Syllabus
HPM 794: Patient-Reported Outcomes Measurement and Application in Healthcare Research and Practice
Spring, 2019
Credits: 3.0 | Residential

Table of Contents
Course Overview .................................................................................................................. 2
  Course Description ........................................................................................................... 2
  Prerequisites .................................................................................................................... 2
  Instructor(s) .................................................................................................................... 2
  Teaching Assistant ......................................................................................................... 2
  Course Website ............................................................................................................... 2
  Class Days, Times, Location .......................................................................................... 2
  Office Hours ................................................................................................................... 2
  Course Texts .................................................................................................................. 2
  Course Format ............................................................................................................... 2

Course Policies .................................................................................................................. 3
  Recognizing, Valuing and Encouraging Inclusion and Diversity in the Classroom ............. 3
  Accessibility ................................................................................................................... 4
  UNC Honor Code .......................................................................................................... 4
  Instructor Expectations ................................................................................................... 4
  Student Expectations ...................................................................................................... 5

Competencies, Learning Objectives, and Assessment ....................................................... 6
  Competencies ................................................................................................................ 6
  Learning Objectives ....................................................................................................... 6
  Map ................................................................................................................................. 7

Course Assignments and Assessments .............................................................................. 8
  Grading ........................................................................................................................... 8
  Assignment Descriptions ............................................................................................... 8
  1. Assignment: Course Participation (25%) ..................................................................... 8
  2. Assignment: Journal Article Critique and Lead Class Discussion (10%) .................. 8
  3. Assignment: Group Project Evaluating a PROM (25%) .......................................... 8
  4. Assignment: Term Paper (30%, includes 5% for 1-page overview assignment) ....... 9
  5. Assignment: Term Paper Presentation (10%) ................................................................ 9

Course-at-a-Glance .......................................................................................................... 10

Course Schedule ............................................................................................................. 11
Course Overview

Course Description
Patient-reported outcome measures (PROMs) include measures of health status, quality of life, and satisfaction with healthcare. This course provides an overview of the PRO measurement and research field, and discusses how to develop and evaluate a PROM with qualitative and quantitative methods, and best practices for integrating PROMs in clinical research and healthcare settings.

Prerequisites
None

Instructor(s)
Angela M. Stover, PhD
Assistant Professor
Department of Health Policy and Management
1103-D McGavran-Greenberg Hall
stoveram@email.unc.edu

Teaching Assistant
N/A

Course Website
Sakai

Class Days, Times, Location
Tuesdays 2:00-4:45pm
Rosenau Hall room 230

Office Hours
There are no set office hours for this course. Students may request an appointment by email. Virtual office hours may be conducted via phone, Skype, or Zoom.

Course Texts
There is no required textbook. Readings will be noted in the Course Schedule.

Course Format
The course format will typically include a weekly lecture in class. The lecture will be supplemented with small group discussions, in-class exercises, case studies, and examples from the patient-reported outcomes measures (PROMs) literature. Students will also work with a team on a PROM measurement strategy, and give a presentation.
Course Policies

Recognizing, Valuing and Encouraging Inclusion and Diversity in the Classroom

We share the School’s commitment to diversity. We are committed to ensuring that the School is a diverse, inclusive, civil and welcoming community. Diversity and inclusion are central to our mission — to improve public health, promote individual well-being and eliminate health inequities across North Carolina and around the world. Diversity and inclusion are assets that contribute to our strength, excellence and individual and institutional success. We welcome, value and learn from individual differences and perspectives. These include but are not limited to: cultural and racial/ethnic background; country of origin; gender; age; socioeconomic status; physical and learning abilities; physical appearance; religion; political perspective; sexual identity and veteran status. Diversity, inclusiveness and civility are core values we hold, as well as characteristics of the School that we intend to strengthen.

We are committed to expanding diversity and inclusiveness across the School—among faculty, staff, students, on advisory groups, and in our curricula, leadership, policies and practices. We measure diversity and inclusion not only in numbers, but also by the extent to which students, alumni, faculty and staff members perceive the School’s environment as welcoming, valuing all individuals and supporting their development.”

In this class, we practice these commitments in the following ways:

- Develop classroom participation approaches that acknowledge the diversity of ways of contributing in the classroom and foster participation and engagement of all students.
- Structure assessment approaches that acknowledge different methods for acquiring knowledge and demonstrating proficiency.
- Encourage and solicit feedback from students to continually improve inclusive practices.

As a student in the class, you are also expected to understand and uphold the following UNC policies:

- Diversity and Inclusion at the Gillings School of Global Public Health:
  http://sph.unc.edu/resource-pages/diversity/
- UNC Non-Discrimination Policies:
  http://policy.sites.unc.edu/files/2013/04/nondiscrim.pdf
- Prohibited Discrimination, Harassment, and Related Misconduct at UNC:
  https://deanofstudents.unc.edu/incident-reporting/prohibited-harassmentsexual-misconduct
Accessibility

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), [https://ars.unc.edu/](https://ars.unc.edu/); phone 919-962-8300; email ars@unc.edu. Students must document/register their need for accommodations with ARS before accommodations can be implemented.

UNC Honor Code

As a student at UNC-Chapel Hill, you are bound by the university’s Honor Code, through which UNC maintains standards of academic excellence and community values. It is your responsibility to learn about and abide by the code. All written assignments or presentations (including team projects) should be completed in a manner that demonstrates academic integrity and excellence. Work should be completed in your own words, but your ideas should be supported with well-cited evidence and theory. To ensure effective functioning of the Honor System at UNC, students are expected to:

a. Conduct all academic work within the letter and spirit of the Honor Code, which prohibits the giving or receiving of unauthorized aid in all academic processes.

b. Learn the recognized techniques of proper attribution of sources used in written work; and to identify allowable resource materials or aids to be used during completion of any graded work.

c. **Sign a pledge on all graded academic work certifying that no unauthorized assistance has been received or given in the completion of the work.**

d. Report any instance in which reasonable grounds exist to believe that a fellow student has violated the Honor Code.

Instructors are required to report suspected violations of the Honor Code, including inappropriate collaborative work or problematic use of secondary materials, to the Honor Court. Honor Court sanctions can include receiving a zero for the assignment, failing the course and/or suspension from the university. If you have any questions about your rights and responsibilities, please consult the Office of Student Conduct at [https://studentconduct.unc.edu/](https://studentconduct.unc.edu/), or consult these other resources:

- Honor system module.
- UNC library’s plagiarism tutorial.
- UNC Writing Center handout on plagiarism.

Mental Health Services at UNC-CH

UNC Counseling and Psychological Services (CAPS) is strongly committed to addressing the mental health needs of a diverse student body through timely
access to consultation and connection to clinically appropriate services, whether for short- or long-term needs. Go to their website: [https://caps.unc.edu](https://caps.unc.edu) or visit their facilities on the third floor of the Campus Health Services building for a walk-in evaluation to learn more.

**Instructor Expectations**

**Email**

The instructor will typically respond to email within 24 hours if sent Monday through Friday. The instructor may respond to weekend emails, but it is not required of them. If you receive an out-of-office reply when emailing, it may take longer to receive a reply. The instructor will provide advance notice, if possible, when she will be out of the office.

**Feedback**

All graded assignments will receive written feedback that coincides with the assessment rubric. Feedback is meant to be constructive and help the student continue to build upon their skills. The types of feedback you may receive are descriptive feedback, evaluative feedback, and motivational feedback. Feedback is a tool that you as a learner can use to understand the areas that you are succeeding in and what you can do to improve in other areas.

**Grading**

Assignments and projects will be graded within two weeks after the due date. Assignments that build on the next assignment will be graded within one week of the final due date. Early submissions will not be graded before the final due date.

**Syllabus Changes**

The instructor reserves the right to make changes to the syllabus, including project due dates and test dates. These changes will be announced as early as possible.

**Student Expectations**

**Appropriate Use of Course Resources:**

The materials used in this class, including, but not limited to, syllabus, PowerPoint slides, articles, exams/quizzes, and assignments are copyright protected works. Any unauthorized copying of the class materials is a violation of federal law and may result in disciplinary actions being taken against the student. Additionally, the sharing of class materials without the specific, express approval of the instructor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This includes, among other things, uploading class materials to websites for the purpose of sharing those materials with other current or future students.

**Assignments**

Submit assignments through Sakai. Emailing assignments is not acceptable unless prior arrangements have been made. If you are having issues submitting assignments, try a different web browser first. If switching browsers does not work, email the instructor for guidance.

**Attendance/Participation**

Your attendance and active participation are an integral part of your learning experience in this course. If you are unavoidably absent, please notify the course instructor by email.

**Communication**

You are expected to follow common courtesy in all communication to include email, written form, and face-to-face. All electronic communications sent should
follow proper English grammar rules to include complete sentences. This is a professional course, and you are expected to communicate as a professional.

Contributions
You are expected to offer individual contributions in class and on individual assignments, and collaborate with fellow students on a group assignment.

Email
All email correspondence between student/instructor and peer/peer will be conducted in a professional manner following email etiquette.
- View the following link for more information on email etiquette: http://metropolitanorganizing.com/etiquette-professional-organizing-services/essential-email-etiquette-tips/

Late Work
You must inform the instructor on the first week of class (or as soon as possible) if you cannot attend a presentation due to extenuating circumstances, such as medical procedures or professional travel. Attendance on the day of the presentations is otherwise required to receive points for those activities.

Readings
Readings for a particular class should be completed before the class session and before completing associated activities.

Technical support
The UNC Information Technology Services (ITS) department provides technical support 24-hours per day, seven days per week. If you need computer help, please contact the ITS Help Desk by phone at +1-919-962-HELP (919-962-4357), or by email at help@unc.edu, or by visiting their website at http://help.unc.edu, or by UNC Live Chat at http://its.unc.edu/itrc/chat.

Competencies, Learning Objectives, and Assessment

Course Goals
In this course, you will:
- G1: Build understanding of the fundamental principles, concepts, and models of Patient-Reported Outcome Measures (PROMs), including health-related quality of life and symptom burden.
- G2. Build knowledge of how to interpret and explain PROM research
- G3. Build understanding of how to evaluate existing PROMs using qualitative and quantitative methods
- G4. Build knowledge of the principles and best practices for integrating PROMs in observational studies, clinical trials, and routine care

Competencies
In this course, you will develop the following competencies.
- C1. Identify and understand articles from scholarly journals and research presentations
- C2. Develop expertise in a substantive area (PROMs)
- C3. Identify theoretical knowledge / conceptual models related to PROMs
- C4. Understand qualitative and quantitative analytical strategies used in PROM research
- C5. Interpret and explain PROM research to various audiences

Learning Objectives
By the end of this course, you will achieve the following learning objectives.
L2. Develop skills to evaluate existing PROMs using qualitative (e.g., focus groups and cognitive interviewing) and quantitative (e.g., psychometric properties of items) methods.
L3. Differentiate best practices for integrating PROMs in observational studies, clinical trials, and routine care.
L4. Appropriately evaluate qualitative and quantitative analytical strategies used in PROM research
L5. Apply fundamental principles, concepts, and models of PROMs in your interest area.

Map
Competencies addressed in this course, learning objectives mapped to these competencies, and assignments that assess these competencies.

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Learning Objectives</th>
<th>Assessment Assignments with brief descriptions</th>
</tr>
</thead>
</table>
| C1. Critically evaluate articles from scholarly journals and research presentations C5. Interpret and explain PROM research to various audiences | L1. Critically evaluate patient-Reported Outcome Measure (PROM) articles in the literature | • Course Participation  
• Group project to develop a measurement strategy  
• Term Paper  
• Term Paper Presentation |
| C2. Develop expertise in a substantive area C4. Understand and appropriately apply qualitative and quantitative analytical strategies used in PROM research C5. Interpret and explain PROM research to various audiences | L2. Develop skills to evaluate existing PROMs using qualitative (e.g., focus groups and cognitive interviewing) and quantitative (e.g., psychometric properties of items) methods | • Course Participation  
• Group Project to develop a measurement strategy  
• Term Paper  
• Term Paper Presentation |
| C3. Identify, apply theoretical knowledge / conceptual models C5. Interpret and explain PROM research to various audiences | L3. Differentiate best practices for integrating PROMs in observational studies, population surveillance, clinical trials, and/or routine care. | • Course Participation  
• Group project to develop a measurement strategy  
• Term Paper  
• Term Paper Presentation |
| C3. Identify, apply theoretical knowledge / conceptual models C4. Understand and appropriately apply qualitative and quantitative analytical strategies used in PROM research C5. Interpret and explain PROM research to various audiences | L4. Apply fundamental principles, concepts, and models of PROMs in your interest area | • Course Participation  
• Group project to develop a measurement strategy  
• Term Paper  
• Term Paper Presentation |
Course Assignments and Assessments
This course will include graded assignments.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Percentage of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Course Participation</td>
<td>25</td>
</tr>
<tr>
<td>2. Group project to develop a PROM measurement strategy</td>
<td>30</td>
</tr>
<tr>
<td>3. Overview of term paper</td>
<td>5</td>
</tr>
<tr>
<td>4. Term Paper</td>
<td>30</td>
</tr>
<tr>
<td>5. Term Paper Presentation</td>
<td>10</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100</td>
</tr>
</tbody>
</table>

Grading
Grading: For assignments with rubrics, refer to the attached rubrics for grading details. The relative weight of each course component is shown in the table above.

Grading Scale:
Final course grades will be determined using the following UNC Graduate School grading scale.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>H</td>
<td>92-100</td>
<td>High Pass: Clear excellence</td>
</tr>
<tr>
<td>P</td>
<td>75-91</td>
<td>Pass: Entirely satisfactory graduate work</td>
</tr>
<tr>
<td>L</td>
<td>60-74</td>
<td>Low Pass: Inadequate graduate work</td>
</tr>
<tr>
<td>F</td>
<td>&lt;60</td>
<td>Fail</td>
</tr>
</tbody>
</table>

Assignment Descriptions

1. Assignment: Course Participation (25%)
Description.
- Attendance in class is mandatory for each session, and contributes toward your participation grade. Attendance may be excused if brought to the instructor’s attention in advance.
- All students are expected to do the reading required for each class and to come to class prepared to actively participate in class discussions.
- Course participation will include contributions made during peer-led discussions of articles, small group sessions, class discussions, and questions asked of guest speakers.
- Please keep email and social media use to a minimum.

2. Assignment: Group Project and Presentation (30%)
- Participate in a group project to develop a measurement strategy in a health care area that your group decides on (and present results during a group presentation)
- Your team will consist of approximately 4 students (depending on total number in class)

Your mission, should you choose to accept it, is to develop a measurement strategy for a disease group (e.g., stroke) or a demographic group (e.g., older adults being screened for a health condition) that your group comes to consensus on. Class 2 is devoted to developing a measurement strategy and classes 3-6 fill in more details so you will have ample information to help you. A measurement strategy is a multi-step process to select symptoms and PROMs appropriate for the target population.
Often, there is more than one choice of PROMs to use with a population. The steps we will learn will help you get to know the PROM literature to make informed decisions for your group (and beyond in your illustrious career).

Your group’s measurement strategy will be presented in a 20-minute group presentation (15 minutes for content and 5 minutes for Q&A). Grading will consist of peer grading, self grading, and grading from the instructor (see rubric below). Be sure to balance workload among members (e.g., splitting up literature searching and creating slides).

Why a group project? You may have groaned when you read it was a group project. But there is a method in the madness. Measurement strategies are rarely (if ever) developed/decided on by one person, and thus it is essential to learn to work in a group with multiple perspectives and to balance those perspectives.

3. Assignment: Term Paper Overview (5%), Term Paper (30%), Term Paper Presentation (10%)

Description.
The purpose of the term paper is threefold:
1. Provide you with a forum to focus on an element of PRO measurement and/or research that is of greatest interest to you
2. Cement what you have learned in the class through application
3. Develop a tangible product that may serve as the basis for the next steps in your career, such as a manuscript, basis for dissertation work, draft PROM, grant proposal, etc.

There are three components to the term paper assignment:

a. **Term paper topic and overview** (1 page) due at beginning of class 5 (February 12, 2019) (5%)
   - Successfully make the case for how your topic is related to course.
   - Please make sure you are not duplicating what may have been published in the field.
   - Incorporate feedback from instructor in your final paper (grade will reflect)

b. **Final term paper** due on FRIDAY, April 26, 2019 (30%)
   - Maximum 6 pages in length (page limit includes up to 1 table and 1 figure and excludes citations)
   - Line-spacing exactly 1.0 (single-spaced)
   - 1” margins, 11 point TNR or Arial font
   - Citations required, but do not fall within the page constraints
     - Please use the citation style from your field (e.g., AML, APA, etc.)

b. **Term paper presentation** due on April 16 or 23, 2019 (you will be assigned to a class date) (10%)
   - Approximately 10 minutes in length, plus approximately 5 minutes for Q&A
   - PowerPoint-aided presentation (study question/objective, methods, results, conclusions and implications, and take-home message)
   - Central focus: PRO measurement and/or research.
     - Topic must be explicitly identified and evaluated following the guidelines outlined in the Evaluation section below (i.e., not a wiki)
Note: it is not acceptable to turn in the exact same product for credit in two separate classes.
  o However, overlap in your interest area is OK (and encouraged). For example, expanding on a literature review you are doing for your dissertation, a paper idea, grant proposal, etc.
  o To minimize uncertainty, you are encouraged to work with the instructor to select a topic and touch base periodically regarding progress, to obtain guidance for an effective end-product.

Course-at-a-Glance
The instructor reserves to right to make changes to the syllabus, including project due dates (e.g., changes due to severe weather). These changes will be announced as early as possible.

<table>
<thead>
<tr>
<th>Week: Date</th>
<th>Topic</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1:</td>
<td>Developing and evaluating PROMs with qualitative and quantitative methods</td>
<td></td>
</tr>
<tr>
<td>Week 1: January 15, 2019</td>
<td>Course overview, intro to PROMs</td>
<td></td>
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<tr>
<td>Week 2: January 22, 2019</td>
<td>Developing a Measurement Strategy: Selecting and Evaluating PROMs</td>
<td></td>
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<tr>
<td>Week 3: January 29, 2019</td>
<td>Qualitative Methods to Develop and Evaluate a PROM: Part I (Concept Elicitation)</td>
<td></td>
</tr>
<tr>
<td>Week 4: February 5, 2019</td>
<td>Qualitative Methods to Develop and Evaluate a PROM: Part II (Item banking, cognitive interviews)</td>
<td></td>
</tr>
<tr>
<td>Week 5: February 12, 2019</td>
<td>Quantitative Methods to Develop and Evaluate a PROM: Classical Test Theory</td>
<td>Term paper overview (1 page)</td>
</tr>
<tr>
<td>Week 6: February 19, 2019</td>
<td>Quantitative Methods to Develop and Evaluate a PROM: Item Response Theory</td>
<td></td>
</tr>
<tr>
<td>Week 7: February 26, 2019</td>
<td>Group presentations on PROM measurement strategies</td>
<td>Group presentations on PROM measurement strategies</td>
</tr>
<tr>
<td>Module 2:</td>
<td>PROMs in Clinical Research and Routine Care</td>
<td></td>
</tr>
<tr>
<td>Week 8: March 5, 2019</td>
<td>PROMs in Clinical Care and Research: • Impact on survival, service use • Convergent validity and Responsiveness</td>
<td></td>
</tr>
<tr>
<td>Spring break: No class on March 12, 2019</td>
<td>Supporting Clinicians in Using PROMs in Clinical Practice</td>
<td></td>
</tr>
<tr>
<td>Week 9: March 19, 2019</td>
<td>Integrating PROs in healthcare delivery settings</td>
<td></td>
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<tr>
<td>Week 10: March 26, 2019</td>
<td>PRO Research in a Regulatory Setting</td>
<td></td>
</tr>
<tr>
<td>Week 11: April 2, 2019</td>
<td>Using PROs as performance measures for assessing quality of care</td>
<td></td>
</tr>
</tbody>
</table>
### Week 13: April 16, 2019
- **Term paper presentations**
- **Half of class presents term papers**

### Week 14: April 23, 2019
- **Term paper presentations**
- **Half of class presents term papers**

### Final term paper due:
- **April 26, 2019 at 5pm**
- **Term papers due**
- **Term papers due**