



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

HPM 769
Cancer Outcomes Research Seminar
(Credit Hours: 1)
Department of Health Policy and Management
Gillings School of Global Public Health

Spring 2019 Syllabus

Class Location (Carolina Club - Dowd Harris Room)
Meeting Times (Tuesdays 8:00AM-9:00AM)

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Course None
Pre-requisites:

Course Overview

The Cancer Outcomes Research Program (CORP) at the Lineberger Comprehensive Cancer Center of the University of North Carolina at Chapel Hill hosts a weekly seminar for faculty, students, and fellows/trainees interested in cancer outcomes research. This group is comprised of an interdisciplinary group of clinicians, researchers, and advocates across the Schools of Medicine, Public Health, Nursing, Pharmacy, and Social Work at UNC Chapel Hill who are collectively dedicated to furthering our understanding of and, ultimately, improving the quality and outcomes of cancer care. Specific areas of interest include Quality of Care, Patient-Reported Outcomes (PROs), Comparative Effectiveness and Cost Effectiveness Research, Health Informatics, Cancer Epidemiology, Cancer Care Delivery, Cancer Disparities, Decision Making, Implementation Science, and Health Economics, as related to cancer outcomes. In this exceptionally rich, collegial environment, members of the program are pursuing a broad and deep portfolio of funded research, which in turn supports the training and mentorship of junior investigators and students. This 1-credit seminar offers students and fellows/trainees the opportunity to attend weekly sessions for academic credit and culminates in a “student showcase” at the end of the semester on a topic of the student’s and fellow’s/trainee’s choosing related to cancer outcomes research.

Event information

Date/Time: Starting from 7:45am-9:00am (Please arrive at 7:45am for hot breakfast & coffee/tea to start our 8am meeting on time)

Location: Carolina Club – Dowd Harris Room

Parking: Rams Head parking deck next door, we will give you vouchers to park for free

Information about this and future CORP events can be found at: <https://unclineberger.org/outcomes>

Learning Objectives and HPM Competencies

This course has two broad learning objectives, as well as several specific objectives detailed below: (1) to expose students to a broad range of topics specific to cancer outcomes research and (2) to facilitate development of research ideas, collaborations, and mentoring relationships for students and fellows/trainees interested in presented research topics.

<i>Specific Learning Objective</i>	<i>Competencies**</i>
1. Understand how topics such as Quality of Care, Patient-reported Outcomes (PROs), Comparative Effectiveness, Health Informatics, Cancer Disparities, Decision Making, Dissemination/Implementation, and Health Economics relate to cancer outcomes research	AT, IS, ST, 2, 4, 9, 10
2. Understand the basic process required to develop and execute a cancer outcomes research study	AT, IS, ST, 2, 4, 6, 7, 9
3. Identify the strengths and weaknesses of different study designs employed in cancer outcomes research	AT, IS, ST, 2, 4, 10
4. Make an oral presentation to a professional audience	IS, 13, 15

*HPM Master’s Program Competencies: AT, Analytical Thinking; IS, Information Seeking; ST, Systems Thinking

†HPM PhD Core Competencies: 2. Develop expertise in a substantive area; 4. Identify and appropriately apply theoretical knowledge and conceptual models in support of health services/health policy research; 6. Select appropriate research designs and methodologies (quantitative and qualitative) for health services/health policy research; 7. Understand and appropriately apply analytical strategies used in health services/health policy research; 9. Interpret and explain the results of research; 10. Critically evaluate articles from scholarly journals and research presentations; 13. Make oral presentations to scientific audiences; 15. Explain your research to various audiences, e.g., policymakers, health care professionals, general public, journalists.

Resources

Website:

The course has its own website using Sakai software (See <http://sakai.unc.edu>) All registered students are automatically enrolled in the site. This website will be used lightly during the course; importantly, students should also be sure that they are enrolled in the cancer outcomes research listserv (contact: Eden Gifford: eden_gifford@med.unc.edu) and should check their email frequently for announcements, changes to the schedule, and other information pertaining to the seminar. Additional information can be found at: <https://unclineberger.org/outcomes/events/>

Textbooks:

There is no required textbook for this course.

Articles:

Occasionally, readings may be recommended by the Instructors or Guest Speakers. These will be available under the “Resources>>Readings” folder in Sakai.

Requirements and Expectations

Assignments:

In lieu of a written, final examination, students will be asked to present a topic of their choosing for a “student showcase” (conference-style 5-7 minute research presentation using PowerPoint). The topic of the student showcase presentation and research summary may be an original idea (e.g., the student’s dissertation research) or a discussion of a research topic of interest to the student and informed by the published literature. If the former, the student may present work that is in-progress or completed research, according to the student’s progress in his/her degree program and curriculum-specific needs.

All presentations should briefly describe the topic’s **significance, relevant key literature, and research questions** that remain to be resolved by the cancer outcomes research community. If the topic is specific to the student’s own research, students also should describe their **research design and methods (planned or executed) and results**, as appropriate. If the topic is a summary of a topic of research interest to the student (as opposed to the student’s own work), in lieu of a detailed methods summary, the presentation should include a description of the **literature search strategy** employed and a brief summary of some of the current/ongoing research and research designs employed in this space (for example, through a search of the NIH Reporter database), as well as a brief synthesis of the **practice or policy implications** of the existing research in the relevant space.

Participation in Seminars and Discussions:

In order to be successful learning experiences, students’ active participation is **required** in the weekly seminar. **Students must attend all scheduled sessions (unless excused by one of the Instructors)** and sign in at the buffet table so we can track attendance. Please come prepared with thoughtful questions. Students are strongly encouraged to take detailed notes during seminar presentations and to bring to the attention of the Instructors and other attendees relevant items of interest. **Students must make certain to notify the Instructors if they must miss a seminar and they may make up this time by attending another relevant seminar (e.g., the Cancer Epidemiology Seminar, etc.) and notifying Eden Gifford of these makeup seminars (title, speaker date/time, location, cancer relevance if not apparent)**

Cell Phones, Laptops, and Tablets:

Please do not read/send e-mail or use the internet during seminars for anything aside from class purposes. Using the internet can be very distracting to our Guest Speakers, your colleagues, and the Instructors. Cell phones are to be used only in case of emergency and should be placed in “silent” mode. Your cooperation in this matter is truly appreciated.

Evaluation / Grading

Grade Components:

A total of 100 points are possible in this course. Weight will be assigned to the required assignments or grade components as follows: 90% Student Showcase Presentation; 10% Seminar Participation.

Grading Scale:

Final grades will be assigned according to the following scheme:

93 or above	H
80 to 92	P
71 to 79	L
Below 70	F

Grading Criteria:

Evaluation of the student showcase presentation is reflective of the following criteria:

- Clarity and thoughtfulness of presentation.
- Correct use of grammar, scientific terms, and citation.

- Well-crafted and thoughtful discussion and participation that enhances group discussion.
- Effective, appropriate application of seminar topics and other resources during showcase

Recognizing, Valuing, and Encouraging Diversity

The importance of diversity is recognized in the mission statement of HPM. In the classroom, diversity *strengthens* the products, *enriches* the learning, and *broadens* the perspectives of all in the class. Diversity requires an atmosphere of inclusion and tolerance, which oftentimes challenges our own closely-held ideas, as well as our personal comfort zones. The results, however, create a sense of community and promote excellence in the learning environment. This class will follow principles of inclusion, respect, tolerance, and acceptance that support the values of diversity.

Diversity includes consideration of: (1) life experiences, including type, variety, uniqueness, duration, personal values, political viewpoints, and intensity; and (2) factors related to “diversity of presence,” including, among others, age, economic circumstances, ethnic identification, family educational attainment, disability, gender, geographic origin, maturity, race, religion, sexual orientation, social position, and veteran status.

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).

Read “The Instrument of Student Judicial Governance” (<http://instrument.unc.edu>).

Course Evaluation

HPM participates in the UNC-CH’s online course evaluation system, enabled at the end of the 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 course evaluation is an expectation, since providing constructive feedback is a professional obligation. Feedback is critical, moreover, to improving the quality of our courses, as well as for Instructor assessment.

In addition, at various points in the semester, the course Instructors will solicit your feedback; your thoughtful and constructive participation is appreciated.

Disability Accommodation

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 or email accessibility@unc.edu. Students must document/register their need for accommodations with ARS before any accommodations can be implemented.

INFORMATION ABOUT FUTURE SEMINARS: <http://unclineberger.org/outcomes/events>

PAST PRESENTATIONS (SLIDES/VIDEOS): <https://unclineberger.org/outcomes/resources/outcomes-lineberger-presentations>

DIRECTIONS AND PARKING INFO:

<http://www.clubcorp.com/Clubs/Carolina-Club/About-the-Club/Directions-Hours>

SCHEDULE – SPRING 2019

1/15/2019	Round Table	CORP
1/22/2019	Antonia Bennett	HPM, UNC
1/29/2019	Justin Trogdon	HPM, UNC
2/5/2019	Wheeler/Rosenstein	HPM and Psychiatry, UNC
2/12/2019	Jessica Chubak	KP Seattle
2/19/2019	Hanna Sanoff	Hematology/Oncology,UNC
2/26/2019	Joan Neuner	Univ. Wisconsin
3/5/2019	Ron Kline	CMS/CMMI
3/12/2019	No Seminar	
3/19/2019	Jennifer Griggs	Univ. Michigan
3/26/2019	Mock Study Section	UNC
4/2/2019	Cleo Samuel	HPM, UNC
4/9/2019	Frank Penedo	Northwestern Univ.
4/16/2019	Megan Roberts	DPOP, UNC
4/23/2019	Student showcase	HPM 769 Students