COMMUNITY-BASED CANCER RESEARCH PRESENTATIONS AND DISCUSSIONS

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.

   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.

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