COMMUNITY-BASED CANCER RESEARCH PRESENTATIONS AND DISCUSSIONS

BIOMS 5665 **Spring 2017**

Course Description

Communication between scientist and the cancer community is important for continued progression in the field of cancer research. In this experiential seminar series, students will prepare lay-language presentations on specified topics in current cancer research to members of the cancer community including cancer patients, care-takers, and other students. Presentations will be prepared to include an interactive conversation between students and cancer patients and care-takers. To strengthen lay-language communication skills, students will prepare blog posts bi-weekly and tweet about current topics in cancer research. In addition to student presentations, speakers from various cancer-related fields will present their work in the field.

Student Learning Outcomes

1. Students will develop an awareness of cancer and its multiple dimensions.
   - *Assessed via: Experiential activities*
     - *Taking interest in session and learning experience*
     - *Active participation in group discussions in and out of the classroom*
     - *IRB-course survey results comparing initial and final statements of cancer awareness*
2. Create and deliver scientific presentations that successfully convey understandable, yet complete scientific knowledge to lay audience.
   - *Assessed via: Class presentation*
     - *Rubric evaluations will be completed by community members, peers, and instructors. *Instructor will have final say.*
3. Report scientific knowledge through comprehensive, yet understandable writing intended for public.
   - *Assessed via: Blog and twitter posts*
     - *Rubric evaluations will be completed by community members, peers, and instructors. *Instructor will have final say.*
4. Students will display more comfort speaking and listening with general public in informal settings about research.
   - *Assessed via: Class Participation*
     - *Formulate and feel comfortable asking questions during discussions in class.*
     - *Describe presentation takeaways to community members and public confidently.*
     - *Feel confident as a patient advocate for cancer research.*

Wednesdays
5:15-6:30PM

LOCATION:
Warren 173

*"People with cancer want scientists involved in cancer research to understand that they are more than cells or molecular pathways. **They are people first.**"*

- Bob Riter

Instructors

Robert Weiss, PhD
(rsw26); Professor, Dept. of Biomedical Sciences

Bruce Lewenstein, PhD
(b.lewenstein); Professor, Dept. of Communication

Kristy Richards, PhD
(kristy.richards); Professor, Dept. of Biomedical Sciences

Community Member Learning Outcomes

1. Describe and summarize key points in current cancer research.
    - *Formulate and feel comfortable asking questions associated with presented work during discussions in class.*
    - *Seek clarification for concepts not understood in class presentations, blog posts, tweets, and even current news.*
    - *Describe presentation takeaways to family members and friends confidently.*
    - *Feed compelled to continue participating in cancer research seminars.*

2. Feel confident as a patient advocate for cancer research.
    - *Feed compelled to continue participating in cancer research seminars.*
    - *Following and retweeting student blog posts and tweets about current cancer research.*
    - *Participating in cancer advocate review panels for grants such as the Department of Defense and Project LEAD.*

Note: community members will <u>not</u> be assessed for accomplishment of Learning Outcomes! This is a stress free environment!

Course Assignments

In addition to one in-class assigned presentation, students will be required to tweet twice weekly about a current cancer topic, cancer news story, or their blog post. Students will also be responsible for submitting vlog and blog posts bi-weekly throughout the semester, with the due dates posted below. Topics will be student driven and cannot be on class presentations, but can follow theme. ***The last blog post should be a reflective statement about the students experience in class.***

B/vlog rough drafts should be submitted via Blackboard assignment submission. Vlog drafts should consist of a written plan for final recording. Final b/vlog submissions should be no longer than 400 words or 2/3 minutes, respectively.

Rubrics, additional information, and guidelines for class presentations, blog posts, and twitter will be posted on the Cornell Blackboard site and will be discussed in class.

For more information on the class blog or tweeting, please see the handle to the right.

Assignment	Rough Draft	Posted to Blog Site
Blog post #1	February 15, 2017	March 1, 2017
Vlog post #1	March 8, 2017	March 22, 2017
Blog post #2	March 29, 2017	April 12, 2017
Vlog post #2	April 19, 2017	May 3, 2017
Reflection Piece	X	May 10, 2017

Office Hours:

By appointment.

Class Website:

Any additional information, or general announcements will be sent out via Cornell Blackboard site. Student blog drafts will be turned in via Cornell Blackboard Site. (https://blackboard.cornell.edu)

Class Blog:

Students will be given access to Wix blog site (https://cbccornell.wix.com/blog) at beginning of semester and are expected to post final blog posts to site on due dates by midnight, EST. If a student forgets their username or password, they should send an instructor an email to request access.

Class Twitter:

Students should post their twitter handles to the blackboard discussion forum by the first week of class. Students must tweet twice a week highlighting a current cancer topic, cancer news story, or their blog post.

Tweets should always mention "@cancerresource" in order to allow local community members to grow their following.

Inclusivity Statement:

Students and community members from all backgrounds and perspectives are accepted in this class. We expect all participants to honor and respect one another during our time together.

Academic Integrity:

Students must follow the Cornell University Code of Academic Integrity (cuinfo.cornell.edu/academic/AIC.html). Any work submitted that is not a students own will be considered as grounds for an unsatisfactory grade.

Accommodations for Students with Disabilities :

In compliance with the American's with Disabilities Act, and Cornell University policy, students needing accommodations should approach Student Disability Services to determine appropriate academic accommodations . All accommodations should be confirmed with instructors during the first three weeks of the semester, except in unusual circumstances.

Assignments and Grading

Credit Structure: 1 credit hour, satisfactory/unsatisfactory grading

Class Participation (50%): Students should attend and arrive to class on time, and actively participate in presentations and discussions. Students are also expected to take an active role in online communications through twitter. *(Rationale: See Student L.O. #1,4)*

Student Presentation (25%): Each student will give one lecture during the semester. Their presentation may be performed alone, or in conjunction with another student. Grades will be assigned based rubric evaluation from audience members including students and community members. *(Rationale: See Student L.O. #2)*

Blog Posts (25%): Students will be responsible for bi-weekly blog posts (on class off-weeks) throughout the semester. Topics are student driven and cannot be on class presentations, but can follow theme. Drafts will be reviewed by community members and classmates, with grades assigned via rubric at final posting on blog site. *(Rationale: See Student L.O. #3)*

Course Rationale

Communication skills are key to becoming a successful scientist. Even more important is the idea that one can speak about their science to members of a lay community—allowing scientists to communicate with other fields of expertise, as well as the consumers impacted by their research. BIOMS 5665 was designed to help students engage more comprehensively with the local cancer community in Tompkins County.

All graduate and post-doctoral students studying cancer are encouraged to take this elective class, with a special emphasis on pre A-exam graduate students.

Recommended, but not required prerequisites for this class include:

COMM 5660: Science Communication Workshop

COMM 5665: Science Communication Practicum

BIOMS 5660: Social Issues in Community Engagement by Cancer Scientists

BIOMS 5665 meets one of the four course requirements for the Engaged Cornell Graduate Certificate of Engagement in Public Communication of Science and Technology.

CANCER RESOURCE CENTER
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Semester Class Schedule

Date	Topic (including assigned student topics)		Presenter	
January 25, 2017	Introduction to BIOMS 5665	Intergroup dialogue group discussion	Course Instructors	Jum Warritay, Cornell SITE faculty
February 8, 2017 *Class theme: Nature vs. Nurture*	Cancer Genetics	Nutrition and Cancer: non-genetic determinants of cancer	Lucia Borlle & Darshil Patel	Robert Swanda & Korie Grayson
February 22, 2017 *Class theme: History of Cancer*	How to create public science vlog posts	Cancer History and its role in Human Evolution	Dr. Jon McKenzie, Visiting Arts and Sciences Professor	Michael McCoy & Molly O'Shea & Alexa Uribe
March 8, 2017 *Class theme: Public communication of science*	Interpersonal and professional communication skills for scientists		Dr. Kristen Eichhorn, SUNY Oswego	
March 22, 2017 *Class theme: The Environment and Cancer*	Political engagement by academic scientists **NOTE: Class starts at 6PM!**		Dr. Sandra Steingraber, Ithaca College	
April 12, 2017 *Class theme: Cancer Advocacy*	Grief in the cancer context **NOTE: Class starts at 6PM!**		Dr. Holly Prigerson, Weill Cornell Medicine	
April 26, 2017 *Class theme: The biology of cancer formation and spread*	The development of a tumor: tumorigenesis	The metastatic cascade	Kristel Yee Mon	Jessica Elmore
May 10, 2017 *Class theme: Translational Science*	Personal Medicine and Biomarkers	Cancer Immunotherapy	Jeremy Keys	Rob McDonald

Presentation format: Presenters can choose an additional student to work with them, as long as all 7 presentations are accounted for. Each group must contain one PhD student. Each presentation should be prepared to last no more than 30 minutes.