

COMMUNITY-BASED CANCER RESEARCH PRESENTATIONS AND DISCUSSIONS

BIOMS 5665

Spring 2018

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, cancer patients and care-takers. To strengthen lay-language communication skills, students will prepare blog posts, a vlog, and tweets 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 sessions and learning experiences.
 - Active participation in group discussions in and out of the classroom.
 - Completion of reflection piece at conclusion of semester.
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 has 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 has 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 101**

“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

Bob Riter
(bobriter@gmail.com); patient advocate

Alexandra McGregor
(alm358); graduate student

Aaron Chiou (aec267); graduate student

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

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

Community Member Learning Outcomes

- 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.
 - Feel compelled to continue participating in cancer research seminars.
- Feel confident as a patient advocate for cancer research.
 - Feel 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 not 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 weekly about a current cancer topic, cancer news story, etc. (*optional for undergraduates*). Students will also be responsible for submitting 2 blog posts and 1 team vlog post during the semester. Topics will be student driven and cannot be on class presentations, but can follow theme.

B/vlog rough drafts should be submitted via Blackboard assignment submission. Vlog drafts should consist of a written outline for final recording. Final b/vlog submissions should be no longer than 400 words or 2-5 minutes, respectively, and are to be posted on the class blog site by 11:59PM on the due date.

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.

Initial and final reflection pieces are to be turned in on the second and final week of class. The initial reflection piece should describe your motivation for taking the course, and approximately one paragraph in length. Final reflections should reflect on your experience, and be approximately one page in length.

| Assignment | | Rough Draft | Final Submission |
|--------------------------------------|------------|-------------------|-------------------|
| Initial Reflection | Individual | X | January 31, 2018 |
| Blog post #1 | Individual | February 14, 2018 | February 28, 2018 |
| Blog post #2 | Individual | March 14, 2018 | April 11, 2018 |
| Vlog post #1 | Team | March 28, 2018 | April 25, 2018 |
| Reflection Piece | Individual | X | May 9, 2018 |
| Tweets (<i>optional for ugrad</i>) | Individual | X | 1X weekly |
| In-class Presentation | Team | X | varies |

Office Hours:

By appointment.

Class Website:

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

Class Blog:

<https://cbccornell.wix.com/blog>

Students will be given access to Wix blog site, and are expected to post final blog posts to site on due dates by midnight, EST.

If a student forgets username or password, send an instructor an email to request access.

Class Twitter:

Students must tweet once weekly highlighting a current cancer topic, cancer news story, or their blog post.

Tweets should always include the hashtag #CornellCancerClass, and mention "@cancerresource" in order to allow tweets to reach community members effectively.

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 student's 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 two blog posts and one vlog post 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 and beyond.

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. Undergraduates interested in learning more about cancer and/or science communication are also encouraged to enroll.

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 (all remaining listed above) for the Engaged Cornell Graduate Certificate of Engagement in Public Communication of Science and Technology.**



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Semester Class Schedule

| Date | Class Topic | Assignment Due | Presenter(s) |
|-------------|---------------------------------------|------------------------------|--------------|
| January 24 | Introduction to Science Communication | | |
| January 31 | Presentation Workshop | Initial Reflection Paragraph | |
| February 7 | Guest Speaker: Ruth Collins | | |
| February 14 | Blogging Workshop | Blog Post #1 Draft | |
| February 21 | Student Presentations #1 | | TBD |
| February 28 | Guest Speaker: John Powell | Blog Post #1 Final | |
| March 7 | Guest speaker: Kirsten Moysich | | |
| March 14 | Vlogging Workshop | Blog Post #2 Draft | |
| March 21 | Student Presentations #2 | | TBD |
| March 28 | Theater Techniques for Presentations | Vlog Post Draft | |
| April 4 | No Class (Spring Break) | | |
| April 11 | Student Presentations #3 | Blog Post #2 Final | TBD |
| April 18 | Student Presentations #4 | | TBD |
| April 25 | Twitter Conversation | Vlog Post Final | |
| May 2 | Guest speaker: Allyson Ocean | | |
| May 9 | Guest Speaker: Laudette Jones | Final Reflection Piece | |

Presentation format: Each presentation group will consist of one graduate student and one undergraduate student. Presentations should be prepared to last no more than 25 minutes.