[Course Number: Title]

 [Course Semester - Timing and Location]

# Instructor Information

## Faculty

[Name, Position, Department, Organization]

[Office, Email, Phone]

Office Hours: (Location + procedure for scheduling ie.by appointment? Virtual Office hours?)

## Teaching Assistants

[Name, Position, Department, Organization]

[Office, Email, Phone]

Office hours: (Location + procedure for scheduling ie.by appointment? Virtual Office hours?)

# Credits

[x] credits

# Course Purpose and Description

[Please include 2-3 sentences that outlines the goal of this course within the degree program and/or larger field of public health. Provide a description including key topics to be addressed, intended audience, and curricular context (e.g. serves to fulfill a core course requirement in Health Policy and Management).

# Pre-Requisites

[Prerequisites help students to identify not only the required training they need before enrolling in a course, but also the prior material a course will build upon. If you are unsure of the prerequisites for your course, please contact your Academic Administrator.]

# Course Learning Objectives

Upon successful completion of this course, you should be able to:

* [Objective 1]

**Example**: *Identify and critically discuss the organization and financing of the health services and public health systems in the United States, with emphasis on the consequences for vulnerable populations.*

* [Objective 2]

**Example:** *Apply evidence-based principles to critically evaluate current policies and practices in healthcare delivery and in public health systems including present and future healthcare reform proposals to address the quality, accessibility and cost of our health systems.*

* [Objective 3]
* [Objective Z]

# Course Readings

Connect with the [Curriculum Center](https://www.hsph.harvard.edu/office-of-education/curriculum-center/) for best practices for course materials that includes securing copyright permissions and information on course materials fee categories)

* [General information regarding required and recommended texts/materials] Specific details on readings should be included in the course schedule at the end of the syllabus.

# Course Structure

[Establish **expectations** for classroom interactions and outline the structure of the course. What does the instructor expect of students in the class? Example, attendance, participation, respect for others, use of Canvas etc. We encourage you to open up the conversation for student input on the first day of class and make adjustments to your original list of expectations.]

The final grade for this course will be based on:

* [Graded component one (x%)]
* [Graded component two (x%)]
* [Graded component three (x%)]
* [Graded component z (x%)]
* Be sure to include how class participation will be graded if it is included as a grading component.

[Include general information about grading policy and rubric if you have one (e.g. accepting late work, extra credit, make-up exams/assignments)]

## Participation

[This would be a good place to clarify if/how attendance and participation are graded components of the course. If either or both of these are graded parts of the course, then CEP recommends providing students with a rubric that draws a distinction between in-class participation and attendance.]

Sample in-class participation text*.* Success of the course relies on active in-class student participation. The interactive teaching and the small group exercises encourage students to contribute to each lecture by providing comments, asking questions, and discussing class contents with other classmates. Students are expected to prepare for each class by finishing the required readings. 10% of the course grade will be assessed by student’s participation in in-class discussion and small-group exercise.

## Graded Component One (X%)

[Explain briefly the assignment’s purpose, parts, grading criteria and any policies associated with the following late assignments, make-ups, extra credit, etc. You can also mention that a full description of the assignment can be found on the canvas site.]

## Graded Component Two (X%)

[Explain briefly the assignment’s purpose, parts, grading criteria and any policies associated with the following late assignments, make-ups, extra credit, etc. You can also mention that a full description of the assignment can be found on the canvas site.]

## Graded Component Three (X%)

[Explain briefly the assignment’s purpose, parts, grading criteria and any policies associated with the following late assignments, make-ups, extra credit, etc. You can also mention that a full description of the assignment can be found on the canvas site.]

**Additional Information**

**Sample text regarding flexibility:** All components – lectures, seminars/laboratories, and small group sessions – are integral and mandatory parts of the course. You are expected to read any materials provided prior to the class session and are strongly encouraged to attend and be prepared for class discussions. If you are unable to attend the class session due to time zone differences, we encourage you to work through the material on your own and watch the recorded discussions. Optional additional class sessions may be offered by faculty and teaching assistants at other times to accommodate different time zones.

# Canvas

If you are experiencing an issue with Canvas (e.g., you can’t figure out how to use something or a feature seems broken), first try the documentation located under the Help menu found on the left-hand side of each Canvas page. If the issue is not covered there, contact Instructure directly, also via the Help menu. You can e-mail, text, or speak live with them at any time day or night. If you cannot access Canvas to view the Help menu, you can reach Instructure by phone at +1 (844) 326-4466.

# Harvard Chan Policies and Expectations

## Inclusivity Statement

Diversity and inclusiveness are fundamental to public health education and practice. Students are encouraged to have an open mind and respect differences of all kinds. I share responsibility with you for creating a learning climate that is hospitable to all perspectives and cultures; please contact me if you have any concerns or suggestions.

## Bias Related Incident Reporting

The Harvard Chan School believes all members of our community should be able to study and work in an environment where they feel safe and respected. As a mechanism to promote an inclusive community, we have created an anonymous bias-related incident reporting system. If you have experienced bias, please submit a report [here](https://reportinghotline.harvard.edu/) so that the administration can track and address concerns as they arise and to better support members of the Harvard Chan community.

## Title IX: Sexual Harassment and Other Sexual Misconduct

For information on Harvard University policies and procedures and Title IX Resource Coordinators at Harvard Chan, please see:

* Harvard University Interim Title IX Sexual Harassment and Interim Other Sexual Misconduct policies and procedures: <https://titleix.harvard.edu/policies-procedures>
* Title IX Resource Coordinators: <https://titleix.harvard.edu/coordinators>
* Title IX Sexual Harassment and Other Sexual Misconduct resource guide: <https://titleix.harvard.edu/resource-guide>

## Academic Integrity

Each student in this course is expected to abide by the Harvard University and the Harvard T.H. Chan School of Public Health School’s standards of Academic Integrity. All work submitted to meet course requirements is expected to be a student’s own work. In the preparation of work submitted to meet course requirements, students should always take great care to distinguish their own ideas and knowledge from information derived from sources.

Students must assume that collaboration in the completion of assignments is prohibited unless explicitly specified. Students must acknowledge any collaboration and its extent in all submitted work. This requirement applies to collaboration on editing as well as collaboration on substance.

Should academic misconduct occur, the student(s) may be subject to disciplinary action as outlined in the Student Handbook. See the [Student Handbook](https://www.hsph.harvard.edu/student-handbook/) for additional policies related to academic integrity and disciplinary actions.

## Accommodations for Students with Disabilities

Harvard University provides academic accommodations to students with disabilities. Any requests for academic accommodations should ideally be made before the first week of the semester, except for unusual circumstances, so arrangements can be made. Students must register with the Local Disability Coordinator in the Office for Student Affairs to verify their eligibility for appropriate accommodations. Contact Colleen Cronin ccronin@hsph.harvard.edu in all cases, including temporary disabilities.

## Religious Holidays, Absence Due to

According to Chapter 151c, Section 2B, of the General Laws of Massachusetts, any student in an educational or vocational training institution, other than a religious or denominational training institution, who is unable, because of his or her religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day shall be excused from any such examination or requirement which he or she may have missed because of such absence on any particular day, provided that such makeup examination or work shall not create an unreasonable burden upon the School. See the [student handbook](https://www.hsph.harvard.edu/student-handbook/) for more information.

Grade of Absence from Examination
A student who cannot attend a regularly scheduled examination must request permission for an alternate examination from the instructor in advance of the examination. See the [student handbook](https://www.hsph.harvard.edu/student-handbook/) for more information.

## Final Examination Policy

No student should be required to take more than two examinations during any one day of finals week. Students who have more than two examinations scheduled during a particular day during the final examination period may take their class schedules to the director for student affairs for assistance in arranging for an alternate time for all exams in excess of two. Please refer to the [student handbook](https://www.hsph.harvard.edu/student-handbook/) for the policy.

## Course Evaluations

Constructive feedback from students is a valuable resource for improving the teaching and learning experience. The feedback should be specific, focused and respectful. It should also address aspects of the course and teaching that are positive as well as those which need improvement.

Because of the importance of student course evaluations, their submission is considered to be a school requirement for registered students. The course evaluation system opens during the last week of the term and stays open for a three week period. Please note that grades are suppressed during this timeframe; however, you will gain access to your grades for the term via my.harvard only after your course evaluations have been submitted.

# Course Schedule

| **Objectives** | **Readings** | **Assignments/Activities** |
| --- | --- | --- |
| Week 1 (mmm dd – mmm dd) |
| Session 1. Welcome to Course |
| Upon successful completion of this session, you should be able to:* Outline key aspects of the course as explained in the Syllabus
* Identify course policies
* Navigate through the course site
 | Required readings* Syllabus
* All materials under Course Resources
 |  |
| Session 2. Health Systems Frameworks, Context, and Health System Goals |
| Upon successful completion of this session, you should be able to:* Define health systems
* Discuss health systems goals
* Discuss multiple frameworks used to analyze health systems
* Apply one framework to analyze health system context
 | Required readings* Atun R, Aydın S, Chakraborty S, et al. Universal health coverage in Turkey: enhancement of equity. Lancet 2013; 382: 65-69
* Atun, R., De Andrade, L. O. M., Almeida, G., et al. (2015). Health-system reform and universal health coverage in Latin America. The Lancet, 385(9974), 1230-1247.

Recommended reading* Atun RA, McKee M, Drobniewski F, Coker R. Analysis of how health system context shapes responses to the control of human immunodeficiency virus: case studies from the Russian Federation. Bulletin of the World Health Organisation 2005; 83(10): 730-8.
 | * Complete check-ins by **Sunday, June 7** at **10:00pm EDT**
* (Optional) Attend office hours on **Thursday, June 4** from **11:00am-12:00pm EDT** with Faculty Member
 |
| Week 2 (mmm dd – mmm dd) |
| Session 3. Health Systems Frameworks, Context, and Health System Goals |
| Upon successful completion of this session, you should be able to:* Describe the components and structure of the U.S health system
* Identify the key health policy problems that face the U.S.
 | Required readings* Essentials of the US Health Care System, L. Shi. D. Singh (2017).
 | * Post to the health systems discussion board by **Sunday, June 7** at **10:00pm EDT**
 |
| Week z (mmm dd – mmm dd) |
| Session z. Title |
| Upon successful completion of this session, you should be able to:*
 | Required readings*
 | *
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