[Course Number: Title]
[Course Semester - Timing and Location]

## Faculty Welcome Statement

[**Optional**. Please include 2-3 sentences that welcome your students, explain your interest in the topic, and your teaching philosophy / learning expectations. *Please email* *vashi@hsph.harvard.edu* *with any questions.*

## 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).]

## Program/Field of Study Competencies

[Some courses may cover competencies across multiple programs/fields of study. Please include those here. Delete this section if it does not apply.]

This course covers the following Program/Field of Study Competencies:

* [Competency 1] Example: #2. Critically evaluate and apply principles of epidemiologic methods, including exposure and outcome measures, measures of association, bias and confounding, and study design options
* [Competency 2]
* [Competency 3]

## Course Learning Objectives

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

* [Objective 1] Example: 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.
* [Objective 3]
* [Objective Z]

## 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.]

## Credits

[x] credits

## Instructor Information

### Faculty

[Name, Position, Department, Organization]
[Office, Email, Phone]
Office Hours: [Location + procedure for scheduling ie.by appointment? Virtual Office hours?]

### Teaching Fellows

[Name, Position, Department, Organization]
[Office, Email, Phone]
Office hours: [Location + procedure for scheduling ie.by appointment? Virtual Office hours?]

## Course Structure

[Establish **expectations** for classroom interactions and outline the structure of the course (e.g. lecture for the first half with small group activities the second half). 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.]

### Course Readings

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

## Assessment of Learning

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%)]

### 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. CEP recommends providing students with a rubric that clarifies expectations for components.

**If participation and/or attendance are graded components, they must be included here.**

If **attendance** is a graded component, you should clearly state your policy around expected and unexpected attendance circumstances including the grading structure and communication expectations. You may wish to refer to the [Student Handbook Class Attendance Policy](https://www.hsph.harvard.edu/student-handbook/class-attendance/).

If **participation** is a graded component, you should clarify how. *Example: Success of the course relies on active in-class student participation. The interactive teaching and small group exercises allow you to contribute to each lecture by providing comments, asking questions, and discussing class contents with other classmates. You are expected to prepare for each class by finishing the required readings. 10% of the course grade will be assessed by your participation in in-class discussion and small-group exercise. Please see Canvas for a full rubric.*

If participation and/or attendance are a major component of the course but ungraded, they should still be included as part of the Course Structure or as components here as ungraded or worth 0%.

### 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.]

### 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.]

### Late Work and Extension Policy

[Include your late work and extension policy if you have one. As a reminder, formal accommodations should be made through the Office for Student Affairs’ Student Support Services at studentsupport@hsph.harvard.edu.]

## Technical Assistance

### Canvas

If the issue is Canvas-related (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-Specific Issues

If the issue seems Harvard-specific (e.g., HUID or Harvard Key username authentication, email not working, etc.), contact the Helpdesk by emailing helpdesk@hsph.harvard.edu or calling +1 (617) 432-HELP (4357).

### Requirements

* Reliable, high-speed internet connection
* Laptop with minimum specifications outlined on the [student guide page](https://www.hsph.harvard.edu/information-technology/student-guide/#laptop-requirements)
* Modern and updated web browser (e.g., a recent version of Firefox or Chrome)

## Harvard Chan Policies and Expectations

### Inclusivity Statement

Diversity and inclusiveness are fundamental to public health education and practice. It is a requirement that you have an open mind and respect differences of all kinds. We share responsibility with you for creating a learning climate that is hospitable to all perspectives and cultures; please contact us 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

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

* [Harvard University Title IX Sexual Harassment and 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

You are expected to abide by the Harvard University and the Harvard T.H. Chan School of Public Health School’s standards of Academic Integrity in conjunction with the expectations outlined in the Course Structure and Assessment of Learning section of this syllabus. All work submitted to meet course requirements is expected to be your own work. In the preparation of work submitted to meet course requirements, you should always take great care to distinguish your own ideas and knowledge from information derived from sources.

You must assume that collaboration in the completion of assignments is prohibited unless explicitly specified. You 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, you 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. You must register with a Local Disability Coordinator in the Office for Student Affairs to verify your eligibility for appropriate accommodations. Contact studentsupport@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

If you cannot attend a regularly scheduled examination, you must request permission for an alternate examination from us in advance of the examination. [See the Student Handbook](https://www.hsph.harvard.edu/student-handbook/) for more information.

### Final Examination Policy

You should not be required to take more than two examinations during any one day of finals week. If you have more than two examinations scheduled during a particular day during the final examination period, you may take your class schedule to the director for student affairs for assistance in arranging for an alternate time for all exams in excess of two. [See the Student Handbook](https://www.hsph.harvard.edu/student-handbook/) for more information.

### Course Evaluation

Your feedback makes a difference. We appreciate knowing what worked well and what needs improvement in our course. In addition, your feedback enables the Committee on Educational Policy to recognize outstanding teaching, to offer faculty development coaching and training opportunities, to aid department chairs in assigning teaching responsibilities, and to inform the deliberation of faculty appointment committees.

The course evaluation system opens during the last week of term and stays open for three weeks. Evaluations may be accessed via Canvas or by following the links in invitation emails. Responses are confidential, and identifying information is never shared with us. You may see your grades once you have completed all available course evaluations; we will receive our evaluation report after the evaluation window closes and only if all grades are submitted in my.harvard.

## 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**  |   |