IHP Syllabus Template User’s Guide

As part of an effort to develop consistency across programs at the Institute, all faculty are being asked to use a common format for course syllabi.

This user’s guide will direct you through the structure and fields of the new IHP Course Syllabus Template. If you have any content-related questions or concerns about your syllabi, please see your program or department director.
Below are examples of format for books, journal articles, and websites. Use the format most commonly used within your discipline and professional literature.

For additional citation resources see: http://libguides.massgeneral.org/citations-writing

**APA Examples**

**Textbook:**

**Journal Article:**

**Website:**

**AMA Examples**

**Textbook:**

**Academic Journal:**

**Website:**
List your expectations of students for the course.

Below are some examples of student responsibilities (onsite or online) you could list for your course.

**Students are responsible for:**

1. Attending all scheduled class meetings on time. Students are required to notify the instructor in advance by phone or email if they are not going to attend.

2. Participating in class discussions without distraction. Computers should only be used if looking for material relevant to the discussion or accessing class handouts.

3. Turning off all cell phones during class.

4. Reading the assigned materials and being prepared for class. The readings and materials will provide us with common ground upon which we will base our online conversations. Without common ground and baseline knowledge, our discussions will lose richness and relevancy.

Include a description of all major graded activities including assignments, papers, projects, and exams. You should include a description of each assessment, how it will be graded, and what criteria will be used, when it is due, how it should be prepared, etc.

For policies about late work and attendance, use objective language about consequences. e.g. say “5 points will be deducted per day” rather than “points will be deducted at the discretion of the instructor.” Using language like “at the discretion of the instructor” appears too subjective and will be hard to defend if a student appeals their grade. Avoid language like “half a letter grade” which is unclear. Avoid overly harsh/punitive rules, e.g. no late work will be accepted at all.

Include a list of all graded activities with percentages of total grade. The link provided for the Grading Policy will take students to the Catalog for official Institute grading policies, including how numerical scores match letter grades. Pass/fail classes must still have a grading scheme to determine whether a student has reached the 73% threshold for a pass.

If your course contains assignments that enable students to meet the IHP Core Competencies place this IMPACT Practice next to those activities/assignments in your syllabus.

If you have other sections that need to be entered in your syllabus, please do so here.

Include your specific policies related to the course. For example, you may want to include a policy related to how student behavior will affect grading (i.e., being late or missing class will result in a decrease in your course by one/half grade). You may also want to include a policy on late submissions (i.e., Late assignments will result in a reduced grade equating to three points off for every day late. Assignments will not be accepted after five days late without prior approval from the instructor). If you do not have specific course policies, delete this section.
Insert a link to your specific program manual. Additionally, you may highlight specific, important policies related to the course that students should know. These policies should refer back to specific program policies in the manual.
These should remain as they appear. Please do not change the wording of these policies, as they refer back to official policies in the Catalog.

Links to the catalog and IHP website should be checked and updated every year to link to the latest versions.


• Academic Integrity

As an institution preparing future health care professionals, the highest standards of ethical behavior are expected of all members of the Institute’s community. As a critical component of this commitment, the Institute expects all faculty and students to adhere strictly to standards of academic and professional integrity. These are expressed through practices of intellectual honesty. Students have the obligation and responsibility to understand what is acceptable and not acceptable conduct relative to academic integrity. If there are questions about these standards, students should refer to the full policy on Academic Integrity in the IHP Catalog (http://www.smartcatalogiq.com/en/Catalogs/MAIN/Institute-of-Health-Professions/2017-2018/Student-Handbook/Section-II-Institute-Policies-ABC/Student-Rights-and-Responsibilities/Academic-Integrity) or discuss the matter with the appropriate faculty member or advisor.

• Commitment to Diversity and Cultural Competence

Diversity at the MGH Institute encompasses an inclusive and welcoming environment that is enhanced by persons who differ in gender, race, ethnicity, national origin, age, socio-economic background, ability, sexual orientation and gender identity or expression, and religious belief. This expression of our commitment to diversity is reflected in a community that is bound by the desire for equal consideration for all people.

The growing cultural and linguistic diversity of the U.S. and world’s populations calls for health professionals who strive continually to achieve cultural competence and are able to function effectively across an array of multicultural interpersonal and social situations. Becoming culturally competent enhances the capacity of health professionals and health care organizations to assess, plan, deliver, evaluate and continually improve care that is sensitive to and respectful of the diverse beliefs, values, practices, and needs of the individuals, families, and communities served.

See the full statement on Commitment to Diversity and Cultural Competence on the Institute’s website: http://www.mghihp.edu/current-students/student-life/diversity/commitment-to-diversity-cultural-competence.aspx

Course Schedule

Organize and outline your course schedule. Each class session should be delineated by date, with assignment due dates, exams and other learning activities.

For online classes be sure to clearly identify whether there are any synchronous requirements.

Enter the date the syllabus was last updated.
Reminders:

Check your syllabus for spelling and grammar errors (common error: “on-line”).

Avoid unnecessary capitalizations.

Spell out abbreviations that your students might not know yet.

Don’t use underlined text for emphasis, use bolded text.