



THE UNIVERSITY  
of NORTH CAROLINA  
at CHAPEL HILL

# HPM 768: Decision-Making in Cancer Care

(Credit Hours: 3)

*Department of Health Policy and Management  
Gillings School of Global Public Health*

Spring 2013 Syllabus

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Office Hours: By appointment

Course Time and Location: Tuesdays from 2:30–5:00pm; 1101-F McGavran-Greenberg Bldg.

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## Course Overview

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Cancer care quality depends on providers, patients, and families having the right information at the right time—and then using that information to make informed cancer care decisions. This course will equip participants with knowledge about (a) the determinants of decision-making in cancer care, and (b) the potential and the limitations of the tools that are currently available for improving the quality of decision-making. This course will examine clinical decision-making in cancer care from the perspectives of providers, patients, and families; and how these decisions are influenced by the healthcare system. The course is predicated on the notion that quality cancer care depends on productive interactions between prepared, proactive practice teams and informed, activated patients and families.

Students will develop and leave the course with a tangible product that will serve as a springboard to the next stage in their careers, be it additional class work, dissertation, or entering (or returning to) the professional job market. Students will lead class discussions of current issues in decision-making, meet and interact with care providers, patients, and researchers, and develop and present a term paper focusing on a major issue in decision making that may serve as the basis of a future work report, manuscript, or grant application.

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## Learning Objectives and Competencies

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<i>Course Learning Objective</i>	<i>Competencies</i>
1 Build understanding of the fundamental principles, concepts and analytic techniques of decision-making in cancer care	1,2,3,4,8,9,10
2 Develop practical understanding of clinical information systems and clinical decision support tools for health care providers	1,2,3,4,8,9,10
3 Understand the determinants of effective provider-patient communication and review the evidence base for interventions designed to improve communication skills and provider-patient interaction.	1,2,3,4,8,9,10
4 Build knowledge on the principles, methods, and tools for creating informed, activated consumers, patients and families	1,2,3,4,5,6,8,9,10
5 Understand the development, use, and effectiveness of decision aids and psycho-social interventions to help patients and families manage uncertainty when making cancer care choices..	1,2,3,4,9,10
6 Understand the role of health literacy in cancer care quality and cancer health disparities.	1,2,3,4,8,9,10
7 Understand the role of spouses and other family members in cancer care decision-making, with special emphasis on managing cancer as a chronic illness and decision-making at the end of life	1,2,3,4,8,9,10
8 Develop and practice skills in research by reviewing and synthesizing literature, leading topic-focused discussion, developing a research proposal or manuscript draft, and presenting it in a small group forum.	3,5,6,7,8,9,10,11,12,13,15

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### HPM Core Competencies

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| 1. Understand critical issues                                | 9. Interpret and explain the results of research                                    |
| 2. Develop expertise in a substantive area                   | 10. Critically evaluate articles from scholarly journals and research presentations |
| 3. Review and synthesize a body of research literature       | 11. Write articles for submission to scholarly journals                             |
| 4. Identify, apply theoretical knowledge / conceptual models | 12. Understand grant writing process / write proposals                              |
| 5. Develop hypotheses that can be tested in research         | 13. Make oral presentations to scientific audiences                                 |
| 6. Select appropriate research designs and methodologies     | 14. Participate in teaching a course  |
| 7. Understand and apply analytical strategies                | 15. Explain research to various audiences.  |
| 8. Identify ethical implications of research methods         |   |
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## Resources

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### *Books:*

#### **Critical Decisions: How You and Your Doctor Can Make the Right Medical Choices Together**

**By Peter A Ubel**

Hardcover: \$17.81 plus shipping      Kindle: \$10.21

[http://www.amazon.com/Critical-Decisions-Medical-Choices-Together/dp/0062103822/ref=sr\\_1\\_1?s=books&ie=UTF8&qid=1357231281&sr=1-1&keywords=critical+decisions+how+you+and+your+doctor+can+make+the+right+medical+choices+together](http://www.amazon.com/Critical-Decisions-Medical-Choices-Together/dp/0062103822/ref=sr_1_1?s=books&ie=UTF8&qid=1357231281&sr=1-1&keywords=critical+decisions+how+you+and+your+doctor+can+make+the+right+medical+choices+together)

#### **Malignant: Medical Ethicists Confront Cancer**

**by Rebecca Dresser**

Hardcover: \$23.90      Kindle: \$13.79

[http://www.amazon.com/Malignant-Medical-Ethicists-Confront-Cancer/dp/0199757844/ref=sr\\_1\\_1?s=books&ie=UTF8&qid=1357220727&sr=1-1&keywords=malignant+medical+ethicists+confront+cancer](http://www.amazon.com/Malignant-Medical-Ethicists-Confront-Cancer/dp/0199757844/ref=sr_1_1?s=books&ie=UTF8&qid=1357220727&sr=1-1&keywords=malignant+medical+ethicists+confront+cancer)

### *Articles:*

Most assigned readings are available electronically via Health Sciences Library website:

<http://www.hsl.unc.edu/>

### *Websites:*

PDQ - NCI's Comprehensive Cancer Database

<http://www.cancer.gov/cancertopics/pdq>

PDQ cancer information summaries are peer-reviewed, evidence-based summaries on topics including adult and pediatric cancer treatment, supportive and palliative care, screening, prevention, genetics, and complementary and alternative medicine. Most of the summaries are available in two formats:

- Health Professional versions provide detailed information written in technical language and are fully referenced with links to PubMed abstracts.
- Patient versions are written in lay language and include links to the NCI Dictionary of Cancer Terms. Some of the summaries are also available in Spanish.

National Comprehensive Cancer Network (NCCN)

[http://www.nccn.org/professionals/physician\\_gls/f\\_guidelines.asp](http://www.nccn.org/professionals/physician_gls/f_guidelines.asp)

The NCCN Clinical Practice Guidelines in Oncology™ -- the recognized standard for clinical policy in oncology -- are the most comprehensive and most frequently updated clinical practice guidelines available in any area of medicine. Treatment recommendations are specific and are implemented through performance measurement. Registration is required.

ClinicalTrials.gov

<http://clinicaltrials.gov/>

ClinicalTrials.gov is a registry of federally and privately supported clinical trials conducted in the United States and around the world. ClinicalTrials.gov gives you information about a trial's purpose, who may participate, locations, and phone numbers for more details.

Adjuvant! Online

<http://www.adjuvantonline.com/index.jsp>

The purpose of Adjuvant! is to help health professionals and patients with early cancer discuss the risks and benefits of getting additional therapy (adjuvant therapy: usually chemotherapy, hormone therapy, or both) after surgery. The recommended method for using this website and included software is to have an experienced health professional enter the data on the website and then print out the results and the toxicity review sheets for the adjuvant regimens to be discussed. Registration is required.

Foundation for Informed Medical Decision-Making – Research in Progress

[http://www.fimdm.org/research\\_work-in-progress.php](http://www.fimdm.org/research_work-in-progress.php)

The Foundation funds Cooperating Clinical Sites across the U.S. in an effort to learn how to integrate practices of shared decision making in the delivery of health care. These sites differ in size, location, type of institution and patients served, but all have the common goal of gaining a better understanding of the value and effectiveness of providing high quality decision support to patients.

Informed Decision Making: 5 Steps to Effective Cancer Control Planning (Cancer Control P.L.A.N.E.T.)

<http://cancercontrolplanet.cancer.gov/informed.html>

The Cancer Control P.L.A.N.E.T. portal provides access to Web-based resources that can assist in:

- Assessing the cancer and/or risk factor burden within a given state
- Identifying potential partner organizations that may already be working with high-risk populations
- Understanding the current research findings and recommendations
- Accessing and downloading evidence-based programs and products
- Finding guidelines for planning and evaluation

Society for Medical Decision Making (SMDM)

<http://www.smdm.org/>

The SMDM's mission is to improve health outcomes through the advancement of proactive systematic approaches to clinical decision making and policy-formation in health care by providing a scholarly forum that connects and educates researchers, providers, policy-makers, and the public.

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# Requirements and Expectations

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## *Class preparation and participation:*

Attendance in class is mandatory for each class session. In the event of a truly extraordinary circumstance, attendance may be excused if brought to the instructor's attention in advance. All students are expected to do the pre-reading required for each class and to come to class prepared to actively participate in class discussions. Class participation is worth 25% of the final grade, and will be evaluated in a summary measure based on the Evaluation Method noted below. Beyond attending class, **participating fully in the discussions will count towards achieving the full score for this requirement.**

Phones, Laptops, tablets: Please turn off cell phones in class. Laptops may be used in class only for taking notes and for looking up information relevant to the topic being discussed – email programs, facebook, games, twitter, instagram, etc. will not be accessed during class. Violations of this rule will affect your participation grade.

Percentage of final grade: **25%**.

## *Individual Assignments:*

### **Article Discussion.**

Each student will identify an article from the literature related to decision-making in cancer care, and lead a twenty-five to thirty minute class discussion of the article during the semester. The article should be relatively recent (past 3 years), but I would prefer you to select a good quality (i.e., interesting, controversial) article over one that is just recent. Approximately 10 minutes of the time should be left to moderating a discussion of the article with the class, including providing lead questions for discussion. The general theme or context of the article should ideally match the theme or context of the discussion for the day of the course (but not required). Accordingly, by start of the 2<sup>nd</sup> class session, students will submit their first, second, and third-choice days and topics to present. Every effort will be made to assure each person gets their top choice – one or two classes may have two different students leading independent discussions to help this – but there may be a substantial degree of overlap in selections. Assigned days/topics will be finalized by the 3<sup>rd</sup> class session.

Please submit the full citation and pdf of article to Bryce at least 2 weeks prior to your presentation date.

All students are expected to read and be prepared to discuss the student article on day of class presentation.

## *Guidance for structuring the article discussion.*

The following is a widely-used format for structuring journal article discussions, and is encouraged for discussion of articles in this class.

### 1. Overview.

- Citation
- What is the overall study question/issue?
  - i. There may be multiple questions/issues, though there is typically a primary one.
  - ii. A brief background to the issue is important for understanding the context of this article, its relevance, and implications.
- What methods were used to answer the question / address the issue?
- What are the major results, as the author reported them?
- What are the conclusions and implications of findings?
- What are presented as next steps by the author?

### 2. Evaluation and Discussion

*Note: The evaluation and discussion is both a presentation and an interactive discussion – it is appropriate to solicit the feedback of others in the class; for example, if they agree or disagree, or have particular perspectives on the matter, particularly with regard to the conclusions, implications, and future research points.*

- Address the strengths and limitations of the study, including (as appropriate):
  - i. Study design appropriate for the study question?
    1. Strengths/weaknesses of study design (e.g., qualitative and/or quantitative approach; randomized double blind control trial; case-control; etc.)
    2. Groups treated equally/appropriately during study
  - ii. Results
    1. Significant? (In the statistical or clinically-relevant sense)
    2. Important? (In the substantial or meaningful sense)
  - iii. Conclusions / Implications
    1. Justified?
    2. Actionable (e.g., can inform the "Why?" of an issue [vs. just being descriptive or oriented toward "What?"], or contribute to an intervention to change research or outcomes?)
- Take home message
  - i. This is the focal point of the discussion. What do you think about the article? What is the big take home message? What are next steps or research gaps? Are the authors on-track or off-base? What do we learn from this, in terms of what was right/good, what was wrong/off-target?
- Guidance for future research.
  - i. This may come through discussion, above, but I would like to emphasize it as a meaningful take-away from the article in and of itself. As cancer quality researchers and practitioners, how is our research (or our colleagues' research, if this isn't exactly our personal research focus area) informed by this work?

Percentage of final grade: **20%**.

## Term Paper.

The purpose of the term paper is threefold:

1. To provide you a forum to focus on an element of decision-making in cancer care that is of greatest interest to you,
2. To help cement what you have learned in the class through (near) real-world application, and
3. To allow you to develop a tangible product that may serve as the basis for the next steps in your career, such as
  - a. A manuscript for publication,
  - b. Basis for your dissertation research.
  - c. A grant application for a K-award or other investigator-initiated funding,
  - d. An interview and job talk for an academic or practice-related position in cancer care quality, or
  - e. All of the above.

There are three components to the term paper assignment:

- a. The term paper topic and overview (1 page) will be proposed and submitted at the beginning of class 4. This will insure that students are actively engaged in thoughtful preparation and work on the term paper, and allow timely feedback to shape the completion of the term paper. You must respond to any questions or comments I raise and seek comment or changes. You must get final confirmation from me before grade can be determined.
- b. The final term paper will be in the format of a manuscript (1. Introduction, 2. Methods, 3. Results, 4. Conclusions) or portions of a grant application (A. Overview and specific Aims, B. Background, C. Preliminary studies [if appropriate], and D. Proposed methods.) The term paper is due on the First Day of Exams for the University, according to the University Registrar's calendar. It will be approximately 15 pages in length excluding citations (line-spacing exactly 2.0 (double-spaced), 1" margins, 11 point TNR or Arial font). Citations are required, but do not fall within the page constraints.
- c. The term paper presentation will be approximately 20-25 minutes in length, and occur on one of the last two days of the class. It will be an oral, PowerPoint-aided presentation, in which the student stands to present. The presentation format will be variable, but should generally be structured as a professional presentation of research, or the synthesized motivation for a research agenda (e.g., literature review or grant proposal development).

A goal of the class is for you to complete the class with momentum toward your next set of academic/professional activities, be it publishing a paper or submitting a grant application. Accordingly, you are encouraged to select a topic that you may be interested in developing further, or may be working on in another class, in order to gain synergy and develop products that may be of a higher caliber than if you were to address them independently.

For example, if you are taking a research methods class and are working on data, you may approach this as an opportunity to review and synthesize the literature supporting your analysis. An idea may be to approach the data as a pilot analysis for a grant application, in which your methods/data would be presented in Section C of a grant proposal, and this

class could provide the forum for an extensive literature review and synthesis to comprise Section A and B.

It is important that a topic or issue be explicitly identified and evaluated. That is, this is not to be a "book report," rather, your topic should be developed following the guidelines outlined in the Evaluation section, below. Guidance for the presentation of the article discussion (above) may also be informative in terms of providing a structure, and insight regarding emphasis.

While this synergy is encouraged, it is not acceptable to turn in the exact same product for credit in two separate classes (or one you submitted to a prior class).

To minimize uncertainty, it is encouraged to work with the instructor to select a topic and touch base periodically regarding progress, to obtain guidance for an effective end-product.

It is important that the central focus of this paper is to be on decision-making in cancer care. In other words, it is incumbent upon the student to successfully make the case for how or why their topic is related to decision-making.

If your research/focus is in a non-cancer setting, you may focus on a key issue/problem in this other disease setting; however, you must relate your work to what may (or may not) have been done in cancer and talk about the relevance of the findings to decision making in cancer. Please consult with the instructor if you plan to take this option.

Percentage of final grade: Term paper topic and overview: **5%**.

Percentage of final grade: Final Term Paper: **35%**.

Percentage of final grade: Term Paper Presentation: **15%**.

### *Exams:*

There are no written mid-term or final examinations for this course.

# Evaluation

Work will be evaluated, given a letter grade, and returned to you as soon as possible. Your assignments will be graded on the following criteria: organization, responsiveness, use of readings, and synthesis of ideas, as follows:

CRITERION	RANGE OF PERFORMANCE		
	Marginal (L)	Good (P)	Excellent (H)
<b>ORGANIZATION</b>			
Organization and presentation of ideas.	Difficult to follow. Sequence hard to see.	Clear, crisp logical response.	Innovative organization. Use of charts, diagrams, and other materials where appropriate.
<b>RESPONSIVENESS</b>			
Responsiveness to questions/issues.	Tendency to take a tangent.	Generally on track. Understands key principles and interprets appropriately within the assignment.	Interprets questions, innovates and explicitly responds to them. Clearly states assumptions underlying position.
<b>USE OF READINGS</b>			
Evidence of awareness of key ideas or facts brought out in readings	Little or no mention of ideas from readings.	Mentions key ideas or thoughts from core readings.	Discusses and critically analyzes ideas and theories as applied to assignment. Integrates optional/ recommended readings. (Uses appropriate outside citations to support analysis.)
<b>INTEGRATION</b>			
Integration of ideas; models, thought based on readings and/or assignment; evidence of synthesis, new perspective, unifying concepts.	Repetition or summarization of articles with little or no application.	Straightforward, factual response.	Builds, innovative, and relates concepts from several articles to make a point or establish a position.

Letter grades will be assigned for all assignments, and numerically averaged using the values here:

Grades	
Letter	Number
H	98
H-	93
P+	90
P	85
P-	80
L+	75

L	70
L-	65
F	<65

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## UNC Honor Code

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The principles of academic honesty, integrity, and responsible citizenship govern the performance of all academic work and student conduct at the University as they have during the long life of this institution. Your acceptance of enrollment in the University presupposes a commitment to the principles embodied in the Code of Student Conduct and a respect for this most significant Carolina tradition. Your reward is in the practice of these principles.

Your participation in this course comes with the expectation that your work will be completed in full observance of the Honor Code. Academic dishonesty in any form is unacceptable, because any breach in academic integrity, however small, strikes destructively at the University's life and work.

If you have any questions about your responsibility or the responsibility of faculty members under the Honor Code, please consult with someone in either the Office of the Student Attorney General (966-4084) or the Office of the Dean of Students (966-4042).

Read "The Instrument of Student Judicial Governance" here: <http://instrument.unc.edu>

*I reserve the right to submit papers to turnitin.com. If you have any questions about this procedure, please feel free to talk to me about it, or reference the web site:*

[http://www.turnitin.com/resources/documentation/turnitin/sales/7\\_Questions\\_Students\\_Ask\\_About\\_Tii.pdf](http://www.turnitin.com/resources/documentation/turnitin/sales/7_Questions_Students_Ask_About_Tii.pdf)

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## Valuing, Recognizing, and Encouraging Diversity

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Promoting and valuing diversity in the classroom enriches learning and broadens everyone's perspectives. Inclusion and tolerance can lead to respect for others and their opinions and is critical to maximizing the learning that we expect in this program. This may challenge our own closely held ideas and personal comfort zones. The results, however, create a sense of community and promote excellence in the learning environment.

Diversity includes consideration of (1) the variety of life experiences others have had, and (2) factors related to "diversity of presence," including, *among others*, age, economic circumstances, ethnic identification, disability, gender, geographic origin, race, religion, sexual orientation, social position.

***This class will follow principles of inclusion, respect, tolerance, and acceptance that support the values of diversity.***

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## Course Evaluation

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The Department of Health Policy and Management is participating in the Carolina Course Evaluation System (CES), the university's new online course evaluation tool, enabled at the end of each semester. Your responses will be anonymous, with feedback provided in the aggregate; open-ended comments will be shared with instructors, but not identified with individual students. Your participation in CES is a course requirement, as providing constructive feedback is a professional expectation. Such feedback is critical to improving the quality of our courses, as well as providing input to the assessment of your instructors.

Access the CES here: [https://onyen.unc.edu/cgi-bin/unc\\_id/cce/cce.pl](https://onyen.unc.edu/cgi-bin/unc_id/cce/cce.pl)

# Course Schedule

Week		
1 Jan. 15	Topic:	<b>Course Overview and Introduction to “Decision Making in Cancer Care” Theories, Models, and Methods for Medical Decision Making</b>
	Readings:	<ul style="list-style-type: none"> <li>• Critical Decisions (Ubel): Prologue and Chapter 1</li> <li>• Malignant (Dresser, ed.): Preface and Chapter 1</li> </ul>
	Assignment due today	<ul style="list-style-type: none"> <li>• Make or break a New Year resolution!</li> </ul>
	In Class:	<ul style="list-style-type: none"> <li>• Course overview.</li> <li>• Discuss readings</li> </ul>
2 Jan. 22	Topic:	<b>Introduction to “Decision Making in Cancer Care” Theories, Models, and Methods for Medical Decision Making – Part II</b>
	Readings:	<ul style="list-style-type: none"> <li>• Critical Decisions (Ubel): Chapter 2</li> <li>• Malignant (Dresser, ed.): Chapters 2 &amp; 3</li> </ul>
	Assignment due today:	<ul style="list-style-type: none"> <li>• Submit top 3 choices of days and topics to lead article discussion.</li> <li>• Student article: Evans M, Shaw A, Thompson EA, Falk S, Turton P, Thompson T, Sharp D. <i>Decisions to use complementary and alternative medicine (CAM) by male cancer patients: information-seeking roles and types of evidence used.</i> BMC Complementary and Alternative Medicine 2007;7(25):1-13.</li> </ul>
	In Class:	<ul style="list-style-type: none"> <li>• Discuss readings.</li> <li>• Student article discussion: <b>Yael Filossof</b></li> </ul>
3 Jan. 29	Topic:	<b>Communicating breast cancer recurrence risk to patients to inform chemotherapy decisions</b>
	Readings:	<ul style="list-style-type: none"> <li>• Brewer, N. T., Richman, A. R., DeFrank, J. T., Reyna, V. F., Carey, L. A. (2012). Improving communication of breast cancer recurrence risk. <i>Breast Cancer Research and Treatment</i>, 133(2), 553-61. PMID: 21964579.</li> <li>• Critical Decisions (Ubel): Chapter 3</li> <li>• Malignant (Dresser, ed.): Chapters 4 &amp; 5</li> </ul>
	Assignment due today:	<ul style="list-style-type: none"> <li>• Student article: Fagerlin A, Lakhani I, Lantz PM, Janz NK, Morrow M, Schwartz K, Deapen D, Salem B, Liu L, Katz SJ. <i>An informed decision? Breast cancer patients and their knowledge about treatment.</i> Patient Education and Counseling 2006;64:303-312.</li> </ul>
	In Class:	<ul style="list-style-type: none"> <li>• Guest speaker: <b>Noel Brewer, PhD</b></li> <li>• Discussion of the readings.</li> <li>• Student article discussion: <b>Charles Muiruri</b></li> </ul>

4  Feb. 5	<b>Topic:</b>	<b>How dissemination and implementation science impacts decision making in cancer care</b>
	Readings:	<ul style="list-style-type: none"> <li>• Critical Decisions (Ubel): Chapter 4</li> <li>• Malignant (Dresser, ed.): Chapter 6</li> <li>• Baron RC, Rimer BK, Breslow RA, Coates RJ, Kerner J, Melillo S, Habarta N, Kalra GP, Chattopadhyay S, Wilson KM, Lee NC, Mullen PD, Coughlin SS, Briss PA and the Task Force on Community Preventive Services. <i>Client-directed interventions to increase community demand for breast, cervical, and colorectal cancer screening: a systematic review</i>. American Journal of Preventive Medicine 2008;35(1S):S34-S55.</li> <li>• Sabatino SA, Habarta N, Baron RC, Coates RJ, Rimer BK, Kerner J, Coughlin SS, Kalra GP, Chattopadhyay S, and the Task Force on Community Preventive Services. <i>Interventions to increase recommendation and delivery of screening for breast, cervical, and colorectal cancers by healthcare providers: systematic reviews of provider assessment and feedback and provider incentives</i>. American Journal of Preventive Medicine 2008;35(1S):S67-S74.</li> </ul>
	Assignment due today:	<ul style="list-style-type: none"> <li>• Submit by e-mail (before start of class) term paper topic and overview (1 page). This is 5% of your overall grade.</li> <li>• Student article discussion: Hinds PS, Oakes LL, Hicks J, Powell B, Srivastava DK, Spunt SL, Harper J, Baker JN, West NK, Furman WL. <i>“Trying to be a good parent” as defined by interviews with parents who made phase I, terminal care, and resuscitation decisions for their children</i>. Journal of Clinical Oncology 2009;27(35):5979-5985.</li> </ul>
	In Class:	<ul style="list-style-type: none"> <li>• Guest speaker: <b>Bryan Weiner, PhD</b></li> <li>• Discussion of readings.</li> <li>• Student article discussion: <b>Jinbing Bai</b></li> </ul>

5  Feb. 12	<b>Topic:</b>	<b>Decision making about breast cancer treatment: patient and provider perspectives</b>
	Readings:	<ul style="list-style-type: none"> <li>• Critical Decisions (Ubel): Chapter 5</li> <li>• Malignant (Dresser, ed.): Chapter 7</li> <li>• Lee CN, Chang Y, Adimorah N, Belkora JK, Moy B, Partridge AH, Ollila DW, Sepucha KR. Decision making about surgery for early-stage breast cancer. Journal of the American College of Surgeons 2012;214(1):1-10.</li> </ul>
	Assignment due today:	<ul style="list-style-type: none"> <li>• Student article: Kerfoot BP, Holmberg EF, Lawler EV, Krupat E, Conlin PR. <i>Practitioner-level determinants of inappropriate prostate-specific antigen screening</i>. Archives of Internal Medicine 2007;167(13):1367-1372.</li> </ul>
	In Class:	<ul style="list-style-type: none"> <li>• Guest Speaker: <b>Clara N. Lee, MD, MPP</b></li> <li>• Discussion of readings.</li> <li>• Student article discussion: <b>Shellie Ellis</b></li> </ul>

6	<b>Topic:</b>	<b>The Psychology of Provider Decision-Making and the Role of Conflicts of Interest</b>
	Readings:	<ul style="list-style-type: none"> <li>• Choudhry NK, Anderson GM, Laupacis A, Ross-Degnan D, Normand S-L T, Soumerai SB. Impact of adverse events on prescribing warfarin in patients with atrial fibrillation: matched pair analysis. BMJ 2006; 332(7534):141-145</li> <li>• Weinfurt KP, Hall MA, King NMP, Friedman JY, Schulman KA, Sugarman J. Disclosure of financial relationships to participants in clinical research. N Engl J Med 2009;361(9):916-921.</li> <li>• Critical Decisions (Ubel): Chapter 6</li> </ul>

Feb. 19		<ul style="list-style-type: none"> <li>• Malignant (Dresser, ed.): Chapters 8</li> </ul>
	Assignment due today:	<ul style="list-style-type: none"> <li>• Student article: Malin JL, Weeks JC, Potosky AL, Hornbrook MC, Keating NL. Medical oncologists' perceptions of financial incentives in cancer care. <i>Journal of Clinical Oncology</i> 2012 [epub ahead of print]</li> </ul>
	In Class:	<ul style="list-style-type: none"> <li>• <i>Guest Speaker: Kevin Weinfurt, PhD</i></li> <li>• <i>Discussion of readings.</i></li> <li>• <i>Student article discussion: Devon Check</i></li> </ul>

7	<b>Topic:</b>	<b>Enhancing the Patient Voice for Improved Communication, Healthcare Management and Decision-making</b>
Feb. 26	Readings:	<ul style="list-style-type: none"> <li>• Critical Decisions (Ubel): Chapter 7</li> <li>• Malignant (Dresser, ed.): Chapters 9</li> <li>• Snyder CF, Aaronson NK, Choucair AK, Elliott TE, Greenhalgh J, Halyard MY, Hess R, Miller DM, Reeve BB, Santana M. Implementing patient-reported outcomes assessment in clinical practice: a review of the options and considerations. <i>Quality of Life Research</i>. 2012;21:1305-1314.</li> <li>• Abernethy AP, Etheredge LM, Ganz PA, Wallace P, German RR, Neti C, Bach PB, Murphy SB. Rapid-learning system for cancer care. <i>JCO</i> 2010;28(27):4268-4274.</li> </ul>
	Assignment due today:	<ul style="list-style-type: none"> <li>• Student article 1: Unguru Y, Sill AM, Kamani N. <i>The experiences of children enrolled in pediatric oncology research: implications for assent</i>. <i>Pediatrics</i> 2010;125(4):e876-e883.</li> <li>• Student article 2: Clauser SB, Wagner EH, Bowles EJA, Tuzzio L, Greene SM. <i>Improving modern cancer care through information technology</i>. <i>Am J Prev Med</i> 2011;40(5S2):S198-S207.</li> </ul>
	In Class:	<ul style="list-style-type: none"> <li>• <i>Discussion of readings.</i></li> <li>• <i>Student article discussion 1: Carrie Hill</i></li> <li>• <i>Student article discussion 2: Duncan Allen</i></li> </ul>

8	<b>Topic:</b>	<b>Using Decision Aids to Help Patients Make Informed Decisions</b>
Mar. 5	Readings:	<ul style="list-style-type: none"> <li>• Critical Decisions (Ubel): Chapter 8</li> <li>• Malignant (Dresser, ed.): Chapter 10</li> <li>• Stacey D, Bennett CL, Barry MJ, Col NF, Eden KB, Holmes-Rovner M, Llewellyn-Thomas H, Lyddiatt A, Légaré F, Thomson R. Decision aids for people facing health treatment or screening decisions. <i>Cochrane Database of Systematic Reviews</i> 2011, Issue 10. Art. No.: CD001431. DOI: 10.1002/14651858.CD001431.pub3 <b>[document saved in Sakai. Please note that you should read pages 6-24. Other sections optional based on your interest. Please note this document is 212 pages long.]</b></li> </ul>
	Assignment due today:	<ul style="list-style-type: none"> <li>• Student article: TBD</li> </ul>
	In Class:	<ul style="list-style-type: none"> <li>• <i>Guest Speaker: Carmen Lewis, MD</i></li> <li>• <i>Discussion of readings.</i></li> <li>• <i>Student article discussion: Theresa Coles</i></li> </ul>

**March 11- 15 : Spring Break – No Class**

9	<b>Topic:</b>	<b>The role of health system structure and organization in determining cancer care quality across diverse populations</b>
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<b>Mar. 19</b>  <b>**Note: Bryce will not be in class.</b>	Readings:	<ul style="list-style-type: none"> <li>• Critical Decisions (Ubel): Chapters 9 &amp; 10</li> <li>• Malignant (Dresser, ed.): Chapters 11 &amp; 12</li> <li>• Wheeler SB, Carpenter WR, Peppercorn J, Schenck AP, Weinberger M, Biddle AK. Structural/organizational characteristics of health services partly explain racial variation in timeliness of radiation therapy among elderly breast cancer patients. <i>Breast Cancer Res Treat.</i> 2012;133(1):333-345.</li> <li>• Bickell NA, Mendez J, Guth AA. The quality of early-stage breast cancer treatment: what can we do to improve? <i>Surg Oncol Clin N Am</i> 2005 14:103-117.</li> <li>• Goldzweig CL, Parkerton PH, Washington DL, Lanto AB, Yano EM. Primary care practice and facility quality orientation: influence on breast and cervical cancer screening rates. <i>Am J Manag Care</i> 2004;10:265-272.</li> <li>• Hodgson DC, Fuchs CS, Ayanian JZ Impact of patient and provider characteristics on the treatment and outcomes of colorectal cancer. <i>J Natl Cancer Inst</i> 2001;93(7):501-515.</li> </ul>
	Assignment due today:	
	In Class:	<ul style="list-style-type: none"> <li>• <i>Guest Speaker: <b>Stephanie Wheeler, Ph.D.</b></i></li> </ul>

<b>10</b> <b>Mar. 26</b>	<b>Topic:</b>	<b>Decision Making for End of Life and Palliative Care</b>
	Readings:	<ul style="list-style-type: none"> <li>• Critical Decisions (Ubel): Chapter 11</li> <li>• Malignant (Dresser, ed.): Chapter 13</li> <li>• Peppercorn JM, Smith TJ, Helft PR, DeBono DJ, Berry SR, Wollins DS, Hayes DM, Von Roenn JH, Schnipper LE. American Society of Clinical Oncology statement: toward individualized care for patients with advanced cancer. <i>Journal of Clinical Oncology</i> 2011;29(6):755-760.</li> <li>• Smith TJ, Longo DL. Talking with patients about dying. <i>New England Journal of Medicine</i> 2012;367(17):1651-1652.</li> </ul>
	Assignment due today:	<ul style="list-style-type: none"> <li>• Student article: TBD</li> </ul>
In Class:	<ul style="list-style-type: none"> <li>• <i>Guest speaker: <b>Gary Winzelberg, MD</b></i></li> <li>• <i>Discussion of readings.</i></li> <li>• <i>Student article discussion: <b>Pradeep Poonnen</b></i></li> </ul>	

<b>11</b>  <b>Apr 2</b>	<b>Topic:</b>	<b>Patients and Clinicians as Partners: Fostering Communication and Shared Decision-making</b>
	Readings:	<ul style="list-style-type: none"> <li>• Critical Decisions (Ubel): Chapter 12</li> <li>• Malignant (Dresser, ed.): Chapter 14</li> <li>• McCormack LA, Treiman K, Rupert D, Williams-Piehota P, Nadler Eric, Arora NK, Lawrence W, Street RL. Measuring patient-centered communication in cancer care: A literature review and the development of a systematic approach. <i>Social Science &amp; Medicine</i> 2011;72:1085-1095.</li> <li>• McCormack, L, Poehlman, J, Boudewyns, V., et al. Improvements and Upgrades to AHRQ's Electronic Preventive Services Selector (ePSS). Final Report (Prepared by RTI International, under Contract No. HHS2902009000211). AHRQ Publication No. XXX. Rockville, MD: Agency for Healthcare Research and Quality. September 2012. [available in Sakai or from Bryce]</li> </ul>
	Assignment due today:	<ul style="list-style-type: none"> <li>• Student article 1: Issah F, Maree JE, Mwinituo PP. <i>Expressions of cervical cancer-related signs and symptoms.</i> <i>European Journal of Oncology Nursing</i> 2011;15:67-72.</li> </ul>

		<ul style="list-style-type: none"> <li>• Student article 2: TBD</li> </ul>
	In Class:	<ul style="list-style-type: none"> <li>• <i>Guest Speaker: <b>Lauren A. McCormack, Ph.D., M.S.P.H. (3:45)</b></i></li> <li>• <i>Discussion of readings.</i></li> <li>• <i>Student article discussion 1: <b>Chris Bernard Agala</b></i></li> <li>• <i>Student article discussion 2: <b>Arijit Paul</b></i></li> </ul>

<b>12</b>	<b>Topic:</b>	<b>Cancer information seeking-what role does it play in decision making?</b>
	Readings:	<ul style="list-style-type: none"> <li>• Critical Decisions (Ubel): Chapter 13</li> <li>• Malignant (Dresser, ed.): Chapter 15</li> <li>• Galarce EM, Ramanadhan S, Weeks J, Schneider EC, Gray SW, Viswanath K. Class, race, ethnicity and information needs in post-treatment cancer patients. Patient Education and Counseling 2011;85:432-439.</li> <li>• SUPPLEMENTAL READING: <ul style="list-style-type: none"> <li>◦Eheman CR, Berkowitz Z, Lee J, Mohile S, Purnell J, Rodriguez EM, Roscoe J, Johnson D, Kershner J, Morrow G. Information-seeking styles among cancer patients before and after treatment by demographics and use of information sources. Journal of Health Communication: International Perspectives 2009;14(5):487-502.</li> <li>◦Walsh MC, Trentham-Dietz A, Schroepfer TA, Reding DJ, Campbell B, Foote ML, Kaufman S, Barrett M, Remington PL, Cleary JF. Cancer information sources used by patients to inform and influence treatment decisions. Journal of Health Communication: International Perspectives 2010;15(4):445-463.</li> </ul> </li> </ul>
	<b>Apr. 9</b>	Assignment due today:
	In Class:	<ul style="list-style-type: none"> <li>• <i>Discussion of readings:</i></li> <li>• <i>Guest speaker: <b>Deborah K. Mayer, PhD, RN, AOCN, FAAN</b></i></li> <li>• <i>Student article discussion: <b>Nickolas Lecroy</b></i></li> </ul>

<b>13</b>	<b>Assignment:</b>	<b>Student Term Paper Presentations</b>	
	<b>Apr. 16</b>	2:30 – 2:55	
		2:55 – 3:20	
		3:20 – 3:45	
		3:45 - 4:10	
		4:10 – 4:35	
4:35 – 5:00			

<b>14</b>	<b>Assignment:</b>	<b>Student Term Paper Presentations</b>	
	<b>Apr. 23</b>	2:30 – 2:55	
		2:55 – 3:20	
		3:20 – 3:45	
		3:45 - 4:10	
		4:10 – 4:35	
4:35 – 5:00			

<b>Apr. 26</b>	<b>Assignment:</b>	<b>Term paper due – email to Bryce before 5:00 pm.</b>
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