

**HPM 766:
Making Equity a Priority in Cancer Care Quality
(Credit Hours: 3)
Department of Health Policy and Management
Gillings School of Global Public Health
Fall 2015 Syllabus**

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Course Overview

The 2001 Institute of Medicine report, *Crossing the Quality Chasm*, highlighted *equity* as one of six critical domains of health care quality; however, in research and practice, health care equity has often been viewed as a lower priority aim of health care delivery and quality improvement efforts. Cancer care quality is no exception. Despite major improvements in cancer care delivery in recent decades, longstanding disparities in cancer care quality suggest that there is greater need for research and quality improvement approaches that prioritize equity in cancer care quality. Examining the broad cancer care continuum, this course will provide a core grounding in recent work on defining, measuring, and improving cancer care quality, with a particular focus on inequities along the cancer care continuum and approaches for prioritizing equity in cancer care quality. Cancer care inequities according to race/ethnicity, socioeconomic status, and geography will especially be highlighted. The course will draw heavily on the experience of clinical practitioners, researchers, administrators, public health professionals, and community groups focusing on cancer care quality and equity, who will join the class for the majority of the semester to provide real-life examples of current research and practice of prioritizing equity in cancer care quality. While the content of this course is mostly specific to cancer care, students with general interests in promoting equity in health care quality will find that the knowledge and skills acquired during this course are largely applicable to other conditions.

The class goals are to provide students with practical insight into real-world issues concerning the current research and practice of cancer care quality, with equity prioritization through (1) **engagement** with local and national leaders experienced in prioritizing and integrating equity into cancer care quality research and practice, and (2) **application** of skills that will be the centerpiece of students' future careers in health care research and practice.

In pursuit of Goal 1, guest speakers representing a breadth of perspectives in cancer care quality and equity will present to and interact with students, providing insight into the "work of prioritizing equity in cancer care quality research and practice."

In pursuit of Goal 2, students will gain experience in conducting the "work of prioritizing equity in cancer care quality." Students will select topics in current issues in cancer care quality and equity for which they will lead class discussions, evaluate and critique existing cancer care quality (research and practice) approaches with a lens for equity prioritization, and work in teams to develop a strategy for integrating cancer care quality and equity in a real-world setting (e.g., hospital, community, health department).

Learning Objectives and HPM Competencies

	<i>Course Learning Objective</i>	<i>Competencies</i>
1	Build understanding of the fundamental issues in cancer care quality and equity across the cancer care continuum	1, 2, 3, 4 10
2	Develop an understanding of different perspectives (e.g., patients and families, providers, health care systems) in cancer care quality and equity	1, 2, 3, 4, 10
3	Cultivate an understanding of the principles, methods, and tools for researching and addressing cancer care quality, with a prioritization of equity, including the issues and controversies in defining and measuring cancer care quality and equity	1, 2, 3, 4, 10
4	Critically evaluate existing cancer care quality research and improvement approaches to identify gaps with respect to equity prioritization	1, 4, 7, 10
5	Engage with leaders in the field of cancer care quality, who have successfully prioritized equity in their work, to gain exposure to major cancer care quality and equity research programs and interventions	1, 2, 4, 7 9,
6	Develop skills in reviewing and synthesizing literature, leading topic-focused discussions, developing a manuscript draft, and presenting research to colleagues and research experts	3, 4, 7, 8, 9, 10, 11, 13, 14, 15

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

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.

Resources

Website:

HPM 766 has its own website using Blackboard software. (See <http://blackboard.unc.edu>.)

This syllabus is on the website. Look in the “Course Information” folder.

Be sure to check that the email address Blackboard has for you is correct. Click on the “Bb Desktop” tab in Blackboard and then click on “Personal Information.” If you need to change your email address, click on “Edit Personal Information” and follow the directions. Note that you need to change your email address in both Blackboard and the On-Line Campus Directory.

Texts:

No texts are required for this course.

Articles:

Assigned articles are available through e-reserves. The Course Information folder in Blackboard contains the URL for accessing the e-reserves list for this course. If you have any problems with Blackboard (including accessing articles), please contact Nancy Beach (nbeach@email.unc.edu).

Other Resources:

IOM Report – Ensuring Quality Cancer Care (1999): <https://www.iom.edu/Reports/1999/Ensuring-Quality-Cancer-Care.aspx>

IOM Report – Cancer Care for the Whole Patient: Meeting Psychosocial Needs (2007): <https://www.iom.edu/Reports/2007/Cancer-Care-for-the-Whole-Patient-Meeting-Psychosocial-Health-Needs.aspx>

IOM Report – Delivering High-Quality Cancer Care (2013): <http://www.iom.edu/Reports/2013/Delivering-High-Quality-Cancer-Care-Charting-a-New-Course-for-a-System-in-Crisis.aspx>

UNC Center for Health Equity Research: <http://cher.unc.edu/>

The Disparities Solutions Center: <http://www2.massgeneral.org/disparitiessolutions/>

Solving Disparities: <http://www.solvingdisparities.org/>

Requirements and Expectations

Course Design

The in-class component of the course employs an active learning approach, where students are expected to be involved and take ownership in learning through participation in student-led discussions, engagement with classmates and guest speakers, and completion of team-based assignments focused on evaluating successes and gaps in the prioritization of equity in cancer care quality in real-world settings. Classroom time will focus on both, knowledge acquisition and knowledge application. Each core class session will typically be organized into four segments (sequence may vary): (1) session overview/summary led by the instructor emphasizing key concepts [*knowledge acquisition*]; (2) student-led discussion of readings [*knowledge acquisition*]; (3) “lessons from the field” led by guest speakers from research/practice [*knowledge application*]; and (4) team-based analytic work [*knowledge application*].

Class Preparation and Participation

A major component of the class is the opportunity for students to interact with leaders in cancer care quality and equity. Each student is also responsible for leading an article discussion twice during the semester. Each of these active learning segments will include a period for questions and answers as well as general discussion. In order to enrich the active learning experience, all students are expected to complete the required readings by the date listed in the course schedule and come to class prepared to engage with guest speakers and classmates. Additionally, during some class sessions, students will interact in small groups to evaluate existing cancer care quality improvement and research approaches and identify gaps with respect to equity prioritization. Accordingly, 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, preferably in advance.

Percentage of final grade: **20%**

Assignments

Article Discussion

Each student will identify two articles either from (a) the Optional Readings for that class day, or (b) from the recent (prior 6 months) literature in cancer care quality and/or equity, and lead a 10-15 minute class discussion of the article during the semester. The student must identify the reading and, if not part of the optional readings, distribute it to the class one week prior to class. The articles will be on two separate days, such that each day one student will lead the discussion of one paper, and another student will lead the discussion of another paper. The general theme or context of the article should match the theme or context of the discussion for the class day. By the end of the second class session, students will submit their first, second, and third-choice days / topics to present. Every effort will be made to assure each person gets their top choice for at least one of two discussion days. Assigned days/topics will be finalized by the end of the second week of classes.

Additional guidance for structuring the article discussion is provided on Sakai course website under the "Assignments" tab.

Percentage of final grade: **20%**

Team Project: Applied Client-Based Assignment

In lieu of a final exam, students will work in small teams throughout the semester to develop a strategy for integrating cancer care quality and equity in a "real-world" setting (e.g., hospital, research center, community group, health department). Descriptions of each project topic and client organization will be posted to the Sakai course website by the start of the first class session. Students will have an opportunity to rank their team project preferences before the second class session. Every effort will be made to assure each person gets either their first or second choice. Prior to the third class session, students will be assigned to project teams and provided with contact information for their client organization/group.

The purpose of the team project is threefold:

1. To provide you with an opportunity to focus on an aspect of cancer care quality and equity that is of great interest to you [DEVELOP EXPERTISE],
2. To help cement what you have learned in the class and potentially influence cancer care quality and equity through real-world application [IMPACT CANCER PATIENTS/SURVIVORS], and
3. To allow you to develop a tangible product that may serve as the basis for the next steps in your career [DISSEMINATE FINDINGS], such as a manuscript for publication and/or an interview and job talk for an academic or practice-related position.

There are three graded components of the team project assignment:

- a. The team project **progress report** will be submitted at the beginning of class 5. This will help ensure that teams are actively engaged in thoughtful preparation and work on the team project, and allow timely feedback to shape the completion of the final report/paper. It should be 2 pages in length excluding citations (line-spacing exactly 2.0 (double-spaced), 1" margins, 11 point Arial font). Citations are required, but do not fall within the page constraints.
- b. The team project **term paper** will be in the format of a manuscript (1. Introduction, 2. Methods, 3. Results, 4. Conclusions). The term paper is due on the First Day of Exams for the University, according to the University Registrar's calendar. It should be 12-15 pages in length excluding citations (line-spacing exactly 2.0 (double-spaced), 1" margins, 11 point Arial font). Citations are required, but do not fall within the page constraints.
- c. The team project **presentation** will span approximately 20-25 minutes in length, and occur on one of the last two days of the class. It will be an oral, PowerPoint (or similar software) presentation.
- d. Each team member will submit a **team member accountability form** evaluating the contribution of each team to team assignments (e.g., preparation for team meetings, engagement in team discussions and work, encouraging input from other team members, and flexibility).

Additional guidelines for each assignment component will be posted on the Sakai course website.

Percentage of final grade: Progress Report: **5%**

Percentage of final grade: Team Project Term Paper: **30%**

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

Percentage of final grade: Team Member Accountability Form: **10%**

Exams

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

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.

Evaluation

Work will be evaluated, given a letter grade, and returned to you as soon as possible. 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

UNC Honor Code

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).

Please 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

Course Evaluation

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.

You can access the CES here: https://onyen.unc.edu/cgi-bin/unc_id/cce/cce.pl