

Course Title: Introduction to Global Public Health UGPH 0600

Course Number: UGPH600Dis

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

Course Instructor: Stephan Schwander, MD, PhD (Course Director), Associate Professor
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Work mobile: 732-713-8959

Office Hours: in Zoom: Monday 12 noon & Thursday 11:00 a.m. in Zoom.

<https://rutgers.zoom.us/j/7932764964?pwd=ZzNmZ3hWV2hGYnNXemFCS3c0UmlyUT09>

Course Assistant: Nazia Shaheed

Course Website: Access course via canvas.rutgers.edu using Netid and Password

Recommended supporting Course Textbook: *Global Health - Diseases, Programs, Systems and Policies*. Authors: Michael H. Merson, Robert E. Black, Anne J. Mills. ISBN-9781284122626. Fourth edition 2020. This book serves as a primary supporting course reference book. Purchase is recommended (most of all for MPH in GPH students), but not required.

Images, photos, graphs, and tables for the various classes will be taken from scientific journal articles, lecturer's own sources (previous lectures and research material), the online encyclopedia of medical images and for example CDC and WHO websites. Each of the lecturers is free to provide education material according to their own judgment.

Additional/Supplemental Readings/Resources: Reading material related to weekly lectures and discussion topics are provided in the specific weekly class assignments. Reading material consists of journal articles and/or specific website texts.

Course Description: This introductory course on global public health will provide the students with an overview of various aspects and important components of global public health. There is a growing emphasis on global health concerns by the US government and other agencies. The U.S. government's Global Health Initiative launched in May 2009 by President Barack Obama is pursuing a comprehensive approach to global health. This 3-credit course is a required course for the MPH in the Global Public Health concentration of the Urban-Global Public Health Department at RU SPH.

In a world that is increasingly globalized yet also fragmented it not only becomes important to ensure a healthcare workforce that is conversant with global health concerns but also to build knowledge networks and research capacities to address information gaps.

In addition to communicable diseases, malnutrition, and lack of infrastructure and economic means that magnify negative health effects from environmental degradation, climate change, emergencies and war activity, low-and-middle-income countries (LMICs) are increasingly affected by chronic diseases.

COMPETENCIES & OBJECTIVES

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

1. Evaluate determinants of global public health in a range of context based on the five major public health perspectives: systems and policies, epidemiology, biostatistics, environmental and occupational health, and health education and behavioral science.
2. Selected Concentration Competencies Addressed: Evaluate determinants of global public health in a range of context based on the five major public health perspectives: systems and policies, epidemiology, biostatistics, environmental and occupational health, and health education and behavioral science.
3. Demonstrate an understanding of the economic, educational, political, sociocultural, environmental, ecological, and biological conditions that represent obstacles to attaining global health.
4. Demonstrate an understanding of international regulations, transfer of new pharmaceuticals into health systems and management of global health programs.
5. Analyze root causes of morbidity and mortality in major regions of the world and how they are affected by demographic, sociocultural, biological, occupational, and environmental factors.
6. Apply fundamental principles of global standards for the protection of human subjects in diverse cultural settings.
7. Apply the fundamental principles of global public health perspectives on global public health education, research, and practice.
8. Exhibit skill sets required for global health practice including written and verbal communication skills, capacity for interprofessional teamwork, leadership, social awareness, and cultural competency to enhance capacity strengthening and service delivery with compassion and integrity.

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:

1. Appreciate the effects of geography, climate, culture, political and health systems as well as economy on global health.
2. Describe the geographical differences in disease morbidity and mortality in the global context.
3. Understand the obstacles posed by international political and economic structures and regulations on achieving the goal of improving global health.
4. Recognize the effects of environmental and other emerging factors on global public health.

COMMUNICATION & COMMUNITY

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, chat sessions, online activities, etc. 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, if assigned) 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 [insert day of week] and will end on [insert day of week]. 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. Weekly assignments and reflection posts are due by Monday 12:00 p.m. / noon EDT a.m. EDT of the following week. Your discussion responses to the reflections of your peers in the course are due on Tuesdays 12:00 p.m. / noon EDT. The instructions and expectations for the Discussion Board, including a rubric, are posted on Canvas.

REQUIREMENTS & GRADING

ACTIVITY	DUE	GRADE VALUE
1. Weekly assignments and written reflections including discussion comments to peers	Mondays noon, following week	20%

2. Midterm Exam	Week 7	25%
3. Final Exam	Week 13	25%
4. Class Project & Presentation	Week 14 and 15	30%
Total		100%

Students participating actively throughout the semester in online discussions and reflections on other students' weekly **assignment postings, can receive 2 extra points. Comments should make in dept contributions.*

GRADING POLICY (%)*

This table contains
the numerical and
letter grades

Number Value	Letter Value
94-100	A
90-94	A-
87-<90	B+
84-<87	B
80-<84	B-
77-<80	C+
70-<77	C
<70	F

*Grades will not be rounded.

Assignment Standards

Lateness. Assignments turned in after the official collection period are considered late. Unless the instructor and student come to an arrangement at least one week before class (unless extenuating circumstances), there is a 2-point penalty (out of 10 points possible) for each day written work is turned in late. Assignments are posted to Canvas by the due date.

Grammar/Spelling. If more than eight (8) gross punctuation, grammar or spelling errors occur in the written assignments, they will be returned with no grade. These can be resubmitted within one week with a five (5) point penalty or the student can accept a failing grade.

Citations. Preferred citation style for references in written assignments will be [American Psychological Association \(APA\)](#). Please use this APA citation style for electronic references.

Margins and Page Limits Requirements. Refer to each assignment instruction for format requirements (such as word count in weekly assignments) or margins, page limits and other requirements (team-work project text). A deduction of points will occur if the assignment

instructions are not followed. The instructions will be available in the respective assignments within the weekly modules in Canvas.

WEEKLY SCHEDULE/MODULES

This table lists the topics, assessments and the competencies linked to them

WEEK/DATE	LECTURER/TOPIC	ASSIGNMENTS/ASSESSMENTS	LINK TO COMPETENCIES AND ASSESSMENTS
1/Sept. 6	<p>Dr. Stephan Schwander: Introduction-First Concepts</p> <p>Dr. Elizabeth Marshall: Measures of Health and Disease in Populations</p> <p>Dr. Stephan Schwander: Overview- Syllabus and Course Requirements/A few first concepts</p>	<p>Readings</p> <p>Required / Assignment</p> <p>2020 Human Development Report from UNDP (<i>United Nations Development Programme</i>)</p> <p>Optional</p> <p>Shifts in GH Funding NEJM 2011.pdf</p> <p>Addressing Social Determinants to end TB Lancet 2018.pdf</p> <p>Drivers of TB Epidemics Loennroth 2009.pdf</p> <p>Preparation of next week:</p> <p>Transforming our World- UN Department of Economic and Social Affairs</p> <p>Sustainable Development Goals (SDGs) United Nations</p> <p>Supportive Literature:</p> <p><i>Global Health - Diseases, Programs, Systems and Policies.</i> Authors: Michael H. Merson, Robert E. Black, Anne J. Mills. ISBN-9781284122626. Fourth edition 2020. Pages XXI – XXX. Chapter 1, pages 1-38. Chapter 4, pages 95-125.</p>	<p>Competencies covered: 1,2,3,5,6,7,8</p>

<p>2/ Sept. 12</p>	<p>Dr. Stephan Schwander: Climate Change and Global Public Health Urbanization Sustainable Development Goals (SDGs)</p>	<p>Readings</p> <p>Required / Assignment</p> <p>Draft R2 Climate Adaptation Implementation Plan 5-23-22.pdf EPA R2 Climate Adaptation Implementation Fact Sheet 6-2022.pdf</p> <p>EPA R2 Climate Adaptation Implementation Fact Sheet 6-2022-1.pdf</p> <p>FRUMKIN Climate Change-The PH Response ajph 2008 (9).pdf</p> <p>SACHS Six SDG Transformations - Nature Sustainability (4) (9).pdf</p> <p>Optional</p> <p>IPCC_AR6_WGI_SPM 2021 (2).pdf</p> <p>Preparation of next week:</p> <p>Armed Conflict Africa.pdf</p> <p>Supportive Literature:</p> <p><i>Global Health - Diseases, Programs, Systems and Policies.</i> Authors: Michael H. Merson, Robert E. Black, Anne J. Mills. ISBN-9781284122626. Fourth edition 2020. Chapter 11, pages 477-528. Chapter 21, pages 893-919.</p>	<p>Competencies covered: 1,2,3,5,6,7,8</p>
<p>3/Sept. 19</p>	<p>Dr. Michael Gochfield: Complex Emergencies (war, genocide, refugee health and security)</p>	<p>Readings</p> <p>Required / Assignment:</p> <p>Amnesty.Org</p> <p>Brookings</p> <p>Economist</p> <p>Optional:</p> <p>NA</p>	<p>Competencies covered: 1,2,3,5,6,7,8</p>

		<p>Preparation of next week:</p> <p>Refocusing Research on STIs Fauci JID 2019.pdf</p> <p>Supportive Literature:</p> <p><i>Global Health - Diseases, Programs, Systems and Policies.</i> Authors: Michael H. Merson, Robert E. Black, Anne J. Mills. ISBN-9781284122626. Fourth edition 2020. Chapter 12, pages 537-595.</p>	
<p>4/Sept. 26</p>	<p>Dr. Stephan Schwander: Global Infectious Diseases</p> <p>Pandemics</p> <p>Antibiotic Resistance</p>	<p>Readings</p> <p>Required / assignment:</p> <p>Cholera Burden Sub-Saharan Africa Lancet March 2018.pdf</p> <p>HIV Unmet Actions Globally Lancet 2018-1 (7).pdf</p> <p>Tuberculosis Social Determinants JPH 2010-2 (9).pdf</p> <p>Optional:</p> <p>PrEP is safe and effective for widespread use.pdf</p> <p>Preparation of next week:</p> <p>Bump J 2019 When Do Governments Support Common Goods.pdf</p> <p>Pruss Ustun 2019, Env Risks and NCDs.pdf</p> <p><i>Always, follow news on global health. What good news have you heard about recently?</i></p> <p>Supportive Literature:</p> <p><i>Global Health - Diseases, Programs, Systems and Policies.</i> Authors: Michael H. Merson, Robert E. Black, Anne J. Mills. ISBN-9781284122626. Fourth edition 2020. Chapter 6, pages 195-258.</p> <p><i>Review of medical microbiology and immunology, 10th ed., 2008 Warren Levinson. Chapters 51 (intestinal and urogenital protozoa) and 52: (blood & tissue protozoa)</i></p> <p><i>Oxford Handbook of Tropical Medicine, 2nd edition, chapter 2A, malaria, visceral leishmaniasis (kala-azar), African trypanosomiasis. Gastroenterology: schistosomiasis</i></p>	<p>Competencies covered: 1,2,3,5,6,7,8</p>

		<p>(<i>bilharzia</i>), <i>Dermatology: onchocerciasis</i> ('river blindness'), <i>Neurology: Leprosy</i> (UMDNJ library e-Book)</p> <p><i>Cellular and Molecular Immunology</i> by <i>Abul K. Abbas</i>, <i>Andrew H. Lichtman</i> and <i>Shiv Pillai</i>. Updated 6th ed. Chapter 15, immunity to parasites, pages 365-370</p> <p><i>Maxcy-Rosenau-Last Public Health and Preventive Medicine, 15th Edition</i> Robert B. Wallace, MD, MSc, BSM, Editor, Chapter 11, pages 189-196. <i>The epidemiology and Prevention of Human Immunodeficiency Virus (HIV) Infection and Acquired Immunodeficiency Syndrome (AIDS)</i> (UMDNJ library e-Book)</p>	
5/Oct. 3	Dr. Nancy Fiedler and Dr. Mark Robson: Global Environmental Health	<p>Readings</p> <p>Required / assignment</p> <p>Bump J 2019 When Do Governments Support Common Goods-1.pdf</p> <p>Pruss Ustun 2019, Env Risks and NCDs-1.pdf</p> <p>Optional:</p> <p>Unicef 2018 Understanding the impact of pesticides on children.pdf</p> <p>Perera 2017 multiple threats to child health from air pollution and climate change.pdf</p> <p>Preparation of next week:</p> <p>Sanjel (2013) Gender-Based Violence- A Crucial Challenge for Public Health.pdf</p> <p>Garcia Moreno et al 2015 .pdf</p> <p>Supportive Literature:</p> <p><i>Global Health - Diseases, Programs, Systems and Policies.</i> Authors: Michael H. Merson, Robert E. Black, Anne J. Mills. ISBN-9781284122626. Fourth edition 2020. Chapter 11, pages 477-528.</p>	Competencies covered: 1,2,3,5,6,7,8
6/Oct. 10	Dr. Roxanne Ast: Gender based Violence	<p>Readings</p> <p>Required / assignment - Watch Videos:</p> <p>1. Women Union Activists Fighting Gender- Based Violence and Harassment in the World of Work (Links to an external site.)</p>	Competencies covered: 1,2,3,5,6,7,8

		<p>2. How Climate Change Fuels Gender-Based Violence (Links to an external site.)</p> <p>3. Gender-Based Violence Through an Intersectional Lens (Links to an external site.)</p> <p>4. The Impact of COVID-19 on Gender Based Violence (Links to an external site.)</p> <p>5. State of emergency: Violence against Trans women (Links to an external site.)</p> <p>6. Technology-Facilitated Gender Based Violence (Links to an external site.)</p> <p>7. Bringing up our Enemy's child (film based in Uganda) (Links to an external site.)</p> <p>Optional:</p> <p>Freedman 2016-1.pdf</p> <p>Wirtz 2020.pdf</p> <p>Steiner_Spear_Benin.pdf</p> <p>Preparation of next week:</p> <p><i>Prepare for the midterm exam! The best way will be to go over the ppt slides and lecture recordings of the past six course weeks. Understand the main messages and concepts. Appreciate the effects of the social and physical environment on health. Answers to questions in the exam will require providing as many facts as you can provide to support your statements. Use the lens of public health and its tenets to approach questions in which you are asked to imagine to be in a particular leadership role in PH, at some point later.</i></p> <p>Supportive Literature:</p> <p><i>Global Health - Diseases, Programs, Systems and Policies.</i> Authors: Michael H. Merson, Robert E. Black, Anne J. Mills. ISBN-9781284122626. Fourth edition 2020. Chapter 9, pages 381-414.</p>	
7/Oct. 17		<p>MIDTERM EXAM</p> <p>Required / assignment - watch one of two videos:</p> <p>Both videos are hosted through the libraries. You must enter your netid and password to view the videos.</p> <p>Poverty Inc. (link to video)</p> <p>The End of Poverty? (link to video)</p>	<p>Competencies covered: 1,2,3,5,6,7,8</p>

		Preparation of next week: Migrants and COVID mrs-60.pdf	
8/Oct. 24	Dr. Stephan Schwander and Dr. Michael Gusmano: Analysis and discussion of two films (1st hour) Migration and Refugee Health 2nd hour, recorded lecture)	<p>Readings</p> <p>Required / assignment</p> <p>US Policies agh-86-1-2897-1.pdf</p> <p>Greece bmj-1.m1213.full.pdf</p> <p>Policy capacity and Singapore s response to the COVID 19 pandemic.pdf</p> <p>Optional</p> <p>Preparation for next week</p> <p>InternatITechGuidanceSexEducation UNESCO.pdf</p> <p>NSES-2020-web.pdf</p> <p>2020 Global National Local Maternal Health - Ayers (1) (1).pptx</p>	Competencies covered: 1,2,3,5,6,7,8
9/Oct. 31	Laura Lindberg and Charletta Ayers: Global Maternal Health & Reproductive Health Discussion of Working Group work	<p>Readings</p> <p>Required / assignment</p> <p>Chou2016_Article_ConstructingMaternalMorbidityT-1.pdf</p> <p>Kantor Lindberg Pleasure and Sex ed AJPH.2019-2-1.pdf</p> <p>Lindberg global sex ed .pdf</p> <p>SAHM AOUM position paper JAH 2017-1-1.pdfRisk Factor for maternal death and trends in maternal mortality -1-1.pdf</p> <p>Optional</p> <p>Preparation of next week</p> <p>GH Research in an Unjust World Welcome Trust 2013.pdf</p> <p>Supportive Literature:</p> <p><i>Global Health - Diseases, Programs, Systems and Policies.</i> Authors: Michael H. Merson, Robert E. Black, Anne J. Mills. ISBN-9781284122626. Fourth edition 2020. Chapter 5, pages 131-185.</p>	Competencies covered: 1,2,3,5,6,7,8

<p>10/Nov. 7</p>	<p>Dr. Stephan Schwander and Dr. Vince Silenzio: Ethical Considerations in Global Public Health</p>	<p>Readings</p> <p>Required / assignment</p> <p>The Dark Side of Numbers Soc Res 2001.pdf</p> <p>GH Research in an Unjust World Welcome Trust 2013.pdf</p> <p>Knowlegde Moral Claims Power IJHPM_Volume 3_Issue 6_Pages 297-299.pdf</p> <p>UW Ethical Challenges Community Interface DevelopWorldBioethics 2013.pdf</p> <p>San-Code-of-RESEARCH-Ethics-Booklet_2017.pdf</p> <p>Optional</p> <p>Preparation of next week</p> <p>2020 Global Burden of Malnutrition.pdf</p> <p>Global Food Systems and Nutrition DBM RUSPH 2020.pdf</p> <p>Supportive Literature:</p> <p><i>Global Health - Diseases, Programs, Systems and Policies.</i> Authors: Michael H. Merson, Robert E. Black, Anne J. Mills. ISBN-9781284122626. Fourth edition 2020. Chapter 3, pages 75-92.</p>	<p>Competencies covered: 1,2,3,5,6,7,8</p>
<p>11/Nov. 14</p>	<p>Dr. Daniel Hoffman: Global Food Supply-Nutrition-Energy balance (undernutrition, obesity)</p>	<p>Readings</p> <p>Required / assignment</p> <p>Dynamics of the DBM Popkin et al.pdf</p> <p>Global Food Systems.pdf</p> <p>2020 Global Burden of Malnutrition.pdf</p> <p>Optional</p> <p>Preparation of next week</p> <p>Global_Mental_Health E_BOOK Escobar 2020</p> <p>Supportive Literature:</p>	<p>Competencies covered: 1,2,3,5,6,7,8</p>

		<i>Global Health - Diseases, Programs, Systems and Policies.</i> Authors: Michael H. Merson, Robert E. Black, Anne J. Mills. ISBN-9781284122626. Fourth edition 2020. Chapter 7. Pages 259-314.	
12/Nov. 21	Dr. Javier Escobar: Global Mental Health	<p>Readings</p> <p>Required / assignment</p> <p>Global_Mental_Health E_BOOK Escobar 2020</p> <p>Optional</p> <p>Preparation of next week</p> <p>Start free - Stay free - AIDS free UNAIDS</p> <p>Supportive Literature:</p> <p><i>Global Health - Diseases, Programs, Systems and Policies.</i> Authors: Michael H. Merson, Robert E. Black, Anne J. Mills. ISBN-9781284122626. Fourth edition 2020. Chapter 10, pages 423-466.</p>	Competencies covered: 1,2,3,5,6,7,8
13/Nov. 28	Virginia Allread and Edward Vallejo: HIV as an exemplar of Global Cooperation in International Public Health	<p>Readings</p> <p>Required / assignment</p> <p>COP-2020-DRC-SDS-FINAL.pdf</p> <p>Adolescent Girls HIV SubSaharan Africa 2019-Oct.pdf</p> <p>Start free - Stay free - AIDS free UNAIDS</p> <p>Global AIDS Strategy 2021-2026</p> <p>Optional</p> <p>Preparation of next week</p> <p><i>Teamwork presentation and final exam preparations!</i></p> <p>Supportive Literature:</p> <p><i>Global Health - Diseases, Programs, Systems and Policies.</i> Authors: Michael H. Merson, Robert E. Black, Anne J. Mills. ISBN-9781284122626. Fourth edition 2020. Chapter 18, pages 793-830.</p>	Competencies covered: 1,2,3,5,6,7,8
14/Dec. 5		FINAL EXAM	
		Working Group Presentation Part I	

15/Dec. 12		Working Group Presentations Part II	
16/Dec. 19		Any final assignments due.	

SCHOOL POLICIES

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.

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 \(studentaffairs@sph.rutgers.edu\)](mailto:studentaffairs@sph.rutgers.edu) 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 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 . 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 Leave of Absence](#) form will receive a failing grade. Furthermore, students dropping to zero credits for the semester are considered withdrawn and must submit a completed 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