

COMMUNITY-BASED CANCER RESEARCH PRESENTATIONS AND DISCUSSIONS

BIOMS 5665

Spring 2019

Course Description

Communication between scientists and the cancer community is important for continued progression in 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. 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 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:
Vet school
Classroom 6**

“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

Elizabeth Moore
(esm84); Teaching
assistant; post-doc

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, and even current news.*
 - *Describe presentation takeaways to family members and friends confidently.*
2. Feel confident as a patient advocate for cancer research.
 - *Feel compelled to continue participating in cancer research seminars.*
 - *Follow student blog posts about current cancer research.*
 - *Participate 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 also be responsible for submitting 1 blog post and 1 interview during the semester. Topics will be student driven and cannot be on class presentations, but can follow related themes.

Blog rough drafts should be submitted via Box. Final blog submissions should be no longer than 400 words, 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 and blog posts will be posted on the Cornell Blackboard site and will be discussed in class.

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 this course, and be approximately one paragraph in length. Final reflections should describe your experiences in this class and how it has impacted you, and should be approximately one page in length.

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 Box. (<https://cornell.account.box.com/login>)

Class Blog:

<http://blogs.cornell.edu/cancercommunitypartnership/>

Assignment	Rough Draft	Final Submission	
Initial reflection		January 30	
Interview		March 6	
Blog post #1	March 20	April 24	
In-class presentations		varies	
Final reflection piece		May 15	

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. *(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 and Interview (25%): Students will be responsible for one blog posts and one interview 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 as-signed 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.***



**CANCER
RESOURCE
CENTER**

OF THE FINGER LAKES

Date	Class Topic	Description	Due
January 23	Class overview and introductory lecture	Bob Riter- Communicating with cancer patients/survivors 'Speed dating' exercise to introduce students and community members	
January 30	Presentation and Blog Workshop	Robert Weiss PhD- How to give a good presentation Elizabeth Moore, DVM, PhD- Blog writing Bob Riter-Cancer 101	Initial Reflection Paragraph
February 6	Session leader: Bruce Lewenstein, PhD; Dept of Communication, Cornell	Interview techniques; Student interviews of community members	
February 13	Session leader: Cory Foster, MD; Cayuga Medical Center	Breast Cancer *	
February 20	Session leader: Denise Lee, MD; Cayuga Medical Center	Thyroid Cancer *	
February 27	Session leader: Kim Overby, MD; Cornell	Ethical issues in cancer care *	
March 6	Session leader: Gary Koretzky, MD, PhD; Cornell	Demystifying Chimeric Antigen Receptor T Cell (CAR-T) therapy *	Interview
March 13	Session leader: Kelly Hume, DVM; Cornell	A veterinarian's perspective - Communicating about cancer in companion animals *	
March 20	Session leader: Karen Kim, MD; Guthrie	Colorectal Cancer *	Blog Post Draft
March 27	Session leader: Poppy McLeod, PhD; Cornell	Group communication and decision making *	
April 3	No Class (Spring Break)		
April 10	Research Methodologies	Student presentations and lab tours	
April 17	Session leader: Jason Spector, MD; Weill Cornell Med Center	Reconstructive surgery for cancer patients *	
April 24	Session leader: Carole Baas, PhD; Research advocate, Physical Sciences in Oncology at NCI	Cancer advocacy *	Blog Post Final
May 1	Book discussion	'When breath becomes air' by Paul Kalanithi	
May 15			Final reflection due

* Session includes student presentations