

## Interview Guide for 21<sup>st</sup> Century Training in Cancer Epidemiology

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Hello, is this Dr. \_\_\_\_\_? My name is \_\_\_\_\_, and I'm a program director from the National Cancer Institute. I will be conducting this interview. We greatly appreciate your willingness to answer a few questions about the cancer epidemiology training curriculum at your institute.. We appreciate your candidness.

You have been selected because you are a leading authority on pre-doctoral and post-doctoral training in cancer epidemiology at [insert institute name]]. I want to let you know that your participation is voluntary. We expect our discussion to take about 60 minutes. Do you wish to proceed at this time?

[If Yes] Good. We realize that your time is valuable, so let's get started.

[If No] Would you like to schedule another time for this discussion? (Try to schedule another time and thank the respondent for his or her willingness to participate.)

1) With respect to *collaboration* and *team science* in epidemiologic research

- a) Is there a specific emphasis (e.g. formal coursework or seminars) on this area in your curriculum for your predoctoral students?
  - i) If yes, please describe.
  
- b) Is there a specific emphasis (e.g. formal coursework or seminars) on this area for your postdoctoral fellows?
  - i) If yes, please describe.
  
- c) Do you have other types of training (journal clubs or working groups) that supplement coursework to foster training or exposures in this area?
  - i) If yes, please describe.
  
- d) Are there any collaborative training opportunities that exist, either formal or informal, with other departments, divisions, schools (e.g., school of medicine or nursing) and/or cancer centers that promote training or exposure in this area?

i) If yes, please describe.

2) With respect to integration of new *methods* and *technologies* (e.g., 'omics, mobile, geospatial) into epidemiology study design and analysis

a) Is there a specific emphasis (e.g., formal coursework or seminars) on this area in your curriculum for your predoctoral students?

i) If yes, please describe.

b) Is there a specific emphasis (e.g., formal coursework or seminars) on this area for your postdoctoral fellows?

i) If yes, please describe.

c) Do you have other types of training (e.g., journal clubs or working groups) that supplement coursework to foster training or exposures in this area?

i) If yes, please describe.

d) Are there any collaborative training opportunities that exist, either formal or informal, with other departments, divisions, schools (e.g., school of medicine or nursing) or cancer centers that promote training or exposure in this area?

i) If yes, please describe.

3) With respect to *multi-level approach* to epidemiologic research and intervention (e.g., integration of biological, behavioral, group and macro-social factors)

a) Is there a specific emphasis (e.g. formal coursework or seminars) on this area in your curriculum for your predoctoral students?

i) If yes, please describe.

b) Is there a specific emphasis (e.g. formal coursework or seminars) in this area for your postdoctoral fellows?

i) If yes, please describe.

c) Do you have other types of training (e.g., journal clubs or working groups) that supplement coursework to foster training or exposures in this area?

i) If yes, please describe.

d) Are there any collaborative training opportunities that exist, either formal or informal,

with other departments, divisions, schools (e.g., school of medicine or nursing) or cancer centers that promote training or exposure in this area?

i) If yes, please describe.

4) With respect to application of *knowledge integration* methods and concepts (management, synthesis, and translation of scientific findings) to inform evidence-based recommendations/policies and to accelerate translation of etiologic findings into public health impact

a) Is there a specific emphasis (e.g. formal coursework or seminars) on these areas in your curriculum for your predoctoral students?

i) If yes, please describe.

b) Is there a specific emphasis (e.g. formal coursework or seminars) on this area for your postdoctoral fellows?

i) If yes, please describe.

c) Do you have other types of training (e.g., journal clubs or working groups) that supplement coursework to foster training or exposures in this area?

i) If yes, please describe.

d) Are there any collaborative training opportunities that exist, either formal or informal, with other departments, divisions, schools (e.g., school of medicine or nursing) or cancer centers that promote training or exposure in this area?

i) If yes, please describe.

5) Thinking 5-10 years into the foreseeable future and considering the items listed below, rank the importance of having formal training (during the pre and/or postdoctoral years) in the following skills and abilities for a successful career in cancer epidemiology. Please rank using a scale of 1 to 4 and using each number only once (1= most important; 4= least important).

a) \_\_\_ collaboration and team science

b) \_\_\_ adopting novel methods and technologies

c) \_\_\_ learning to include multiple levels of scientific evidence (e.g., physical/social/structural environment) in analyses and interventions

d) \_\_\_ translation of scientific findings between disciplines to make an impact

6) Thinking 5-10 years into the foreseeable future and considering the items listed below, rank the importance of the following assets for a successful career in cancer epidemiology. Please rank using a scale of 1 to 5 and using each number only once (1= most important; 5= least

important).

- a) \_\_\_\_ communication skills (e.g. grant writing and/or verbal with the media and other scientific and non-scientific audiences)
- b) \_\_\_\_ leadership skills
- c) \_\_\_\_ self-assessment skills as related to career path decision making
- d) \_\_\_\_ supportive mentors
- e) \_\_\_\_ innovativeness (e.g., extending beyond the traditional approaches)

7) Rank the importance of having formal or informal enrichment for mentors in the following areas. Please rank using a scale of 1 to 3 and using each number only once (1= most important; 3= least important).

- a) \_\_\_\_ collaboration and team science
- b) \_\_\_\_ incorporation of multiple levels of scientific evidence (e.g. physical/social/structural environment) in analyses and interventions
- c) \_\_\_\_ translation of scientific findings between disciplines to make an impact

8) Thinking 5-10 years into the foreseeable future, what other skills, beyond the standard epidemiology and biostatistics curriculum, would you consider vital for a successful career in cancer epidemiology?