Course Information

Course Number, Title, Term:	**PUBH 590 – International Health Systems: A Comparative Approach** (Fall 2023, 8-week course)
Course Modality:	Asycnronous online
Course Credit Hours:	3 credits
Note on Changes:	Any changes or updates will be posted as announcements on Brightspace. Please check the course page regularly and frequently for announcements. *You are also expected to read your @purdue.edu email on a frequent basis.*

Instructor's Contact Information

Instructor:	Afsan Bhadelia, PhD, MS
Preferred Pronouns:	She/her/hers
Contact:	Email (abhadeli@purdue.edu) or Brightspace
Office Hours:	Fridays, 12-1 pm ET or email for appointment during ET business hours
Note on Availability:	The instructor will be available via email on weekdays and will respond as soon as possible (for specific questions, generally within 24 business hours, excluding holidays, and for general course questions, generally within 48 business hours, excluding holidays). When emailing, please place the course number and topic in the email subject line (e.g., "PUBH 590 – GIA Outline Question") to aid in locating and responding to queries quickly. **Please note that questions on assignments due that Sunday must be submitted by the end of the Wesnesday prior (11:59 pm ET) for a timely response.**

Course Description

This course is an introduction to public health priorities from an international perspective, illustrating the interdependent nature of health promotion and disease prevention issues across diverse regions and populations. Coursework examines population health determinants, contrasting industrialized and developing countries and how these influence health goals established by public health institutions, such as the World Health Organization, philanthropic foundations and governmental agencies.

International health care needs continue to emerge as interchanges among peoples and nations increase. To effectively address these needs, public health leaders must understand the social, economic, environmental, and political determinants of health and be prepared to respond to challenges related to health and health care at the local, national, and global level. This course examines the historical evolution of international health challenges as well as the future trends that will continue to impact health and health systems worldwide.

Aligned Family and Community Health Concentration Competencies
1. Critically evaluate the social, biological, political, cultural, legal, economic and environmental factors affecting the health of families and communities.
2. Evaluate health programs and policies through the application of appropriate quantitative and qualitative methods, models, theories, and best practices.
3. Prioritize community needs, concerns, and resources when addressing family and community health issues.
4. Critically evaluate the factors that create, perpetuate and ultimately eliminate health disparities.
5. Demonstrate communication skills and strategies for promotion of family and community health.

Course Outcomes

1. Conduct a comparative analysis of international health data and trends impacting health care systems.
2. Analyze international health systems and their emphasis on the global health care market.
3. Assess the impact of health and disease on a nation.
4. Evaluate the role of government and non-government agencies in the provision and management of global health systems.
5. Develop a formal proposal to address a global health challenge.
6. Evaluate how indicators of health care spending and the quality of health service provision vary across global health care systems.

Learning Resources, Technology & Texts

Required Texts

Lovett-Scott, M., & Prather, F. (2014). Global health systems: Comparing strategies for delivering health services. Burlington, MA: Jones & Bartlett Learning. ISBN 978-1-4496-1899-5.

Students can purchase their copy or access an electronic copy on the Purdue Libraries website. There is a limited number of users who can access at the same time the electronic version provided by Purdue University. To ensure ease of access, students can download sections of the textbook for offline use.

Additional required readings will be posted on Brightspace and are noted in the course schedule.

Required Software

Word Processor (i.e. MS Word), MS Office is free for all students

Web Resources

- The Commonwealth Fund (2019). The Commonwealth Fund home page. Retrieved from: https://www.commonwealthfund.org/
- The Global Health Network (2019). The Global Health Network. Retrieved from: https://tghn.org/
- UNICEF (2019). Home page | UNICEF. Retrieved from: https://www.unicef.org/.
- The World Bank (2019). The World Bank: Working for a World Free of Poverty. Retrieved from: http://www.worldbank.org/
- World Health Organization (2019) World Health Organization Home Page. Retrieved from https://www.who.int/.
- The Institute for Health Metrics and Evaluation (IHME) (n.d.). IHME: Country Profiles
  - Country Profiles. Retrieved from: http://www.healthdata.org/results/country-profiles.
  - Global Burden of Disease Compare. Retrieved from: https://vizhub.healthdata.org/gbd-compare/
- Esteban Ortiz-Ospina and Max Roser (2019) - "Global Health". Published online at OurWorldInData.org. Retrieved from: https://ourworldindata.org/health-meta

Please note that Artificial Intelligence (AI) and AI-assisted technologies (e.g., ChatGPT) should **not** be used to generate text or other outputs for assignments. Students are expected to write original content for their assignments and provide relevant references for cited materials.

Course Structure

Each week students are expected to participate in Class Discussions. Ongoing projects will be underway for the length of the course, including a Global Inquiry Analysis Project, a Formal Proposal, and a Comparative Analysis presentation.

Learning Outcomes

MPH Concentration Competencies

Our Master of Public Health (MPH) program is accredited by the Council on Education for Public Health (CEPH). In addition to CEPH's Foundational Competencies, the Family and Community Health (FCH) Concentration offers students the opportunity to attain depth and expand their knowledge and skills in this designated area. Listed below are the Concentration Competency expectations for students completing this course:

FCH Concentration Competencies	Corresponding Assessment
1.Critically evaluate the social, biological, political, cultural, legal, economic, and environmental factors affecting the health of families and communities	**Final paper** The final paper entails a comprehensive assessment, background and analysis of the various stakeholders In the country selected. The student examines all the dimensions that encompasses a healthy community
3. Prioritize community needs, concerns, and resources when addressing family and community health issues	**Weekly discussion posts, final paper** The weekly discussions takes a closer dive Into the specific content covered that week. We provide a question and pose alternatives that the learners must analyze and synthesize as a discussion post. The final paper entails a comprehensive assessment, background and analysis of the various stakeholders In the country selected. The student examines all the dimensions that encompasses a healthy community
4. Critically evaluate the factors that create, perpetuate, and ultimately eliminate health disparities	**Weekly discussion posts, final paper** The weekly discussions takes a closer dive Into the specific content covered that week. We provide a question and pose alternatives that the learners must analyze and synthesize as a discussion post. The final paper entails a comprehensive assessment, background and analysis of the various stakeholders In the country selected. The student examines all the dimensions that encompasses a healthy community

Assignments

Discussion Board assignments are due weekly. The Global Inquiry and Analysis Project is an 8-10 page paper that is due in Week 5. The Formal Proposal is an 8-10 page paper due in Week 6, and the Comparative Analysis Presentation is no more than 10 slides long, due in Week 8. Details provided below on assignment points, weight, and requirements.

OVERVIEW			
Assignments	**Due Date and Time**	**Points**	**Weight**
1. Discussion Board Assignments	**Each week:** • Initial post by Wednesday, 11:59 pm ET.	20 points each x <u>9 assignments</u> 180 points	43%

	• Peer response posts (to at least two of your classmates) by Sunday, 11:59 pm ET.		
2. **Global Inquiry and Analysis (GIA)** • **Outline** • **Final GIA**	**Week 3:** Outline due by Sunday, 11:59pm ET. **Week 5:** Final GIA due by Sunday, 11:59pm ET.	**Outline:** 20 points **Final GIA:** <u>80 points</u> 100 points	19%
3. **Formal Proposal**	**Week 7:** Proposal due by Sunday, 11:59 pm ET.	100 points	19%
4. **Comparative Analysis (CA) Presentation**	**Week 8:** CA presentation due by Sunday, 11:59 pm ET.	100 points	19%

DETAILED REVIEW			
Assignments	**General Information and Guidelines**	**Week-by-Week Breakdown**	**Grading**
1. **Discussion Board Assignments**	Discussion board assignments provide you the opportunity to demonstrate your knowledge concepts and vocabulary you have learned in this course, by participating in a discussion with your colleagues. Be thoughtful in your response to your classmates. Ask your peers follow up questions, and respond in a way that will keep the conversation alive. You are encouraged to dig deep for this assignment. Your responses will be evaluated based upon participation, quality, support and mechanics. Exercise good judgement. Any opinion offered, must be supported by fact.	Each week you will contribute to a group discussion on a concept or topic we have studied in this course. Your conversation will take place in the Discussion Forum area. Make your initial response to the discussion prompt by **Wednesday, 11:59 p.m. ET**. After making your initial post, check back often to continue engaging in the discussion. You are required to make at least two follow-up posts to your peers before **Sunday, 11:59 p.m. ET**.	For grading criteria, please refer to the **Discussion Board Rubric**.
2. **Global Inquiry and Analysis (GIA)** • **Outline** • **Final GIA**	Gain an appreciation of various health systems by analyzing cost, quality, and access to care. Identify the specific issues surrounding the health issues of various nations, consider future implications and what options there might be to meet future needs. This assignment will help in understanding the roles	**Week 1: Select a country that will be the subject of your research for this class.** Your instructor will provide a link to the sign-up sheet in this week's announcements. **Note:** No two students can select the same country.	For grading criteria, please refer to the **GIA Outline Rubric and the GIA Paper Rubric**.

stakeholders play in effecting change both locally and on a global level.
 	
The Global Inquiry Analysis Paper will be 8-10 pages not including the Title, Reference and Appendix section. It will be a result of research (Weeks 1-3) and analysis (Weeks 3-5). In week 3 you will submit an outline that will reflect the depth of research you did on your selected country's health system.
 	
The final paper will include the following sections:
  • Title page
  • Introduction
  • Body of the paper
    o Background on this country (summary of research)
    o Analysis of the country's health system in terms of cost, quality, and access to care.
  • Appendix (If needed)
    o Include any graphs or charts that will help share what you learned about this country.
  • Reference Page
    o Must use at least 5-7 scholarly sources in addition to the course text.
	If you wish to research a country that is not listed, contact your instructor to ensure that the country you selected is appropriate for the purpose of this course.
	
	Week 1–3: Conduct Research
	Determine the impact some of the factors listed below may or may not have on the health care delivery of this country: Collect data on:
	  • Political
	  • Economic
	  • Geographic
	  • Demographic
	    o Birth rate
	    o Death rate
	    o Population
	    o Age segmentation (proportion of young and old)
	    o Male and Female (proportion)
	  • Cultural
	    o Religious makeup
	    o Ethnic / racial makeup
	
	Week 3:
	Submit GIA Outline of research and begin analysis.
	The outline should demonstrate that you have collected sufficient information needed to begin conducting your analysis.
	
	Weeks 3–5 Analysis
	Consider the following elements as they relate to cost, quality and access to health care in the subject country:
	  • The current theory and practice of health promotion
	  • Impact of health care on vulnerable population	

		(elderly, children, mental ill, etc…) • Women's health and maternal child health • Disease management of communicable and non-communicable diseases • Behavioral and lifestyle factors that affect health and illness • What future challenges do you see for this country in terms of cost, quality, and access to care? • What has the country done well in terms of cost, quality and access to health care? **Week 5** **Submit your Final GIA.**	
3. Formal Proposal	You are an analyst for the World Health Organization and have been assigned to write a report that will inspire the next initiative for a budding non-profit organization. Consider the country you studied for the Global Inquiry Analysis, and ask yourself: If there were one health challenge this country faces, that if addressed properly, would significantly improve the well-being of the country— what it would be? • How is the problem currently being addressed? • What stands in the way of this issue being resolved? Research current approaches. • What would you recommend be done to advance the eradication of this issue? The final paper must be 8–10 double-spaced pages and formatted according to APA style as outlined in the Purdue Online Writing Lab. **Title Page**	**Week 4** Consider the country you studied for the Global Inquiry Project. What health challenge - if solved, would provide the greatest relief for this country? This week, identify a major health care challenge affecting the country you researched for the Global Inquiry project. - Provide data on how this health issue affects the population - and how it is currently being addressed. **Week 5** This week you will work on the Recommended Solution section of your Formal Proposal. While there is no one solution to the problem, there is probably something that can be done to address the major health challenge you researched last week. Continue	For grading criteria, please refer to the **Formal Proposal Rubric**.

- Formatted according to APA style as outlined in the [Purdue Online Writing Lab](#).

Body (8–10 pages APA)
- Introductory paragraph.
- Problem described.
  - Your analysis of the issue should speak to how it affects the population at large, and how it impacts those most vulnerable.
- Recommended solution
  - Consider what is currently being done to address the problem, or what has been done in the past. What would you do differently? The solution you recommend should be well researched and practical. Because this assignment is a proposal, it should be convincing to the audience, that your proposal is worthy of consideration.
  - Of course there is no single solution to any problem. You may want to note the tradeoffs that would be involved if your solution was implemented.
- Conclusion
  - The conclusion would restate the issue, and the benefits your proposal would offer the country.

References
- List at least 5 scholarly sources that were published within the last five years—including a minimum of three peer-reviewed sources from the Purdue University Library.
- Document all sources in APA style as outlined in the [Purdue Online Writing Lab](#).

your research. How is this issue currently being addressed? What can be done better? Do you have an original solution for addressing this global health challenge?

Week 6
Organize your research into a formal proposal using APA format. Boil down your findings into a crisp, concise proposal.

Week 7
Submit your Formal Proposal.

| 4. **Comparative Analysis Presentation** | Compare the health data and trends you have learned about the country you have studied to those of the country you currently reside in. Use your native country as a point of reference for how these trends impact health care systems.

For the purpose of this assignment, assume the role of an officer in the Air Force in a Public Health Unit. You will be informing a group of officers who are about to go on an international deployment—about the health care status of the country you studied for the GIA assignment.

Compare the subject country to your native country in the areas of quality, cost and access to health care.

In your presentation, you are not making judgements, such as *one* country is better than another in one area or another. Select the top five indicators in the below table on **Comparative Analysis Indicators** that would be important to compare in communicating this country's current health care status to the officers. Consider the following indicators/data points for comparison:

Your presentation is to be no more than 10 slides, not including the title slide and bibliography page.
It is strongly suggested you begin working on this assignment in Week 6. **Please ensure that the posted video is not visible to the public and is set as unlisted.** | **Week 6**
Begin creating a PowerPoint presentation that compares the country you have studied in this course to your native country's health care system. After creating the PowerPoint presentation, use Screen-cast-o-matic, a Zoom recording or YouTube to narrate your presentation.

Week 8
Submit your Coparative Analysis Presentaton to your instructor and for peer sharing. | For grading criteria, please refer to the **Comparative Analysis Presentation Rubric**. |

Comparative Analysis Indicators	
Insurance Mechanisms	**Quality of health care**
Provision • Who owns the hospitals and clinics?	**Levels of satisfaction**

• Who do doctors work for?	
Training • How does the country plan and train for filling vacancies in the workforce? • Who pays for the training?	**Long-term care** **Cost of the system**
Reimbursement for services rendered • Including utilization review and cost controls	**Any substantial changes the system is undergoing**
Capital expansion for health care organizations • Who pays? • Who decides?	**Current threats**
Health outcomes (data point / time) • Infant mortality • Life expectancy • Vaccination rates	

Grading Scale

In this class, grades reflect the sum of your achievement of learning outcomes throughout the semester. You will accumulate points as described in the assignments portion above, with each assignment graded according to a rubric or answer key, depending on assignment. At the end of the semester, final grades will be calculated by adding the total points earned and translating those numbers (out of 480) into the following letters.

Grade	Percentage (%)
A	90.00% - 100.00%
B	80.00% - 89.99%
C	70.00% - 79.99%
D	60.00% - 69.99%
F	<60.00%

Course Schedule

Week	Topic(s)	Readings	Assignments Due
1	Global Health Care	• Lovett-Scott, M., & Prather, F. (2014). Global health systems: Comparing strategies for delivering health services. • Chapters 1-3	**Discussion 1:** Introductions **Discussion 2:** Tools for Access and Disparities
2	Health Care in the U.S. & Canada	• Lovett-Scott, M., & Prather, F. (2014). Global health systems: Comparing strategies for delivering health services. • Chapters 4-5 • Dickman, S. L., Himmelstein, D. U., & Woolhandler, S. (2017). Inequality and the health-care system in the USA. Lancet, 389(10077), 1431–1441.	**Discussion:** Technology for Care

3	Health Care in India & Russia	• Lovett-Scott, M., & Prather, F. (2014). Global health systems: Comparing strategies for delivering health services. • Chapters 12-13 • Patel, V., Bhadada, S., Mazumdar-Shaw, K., Mukherji, A., Khanna, T., & Kang, G. (2022). A historic opportunity for universal health coverage in India. Lancet, 400(10351), 475–477.	**Discussion:** Looking at Low and Middle-Income Countries **Submit Global Inquiry and Analysis Outline**
4	Political & Economic Challenges	• Lovett-Scott, M., & Prather, F. (2014). Global health systems: Comparing strategies for delivering health services. • Chapters 8-9 • Donatini, A. & Romagna, E. Regional Health Authority (n.d.) The Italian Health Care System. Retrieved from the Commonwealth Fund website. • Mucci, A. (2017, November 18). Reforming the Italian healthcare system: what we can learn from startups. Retrieved from the Agenda for International Development • Nordquist, C. (2009, June 8). The French Health Care System. • Shapiro, J. (2008, July 11) [Audio File] Health Care Lessons from France. Retrieved from National Public Radio website.	**Discussion:** Political Structure
5	Geographic, Demographic & Cultural Challenges	• Lovett-Scott, M., & Prather, F. (2014). Global health systems: Comparing strategies for delivering health services. • Chapter 14 • Agyepong, I. A., Sewankambo, N., Binagwaho, et al. (2017). The path to longer and healthier lives for all Africans by 2030: the Lancet Commission on the future of health in sub-Saharan Africa. Lancet, 390(10114), 2803–2859. • Drislane, F., Akpalu, A., & Wegdam, H. (2014). The medical system in Ghana. The Yale Journal of Biology and Medicine, 87(3), 321-6. • Welcome, M. (2011). The Nigerian health care system: Need for integrating adequate medical intelligence and surveillance systems. Journal of Pharmacy and Bioallied Sciences, 3(4), 470-478.	**Discussion:** Ghana / Nigeria / The Democratic Republic of the Congo **Submit Global Inquiry and Analysis Project**
6	Proposing a Solution	• Lovett-Scott, M., & Prather, F. (2014). Global health systems: Comparing strategies for delivering health services.	**Discussion:** Successes and Failures within Systems

		• Chapters 16 • Flesner, M. K. (2004). Care of the Elderly as a Global Nursing Issue. Nursing Administration Quarterly, 28(1), 67-72. • Larsson, S. Clawson, J., & Howard R (2023). Value-Based Health Care at an Inflection Point: A Global Agenda for the Next Decade. NEJM Catalyst, Feb 24.	
7	Making a Comparative Analysis	• Lovett-Scott, M., & Prather, F. (2014). Global health systems: Comparing strategies for delivering health services. • Chapter 15 • Lee, R. (2002). The Demographic Transition: Three Centuries of Fundamental Change. Journal of Economic Perspectives, 17(4), 167-190. • Getzen, T. E. (2004). Health care economics: Fundamentals and flow of funds (2nd ed.). New York, NY: Wiley. • Strunk, B., Ginsburg, P., & Banker, M. (2006). The Effect of Population Aging On Future Hospital Demand. Health Affairs, W141-W149.	**Discussion:** What are the Tradeoffs? **Submit Formal Proposal**
8	Putting Your Research to Work	• Lovett-Scott, M., & Prather, F. (2014). Global health systems: Comparing strategies for delivering health services. • Chapter 17 • Collins, T. (2003). Globalization, global health, and access to healthcare. International Journal of Health Planning and Management, 18, 97 -104. • Frenk, J., & Gomez-Dantes, O. (2002). Globalization and the challenges to health systems. Health Affairs, 21(3), 160-5.	**Discussion:** Comparative Analysis Presentation - Peer Feedback **Submit Comparative Analysis Presentation**

How to Succeed in This Course

- **Have consistent access to a computer that is connected to the internet, installed with a word processing and a presentation program (like Microsoft Office, Mac Pages/Keynote, or Open Office), and equipped with a microphone and speakers.** This is a 100% web-based course and must be accessed via Bright Space using your university ID. You must know how to use your computer, its programs, and the internet to complete assignments as directed. Get help if you need it.
- **Complete all assigned readings.** Your assignments are based heavily on course readings. Be sure to complete each of the required readings prior to beginning your weekly assignments.
- **Follow instructions for completing and submitting your assignments.** Take the time to read and fully understand the assignments before starting them. Ask questions if you are unclear about instructions. Submit your assignments as directed and on time (see Late Policy below).
- **Be able to use Bright Space.** All assignments must be uploaded to Brightspace correctly and on time as per the assignment instructions. If you are unfamiliar with Brightspace or have technical issues, get assistance.

- **Submit original work that cites sources correctly.** All of the work you submit for this course must be your original writing (written by you specifically and only for this course). Any information in your submissions that is paraphrased or quoted must be cited correctly in APA style (see Course Resources section below for help with APA citation guidelines). I maintain a very strict plagiarism policy. Please read the Student Conduct and Academic Integrity policy carefully.
- **"Show up" for class.** Plan to log in to the course page at least three times per week to review and submit assignments, participate in discussions, and check for announcements. Keep up with your reading. Submit your assignments as directed. Ask questions when you need help. For a typical three credit hour course, you are expected to put in approximately six to nine hours of work per week. Plan your schedule accordingly.
- **Submit work that demonstrates masters-level writing.** Because this is an online course, the majority of your assignments are written. You are expected to demonstrate your ability to write at the university level. If you need writing help, seek assistance from the Writing Center (see Course Resources section).

Course Participation

Students are expected to participate in every week of the courses in which they are enrolled. Only the instructor can excuse a student from a course requirement or responsibility. When conflicts or absences can be anticipated, the student should inform the instructor of the situation as far in advance as possible. When advance notification to an instructor is not possible, the student should contact the instructor as soon as possible by email.

Missed or Late Work

All assignments must be completed by the due date by 11:59 PM ET. Assignments submitted after that are considered late.

Late assignments are only accepted with a reasonable and valid excuse and with prior permission. You must contact your instructor in advance of the due date to get permission to submit a late assignment. Assignments submitted late without prior permission will not be accepted.

Assignments with prior permission for late submission may be accepted up to a maximum of three days late. For each day an assignment is late, it may be subject to a 10% per day deduction (e.g., for assignments submitted one day late, grading starts at 90%; for assignments submitted two days late, grading starts at 80%; for assignments submitted three days late, grading starts at 70%). Assignments submitted more than three days late will not be accepted. Discussion board posts are only accepted during the week in which they are due.

Incompletes

A grade of incomplete (I) will be given only in unusual circumstances. To receive an "I" grade, a written request must be submitted prior to week 6, and approved by the instructor. The request must describe the circumstances, along with a proposed timeline for completing the course work. Submitting a request does not ensure that an incomplete grade will be granted. If granted, you will be required to fill out and sign an "Incomplete Contract" form that will be turned in with the course grades. Any requests made after the course is completed will not be considered for an incomplete grade.

Academic Integrity

This course adheres to Purdue University's academic integrity policy and the Purdue Honor Pledge. Any violations of academic integrity will result in a penalty commensurate with the activity.

Violations of academic integrity includes but is not limited to: fabrication (i.e., presenting false information or "made up" information), plagiarism (i.e., copying or paraphrasing others' words or ideas and treating them as your own), contract cheating (i.e., hiring a third-party individual or service to complete course assignments) and complicity (i.e., helping another student to commit acts of academic dishonesty). Please refer to https://www.purdue.edu/odos/osrr/academic-integrity/index.html for further discussion of university policies regarding this issue. Course assignments may be submitted to a plagiarism detection software.

Purdue Honor Pledge: *"As a Boilermaker pursuing academic excellence, I pledge to be honest and true in all that I do. Accountable together – We are Purdue."*
https://www.purdue.edu/odos/osrr/honor-pledge/about.html

Accessibility
Purdue University responds to the needs of the students with disabilities through the provision of auxiliary aids and services that allow a student with disability to fully access and participate in the programs, services and activities at Purdue University. It is the student's responsibility to notify the Disability Resource Center (drc@purdue.edu or 765-494-1247) of a condition which may require accommodation. It is also the student's responsibility to inform, in the first week of class, the instructor about the disability and discuss any accommodations.

Nondiscrimination Statement
Purdue University is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life. A hyperlink to Purdue's full Nondiscrimination Policy Statement is included in our course Brightspace under University Policies and Statements.

Anti-Harassment
Harassment in the workplace or the educational environment is unacceptable conduct and will not be tolerated. Purdue University is committed to maintaining an educational and work climate for faculty, staff and students that is positive and free from all forms of Harassment. This policy addresses Harassment in all forms, including Harassment toward individuals for reasons of race, religion, color, sex, age, national origin or ancestry, genetic information, disability, status as a veteran, marital status, parental status, sexual orientation, gender identity and/or gender expression. The University will not tolerate Harassment of its faculty, staff or students by persons conducting business with or visiting the University, even though such persons are not directly affiliated with the University.

Diversity, Inclusion, and Belonging Statement
In our discussions, structured and unstructured, we will explore a variety of challenging issues, which can help us enhance our understanding of different experiences and perspectives. Everyone should remember the following points to promote a space of critical inquiry and collective reflection that constructively advances discourse on the topics under discussion:
- We are all in the process of learning about others and their experiences. Please speak with the instructor, anonymously if needed, if something has made you uncomfortable.
- Intention and impact are not always aligned, and we should respect the impact something may have on someone even if it was not the speaker's intention.

- We all come to the class with a variety of experiences and a range of expertise. We should respect these in others while critically examining them in ourselves.

Mental Health/Wellness Statement

If you find yourself beginning to feel some stress, anxiety, and/or feeling slightly overwhelmed, try WellTrack**.** Sign in and find information and tools available to you at any time.

If you need support and information about options and resources, please contact or see the Office of the Dean of Students. Call 765-494-1747. Hours of operation are Monday to Friday, 8 am - 5 pm.

If you find yourself struggling to find a healthy balance between academics, social life, stress, etc., sign up for free one-on-one virtual or in-person sessions with a Purdue Wellness Coach at RecWell. Student coaches can help you navigate through barriers and challenges toward your goals throughout the semester. Sign up is completely free and can be done on BoilerConnect. If you have any questions, please contact Purdue Wellness at evans240@purdue.edu.

If you're struggling and need mental health services: Purdue University is committed to advancing the mental health and well-being of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of mental health support, services are available. For help, such individuals should contact Counseling and Psychological Services (CAPS) at 765-494-6995 during and after hours, on weekends and holidays, or by going to the CAPS office of the second floor of the Purdue University Student Health Center (PUSH) during business hours. The CAPS website also offers resources specific to situations such as COVID-19.

Basic Needs Security

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support. There is no appointment needed and Student Support Services is available to serve students 8 a.m.-5 p.m. Monday through Friday. Relevant resources include:
- ODOS services and information portal and the Critical Need Fund.
- The ACE Campus Food Pantry (open to the entire Purdue community)
- The Center for Advocacy, Response & Education (CARE) (open to all Purdue students) "provides support and advocacy for survivors of sexual violence, dating violence, and stalking."

Emergencies

In the event of a major emergency, course requirements, deadlines and grading percentages are subject to changes. Relevant changes to this course will be announced on the course website and by email.

Use of Copyrighted Materials

Purdue University holds that the creation, discovery and dissemination of knowledge are central to the success of the University's mission. The University and its stakeholders share an interest both in the protection of copyrighted works and in the use of copyrighted works in the daily pursuit of learning, discovery and engagement.

Online educational environments, like all learning environments, should provide opportunities for students to reflect, explore new ideas, post opinions openly, and have the freedom to change those opinions over time. Students enrolled in and instructors working in online courses are the authors of the works they create in the learning environment. As authors, they own the copyright in their works subject only to the university's right to use those works for educational purposes, available here. Students may not copy,

reproduce or post to any other outlet (e.g., YouTube, Facebook, or other open media sources or websites) any work in which they are not the sole or joint author or have not obtained the permission of the author(s).

Course Evaluation

At the end of the semester, you will be provided with an opportunity to give feedback on this course and your instructor(s). Purdue uses an online course evaluation system. You will receive an official email from evaluation administrators with a link to the online evaluation site. We value your feedback and will use it to improve the course over the term and in future semesters.