal and Child Health

Course Number: UGPH 0560

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

Course Instructor: Ashley Grosso, PhD, Assistant Professor, Urban-Global Public Health, Institute for Health, Health Care Policy and Aging Research, agrosso@ifh.rutgers.edu, 848-932-5837

Office Hours: By appointment

Course Assistant: Yashoda Guardabasco, yg310@sph.rutgers.edu

Course Website: canvas.rutgers.edu

Required Course Text: You do not have to purchase the book. It will be available online through the Rutgers library. Kotch JB, editor. Maternal and Child Health. Programs, problems, and policy in public health. 3rd ed. Burlington, MA: Jones & Bartlett Learning; 2013.

Additional/Supplemental Readings/Resources: Required reading materials will include a combination of chapter texts, articles, websites and other sources. All posted on Canvas.

Course Description: In this course, students will gain an understanding of the determinants of the health of mothers and children, from a macro perspective including public policy, neighborhoods, schools, and health facilities, and from an individual perspective, including health beliefs and behaviors.

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

- 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

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:

- Understand the social determinants of health outcomes during pregnancy, infancy, childhood, and adolescence
- Utilize a life course perspective to analyze inequalities in MCH health outcomes
- Analyze historical and current mechanisms shaping MCH programs and policy in the US

- Compare and contrast MCH policies and health outcomes in the US and other low-, middle-, and high-income countries
- Understand the strengths and weaknesses of MCH data sources
- Communicate MCH information effectively in written and oral formats
- Utilize a community-based, multicultural approach for MCH programs in vulnerable populations

Course Communication: The instructor will communicate with students primarily through the tools within the Canvas course. If you have a question that you feel may help other students as well, please post your question in the “Class Help: Ask A Question” discussion thread. 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 or your posts directed to the instructor within 48 hours. For communications posted/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 post a note in Canvas in Announcements. The goal will be to post grades within seven days of the final due date of the assignment, unless otherwise stated.

Fostering Course Community: The instructor will work to foster community through discussion boards. Students are encouraged to get to know each other and contribute their particular 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 are the most effective ways to understand the course concepts and succeed in this course. By posting questions on Canvas (rather than via email) the entire class has the benefit of learning from the discussions, so please consider posting your question as a first option.

Canvas Announcements: This course will use Announcements in Canvas to share course information, highlight lessons learned, and send reminders. Be sure you review your notification settings in Canvas so that you receive these Announcements using your preferred contact method. In addition, please be sure to check the Announcements tab at least once each week in the Canvas shell for 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 Monday and will end on Sunday. In order to complete all of 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 (discussion boards, assignments, papers, readings, etc).

Discussion Board Guidelines and Expectations: Discussion prompts will be posted on Canvas weekly. You will utilize readings, videos and other information to inform and engage in the discussion boards each week. Respect, critical thinking and application of knowledge will guide these discussions. Posts for Discussions are due by Monday at 9:00 AM ET. The instructions and expectations for the Discussion Board are posted on Canvas.

Course Requirements and Grading:

Assignment Standards-

Lateness. There will be no penalties for late work. If you know you will need to turn in an assignment late, please notify the instructor by email if possible. This policy may change later in the semester if the number of assignments turned in after the due date is excessive enough to interfere with grading in a timely manner. If it is necessary to change the policy, an announcement will be posted in Canvas, and an email will be sent to students. Note that the instructor must submit final grades to the registrar by January 2, 2023.

Citations. Please use a standard citation style for references in written assignments (e.g., APA, MLA, Vancouver) consistently.

Margins and Page Limits Requirements. Refer to each assignment instructions for margins and page limit requirements. Instructions will be available on Canvas

- Additional details about the course’s assignments will be provided during the semester.

Discussion board posts (weeks 1-12 and 16) and activities (weeks 1-7)	10%.
Quizzes (weeks 1-8, 10, and 12)	5%
Fatherhood interview assignment	15%
Exam	25%
Health profile presentation	20%
Final health profile	25%
Total:	100%

Competency	Course Objectives(s)	Lessons	Assessment(s)
1	a, b, c, d	1, 2, 3, 4, 6, 7, 8, 9, 11, 12, 14	Exam, Quizzes, Fatherhood Interview,
2	e, f	5, 15, 16	Health Profile, Health Profile Presentation
3	a	5, 13	Discussion Board Posts and Activities

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 Schedule:

Module 1: September 6-11

Overview of the class and brief history of the maternal and child health field and Title V

- *Assigned Readings*
 - Textbook Chapter 2 "Tracing the Historical Foundations of Maternal and Child Health to Contemporary Times".
 - Understanding Title V of the Social Security Act. A Guide to the Provisions of the Federal. Maternal and Child Health Block Grant.

- Lu MC, Lauver CB, Dykton C, Kogan MD, Lawler MH, Raskin-Ramos L, Watters K, Wilson LA. Transformation of the title V maternal and child health services block grant. *Maternal and Child Health Journal*. 2015 May 1;19(5):927-31.
- *Assignments*
 - Discussion
 - Quiz
 - Activity: Maternal and child health jobs

Module 2: September 12-18

Women, infants and addiction

- *Assigned Readings*
 - Brown QL, Hasin DS, Keyes KM, Fink DS, Ravenell O, Martins SS. Health insurance, alcohol and tobacco use among pregnant and non-pregnant women of reproductive age. *Drug and Alcohol Dependence*. 2016 Sep 1;166:116-24.
 - Brown QL, Cavanaugh CE, Penniman TV, Latimer WW. The impact of homelessness on recent sex trade among pregnant women in drug treatment. *Journal of Substance Use*. 2012 Jun 1;17(3):287-93.
 - Brown QL, Sarvet AL, Shmulewitz D, Martins SS, Wall MM, Hasin DS. Trends in marijuana use among pregnant and nonpregnant reproductive-aged women, 2002-2014. *JAMA*. 2017 Jan 10;317(2):207-9.
 - Carroll AE. Why warning pregnant women not to drink can backfire. *New York Times*. 2019 Aug 19.
- *Video Lectures*
 - "Women in Addiction: A systems perspective to prevention and treatment" by Dr. Qiana Brown, Assistant Professor of Social Work and Urban-Global Public Health, Rutgers University
 - "Scope of substance use disorders in pregnancy in New Jersey" by Deena Cohen, Central Jersey Family Health Consortium
 - "Perinatal barriers to care" by Dr. Natalie Roche, Department of Obstetrics, Gynecology and Women's Health, Rutgers New Jersey Medical School
- *Assignments*
 - Discussion
 - Quiz
 - Activity: Maternal and child health conferences

Module 3: September 19-25

Maternal mortality

- *Assigned Readings*
 - Textbook Chapter 6 "Mothers and Infants".
 - Carroll AE. Why is US maternal mortality rising?. *Jama*. 2017 Jul 25;318(4):321.
 - Martin N, Montagne R. The last person you'd expect to die in childbirth. *ProPublica, NPR*, May. 2017 May 12.
 - Lu MC. Reducing maternal mortality in the United States. *Jama*. 2018 Sep 25;320(12):1237-8.
 - Slomski A. Why do hundreds of US women die annually in childbirth?. *Jama*. 2019 Apr 2;321(13):1239-41.

- Shepherd K, Platt ER, Franke K, Boylan E. Bearing faith: the limits of Catholic health care for women of color. Public Rights/Private Conscience Project, Columbia Law School. 2018.
- *Video Lectures*
 - "Disparities and determinants of maternal mortality in the United States" by Dr. Slawa Rokicki, Instructor, Department of Health, Behavior, Society, and Policy, Rutgers School of Public Health
- *Assignments*
 - Discussion
 - Quiz
 - Activity: Maternal and child health podcast

Module 4: September 26-October 2

Infant mortality

- *Assigned Readings*
 - Textbook Chapter 10 "Disparities in Maternal and Child Health in the United States".
 - Ostfeld BM, Schwartz-Soicher O, Reichman NE, Teitler JO, Hegyi T. Prematurity and sudden unexpected infant deaths in the United States. *Pediatrics*. 2017 Jul 1;140(1).
 - Villarosa, L. Why America's Black mothers and babies are in a life-or-death crisis. *New York Times Magazine*. 2018 Apr 11.
 - Pies C, Barr M, Strouse C, Kotelchuck M, Team BB. Growing a best babies zone: lessons learned from the pilot phase of a multi-sector, place-based initiative to reduce infant mortality. *Maternal and child health journal*. 2016 May 1;20(5):968-73.
 - Loggins S, Andrade FC. Despite an overall decline in US infant mortality rates, the black/white disparity persists: recent trends and future projections. *Journal of community health*. 2014 Feb 1;39(1):118-23.
 - Lu MC, Kotelchuck M, Hogan V, Jones L, Wright K, Halfon N. Closing the black-white gap in birth outcomes: A life-course approach. *Ethnicity & disease*. 2010;20(1 0 2):S2.
 - Martin JA, Osterman MJK. Describing the increase in preterm births in the United States, 2014-2016. *NCHS Data Brief No. 312*. June 2018.
- *Video Lectures*
 - "Reducing the risk of Sudden Unexpected Infant Death" by Dr. Barbara Ostfeld, Professor, Department of Pediatrics; Program Director, SIDS Center of New Jersey; Rutgers Robert Wood Johnson Medical School
 - "Infant Mortality: Data, causes and what one state is doing to give at-risk mothers and babies a better chance" by Robyn D'Oria, Chief Executive Officer, Central Jersey Family Health Consortium
 - "Preterm births" by Yashoda Guardabasco
- *Assignments*
 - Discussion
 - Quiz
 - Activity: Maternal and child health social media

Module 5: October 3-9

Environment and maternal and child health

- *Assigned Readings*
 - Textbook Chapter 13 "Women, Children, and Environmental Health".
 - Ellen IG, Glied S. Housing, neighborhoods, and children's health. *The Future of Children*. 2015 Apr 1:135-53.
 - Morello-Frosch R, Shenassa ED. The environmental "riskscape" and social inequality: implications for explaining maternal and child health disparities. *Environmental health perspectives*. 2006 Aug;114(8):1150-3.
 - *Burris HH, Hacker MR. Birth outcome racial disparities: A result of intersecting social and environmental factors. Seminars in perinatology*. 2017 Oct 1 (Vol. 41, No. 6, pp. 360-366).
 - *Green EL. Flint's Children Suffer in Class After Years of Drinking the Lead-Poisoned Water. New York Times*. 2019 Nov 6.
- *Video Lectures*
 - "Maternal and Child Health: Environmental Factors" by Dr. Elizabeth Marshall, Associate Professor of Biostatistics and Epidemiology, Rutgers School of Public Health
 - "Lead levels and lead prevention for pregnant people and new parents" by Abigail Daniel, MPH
- *Assignments*
 - Discussion
 - Quiz
 - Activity: Data exploration

Module 6: October 10-16

Life course approach

- *Assigned Readings*
 - Textbook Chapter 4 "A Life Course Perspective on Maternal and Child Health".
 - Grosso AL, Downing MJ, Thomann M, Chiasson MA, Schrimshaw EW, Hirshfield S. Age of onset of alcohol consumption and subsequent negative health outcomes in gay and bisexual men who have sex with men. *Journal of homosexuality*. 2018 Aug 17.
- *Video Lectures*
 - "Younger Initiation of Selling Sex and Depressive Symptoms among Female Sex Workers in eSwatini" by Ashley Grosso
- *Assignments*
 - Discussion
 - Quiz
 - Activity: Maternal and child health grants

Module 7: October 17-23

Child health

- *Assigned Readings*
 - Textbook Chapter 7: "The Child from One to Four: The Toddler and Preschool Years".
 - Textbook Chapter 8: "The School-Age Child".
 - Felitti VJ, Anda RF, Nordenberg D, Williamson DF, Spitz AM, Edwards V, Marks JS. Relationship of childhood abuse and household dysfunction to many of the

- leading causes of death in adults: The Adverse Childhood Experiences (ACE) Study. American journal of preventive medicine. 1998 May 1;14(4):245-58.
 - Pascoe JM, Wood DL, Duffee JH, Kuo A, Committee on Psychosocial Aspects of Child and Family Health. Mediators and adverse effects of child poverty in the United States. Pediatrics. 2016 Apr 1;137(4).
 - Levy AM, Grosso A, Nonas C, Chiasson MA, Dyer CL, Dannefer R. School-based Nutrition Intervention for Families of Pre-K through First Grade. Health Behavior and Policy Review. 2020 May 1;7(3):248-59.
 - Grosso AL, Ketende S, Dam K, Papworth E, Ouedraogo HG, Ky-Zerbo O, Baral S. Structural determinants of health among women who started selling sex as minors in Burkina Faso. JAIDS Journal of Acquired Immune Deficiency Syndromes. 2015 Mar 1;68:S162-70.
- *Video Lectures*
 - "Child food access and nutrition" by Abigail Daniel, MPH candidate
- *Assignments*
 - Discussion
 - Quiz
 - Activity: Maternal and child health blog post

Module 8: October 24-30

Adolescent health

- *Assigned Readings*
 - Textbook Chapter 9 "Improving Adolescent Health in the 21st Century".
 - Grosso A, Busch S, Mothopeng T, Sweitzer S, Nkonyana J, Mpoosa N, Taruberekera N, Baral S. HIV risks and needs related to the Sustainable Development Goals among female sex workers who were commercially sexually exploited as children in Lesotho. Journal of the International AIDS Society. 2018 Feb;21:e25042.
 - McNeely C and Blanchard J. (2009). The Teen Years Explained: A guide to healthy adolescent development. Center for Adolescent Health. Johns Hopkins Bloomberg School of Public Health.
- *Video Lectures*
 - "Ethical considerations for inclusion of men who have sex with men under the age of 18 in epidemiological research: evidence from six sub-Saharan African countries" by Ashley Grosso
 - "State-level school-based sex education policies on sexual orientation are associated with changes in teaching about HIV prevention" by Ashley Grosso
- *Assignments*
 - Discussion
 - Quiz

Module 9: October 31-November 6

Fatherhood

- *Assigned Readings*
 - Buckelew SM, Pierrie H, Chabra A. What fathers need: A countywide assessment of the needs of fathers of young children. Maternal and Child Health Journal. 2006 May 1;10(3):285-91.

- Giallo R, D'Esposito F, Cooklin A, Mensah F, Lucas N, Wade C, Nicholson JM. Psychosocial risk factors associated with fathers' mental health in the postnatal period: results from a population-based study. *Social psychiatry and psychiatric epidemiology*. 2013 Apr 1;48(4):563-73.
- Pudrovska T, Carr D. Age at first birth and fathers' subsequent health: Evidence from sibling and twin models. *American journal of men's health*. 2009 Jun;3(2):104-15.
- Caspar E. Paid parental leave in the United States. *The Institute for Research on Poverty (IRP) is a nonprofit*. 2018;608:262-6358.
- *Assignments*
 - Discussion
 - Fatherhood interview assignment

Module 10: November 7-13

Contraception and maternal and child health

- *Assigned Readings*
 - Textbook Chapter 5 "Family Planning".
 - Welti, K. and Manlove, J. (2017) How increasing the use of effective contraception could reduce unintended pregnancy and public health care costs. *Child Trends*. February.
 - Adam Sonfield, Kinsey Hasstedt, Megan L. Kavanaugh and Ragnar Anderson. *The Social and Economic Benefits of Women's Ability To Determine Whether and When to Have Children*. Guttmacher Institute. 2013.
 - Guttmacher Institute Fact Sheet: Contraceptive Use in the United States. April 2020.
- *Assignments*
 - Discussion
 - Quiz
 - Health profile outline
 - Please submit an outline of your health profile. The purpose of this outline is to verify that you have reviewed the health profile instructions in detail, understand the components and breadth of the assignment, and have a plan for completing all the components in a timely manner. The outline can be very simple. You should choose the geographic area you would like to study, start thinking about data sources, and ask any questions you have at this point. The outline should include:
 1. A list of the components of the health profile (see the assignment information).
 2. A plan for completion of those components-what are some of the possible data sources? (does not have to be complete at this point)
 3. A draft schedule to complete the health profile on time.

Module 11: November 14-20

Global maternal and child health

- *Assigned Readings*
 - Textbook Chapter 16 "Global Maternal and Child Health".
 - Papworth E, Schwartz S, Ky-Zerbo O, Leistman B, Ouedraogo G, Samadoulougou C, Grosso A, Drame F, Diouf D, Ketende SC, Baral S. Mothers who sell sex: a potential paradigm for integrated HIV, sexual, and reproductive

- health interventions among women at high risk of HIV in Burkina Faso. *JAIDS Journal of Acquired Immune Deficiency Syndromes*. 2015 Mar 1;68:S154-61.
- Schwartz SR, Papworth E, Ky-Zerbo O, Sithole B, Anato S, Grosso A, Ouedraogo HG, Tchalla J, Ntshangase C, Ketende S, Baral S. Reproductive health needs of female sex workers and opportunities for enhanced prevention of mother-to-child transmission efforts in sub-Saharan Africa. *Journal of Family Planning and Reproductive Health Care*. 2017 Jan 1;43(1):50-9.
 - Schwartz SR, Papworth E, Ky-Zerbo O, Anato S, Grosso A, Ouedraogo HG, Ketende S, Pitche VP, Baral S. Safer conception needs for HIV prevention among female sex workers in Burkina Faso and Togo. *Infectious Diseases in Obstetrics and Gynecology*. 2014 Oct;2014.
- *Assignments*
 - Discussion
 - Midterm exam
 - The midterm exam questions will not be specific to a particular reading or lecture in the way that some of the quiz questions are. For example, there will not be questions about what the results of a particular study were, which states have particular policies or outcomes, or the specific years particular policies were enacted. Instead, the exam questions will focus on your understanding of and ability to apply key concepts, theories, and terms. Some of these will have been referenced in a particular reading or lecture (for example but not limited to: life course theory, buffers, health equity, pregnancy-related death, sudden unexpected infant death); many of them may have been mentioned in multiple readings or lectures. Unlike most of the quiz questions, some of the exam questions will be open-ended questions for which you have to write an example or response. The format will be open-book open-notes and untimed. The exam will be published at 9:00 am on Monday, November 14, and it is due by the following Monday, November 21 at 9:00 am.

Module 12: November 21-27

Children with special health care needs

- *Assigned Readings*
 - Textbook Chapter 12 "Children with Special Health Care Needs".
 - History of Anti-vaccination movements
<https://www.historyofvaccines.org/content/articles/history-anti-vaccination-movements>
 - Lindley LC, Mark BA. Children with special health care needs: Impact of health care expenditures on family financial burden. *Journal of child and family studies*. 2010 Feb 1;19(1):79-89.
- *Video Lectures*
 - "Vaccines and Maternal and Child Health" by Ashley Chin, MPH
- *Assignments*
 - Discussion
 - Quiz

Module 13: November 28-December 4

Cultural competence and addressing disparities in maternal and child health

- *Assigned Readings*
 - Hostetter M and Klein S. (2019). In Focus: Improving Health for Women by Better Supporting Them Through Pregnancy and Beyond. The Commonwealth Fund.
 - Garbers S, Falletta KA, Srinivasulu S, Almonte Y, Baum R, Bermudez D, Coriano M, Iglehart K, Mota C, Rodriguez L, Taveras J. "If You Don't Ask, I'm Not Going to Tell You": Using Community-Based Participatory Research to Inform Pregnancy Intention Screening Processes for Black and Latina Women in Primary Care. *Women's Health Issues*. 2020 Jan 1;30(1):25-34.
 - Srinivasulu S, Falletta KA, Bermudez D, Almonte Y, Baum R, Coriano M, Grosso A, Iglehart K, Mota C, Rodriguez L, Taveras J. Primary care providers' responses to pregnancy intention screening challenges: community-based participatory research at an urban community health centre. *Family practice*. 2019 Dec;36(6):797-803.
 - Falletta KA, Srinivasulu S, Almonte Y, Baum R, Bermudez D, Coriano M, Grosso A, Iglehart K, Mota C, Rodriguez L, Taveras J. Building community capacity for qualitative research to improve pregnancy intention screening. *Progress in Community Health Partnerships: Research, Education, and Action*. 2019;13(4):411-26.
- *Assignments*
 - Draft health profile

Module 14: December 5-11

Multilevel determinants of reproductive and perinatal health

- *Assigned Readings*
 - Janevic T, Hutcheon JA, Hess N, Navin L, Howell EA, Gittens-Williams L. Evaluation of a Multilevel Intervention to Reduce Preterm Birth Among Black Women in Newark, New Jersey: A Controlled Interrupted Time Series Analysis. *Maternal and child health journal*. 2018 Oct 1;22(10):1511-8.
- *Video Lectures*
 - "Multilevel determinants of reproductive and perinatal health" by Dr. Teresa Janevic, Blavatnik Family Women's Health Research Institute, Assistant Professor of Obstetrics, Gynecology, and Reproductive Science, Assistant Professor of Population Health Science & Policy, Icahn School of Medicine at Mount Sinai

Module 15: December 12-18

Health profile presentations

- *Assignments*
 - Health profile presentation

Module 16: December 19-21

Course wrap-up

- *Assignments*
 - Discussion
 - Final health profile

Learning Management System: Canvas will be used 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.

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 of Student 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 of Student Affairs](#). Rutgers University has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. If you experience any other form of discrimination or harassment, including racial, ethnic, religious, political, or academic, please report any such incidents to the School's [Office of Student Affairs](#). The School strongly encourages all students to

report any incidents of discrimination or harassment to the School. Please be aware that all Rutgers employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers as listed in Appendix A to [Policy 10.3.12](#)) are required to report information about such discrimination and harassment to the School and potentially the University. For example, if you tell a faculty or staff member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty or staff member must share that information with the [RBHS Title IX Coordinator](#). If you wish to speak to a confidential employee who does not have this reporting responsibility, you can find a list of resources in Appendix A to University [Policy 10.3.12](#). For more information about your options at Rutgers, please visit [Rutgers Violence Prevention and Victim Assistance](#).

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

Graduate Student Computer Policy: Students are required to possess a personal laptop, no older than approximately two years, that must meet minimum requirements which may be found online at: sph.rutgers.edu/student-life/computer-support.html

Policy Concerning Use of Recording Devices and Other Electronic Communications Systems: When personally owned communication/recording devices are used by students to record lectures and/or classroom lessons, such use must be authorized by the faculty member or instructor who must give either oral or written permission prior to the start of the semester and identify restrictions, if any, on the use of mobile communications or recording devices.

Policy Concerning Use of Turnitin: Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com (directly or via learning management system, i.e. Canvas) for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site. Students who do not agree should contact the course instructor immediately.

Withdrawal/Refund Schedule: Students who stop attending their course(s) without submitting a completed [Add/Drop Course](#) form will receive a failing grade. Furthermore, students dropping to zero credits for the semester are considered withdrawn and must submit a completed [Leave of Absence](#) form from the School of Public Health's Office of Student Affairs. The School of Public Health refunds tuition only. Administrative and technology fees are non-refundable. You may find the Withdrawal/Refund Schedule on the School of Public Health website at: sph.rutgers.edu/academics/academic-calendar.html