

Things You Need To Know To [Successfully] Navigate This Course

Course Evaluation

Course-Specific Grades

The “Cyber-Session” Questions	30%
Genomics Forums (1/week)	15%
Cyber Session Q&A	20%
Weekly (1X) “Sherpa” Duty	10%
Paper and Public Forum Presentation	25%
Total points	100%

"Our program is committed to all students achieving their potential. If you have a disability or think you may have a disability (including but not limited to physical, hearing, vision, psychological and learning disabilities), which may need an accommodation, please contact the Coordinator for Student Access, Sue Orchard, at 503-494-0082 to discuss your request. All information regarding a student's disability is kept in accordance with relevant state and federal laws. <http://www.ohsu.edu/academic/acad/osahome.html>"

Course Policies and Expectations

The Weekly Critically Reflective “Cyber-Session” Questions [30%]

Students will be responsible for 1) reading each of the papers in the “required reading” list for each of the six teaching modules in the course; and, for each paper 2) responding to the 10 questions below; and 3) **posting (by name) the responses as a .doc (or .docx) on the course Sakai website by 5 p.m. on the Monday of week following each Friday “cyber-session.”**

1. What is the title of the article and who is/are the author(s)?
2. Describe the primary issue/problem presented in the article.
3. What are the implications of this issue/problem for genomics?
4. Summarize and briefly discuss one main point/finding of the article.
5. Summarize and briefly discuss a second main point/finding of the article.
6. Summarize and briefly discuss a third main point/finding of the article.
7. Briefly describe something new you learned from

this article. 8. How does the information presented in the article relate to Genomics and Public Health? 9. After completing the article, what are two questions that you had while reading that you feel were not addressed? 10. What additional question(s) do you have about this genomics-related issue/problem?

Genomics Forums [15%]

Each week of the term, students will participate as a group in "Genomics Forums" (message boards) aimed at posting questions and responses to each other about the papers they have been assigned to read in the Science, Healthcare, and Policy categories of each of the six teaching course modules. The ultimate aim of these student-generated online "Forums" is two-fold: 1) **To enrich the material being explored that week by drawing on the diverse perspectives of student colleagues;** and 2) **To generate no more than 5 questions designed to be the centerpiece of the Friday Q&A cyber-sessions** with course instructors and guest "resource faculty" in genomics science, ethics, and policy.

Students will be graded individually based on their weekly contribution to the on-line discussion preparatory to the generation of questions, and their active participation in the Friday cyber-session to follow.

Weekly Cyber-Sessions (20%)

Except for weeks 9 and 10 of the course, cyber-sessions with selected "resource faculty mentors" –together with a wide spectrum of electronic educational tools (videos, webcasts, webinars available at the course Sakai website)--will enhance and expand the week's required and optional reading materials.

Beginning at **noon on Mondays during the term**, a 30-minute cyber-session with students and instructors will lay out a framework for—and points to consider about—each week's topic.

Cyber-sessions with course instructors and "resource faculty" will take place from **10-11:30 a.m. Pacific Time Fridays** throughout the term. As discussed above, these sessions will be structured as a Q&A regarding specific student-generated questions drawn primarily from the assigned and optional readings in genomics science, ethics, and policy, as well as the genomics forums. A listing of names, research description, and contact information for each of the "resource faculty" will be posted on the course Sakai website.

All cyber-sessions during the term will be recorded and archived at the course Sakai website.

Weekly "Sherpa" Duty (1x) [10%]

In preparation for each of the 8 Friday web chat sessions throughout the term, one student (**or teams of two students**) will act each week as the course lead(s) for 1) **guiding** the online "Forum" discussions with their student colleagues (and instructors) on the week's required readings in science and/or ethics and policy aimed at 2) **generating** the questions for the Friday cyber-session; 2) **E-mailing those class-generated questions** to the course instructors and guest faculty participating in that weeks discussion at least 24 hours ahead of the Friday gathering; and 3) **Co-facilitating** the Friday Q&A session with guest resource faculty, students and instructors.

The overarching aim of the weekly Friday cyber-sessions during the term is to provide a rich and textured background of information about the topic of a given week's work topic preparatory to facilitating the final course deliverable:

Final Course Project: A PowerPoint presentation at an invitational "Genomics Forum for Health Care Providers and Policy Makers" [25%]

At the beginning of the course, students will select one of the six-teaching modules for their one-week of "Sherpa" duty, as described above. The material covered in that course module will be redacted into **a 20-minute power-point presentation by teams of two students.**

The over-arching theme of each power-point presentation to the targeted audience will be the translation of genomic discovery to the practice of genomic medicine in the future and the policies which that process is likely to require.

The power point deadline is 5 p.m. Friday, June 7. The "Genomics Forum" is tentatively scheduled from 12-2 p.m. at the end of finals week (06.13 or 14, 2013) at OHSU

Resources

The papers in the Science, Healthcare, and Policy categories of each teaching module are largely downloaded as PDFs. The articles and papers in the Optional Resources section come from a large array of sources. To have full access to all the optional readings you will need to create an account with The New York Times. This account is free. Go to www.nytimes.com to create your account.

If you are having trouble uploading a PDF from the module, or a link fails, please contact the course T.A., Amy Boucher at eamy@pdx.edu.

The optional resources listed in each of the six teaching module are designed to supplement/enrich the research articles listed in the science, ethics, and policy categories. You are *not required* to read or utilize all of them. Those that are

considered by the course instructors to be best suited for helping you to better understand the course content and strengthen your discussions, weblogs, and final project, will be so identified with an asterisk (*).

There are several categories of resources. These include Videos, PowerPoint's, Webcasts, Podcasts, Blogs, Websites, Articles, and Papers.

- **Webcasts and Podcasts** are media files distributed over the Internet streaming media technology. These are either audio files or full video files;
- **Blogs** are written by individuals of varying expertise (sometimes none, but those types won't appear in your modules), and often contain opinions;
- **Website links** allow you to utilize more than just the singularly linked page by exploring as much of the site as you find useful;
- **Articles** are pieces written by journalists and professionally published;
- **Papers** refer to work written by professionals in a particular field and are peer-reviewed. Articles are called peer-reviewed because before the article is published, experts from the field review the work, study design, results, and interpretations in the article insuring professional excellence. This process encourages the authors to meet the accepted standards of their discipline and to prevent the dissemination of unwarranted claims, unacceptable interpretations, or personal views. Peer-reviewed journal articles provide scientifically valid information which often is difficult to identify with the plethora of information various media (TV, Internet, magazines) engulfing and overwhelming us on a daily basis. "Required papers" in each of the six teaching modules will most always be .PDF links.