Health Outcomes Research in Cancer GMS 6812:

Department of Health Outcomes and Biomedical Informatics

College of Medicine-University of Florida

Instructors: Jaclyn Hall, PhD
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Semester: Fall 2025
Time: Tuesdays 9:30 – 12:30
Credits: 3 credits
Location: DSIT 7037
Office Hours: Subject to change, contact instructor, Th 1-3pm DSIT 7113

COURSE OVERVIEW

In this course, we will review methods and measurements used in the research of cancer health outcomes from a population health perspective. Together, we will examine the burden of cancer, differences in incidence and outcomes, and the role of healthcare delivery systems. We will address outcomes across the continuum of cancer care –prevention, early detection, diagnosis, treatment, and survivorship.

Key topics include patterns in cancer incidence and mortality, quality of life and patient-reported outcomes, economic and social determinants of cancer outcomes, access to care, and the impact of policies and innovations across the continuum of care. Students will gain practical experience with public datasets and learn to apply outcomes research methods to assess effectiveness and outcomes.

Cancer-related outcomes are measured in controlled clinical environments but also in real-world clinical and community settings. This course will address measurement challenges in clinical data studies and in pragmatic and community-based settings. As part of this course, students will be required to develop/submit a manuscript for peer review addressing a critical issue in cancer health outcomes. The final products of the course will be a cancer health outcomes research paper for peer review.

AUDIENCE

The course is designed for advanced master 's-level and doctoral-level students in health outcomes, biomedical informatics, medicine, public health, and other health professions, as well as advanced students in public policy, sociology, psychology, or other social sciences who plan to have a career in health research.

COURSE OBJECTIVES

The primary goals of this course are to enhance students' (1) cancer outcomes research; (2) ability to critically evaluate research related to cancer care continuum and outcomes; and (3) experience in cancer-related outcomes research (i.e., cancer-related data analysis and writing a manuscript for peer-review) . More specifically, students who successfully complete this course will be able to:

- Describe the different stages in the continuum of cancer care;
- Describe the major trends in cancer incidence, treatment, and outcomes
- Apply health outcomes research methods to study the cancer care continuum.
- Evaluate interventions and policies aimed at improving cancer care delivery.
- Familiarize with public datasets to examine cancer outcomes;
- Demonstrate familiarity with the range of measures that are used to assess cancer health; outcomes and explain the strengths and limitations of those measures;
- Identify methodological challenges associated with assessing cancer care outcomes and strategies for overcoming those challenges;
- Critically evaluate specific cancer health outcomes assessment studies for their potential to inform cancer population science and health care policy.
- Communicate findings effectively to academic, clinical, and policy audiences

METHODS OF INSTRUCTION

In this advanced graduate seminar students will take an active role in initiating and leading discussions and presenting their cancer outcomes measurement proposal progress. Attendance and active participation in all class discussions are required and will be evaluated as part of the student's grade for the course. Students must read the required readings **prior** to each class session and class participation includes the ability to discuss each paper. To facilitate collaboration and engagement in particular activities, some class periods may be conducted on Zoom (Tuesday Sept 21st).

TESTS

No exams.

READING ASSIGNMENTS AND PRESENTATIONS

You must read the ALL assigned readings prior to each class session (unless otherwise instructed) and be prepared to discuss your reactions, thoughts, analysis, comments, and questions on the main issues raised in the readings during class. You will take turns with your classmates leading the discussions and presenting on each of the readings. Students will complete all assigned readings prior to each class session and, for your assigned reading, submit a brief PowerPoint summary of their reactions, thoughts, analysis, comments and/or questions on the main issue. You will get to share what **strikes you as new, unexpected, or particularly important in the readings** and discuss **the implications of that reading for your scientific work**. All students are expected to participate in each class discussion. Each student's turn in moderating readings will be assigned on the first day of class.

COURSE EVALUATION

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at https://evaluations.ufl.edu. Evaluations are typically open duringthe last two or three weeks of the semester, but students will be given specific times when they are open.
Evaluation period: November 19 - December 5.

RESEARCH PAPER

As a central component of this course, students are required to develop and submit a research manuscript on a topic related to cancer health outcomes. The manuscript should demonstrate the student's ability to synthesize existing literature, apply appropriate methodological approaches, address comments and suggestions from reviewers, and present findings in a scholarly format suitable for submission to a peer-reviewed journal.

Expectations:

The manuscript should be 2,000–4,000 words (excluding references, tables, and figures).
It should include the standard sections: Abstract, Introduction, Methods, Results, Discussion, Conclusion (1 paragraph) and References, and at least 1 table and 1 graph.
Students may conduct a secondary data analysis, scoping review, or commentary or conceptual paper (with instructor approval).

Deliverables and Timeline:

Week 3: Topic Proposal: A 1-page summary including research questions, data, and approach.
Week 4: Presentations on student-chosen cancer topic through continuum of cancer care
Week 6: Literature Review
Week 8: Methods outline- data, analysis, presentation
Week 10: Draft Manuscript – Students will participate in a structured peer review process.
Week 11: Peer Review of classmate manuscripts
Week 12: Revised manuscript- Draft 2 and Response to Review
Week 13: Final Presentations of Student Research Studies
Week 16 by midnight 12/9: Final Manuscript: – Incorporating feedback from both peers and the instructor.

Your paper should:

- Pose a clear research question relevant to cancer health outcomes
- Present and analyze relevant literature in structured paragraphs using at least 15 peer-reviewed sources.
- Demonstrate original synthesis of supporting evidence to make the case that your study is needed and relevant — not just summarizing others' work.
- Offer critical interpretation, evaluation, or application (e.g., to policy, practice, theory).
- Be logically structured, clearly written, and properly cited
- Use 1.0 margins; Use 11pt size; Use 1.5 spaced text.

ONLINE ACTIVITIES

If we do have a Zoom class, you will engage in collaborative group activities designed to brainstorm innovative solutions to cancer-related challenges.

FINAL PRESENTATION GUIDELINES:

You are expected to provide an interim and a final presentation of your proposal. You should prepare a well-designed set of slides in a PowerPoint file, which you will use during your presentations and will email to the entire class at least 4 business days before your presentation. Design each visual carefully to illustrate the main points. Remember the rules for creating clear, easy-to-understand, and interesting slides: limit the number of words per line to no more than 8, and keep the number of lines on a slide to a minimum of 8; use diagrams, charts, and other visual aids to effectively illustrate points; minimize the use of word-only slides; and aim for approximately one slide per minute.

EVALUATION AND GRADING

Please refer to UF grading policies. Grades and Grading Policies < University of Florida

Grading Component	Weight
Weekly readings and participation	
Class discussion participation/Attendance	10%
Annotated Bibliography/ Literature Review	10%
4 Article presentations	20%
Reviewing Classmate study proposals	10%
	50%

Manuscript	
Presentation of study proposal	5%
Paper Outline	5%
Draft of paper	10%
Response to Reviewers/Revisions	10%
Paper Presentation	5%
Final Paper	15%
	50%
Total	100%

Letter Grade	Grade Points	Grade Percentage
A	4.0	95-100
A-	3.67	90-94
B+	3.33	87-89
B	3.0	83-86
B-	2.67	80-82
C+	2.33	77-79
C	2.0	73-76
C-	1.67	70-72
D+	1.33	67-69
D	1.0	63-66
D-	.67	60-62
E	0	59 and below

For additional grading policy information, you may visit the catalog web page at:

Graduate Catalog < University of Florida (ufl.edu) or the HOBI Student Handbook Student Handbook » Health Outcomes & Biomedical Informatics » College of Medicine » University of Florida (ufl.edu)

TENTATIVE DATES AND TOPICS

Week	Topic	Assignments
1 8/26	**Introduction to Cancer Health Outcomes Research, Cancer Care Continuum**	• Self-Introduction • Syllabus review • Sharing of Topics of Interest • Plagiarism and Use of AI discussion
2 9/2	**Measuring Cancer Health Outcomes, Public datasets for cancer outcomes**	Due: Weekly Readings Presentations • In-class refining research topic
3 9/9	**Behavioral Outcomes in Cancer Prevention and Outcomes**	Due: Topic Proposal, Weekly Readings, Presentations
4 9/16	**Trends in Cancer Prevention, Screening, and Incidence**	Due: Student Topic Presentations (Day 1) • Weekly Readings
5 9/23	**Rural Outcomes On Zoom Early Release 11:00 am**	Due: Weekly Readings Presentations No formal office hours • Discuss Literature Review
6 9/30	**Trends in Cancer Treatment and Survivorship**	Due: Literature Review Due: Student Topic Presentations (Day 2)
7 10/7	**Financial Toxicity & Cancer Outcomes**	Due: Weekly Readings Presentations
8 10/14	**Implementation Science in Cancer Care**	Due: Presentation of methods outline- data, analysis, Weekly Readings Presentations
9 10/21	**Quality of Life, End-of-Life, and Patient-Reported Outcomes**	Due: Weekly Readings Presentations
10 10/28	**Policy & Advocacy in Cancer Health**	Due – Full paper draft by midnight 11/12, will be shared for peer review
11 11/4	**Cancer Clinical Trials & Under-representation, Precision Medicine**	Due Tuesday, 9:30 am- Review of classmate paper Due: Weekly Readings Presentations • Discussion of how to write a “response to review”
12 11/11	**Veteran’s Day/ No Class**	Due: Response to Review -Midnight Monday 11/11
13 11/18	**Future Directions & Emerging Challenges in Cancer Health**	Due: Student presentations of their research study • Class discussion of peer review process
14 11/25	**NO CLASS; (Nov. 27)**	Thanksgiving, No office Hours
15 12/2	**Writing Week**	No Class- Office Hours on Zoom
16 12/9	**Final Manuscript**	Due: Final Manuscript on Tuesday, 12/9, by 11:59 pm

COURSE POLICIES

Please refer to academic policies and resources: UF Syllabus Policy Links - Online Course Syllabi - University of Florida. Students are expected to adhere to course policies.

CLASS ATTENDANCE

Class attendance is required. Excused absences follow the criteria of the UF Graduate Catalog (e.g., illness, serious family emergency, military obligations, religious holidays), and should be communicated to the instructor prior to the missed class day when possible. The University of Florida rules require attendance during the first two course sessions, and students must attend all coursesessions of student presentations for this class. Missing more than three scheduled sessions will result in failure. Regardless of attendance, students are responsible for all material presented inclass and for meeting the scheduled due dates for class assignments.

Students must read the assigned readings *prior to* the class meetings and be prepared to discuss the material. For more information, please visit:
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

CLASS DECORUM

Please: (1) be on time, (2) respect others' points of view, (3) listen quietly when others arespeaking, and (4) keep cell phones and other such distractions on silent mode.

GETTING HELP

For issues with technical difficulties with E-learning in Canvas, please contact the UF Help Desk at: learning-support@ufl.edu or by calling (352) 392-HELP - select option 2. Additional information is available at: https://lss.at.ufl.edu/help.shtml

RETURNED ASSIGNMENTS

Keep copies of all assignments that you submit and of all grades until you receive official notification of your final course grade.

POLICY ON MAKE-UP WORK

Students are allowed to make up for work as a result of illness or other unanticipated circumstances. In the event of such an emergency, documentation is required in conformance with university policy. Late Assignments will receive a deduction of 10/100 points. Work not turned in for any other reason will earn a grade of zero.

HURRICANE DAY

In the event the campus is shut down, students are expected to complete and present their reading and writing assignments at the next class period (for example, campus closed due to caution but not a direct hit from a higher category storm), unless otherwise stated by the instructor. Alternative arrangements may be made for a weather or other emergency (e.g., Category 5 direct hit to North Central Florida, like Irma).

TEXTBOOK

This course does not include a textbook, but will require access to the internet and UF campus online resources. You must activate a UF VPN. Please refer to our UF Health Sciences Library and see the event calendar for upcoming workshops for researchers.

ONLINE COURSE EVALUATIONS

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. Please refer to Students - Faculty Evaluations - University of Florida. These evaluations are conducted online at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, and students will be given specific times when they are open.

USE OF ChatGPT AND OTHER AI MODELS

Artificial intelligence (AI) language models, such as ChatGPT, may be used during the brain storming process, but not for the presentations or final manuscript. Please carefully read the details below. If you are unsure about using AI language models appropriately in this course, I encourage you to discuss your situation with me.

The use of generative AI tools (e.g., ChatGPT) is permitted in this course for the following activities: brainstorming and refining your ideas, fine-tuning your research questions, finding information on your topic, drafting an outline to organize your thoughts, and checking grammar and style.

The use of generative AI tools is **not** permitted in this course for the following activities: Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts assigned to you or content that you put into a Zoom call; Completing group work that your group has assigned to you unless it is mutually agreed upon that you may utilize the tool; Writing a draft of a writing assignment; Writing entire sentences, paragraphs or papers to complete class assignments.

Students are responsible for verifying the accuracy of AI-generated content and citing its use when appropriate. Misuse of AI to bypass learning objectives or as a substitute for original work may be considered academic misconduct.

CONDUCT CODE

The Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. See the UF Conduct Code website for more information. If you have any questions or concerns, please consult with the instructor or TAs in this class. See the UF Conduct Code

POLICY ON STYLE FOR CITATION AND PLAGIARISM:

The two key purposes of citation are to (1) give appropriate credit to the authors of information, research findings, and/or ideas, avoid plagiarism (~7 continuous words) and (2) facilitate access by your readers to the sources you use in your research.

How to Avoid Plagiarism – UF Graduate School

Quotations: When directly quoting an outside source, the borrowed text, regardless of the amount, must be surrounded by quotation marks or block quoted. Quoted text over two lines in length should be single-spaced and indented beyond the normal margins. Every quote must include a source—the author, title, volume, page numbers, etc.—whether an internal reference, footnote, or endnote is used in conjunction with a bibliography page.

Paraphrasing or Citing an Idea: When summarizing an outside source in your own words or citing another

person's ideas, quotation marks are not necessary, but the source must be included. This includes, but is not confined to, personal communications from other students, faculty members, experts in the field, summarized ideas from published or unpublished resources, and primary methods derived from published or unpublished sources. Plagiarism is a serious violation of the academic honesty policy of the College. Use the general concept of **"when in doubt – cite."**

Generally speaking, the three keys of acceptable citation practice are: 1) thoroughness, 2) accuracy, and 3) consistency. In other words, be sure to fully cite all sources used (thoroughness), be accurate in the citation information provided, and be consistent in the citation style you adopt. All references should include the following elements: 1) last names along with first and middle initials; 2) full title of reference; 3) name of journal or book; 4) publication city, publisher, volume, and date; and 5) page numbers referenced. When citing information from the Internet, include the WWW address at the end, with the "access date" (i.e., when you obtained the information), just as you would list the document number and date for all public documents. When citing ideas or words from an individual that are not published, you can write "personal communication" along with the person's name and date of communication.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

COUNSELING & MENTAL HEALTH SERVICES

Please visit the UF counseling center website for information regarding appointments: https://counseling.ufl.edu/ or call (352)392-1575

UF POLICE DEPARTMENT

For Campus Police, please call the UF Police Department at (352) 392-1111. For all emergencies and medical assistance, please call 911.

HEALTH AND WELLNESS RESOURCES

UF Whole Gator Resources: Visit https://one.uf.edu/whole-gator/discover for resources that are designed to help you thrive physically, mentally, and emotionally at UF.

ACADEMIC RESOURCES

- E-learning technical support: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- Library Support: Various ways to receive assistance with respect to using the libraries or finding resources. Call 866-281-6309 or email ask@ufl.libanswers.com for more information.
- Academic Resources: 1317 Turlington Hall, Call 352-392-2010, or to make a private appointment: 352- 392-6420. Email contact: teaching-center@ufl.edu. General study

skills and tutoring.

- Writing Studio: Daytime (9:30am-3:30pm): 2215 Turlington Hall, 352-846-1138 | Evening (5:00pm-7:00pm): 1545 W University Avenue (Library West, Rm. 339). Help brainstorming, formatting, and writing papers.
- Academic Complaints: Office of the Ombuds; Visit the Complaint Portal webpage for more information.
- Enrollment Management Complaints (Registrar, Financial Aid, Admissions): View the Student Complaint Procedure webpage for more information.
- UF Student Success Initiative: Visit https://studentsuccess.ufl.edu/ for resources that support your success as a UF student.