RUTGERS
School of Public Health

Course Title: Leadership and Management of Organizations Contributing to Public Health II

Course Number:

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

Course Location: Online synchronous session (plus addition work with colleagues and via asynchronous discussion on message boards).

Course Date & Time: This course will meet **Tuesdays, 6:30-8:30**

Course Instructor: R. Thurman Barnes, JD, MDiv
Associate Professor, Urban-Global Public Health
Assistant Director, NJ GVRC
Rutgers School of Public Health
rtbarnes@sph.rutgers.edu

Office Hours: By appointment

Course Assistant: TBD

Course Website: Add course website (i.e., canvas.rutgers.edu)

Required Course Text Additional/Supplemental Readings: See all classes for required readings.

Course Description:

Leadership and management are essential to all organizations and professional fields. For organizations that aim to contribute to improvements in public health, leadership and management are essential to fulfilling organizational missions and achieving impact. Leaders need a high level of self-awareness, a broad set of skills, and an understanding of the network of organizations, resources, and expertise in their fields. In addition, a focus solely on individual leadership and management skills neglects the macro environment in which organizations and leaders are operating. Without an understanding of the structures and systems that drive organizational and individual behavior, actions are more likely to result in problematic or unintended consequences and in avoidable setbacks. For any organization that directly influences public health and healthcare, these organizational failures have serious consequences.

Our work together in this course will include a chance to build systems thinking capacity, develop strategies for influencing organizations within complex macro environments, and practical skills for all aspects of organizational leadership and management. We will center the need for recruiting, retaining, and developing diverse professionals within our organizations. Participants will also have an opportunity to explore their own leadership goals, to work collaboratively with the other members of the DrPH program and to meet numerous leaders who will join as guests.

Leadership can certainly be exercised from outside of organizations, but most people will establish their leadership profile and management skills within organizations so that will be our focus, although we will consider how leaders extend their influence outside of organizational roles and constraints and how leaders outside of the field of public health impact public health both intentionally and unintentionally. Elected officials' perspective and approach to public health will be covered mainly in the Policy, Power, and Advancing Public Health course but there will room for us to consider the policy maker perspective as we problem solve.

In the second course in the sequence, topics include comparing the popular press leadership literature with the scientific literature (including an assessment of the strength of the science in this area), negotiation and mediation skills, media skills, implicit and explicit bias in organizations, hiring and supporting staff to ensure diversity, and employee engagement. Assignments include a paper assessing a popular press book on leadership with the scientific literature, role playing scenarios which require negotiation and mediation skills, and case analysis (see Assignment's grid below for additional information.)

Expectations:

- This course utilizes a variety of active learning strategies that will draw on participants' own experience and expertise. To contribute and benefit from the courses, please complete the readings and pre-class assignments on time. If you need an extension on any assignment, please reach out to the professor as soon as you realize that to see what accommodations can be made.

- Students are expected to attend all classes. If you must miss a session or part of a session, let the professor know as soon as possible and arrange with another student to give you an overview of what was covered. This is NOT a PowerPoint/lecture-based class (see bullet one) so it will be challenging to appreciate the material if you are absent. Online, synchronous classes can be attended from any location.

- Students are expected to join the online, synchronous classes using both video and audio. To ensure the smooth functioning of the course for all, please plan to be somewhere with reliable Wi-Fi and test your access to the system in advance of sessions, especially if you are in a new location.

- Students will learn from one another as well as from the professor and outside guest experts. Everyone will benefit if we are all dedicated to helping one another strengthen our knowledge and skills.

- We will develop a set of group agreements about how we interact with one another during our first class together.

Selected Concentration Competencies Addressed:

Note: For this DrPH Course the number next to competency reflects the number in the CEPH competencies addressed

(6). Integrate knowledge, approaches, methods, values and potential contributions from multiple professions and systems in addressing public health problems. (Assessed by paper comparing popular press leadership book with scientific literature on key ideas/themes/practices related to management and leadership.).

(8). Facilitate shared decision making through negotiation and consensus-building methods. (Assessed by graded role play of a challenging decision-making scenario with peer feedback/scoring.)

(9). Create organizational change strategies. (Assessed via paper comparing popular press leadership book with scientific literature and final exam.)

(10). Propose strategies to promote inclusion and equity within public health programs, policies and systems. (Assessed via leadership approach and career aspirations memo and final exam.)

(11). Assess one's own strengths and weaknesses in leadership capacities, including cultural proficiency. (Assessed by leadership approach and career aspirations memo.)

(12). Propose human, fiscal and other resources to achieve a strategic goal. (Assessed by final exam.)

(17). Propose Interprofessional team approaches to improving public health. (Assessed by final exam.)

Additional competency: Understand principles for effective communication in traditional and social media and develop skills for effectively representing organizations. (Assessed via graded mock interview.)

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

Course Objectives:

As a result of participating in the course, preparing the cases, doing the readings and interacting with the other students and the guest speakers, students will be able to:

- Compare and contrast the popular press leadership literature with the scientific literature and explain the strengths and weaknesses of the science on leadership and management.
- Utilize effective communication, negotiation, and mediation techniques to deal with challenging conversations.
- Develop and implement strategies to recruit, retain, and develop staff and leaders of color.
- Effectively represent their organizations in traditional and social media utilizing strong communications skills and brand messaging.
- Implement interdisciplinary approaches to strengthening organizational practices.

Guest speakers/instructors/facilitators: While the final guest speaker/instructor list will shift based on schedules the following individuals were invited to join us:

Leslie Kantor PhD, MPH, Chair and Professor, Department of Urban-Global Public Health
Shamis Pitts, MBA, Pitts Leadership Consulting
Nicole Smart, Founder and Principal, Smart EDI Solutions, LLC
Jordan Berman, MBA, Founder and CEO, OFC (ofc.tv)
Michelle Edelstein, MPH, Manager of Planning, Communication, and Marketing, The Rutgers School of Public Health
Rachel Godsil Esq., Professor of Law and Chancellor's Scholar, Rutgers Law School, and Co-Founder and Co-Director of Perception Institute
Marissa Graciosa, Partner, The Management Center
Hanifa L. Barnes, Esq., MBA, Assistant Commissioner, Found and Principal, The Time Tutor
Mary O'Dowd, MPH, Executive Director, Health Systems and Population Health Integration, Rutgers Biomedical and Health Sciences and former Commissioner of Health, State of New Jersey

Course Requirements and Grading:

Assignment	Competencies Assessed	Notes
Video interview submitted based on provided questions and 2 critiques of interviews with other public health leaders in the media.	(Not an assessment, a pre-learning task).	Points: 5 for each component. Points: 15
Contributions to the class/participation		Points:10

Comparison of popular press leadership book with the scientific literature on at least 3 key ideas, themes, or practices plus an analysis of the strength of the scientific literature on the ideas, themes, or practices. (10 pages/2500 words)	(Note: Competencies assessed may vary based on the topics chosen by students, competencies listed here are the minimum assessed by this assignment). **(6)** Integrate knowledge, approaches, methods, values and contributions from multiple professions and systems in addressing public health problems. **(9)** Create organizational change strategies.	Points: 30
Leadership approach and career aspirations memo to include identified strengths and weaknesses (no more than 5 pages).	**(10).** Propose strategies to promote inclusion and equity within public health programs, policies and systems. **(11)** Assess one's own strengths and weaknesses in leadership capacities, including cultural proficiency.	Points: 10
Student blog posts (at least 500 words each).	**(8)** Facilitate shared decision making through negotiation and consensus-building methods.	Points: 15
Mock interview utilizing skills taught at media training.	**Additional competency:** Understand principles for effective communication in traditional and social media and develop skills for effectively representing organizations.	
Systems analysis of a case study.	**(6)** Integrate knowledge, approaches, methods, values and potential contributions from multiple professions and systems in addressing public health problems. **(9)** Create organizational change strategies. **(10).** Propose strategies to promote inclusion and equity within public health programs, policies and systems.	Points: 20

	(12) Propose human, fiscal and other resources to achieve a strategic goal. **(17)** Propose Interprofessional team approaches to improving public health.	

School-wide Uniform Grading Scale:

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:

Online Synchronous Session 1: Tuesday May 31, 6:30-8:30pm.

Case:

Gino, F. (2018). Can you Fix a Toxic Culture Without Firing People? Cambridge, MA. *Harvard Business School.* https://hbr.org/2018/08/case-study-can-you-fix-a-toxic-culture-without-firing-people (Click on www.xxx.com link). You may be prompted to log into the HBR Education website if you already have an account. Otherwise, from the same screen, you can register for a student account).

Reading:

This is a helpful resource for the leadership approach and career aspirations memo assignment. Purcell, W. (2019). How to Assess Your Leadership Skills
https://www.northeastern.edu/bachelors-completion/news/how-to-assess-your-leadership-skills/

Online Synchronous Session 2: Tuesday June 7, 6:30-8:30pm. Why Diversity Matters?

Readings:

Watson, S. (2019). The Unheard Female Voice: Women are more likely to be talked over and unheeded. But SLPs can help them speak up and be heard.: The ASHA Leader: Vol 24, No 2 https://doi.org/10.1044/leader.FTR1.24022019.44

When Black Women Go From Office Pet to Office Threat
https://zora.medium.com/when-black-women-go-from-office-pet-to-office-threat-83bde710332e

Chief - The Exclusive Private Network For Women
https://www.inc.com/brit-morse/lindsay-kaplan-carolyn-childers-chief-networking.html

Ammerman, C. Groysberg, B. (2021). Harvard Business Review. How to Close the Gender Gap: You have to be systematic. https://bit.ly/2ScyBja

Guest Speaker: Nicole Smart

Online Synchronous Session 3. Tuesday June 14, 6:30-8:30pm. Tools for Reducing Implicit Bias (Implicit Bias Training)

Readings:

Stein, E. (2015). Othering and Belonging Institute. https://belonging.berkeley.edu/mind-science-conference-addressing-implicit-bias

Johnson, A., Godsil, R. Transforming Perception: Black Men and Boys. http://perception.org/wp-content/uploads/2014/11/Transforming-Perception.pdf

Godsil, R., Tropp, L., Goff, P., Powell, J., MacFarlane, J. (2016). The Science of Equality, Volume 2: The Effects of Gender Roles, Implicit Bias, and Stereotype Threat on the Lives of Women and Girls.
https://perception.org/publications/science-of-equality-vol-2/

Reiners, B. (2021). What is Gender Bias in the Workplace. (2021). What Is Gender Bias? How Can We Reduce It At Work? | Built In

Alexis McGill Johnson (2019). We know that bias can lead to disparities in diagnosis, treatment, and health outcomes. https://www.youtube.com/watch?v=o7i92udjtnw

Clarke, J. (2018). Northwestern University Law Review. https://web-a-ebscohost-com.proxy.libraries.rutgers.edu/ehost/pdfviewer/pdfviewer?vid=1&sid=fbd24c1b-2d66-4a87-9eed-9c47ebfab480%40sessionmgr4006

Dalton S., Villagran, M. (2018). Minimizing and addressing implicit bias in the workplace: Be proactive, part one https://crln.acrl.org/index.php/crlnews/article/view/17370/19137

Morse, G. (2016). Designing a Bias-Free Organization. *Harvard Business Review.* July–August 2016. Retrieved from https://hbr.org/2016/07/designing-a-bias-free-organization

Tasks:

Review the Perception Institute Website and various resources/tools. https://perception.org/

Guest Speaker: Rachel D. Godsil

Online Synchronous Session 4: Tuesday June 21, 6:30-8:30pm. Strategic, Operational, and Cultural Objectives to Promote an Inclusive Workplace.

Readings:

Quillian et al. (2017). Meta-analysis of Field Experiments Shows no Change in Racial Discrimination in Hiring Over Time. *PNAS*. Available at: https://www.pnas.org/content/pnas/114/41/10870.full.pdf

Biu, Ofronama. (2019). *Race to Lead: Women of Color in the Non-Profit Sector*. Racetolead.org. Available for download at: http://racetolead.org/women-of-color/

LGBTQ: More than just letters. https://web-a-ebscohost-com.proxy.libraries.rutgers.edu/ehost/pdfviewer/pdfviewer?vid=4&sid=2198ddf6-2f0a-44f7-a623-2311ed7a099d%40sdc-v-sessmgr02

Guillaume, Y., Dawson, J., Otaye-Ebede, L., Woods, S., West, M. (2015) Harnessing demographic differences in organizations: What moderates the effects of workplace diversity? https://bit.ly/3vlxVqs

Holger, D. (2019). The Business Case for More Diversity. *The Wall Street Journal.* Available at: https://www.wsj.com/articles/the-business-case-for-more-diversity-11572091200

Online Synchronous Session 5: Tuesday June 28, 6:30-8:30pm. Principles of Effective Leadership and the Management of Time

Readings:

Paustian-Underdahl, S. C., Walker, L. S., & Woehr, D. J. (2014). Gender and Perceptions of Leadership Effectiveness: A Meta-Analysis of Contextual Moderators. Journal of Applied Psychology. 99(6), 1129-1145. doi:10.1037/a0036751Available at: https://www.apa.org/pubs/journals/releases/apl-a0036751.pdf

Ready, Willing and Electable: Women Running for Executive Office. (2019). *Barbarlee.foundation.org.* Available at: https://www.barbaraleefoundation.org/wp-content/uploads/FINAL_Ready-Willing-Electable-11.4.19.pdf

Parr, A., Lanza, S., Bernthal, P. (2016).143-157. Personality Profiles of Effective Leadership Performance in Assessment Centers https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5058439/

Chin, J., (2009). Leadership in a Changing World: Dynamic Perspectives on Groups and Their Leaders. Ch. 3 The Dynamics of Gender, Race, and Leadership https://catalog.hathitrust.org/Record/006490870?

Goldberg, Joel. (2017). Graziadio Business Review. Trends in Leadership and Leadership Development: The Evolution of Market Needs https://gbr.pepperdine.edu/2017/04/trends-in-leadership-and-leadership-development/

Guest Speaker: Hanifa L. Barnes

Online Synchronous Session 6: Tuesday July 5, 6:30-8:30pm. Promoting Retention and Encouraging Success in the Workplace.

Readings:

Nielsen, K., & Miraglia, M. (2016). What works for whom in which circumstances? On the need to move beyond the 'what works?' question in organizational intervention research. Human Relations, 70(1), 40-62. doi:10.1177/0018726716670226. Available at:
https://journals.sagepub.com/doi/pdf/10.1177/0018726716670226

Pandita, D. (2018). Talent management and employee engagement – a meta-analysis of their impact on talent retention. Industrial and Commercial Training, 50(4), 185-199. doi:10.1108/ICT-09-2017-0073. Available at: https://www.emerald.com/insight/content/doi/10.1108/ICT-09-2017-0073/full/html

Gerrish, Ed. (2016). The Impact of Performance Management on Performance in Public Organizations: A Meta-Analysis. Public Administration Review.
https://onlinelibrary.wiley.com/doi/epdf/10.1111/puar.12433

Womeldorff, D. & Zjonc, D. (2010). Employee Engagement Coaching the Shift to Empowerment. *Choice Magazine.* v3(8), Retrieved from
https://www.https://www.powerofted.com/assets/pdfs/CHOICE-Magazine-TED-Article.pdf

J. Organ Behav. (2017). 792–812. Building work engagement: A systematic review and meta-analysis investigating the effectiveness of work engagement interventions
https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5516176/

Online Synchronous Session 7: Tuesday July 12, 6:30-8:30pm. Hiring and Supporting Staff to Ensure Diversity.

Readings:

Chief Diversity Officers Cannot Fix Racist Company Culture
https://catapult.co/stories/women-of-color-chief-diversity-officers-cannot-fix-racist-company-culture-nadia-owusu

McKinsey & Co. (2019). Women in The Workplace Study
https://www.mckinsey.com/featured-insights/gender-equality/women-in-the-workplace-2019
See infographic on the decline of representation for women of color

The Management Center and Tools to Review prior to session:

https://www.managementcenter.org/

Figuring Out the Role Sample and Worksheet. (n.d.).
http://www.managementcenter.org/resources/figuring-role-sample-worksheet/

Job-Simulation Exercises. (n.d.). http://www.managementcenter.org/resources/job-simulation-exercises/

Online Synchronous Session 8: Tuesday July 19, 6:30-8:30pm. Crisis Leadership and Communication.

Readings:

Tumpey, A., Daigle, D. and Nowak, G. Communicating During an Outbreak or Public Health Investigation. https://www.cdc.gov/eis/field-epi-manual/chapters/Communicating-Investigation.html

Haddow, G., and Haddow, K. (2014). 195-209. Communicating During a Public Health Crisis https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7149526/

Guest Speaker: Mary O'Dowd

Online Synchronous Session 9: Tuesday July 26, 6:30-8:30pm. Interprofessional Approaches to Improving Organizational Performance and Well-being.

Readings:

Blog. (2019). Interprofessional Collaboration Strategies with Examples for Your Workplace https://miktysh.com.au/7-interprofessional-collaboration-strategies/

Avramchuk, A., (2017). Graziadio Business Review. Building Positive Organizational Communities Communal Leadership at Work. https://gbr.pepperdine.edu/2017/08/building-positive-organizational-communities/

Baumgartner, N. (2020). Harvard Business Review: Organizational Culture Build a Culture That Aligns with People's Values. https://hbr.org/2020/04/build-a-culture-that-aligns-with-peoples-values

Jones, G. (2013). Organizational Theory, Design and Change. https://studydaddy.com/attachment/86471/Combined+-+MGT302_Mod1Reading_7th+Ed_Ch.1_Pgs.1-27.pdf

Yasir, M., Imran, R. Irshad, M. (2016). Leadership Styles in Relation to Employees' Trust and Organizational Change Capacity: Evidence from Non-Profit Organizations https://journals.sagepub.com/doi/10.1177/2158244016675396

Metropolitan Group (2017). *Stakeholder Mapping* A tool to advance social change strategies. Retrieved from https://www.metgroup.com/ideas/stakeholder-mapping-a-tool-to-advance-social-change-strategies/

Guest Speaker: Shamis Pitts

Additional Sessions as needed:

Online Synchronous Session 10: Tuesday August 2, 6:30-8:30pm. Media Skills Training.

Readings:

Brett, J., & Thompson, L. (2016). Negotiation. Organizational Behavior and Human Decision Processes, 136, 68-79. doi:https://doi.org/10.1016/j.obhdp.2016.06.003. Available at: https://www.sciencedirect.com/science/article/pii/S0749597816303648?via%3Dihub

Mohamad, E., Ahmad, A. L., Mohamed Salleh, S., & Wan Sulaiman, U. K. (2017). Breaking The Traditional Communication Flow: Exploration of Social Media Opinion Leaders in Health. *SHS Web Conf., 33*. Retrieved from https://doi.org/10.1051/shsconf/20173300044. Available at: https://www.shs-conferences.org/articles/shsconf/pdf/2017/01/shsconf_icome2017_00044.pdf

Stillman, J. (2014). The Three Principles of a Great Media Interview: A veteran entrepreneur offers a CliffsNotes version of essential media training for founders. *Inc.com.* Available at: https://www.inc.com/jessica-stillman/the-3-principles-of- a-great-media-interview.html

Halperin, B. et al. (2019). Toward an Understanding of the Economics of Apologies: Evidence from a Large-scale National Field Experiment. National Bureau of Economic Research. Cambridge, MA. Available at: https://www.nber.org/papers/w25676.pdf

Tasks:

Watch 3 TED talks (your choice) and keep a list of all the communication strategies employed by the speakers.

Guest Speakers: Dr. Leslie Kantor and Eric Ferrero

Online Synchronous Session 11: Thursday August 5, 6:30-8:30pm. Principles for Effective Communication social media.

Readings:

Merchant, R., South, E., Lurie, N. (2021). Medical News Today: Embracing Social Media for Public Health Messaging https://www.medicalnewstoday.com/articles/embracing-social-media-for-public-health-messaging#Equitable-public-health-messaging

Abroms, L., (2019). Am J Public Health. Public Health in the Era of Social Media

https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6383968/

Social Media and Health Care Professionals: Benefits, Risks, and Best Practices, C. Lee Ventola
https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4103576/#:~:text=Social%20media%20provide%20HCPs%20with,caregivers%2C%20students%2C%20and%20colleagues.

Speaking of Health: Assessing Health Communication Strategies for Diverse Populations. 2002 Chapter 7. Toward a New Definition of Diversity (pdf)

Heldman, A., Schindelar, J., Weaver, B. Public Health Reviews. Social Media Engagement and Public Health Communication: Implications for Public Health Organizations Being Truly "Social" https://link.springer.com/content/pdf/10.1007/BF03391698.pdf

Guest Speaker: Michelle Edelstein or Jordan Berman

FINAL EXAM: TBD

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). 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.

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.

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