HPM 767
Disseminating Evidence and Innovation in Cancer Care
(Credit Hours: 3)
Department of Health Policy and Management
UNC Gillings School of Global Public Health

Spring, 2017 Syllabus
Class Location: 2306 McGavran-Greenberg Hall
Meeting Times Tuesdays 2:00 – 5:00

Faculty: Byron J. Powell, Ph.D., LCSW
Office: 1105C McGavran-Greenberg
Email: bjpowell@unc.edu
Phone: 919-843-2576
Office Hours: By Appointment

Course Overview

This course introduces the concepts, theories, and methods of disseminating and implementing evidence-based interventions to improve quality in cancer care. The course also examines the methods for conducting rigorous research on dissemination and implementation.

Learning Objectives and HPM Competencies

<table>
<thead>
<tr>
<th>Course Learning Objective</th>
<th>Competencies</th>
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</thead>
<tbody>
<tr>
<td>1 Adapt evidence-based interventions for new settings or target populations</td>
<td>1, 2, 3, 4, 10</td>
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<tr>
<td>2 Select dissemination strategies based on determinants of the problem, audience characteristics, and scientific evidence</td>
<td>1, 2, 3, 4, 10</td>
</tr>
<tr>
<td>3 Select implementation strategies based on determinants of the problem, contextual factors, and scientific evidence</td>
<td>1, 2, 3, 4, 10</td>
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<tr>
<td>4 Design dissemination / implementation research proposals that meet NIH review criteria</td>
<td>5, 6, 7, 8, 12</td>
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### HPM Core Competencies

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

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### Resources

**Website**

HPM 767 has its own Sakai website.

**Texts**

No texts are required for this course.

**Articles**

Assigned articles and other course materials are posted on Sakai.

**Web Sources**

Other web sources that might prove useful to you will be posted on Sakai.
Requirements and Expectations

Course Design

The course consists of an introductory module plus four instructional modules mapped to the course learning objectives. Each module follows a four-part sequence: individual preparation through required reading; “real life” examples based on the experiences of guest speakers; the Readiness Assurance Process to ensure comprehension and preparation; and team assignments focused on analyzing complex issues, weighing trade-offs, and making specific choices.

Team Formation

Students will become members of five- to six-person teams constituted on the basis of diversity of knowledge and experience. These teams will remain intact throughout the semester. Team work will occur almost entirely in class. Teams are not expected to meet outside of class.

Required Reading

At the beginning of each module, students are assigned required readings that have been carefully selected to cover the essential concepts, theories, and scientific evidence that they will need to participate in the application assignments. Students are expected to complete the required readings by the date listed in the course schedule and come prepared to take a test covering the material that they have read (see Readiness Assurance Process, below).

Reflections on Guest Speakers’ “Reports from the Field”

Each learning module will include a report from the field by investigators who are engaged in dissemination and implementation research. Students are expected to come to class prepared and on time. Students are also expected to actively engage the guest speaker in discussion. Please try to learn about the guest speakers ahead of time, and come to class prepared to ask questions. At the end of each module (including the introductory session), students will write a brief reflection paper in which they integrate what they learned from the guest speakers and the required reading. The instructor will provide questions and describe the grading criteria.

Readiness Assurance Process

The Readiness Assurance Process (RAP) ensures that students have completed the required reading and are prepared for in-class team work. The RAP is a four-step process. First, students will individually take a brief, in-class, closed-book, true-false or multiple-choice test on the assigned readings. Second, students will submit their answer sheets to the instructor and take the same test as a team. Third, the answers will be discussed in class, and there will be an appeals process in which teams can challenge test answers based on evidence from the assigned readings. Finally, instruction will be provided (if needed) and additional information will be given to prepare students for team assignments.
Team Assignments

Students will work in their teams to make specific decisions or predictions based on their collective analysis of a complex issue.

Team Member Accountability

RAP will ensure that students come prepared for class and ready to contribute to their teams in ways that promote learning. To reinforce team member accountability, team members will evaluate each others’ contributions to team assignments (e.g., individual preparation, participation in team discussions, and encouraging input from other team members).

Cell Phones and Laptops

Turn off cell phones in class and during exams. Laptops may be used in class only for taking notes and for looking up information relevant to the topic being discussed.

Valuing, Recognizing, and Encouraging Diversity

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.

UNC-CH supports all reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability, or a pregnancy complication resulting in difficulties with accessing learning opportunities.

All accommodations are coordinated through the UNC Office of Accessibility Resources & Services (ARS), http://accessibility.unc.edu; phone 919-962-8300, email accessibility@unc.edu. Students must document/register their need for accommodations with ARS before accommodations can be implemented.
Evaluation Method

Grade Components

The grading system for this course focuses on three essential components: individual performance, team performance, and peer evaluation. The weights assigned to these three components are as follows:

<table>
<thead>
<tr>
<th>Grade Components</th>
<th>% of Grade</th>
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<tbody>
<tr>
<td><strong>Individual Performance</strong></td>
<td></td>
</tr>
<tr>
<td>Individual Readiness Assurance Tests (4)</td>
<td>20%</td>
</tr>
<tr>
<td>Reflection Papers (5)</td>
<td>30%</td>
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<tr>
<td><strong>Subtotal</strong></td>
<td><strong>50%</strong></td>
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<tr>
<td><strong>Team Performance</strong></td>
<td></td>
</tr>
<tr>
<td>Team Readiness Assurance Tests (4)</td>
<td>20%</td>
</tr>
<tr>
<td>Integrative team assignments (4)</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>40%</strong></td>
</tr>
<tr>
<td><strong>Class Participation (Both Team &amp; Individual)</strong></td>
<td><strong>10%</strong></td>
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Grading Scale

92-100: *Honors* indicates exceptional graduate-level work. Assignments must meet or exceed performance expectations, as defined for each assignment under the Course Information section of the course website.

75-92: *Pass* indicates that assignments are acceptable with regard to both content and presentation, but contain one or more deficiencies with respect to performance expectations.

65-74: *Low pass* indicates marginally acceptable graduate-level work. Assignments show some major deficiency with respect to content or presentation.

< 65: Fail indicates that the assignment does not meet an acceptable level for graduate-level work.

Missed Classes

In the workplace, when someone is gone, the group has to pick up the slack but the absent member still benefits from the group work. If the absent person has a good reason for being gone, explains the reason to the group, and does their best to make amends, most groups will gladly extend the benefit. If, however, members have doubts about the reason for the absence, feel like the member is trying to “freeload” or both, then the absence is likely to be a black mark that may not be forgotten when the peer evaluations come around. So, if you have to be absent, let your peers know in advance and make sure that you do your best to make up for it.
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” (http://instrument.unc.edu).

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.
Overview of Course Schedule

<table>
<thead>
<tr>
<th>Week:</th>
<th>Topic:</th>
<th>Reflection Papers:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introductory Module</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W1: 1/17/17</td>
<td>Introduction to D&amp;I Research</td>
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</tr>
<tr>
<td>W2: 1/24/17</td>
<td>Frameworks and Theories</td>
<td><strong>Guest Speaker:</strong> Damschroder</td>
</tr>
<tr>
<td><strong>Module 1: Adapting Evidence-Based Interventions</strong></td>
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<tr>
<td>W3: 1/31/17</td>
<td>Adapting Evidence-Based Interventions</td>
<td>Reflection Paper 1 (Due 1/31)</td>
</tr>
<tr>
<td>W4: 2/7/17</td>
<td><strong>Guest Speakers:</strong> Metz &amp; Go</td>
<td>Integrative Team Assignment 1</td>
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<tr>
<td><strong>Module 2: Dissemination Strategies</strong></td>
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<tr>
<td>W5: 2/14/17</td>
<td>Client-Focused Dissemination Strategies</td>
<td>Reflection Paper 2 (Due 2/14)</td>
</tr>
<tr>
<td>W6: 2/21/17</td>
<td><strong>Guest Speakers:</strong> Cates &amp; Kneipp</td>
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<tr>
<td>W7: 2/28/17</td>
<td>Policy- &amp; Provider-Focused Strategies</td>
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<tr>
<td>W8: 3/7/17</td>
<td><strong>Guest Speaker:</strong> Myers</td>
<td>Integrative Team Assignment 2</td>
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<tr>
<td><strong>Module 3: Implementation Strategies</strong></td>
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<td></td>
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<tr>
<td>W9: 3/21/17</td>
<td>Overview &amp; Engaging Stakeholders</td>
<td>Reflection Paper 3 (Due 3/21)</td>
</tr>
<tr>
<td>W10: 3/28/17</td>
<td><strong>Guest Speaker:</strong> Cabassa</td>
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<tr>
<td>W11: 4/4/17</td>
<td>Capacity Building, Scaling, &amp; Sustainment</td>
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<tr>
<td>W12: 4/11/17</td>
<td><strong>Guest Speakers:</strong> Aldridge &amp; Leeman</td>
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<tr>
<td>W13: 4/18/17</td>
<td>Tailoring Strategies &amp; Measurement</td>
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<tr>
<td>W14: 4/25/17</td>
<td><strong>Guest Speaker:</strong> Lewis</td>
<td></td>
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<tr>
<td>W15: 5/2/17</td>
<td>RAP &amp; Integrative Team Assignment 3</td>
<td>Integrative Team Assignment 3</td>
</tr>
<tr>
<td><strong>Module 4: Evaluating Dissemination and Implementation Efforts</strong></td>
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<tr>
<td>W14: 4/25/17</td>
<td>RAP &amp; Integrative Team Assignment 4</td>
<td>Integrative Team Assignment 4</td>
</tr>
<tr>
<td>W15: 5/2/17</td>
<td>No Class</td>
<td>Reflection Paper 5 (Due 5/2)</td>
</tr>
</tbody>
</table>
Course Schedule

Introduction

Learning Objectives:
• Describe barriers in translating evidence into action; clarify the meaning of dissemination and implementation; and identify issues targeted for more dissemination and implementation research.
• Discuss course objectives, logistics, and pedagogical approach.
• Describe and apply different types of theories and frameworks.

Week 1 (1/17/17): Introduction to Dissemination and Implementation Research

Required Readings:
1. Woolf, S. H., & Johnson, R. E. (2005). The break-even point: When medical advances are less important than improving the fidelity with which they are delivered. *Annals of Family Medicine, 3*(6), 545–552.

Week 2 (1/24/17): Dissemination & Implementation Frameworks and Theories

Guest Speaker: Laura Damschroder, VA Ann Arbor Center for Clinical Management Research

Required Readings:

**Additional Readings:**

**Resources:**

**Module 1: Adapting Evidence-Based Interventions**

**Learning Objectives:**
- Define adaptation; discuss benefits and drawbacks of adaptation; discuss how potential adopter’s view evidence-based interventions; differentiate core elements and key characteristics of evidence-based interventions.
- Identify features of target populations that affect feasibility, acceptability, and effectiveness of evidence-based interventions; identify features of settings that affect feasibility, acceptability, and effectiveness of evidence-based interventions.
- Discuss systematic approaches for adapting evidence-based interventions.
Week 3 (1/31/17): Usable Interventions, Co-Creation, and Adaptation

**Guest Speakers:**  
Allison Metz, National Implementation Research Network, Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill  
Vivian Go, Department of Health Behavior, Gillings School of Global Public Health, University of North Carolina at Chapel Hill

**Required Readings:**

**Additional Reading:**

**Resources:**
Week 4 (2/7/17): Readiness Assurance Process & Integrative Team Assignment 1: Adapting an Evidence-Based Intervention

Module 2: Dissemination Strategies

Learning Objectives:
- Describe dissemination strategies; discuss the evidence concerning their effectiveness and applicability; identify gaps in the evidence base; identify factors affecting the feasibility and effectiveness of these strategies.

Week 5 (2/14/17): Client-Focused Dissemination Strategies

Guest Speakers: Joan Cates, School of Media and Journalism, University of North Carolina at Chapel Hill

Shawn Kniepp, School of Nursing, University of North Carolina at Chapel Hill

Required Readings:
Week 6 (2/21/17): Policy- & Provider-Focused Dissemination Strategies

Guest Speaker: Allison Myers, Counter Tools

Required Readings:

Week 7 (2/28/17): Addressing the Policy Ecology & Institutional Racism

Guest Speakers: Jonathan Purtle, Department of Health Management & Policy, Dornsife School of Public Health, Drexel University

Alex Lightfoot, Department of Health Behavior, Gillings School of Global Public Health, University of North Carolina at Chapel Hill
(Note, Alex may be joined by members of the ACCURE team)

Required Readings:
prevention to state-level policy makers. *Journal of the National Cancer Institute, 103*(4), 1–11.


**Additional Readings:**


**Week 8 (3/7/17): Readiness Assurance Process & Integrative Assignment 2: Designing a Dissemination Strategy**

**Module 3: Implementation Strategies**

**Week 9 (3/21/17): Overview of Implementation Strategies and Engaging Stakeholders to Develop Implementation Strategies**

**Learning Objectives:**

- Describe organizational-, policy-, and multilevel implementation strategies; discuss the evidence concerning their effectiveness and applicability; identify gaps in the evidence base; identify factors affecting the feasibility and effectiveness of these strategies.

**Guest Speaker:** Leopoldo Cabassa, School of Social Work, Columbia University

**Required Reading:**


**Additional Reading:**

**Resources:**
3. Cochrane EPOC (http://epoc.cochrane.org)

**Week 10 (3/28/17): Capacity Building, Scaling, and Sustainment**

**Guest Speakers:** Jennifer Leeman, School of Nursing, University of North Carolina at Chapel Hill

Will Aldridge, Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill

**Required Readings:**


Additional Readings:


Resources:


3. Program Sustainability Assessment Tool (https://sustaintool.org)

Guest Speaker: Cara Lewis, Group Health Research Institute

Required Readings:

Additional Reading:
Resource:


Module 4: Evaluating Dissemination and Implementation Efforts

Learning Objectives:

• Describe the purposes of efficacy, effectiveness, and translational research; discuss common problems with translational research proposals
• Describe study design choices; discuss the trade-offs associated with commonly used designs; identify factors to guide study design choices.
• Describe measurement issues affecting translational research; describe common problems affecting analysis of data; discuss ethical issues in implementation research

Week 13: Designs for Dissemination and Implementation Research & Proposal Writing

Guest Speaker: Geoff Curran, Center for Implementation Research, School of Pharmacy, University of Arkansas for Medical Sciences

Required Readings:

Additional Readings:

Resources:


Week 15 (5/2/17): No Class Due to Finals Week. Reflection Paper 5 is Due