Instructor
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Purpose
To understand the various policy purposes of HTA, from assessment to establish market viability for new technologies to assessment conducted with an objective to regulate expensive technologies, using different disciplinary perspectives. To become familiar with the methods used for conducting HTA.

Format of Instruction
The course will incorporate lectures and seminars with student workshops as well as hands-on training of HTA methodology and different approaches for framing health issues.

Description
An advanced course on health technology assessment methods and issues for those with introductory health services research(HCEP 506) and epidemiology courses(HCEP 500) or (HCEP 502), or equivalent mix of training and planning, management or policy-making experience.

Course Objectives
This course will provide the opportunity for students to:
1. Become familiar with the framework and methods used for conducting health technology assessment.
2. Develop an understanding of the issues associated with gathering and appraising the quality of available research.
3. Develop an understanding of the social, ethical and political issues affecting technology diffusion.
4. Develop an understanding of the issues associated with using health technology assessment in policy making decisions.
5. Apply the knowledge acquired to the critique of published research and systematic reviews of the literature.

Evaluation

Students will be evaluated on four activities: HTA proposal outlines (15%), case study presentations (25%), leading the journal club discussions (25%), and a final paper (35%).

Grading Standards

A Level (80% to 100%)

A+ is from 90% to 100%. It is reserved for exceptional work that greatly exceeds course expectations. In addition, achievement must satisfy all the conditions below.

A is from 85% to 89%. A mark of this order suggests a very high level of performance on all criteria used for evaluation. Contributions deserving an A are distinguished in virtually every aspect. They show that the individual (or group) significantly shows initiative, creativity, insight, and probing analysis where appropriate. Further, the achievement must show careful attention to course requirements as established by the instructor.

A- is from 80% to 84%. It is awarded for generally high quality of performance, no problems of any significance, and fulfillment of all course requirements. However, the achievement does not demonstrate the level of quality that is clearly distinguished relative to that of peers in class and in related courses.

B Level (68% to 79%)

This category of achievement is typified by adequate but unexceptional performance when the criteria of assessment are considered. It is distinguished from A level work by problems such as:
1. one or more significant errors in understanding
2. superficial representation or analysis of key concepts
3. absence of any special initiatives
4. lack of coherent organization or explication of ideas

The level of B work is judged in accordance with the severity of the difficulties demonstrated.
B+ is from 76% to 79%.
B is from 72% to 75%.
B- is from 68% to 71%. 
C Level (55% to 67%)

Although a C+, C, or C- grade may be given in a graduate course, the Faculty of Graduate Studies considers 68% as a minimum passing grade for graduate students. See the UBC Calendar for details.

Schedule of Topics

In the first week students will learn about the history of HTA and role it plays in sustainable healthcare systems in Canada and globally. Learn the details of the course. Identify topics for student seminars and final assignments

Week 1

Issues and applications of HTA
- HTA for population health policy; when/where did it start? Appreciate the practice and purpose of Health Technology Assessment.

The next two weeks provide students with an overview of evidence-based medicine and its role in healthcare decision-making. Students will become familiar with the challenges to the uptake of research into clinical practice and policy and will learn how HTA is used to address these difficulties.

Week 2

Evidence-based medicine, evidence-based Healthcare and HTA
- Situate HTA in context of health care system priorities

Relevant Readings:

Week 3

What is HTA? Knowledge translation?
- How does it relate to public policy, operations policy and clinical policy?
- A decision framework approach

Relevant Readings:
- Goodman CS. HTA 101 Introduction to Health Technology Assessment. United States National Library of Medicine,
The next 2 weeks familiarize students with the research methods used in HTA, in particular, systematic reviews of quantitative and qualitative studies, their importance and limitations but also other relevant methods.

**Week 4**

**HTA process**
- Identifying stakeholders
- Establishing the goal
- Assessing the evidence

**Relevant Reading:**

**Week 5**

**Application of the expanded HTA framework: A case study**
- Focus on epidemiological and economic contexts

**Relevant Readings:**
The final week in the Lecture Series will provide students with an understanding of knowledge translation and the role of HTA in translating evidence-based medicine into clinical practices and health-system policies that support population health.

**Week 6**

Framing the assessment for policy action
- Social context
- Legal context

Relevant Readings:

The rest of the course will be student led seminars on case studies and an article for journal club-style review:

**Week 7**

Genetic Screening
- Provincial Newborn Screening Program – Dr. Hilary Vallance [http://www.cps.ca/english/statements/b/b03-01.htm](http://www.cps.ca/english/statements/b/b03-01.htm)

**Week 8**

Vioxx
- Therapeutics Initiative Letter
http://www.ti.ubc.ca/node/61

- BMJ articles, 2006-2007
  Laupacis, Chair of Health Canada Panel of Experts

Week 9
Criteria for Hip/Knee Replacement Wait lists
(to address surgery wait times)
- Reports at http://www.irsc.gc.ca/e/31592.html (Dr. Bas Masri)
- Thomas Noseworthy, University of Calgary – WCWL website http://www.wcwl.org/library/cihr_synthesis_reports/

Week 10
HPV Vaccine
- CMAJ articles, Aug/Sept 2007
- CWHN Report, June 2007

Week 11
Lovaas Treatment for Autism

Week 12
Demonstration of Library Resources in HTA.

Week 13
Wrap up.
Student-Led Seminars (Case Studies)

Each student will conduct a seminar on an issue or topic in HTA. The student will be responsible for presenting a policy statement/paper using any medium, leading the class discussion on their topic, and summarizing the key learning points. At the beginning of the course students will be assigned the seminar topic that they are responsible for leading.

The general topics for the seminars will be as follows:

- Module 1 – Genetic Screening
- Module 2 – Drugs
- Module 3 – Surgical wait list algorithms
- Module 4 – Public health intervention
- Module 5 – Behavioral treatment

In each seminar the following information should be covered.

- problem definition
- conceptual framework
- methods for assessment
- assessment implications
- implementation – knowledge translation

Information about the effects of health technologies is plentiful but the quality of this information is not generally transparent. This course is intended not only to prepare you to become involved in doing HTA but also to make you better ‘consumers’ of information about health care interventions in your professional and personal life. In particular you can expect to get the following advantages from working through these cases.

1) You will develop an understanding of the social, ethical and political impacts of technology diffusion.
2) You will be able to identify the claims being made about the benefits or harms of a technology and turn your curiosity about them into powerful questions.
3) You will develop a systematic and critical approach tailored to features of a particular technology and its potential impact.
4) You will better identify and understand how HTA frameworks and methods are tailored to particular contexts.
5) You will be able to identify the degree of support for knowledge claims about technology, the limitations of scientific evidence as well as how knowledge is used in
decision making in health care and how knowledge can better be translated into better patient care and health care policy.

**Recommended Textbooks (on reserve at Woodward Library):**

- Systematic Reviews to Support Evidence-based Medicine by Khalid S. Khan, Regina Kunz, Jos Kleijnen and Gerd Antes
- Evidence-based Healthcare by J.A. Muir Gray
- Getting Research Findings into Practice (2nd Ed.) edited by Andrew Haines and Anna Donald
- Literature Searching and Evidence Interpretation for Assessing Health Care Practices by Clifford Goodman
- Society and Technological Change (5th Edition) by Rudi Volti
- Epistemic Cultures by Karin Knorr Cetina