

Term Information

Effective Term Spring 2026
[Previous Value](#) [Autumn 2023](#)

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

to increase the course credit hours to 4 and approve this course as a high-impact GE course in the Health and Wellbeing theme

What is the rationale for the proposed change(s)?

this will increase the impact and utility of this course for students across the university

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

none

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Pharmacy
Fiscal Unit/Academic Org	Pharmacy - D1800
College/Academic Group	Pharmacy
Level/Career	Undergraduate
Course Number/Catalog	3430S
Previous Value	3430
Course Title	Quest for the Cancer Cure
Previous Value	Quest for the Cure
Transcript Abbreviation	Quest for Cure
Course Description	In this course we will discuss the ongoing quest for a cure for cancer, including recent investigations in how cancer is treated, prevented and detected in collaboration with Pelotonia: a local philanthropic organization with the mission to improve health outcomes in cancer patients by mobilizing the community of cancer patients, caregivers, and advocates to fundraise for cancer research.
Previous Value	In this course we will discuss the ongoing quest for a cure for cancer, including recent investigations in how cancer is treated, prevented and detected. Like in many quests, cancer has proven an evasive and adaptable villain and our heroic cancer patients, advocates, researchers, and healthcare providers face additional obstacles in the form of cancer health disparities.
Semester Credit Hours/Units	Fixed: 4
Previous Value	Fixed: 3

Offering Information

Length Of Course	14 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No

Admission Condition Course	No
Off Campus	Sometimes
Previous Value	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster
Previous Value	Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq: BIO 1113 or equivalent
Previous Value	
Exclusions	
Electronically Enforced	Yes
Previous Value	No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	51.2010
Subsidy Level	Baccalaureate Course
Intended Rank	Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

Health and Well-being; Service-Learning

[Previous Value](#)

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes	• Understand the history and key scientific developments in the ongoing quest for a cure for cancer. • Analyze research articles investigating the latest discoveries and technologies in cancer therapy, detection, prevention, and equity. • Consider furthering health and wellbeing against cancer as an advocate, researcher, and/or healthcare professional.
Content Topic List	• Cancer Therapy • Cancer Detection and Prevention • Cancer Health Equity
Sought Concurrence	No

Attachments

- PHR3430-submission-health-well-being.pdf: GE Themes submission worksheet
(Other Supporting Documentation. Owner: Bowman,Michael Robert)
- PHR3430 service-learning-inventory.pdf: service learning course inventory
(Other Supporting Documentation. Owner: Bowman,Michael Robert)
- PHR3430 Syllabus SP26 v2.docx: revised syllabus
(Syllabus. Owner: Bowman,Michael Robert)
- Cover letter for PHR 3430S.pdf: cover letter
(Cover Letter. Owner: Bowman,Michael Robert)

Comments

- approved by the Undergraduate Studies Committee 5/22/25
- revised syllabus and cover letter for 9/26/25 revisions added 10/2/25 *(by Bowman,Michael Robert on 10/02/2025 09:39 AM)*
- Please see feedback email sent to the unit 09-26-2025 RLS *(by Steele,Rachel Lea on 09/26/2025 10:47 AM)*
- Please upload revised course files. *(by Kwiek,Nicole Cartwright on 07/09/2025 08:17 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Bowman,Michael Robert	06/04/2025 10:24 AM	Submitted for Approval
Approved	Mercerhill,Jessica Leigh	06/09/2025 07:33 AM	Unit Approval
Revision Requested	Kwiek,Nicole Cartwright	07/09/2025 08:17 AM	College Approval
Submitted	Mercerhill,Jessica Leigh	07/09/2025 08:21 AM	Submitted for Approval
Approved	Mercerhill,Jessica Leigh	07/09/2025 08:26 AM	Unit Approval
Revision Requested	Kwiek,Nicole Cartwright	07/09/2025 08:32 AM	College Approval
Submitted	Bowman,Michael Robert	07/09/2025 04:31 PM	Submitted for Approval
Approved	Mercerhill,Jessica Leigh	07/10/2025 07:21 AM	Unit Approval
Approved	Kwiek,Nicole Cartwright	07/10/2025 08:52 AM	College Approval
Revision Requested	Steele,Rachel Lea	09/26/2025 10:47 AM	ASCCAO Approval
Submitted	Bowman,Michael Robert	10/02/2025 09:40 AM	Submitted for Approval
Approved	Mercerhill,Jessica Leigh	10/02/2025 09:59 AM	Unit Approval
Approved	Kwiek,Nicole Cartwright	10/02/2025 07:51 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	10/02/2025 07:51 PM	ASCCAO Approval



October 2, 2025

Dear Reviewers,

Thank you for your thoughtful feedback on PHR 3430S: Quest for the Cancer Cure. Dr. Denton has addressed the committee's concerns with an item-by-item response below:

The Subcommittee asks that the college amend the course to so that students will be engaging with the theme of Health and Wellbeing at an "advanced and in-depth level". To this end, they offer the following feedback:

- A. *The Subcommittee asks that the college provide a list of readings for the course. They especially interested in understanding how the course's materials will contribute to student "engag[ing] in advanced, in-depth, scholarly exploration" of the theme (ELO 1.2). They would also like to see how the course materials will play a role in students' ability to "identify, describe, and synthesize approaches or experiences" (ELO 2.1) regarding the theme and the topic of the course.*

PHR3430 frequently updates readings to provide students the most impactful primary research articles on cancer health and wellness. These include papers covering a diversity of approaches to cancer wellness and experiences from cancer researchers, oncology health professionals, and survivors, as demonstrated by both socially annotated assessments of understanding and in-class discussions. This is in addition to student literature review assignments and the creation of an outreach project through Pelotonia community partners to further engage in advanced, in-depth, scholarly exploration in the topic of cancer health and wellness. The latest reading list includes:

1. Hanahan D. Hallmarks of Cancer: New Dimensions. *Cancer Discov.* 2022 Jan;12(1):31-46. doi: 10.1158/2159-8290.CD-21-1059. PMID: 35022204.
2. Byrd JC, Harrington B, O'Brien S, Jones JA, Schuh A, Devereux S, Chaves J, Wierda WG, Awan FT, Brown JR, Hillmen P, Stephens DM, Ghia P, Barrientos JC, Pagel JM, Woyach J, Johnson D, Huang J, Wang X, Kaptein A, Lannutti BJ, Covey T, Fardis M, McGreivoy J, Hamdy A, Rothbaum W, Izumi R, Diacovo TG, Johnson AJ, Furman RR. Acalabrutinib (ACP-196) in Relapsed Chronic Lymphocytic Leukemia. *N Engl J Med.* 2016 Jan 28;374(4):323-32. doi: 10.1056/NEJMoa1509981. Epub 2015 Dec 7. PMID: 26641137; PMCID: PMC4862586.
3. Roychowdhury S, Iyer MK, Robinson DR, Lonigro RJ, Wu YM, Cao X, Kalyana-Sundaram S, Sam L, Balbin OA, Quist MJ, Barrette T, Everett J, Siddiqui J, Kunju LP, Navone N, Araujo JC, Troncoso P, Logothetis CJ, Innis JW, Smith DC, Lao CD, Kim SY, Roberts JS, Gruber SB, Pienta KJ, Talpaz M, Chinnaiyan AM. Personalized oncology through integrative high-throughput sequencing: a pilot study. *Sci Transl Med.* 2011 Nov 30;3(111):111ra121. doi: 10.1126/scitranslmed.3003161. PMID: 22133722; PMCID: PMC3476478.
4. Si Y, Guan J, Xu Y, Chen K, Kim S, Zhou L, Jaskula-Sztul R, Liu XM. Dual-Targeted Extracellular Vesicles to Facilitate Combined Therapies for Neuroendocrine Cancer Treatment. *Pharmaceutics.* 2020 Nov 11;12(11):1079. doi: 10.3390/pharmaceutics12111079. PMID: 33187322; PMCID: PMC7696983.

5. Bekaii-Saab T, Wesolowski R, Ahn DH, Wu C, Mortazavi A, Lustberg M, Ramaswamy B, Fowler J, Wei L, Overholser J, Kaumaya PTP. Phase I Immunotherapy Trial with Two Chimeric HER-2 B-Cell Peptide Vaccines Emulsified in Montanide ISA 720VG and Nor-MDP Adjuvant in Patients with Advanced Solid Tumors. *Clin Cancer Res*. 2019 Jun 15;25(12):3495-3507. doi: 10.1158/1078-0432.CCR-18-3997. Epub 2019 Feb 25. PMID: 30804020; PMCID: PMC7159438.
6. Cripe TP, Hutzen B, Currier MA, Chen CY, Glaspell AM, Sullivan GC, Hurley JM, Deighen MR, Venkataramany AS, Mo X, Stanek JR, Miller AR, Wijeratne S, Magrini V, Mardis ER, Mendell JR, Chandler DS, Wang PY. Leveraging gene therapy to achieve long-term continuous or controllable expression of biotherapeutics. *Sci Adv*. 2022 Jul 15;8(28):eabm1890. doi: 10.1126/sciadv.abm1890. Epub 2022 Jul 13. PMID: 35857488; PMCID: PMC9278853.
7. Naeimi Kararoudi M, Nagai Y, Elmas E, de Souza Fernandes Pereira M, Ali SA, Imus PH, Wethington D, Borrello IM, Lee DA, Ghiaur G. CD38 deletion of human primary NK cells eliminates daratumumab-induced fratricide and boosts their effector activity. *Blood*. 2020 Nov 19;136(21):2416-2427. doi: 10.1182/blood.2020006200. PMID: 32603414; PMCID: PMC7685207.
8. Ghonime MG, Saini U, Kelly MC, Roth JC, Wang PY, Chen CY, Miller K, Hernandez-Aguirre I, Kim Y, Mo X, Stanek JR, Cripe T, Mardis E, Cassady KA. Eliciting an immune-mediated antitumor response through oncolytic herpes simplex virus-based shared antigen expression in tumors resistant to viroimmunotherapy. *J Immunother Cancer*. 2021 Oct;9(10):e002939. doi: 10.1136/jitc-2021-002939. PMID: 34599026; PMCID: PMC8488720.
9. Pearlman R, Frankel WL, Swanson BJ, Jones D, Zhao W, Yilmaz A, Miller K, Bacher J, Bigley C, Nelsen L, Goodfellow PJ, Goldberg RM, Paskett E, Shields PG, Freudenheim JL, Stanich PP, Lattimer I, Arnold M, Prior TW, Haut M, Kalady MF, Heald B, Paquette I, Draper DJ, Brell JM, Mahesh S, Weeman K, Bastola S, Zangmeister J, Gowda A, Kencana F, Malcolm A, Liu Y, Cole S, Bane C, Li C, Rehmsus E, Pritchard CC, Shirts BH, Jacobson A, Cummings SA, de la Chapelle A, Hampel H. Prospective Statewide Study of Universal Screening for Hereditary Colorectal Cancer: The Ohio Colorectal Cancer Prevention Initiative. *JCO Precis Oncol*. 2021 May 5;5:PO.20.00525. doi: 10.1200/PO.20.00525. PMID: 34250417; PMCID: PMC8232834.
10. Shi N, Chen F, Zhang X, Clinton SK, Tang X, Sun Z, Chen T. Suppression of Oxidative Stress and NFkB/MAPK Signaling by Lyophilized Black Raspberries for Esophageal Cancer Prevention in Rats. *Nutrients*. 2017 Apr 22;9(4):413. doi: 10.3390/nu9040413. PMID: 28441719; PMCID: PMC5409752.
11. Shete S, Deng Y, Shannon J, Faseru B, Middleton D, Iachan R, Bernardo B, Balkrishnan R, Kim SJ, Huang B, Millar MM, Fuemmler B, Jensen JD, Mendoza JA, Hu J, Lazovich D, Robertson L, Demark-Wahnefried W, Paskett ED; Rural Workgroup of the Population Health Assessment in Cancer Center Catchment Areas Initiative. Differences in Breast and Colorectal Cancer Screening Adherence Among Women Residing in Urban and Rural Communities in the United States. *JAMA Netw Open*. 2021 Oct 1;4(10):e2128000. doi: 10.1001/jamanetworkopen.2021.28000. PMID: 34605915; PMCID: PMC8491105.
12. Foy KC, Fisher JL, Lustberg MB, Gray DM, DeGraffinreid CR, Paskett ED. Disparities in breast cancer tumor characteristics, treatment, time to treatment, and survival probability among African American and white women. *NPJ Breast Cancer*. 2018 Mar 20;4:7. doi: 10.1038/s41523-018-0059-5. PMID: 29582015; PMCID: PMC5861087.
13. Hutchcraft ML, Teferra AA, Montemorano L, Patterson JG. Differences in Health-Related Quality of Life and Health Behaviors Among Lesbian, Bisexual, and Heterosexual Women Surviving Cancer from the 2013 to 2018 National Health Interview Survey. *LGBT Health*. 2021 Jan;8(1):68-78. doi: 10.1089/lgbt.2020.0185. Epub 2020 Dec 16. PMID: 33325783; PMCID: PMC7826421.

B. The Subcommittee asks that the course's assessments be adjusted to allow students to demonstrate their abilities to think "critical[ly] and logical[ly]" about the theme, and "identify, describe, and synthesize approaches or experiences as they apply to the theme" (ELOs 1.1 and 2.1). The Subcommittee notes that, in its current form, the course depends heavily on Hypothesis activities and TopHat to assess students (syllabus, p. 6); these methods make it difficult for students to demonstrate their mastery of the Themes' advanced ELOs.

While social annotation has been traditionally used to simply engage students in reading by requiring a certain number of annotations, we have published research on our unique approach to instructor-led peer-collaborative social annotation to assess student's ability to critically and logically think about the theme of cancer wellness through assessment annotations such as "describe what a Western Blot is and how the researchers used it to investigate the role of NFkB signaling in cancer progression" as well as "Discern the lifestyle choice that had the strongest predictor of colorectal cancer from table 2 and propose an intervention for screening colorectal cancer earlier on". This application of causal mechanistic reasoning in primary research articles not only provides direct assessment of student mastery of the Themes' advanced ELOs, but also demonstrated a 5-fold increase (25.0% vs 4.55%) in students averaging graduate level research comprehension (most notably demonstrating synthesis of outside resources to answer assessment questions) compared to non-causal mechanistically reasoned social annotation assessments, as well as an increase in all facets of the Persistence in the Sciences (PITS) survey predictive of student matriculation into science careers (most notably in the "self-efficacy" category of student mastery of primary research articles). While our manuscript is currently under review in Medical Science Educator, you can find preliminary results of the study on Hypothes.is's Social Innovator of the Year page: <https://web.hypothes.is/case-studies/midwest-college/>

C. The Subcommittee notes that the social media campaign that students are asked to design is focused on a single research article (syllabus, p. 7). Given the weight that this project has, they ask that it be expanded to include more in-depth study and synthesis of information from a variety of sources.

To clarify, while the social media campaign is to highlight a Pelotonia sponsored researcher/team, the various checkpoints to reach that output do involve a literature review of the research topic as well as interviews with the Pelotonia sponsored researcher and feedback from peers and community partners, providing more in-depth study and synthesis of information from a variety of sources.

The Subcommittee requests that the college provide additional information about the Service-Learning component of the course, including the following:

D. The Subcommittee would like to know what community or segment of the community is being served by this course, which the specific needs of that community are being met by students, and how students will achieve that.

Students will serve the cancer survivor community while also being connected with cancer researchers, health professionals, and philanthropist through the Pelotonia non-profit cancer philanthropy group. Cancer patients are in need of hope in new approaches to cancer treatment, prevention/detection, health disparity justice, and survivorship: all of which are advanced through the

cancer research philanthropy work at Pelotonia. Specifically in these efforts, Pelotonia has expressed unmet needs in communicating the scope of Ohio State cancer research impact beyond Columbus OH as well as communicating advanced discoveries in cancer wellness research to the public. Students in PHR3430 will fulfill these unmet needs through both interviews and scope of impact analyses with Pelotonia-sponsored researchers and through outreach projects like social media campaigns that communicate advanced cancer wellness discoveries into comprehensive and engaging outputs.

E. The Subcommittee asks that the college include in the syllabus an explanation for students regarding how the service project (the creation of a social media campaign) engages deeply with the theme, how it connects to the academic content of the course, and how it supports the advanced and scholarly nature of the course.

As previously mentioned above, the various checkpoints to achieve that outreach project output do involve a literature review of the research topic as well as interviews with the Pelotonia sponsored researcher and feedback from peers and community partners, providing deep engagement in the theme of cancer health and wellness and synthesis of advanced and scholarly sources. This is in addition to the twice weekly journal clubs that students will complete during the formal lecture time. We can include this language in the attached syllabus revision (**highlighted in yellow**).

F. The Subcommittee asks that the college provide further details about how students' time will be spent in the course. As a 4-credit hour course that combines classroom learning with experiential learning (similar in nature to an internship, laboratory, or studio course), if approx. 110 minutes/week are to be spent in class (syllabus, p. 1), the students would then need to spend approx. 220 minutes/week working with the community partner to satisfy the requirements for a 4 credit hour course. The Subcommittee is particularly interested in knowing how students will spend their time at the Pelotonia offices, given that the syllabus seems to describe students working on their own to do interviews and create the social media campaign, which would generally be considered homework rather than contact hours or instructional time. For further information, please see the definition of a semester credit hour in section 3335-8-25 of the Faculty Rules.

While students are expected to work on individual interviews and outreach projects, there is not a dedicated instructional time during the 110 minute/week lecture time to cover the background of Pelotonia and other cancer wellness nonprofits, the interviewing and active listening skills, access to facilities and equipment to make high quality recordings during Pelotonia-sponsored researcher interviews, the marketing expertise to perform an impact report on Pelotonia-sponsored research, the marketing expertise to assess outreach output engagement, access to cancer patients and stakeholders to pitch their outreach project to, access to Pelotonia social media platforms and materials for their outreach project, and Pelotonia-sponsor stakeholder/patient events to display their final outreach product. An additional 110 minutes a week of direct instruction at the Pelotonia site plus the independent work students will be expected to do for the formal journal clubs and the service at Pelotonia was a criticism we received at the summer service-learning course redesign institute for demanding too much instructional and homework time of students for a 4 credit hour course.

G. On a related note, the Subcommittee requests that the college explain more clearly in the syllabus how students will spend their time when “on site” at the Pelotonia Offices and how that is related to their time spent on course work outside of class. From the description on p. 3 of the syllabus, it seems that this time will be spent working on the “Interview a Cancer Quester” and “Research Presentation/Social Media Campaign” assignments. However, if that is the case, the Subcommittee is unsure that students will have 6 hours/week of work outside of class to meet the requirements for a four-credit hour course.

We have included the clarification in item F in the attached syllabus revision (highlighted in yellow). However, some clarification is needed in defining the direct contact vs "homework" hours in a 4 credit hour service learning course. As written, student are expected to spend 4 hours/week of homework reading the journal club articles and answering annotated questions, approximately 4 hours/week of homework progressing their Pelotonia interview and outreach projects, 2 hours/week instruction at Parks Hall, and 2 hours/week contact with Pelotonia. Is this too many hours for a 4-credit hour course?

H. If the college has not already done so, the Subcommittee recommends reaching out to Claire Sweigert, 10, Program Director for High-Impact Practices, whose office supports the development of Service-Learning courses.

We are already in contact with Claire Sweigert through the summer 2025 service-learning course redesign institute as mentioned above; we can reestablish contact if her clarifications can alleviate some of the disconnects.

I. The Subcommittee asks that the college include in the syllabus a statement identifying the course a part of the GEN Theme: Health and Wellbeing category, a listing of the goals and ELOs associated with the GEN category, and a brief, student-friendly paragraph explaining how this course, in particular, will meet those goals and ELOs, per a requirement for all GEN courses.

We have updated the course description to as described in the attached syllabus revision (highlighted in yellow) "PHR3430: Quest for the Cancer Cure exemplifies the Health and Wellbeing concepts as you analyze weekly primary research articles on cancer wellness at an advanced level appropriate for a Themes course. These research article readings integrate with out-of-classroom experiences through community-engagement with Pelotonia (the local cancer philanthropy group for James Cancer Center research) by developing cancer "quester" impact report interviews and outreach projects on cancer wellness innovations that span multiple dimensions of wellbeing such as physical and mental wellbeing in cancer therapy, prevention, and detection as well as financial, career, and emotional dimensions in cancer disparities and survivorship."

J. As of August 29th, 2025, all syllabi must have either a link to the statements below or these statements written out in their entirety within the syllabus (the statement(s) in bold below are missing from the current syllabus and/or are incomplete/out-of-date). Syllabi should link to the Office of Undergraduate Education's Syllabus Policies & Statements webpage and/or copy-and-paste the statements from the Office of Undergraduate Education's website.

Academic Misconduct

Student Life - Disability Services

Religious Accommodations

Intellectual Diversity

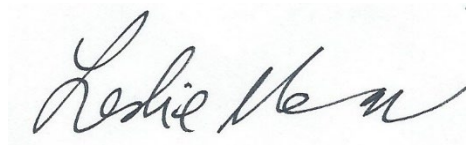
Instructors are also welcome to include any other standard and/or recommended syllabus statements found on the Office of Undergraduate Education's webpage which they deem relevant for their course. Please also refer to this page to ensure that the Mental Health Statement on p. 11 of the syllabus and all other statements are current and accurate.

We have updated the listed statements as described in the attached syllabus revision (highlighted in yellow).

Please let us know if further adjustments are needed.

Thank you again for your time and consideration of PHR 3430S.

Sincerely,

A handwritten signature in black ink, appearing to read "Leslie Newman", is written over a light blue rectangular background.

Leslie Newman

Quest for the Cancer Cure Syllabus

PHR3430 Spring 2026

Course Information

- **Course times and location:** Mondays and Wednesdays, 4:10-5:05 PM, Parks Hall 111 with work outside of class at the Pelotonia Headquarters on 2281 Kenny Rd Suite 450, Columbus, OH 43210
- **Credit hours:** 4
- **Mode of delivery:** In-person



Instructor

- **Name:** Dr. Nick Denton
- **Email:** denton.58@osu.edu
- **Office location:** 141C Parks Hall
- **Office/Student hours:** Mondays 1:40-3:40 pm or by appointment
- **Preferred means of communication:**
 - My preferred method of communication for questions is **email**.
 - My class-wide communications will be sent through the Announcements tool in CarmenCanvas. Please check your [notification preferences](https://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to be sure you receive these messages.

Community Partner

- **Name:** Brandon Simpauco
Pelotonia Community Programs Manager
- **Email:** bsimpauco@pelotonia.org
- **Office location:** Pelotonia Headquarters,
2281 Kenny Road, Suite 450 | Columbus, Ohio 43210
- **Office/Student hours:** by appointment
- **Preferred means of communication:**
 - My preferred method of communication for questions is **email**.



Course Prerequisites

BIO1113 or equivalent course

Your completion of the prerequisite coursework is evidence that you all have the capability of succeeding in this course with some guidance through potential bottlenecks and we encourage you to reach out to your peers, TAs, and instructors when you experience these bottlenecks. Successful scientific investigation requires the collaboration of diverse perspectives to overcome these obstacles.

Course Description

In this course we will discuss the ongoing quest for a cure for cancer, including recent investigations in how cancer is treated, prevented and detected in collaboration with Pelotonia: a philanthropic organization local to Columbus with the mission to improve health outcomes in cancer patients by mobilizing the community of cancer patients, caregivers, and advocates to fundraise for cancer research here at The Ohio State University. As in many quests, cancer has proven an evasive and adaptable villain and our heroic cancer patients, advocates, researchers, and healthcare providers face additional obstacles in the form of cancer health disparities. You will be introduced to this ongoing saga through twice weekly in-person discussions on what cancer is and why it is so difficult to treat while reading research articles on the cutting-edge cancer therapy technologies and finishing with a series of reflections on cancer wellbeing and resiliency. About half of our effort will also go towards collaborating with Pelotonia to better understand the various cancer “questers” while creating an outreach project on a cancer wellness innovation. I hope that after the course you will have the knowledge and skills to write your own chapter in this epic tale of the quest for the cancer cure.

Learning Outcomes

PHR3430: Quest for the Cancer Cure exemplifies the Health and Wellbeing Theme concepts as you analyze weekly primary research articles on cancer wellness at an advanced level appropriate for a themes course. These research article readings integrate with out-of-classroom experiences through service-learning High Impact Practice with Pelotonia staff and stakeholders (the local cancer philanthropy group for James Cancer Center research) by developing cancer “quester” impact report interviews and outreach projects on cancer wellness innovations that span multiple dimensions of wellbeing such as physical and mental wellbeing in cancer therapy, prevention, and detection as well as financial, career, and emotional dimensions in cancer disparities and survivorship.

Themes Goals

- Goal 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.



- Goal 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

Health and Wellbeing Goal

- Goal 3: Students will explore and analyze health and wellbeing through attention to at least two dimensions of wellbeing. (Ex: physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.).



How This Course Works

Mode of delivery: There are two required weekly in-person lectures in Parks Hall 111 each week on Mondays and Wednesdays from 4:10-5:05 pm that will revolve around Hypothes.is readings on Carmen. The rest of your time will be working with Pelotonia in interviewing cancer “questers” and developing your research project that can be completed around your own schedule during the week.

Pace of online activities: This course is divided into modules containing weekly assignments that are released one week ahead of time. You are expected to keep pace with pre-work for in-person lectures but you may schedule your efforts freely within that time frame.

Credit hours and work expectations: This is a 4 credit-hour course. According to [Ohio State bylaws on instruction](http://go.osu.edu/credithours) (go.osu.edu/credithours), students should expect around 4 hours per week of time spent on direct instruction (instructor content and Pelotonia service activities, for example) in addition to 8 hours of homework (reading and assignment preparation, for example) to receive a grade of C average.

Attendance and participation requirements: Research shows regular participation is one of the highest predictors of success. With that in mind, I have the following expectations for everyone’s participation:

- **Participating in online activities for attendance: at least once per week**
You are expected to log in to the course in Carmen every week to determine weekly assignments. During most weeks you will probably log in many times to access Hypothes.is pre-work.
- **In-person lectures: twice per week**
You are required to attend the scheduled Mo/We 4:10-5:05 pm lectures every week (2 hours weekly). Full credit for each lecture requires participation in the TopHat questions and speaking when prompted during discussion. Unwillingness to participate in lectures will result in a written follow-up from the instructor before non-attendance based participation points are deducted. If you have a medical, family, or work situation that might cause you to miss a lecture, discuss it with Dr. Denton *as soon as possible*.
- **Participating in Hypothes.is: twice per week**
As part of your participation, each week you can expect to post at least twice on videos and articles on Hypothes.is in preparation for our in-person lectures (4 hours weekly). Full credit for each Hypothes.is reading requires answering one of the highlighted questions that was not already answered by the designated number of students, making your own annotation, and replying to a peer’s annotation.
- **Service learning at Pelotonia headquarters: ~once per week**
The service-learning component of this course will be through spending approximately half your time (2 hours/weekly) at the Pelotonia headquarters at 2281 Kenny Rd Suite 450, Columbus, OH 43210 **gaining the expertise and resources required to progress** on your cancer “quester” interviews and outreach project on a cancer wellness innovation



such as covering the background of Pelotonia and other cancer wellness nonprofits, interviewing and active listening skills, access to facilities and equipment to make high quality recordings during Pelotonia-sponsored researcher interviews, the marketing expertise to perform an impact report on Pelotonia-sponsored research, the marketing expertise to assess outreach output engagement, access to cancer patients and stakeholders to pitch their outreach project to, access to Pelotonia social media platforms and materials for their outreach project, and Pelotonia-sponsor stakeholder/patient events to display your final outreach product.

- **Cancer “Quester” Interviews and Outreach Project: at least once per week**

After gaining the expertise and resources from Pelotonia staff, you will be expected to complete checkpoints in progressing through your cancer “quester” interviews and outreach projects (2 hours/weekly) including a literature review of the research topic as well as interviews with the Pelotonia sponsored researcher and feedback from peers and community partners, providing deep engagement in the theme of cancer health and wellness and synthesis of advanced and scholarly sources



Course Technologies

Required Equipment

- **Computer:** current Mac (MacOS) or PC (Windows 10) with high-speed internet connection
- **Other:** a mobile device (smartphone or tablet) to use for BuckeyePass authentication

If you do not have access to the technology you need to succeed in this class, review options for technology and internet access at go.osu.edu/student-tech-access.

Required Software

Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Visit the [installing Office 365](https://go.osu.edu/office365help) (go.osu.edu/office365help) help article for full instructions.

CarmenCanvas Access

You will need to use [BuckeyePass](https://buckeyepass.osu.edu) (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you do each of the following:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](https://go.osu.edu/add-device) (go.osu.edu/add-device) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- [Install the Duo Mobile application](https://go.osu.edu/install-duo) (go.osu.edu/install-duo) on all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at [614-688-4357 \(HELP\)](tel:614-688-4357) and IT support staff will work out a solution with you.

Technology Skills Needed for This Course

- Basic computer and web-browsing skills
- [Navigating CarmenCanvas](https://go.osu.edu/canvasstudent) (go.osu.edu/canvasstudent)



Technology Support

For help with your password, university email, CarmenCanvas, or any other technology issues, questions or requests, contact the IT Service Desk, which offers 24-hour support, seven days a week.

- **Self Service and Chat:** go.osu.edu/it
- **Phone:** [614-688-4357 \(HELP\)](tel:614-688-4357)
- **Email:** servicedesk@osu.edu



Grading and Faculty Response

How Your Grade is Calculated

Assignment Category	Points
In-Person Lecture TopHat/Discussions	270 pts (38.6%)
Hypothesis Pre-Work	230 pts (32.9%)
Interview a Cancer Quester	50 pts (7.1%)
Research Presentation	150 pts in total (21.4%)

See [Course Schedule](#) for due dates.

Descriptions of Major Course Assignments

In-Person Lecture TopHat/Discussions

Description: Primary assessment of your understanding of the course concepts will be through in-person discussions between your instructors and peers. TopHat questions and short lectures will prompt student discussions on cancer health and wellbeing; be sure to bring a phone or computer to complete TopHat questions on during lecture. TopHat poll questions will be for instructors to anonymously gauge any particular topics that should be addressed to improve student comprehension. Full credit for each in-person lecture requires participation in any TopHat questions or small group discussions prompted in any given lecture.

Carmen Hypothes.is Pre-Work

Description: In preparation for our in-person lectures, you will be assigned short readings and videos introducing cancer treatment, prevention, detection, and equity concepts. We will complete social readings via Hypothes.is, which can be accessed through the assignment page for each reading on Carmen Canvas. The majority of these readings will involve breaking down research papers' background and methodology one evening then results and conclusions by the next evening. Full credit for each Hypothes.is reading requires answering one of the highlighted assessments that was not already answered by the maximum number of respondents, making your own annotation, and replying to a peer's annotation.



Interview a Cancer Quester

Description: To get an understanding of the many facets of cancer wellness you will collaborate with Pelotonia to interview a cancer quester on how they contribute to the quest for the cure. You can request an interview from a cancer healthcare professional (oncologist, pharmacist, nurse, radiologist, etc.), a cancer researcher, or a cancer advocate (fundraising staff, politician, community leader, etc.) sponsored by Pelotonia. This will also involve obtaining interview skill training from Pelotonia staff prior to your quester interview and a checkpoint to validate your interview impact report with your interviewee before submitting a ~2 page reflection on the interview through the Interview a Cancer Quester assignment page.

Outreach Project

Description: To demonstrate your understanding of the ongoing quest for the cure, you will also collaborate with Pelotonia staff in creating an outreach project on one of the cancer wellness innovations sponsored by Pelotonia. These outreach projects can take multiple forms such as a social media campaign, an infographic, a T-shirt design, etc. There will be a first checkpoint partway through the semester to choose a research article that will be the main focus of your presentation, a second checkpoint to annotate your paper of interest and review a peer's annotated paper, a third to outline your social media campaign with training from Pelotonia staff, and lastly present your outreach project in a Pelotonia sponsored showcase, consisting of a Gallery Walk to provide Question & Answers with peers and Pelotonia stakeholders.

Academic integrity and collaboration: You will be expected to provide your own comments for the Hypothes.is Pre-Work; you will not receive credit for copy/pasting comments that your peers have posted. Likewise, you may not use a proxy or have someone else answer TopHat questions, write the interview assignment, or produce the outreach project on your behalf. If you have any doubts on whether an action is potentially academic misconduct, then conduct Dr. Denton for verification.

Late Assignments

Hypothes.is Pre-Work will be due 11:59 pm the night before its corresponding in-person lecture; refer to Carmen and the class schedule for details on due dates. Due to the collaborative nature of the in-person lectures, we will not be able to accept late Hypothes.is assessments or arrange make-up TopHat questions after lecture. Cancer quester interview and outreach project checkpoints submitted late will be penalized 10% of the maximum score plus an additional 10% for every 24 hours passed the due date a checkpoint is submitted (i.e. a checkpoint worth 20 points submitted 30 hours late will be penalized 20% or 4 points from the final grade). Excused absences/extensions for medical, family, or work emergencies will be coordinated on a case-by-case basis and must be communicated to Dr. Denton via email as soon as possible.

Instructor Feedback and Response Time

We are providing the following list to give you an idea of my intended availability throughout the course. Remember that you can call [614-688-4357 \(HELP\)](tel:614-688-4357) at any time if you have a technical problem.

- **Preferred contact method:** If you have a question, please contact Dr. Denton first through email. He will reply to emails within **24 hours on days when class is in session at the university**.
- **Class announcements:** We will send all important class-wide messages through the Announcements tool in CarmenCanvas. Please check [your notification preferences](https://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to ensure you receive these messages.
- **Grading and feedback:** For participation grades, we will try to provide feedback and grades within **seven days** of the lecture.

Grading Scale

93–100: A
90–92.9: A-
87–89.9: B+
83–86.9: B
80–82.9: B-
77–79.9: C+
73–76.9: C
70–72.9: C-
67–69.9: D+
60–66.9: D
Below 60: E



Other Course Policies

Communication Guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** Remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online. I will provide specific guidance for discussions on controversial or personal topics.
- **Citing your sources:** When you reference a research article or outside resource in your assignments, please cite your sources to verify your claims. For online sources, also include a link.
- **Technical Issues:** If you encounter a technical issue with Carmen, contact the IT Service Desk at go.osu.edu/it or 614-688-4357 (HELP). Problems with TopHat can be addressed via the TopHat student support page: <https://support.tophat.com/s/>. Problems with Hypothes.is can be addressed via the Hypothes.is help center: <https://web.hypothes.is/help/>. If issues continue, contact me after the lecture to discuss how to restore participation in the course. I may not be able to address more complex technical issues during a lecture.
- **Preparation:** Come to the lectures having completed any Hypothes.is Pre-Work and be ready to have open, civil, and supportive discussions in lecture.
- **Participation:** During lecture you are free to interrupt me with questions pertaining to the lecture material. If you are unsure if your question pertains to the lecture then please follow up with me afterwards to make sure your questions are answered. Plan to be attentive during the entire lecture, as there will be TopHat questions and discussions throughout the lecture.

If you have any concerns about participating in class or working at the Pelotonia headquarters, please let me know. My goal is to create a safe environment where we can benefit from seeing each other and connecting, but I want to prioritize your safety and well-being.

Academic Misconduct

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the **Committee on Academic Misconduct (COAM)** expect that all students have read and understand the University's **Code of Student Conduct**, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must



recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute Academic Misconduct.

The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: Any activity that tends to compromise the academic integrity of the University or subvert the educational process. Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an excuse for academic misconduct, so please review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If an instructor suspects that a student has committed academic misconduct in this course, the instructor is obligated by University Rules to report those suspicions to the Committee on Academic Misconduct. If COAM determines that a student violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in the course and suspension or dismissal from the University.

If students have questions about the above policy or what constitutes academic misconduct in this course, they should contact the instructor.

Artificial Intelligence and Academic Integrity

There has been a significant increase in the popularity and availability of a variety of generative artificial intelligence (AI) tools, including ChatGPT, Sudowrite, and others. These tools will help shape the future of work, research and technology, but when used in the wrong way, they can stand in conflict with academic integrity at Ohio State.

All students have important obligations under the Code of Student Conduct to complete all academic and scholarly activities with fairness and honesty. Our professional students also have the responsibility to uphold the professional and ethical standards found in their respective academic honor codes. Specifically, students are not to use unauthorized assistance in the laboratory, on field work, in scholarship, or on a course assignment unless such assistance has been authorized specifically by the course instructor. In addition, students are not to submit their work without acknowledging any word-for-word use and/or paraphrasing of writing, ideas or other work that is not your own. These requirements apply to all students undergraduate, graduate, and professional.

To maintain a culture of integrity and respect, these generative AI tools should not be used in the completion of course assignments unless an instructor for a given course specifically authorizes their use. Some instructors may approve of using generative AI tools in the academic setting for specific goals. However, these tools should be used only with the explicit and clear permission of each individual instructor, and then only in the ways allowed by the instructor.

Religious Accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement **and** the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the **Civil Rights Compliance Office**.

Policy: **Religious Holidays, Holy Days and Observances**

Disability Statement (with Accommodations for Illness)

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If students anticipate or experience academic barriers based on a disability (including mental health and medical conditions, whether chronic or temporary), they should let their instructor know immediately so that they can privately discuss options. Students do not need to disclose specific information about a disability to faculty. To establish reasonable accommodations, students may be asked to register with Student Life Disability Services (see below for campus-specific contact information). After registration, students should make arrangements with their instructors as soon as possible to



discuss your accommodations so that accommodations may be implemented in a timely fashion.

If students are ill and need to miss class, including if they are staying home and away from others while experiencing symptoms of viral infection or fever, they should let their instructor know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations.

slds@osu.edu

<https://slds.osu.edu/>

098 Baker Hall, 113 W. 12th Ave

614-292-3307 phone

Intellectual Diversity

Ohio State is committed to fostering a culture of open inquiry and intellectual diversity within the classroom. This course will cover a range of information and may include discussions or debates about controversial issues, beliefs, or policies. Any such discussions and debates are intended to support understanding of the approved curriculum and relevant course objectives rather than promote any specific point of view. Students will be assessed on principles applicable to the field of study and the content covered in the course. Preparing students for citizenship includes helping them develop critical thinking skills that will allow them to reach their own conclusions regarding complex or controversial matters.

Grievances and Solving Problems

According to University Policies, if you have a problem with this class, you should seek to resolve the grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, take your case to the department chairperson, college dean or associate dean, and to the provost, in that order. Specific procedures are outlined in Faculty Rule 3335-8-23. Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department.

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a welcoming community. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery



therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Civil Rights Compliance Office (CRCO):

Online reporting form: <http://civilrights.osu.edu/>

Call 614-247-5838 or TTY 614-688-8605

civilrights@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Civil Rights Compliance Office to ensure the university can take appropriate action:

All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.

The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

Copyright for Instructional Materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Your Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, [on-demand mental health resources](http://go.osu.edu/ccsondemand) (go.osu.edu/ccsondemand) are available. You can reach an on-call counselor when CCS is

closed at [614- 292-5766](tel:614-292-5766). **24-hour emergency help** is available through the [National Suicide Prevention Lifeline website](https://suicidepreventionlifeline.org) (suicidepreventionlifeline.org) or by calling [1-800-273-8255\(TALK\)](tel:1-800-273-8255). [The Ohio State Wellness app](https://go.osu.edu/wellnessapp) (go.osu.edu/wellnessapp) is also a great resource.



Course Schedule

Module		Week	Topic		Assignments	Pelotonia
1	Introduction: The Quest	Week 1 [01/12-01/18]	M	What is the Quest for the Cure?	Hallmarks of Cancer [01/09]	Intro to Pelotonia
			W	The Hallmarks of Cancer	Standard Therapy Paper: Introduction and Methods [01/16]	
2	Cancer Therapy	Week 2 [01/15-01/21]	M	MLK DAY		Cancer Quester Interviewer Training
			W	The Standard Therapy 1	- Interview a Cancer Quester (Interviewer Training) [01/19] - Standard Therapy Paper: Results and Conclusions [01/21]	
		Week 3 [01/22-01/28]	M	The Standard Therapy 2	Pharmacogenomics Paper: Background and Methods [01/23]	Cancer Quester Interview #1
			W	Pharmacogenomics 1	- Social Media Campaign (Find a Research Paper) [01/26] - Pharmacogenomics Paper: Results and Conclusions [01/28]	
		Week 4 [01/29-02/04]	M	Pharmacogenomics 2	Drug Delivery Paper: Background and Methods [01/30]	Impact Researching
			W	Drug Delivery 1	- Interview a Cancer Quester (Scheduled Interview) [02/02] - Drug Delivery Paper: Results and Conclusions [02/04]	
		Week 5 [02/05-02/11]	M	Drug Delivery 2	Gene Therapy Paper: Background and Methods [02/06]	Researching Outreach Project
			W	Gene Therapy 1	Gene Therapy Paper: Results and Conclusions [02/11]	
		Week 6 [02/12-02/18]	M	Gene Therapy 2	Cancer Vaccine Paper: Background and Methods [02/13]	Cancer Quester Interview #2
			W	Immune Checkpoint Inhibition and Cancer Vaccines 1	Social Media Campaign (Annotate Research Paper) [02/16]	



3	Cancer Detection and Prevention				Cancer Vaccine Paper: Results and Conclusions [02/18]	
		Week 7 [02/19-02/25]	M	Immune Checkpoint Inhibition and Cancer Vaccines 2	CART Paper: Background and Methods [02/20]	Cancer Quester Interview #3
			W	Chimeric Antigen Receptor T Cells 1	CART Paper: Results and Conclusions [02/25]	
		Week 8 [02/26-03/03]	M	Chimeric Antigen Receptor T Cells 2	OV Paper: Background and Methods [02/27]	Pitching Outreach Project Pt.1
			W	Oncolytic Viruses 1	- Social Media Campaign (Peer Review Annotated Research Paper) [03/01] - OV Paper: Results and Conclusions [03/03]	
		Week 9 [03/04-03/10]	M	Oncolytic Viruses 2	Cancer Detection Paper: Background and Methods [03/05]	Pitching Outreach Project Pt. 2
			W	Cancer Detection 1	Cancer Detection Paper: Results and Conclusions [03/17]	
		Week 10 [03/11-03/17]	M/W	Spring Break		
		Week 11 [03/18-03/24]	M	Cancer Detection 2	Cancer Prevention Paper: Background and Methods [03/19]	Creating Outreach Projects
			W	Cancer Prevention 1	- Social Media Campaign (Outline Presentation) [03/22] - Cancer Prevention Paper: Results and Conclusions [03/24]	
4	Cancer Health Equity	Week 12 [03/25-03/31]	M	Cancer Prevention 2	Socioeconomic Paper: Introduction and Methods [03/26]	Outreach Project Production Pt.1
			W	Socioeconomic and Rural Disparities 1	Socioeconomic Paper: Results and Conclusions [03/31]	
		Week 13 [04/01-04/07]	M	Socioeconomic and Rural Disparities 2	Racial Paper: Background and Methods [04/02]	Outreach Project Production Pt. 2
			W	Racial Disparities 1	- Interview a Cancer Quester (Interviewee Validated Impact Report) [04/05] - Racial Paper: Results and Conclusions [04/07]	



5	Conclusion: Your Quest	Week 14 [04/08-04/14]	M	Racial Disparities 2	Gender Paper: Background and Methods [04/09]	Impact Report Validation
			W	Gender Disparities 1	- Social Media Campaign (Submit Presentation) [04/12] - Gender Paper: Results and Conclusions [04/14]	
		Week 15 [04/15-04/21]	M	Gender Disparities 2	Social Media Campaign (Gallery Questions) [04/16]	Outreach Project Gallery Walk
			W	Cancer Resiliency	Social Media Campaign (Gallery Answers) [04/19]	
		Week 16 [04/22]	M	Opportunities in Cancer Wellness	Interview a Cancer Quester (Training Pathway Reflection) [04/22]	



GE Theme course submission worksheet: Health & Wellbeing

Overview

Courses in the GE Themes aim to provide students with opportunities to explore big picture ideas and problems within the specific practice and expertise of a discipline or department. Although many Theme courses serve within disciplinary majors or minors, by requesting inclusion in the General Education, programs are committing to the incorporation of the goals of the focal theme and the success and participation of students from outside of their program.

Each category of the GE has specific learning goals and Expected Learning Outcomes (ELOs) that connect to the big picture goals of the program. ELOs describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for **all** GE Themes and those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course. All courses in the GE must indicate that they are part of the GE and include the Goals and ELOs of their GE category on their syllabus.

The prompts in this form elicit information about how this course meets the expectations of the GE Themes. The form will be reviewed by a group of content experts (the Theme Advisory) and by a group of curriculum experts (the Theme Panel), with the latter having responsibility for the ELOs and Goals common to all themes (those things that make a course appropriate for the GE Themes) and the former having responsibility for the ELOs and Goals specific to the topic of **this** Theme.

Briefly describe how this course connects to or exemplifies the concept of this Theme (Health & Wellbeing)

In a sentence or two, explain how this class “fits” within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

(enter text here)

Connect this course to the Goals and ELOs shared by *all* Themes

Below are the Goals and ELOs common to all Themes. In the accompanying table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing “readings” without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

Goal 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

Goal 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

	Course activities and assignments to meet these ELOs
ELO 1.1 Engage in critical and logical thinking.	
ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.	
ELO 2.1 Identify, describe, and synthesize approaches or experiences.	
ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.	

Example responses for proposals within “Citizenship” (from Sociology 3200, Comm 2850, French 2803):

ELO 1.1 Engage in critical and logical thinking.	<i>This course will build skills needed to engage in critical and logical thinking about immigration and immigration related policy through: Weekly reading response papers which require the students to synthesize and critically evaluate cutting-edge scholarship on immigration; Engagement in class-based discussion and debates on immigration-related topics using evidence-based logical reasoning to evaluate policy positions; Completion of an assignment which build skills in analyzing empirical data on immigration (Assignment #1)</i>
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	Completion 3 assignments which build skills in connecting individual experiences with broader population-based patterns (Assignments #1, #2, #3) Completion of 3 quizzes in which students demonstrate comprehension of the course readings and materials.
ELO 2.1 Identify, describe, and synthesize approaches or experiences.	Students engage in advanced exploration of each module topic through a combination of lectures, readings, and discussions. <u>Lecture</u> Course materials come from a variety of sources to help students engage in the relationship between media and citizenship at an advanced level. Each of the 12 modules has 3-4 lectures that contain information from both peer-reviewed and popular sources. Additionally, each module has at least one guest lecture from an expert in that topic to increase students' access to people with expertise in a variety of areas. <u>Reading</u> The textbook for this course provides background information on each topic and corresponds to the lectures. Students also take some control over their own learning by choosing at least one peer-reviewed article and at least one newspaper article from outside the class materials to read and include in their weekly discussion posts. <u>Discussions</u> Students do weekly discussions and are given flexibility in their topic choices in order to allow them to take some control over their education. They are also asked to provide information from sources they've found outside the lecture materials. In this way, they are able to explore areas of particular interest to them and practice the skills they will need to gather information about current events, analyze this information, and communicate it with others. Activity Example: Civility impacts citizenship behaviors in many ways. Students are asked to choose a TED talk from a provided list (or choose another speech of their interest) and summarize and evaluate what it says about the relationship between civility and citizenship. Examples of Ted Talks on the list include Steven Petrow on the difference between being polite and being civil, Chimamanda Ngozi Adichie's talk on how a single story can perpetuate stereotypes, and Claire Wardle's talk on how diversity can enhance citizenship.
ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.	Students will conduct research on a specific event or site in Paris not already discussed in depth in class. Students will submit a 300-word abstract of their topic and a bibliography of at least five reputable academic and mainstream sources. At the end of the semester they will submit a 5-page research paper and present their findings in a 10-minute oral and visual presentation in a small-group setting in Zoom. Some examples of events and sites: The Paris Commune, an 1871 socialist uprising violently squelched by conservative forces

	<i>Jazz-Age Montmartre, where a small community of African-Americans—including actress and singer Josephine Baker, who was just inducted into the French Pantheon—settled and worked after World War I.</i> <i>The Vélodrome d’hiver Roundup, 16-17 July 1942, when 13,000 Jews were rounded up by Paris police before being sent to concentration camps</i> <i>The Marais, a vibrant Paris neighborhood inhabited over the centuries by aristocrats, then Jews, then the LGBTQ+ community, among other groups.</i>
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Goals and ELOs unique to Health & Wellbeing

Below are the Goals and ELOs specific to this Theme. As above, in the accompanying Table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

GOAL 3: Students will explore and analyze health and wellbeing through attention to at least two dimensions of wellbeing. (Ex: physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.).

	Course activities and assignments to meet these ELOs
ELO 3.1 Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives.	
ELO 3.2 Identify, reflect on, or apply strategies for promoting health and well-being.	

Service-Learning Course Inventory

Overview

The GE allows students to take a single, 4+ credit course to satisfy a particular GE Theme requirement if that course includes key practices that are recognized as integrative and high impact. Courses seeking one of these designations need to provide a completed Integrative Practices Inventory at the time of course submission. This will be evaluated with the rest of the course materials (syllabus, Theme Course submission document, etc). Approved Integrative Practices courses will need to participate in assessment both for their Theme category and for their integrative practice.

Please enter text in the boxes below to describe how your class will meet the expectations of Service-Learning Courses. It may be helpful to consult the Description & Expectations document for this pedagogical practice or to consult the OSU Office of Service Learning as you develop your course and complete this inventory. You may also want to consult the Director of Undergraduate Studies or appropriate support staff person as you complete this Inventory and submit your course.

Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be as specific as possible, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

Accessibility

If you have a disability and have trouble accessing this document or need to receive it in another format, please reach out to Meg Daly at daly.66@osu.edu or call 614-247-8412.

Pedagogical Practices for Service-Learning

Course subject & number

PHR3430

Performance expectations set at appropriately high levels (e.g. Students engage in appropriately linked academic and experiential exploration of the community setting in which they study). Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Students engage in appropriately high level academic and experiential exploration of cancer wellness innovations in the community setting of Pelotonia's headquarters. Student activities at the community site include orientation to philanthropy operations around furthering cancer wellness innovations (ELO1.2.a), interview trainings, in-depth interviews with cancer "questers" (researchers, healthcare professionals, advocates; ELO2.1.a,2.2.b) that include training pathways and the impact of emerging cancer wellness innovations in their roles (ELO2.2.a), training on impact reporting (ELO2.1.a), social media campaign trainings, social media campaign production around a cancer wellness innovation (ELO1.2.a), and "gallery walk" presentations with cancer wellness research stakeholders. Student performance expectations on the impact report and social media campaign deliverables are particularly high considering how the spring offering of the course precedes directly into Pelotonia's peak philanthropy season when their marketing department will immediately share out the students' impact reports and social media campaigns to stakeholders.

Significant investment of time and effort by students over an extended period of time (e.g. develop an increasing appreciation of the issues, resources, assets, and cultures of the community in which they are working). Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Approximately half of students' effort is split between didactic lectures (2 hours direct instruction plus 4 hours outside work on socially annotated research articles each week to earn a "C" grade) and experiential learning at Pelotonia's headquarters in the Carmenton innovation district (2 hours direct community-engagement plus 4 hours outside work on cancer "quester" impact reports and social media campaign). Student engagement with Pelotonia staff, interviewing cancer "questers", and presenting to stakeholders in cancer wellness each week develops students' increasing appreciation for issues in cancer wellness and the resources/assets/culture of the cancer "quester" community (ELO2.2.a,2.2.b). The final reflection on the cancer "quester" training pathways allows students to make connections between the cancer wellness community and their own personal experiences and training goals (ELO2.1.a,2.2.a).

Interactions with faculty, peers, and community partners about substantive matters including regular, meaningful faculty mentoring, peer support, and community partner interaction. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Students Interact meaningfully with faculty both asynchronously while socially annotating weekly research articles with faculty seeded assessment annotations (ELO1.1.a,1.1.b) along with formative feedback on student murkiest point annotations (ELO1.1.c) and synchronously during in-class discussions led by socially annotated research articles and TopHat-led small group discussions (ELO1.2.a). Faculty mentorship is also provided during formative feedback on all the cancer quester interview and social media campaign checkpoints.

Students interact meaningfully with peers while asynchronous socially annotating weekly research articles and synchronously during in-class discussions (ELO1.1.a,b,c). Peer review of social media campaign checkpoints include the research article review and the gallery walk of social media campaigns (ELO1.2.a).

Students interact meaningfully with community partners while receiving training on Pelotonia operations, interviewing, and social media campaigns (ELO1.2.a). During these interactions students will interview cancer quester healthcare professionals, researchers, and advocates on their role in the quest for the cancer cure, training pathway, and emerging cancer wellness innovations (ELO2.1.b,2.2.b). Collaborating with Pelotonia staff on producing the impact report from cancer questers also allows for student reflection on their own training goals (ELO2.1.a,2.2.a) while the social media campaign allows for student interaction with Pelotonia's stakeholders (ELO1.2.a,2.1.b).

Students will get frequent, timely, and constructive feedback on their work from all appropriate sources, especially on their community awareness and engagement, and their experience with difficult differences. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Students receive twice weekly feedback on their socially annotated research article readings, immediate feedback on in-class understanding of cancer wellness concepts via TopHat questions (ELO1.1.a,b,c). Student cancer quester interview impact report (ELO2.1.b,2.2.a,2.2.b) and social media campaign projects (ELO1.2.a,2.1.a) are scaffolded into almost weekly checkpoints for students to receive instructor and peer feedback on their project progress. Weekly interactions with Pelotonia staff during trainings and project progression as well as didactic teaching on social determinants of cancer health and survivorship during the last modules of the course will particularly provide students with feedback on their cancer wellness community awareness/engagement and their experience with difficult differences in cancer questers and survivors whose experiences are unlike their own (ELO2.1.b,2.2.a,2.2.b).

Periodic, structured opportunities to reflect and integrate learning (e. g. reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility). Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

During almost weekly scaffolded checkpoints in student cancer quester interview impact report and cancer wellness innovation social media campaign, students will complete training on Pelotonia operations, interviewing, and social media campaign production where they will be tasked with reflecting on how their training is relevant to their perspective careers and personal goals (ELO2.2.a). Students will also be tasked with submitting a reflection at the end of the semester on how the cancer quester interview and service learning experiences resonated with their own identity formation as a cancer quester in their sense of personal values and civic responsibility (ELO2.1.b,2.2.b).

Opportunities to discover relevance of learning through real-world applications (e.g., intentional connection between academic content and the community work in which they engage). Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Students connect academic content on cancer wellness innovations in therapy, prevent/detection, disparities, and survivorship during twice weekly lectures (ELO1.1.a,b,c) toward community impacts of these same cancer wellness innovations in the cancer community during weekly Pelotonia trainings and progression in their cancer quester interview impact report (ELO2.1.b,2.2.a,2.2.b) and cancer wellness innovation social media campaign production (ELO1.2.a,2.1.a). Pelotonia staff, cancer questers, and stakeholders are often the most impacted by cancer wellness innovations and would strongly reinforce students on the relevance of their cancer wellness innovations learning on the cancer community.

Public Demonstration of competence in academic settings and, if possible, in the community engagement site. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Students will be tasked to publicly demonstrate both their learning in cancer wellness innovations as well as their competence in community engagement during the cancer quester interviewing (ELO2.1.b,2.2.a,2.2.b) at the Pelotonia headquarters community engagement site in addition to providing Pelotonia with deliverable impact reports on Pelotonia's research grant awardees and social media campaigns that will be presented to not only Pelotonia staff and classmates but also to stakeholders during the start of Pelotonia's peak fundraising season at the end of spring (ELO1.2.a,2.1.a).

Experiences with diversity wherein students demonstrate intercultural competence and empathy with people and worldview frameworks that may differ from their own. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Students experience diversity of worldview in their interactions with classmates during in-class discussions and Pelotonia trainings that encourage civil discourse around cancer wellness topics and psychological safety in sharing differing opinions (ELO1.1.c). The cancer questers likewise come from a diversity of worldviews in terms of roles in the quest for the cancer cure and personal training pathways where students will demonstrate intercultural competence and empathy during the interview trainings and the interview itself (ELO2.1.b,2.2.a,2.2.b). Didactic teaching on social determinants of cancer health and survivorship during the last modules of the course will particularly task students to demonstrate intercultural competence and empathy with cancer survivors whose challenges in cancer wellness may differ from student's own (ELO1.1.a,1.1.b,2.2.b).

Explicit and intentional efforts to promote inclusivity and a sense of belonging and safety for students, e.g. universal design principles, culturally responsible pedagogy. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

I have previously demonstrated my unique approach to socially annotated research article guided journal clubs provide students with the psychological safety of "warm calling" students into journal club discussions that has resulted in notable enhancements in student sense of belonging through the Persistence in The Sciences (PITs) survey:
<https://pharmacy.osu.edu/news/nick-denton-receives-inaugural-hypothesis-social-learning-innovator-award>

Furthermore, the course syllabus and introductory lecture emphasizes inclusivity and respect both inside the classroom and out at the community engagement site of Pelotonia headquarters. This is reemphasized again at the start of the cancer disparities module to remind students of intersectionality of identity and the dangers of generalizing the experience of individual cancer patients (as well as classmates and community partners) into stereotypes about different communities.

Other examples of culturally responsible pedagogy include explicitly stating class procedures for extending deadlines due to family, health, work, and religious observances and including the professional headshots from each coauthor on the research articles to emphasize the diverse and collaborative research teams involved in the quest for the cancer cure. Universal design for learning principles include making all course materials and assessments digitally accessible, Transparency in Learning and Teaching (TILT) designed assignment pages, and multiple modalities of assessment including verbal/non-verbal and synchronous/asynchronous demonstrations of learning.

Service-Learning Course Inventory

Clear plan to promote this course to get a wider enrollment of typically underserved populations. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

PHR3430 already is within the College of Pharmacy curriculum as a science elective that is communicated out to our perspective students for Bachelors of Science in Pharmaceutical Science majors and Pharmaceutical Science minor. The college's PROPEL program particularly reaches out to high schools and community colleges that enroll high portions of underserved student populations where I plan to advertise PHR3430 as a highly attractive course uniquely suited for students interested in a cancer wellness career that covers both the Health and Wellness themes GE and 4 credit hour high impact practices GE requirements.