

**Sample Template**  
**[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 Description**

[Course 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.]

**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](#) for best practices for course materials that includes securing copyright permissions and information on course materials fee categories)

- [required and recommended materials]

## **Course Structure**

[Establish **ground rules/behavioral expectations** for classroom interactions. What does the instructor expect for students in the class? Example, attendance, participation, respect for others, use of Canvas etc. You may want to ask for student input on the first day of class and make adjustments to your original list of expectations.]

*Samples statements below:*

### **Classroom Participation:**

*As this is a case-based course, students are expected to be active participants in classroom discussions. This includes attending all classes, being prepared by having read and analyzed assignments ahead of class time, and being ready to offer analyses and insights during class discussions.*

*Required readings means xxx and recommended reading means xxx. Students should be prepared to discuss and apply concepts during class.*

**Canvas Course Website:** *The Canvas site is an important learning tool for this course where students will access required articles, submit course assignments and share other resources with the class. Course announcements will be posted on the site and students will be required to check the course website on a weekly basis.*

**Technical Information:** *Any information on software or hardware students will need. Also include any emails or phone numbers students would need for tech support related to required software or hardware.*

## **Grading, Progress and Assessment**

*Sample text:* This course assumes substantial and informed student participation. General discussion of theory and practice is encouraged and expected of all students. At a minimum, being informed requires class attendance, completion of assigned readings and homework, and attention to health care news and world events. Class attendance and thoughtful participation are important and will be reflected in part in the final grade. Please notify the instructor of an absence before the class.

The final grade for this course will be based on:

- o [Graded component one (x%)]
- o [Graded component two (x%)]
- o [Graded component three (x%)]
- o [Graded component z (x%)]



- o **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)]

### **Graded Component One (X%)**

[Explain the component, the purpose, the criteria that will be used for grading that component, and any policies associated with it (late assignments, make-ups, extra credit, etc.)]

### **Graded Component Two (X%)**

[Explain the component, the purpose, the criteria that will be used for grading that component, and any policies associated with it (late assignments, make-ups, extra credit, etc.)]

### **Graded Component Three (X%)**

[Explain the component, the purpose, the criteria that will be used for grading that component, and any policies associated with it (late assignments, make-ups, extra credit, etc.)]

## **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](#) so that the administration can track and address concerns as they arise and to better support members of the Harvard Chan community.

### **Title IX**

The following policy applies to all Harvard University students, faculty, staff, appointees, or third parties: [Harvard University Sexual and Gender-Based Harassment Policy](#). Procedures [For Complaints Against a Faculty Member](#)  
Procedures [For Complaints Against Non-Faculty Academic Appointees](#)

### **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](#) 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](mailto: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](#) 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](#) 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](#) for the policy.

**Course Evaluations**

Constructive feedback from students is a valuable resource for improving teaching. 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.



Completion of the evaluation is a requirement for each course. Your grade will not be available until you submit the evaluation. In addition, registration for future terms will be blocked until you have completed evaluations for courses in prior terms.

*(It is helpful in the course syllabus to make a direct connection between the learning objectives, teaching methods, course activities and assessment methods)*

## **Course Schedule & Assessment of Student Learning**

*Sample A: Snapshot of a COURSE SCHEDULE*

Session topics	Objectives	Readings	Activities/ Assignments
<b>Week of: XX-XX</b>			
<b>Module 1: Introduction to the Innovative Problem Solving Process</b> *The innovative problem solving process *Human-centered design  <b>Module 2: Clarify - Achieving Deep Patient/Customer Understanding</b> *Design research - making observations *Exercising empathy *Identifying pain points *Insights and problem framing	<b>Upon Successful completion of this week, you should be able to:</b> 1. Explain the basic idea of the innovative problem solving process 2. Explain the basic idea of human centered design 3. Be able to make design research observations	<b>Required</b> Review Syllabus in Advance of Class  <b>Recommended</b> <a href="https://cb.hbsp.harvard.edu/cbmp/pl/65924890/65924898/81f3583a72621125f18809ed1b6b2562">https://cb.hbsp.harvard.edu/cbmp/pl/65924890/65924898/81f3583a72621125f18809ed1b6b2562</a>	<b>Homework:</b>  Assignment #1: Reflections on Innovation. Reflect on the following questions and be prepared to discuss in class: 1. Think about two examples of innovation you have experienced in an organization in which you have worked - one that has gone well and one that has not. What do you think accounts for the success/failure of those innovations? 2. Think about a time when you have faced a significant personal or professional challenge. How did you think your way through it? What role did "innovative thinking" play in that process? No Written Submission
<b>Week of: XX-X</b>			
<b>Module 2: Clarify - Achieving Deep Patient/Customer Understanding</b> *Design research - making observations *Identifying pain points *Insights and problem framing	<b>Upon Successful completion of this week, you should be able to:</b> 1. Identify pain points in the customer. 2. Be able to frame problems to the customer in a manageable way.	<b>Required</b> Datar, S.M., Chaturvedi, S. & Bowler, C.N. (2014). <a href="#">BMVSS: Changing Lives, One Jaipur Limb at a Time</a> ( <a href="https://cb.hbsp.harvard.edu/cbmp/pl/65924890/65924906/210f4f198ddcd2807ed42a651c0d7740">https://cb.hbsp.harvard.edu/cbmp/pl/65924890/65924906/210f4f198ddcd2807ed42a651c0d7740</a> ) (Abridged). HBS Case 9-115-009 Krasker, W. (1994). <a href="#">Freemark Abbey Winery</a> ( <a href="https://cb.hbsp.harvard.edu/cbmp/pl/65924890/65924926/f5f2148ec3ed18c51f07a3ec9c363853">https://cb.hbsp.harvard.edu/cbmp/pl/65924890/65924926/f5f2148ec3ed18c51f07a3ec9c363853</a> ) . HBS Case 9-181-027  <b>Recommended</b> Recent Blog Post by Priti Lakhani (MHCM 2013). <a href="#">How to Show Up, Not What to Say:</a>	<b>Homework</b>  Assignment #2: Case Preparation - Jaipur Limb and Freemark Abbey Reflect on the Jaipur Limb case and be prepared to discuss: 1. What are some of the innovations described in the case?

- o Please note, session topics and activities may be subject to change during the course

**Sample B: Snapshot of a COURSE SCHEDULE**

Session topics	Objectives	Readings	Activities/ Assignments
<b>Week of: XX-XX</b>			
<b>Session 1: Basic Principles of Qualitative Research; Research Questions and Design</b> <ul style="list-style-type: none"> <li>- Introduction</li> <li>- Discussion of qualitative vs. quantitative methods/data and mixed methods</li> <li>- Defining Research questions and purposes</li> <li>- Maxwell's model</li> <li>- Introduction to study design</li> <li>- Overview of qualitative research data collection methods</li> <li>- Students brainstorm broad areas of interest and research questions they may want to explore for their</li> </ul>	<b>Upon Successful completion of this week, you should be able to:</b> <ol style="list-style-type: none"> <li>1. Understand the difference between qualitative and quantitative research methods</li> <li>2. Define and understand what Maxwell's Model is.</li> <li>3.</li> </ol>	<b>Required:</b> <p>Marriam, S. (1998). <i>Qualitative Research and Case Study Applications in Education</i>. Thousand Oaks: Sage Publications. pp. 3-25.</p> <p><a href="#">Hudelson, P. Qualitative Research for Health Programs. Geneva: World Health Organization. pp. 1-9</a></p> <p>Maykut , P. &amp; Morehouse, R. (1994). "Data Collection in Natural Settings: studying people, studying settings." <i>Beginning Qualitative Research</i>. London: Falmer, pp.68-79.</p> <p>Mason, J. (1997). Generating Qualitative Data: Observation, documents and visual data. In J. mason, <i>Qualitative researching</i> (pp.60-82). Thousand Oaks: Sage.</p> <p>Maxwell, J.A. (1996) <i>Qualitative Research Design: An Interactive Approach</i>. Thousand Oaks: Sage Publications.</p>	<b>Homework:</b> <p>Group Assignment #1(Due Session 2) Broader topic of interest for the research project and a draft of specific research questions.</p>



group project		<p>Chapter 5, "Negotiating research relationships" pp. 90-96</p> <p><b>Optional:</b>  Geertz, C. (1973). The Interpretation of Cultures. Basic Books, Chapter 1.</p> <p>Cook, T.D. &amp; Reichardt, C.S. 'Beyond qualitative vs. quantitative methods'  In  <i>Qualitative and Quantitative methods in Evaluation Research</i>.  Sage, Beverly Hills,  1979. Chapter 1, pp.7-32</p> <p>Ivankova, N. &amp; Creswell, J. (2006). Using Mixed Methods Sequential Explanatory Design: From Theory to Practice. <i>Field Methods</i>, Vol 18 #1 .  <a href="http://fm.x.sagepub.com.ezp-prod1.hul.harvard.edu/cgi/content/abstract/18/1/3">http://fm.x.sagepub.com.ezp-prod1.hul.harvard.edu/cgi/content/abstract/18/1/3</a></p> <p>Bolton, P., Bass, J., Betancourt, T. S., et al. (2007). Interventions for Depression Symptoms Among Adolescent Survivors of War and Displacement in Northern Uganda: A Randomized Controlled Trial. <i>JAMA</i>, 298, 519-527.  <a href="http://jama.amaassn.org.ezp-prod1.hul.harvard.edu/cgi/content/abstract/298/5/519">http://jama.amaassn.org.ezp-prod1.hul.harvard.edu/cgi/content/abstract/298/5/519</a></p> <p>Betancourt, T. A qualitative study of psychosocial problems of war-affected youth in northern Uganda. <i>Journal of</i></p>	
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		<p>Transcultural Psychiatry. 46(2): 238-56.  <a href="http://tps.sagepub.com.ezp-prod1.hul.harvard.edu/cgi/content/abstract/46/2/238">http://tps.sagepub.com.ezp-prod1.hul.harvard.edu/cgi/content/abstract/46/2/238</a></p> <p>Hudelson, P. (1994). pp.47-55. Qualitative Research for Health Programs. Geneva: World Health Organization. pp. 47-55.  <a href="http://whqlibdoc.who.int/hq/1994/WHO_MNH_PSF_94.3.pdf">http://whqlibdoc.who.int/hq/1994/WHO_MNH_PSF_94.3.pdf</a></p> <p>Creswell, J. (2003). <i>Research Design: Qualitative, Quantitative and Mixed Methods Approaches</i>. Thousand Oaks: Sage Publications. Chapter 2: Review of the Literature.</p>	
<b>Week of: XX-XX</b>			
<p><b>Session 2:</b>  <b>Research Questions and Introduction to Data Collection Methods:</b>  <b>Interviewing</b></p> <ul style="list-style-type: none"> <li>o Linking methods to research questions</li> <li>o Individual Interviewing</li> <li>o Developing an interview guide related to research</li> </ul>	<p><b>Upon Successful completion of this week, you should be able to:</b></p> <ol style="list-style-type: none"> <li>1. Ability to identify research methods with specific research questions.</li> <li>2. Develop an interview guide related to research questions.</li> <li>3. Understand ethical issues of interviewing.</li> </ol>	<p><b>Required:</b></p> <p>Hudelson, P. (1994). Qualitative Research for Health Programs. Geneva: World Health Organization pp. 11-19 &amp; 39-46.  <a href="http://whqlibdoc.who.int/hq/1994/WHO_MNH_PSF_94.3.pdf">http://whqlibdoc.who.int/hq/1994/WHO_MNH_PSF_94.3.pdf</a></p> <p>Maykut , P. &amp; Morehouse, R. (1994). "Developing interview protocols." <i>Beginning Qualitative Research</i>. London: Falmer, pp.79-100.</p> <p>Maxwell, J.A. (2005) Chapter 5, "What will you actually do?" pp. 87-</p>	<p><b>Homework:</b></p> <p>Group Assignment #2 (Due Session 3) Refined research questions and purposes; Mini literature review identifying prior literature and theoretical frameworks applicable to the proposed research study. Individual exercise #1 (Due Session 3)</p>

<p>questions</p> <ul style="list-style-type: none"> <li>o Selecting a class research question</li> <li>o Introduction to ethical issues in interviewing</li> </ul>		<p>120</p> <p><b>Optional:</b> Weiss, R. Chapter 7 “Writing the report,” pp. 183-206.</p> <p>Spencer, L., Ritchie, J., Lewis, J., &amp; Dillon, L. (2003). <i>Quality in Qualitative Evaluation: A framework for assessing research evidence</i>. Government Chief Social Researcher’s Office. UK. National Center for Social research. <a href="http://www.gsr.gov.uk/downloads/evaluating_policy/a_quality_framework.pdf">www.gsr.gov.uk/downloads/evaluating_policy/a_quality_framework.pdf</a></p> <p>Mays, N, &amp; Pope, C. (2000). Qualitative research in health care: Assessing quality in qualitative research. <i>BMJ</i>,320:50-52. <a href="http://www.bmj.com.ezpprod1.hul.harvard.edu/cgi/content/extract/320/7226/50">http://www.bmj.com.ezpprod1.hul.harvard.edu/cgi/content/extract/320/7226/50</a></p> <p>Atun, R.A., Menabde, N., Saluvere, K., Jesse, M., Habicht, J. (2006). Introducing a complex health innovation—Primary health care reforms in Estonia (multimethods evaluation). <i>Health Policy</i>, 79(1), 79-91 <a href="http://www.sciencedirect.com.ezpprod1.hul.harvard.edu/science?_ob=ArticleURL&amp;_udi=B6V8X-">http://www.sciencedirect.com.ezpprod1.hul.harvard.edu/science?_ob=ArticleURL&amp;_udi=B6V8X-</a></p>	
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Week of: XX-XX			
<b>Session 3: Data Collection Methods: Observations. Gaining Access. Ethics and Informed Consent</b> <ul style="list-style-type: none"> <li>o Observation as a qualitative methodology (writing field notes and document reviews)</li> <li>o Gaining access and building rapport in diverse field settings</li> <li>o Revisiting ethics – designing consent forms</li> <li>o Working with the Internal Review Board process</li> </ul>	<b>Upon Successful completion of this week, you should be able to:</b> <ol style="list-style-type: none"> <li>1. Be able to accurately and clearly describe how to write field notes and document reviews</li> <li>2. Design an ethical consent form</li> <li>3. Understand how to work with the Internal Review Board process.</li> </ol>	<b>Required:</b> <p>Mack, N., et al. (2005). Qualitative Research Methods: A Data collector's Field Guide. Research Triangle Park, North Carolina: Family Health International. pp. 29-49.  <a href="http://www.fhi360.org/sites/default/files/media/documents/Qualitative%20Research%20Methods%20-%20A%20Data%20Collector's%20Field%20Guide.pdf">http://www.fhi360.org/sites/default/files/media/documents/Qualitative Research Methods - A Data Collector's Field Guide.pdf</a></p> <p>Maykut , P. &amp; Morehouse, R. (1994). "Data Collection in Natural Settings: studying people, studying settings." <i>Beginning Qualitative Research</i>. London: Falmer, pp.68-79.</p> <p>Mason, J. (1997). Generating Qualitative Data: Observation, documents and visual data. In J. mason, <i>Qualitative researching</i> (pp.60-82). Thousand Oaks: Sage.</p>	<b>Homework:</b> <p>Group Assignment #3 (Due Session 4) Description of the proposed sample, site and selection criteria</p> <p>Individual exercise #2 (Due Session 5): Transcribed 15-min segment of the individual interview. Brief reflexive memo of the interview experience.</p>

		<p>Maxwell, J.A. (1996) <i>Qualitative Research Design: An Interactive Approach</i>. Thousand Oaks: Sage Publications. Chapter 5, "Negotiating research relationships" pp. 90-96</p> <p><b>Optional:</b>  Hudelson, P. (1994). <i>Qualitative Research for Health Programs</i>. Geneva: World Health Organization pp. 21-24  <a href="http://whqlibdoc.who.int/hq/1994/WHO_MNH_PSF_94.3.pdf">http://whqlibdoc.who.int/hq/1994/WHO_MNH_PSF_94.3.pdf</a></p> <p>Seidman, I. (1998). <i>Interviewing as Qualitative Research</i>. New York: Teacher's College Press. Chapter 5, "Affirming Informed Consent," pp. 49-60.</p> <p>Weiss, R.S. (1994) <i>Learning from Strangers: the art and method of qualitative Interview studies</i>. New York: The Free Press. "Appendix D: Consent Forms," pp. 214-218</p> <p>An Ethics Primer—on-line exercise about consent, confidentiality, and human subject protocol. Web site: <a href="http://vpf-web.harvard.edu/osr/ra/">http://vpf-web.harvard.edu/osr/ra/</a></p> <p>Dewalt, K., Dewalt, B., &amp; Wayland, C. (1998). Participant Observation (pp 259-292).in Bernard, R (Ed.) <i>Handbook</i></p>	
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		<p><i>of Methods in Cultural Anthropology.</i> Chapter 8.</p> <p>Seidman, I. (1998). <i>Interviewing as Qualitative Research</i>. New York: Teacher's College Press. Chapter 4 "Establishing access to, making contact with, and selecting participants," pp. 34-45.</p>	
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