PubH 8800-001
Reducing Cancer-Related Inequities
Spring 2013

Credits: 2
Meeting Days: Mondays
Meeting Time: 10:10-12:05
Meeting Place: MoosT 1-430
Instructor: Kathleen Thiede Call
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E-mail: callx001@umn.edu
Office Hours: By appointment

I. Course Description

This course begins with an overview of the epidemiology of cancer inequities. The remainder of the course is focused on intervention approaches designed to eliminate inequities. The course provides an overview of relevant literature, including cancer epidemiology, as well as intervention and translation sciences. It features discussions with community leaders and university faculty who are developing and implementing interventions at the individual, family, community, institution, and policy levels designed.

II. Course Prerequisites

This course is required for pre- and post-doctoral fellows in the Cancer-related Health Disparities Education and Career Development Program – R25T. Other students who have successfully completed Epi I coursework are welcome. Students must have a BA, BS, or equivalent to register for this course.

III. Course Goals and Objectives

1. Understand the epidemiology of cancer inequities.
2. Understand conceptual frameworks for designing interventions for eliminating cancer inequities.
3. Identify best/promising practices for eliminating cancer inequities.
4. Design and evaluate interventions related to cancer inequities.
5. Identify potential challenges to the elimination of cancer inequities and how to overcome them.

IV. Methods of Instruction and Work Expectations
The course is participatory in nature. Course methods include class discussion, case studies, and student presentations. Expectations include the following:
1. Attend all class sessions, unless a prior arrangement has been made with the instructor.
2. Do all reading prior to class, and participate in class discussions.
3. Submit all assignments on or prior to the date they are due (see evaluation and grading).
4. Treat others in the class respectfully, as determined by class ground rules.

V. Course Text and Readings
Text:
Available at the U of MN bookstore or on-line.

Additional readings are arranged in the order assigned below. Electronic journal articles are available through the library. Readings not available on-line will be available from the instructor.

VI. Course Outline/Weekly Schedule
(1/27/14) Session 1. Overview of the epidemiology of cancer inequities
Guest instructor: DeAnn Lazovich
Readings:

(2/3/14) Session 2. Primary prevention and risk factors
Readings:

(2/10/14) Session 3. Screening and secondary prevention
Guest instructor: Melanie Nadeau
Readings:


(2/17/14) Session 4. Tertiary—Treatment, access to care, survival
Readings:


(2/24/14) Session 5. Root causes of inequities and conceptual frameworks for addressing cancer inequities
Readings:


(3/3/14) Session 6. Overview of intervention science and design
Guest instructor: Renee Sieving
Readings:


(3/10/14) Session 7. Scaling up, adapting and adopting successful interventions
Guest instructor: Michele Allen
Readings:


**(3/24/14) Session 8. Case Study—Intervention at the individual level**

**Guest instructor:** Kola Okuyemi

**Tentative Readings:**


**(3/31/14) Session 9. Case Study—Intervention at the Family Level**

***OPTIONAL: DRAFT OF FINAL PROJECT IS DUE***

**Guest instructor:** Diego García-Huidobro

**Readings:**


(4/7/14) Session 10. Case Study—Intervention at the Community Level

Guest instructor: Jennifer Linde

Tentative Readings:


(4/14/14) Session 11. Case Study—Intervention at the Institution Level

Guest instructor: Kris Rhodes

Tentative Readings:


(4/21/14) Session 12. Case Study—Policy Intervention

***FINAL PROJECT IS DUE

Guest instructor: Rhonda Jones Webb

Tentative Readings:

Peipins, L. et al. The Lack of Paid Sick Leave as a Barrier to Cancer Screening and Medical Care-Seeking: Results from the National Health Interview Survey. BMC Public Health, 12:520-528, 2012.

(4/28/14) Session 13. Translating and disseminating successful interventions

Guest instructor: Glynis Shea

Tentative Readings:
(5/5/14) Session 14. Student presentations

(5/12/14) Session 15. Student presentations; Course wrap-up

VII. Evaluation and Grading

1. Discussion questions (20%): For sessions 2-5, each student will submit two questions about the session’s assigned readings to the instructor and classmates: this will serve as a starting point for class discussions that pairs of students facilitate.

2. Facilitating foundational and case study discussion (20%):
   a. Students will work in pairs to facilitate one foundational session (Sessions 3-5).
   b. Each student will host/facilitate one session with guest instructors, making sure the conversation keeps moving (Sessions 6-13).

3. Final project (60%): Students have several options for their final assignment, and will choose depending on their stage of training and the context in consultation with the instructor. Students will submit a written project (10-12 pages double spaced, worth 50%) and a make a presentation in class week 14 or 15 (worth 10%).
   - Option 1: Develop a small grant application for a pilot intervention with a community organization
   - Option 2: Adapt an existing intervention to better align with the best and promising practices presented in the course
   - Option 3: Critique an existing intervention to better align with the best and promising practices in the course
   - Option 4: Propose an alternative that is consistent with the course goals and the student’s career goals.

The final project is due in class week 12. 2 points per day will be deducted from late assignments. Those interested in obtaining advance feedback on final projects can turn the project in Week 9.


The course grade is based on 100 points. Points are distributed in the following manner:

- 20% Discussion questions
- 20% Discussion facilitation
- 60% Final project

S/N option must complete all assignments to a C- level (70%) and letter grade will be determined by total effort as follows:

A    = 95-100 points
A-   = 90-94 points
B+   = 87-89 points
B    = 83-86 points
B-   = 80-82 points
C+   = 77-79 points
C    = 73-76 points
C-   = 70-72 points
F (or N) – Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.

S – Achievement that is satisfactory will be expected to complete all assignments and receive a minimum of 70% to receive a passing scores (achievement required for an S is at the discretion of the instructor but may be no lower than a 70%).

Course Evaluation
Beginning in fall 2008, the SPH will collect student course evaluations electronically using a software system called CoursEval: www.sph.umn.edu/courseval. The system will send email notifications to students when they can access and complete their course evaluations. Students who complete their course evaluations promptly will be able to access their final grades just as soon as the faculty member renders the grade in SPHGrades: www.sph.umn.edu/grades. All students will have access to their final grades through OneStop two weeks after the last day of the semester regardless of whether they completed their course evaluation or not. Student feedback on course content and faculty teaching skills are an important means for improving our work. Please take the time to complete a course evaluation for each of the courses for which you are registered.

Incomplete Contracts
A grade of incomplete "I" shall be assigned at the discretion of the instructor when, due to extraordinary circumstances (e.g., documented illness or hospitalization, death in family, etc.), the student was prevented from completing the work of the course on time. The assignment of an "I" requires that a contract be initiated and completed by the student before the last official day of class, and signed by both the student and instructor. If an incomplete is deemed appropriate by the instructor, the student in consultation with the instructor, will specify the time and manner in which the student will complete course requirements. Extension for completion of the work will not exceed one year (or earlier if designated by the student’s college). For more information and to initiate an incomplete contract, students should go to SPHGrades at: www.sph.umn.edu/grades.

University of Minnesota Uniform Grading and Transcript Policy - A link to the policy can be found at onestop.umn.edu.

VIII. Other Course Information and Policies

Grade Option Change (if applicable)
For full-semester courses, students may change their grade option, if applicable, through the second week of the semester. Grade option change deadlines for other terms (i.e. summer and half-semester courses) can be found at onestop.umn.edu.

Course Withdrawal
Students should refer to the Refund and Drop/Add Deadlines for the particular term at onestop.umn.edu for information and deadlines for withdrawing from a course. As a courtesy, students should notify their instructor and, if applicable, advisor of their intent to withdraw.

Students wishing to withdraw from a course after the noted final deadline for a particular term must contact the School of Public Health Office of Admissions and Student Resources at sph-ssc@umn.edu for further information.

Student Conduct Code
The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected adhere to Board of Regents Policy: Student Conduct Code. To review the Student Conduct Code, please see: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf.
Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

**Use of Personal Electronic Devices in the Classroom**

Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference:

http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html

**Scholastic Dishonesty**

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf) If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see:

http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: http://www1.umn.edu/oscai/integrity/student/index.html. If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class—e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

**Makeup Work for Legitimate Absences**

Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see:

http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html

**Appropriate Student Use of Class Notes and Course Materials**

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html

**Sexual Harassment**

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy:

http://regents.umn.edu/sites/default/files/policies/SexHarassment.pdf

**Equity, Diversity, Equal Opportunity, and Affirmative Action**

The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status,

Disability Accommodations
The University of Minnesota is committed to providing equitable access to learning opportunities for all students. Disability Services (DS) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DS at 612-626-1333 to arrange a confidential discussion regarding equitable access and reasonable accommodations.

If you are registered with DS and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course.

For more information, please see the DS website, https://diversity.umn.edu/disability/.

Mental Health and Stress Management
As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: http://www.mentalhealth.umn.edu.

Academic Freedom and Responsibility: for courses that do not involve students in research
Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.*

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost. [Customize with names and contact information as appropriate for the course/college/campus.]

* Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".

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