HPM/HBEH 765, EPID 772
Cancer Prevention and Control Seminar – Spring 2019
Class Location: 2305 McGavran-Greenberg
Meeting Times: Tuesdays/Thursdays: 9:30 – 10:45 PM
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Mya Roberson (myar@live.unc.edu) – TA
Sarah Mills (sarahmills@unc.edu) – TA

Objectives
This seminar is an introduction to the science and practice of cancer prevention and control. The course emphasizes current controversies and events, with a focus on the interdisciplinary nature of the field. Because cancer prevention and control encompasses a multitude of topics, the course is not comprehensive. Instead, our objective will be to gain content expertise in selected topics. We will also seek to develop our ability to critique journal articles, engage in scientific discussion and debate, and learn about cancer-related topics through one-on-one interviews.

Assignments and Grading - Summary
This course is a seminar. We assume participants to constitute a “community of learners” with each individual bringing valuable professional perspectives and experiences to the group. Public health research and practice are inherently social endeavors. Thus, we will read journal articles not as facts on a page, but instead as socially-constructed arguments to be critically evaluated. Most sessions will feature short student presentations and class discussions, which will focus on the assigned readings. In addition, several experts in cancer prevention and control will be guest speakers.

The course has three graded assignments.

1. Seminar Presentations and Participation (40%)
The purpose of the seminar presentations is to gain knowledge and to stimulate discussion of issues in cancer prevention and control. For most seminar sessions, we will read three articles, with each article assigned to one of the class’s reading groups for closer study. A representative from each group will present and critique the assigned article. Over the course of the semester, students are expected to make an equal (or a nearly equal) number of seminar presentations. Students are also expected to contribute to each class discussion.

2. Debates (30%)
Each student will participate in one of two in-class debates as part of a team. The topic for each debate will be a current controversy in cancer prevention and control that the NC Advisory Committee on Cancer Coordination and Control must confront. Each group will constitute a team of experts representing the 'pro' or 'con' side of the issue. Groups will try to convince the Committee to adopt their position on the issue.
3. **Informational interviews (30%)**

   Each student will conduct an informational interview to explore a cancer-related topic of his or her choice. The assignment will include the development of an interview guide (10%) and a brief (~3 page) report, summarizing and reflecting on themes from the interview (20%).

**Assignments and Grading – Detail**

**Readings and Presentations**

Students are expected to read all articles prior to class (unless marked “optional”). Please pay special attention to articles that are assigned to your reading group, as you may be asked to comment on methods, findings, or key discussion points in class.

A representative from each group will take **5 minutes** to present the main ideas and offer a brief review of the paper's/study's strengths and weaknesses. Each group will decide who should make the presentation on a given date, with each member presenting about the same number of times during the semester. It’s up to the group to determine the extent to which you will collaborate or work independently to prepare. Some groups may choose to meet outside of class, while others may prefer to share notes a day or two before class for feedback. Your group will find the model that suits your styles and schedules. You do not need PowerPoint slides for your presentations. If you use visuals, please keep them simple and limited to handouts. Following all the presentations, the class as a whole will discuss the general themes of the articles, and address questions, comments, etc.

- Grading will be for the individual, not for the group as a whole. The grade will be based 80% on quality of content (how well you described and critiqued the article) and 20% on quality of presentation (clarity, organization, style).

We will use Michael O’Malley’s Seminar Presentation Guidelines:

**#1  Relax.**

**#2  Do the impossible.** Briefly tell us what we should know about the article. You will have 5 minutes to present. Focus on the most important issues, including:

- **Basic Facts.** Who did the study, when, where? What kind of a study was it -- case/control, randomized controlled trial, etc? How big was it? Who paid for it?
- **Purpose.** What is/are the main point(s) of the study? What is the main hypothesis?
- **Results.** What are the most important findings?
- **Good, Bad, Ugly.** What are the study's major strengths and weaknesses?
- **Punch Line.** Given the above, what is the study's conclusion and do you buy it?
- **Why Should We Care?** What is the study's relevance for cancer prevention and control? Or, why did we have you read this?
- **What else? Please conclude with a good discussion question.**

Most articles will lend themselves to the above outline, but a few will more closely
resemble review or data summary articles. Do your best. And, whenever possible, resist the temptation to conclude with “more research is needed.”

#3 Re-read Rule #1.

Guest Speaker Days
Guest speakers will present then answer questions or lead discussion, staying with the class for 40-50 minutes. Readings are assigned for most guest speaker days, but we will not have student presentations. In addition to readings, please look over our guests’ bios in advance and prepare 1-2 discussion questions based on what you learn about their work.

Debate Process
We will devote two class sessions to debates. The NC Advisory Committee on Cancer Coordination and Control is meeting with us to consider adopting a policy position on two issues.

In a semi-formal point/counterpoint discussion, the Committee has given each expert group 12 minutes to present a case using PowerPoint (or other visual aids) for or against the position. The first group to present will be decided by a random process (coin flip).

Following the initial presentations, each group will have 3 minutes to collect thoughts and then 5 minutes for rebuttal of the opposing viewpoint. Following the rebuttals, each group will have 3 minutes to collect thoughts and then present a 2 minute concluding summary.

Following the presentations, rebuttals, and summaries, the moderator will allow questions from the Committee. Questions will be directed to one group or the other; however, both groups will be allowed to respond. Finally, the Committee will vote whether to adopt the policy position. We’ll really have to stick precisely to the time guidelines. Please arrive with enough time to load PowerPoint presentations before class. Be prepared to start right away at 9:30.

<table>
<thead>
<tr>
<th>Steps in debate process</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Committee votes on issue. Tallies kept secret.</td>
<td>3</td>
</tr>
<tr>
<td>First debate group presents its case.</td>
<td>12</td>
</tr>
<tr>
<td>Second group presents opposing position.</td>
<td>12</td>
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<tr>
<td>Debators collect their thoughts.</td>
<td>3</td>
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<tr>
<td>Second group rebuttal</td>
<td>5</td>
</tr>
<tr>
<td>First group rebuttal</td>
<td>5</td>
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<tr>
<td>Debators collect their thoughts.</td>
<td>3</td>
</tr>
<tr>
<td>First group presents concluding summary.</td>
<td>2</td>
</tr>
<tr>
<td>Second group presents concluding summary.</td>
<td>2</td>
</tr>
<tr>
<td>Committee asks questions.</td>
<td>10</td>
</tr>
<tr>
<td>Committee votes.</td>
<td>3</td>
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<tr>
<td>Class compares, discusses pre/post debate tallies.</td>
<td>7</td>
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</tbody>
</table>

Total time 67 minutes
The debate vote is not related to students’ grades! Debate grades will be individual, and will be based upon quality/accuracy of the content, rhetorical quality of the position (logic, etc), and quality of the presentation (clarity of slides, timing, etc). The ability to think on one’s feet, as demonstrated in rebuttal and summary, will also be considered. Preparation, including research into the opposing position, helps considerably.

Informational Interviews
Each student will conduct one informational interview on a cancer-related topic of his or her choice. Students may select a topic from the syllabus to explore in more depth or investigate an entirely new topic. After identifying a topic, students will develop a semi-structured discussion guide with input from the teaching team. Next, students will use their guides to conduct an interview, summarizing their findings in a 3-page report. Reports will include a brief statement of the public health problem (~0.5 pages, excluding references), a summary of key interview themes (1-1.5 pages), and a reflection on the implications of those themes for public health research and/or practice (1-1.5 pages).

The purpose of this assignment is to give students an opportunity to personalize the course content to their own interests and career goals. In selecting an interviewee, you may wish to think about the assignment as a networking opportunity. What cancer-related organizations or research groups have you always wanted to learn more about? What’s the next “big idea” in the cancer prevention and control topic that intersect most meaningfully with your own professional interests?

Students will receive individual grades for discussion guides and reports. The teaching team will provide guidance on how to develop a discussion guide and thematically analyze discussion content. No prior experience in qualitative methods is required.
School-wide positions and policies

Recognizing, Valuing, and Encouraging Diversity & Inclusion
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, 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/
- Prohibited Discrimination, Harassment, and Related Misconduct at UNC: https://deanofstudents.unc.edu/incident-reporting/prohibited-harassmentsexual-misconduct

These resources are also of relevance:

- Resources for Equity in Public Health
  https://docs.google.com/spreadsheets/d/1ni3gMokYtxXP1l6bjjhTSHqGfTNSwPBSsUuogaylXXJY/edit#gid=679802843
**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 Honor Code at: http://honor.unc.edu/, or consult these other resources:

- Honor system [tutorial](http://honor.unc.edu/)
- UNC library's [plagiarism tutorial](http://accessibility.unc.edu/)
- UNC Writing Center [handout on plagiarism](http://accessibility.unc.edu/)

**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), 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.
Cancer Prevention and Control Seminar Reading List

The reading assignments are numbered 1-3 corresponding to each group number. The order in which the articles are listed is the preferred order of presentations. Readings have been posted to Sakai.

Class 1. Thursday, 1/9. Introduction

No reading.

Class 2. Tuesday, 1/15. Cancer Prevention and Control Overview/Trends

Everyone


1 Islami F, Goding Sauer A, Miller KD, et al. Proportion and number of cancer cases and deaths attributable to potentially modifiable risk factors in the United States. CA Cancer J Clin. 2018 Jan;68(1):31-54. *This is one of the more challenging papers for today. Look for the main messages, and don’t get too, too bogged down in the tables.*


Class 3. Thursday, 1/17. Cancer disparities in the US


**Class 4. Tuesday, 1/22. Cancer disparities: Global snapshot**

**Everyone**


**Class 5. Thursday, 1/24. Early detection and screening, part 1**

**Everyone** (skim)


Class 6. Tuesday, 1/29. Early detection and screening, part 2


> *Annual mammography in women aged 40-59 does not reduce mortality from breast cancer beyond that of physical examination or usual care when adjuvant therapy for breast cancer is freely available.*


> *Invitation to modern mammography screening may reduce deaths from breast cancer by about 28%.*


Class 7. Thursday, 1/31. Guest: Chrissy Kistler (CRC screening decisions)

Everyone

Review Dr. Kistler’s faculty page: https://www.med.unc.edu/aging/directory/christine-kistler-md/


**Class 8. Tuesday, 2/5. Reproductive factors in cancer prevention and control**

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**Class 9. Thursday, 2/7. Physical activity, diet, and weight**

**Everyone**

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Song M, Giovannucci E. Preventable Incidence and Mortality of Carcinoma Associated With Lifestyle Factors Among White Adults in the United States. *JAMA Oncol.* 2016 May 19.

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Class 10. Tuesday 2/12. Guest: Deb Tate (Weight-related interventions)

Everyone
Review Dr. Tate’s faculty page: https://sph.unc.edu/adv_profile/deborah-tate-phd/


Class 11. Thursday 2/14. UV exposure and melanoma
***INTERVIEW GUIDES DUE

Everyone
Watch “Dear 16 year old me video”: https://www.youtube.com/watch?v=_4jgUcxMezM

Watch “How the sun sees you”: https://www.youtube.com/watch?v=o9BqrSAHbTe

Watch “Mollie’s Fund – Mr. Sun”: https://www.youtube.com/watch?v=heQOFK_gaGg


The USPSTF concludes that the current evidence is insufficient to assess the balance of benefits and harms of visual skin examination by a clinician to screen for skin cancer in adults (I statement).

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Class 12. Tuesday, 2/19. Guest: Matt Varga (H pylori)

Everyone
Please review Dr. Varga’s webpage: http://unclineberger.org/education/cancer-control-education-program/people/matthew-varga-phd


Class 13. Thursday, 2/21. HPV vaccination


Class 14. Tuesday, 2/26. Environmental exposures


3 Kassotis CD, Tillitt DE, Davis JW, Hormann AM, Nagel SC. Estrogen and androgen receptor activities of hydraulic fracturing chemicals and surface and ground water in a drilling-dense region. Endocrinology. 2014 Mar;155(3):897-907. ***Abstract and Discussion only

**Class 15. Thursday, 2/28. Tobacco, Part 1**

**Everyone**


**Class 16. Tuesday, 3/5. Tobacco, Part 2: Policy Interventions**


**Class 17. Thursday, 3/7. Guests: Stephanie Wheeler & Katie Reeder-Hayes (Breast Cancer Treatment Disparities)**
Everyone
Please review faculty pages for Dr. Wheeler (http://sph.unc.edu/adv_profile/stephanie-b-wheeler-phd/) and Dr. Reeder-Hayes (https://unclineberger.org/people/profiles/katie-reeder-hayes)


***March 12 and 14. SPRING BREAK***
No reading.

Class 18. Tuesday, 3/19. Debate 1
No reading.

No reading.

Class 20. Tuesday, 3/26. Guest: Royce (Prostate cancer)

Everyone
Read Dr. Royce’s faculty profile: https://findadoc.unchealthcare.org/details/44882/trevor-roycencancer-radiation_ontology-chapel_hill-clayton


Class 21. Thursday, 3/28. Guest: Foreman (Genomics)

Everyone
Read Ms. Foreman’s faculty profile: https://www.med.unc.edu/genetics/berglab/lab-members-2/faculty-co-investigators/genetic-counselors/kate-foreman-ms-cgc/


22. Tuesday, 4/2. Precision medicine
**Student presentations should focus on describing each of the three initiatives: NC-MATCH, ALCHEMIST, and All of Us. Avoid getting bogged down in the alphabet soup! Okay to stay “big picture,” describing the overarching goals, study designs, and strengths and challenges.

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23. Thursday, 4/4. Guest: Deb Mayer (Survivorship)
***DRAFT THEMATIC SUMMARY DUE

Please review Dr. Mayer’s faculty page: https://nursing.unc.edu/people/deborah-mayer/

Class 24. Tuesday, 4/9. Guest: Yousuf Zafar (Financial Toxicity)

***BOOK DISCUSSION QUESTIONS DUE

Everyone
Please review Dr. Zafar’s faculty page: https://globalhealth.duke.edu/people/faculty/zafar-yousuf


Class 25. Thursday, 4/11. Book Discussion


Class 26. Tuesday, 4/16. Patient-Centered Care/PROs

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Class 27. Thursday, 4/18. Health services interventions

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**Class 28. Tuesday, 4/23. Patient advocacy**

**Everyone**
Susan G Komen. Participate. [https://ww5.komen.org/GetInvolved/Participate/Participate.html](https://ww5.komen.org/GetInvolved/Participate/Participate.html)


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**Class 29. Thursday, 4/25. Conclusions**

***INTERVIEW REPORT DUE***