

UMDNJ-SCHOOL OF PUBLIC HEALTH
Department of Health Education and Behavioral Science
HEBS 0758J – 030: Seminar in Health Behavior Topics – Cancer Prevention and Control
Spring 2013

Course Instructors: Elliot J. Coups, PhD
The Cancer Institute of New Jersey
UMDNJ-Robert Wood Johnson Medical School
UMDNJ-School of Public Health
cousej@umdnj.edu
Tel: 732 235 8076

Cristine D. Delnevo, PhD, MPH
UMDNJ-School of Public Health
delnevo@umdnj.edu
Tel: 732 235 9746

Meeting Time: Tuesdays, 6:10–9:00pm

Office Hours: By appointment

Teaching Assistant: Kiameesha (Kim) Evans, MPH
The Cancer Institute of New Jersey
evanskr@umdnj.edu
Tel: 732 235 9884

HEBS Secretary: Markeeta Watts
UMDNJ-School of Public Health
wattsmm@umdnj.edu
Tel: 732 235 9725

Introduction: This seminar style course in Cancer Prevention and Control provides students with an overview of behavioral and sociocultural aspects of cancer prevention and control. Lessons regarding behavior change, social determinants of cancer, health disparities, public health policy and community-based interventions can be garnered from the study of the cancer epidemic and cancer control efforts. The cancer control continuum (i.e., cancer prevention, early detection, diagnosis, treatment, and survivorship) will serve as the framework for this course. Topics to be addressed in this course will include but are not limited to: tobacco use, skin cancer prevention, issues in cancer screening, risk communication, psychosocial responses to diagnosis and treatment, and survivorship.

A seminar-style course is intended to be a collaborative experience. Students must be active participants and take responsibility for producing and contributing to discussions. The success of the course depends both on your willingness to complete the reading and viewing assignments on time and your eagerness to participate.

Objectives: At the end of this course, students will be able to:

1. Describe major risk factors for several common cancers and evaluate trends in the cancer epidemic
2. Highlight the role of behavior in cancer prevention and control
3. Identify critical components of the cancer control continuum
4. Identify disparities that exist throughout the cancer control continuum
5. Critically evaluate the literature and examine current controversies in cancer prevention and control

Grading:

Weekly assignment: 40%
Final project: 45%
 Presentation: 15%
 Paper: 30%
Class participation 15%

Required Text/Course Readings: Due to the scope of the subject matter, there will be a fairly heavy reading workload similar to what might be expected in a graduate seminar course. We will use a required text book as well as a number of topic-specific readings as assigned (to be made available via Moodle).

Miller, S.M., Bowen, D.J., Croyle, R.T., & Rowland, J.H. (Eds.) (2008). *Handbook of Cancer Control and Behavioral Science: A Resource for Researchers, Practitioners, and Policymakers* ISBN: 978-1-4338-0358-1, Washington, D.C.: American Psychological Association.
(<http://www.apa.org/pubs/books/4317158.aspx>)

HEBS Department Policy: Written assignments must be turned in on time, unless we have come to an arrangement at least one week before the class. Good grammar and proper spelling are expected. If there are more than 5 spelling or gross grammatical errors within the first two pages, the paper will be returned with a failing grade.

SPH Honor Code: The Honor Code is found in the student bulletin (<http://bit.ly/QFqMQ>). Each student bears responsibility for maintaining academic integrity and intellectual honesty in his or her graduate work. Students are expected to observe generally accepted principles of scholarly work. Students will submit their own work, refrain from falsifying data, and refrain from receiving and/or giving assistance during tests or other work requiring independent effort. In submitting written material, students assume full responsibility for the work as a whole and implies that, except as properly noted by use of quotation marks, references, footnotes, etc., both the ideas and the works used are his or her own. Plagiarism, cheating, or other forms of academic dishonesty will not be tolerated. Violations of academic integrity are subject to appropriate disciplinary action.

Course Assignments/Projects

Weekly Assignment:

In order to demonstrate familiarity with the material and help guide the seminar discussion, each student will submit a one page (double-spaced) written assignment, via Moodle no later than 9am on the day of class. The assignment should include at least 2 paragraphs and describe one or more issues that you found interesting or perplexing in the readings. Follow this up with one or more questions that you would like to see discussed during class related to the week's topic that is not answered in the required readings. The question(s) can relate to anything covered in the readings or anything related to the topic that was not adequately addressed in the readings. These weekly assignments will be used to direct and promote class discussion, so please be prepared to discuss the issues addressed in your assignment.

The assignment should include insightful and pertinent reflections on the course material and topic. Please make every effort not to simply summarize the readings as you prepare your reflections and discussion statements. Rather, share what you found to be interesting, surprising, or perplexing. If you find yourself summarizing what the authors said, take a step back and formulate an original statement on the articles or subject. To get started thinking about the reading materials, you might ask yourself questions such as: What data was most interesting and why? How did the readings change my understanding of the topic or issue? How do the materials relate to other topics we've covered in the course?

Final Project/Position Paper:

Students are required to prepare a position paper on a cancer prevention and control topic. The topic can be of your own choosing (with instructor approval) or from the recommended list. You will choose a position on the topic and build a case for your position using the research literature. Sources/references must be peer-reviewed publications or governmental reports. Deliverables will include a class presentation and the written paper.

An effective position paper would range from 9 to 11 pages in length (does not include references). The paper should be double spaced with 12-point font and 1-inch margins. Please follow the reference format used by the American Journal of Public Health.

Follow the paper structure guidelines from Xavier University with respect to the content of the paper (i.e., introduction, body, conclusion) (http://www.xavier.edu/library/help/position_paper.pdf)

General comments to consider as you write your position paper:

1. Provide a context. Provide information and discussion that will convince the reader of your topic's importance. For example, this information might include its public health impact because of disease rates or prevalence of risk factors.
2. The literature you include in paper should provide both a comprehensive and a pertinent look at prior work that is relevant to your topic. It is important to cite and discuss the right articles.
3. Analysis of the literature acknowledges that no single study is perfect so a consideration of the strengths and weaknesses of the body of literature is warranted.
4. Be sure to conclude your paper with a summary of what you consider the critical points for moving this issue forward.
5. Organize your comments on the literature in a logical and sequential fashion! A simple recitation of "one study showed this and another study showed that" is insufficient.

Potential Paper Topics

Given our knowledge of what causes cervical cancer and the advent of vaccination, should we discontinue screening with the Pap Test?

Will the availability of the HPV vaccine decrease or increase health disparities?

Should HPV vaccination be required for all teenage girls? Teenage boys?

Should e-cigarettes be promoted for smoking cessation?

Should tobacco products be taxed according to their harm?

Given limited resources, should efforts to reduce skin cancer morbidity and mortality be focused on early detection or prevention?

The American Cancer Society recently issued Lung Cancer Screening guidelines for smokers. Should other health organizations adopt similar guidelines?

Given limited resources, should efforts to reduce tobacco-caused disease be focused on youth prevention or adult cessation?

As part of wellness checkups, men are often screened for prostate cancer without their knowledge or consent. Should this practice be continued or curbed?

Class Schedule

Week/Date		Topic	Speaker(s)	Readings
1	Jan 22	Introduction to Cancer Prevention and Control, Part 1	Elliot Coups, PhD Cris Delnevo, PhD, MPH	<i>ACS Cancer Facts and Figures 2012</i>
2	Jan 29	Introduction to Cancer Prevention and Control, Part 2	Cris Delnevo, PhD, MPH Elliot Coups, PhD	Text, Ch. 1-3
3	Feb 5	Health Risk Communication	Jane Lewis, DrPH	Text, Ch. 8 (plus others TBD)
4	Feb 12	The Tobacco Epidemic and Tobacco Treatment	Michael Steinberg, MD, MPH	Text, Ch. 10 (plus others TBD)
5	Feb 19	Tobacco Control	Cris Delnevo, PhD, MPH	Text, Ch. 9 (plus others TBD)
6	Feb 26	Skin Cancer Prevention and Control	Jerod Stapleton, PhD	Text, Ch. 12 (plus others TBD)
7	Mar 5	Clinical Trials	Jane Lewis, DrPH Ann Marie Hill, MBA	Text, Ch. 6 (plus others TBD)
8	Mar 12	Cancer screening	Elliot Coups, PhD	Text Chs. 15-16 (plus others TBD)
	<i>Mar 19</i>	<i>NO CLASS – Spring Break</i>		
9	Mar 26	Nutrition in Cancer Prevention and Control	Elisa Bandera, MD, PhD	Text, Ch. 11 (plus others TBD)
10	Apr 2	Cancer Disparities	Diane Brown, PhD	TBD
11	Apr 9	Psychosocial Impact of Cancer	Sharon Manne, PhD	Text, Chs. 20, 23 (plus others TBD)
12	Apr 16	Doctor-Patient Communication	Biren Saraiya, MD	Text, Ch. 18 (plus others TBD)
13	Apr 23	Survivorship	Shawna Hudson, PhD	Text, Chs. 24, 27 (plus others TBD)
14	Apr 30	Final Presentations		
	<i>May 7</i>	<i>NO CLASS – Reading Period</i>		
15	May 14	TBD; Paper Due		