

**Course Title:** *Methods for research among hidden populations.*

**Course Number:** *UGPH 0644*

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

**Course Location:** *Room 334, Piscataway*

**Course Date & Time:** *Thursdays, 3-5pm*

**Course Instructor:** Henry F. Raymond, DrPH, MPH

Associate Professor, Dept. of Biostatistics - Epidemiology, Rutgers School of Public Health

Associate Director for Public Health, The Center for COVID-19 Response and Pandemic Preparedness (CCRP2)

Faculty, MPH in LGBTQ Health, Rutgers School of Public Health

Core Faculty, Rutgers Global Health Institute

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**Office Hours:** *By Appointment Only*

**Course Assistant:** *none*

**Course Website:** *Add course website (i.e., [canvas.rutgers.edu](https://canvas.rutgers.edu))*

**Required Course Text:** *None*

**Additional/Supplemental Readings/Resources:** *Course resources will be posted to canvas*

**Course Description:** This course provides students with tools to design and conduct research among LGBTQ populations and other populations that are hidden and hard to reach

**Selected Concentration Competencies Addressed:** *Provide a bulleted list of the Concentration(s) competencies that will be addressed in this course. If the course is predominantly for MPH students, then include MPH degree competencies for your Concentration(s) or if it is predominantly for doctoral students, include PhD/DrPH competencies. Begin this section with the following statement: Each Concentration identifies competencies for each degree offered. The competencies addressed in this course for the MPH (ADD OTHER DEGREES IF RELEVANT) in ADD CONC NAME include (if competencies are addressed for more than one Concentration, list competencies for all relevant Concentrations):*

- A. Use relevant sources (including public health literature and qualitative and quantitative data) to identify the health status and disparities in specific LGBTQ populations and communities;

- B. Synthesize the existing literature to identify relevant health problems, policies, programs or gaps in the research to identify research agendas and questions that when addressed will contribute to the improvement of LGBTQ health;
- C. Design research for diverse LGBTQ populations that address identified relevant health problem;
- D. Demonstrate advocacy techniques to improve the health of LGBTQ populations.

Please visit the Concentration webpages on the School of Public Health's website at [sph.rutgers.edu](http://sph.rutgers.edu) for additional competencies addressed by this course for other degrees and concentrations.

**Course Objectives:** *Provide a bulleted list of the objectives of the course (do not present as a paragraph). Begin this section with the following statement: By the completion of this course, students will be able to:*

- A. Conduct literature review to understand LGBTQ health and research methods.
- B. Assess and design research for LGBTQ populations.
- C. Understand the theoretical and statistical foundations of sampling methods use among LGBT and hidden / hard to reach populations.
- D. Communicate research findings to relevant stakeholders

**Course Requirements and Grading:** *In this section, Instructor should include*

- **1. Class participation:** Students should come to class having done the readings and be prepared to engage in thoughtful discussion of class topics through sharing opinions and asking questions. Act as designated lead of optional reading discussion (includes reading
- **2. Research Proposal Sections:** Student groups will be required to write 4 sections of a research proposal following NIH proposal format. 1) Significance Section 1 pages, 2) Innovation Section ¼ page, 3) Approach Section 3-4 pages (including a dissemination plan), 4) Aims Page 1 page. Students will be provided guidelines and examples of NIH proposals. Pages should have margins of 0.5" and 11 pt font.
- **3. Final Presentation:** Students will present a summary of their research proposal in the last two sessions of the semester. Presentations will be a maximum of 20 minutes, including a 1-2 minutes for questions and answers. Students must use at least one visual aid to enhance their presentation (e.g., PowerPoint, video, etc.). A grading rubric will be provided to students early in the semester.
- *A list of activities, assignments, projects, exams, etc. that contribute to course grade, and the respective point/percentage value of each. For example:*
  - Class participation 10 pts
  - Research Proposal Sections
  - Significance 9 pts
  - Survey Questions 9 pts
  - Aims 9 pts
  - Approach 10 pts
  - Innovation 9 pts
  - Lay abstract 9 pts
  - Proposal outline presentation 15 pts

- Final Presentation and full grant proposal 20 pts
- Total 100 pts

Competency	Course Objectives(s)	Lessons	Assessment(s)
<p>A. Use relevant sources (including public health literature and qualitative and quantitative data) to identify the health status and disparities in specific LGBTQ populations and communities;</p> <p>B. Synthesize the existing literature to identify relevant health problems, policies, programs or gaps in the research to identify research agendas and questions that when addressed will contribute to the improvement of LGBTQ health;</p> <p>C. Design research for diverse LGBTQ populations that address identified relevant health problem;</p> <p>D. Demonstrate advocacy techniques to improve the health of LGBTQ populations.</p>	<p>A. Conduct literature review to understand LGBTQ health and research methods.</p> <p>B. Assess and design research for LGBTQ populations.</p> <p>C. Understand the theoretical and statistical foundations of sampling methods use among LGBT and hidden / hard to reach populations.</p> <p>D. Communicate research findings to relevant stakeholders</p>	<p>2</p> <p>3,4, 6</p> <p>5, 7, 8 11</p>	<p>Literature review</p> <p>Significance Section Survey Questions</p> <p>Aims page, innovation section, preliminary presentation, Approach page.</p> <p>lay abstract. Final presentation.</p>

*Grading Policy:* 94 – 100 A  
 90 – <94 A-  
 87 – <90 B+  
 84 – <87 B  
 80 – <84 B-  
 77 – <80 C+  
 70 – <77 C



**Course Schedule:**

Session/ Date	Topics	Readings <b>To be completed BEFORE class</b>	Assignment Due
		<p>You are expected to do the readings before class and be prepared to answer and ask questions about the material. Lecture slide will not be posted until after class.</p>	
1 9/8 HR	<p>Course Overview</p> <p>Introduction of instructor and students</p>	<p>Coulter RWS et al. Research Funded by the National Institutes of Health on the Health of Lesbian, Gay, Bisexual, and Transgender Populations. Am J Public Health 2014;104:105-112. <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3935708/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3935708/</a></p> <p>Example NIH grant application: Discovering the hidden twin epidemics of methamphetamine and HIV among high-risk men in China</p> <p>Activity: Brainstorm research ideas</p> <p>Online 30: NCI Webinar “LGBTQ health disparities: gains we’ve made and challenges we face” <a href="https://cancercontrol.cancer.gov/IS/training-education/Details.aspx?ID=52">https://cancercontrol.cancer.gov/IS/training-education/Details.aspx?ID=52</a></p>	
2 9/15 CY	<p>Literature reviews</p>	<p>Denney AS &amp; Tewksbury R. How to write a literature review. J Criminal Justice Educ 2013;24:218-234. <a href="https://www.tandfonline.com/doi/full/10.1080/10511253.2012.730617">https://www.tandfonline.com/doi/full/10.1080/10511253.2012.730617</a></p> <p>Wei et al., Lower HIV prevalence among Asia/Pacific Islander men who have sex with men: a critical review for possible reasons. AIDS Behav 2011;15:535-549. <a href="https://www.ncbi.nlm.nih.gov/pubmed/21153049">https://www.ncbi.nlm.nih.gov/pubmed/21153049</a></p> <p>Librarian Guest Lecture: PubMed and Endnote</p> <p>Online 30: None (extra in week 1)</p>	
3 9/22 CY	<p>Community engagement/ CBPR</p>	<p>Israel BA et al., Community-based participatory research: Policy recommendations for promoting a partnership approach in health research. Education for Health 2001;14:182-197. <a href="https://www.ncbi.nlm.nih.gov/pubmed/?term=Community-based+participatory+research%3A+Policy+recommendations+for+promoting+a+partnership+approach+in+health+research">https://www.ncbi.nlm.nih.gov/pubmed/?term=Community-based+participatory+research%3A+Policy+recommendations+for+promoting+a+partnership+approach+in+health+research</a></p>	

		<p>Wright LA et al., Lessons learned from community-based participatory research: establishing a partnership to support lesbian, gay, bisexual and transgender aging in place. Family Practice 2017;34:330-335. <a href="https://www.ncbi.nlm.nih.gov/pubmed/?term=Lessons+learned+from+community-based+participatory+research%3A+establishing+a+partnership+to+support+lesbian%2C+gay%2C+bisexual+and+transgender+aging+in+place">https://www.ncbi.nlm.nih.gov/pubmed/?term=Lessons+learned+from+community-based+participatory+research%3A+establishing+a+partnership+to+support+lesbian%2C+gay%2C+bisexual+and+transgender+aging+in+place</a>.</p> <p>Wallerstein N &amp; Buran B. Community-based participatory research contributions to intervention research: the intersection of science and practice to improve health equity. Am J Pubic Health 2010;100:S40-46. <a href="https://www.ncbi.nlm.nih.gov/pubmed/?term=Community-based+participatory+research+contributions+to+intervention+research%3A+the+intersection+of+science+and+practice+to+improve+health+equity">https://www.ncbi.nlm.nih.gov/pubmed/?term=Community-based+participatory+research+contributions+to+intervention+research%3A+the+intersection+of+science+and+practice+to+improve+health+equity</a>.</p> <p>Online 30: NCI Webinar “Engaging Underserved Communities in Clinical Trial Recruitment” <a href="https://cancercontrol.cancer.gov/IS/training-education/Details.aspx?ID=62">https://cancercontrol.cancer.gov/IS/training-education/Details.aspx?ID=62</a></p>	
4. HR 9/29	Survey /Measurement considerations	<p>Ascertaining sexual orientation and gender status Survey methods, eliciting sensitive info</p> <p>Williams Institute Sexual orientation <a href="https://williamsinstitute.law.ucla.edu/wp-content/uploads/SMART-FINAL-Nov-2009.pdf">https://williamsinstitute.law.ucla.edu/wp-content/uploads/SMART-FINAL-Nov-2009.pdf</a> Gender <a href="https://williamsinstitute.law.ucla.edu/wp-content/uploads/geniuss-report-sep-2014.pdf">https://williamsinstitute.law.ucla.edu/wp-content/uploads/geniuss-report-sep-2014.pdf</a></p> <p>Pathela et al. 2006 <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1470570/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1470570/</a></p> <p>Activity: Students take turns in pairs asking sex, gender, orientation, income and sexual behavior questions</p> <p>Online 30: Post reflection on this activity on Canvas.</p>	Significance due
5. HR 10/6	Intro to sampling	<p>Trochim and Donnelly, pp 42-51 <a href="#">LGBTQ Health Surveillance: Data = Power.</a> Sell RL. Am J Public Health. 2017 Jun;107(6):843-844. doi: 10.2105/AJPH.2017.303798.</p> <p>Osmond et al. <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1963298/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1963298/</a></p> <p>Magnani et al. <a href="https://www.ncbi.nlm.nih.gov/pubmed/?term=15930843">https://www.ncbi.nlm.nih.gov/pubmed/?term=15930843</a> \</p>	Survey class reflection

		<p>Online 30: <a href="https://www.youtube.com/watch?v=eIZD1BFfw8E">https://www.youtube.com/watch?v=eIZD1BFfw8E</a></p>	
6. HR 10/13	Location based sampling	<p>Watters <a href="https://doi.org/10.2307/800824">https://doi.org/10.2307/800824</a></p> <p>Vallerory et al <a href="https://www.ncbi.nlm.nih.gov/pubmed/?term=10889593">https://www.ncbi.nlm.nih.gov/pubmed/?term=10889593</a></p> <p>MacKellar. Et al. <a href="https://www.ncbi.nlm.nih.gov/pubmed/?term=17354526">https://www.ncbi.nlm.nih.gov/pubmed/?term=17354526</a></p> <p>Activity: Randomizing a sampling calendar for TLS</p> <p>Online 30: <a href="https://www.youtube.com/watch?v=V9aRII-9Opc">https://www.youtube.com/watch?v=V9aRII-9Opc</a></p>	Draft Survey questions due
7. HR 10/20	Network based sampling	<p>Heckathorn doi:10.1111/j.1467-9531.2011.01244.x. <a href="https://www.ncbi.nlm.nih.gov/pubmed/22228916">https://www.ncbi.nlm.nih.gov/pubmed/22228916</a></p> <p>Abdul-Quader et al. doi:10.1007/s11524-006-9108-8 <a href="https://link.springer.com/article/10.1007/s11524-006-9108-8">https://link.springer.com/article/10.1007/s11524-006-9108-8</a></p> <p>Burt et al. doi: 10.1016/j.annepidem.2009.10.002 <a href="https://www.ncbi.nlm.nih.gov/pubmed/20123167">https://www.ncbi.nlm.nih.gov/pubmed/20123167</a></p> <p>Activity: Six degrees of separation.</p> <p>Online 30: <a href="https://www.youtube.com/watch?v=thKrwGITi8w">https://www.youtube.com/watch?v=thKrwGITi8w</a></p>	
8. CY 10/27	Internet based sampling	<p>Pequegnat et al., Conducting Internet-based HIV/STD prevention survey research: considerations in design and evaluation. AIDS Behav 2007;11:505-521. <a href="https://www.ncbi.nlm.nih.gov/pubmed/17053853">https://www.ncbi.nlm.nih.gov/pubmed/17053853</a></p> <p>Topolovec-Vranic J &amp; Natarajan K. The use of social media in recruitment for medical research studies: a scoping review. J Med Internet Res 2016;18:e286. <a href="https://www.ncbi.nlm.nih.gov/pubmed/27821383">https://www.ncbi.nlm.nih.gov/pubmed/27821383</a></p> <p>Rosser BRS et al., Capturing the social demographics of hidden sexual minorities: an Internet study of the transgender population in the United States. Sexuality Res &amp; Social Policy 2007;4:50-64 <a href="https://link.springer.com/article/10.1525/srsp.2007.4.2.50">https://link.springer.com/article/10.1525/srsp.2007.4.2.50</a></p> <p>Optional: Prescott TL et al. Reaching Adolescent Gay, Bisexual, and Queer Men Online: Development and Refinement of a National Recruitment Strategy. J Medical Internet Research 2016;18:e200. <a href="https://www.jmir.org/2016/8/e200/">https://www.jmir.org/2016/8/e200/</a></p>	Aims Page Due

		Activity: Pairs of students will brainstorm how they would develop online recruitment and survey strategies	
9 HR 11/3	Proposal outline presentations	None	Presenta tion Due
10 HR 11/10	Comparisons	<p>Kendal et al. DOI 10.1007/s10461-008-9390-4 <a href="https://www.ncbi.nlm.nih.gov/pubmed/18389357">https://www.ncbi.nlm.nih.gov/pubmed/18389357</a></p> <p>Johnston et al. <a href="http://dx.doi.org/10.1080/09540120902729973">http://dx.doi.org/10.1080/09540120902729973</a></p> <p>Wei et al. <a href="https://www.ncbi.nlm.nih.gov/pubmed/22750886">https://www.ncbi.nlm.nih.gov/pubmed/22750886</a></p> <p>Kral <a href="https://www.ncbi.nlm.nih.gov/pubmed/20582573">https://www.ncbi.nlm.nih.gov/pubmed/20582573</a></p> <p><u><a href="#">Evaluation of the Center for Disease Control and Prevention's HIV behavioral surveillance of men who have sex with men: sampling issues.</a></u>  <b>Pollack</b> LM, Osmond DH, Paul JP, Catania JA.  Sex Transm Dis. 2005 Sep;32(9):581-9</p> <p>Lansky et al. 2006 <a href="https://www.ncbi.nlm.nih.gov/pubmed/16565646">https://www.ncbi.nlm.nih.gov/pubmed/16565646</a></p> <p>Henderson el al. 2019 <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6740154/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6740154/</a></p> <p>Meyer and Wilson, 2009. <a href="http://www.columbia.edu/~im15/papers/sampling.pdf">http://www.columbia.edu/~im15/papers/sampling.pdf</a></p> <p>Optional:  Arayasirikul , <a href="https://www.ncbi.nlm.nih.gov/pubmed/26499337">https://www.ncbi.nlm.nih.gov/pubmed/26499337</a>  Raymond et al. <a href="https://www.ncbi.nlm.nih.gov/pubmed/30328063">https://www.ncbi.nlm.nih.gov/pubmed/30328063</a></p>	
11. HR 11/17	Comparisons continued  Formative assessment	<p>Activity: Speed critical evaluation of the literature</p> <ul style="list-style-type: none"> <li>- In pairs quickly revisit one of this week's articles, summarize objective; approach; findings; conclusions.</li> </ul> <p>Johnston et al. <a href="http://dx.doi.org/10.1080/09540120903373557">http://dx.doi.org/10.1080/09540120903373557</a></p>	Innovation section due



12.	Mixed methods	Palinkas LA, Aarons GA, Horwitz S, et al. Mixed method designs in implementation research. <i>Adm Policy Ment Health</i> . 2011;38(1):44-53.	
11/22 CY		Nation Cancer Institute. <i>Qualitative methods in implementation science</i> ( <a href="https://cancercontrol.cancer.gov/IS/docs/NCI-DCCPS-ImplementationScience-WhitePaper.pdf">https://cancercontrol.cancer.gov/IS/docs/NCI-DCCPS-ImplementationScience-WhitePaper.pdf</a> ).  Activity: Qualitative interview guide  <b>Online 30: NCI Webinar “Mixed methods in implementation science”:</b> <a href="https://cancercontrol.cancer.gov/IS/training-education/Details.aspx?ID=26">https://cancercontrol.cancer.gov/IS/training-education/Details.aspx?ID=26</a>	
13.	Ethics	Mustanski B. Ethical and regulatory issues with conducting sexuality research with LGBT adolescents: a call to action for a scientifically informed Approach. <i>Arch Sex Behav</i> 2011;40:673-686 <a href="https://www.ncbi.nlm.nih.gov/pubmed/21528402">https://www.ncbi.nlm.nih.gov/pubmed/21528402</a>	Approach Page Due
HR 12/1		Semaan et al. doi: 10.1016/j.drugpo.2007.12.006 <a href="https://www.ncbi.nlm.nih.gov/pubmed/18243679">https://www.ncbi.nlm.nih.gov/pubmed/18243679</a> Optional:  Tufford L et al., Conducting research with lesbian, gay, and bisexual populations: navigating research ethics board reviews. <i>J Gay &amp; Lesbian Social Services</i> 2012;24:221-240. <a href="https://www.tandfonline.com/doi/full/10.1080/10538720.2012.697039">https://www.tandfonline.com/doi/full/10.1080/10538720.2012.697039</a>  <b>Online 30:</b> <a href="https://www.youtube.com/watch?v=-O5gsF5oyls">https://www.youtube.com/watch?v=-O5gsF5oyls</a>  <b>Online 30: Dr. Anthony Fauci “Addressing the HIV/AIDS Pandemic: Ethical challenges”</b> <a href="https://www.youtube.com/watch?v=Y3RpG-4_3IE">https://www.youtube.com/watch?v=Y3RpG-4_3IE</a>	
14.	Dissemination / Advocacy	<a href="https://depts.washington.edu/ccph/pdf_files/CARE_Dissemination_Strategies_FINAL_eversion.pdf">https://depts.washington.edu/ccph/pdf_files/CARE_Dissemination_Strategies_FINAL_eversion.pdf</a>	
HR 12/8		<a href="https://www.ncbi.nlm.nih.gov/pubmed/20837290">Chen PG<sup>1</sup>, et al. https://www.ncbi.nlm.nih.gov/pubmed/20837290</a>  <b>Peng's doctoral presentation</b>	
15.	Presentations Debrief and Wrap Up	Final presentations. Debrief Wrap Up	Lay abstract due
HR			

12/15			
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**Course Schedule:** *Include week by week listing of each class session:*

**Learning Management System:** Canvas will be used extensively throughout the semester for course syllabus, assignments, announcements, communication and/or other course-related activities. It is the student's responsibility to familiarize themselves with Canvas and check it regularly. If you have difficulties accessing Canvas, please inform the instructor and Canvas Support ([help@canvas.rutgers.edu](mailto:help@canvas.rutgers.edu)). Canvas is accessible at [canvas.rutgers.edu](https://canvas.rutgers.edu).

**School of Public Health Honor Code:** The School of Public Health Honor Code is found in the School Catalog ([sph.rutgers.edu/academics/catalog.html](https://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](https://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](https://studentaffairs@sph.rutgers.edu) ([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](#). 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](http://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](http://sph.rutgers.edu/academics/academic-calendar.html)