

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:
TBA**

“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.*
 - *Feel compelled to continue participating in cancer research seminars.*
2. 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 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.**

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 | February 22, 2017 |
| Vlog post #1 | March 1, 2017 | March 8, 2017 |
| Blog post #2 | March 15, 2017 | March 22, 2017 |
| Vlog post #2 | March 29, 2017 | April 12, 2017 |
| V/B-log post #3 | April 26, 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](#) so local community members can 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 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

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.**



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 <i>Class theme: History of Cancer</i> | How to create public science vlog posts | Cancer History and its role in Human Evolution | TBA presenter | Presenter 1 |
| February 22, 2017 <i>Class theme: Nature vs. Nurture</i> | Cancer Genetics | Nutrition and Cancer: non-genetic determinates of cancer | Presenter 2 | Presenter 3 |
| March 8, 2017 <i>Class theme: Healthcare</i> | Obamacare and Cancer Treatment: Has Obamacare helped cancer research and those impacted by cancer? | | Bill Silberg, Director of Communication PCORI | |
| March 22, 2017 <i>Class theme: Biotechnology</i> | The development of a tumor: tumorigenesis | The metastatic cascade | Presenter 4 | Presenter 5 |
| April 12, 2017 <i>Class theme: Translational Science</i> | How does translational public health research play a role in the cancer community? | | Kristen Eichhorn, SUNY Oswego | |
| April 26, 2017 <i>Class theme: Medical Discovery</i> | Personal Medicine and Biomarkers | Cancer Immunotherapy | Presenter 6 | Presenter 7 |
| May 10, 2017 <i>Class theme: Cancer Advocacy</i> | Bringing the cancer community and scientist together: does it work? | | Jane Perlmutter, Advisory Panel on Patient Engagement | |

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