# COURSE SYLLABUS

## A. Overview

**Course Description**

This weekly seminar emphasizes discussion of primary literature (case studies) as its major source of material, although videos are also included. Homework is assigned in relationship to topics that are discussed. The course emphasizes participation of the students in critical review and discussion of the selected literature; therefore, regular attendance is required. Specific assignments will have students explore relevant databases and information to promote active learning.

The course focuses on how medical information is accumulated, disseminated, and implemented by health care providers and organizations in various care settings. Students are introduced to the concept of randomized clinical trials and meta-analytic approaches as a source for determining treatment efficacy and standards for evidence-based care. Examples of the dissemination of clinical trial results are examined. The use of consensus development and practice guidelines are reviewed as strategies for affecting medical practice. Finally, the course examines variations in patterns of care as a means of understanding actual medical practice, with a discussion of mechanisms to change physician and organizational behavior. At the completion of the course, students should have greater appreciation of the complexities in delivery of evidence-based care and the variability of service delivery based on provider and organizational behavior and characteristics. The implications for implementation research and health policy are emphasized throughout the course.

**Prerequisites**

HLT POL 200A, 200B, M422

**Instructor**

Name: Patricia A. Ganz, MD  
Title: Professor  
Department of Health Policy & Management  
UCLA Fielding School of Public Health (FSPH)  
Office: A2-125 CHS  
Phone: 310-206-1404  
Email: pganz@mednet.ucla.edu
### Class Days, Times, Location
Days & Times: Wednesday, 9-11:50 AM  
Location: CCLE-ZOOM until further notice  

### Office Hours
Days & Time: Wednesdays 1-5PM, or to be arranged  
Location by phone or Zoom  

### Course Texts
Readings available online through CCLE which can be reached here:  
[https://ccle.ucla.edu/course/view/20S-HLTPOL217-1](https://ccle.ucla.edu/course/view/20S-HLTPOL217-1)  

### Required Readings
Readings for a particular class should be completed before coming to class.  

### Course Format
Seminar format using mixture of didactic presentations and student presentations and discussions of reading and other assignments.  

### Homework Assignments
Homework assigned for a particular class should be completed before class, and students should be prepared to discuss the work that they did during class. Due to the number of students, not everyone will have a chance to present their work at each session. However, everyone needs to turn in their homework by the end of class, and it will be reviewed as part of class participation, even if it was not discussed in class. Please e-mail to Dr. Ganz at pganz@mednet.ucla.edu
<table>
<thead>
<tr>
<th>Classroom Participation &amp; Attendance</th>
<th>Student participation will be evaluated during each class session using attendance on online presentation, active participation in taking assigned papers for discussion, presenting their findings from the homework assignments to the class members.</th>
</tr>
</thead>
<tbody>
<tr>
<td>UCLA ADA Policy</td>
<td>Students needing academic accommodations based on a disability should contact the Center for Accessible Education (CAE) at (310) 825-1501 or in person at Murphy Hall A255. When possible, students should contact the CAE within the first two weeks of the term as reasonable notice is needed to coordinate accommodations. For more information visit <a href="http://www.cae.ucla.edu">www.cae.ucla.edu</a>.</td>
</tr>
</tbody>
</table>
| ADA Contact                         | Nickey Woods  
Center for Accessible Education  
A255 Murphy Hall  
Phone: (310) 825-1501  
TTY / TTD: (310) 206-6083  
Fax: (310) 825-9656 |
| Inclusivity                         | UCLA's Office for Equity, Diversity, and Inclusion provides resources, events, and information about current initiatives at UCLA to support equality for all members of the UCLA community. I hope that you will communicate with me or your TA if you experience anything in this course that does not support an inclusive environment, and you can also report any incidents you may witness or experience on campus to the Office of Equity, Diversity, and Inclusion on their website (https://equity.ucla.edu/). |
### B. Learning Objectives

Council on Education for Public Health (CEPH) areas of foundational knowledge are addressed in this course using the learning objectives listed below along with the assessment that will evaluate students’ attainment of these objectives.

<table>
<thead>
<tr>
<th>CEPH Learning Experiences/Course Learning Objectives</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>HPM217-Demonstrate proficiency in the appropriate application of analytical techniques to evaluate health services research questions.</td>
<td>A</td>
</tr>
<tr>
<td>HPM-M3-Understand the process of changing and leveraging organizational culture and contextual factors to achieve desired outcomes.</td>
<td>B</td>
</tr>
<tr>
<td>C19-Communicate audience-appropriate public health content, both in writing and through oral presentation</td>
<td>C</td>
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</table>

**Assessments**

- **A**-Participation in class discussion of assigned readings and homework assignments; midterm examination
- **B**-Final paper will focus on developing/evaluation of an intervention in a healthcare setting that takes into account organizational culture and contextual factors
- **C**-Grade will evaluate class performance in both written and oral presentation, focus on mid-term essays as well as final class paper and presentation
C. Course Assignments & Exams

List the assignments here in chronological order

1. See syllabus for readings and homework assignments; all materials will be available in CCLE with links to library for readings

2. Midterm exam – April 29, 2020

3. Final paper and oral presentation – class presentation June 3, 2020; papers must be submitted by 5PM that day

Grading:

- 20% Class Participation
- 35% Mid-term examination
- 35% Term paper
- 10% Presentation of paper

Grading Scale:

<table>
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<tr>
<th>Grade Point</th>
<th>4.0</th>
<th>4.0</th>
<th>3.67</th>
<th>3.33</th>
<th>3.0</th>
<th>2.67</th>
<th>2.33</th>
<th>2.0</th>
<th>1.67</th>
<th>1.33</th>
<th>1.0</th>
<th>0.67</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Percentage</td>
<td>100-98</td>
<td>97-93</td>
<td>92-90</td>
<td>89-88</td>
<td>87-83</td>
<td>82-80</td>
<td>79-78</td>
<td>77-73</td>
<td>72-70</td>
<td>69-68</td>
<td>67-63</td>
<td>62-60</td>
<td>&lt;60</td>
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<tr>
<td>Letter Grade:</td>
<td>A+</td>
<td>A</td>
<td>A-</td>
<td>B+</td>
<td>B</td>
<td>B-</td>
<td>C+</td>
<td>C</td>
<td>C-</td>
<td>D+</td>
<td>D</td>
<td>D-</td>
<td>F</td>
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</table>

Course Exams Schedule

See syllabus

Detailed homework assignments is listed on CCLE
### D. Course Policies & UCLA Policies

**Message about Academic Integrity to all UCLA Students from UCLA Dean of Students:** UCLA is a community of scholars. In this community, all members including faculty, staff and students alike are responsible for maintaining standards of academic honesty. As a student and member of the University community, you are here to get an education and are, therefore, expected to demonstrate integrity in your academic endeavors. You are evaluated on your own merits. Cheating, plagiarism, collaborative work, multiple submissions without the permission of the professor, or other kinds of academic dishonesty are considered unacceptable behavior and will result in formal disciplinary proceedings usually resulting in **suspension** or **dismissal**.

**Forms of Academic Dishonesty:** As specified in the UCLA Student Conduct Code, violations or attempted violations of academic dishonesty include, but are not limited to, cheating, fabrication, plagiarism, multiple submissions or facilitating academic dishonesty:

**Cheating:** Unauthorized acquiring of knowledge of an examination or part of an examination

- Allowing another person to take a quiz, exam, or similar evaluation for you
- Using unauthorized material, information, or study aids in any academic exercise or examination – textbook, notes, formula list, calculator, etc.
- Unauthorized collaboration in providing or requesting assistance, such as sharing information
- Unauthorized use of someone else’s data in completing a computer exercise
- Altering a graded exam or assignment and requesting that it be regraded

**Plagiarism:** Presenting another’s words or ideas as if they were one’s own

- Submitting as your own through purchase or otherwise, part of or an entire work produced verbatim by someone else
- Paraphrasing ideas, data or writing without properly acknowledging the source
- Unauthorized transfer and use of someone else’s computer file as your own
- Unauthorized use of someone else’s data in completing a computer exercise

**Multiple Submissions:** Submitting the same work (with exact or similar content) in more than one class without permission from the instructor to do so. This includes courses you are currently taking, as well as courses you might take in another quarter

**Facilitating Academic Dishonesty:** Participating in any action that compromises the integrity if the academic standards of the University; assisting another to commit an act of academic dishonesty

- Taking a quiz, exam, or similar evaluation in place of another person
- Allowing another student to copy from you
- Providing material or other information to another student with knowledge that such assistance could be used in any of the
violations stated above (e.g., giving test information to students in other discussion sections of the same course)

**Fabrication:** Falsification or invention of any information in an academic exercise

- Altering data to support research
- Presenting results from research that was not performed
- Crediting source material that was not used for research

While you are here at UCLA, if you are unsure whether what you are considering doing is cheating, **don’t take chances**, ask your professor. In addition, avoid placing yourself in situations which might lead your professor to **suspect you of cheating**.

**Alternatives to Academic Dishonesty**

- **Seek out help** – Meet with your professor, ask for assistance as needed.
- **Ask for an extension** – if you explain your situation to your professor, she/he might be able to grant you an extended deadline for an upcoming assignment.
- **See a counselor** at Student Psychological Services, and/or your school, college or department – UCLA has many resources for students who are feeling the stresses of academic and personal pressures.

If you would like more information, please come see us at the Dean of Students’ Office in 1206 Murphy Hall, call us at (310) 825-3871 or visit their website at [www.deanofstudents.ucla.edu](http://www.deanofstudents.ucla.edu).
This schedule may change as the quarter progresses, according to student enrollment and needs.

### Schedule of Topics

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
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<tbody>
<tr>
<td>April 1, 2020</td>
<td>Introduction to Course: Challenges to delivery of evidence-based medical care</td>
<td>Video: Temple of Science</td>
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<tr>
<td>April 8, 2020</td>
<td>Randomized Clinical Trials</td>
<td>Video: Random Cuts</td>
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<tr>
<td>April 15, 2020</td>
<td>Clinical Trials: Meta-Analysis and Other Evidence Evaluation Processes</td>
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<tr>
<td>April 22, 2020</td>
<td>Clinical Trials: Dissemination of Results and Barriers to Uptake</td>
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<tr>
<td>April 29, 2020</td>
<td>Mid-Term Examination</td>
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<tr>
<td>May 6, 2020</td>
<td>Diffusion of New Technologies and Therapies</td>
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<tr>
<td>May 13, 2020</td>
<td>Variations in Care</td>
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<tr>
<td>May 20, 2020</td>
<td>Practice Guidelines/Changing Behavior</td>
<td>Guest Lecturer: Erin Hahn, MPH, PhD</td>
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<td></td>
<td>Kaiser Southern California Research Group</td>
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<tr>
<td>May 27, 2020</td>
<td>Implementation Research in the Practice Setting/Organizational Multi-level system change</td>
<td></td>
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<tr>
<td>June 3, 2020</td>
<td>Class Presentations - Term Papers Due</td>
<td></td>
</tr>
</tbody>
</table>
HPM 217: EVIDENCE-BASED MEDICINE & ORGANIZATIONAL CHANGE

Reading and Other Assignments

Session 1  Introduction to Course

Reading list:
* = required for everyone

*Berwick DM. Health Services Research and Quality of Care: Assignments for the 1990’s. Medical Care 27:763-771, 1989. PMID: 2755218


Extra material

Session 2  Randomized Clinical Trials

Reading list:
* = required for everyone


Papers that will be assigned for class discussion


Session 3   Meta-Analysis, Systematic Reviews and Comparative Effectiveness; evidence evaluation processes

Reading list:

*=required for everyone


March 26, 2020

Papers that will be assigned for class discussion


Grady D. Evidence for Postmenopausal Hormone Therapy to Prevent Chronic Conditions: Success, Failure, and Lessons Learned. JAMA internal medicine. 2018;178(2):185-186. PMID:29234779


Homework Assignment: Select a study from the Cochrane Database to review and discuss in class. http://www.cochrane.org/

Session 4 Clinical Trials: Dissemination of Results and Barriers to Uptake

Reading list:

* required for everyone


*Schwartz LM, Woloshin S. News media coverage of screening mammography for women in their 40s and tamoxifen for primary prevention of breast cancer. JAMA 2002;287(23):3136-42. PMID: 12069679


March 26, 2020

Papers that will be assigned for discussion in class


Lazovich D, White E, Thomas DB, Moe RE. Underutilization of breast-conserving surgery and radiation therapy among women with stage I or II breast cancer. JAMA 266:3433-3438, 1991. PMID: 1688350


Homework Assignment:

Pick a clinical condition and review clinical trials that are available for this condition at www.ClinicalTrials.Gov. Plan to discuss what you found.

Extra Material

Addressing the issue of insufficient evidence:
http://www.uspreventiveservicestaskforce.org/uspstf09/methods/inevidup.htm#copyright

Retirement of the NIH Consensus Development Program 2013; http://consensus.nih.gov/


Session 5 Mid-term Examination

Session 6 Diffusion of New Technologies and Therapies

Reading list:

*=required for everyone


Papers that will be assigned for discussion in class

Legorreta AP, Silber JH, Costantino GN, et al. Increased cholecystectomy rate after the introduction of laparoscopic cholecystectomy. JAMA 270:1429-1432, 1993. PMID: 8371441


* = required for everyone

Homework assignment: Examine the Choosing Wisely Campaign website at https://www.choosingwisely.org/getting-started/lists/ and select one recommended test or procedure that should no longer be performed.

Session 7 Variations in Care

Reading list:

*McNeil BJ. Shattuck Lecture—Hidden Barriers to Improvement in the Quality of Care. NEJM 345:1612-1620, 2001. PMID: 11757509


*Emanuel E J. Where are the health care cost savings?. JAMA (Chicago, Ill.). 2012;307(1):39-40. PMID:22215161

Papers that will be assigned for discussion in class


Sirovich, BE, Gottlieb, DJ, Welch, HG, et al. Variation in the tendency of primary care physicians to intervene. Archives of Internal Medicine, 165(19), 2252-6, 2005. PMID: 16246991


Homework Assignment: Dartmouth Atlas- pick a medical treatment and examine the variation in use across the nation. Plan to discuss your findings in class. http://www.dartmouthatlas.org/

Extra Material


Session 8    Changing Physician Behavior/Practice Guidelines

Reading list:

*required for everyone


March 26, 2020

Extra Material


Brawley O W. On Mammography Screening for Women Older Than 70 Years. Annals of Internal Medicine. 2020; PMID: 32092765 DOI: 10.7326/M20-0429

*Homework Assignment: Please go to the US Preventive Services Task Force site at https://www.uspreventiveservicestaskforce.org/ and choose a recommendation to review and be prepared to discuss in class.

Session 9 Implementation Research in Practice

Reading list:

*=required for everyone


*Fischer M A, & Avorn J. Academic detailing can play a key role in assessing and implementing comparative effectiveness research findings. Health affairs. 2012;31(10):2206-2212. PMID: 23048098


Homework Assignment: Examine the decision aid tool website https://decisionaid.ohri.ca/AZinvent.php and choose a condition to report on in class.

March 26, 2020
Extra Material


Session 10  Class Presentations - Term Papers Due