

**Course Title:** Public Health Aspects of HIV Prevention and Care

**Course Number:** UGPH 0648

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

**Course Instructor:** Rafael E. Pérez-Figueroa, MD, MPH (he/him/el); Associate Dean for Community Engagement and Public Health Practice and Associate Professor of Urban-Global Public Health; One Riverfront Plaza Suite 1020; Newark, NJ, 07102; Email: [rp1196@sph.rutgers.edu](mailto:rp1196@sph.rutgers.edu); Tel: 973-972-4254

**Office Hours:** By appointment only

**Course Assistant:** Christine Oller: Program Coordinator, Office for Global Programs, Email: [cjo62@sph.rutgers.edu](mailto:cjo62@sph.rutgers.edu); Phone: 908-938-6302

**Course Website:** [canvas.rutgers.edu](https://canvas.rutgers.edu)

**Required Course Text:** Halkitis, P.N. (2013). The AIDS Generation: Stories of Survival and Resilience. New York: Oxford University Press.

Howe, M. & Klein, M. (1995). In the Company of My Solitude; American Writings from the AIDS Pandemic. New York: Persea Books.

**Additional/Supplemental Readings/Resources:** Additional readings required for this course include academic journal articles, book chapters, newspaper articles, and other sources. These readings will be made available through the Canvas shell.

**Course Description:** Students will consider the evolution of the HIV/AIDS epidemics in the United States (US) and the United Kingdom (UK) health systems using a public health lens and with consideration to population-based health promotion strategies. Students will learn about the history of HIV/AIDS as manifested in the US and the UK; biomedical aspects of the disease including HIV testing and treatment; epidemiological, social, and behavioral factors associated with HIV/AIDS; as well as public health policies and calls to action. Students will examine, analyze, apply, and evaluate theoretical paradigms and research, drawn from public health and interrelated disciplines. The course utilizes a biopsychosocial framework that emphasizes on evidence-supported HIV prevention and care. The course uses an experiential learning approach. Students will engage with AIDS service organizations in London and New Jersey, health care facilities, and guest speakers, all with an eye to bring an end to the HIV/AIDS pandemic.

Please note that attendance for all sessions in London is mandatory. Some assignments will be submitted while in London, and some during the Spring semester. There will be no required in-person meetings during the Spring semester.

**Selected Concentration Competencies Addressed:** This course addresses the following competencies.

LGBTQ Health:

1. 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.
2. Design research for diverse LGBTQ populations that address identified relevant health problems.

Please visit the Concentration webpages on the School of Public Health's website at [sph.rutgers.edu](http://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. Describe the history, epidemiology, and evolution of the HIV/AIDS epidemics in the US and the UK.
2. Delineate the biological basis of HIV/AIDS in relation to treatment and care.
3. Discuss the life experiences of people living with and affected by HIV/AIDS in the US and the UK.
4. Identify behavioral, psychosocial, and structural factors that place people at risk for contracting HIV and that limit the effectiveness of both prevention and care.
5. Evaluate the effectiveness of health promotion strategies to address HIV disease throughout the course of the epidemic.
6. Apply the tenets of theoretical paradigms to analyze, evaluate, and communicate HIV prevention strategies.
7. Appraise public health policies developed throughout the course of the HIV/AIDS epidemic.

**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 our time in London, the instructor and the course assistant will aim to respond to personal emails or your posts within 24 hours. For communications posted/emailed over the evening or weekend, the instructor will try to respond during working hours. If the instructor is on vacation or out of office, the instructor will post a note in Canvas under Announcements. The goal will be to post grades within 2 weeks of the final due date of the assignment, unless otherwise stated.

**Fostering Course Community:** The instructor will work to foster community through in-class exercises, class outings, online discussions, casual conversations, etc. Students are encouraged to get to know each other and contribute their strengths, expertise, and experience to enrich the class. Working with your classmates, explaining concepts to each other, and interacting with the instructor are the most effective ways to understand the course concepts and succeed in this course. By contributing to the discussion board, the entire class has the benefit of learning from your insights.

**Canvas Announcements:** This course will use Canvas Announcements to share course information 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 daily during our time in London in the Canvas shell for this course.

### **Course Requirements and Grading:**

#### Class Participation and Attendance (10%)

Participation: Students are expected to demonstrate evidence of preparation by engaging in discussions, raising questions, writing reflections, and participating in exchanges that are relevant and related to the readings, lectures, and course assignments. Online participation through Canvas will be considered as evidence of participation. The course is designed to be participatory in nature, which requires that students as well as the instructor are prepared. The combination of required readings, instructor presentations, facilitated exercises, site visits, guest lectures, as well as other activities are intended to stimulate collective inquiry during the class meetings.

Attendance: Students are expected to attend all sections and to complete activities of this course. If attendance to a certain section or activity is not possible, it is the student responsibility to notify the instructor and get acquainted about the content discussed that day. Absences will impact the final grade. Absences due to major religious holidays must be communicated to the instructor ahead of time.

#### History, Culture, and the AIDS Trajectory (20%)

Read the book “In the Company of my Solitude” and the following articles:

1. Altman, L.A. (1981, 3 July). Rare cancer seen in 41 homosexuals. *The New York Times*.
2. Armstrong, W. (2010, September). St. Vincent's remembers. *OUT*, 197, pp. 90-96, 148.
3. Centers for Disease Control & Prevention (1981, June 5). *Pneumocystis pneumonia-- Los Angeles. Morbidity & Mortality Weekly Report*, pp. 250-252.

In addition, identify and read three articles in scientific or popular media (in the last five years) that consider aspects of the HIV/AIDS epidemic today. Based on these readings, evaluate the state of the HIV/AIDS epidemic then and now. Write an essay of 1,000-1,250 words addressing the elements below. Your essay should refer to the readings (APA citations).

1. Discuss the state of HIV/AIDS in the US in the first decade of the epidemic.
2. Characterize the state of the HIV/AIDS in the US today as we enter the fifth decade of the epidemic.
3. Analyze the extent to which the AIDS trajectory from 1981 to 2024 has changed with consideration of how the situation has improved, worsened, and/or remained the same.
4. Discuss what do you want to learn in this class and how it will inform your profession and work.

#### Online Reflections (20%)

Throughout the course students are expected to write 4 short reflections. The purpose of these assignments is to stimulate critical thinking in relation to the course topics. Timely completion will be considered as part of your grade. Due days, time, and specific instructions for each assignment will be detailed on the Canvas website.

HIV+ Sex Presentation (20%)

Read the entire volume of the book *The AIDS Generation*. You will be assigned in groups to analyze and present the findings of a chapter (15 minutes each group). Groups will be evaluated on their ability to present salient ideas, respond to questions from the class, and effectiveness of the presentation. All group participants must present. The presentation should focus on the following elements:

1. Major findings of the volume.
2. Implications for effective HIV prevention.
3. How this knowledge can be applied in public health practice and or healthcare?

Critical Appraisal (30%)

A critical appraisal is a systematic process to identify the strengths and weaknesses of research articles. Select 3 research articles addressing HIV prevention interventions in an area of interest and critically appraise the articles. Write an essay of 1,000-1,250 words addressing the elements below.

1. Provide the full references of the articles (APA citation).
2. Discuss the relevance of the research questions. Is the study question relevant to the field of HIV prevention? Explain.
3. Comment on how innovative the HIV prevention interventions are. Do the studies add anything new to the field of HIV prevention?
4. Discuss the appropriateness of the study designs for the research questions.
5. Described the methodologies of the interventions and theoretical frameworks.
6. Comment on the appropriateness of the analyses performed.
7. Describe the studies main results and whether the results justify the conclusions of the articles.
8. Comment on the implications of the findings for HIV prevention.
9. Discuss the limitations and further research that should be conducted.

**Course Structure and Expectations:**

**Course Structure:** This course involves interactive lectures guided by the instructors, facilitated discussions, online activities, group exercises, site visits, guest lectures, and group outings. Everyone in the course is expected to work towards maintaining an appropriate learning environment. All are expected to maintain a professional, respectful, and courteous approach to all course interactions.

**Course Spirit:** Students are reminded that free expression in an academic community is essential to the mission of providing the highest caliber of education possible. Provocative ideas respectfully presented are an expected result. An enlightened academic community, however, connects freedom with responsibility. This course will encourage civil discourse, appropriate and science-based use of evidence, reasoned thought, sustained discussion, and constructive engagement without degrading, abusing, harassing, or silencing others. The instructors are committed to maintaining an environment that opens doors, hearts, and minds.

**Ownership:** Students are expected to take an active role. Students' contributions will greatly enhance the course.

**Class Behavior:** Students are expected to be courteous to classmates and the instructors. Racist, sexist, homophobic, or otherwise offensive comments will not be tolerated at any time.

**Writing:** Writing skills are essential for public and mental health professional. Written assignments should be an opportunity for strengthening skills in public and mental health communication. Students must ensure that their written work is free from misspellings, typos, and major grammatical errors. In addition, students are expected to appropriately cite all references used in presentations and/or written materials, including images. Written work should be clearly organized and reasonably well written.

**Assigned Readings:** Course readings have been selected to build a foundation on which class sessions and lectures are based. As such, to promote in-class learning it is necessary to keep up with the readings that are assigned each week. Articles and other materials posted in the Canvas website are required unless otherwise indicated.

**Name and Identity:** This course will honor, reaffirm, and celebrate your request to address you by an alternate name or gender pronoun. Please advise of these needs early in the semester so that we can make appropriate changes to our records.

**Disability:** In this course we are committed to the full inclusion of students with disabilities in all curricular and co-curricular activities. Please discuss your needs and expected accommodations with the instructor.

**Course Grading:** Student grades will be based on:

<u>Assessment</u>	<u>Percentage</u>	<u>Competencies</u>	<u>Objectives</u>
Class Participation and Attendance	10%	1, 2	1-7
History, Culture, and the AIDS Trajectory	20%	1	1, 3
Online Reflections	20%	1, 2	3, 4, 5, 7
Group Presentations	20%	1	2, 3, 4
Critical Appraisal	30%	2	4, 5, 6
<u>Total</u>	100%		

The course grade will be determined using the following letter system. Grades as A, A-, B+, B, B-, C+, C, and F. The grading policy is as follows:

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:**

Day	Session	Readings	Assignment	Competencies and Objectives
<b>London, UK (January 1 to 13, 2024)</b>				
Monday January 1, 2024	<b>Students' Arrival to London, UK</b>  <b>Check-In:</b> <b>Generator London</b> 37 Tavistock Pl, London WC1H 9SE, United Kingdom			
Tuesday January 2, 2024	<b>Course Overview</b> 2:00-4:00pm  <b>Walking Tour:</b> <b>Ethnographic Observations of Bloomsbury, London</b> 4:00-6:00pm  <b>Welcome Reception:</b> <b>The Ship Tavern</b> 12 Gate St, London WC2A 3HP, United Kingdom 6:00-7:30pm	Ten Reasons why Bloomsbury London is the coolest place in London. Access from: <a href="https://www.london.ac.uk/venues/blog/10-reasons-why-bloomsbury-london-coolest-place-london">https://www.london.ac.uk/venues/blog/10-reasons-why-bloomsbury-london-coolest-place-london</a>  Yi'En C. Telling Stories of the City: Walking Ethnography, Affective Materialities, and Mobile Encounters. Space and culture. 2014;17(3):211-223.		Competency: 1  Objectives: 4, 5
Wednesday January 3, 2024	<b>The History of HIV Guest Lecture:</b> <b>Dr. Perry N. Halkitis</b> 9:00-10:00am  <b>The Epidemiology of HIV in the US</b> 10:15-11:15am  <b>Guest Lecture:</b> <b>Dr. Laura Jane Waters</b> <b>The HIV/AIDS Epidemic in the UK</b> 11:30-12:30pm  <b>Wrap-Up</b>	CDC. Diagnoses of HIV Infections in the United States and Dependent Areas, 2021. HIV Surveillance Report 2021;34.  CDC. Monitoring selected national HIV prevention and care objectives by using HIV surveillance data—United States and 6 dependent areas, 2020. HIV Surveillance Supplemental Report 2022;27(3).  Delpech V. The HIV epidemic: global and United Kingdom trends. Medicine (Abingdon). 2022 Apr;50(4):202-204.	Reflection 1	Competencies: 1, 2  Objectives: 1, 3, 5

	2:45-4:15pm			
Thursday January 4, 2024	<p><b>Theoretical Frameworks for HIV Prevention</b> <b>Guest Lecture:</b> <b>Dr. Perry N. Halkitis</b> 9:00-10:30am</p> <p><b>Site Visit</b> <b>Bloomsbury Clinic</b> Mortimer Market Centre Capper Street London WC1E 6JB, United Kingdom 11:00-1:00pm</p> <p><b>Wrap-Up</b> 2:00-4:00pm</p>	<p>Centers for Disease Control and Prevention. Establishing a holistic framework to reduce inequities in HIV, viral hepatitis, STDs, and tuberculosis in the United States. (2010, October) Atlanta, GA: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention. <a href="http://www.cdc.gov/socialdeterminants/docs/SDHWhite-Paper-2010.pdf">http://www.cdc.gov/socialdeterminants/docs/SDHWhite-Paper-2010.pdf</a></p> <p>Engel, G.L. (1977) The need for a new medical model: a challenge for biomedicine. <i>Science</i>, 196 (4286), 129-136.</p> <p>Singer, M.C., Erickson, P.L., Badiane, L., Diaz, R., Ortiz, D., Abraham, T., Nicolaysen, A.M. (2006). Syndemics, sex and the city: understanding sexually transmitted diseases in social and cultural context. <i>Social Science and Medicine</i>, 63(8), 2010-2021.</p> <p>Stall, R., Friedman, M., &amp; Catania, J. A. (2008). Interacting epidemics and gay men's health: A theory of syndemic production among urban gay men. In Richard J. Wolitski, Ron Stall, and Ronald O. Valdiserri (Eds.), <i>Unequal opportunity: Health disparities affecting gay and bisexual men in the United States</i> (pp.251-274). Oxford: Oxford University Press.</p> <p>Turan JM, Elafros MA, Logie CH, Banik S, Turan B, Crockett KB, Pescosolido B, Murray SM. Challenges and opportunities in examining and addressing intersectional stigma and health. <i>BMC Med</i>. 2019 Feb 15;17(1):7.</p>		<p>Competencies: 1, 2</p> <p>Objectives: 4, 5, 6</p>
Friday January 5, 2024	<p><b>The Biology of HIV</b> 9:00-10:00am</p> <p><b>Biomedical Approaches for HIV Prevention</b> 10:00-10:45am</p> <p><b>Aging and HIV/AIDS</b> <b>Guest Lecture:</b> <b>Dr. Perry N. Halkitis</b> 11:00-12:00pm</p>	<p>[Multimedia] HIV &amp; AIDS: signs, symptoms, transmission, causes &amp; pathology. Accessed from: <a href="https://www.youtube.com/watch?v=5g1jpBI6Dk">https://www.youtube.com/watch?v=5g1jpBI6Dk</a></p> <p>Kiplagat J, Tran DN, Barber T, Njuguna B, Vedanthan R, Triant VA, Pastakia SD. How health systems can adapt to a population ageing with HIV and comorbid disease. <i>Lancet HIV</i>. 2022 Apr;9(4):e281-e292.</p> <p>Hsieh E, Polo R, Qian HZ, Fuster-RuizdeApodaca MJ, Del Amo J. Intersectionality of stigmas and health-related quality of life in people</p>	Reflection 2	<p>Competencies: 1, 2</p> <p>Objectives: 2, 3, 4</p>



	<b>Wrap-Up</b> 1:00-2:00pm	<p>ageing with HIV in China, Europe, and Latin America. Lancet Healthy Longev. 2022 Mar;3(3):e206-e215.</p> <p>DeMarco RF, Brennan-Ing M, Sprague C, Brown SM. Ageism, Aging and HIV: Community Responses to Prevention, Treatment, Care and Support. Interdiscip Top Gerontol Geriatr. 2017;42:234-239.</p>		
Monday January 8, 2024	<b>Health Inequities and HIV/AIDS</b> 9:00-11:00am  <b>Guest Lecture:</b> <b>Marc Thompson</b> <b>HIV/AIDS Advocacy and Community Engagement</b> 11:15-12:15pm  <b>Site Visit:</b> <b>Positively UK</b> St Mark's Studios, 14 Chillingworth Rd, London N7 8QJ, United Kingdom 2:00-3:00pm  <b>Wrap-Up</b> 3:30-5:00pm	<p>Lightfoot M, Milburn N, Loeb Stanga L. Addressing Health Disparities in HIV: Introduction to the Special Issue. J Acquir Immune Defic Syndr. 2021 Dec 15;88(S1):S1-S5.</p> <p>Bowleg L, Malekzadeh AN, Mbaba M, Boone CA. Ending the HIV epidemic for all, not just some: structural racism as a fundamental but overlooked social-structural determinant of the US HIV epidemic. Curr Opin HIV AIDS. 2022 Mar 1;17(2):40-45.</p> <p>Friedman SR, Williams LD, Jordan AE, Walters S, Perlman DC, Mateu-Gelabert P, Nikolopoulos GK, Khan MR, Peprah E, Ezell J. Toward a Theory of the Underpinnings and Vulnerabilities of Structural Racism: Looking Upstream from Disease Inequities among People Who Use Drugs. Int J Environ Res Public Health. 2022 Jun 17;19(12):7453.</p> <p>Berger, Michele Tracy. Workable Sisterhood: The Political Journey of Stigmatized Women with HIV/AIDS. Princeton University Press, 2004. JSTOR, <a href="http://www.jstor.org/stable/j.ctt7s2bc">http://www.jstor.org/stable/j.ctt7s2bc</a>. Accessed 13 Oct. 2023.</p>		Competencies: 1, 2  Objectives: 3, 4, 5, 6
Tuesday January 9, 2024	<b>Site visit:</b> <b>Embrace UK</b> 1 Selby Rd, London N17 8JL, United Kingdom 10:30-12:00pm  <b>Substance Use and HIV/AIDS</b> <b>Guest Lecture (Zoom)</b> <b>Dr. Mackey Friedman</b> 2:00-3:45pm  <b>Wrap-Up</b> 4:00-4:30pm	<p>Degenhardt L, Webb P, Colledge-Frisby S, Ireland J, Wheeler A, Ottaviano S, Willing A, Kairouz A, Cunningham EB, Hajarizadeh B, Leung J, Tran LT, Price O, Peacock A, Vickerman P, Farrell M, Dore GJ, Hickman M, Grebely J. Epidemiology of injecting drug use, prevalence of injecting-related harm, and exposure to behavioural and environmental risks among people who inject drugs: a systematic review. Lancet Glob Health. 2023 May;11(5):e659-e672.</p> <p>NIDA. 2021, April 13. Part 3: The Connection between Substance Use Disorders and HIV. Retrieved from <a href="https://nida.nih.gov/publications/research-reports/common-comorbidities-substance-use-disorders/part-3-connection-between-substance-use-disorders-hiv">https://nida.nih.gov/publications/research-reports/common-comorbidities-substance-use-disorders/part-3-connection-between-substance-use-disorders-hiv</a>.</p>	Reflection 3	Competencies: 1, 2  Objectives: 3, 4, 5



		Auerbach JD, Smith LR. Theoretical Foundations of Research Focused on HIV Prevention Among Substance-Involved Women: A Review of Observational and Intervention Studies. J Acquir Immune Defic Syndr. 2015 Jun 1;69 Suppl 2(Suppl 2):S146-54.		
Wednesday January 10, 2024	<b>Sexual Risk and HIV/AIDS</b> 9:00-10:30am  <b>Mental Health and HIV/AIDS</b> 10:45-12:00pm  <b>Site Visit:</b> <b>The Love Tank</b> 159 Mile End Road London E1 4AQ, United Kingdom 2:00-3:00pm  <b>Wrap-Up</b> 3:30-4:00pm	Pulerwitz, J., Amara, H., De Jomg, W., Gortmake, S.L. & Rudd, R. (2002). Relationship power, condom use and HIV risk among women in the USA. AIDS Care, 14(6), 789-800.  Halkitis, P.N. Brockwell, S., Siconolfi, D., Sussman, R., Moeller, R.W., Mourgues, P.J., Cutler, B., & Sweeney, M.M. (2011). Sexual behaviors of adolescent, emergent and young adult MSM ages 13-29 in New York City. Journal of Acquired Immune Deficiency Syndromes, 56(3), 285-291.  Kalichman, S.C., Heckman, T. Kochman, A. Sikkema, K. Bergholte, J. (2000). Depression and thoughts of suicide among middle-aged and older persons living with HIV-AIDS. Psychiatric Services, 51, 903-907		Competencies: 1, 2  Objectives: 3, 4, 5, 6
Thursday January 11, 2024	<b>Site Visit:</b> <b>Terrance Higgins Trust</b> 439 Caledonian Rd, London N7 9BG, United Kingdom 10:00-12:00pm  <b>Students' Presentations</b> 2:00-4:00pm	Halkitis, P.N. (2013). The AIDS Generation: Stories of Survival and Resilience. New York: Oxford University Press.	Group Presentation	Competencies: 1  Objectives: 1, 3, 4, 6
Friday January 12, 2024	<b>Future Directions in HIV Prevention</b> 9:00-12:00pm  <b>Closing Reception: Afternoon Tea</b> <b>The British Museum</b> 2:00-5:00pm	Fauci AS, Redfield RR, Sigounas G, Weahkee MD, Giroir BP. Ending the HIV Epidemic: A Plan for the United States. JAMA. 2019 Mar 5;321(9):844-845. doi: 10.1001/jama.2019.1343. PMID: 30730529.  About Ending the HIV Epidemic in the US. Accessed from: <a href="https://www.hiv.gov/federal-response/ending-the-hiv-epidemic/overview">https://www.hiv.gov/federal-response/ending-the-hiv-epidemic/overview</a>		Competencies: 1, 2  Objectives: 1, 3, 4, 7
Saturday	<b>Students' Departure</b>			

January 13, 2024	<b>Check-Out:</b> <b>Generator London</b> 37 Tavistock Pl, London WC1H 9SE, United Kingdom			
<b>New Jersey, US (Spring 20024)</b>				
January 15, 2024			Reflection 4	
January 31, 2024		<p>Howe, M. &amp; Klein, M. (1995). In the Company of My Solitude; American Writings from the AIDS Pandemic. New York: Persea Books.</p> <p>Altman, L.A. (1981, 3 July). Rare cancer seen in 41 homosexuals. The New York Times.</p> <p>Armstrong, W. (2010, September). St. Vincent’s remembers. OUT, 197, pp. 90-96, 148.</p> <p>Centers for Disease Control &amp; Prevention (1981, June 5). Pneumocystis pneumonia--Los Angeles. Morbidity &amp; Mortality Weekly Report, pp. 250-252.</p>	History, Culture, and the AIDS Trajectory	
March 1, 2024			Critical Appraisal	

**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](mailto:help@oit.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](#) 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)