MOLECULAR CELL BIOLOGY & GENETICS – 2020
Course Description

CONTENTS

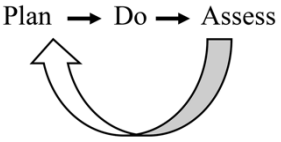
1. OUTCOMES APPROACH TO ASSESSMENT AND COMPETENCY-BASED GOALS

Molecular Cell Biology and Genetics course (MCBG) will help you to understand the fundamental molecular, cellular, and genetic processes common to all mammalian cells, with an emphasis on clinical relevance. The course will also involve you in Loyola's outcomes approach to assessment through its competency-based curriculum. The complete Loyola University Chicago **SSOM Competencies** can be found on the Central Curricular Authority (CCA) website https://ssom.luc.edu/cca/responsibilities/ .

In MCBG, you will be evaluated in four of the eight SSOM competency goals. The course-specific **Goals and Objectives** can be found on the MCBG Homepage. When you successfully achieve the specific MCBG objectives for competency in 1) **Medical Knowledge** and 2) **Practice-based Learning and Improvement**, you will have the necessary skills and attitudes to build a personal framework for understanding the scientific basis of medicine. You will also be prepared to master key principles and concepts taught in subsequent medical school courses. When you achieve the specific MCBG objectives for competency in 3) **Interpersonal and Communication Skills** and 4) **Professionalism**, you will be prepared to work effectively with your peers in other medical school courses as well as in collaborative health care provider groups in a clinical setting. (See Section 10.)

2. OUTCOMES-BASED SELF-ASSESSMENT PLAN

To become a successful independent learner, it is important that you evaluate your current strengths and weaknesses and set goals for improving your knowledge and skills. This activity creates a learning cycle of



We have provided four fillable, Microsoft Word forms (downloadable through Sakai) to assist you in this process. The first form is the Precourse Self-Assessment and Goal-Setting Form (**Form 1**). You will need to complete this form and upload it to Sakai prior to 5:00 pm on August 3rd. This self-assessment will provide the faculty with information on your background knowledge, skills and attitudes in the four core competencies related to the course.

At the end of week 1, you will assess your small group performance, both as a group (**Form 2**) and an individual (**Form 3**). After completing the assessments, upload the forms to Sakai no later than 5:00 pm Monday August 10th. At the end of Week 3, you will reassess your goals using **Form 4**: Midcourse Self-Assessment. The completed form needs to be uploaded to Sakai by 5:00 pm on August 24th. **All submissions on Sakai must be in one of the following formats: PDF or Microsoft Office Word document.** Although you will not receive a grade for these self-assessments, they are an important learning tool. **Thoughtful completion and on-time submission of assessments will be considered when evaluating your competency in professionalism**. You can discuss these goals or any issues related to Small Group with your facilitator(s) or the course director, Dr. Foreman, at any time.

3. COURSE ORGANIZATION

The emphasis of the course will be on **student-centered** learning. The class will meet for approximately 3 hours daily, five days a week via Zoom. You will be provided with lecture notes and a copy of the lecture slide set, which are posted in Sakai and copied on the LUMEN calendar. The lecture notes contain a reading assignment and a list of Key Concepts / Learning Objective to guide your studying as well as most figures from lecture with or without explanations. The learning objectives tell you most of what you need to know and are especially useful for testing yourself in preparation for exams. You may find it useful to download or print these files for note taking as you view the lecture recording. A broader set of learning objectives, including ones for the Small Group Problem Solving Sessions, can be found on the MCBG Homepage under Course Description ("Session Objectives") and Goals and Objectives.

Most class meetings will begin at 9:30 am Central Daylight Time (CDT) with a 1-hour-45 minute Small Group Problem Solving Session (SGPSS). **Attendance at the SGPSS is mandatory**; attendance will be taken through the Zoom system. A problem set related to the material from the previous day's lecture will be provided in Sakai for you to download to your tablet or personal computer approximately 15 minutes prior to the start of small group. The small group session gives you the opportunity to integrate information and to apply your knowledge to analyze and solve problems. SGPSS are followed at 11:30 am CDT by a 1-hour Recap and Q & A session given by the faculty member who authored the problem set. The faculty member will explain the answers to the problem set and will answer student questions on the problem set and lecture material.

To maximize your learning, you should review the lecture notes and read the textbook assignment prior to viewing the lecture recording. This will allow you to anticipate topics to be covered in lecture. Consequently, you can pay particular attention to difficult concepts and write down any specific questions. **The lecture material should be reviewed prior to the SGPSS. It is your professional obligation to come to the small group session prepared so that you can contribute intellectually to the conversation and to the problem-solving process. Preparedness will be considered when evaluating your competency in professionalism**.

The faculty lecturer will be available during the Recap and Q & A session to answer questions on lecture and small group material. You can also address questions to faculty and other students using Sakai Forum, which can be accessed through the link at the bottom of the LUMEN Homepage. Of course, you are always welcome to contact a faculty member via email to set up a one-on-one Zoom meeting to answer questions. Faculty do not keep office hours, but are available by appointment. Finally, you will participate in an independent research/learning activity called the Medical Genetics Project (see Section 9). You will perform a literature search on a specific genetic disease, prepare an abstract on your findings, and then gather with other members of your small group in a special session on Sept. 14 to share the information you found as part of an informal presentation. More information is provided below in Section 9.

The course topics are organized into modules: Protein Structure and Function (Aug. 3-6), Molecular Biology (Aug. 7-20), Medical Genetics (Aug. 21-26), and Cell Biology (Aug. 27-Sept. 16).

4. PERFORMANCE EVALUATION

Your evaluation in the course will be based on the **Medical Knowledge Competency** and **Practice-based Learning and Improvement Competency**.

There will be three exams in the course, each consisting of USMLE-like multiple choice questions. Exam 1 will be held on Monday, Aug. 17, Exam 2 will be held on Monday, Aug. 31, and Exam 3 will be held on Monday, Sept. 21. Exams will be cumulative *in lieu* of a separate comprehensive final exam. The Medical Genetics Project will contribute approximately 4% toward the final grade. The number of possible points will be approximately 210, divided as follows:

Exam 1:	
~4 one-point multiple choice questions per lecture hour from Aug. 3-14:	≈ 56 pts
Exam 2:	
a) ~4 one-point multiple choice questions per lecture hour from Aug. 17-27;	
b) ~1-2 one-point multiple choice question per lecture from Aug. 3-14:	≈ 68 pts
Exam 3:	
a) ~4 one-point multiple choice questions for per lecture hour from Aug. 31- Sept. 16;	
b) ~1-2 one-point multiple choice question per lecture from Aug. 17-Aug. 27:	≈ 78 pts
Medical Genetics Project:	
Student-led discussion, abstract, and references	8 pts

The course will be graded on a Pass/Fail basis. The passing grade is 70.0% (points earned divided by total points possible must be ≥ 0.70). Please note that scores are not rounded. Students scoring below 70.0% will be assigned a "Does Not Meet Expectations" for the Medical Knowledge Competency.

The **Interpersonal and Communication Skills Competency,** the **Professionalism Competency** and the **Practice-Based Learning and Improvement** (Genetics Project) will be evaluated by the Small Group Facilitators and Course Director using the criteria listed on **Form 5**. Facilitators will write a short narrative for each student in their groups and submit it to the Course Director at the end of the course. This narrative will appear in the final grade report.

Remediation: Students who fail to achieve the minimum score required for a passing grade in the course may be allowed the opportunity to take a make-up remediation exam. The make-up exam will be prepared by the course director in collaboration with the Associate Dean for Medical Education and will be a rigorous, yet fair assessment to ensure that the student has achieved sufficient mastery of the course content to be allowed to continue to the next academic level. Remediation exams will be administered at the end of the academic year and will be scheduled by the Office of Student Affairs and the Academic Center for Excellence in consultation with the Course Director. All students requiring remediation should meet with the Course Director well in advance of the scheduled date of the exam to discuss both the exact format of the exam and their proposed study approach. Those students achieving a score of greater or equal to 75% on the remediation exam will have their F grade converted to a P*. Students who fail to successfully achieve the minimum passing score will be required either to repeat the course in its entirety, or alternatively, may be subject to automatic administrative action by the School, as outlined in the academic policy manual.

Please note that students with a final cumulative course score of <60% may be denied the opportunity to remediate their failure by an end-of-year exam, and may instead be required to repeat the course. The decision to allow such students the opportunity to take a remediation exam will be made by the Student Promotions Committee following a recommendation provided by the Course Director.

5. IMPORTANT DATES

Aug. 3:	First day of class. **Submit completed Form 1 in Sakai by 5:00 p.m. CDT**
Aug. 10	**Submit completed Forms 2 and 3 through Sakai by 5:00 p.m. CDT**
Aug. 14:	Deadline for signing up for required individual meetings with Small Group facilitators.
Aug. 14	Deadline for selecting a disease for the Genetics Project. **Submit your disease selection through Sakai by 5:00 p.m. CDT**.
Aug. 17:	Exam 1
Aug. 20:	Special lecture recorded by the Librarians on medical literature searches.
Aug. 24:	**Submit completed Form 4 through Sakai prior to 5:00 p.m. CDT**
Aug. 31:	Exam 2
Sept. 14:	Medical Genetics Project presentations. **Each student must submit an abstract and bibliography through Sakai by 5:00 p.m. CDT**
Sept. 21:	Exam 3

6. TEXTBOOKS AND LECTURE NOTES

Required:

Alberts, B. et al. (2015). **Molecular Biology of the Cell, 6th ed**. Garland Science, ISBN 978-0-8153-4432-2. Some copies are available in the library and the Academic Center for Excellence.

A biochemistry textbook that is clinically oriented. Recommended options:

Devlin, T. (2011). **Textbook of Biochemistry with Clinical Correlations**, 7th ed. Wiley Publications. ISBN 978-0-470-28173-4. (Used in lecture.) (Reserve copies are available in the library.)

Janson, J.W., & Tischler, M.E. (2012). **Medical Biochemistry: The Big Picture**. 1st ed. McGraw Hill. ISBN 978-0-07-163791-6. (Reserve copies are available in the library.)

Meisenberg, G. & Simmons, W.H. (2017). **Principles of Medical Biochemistry**. 4th ed. Elsevier. ISBN 978-0-323-29616-8. (E-Book available through the library website.)

A medical genetics textbook. Recommended options:

Nussbaum, R., McInnes, R.R., Willard, H.F. (2016). **Thompson and Thompson Genetics in Medicine, 8th ed**. Elsevier. ISBN 978-1-4377-0696-3. (Used in lecture.) (E-Book available for 7th and 8th editions through the library website.)

Schaaf, C.P., Zschocke, J., Potocki, L. (2012**). Human Genetics: from Molecules to Medicine**, Lippincott. ISBN 10-1-6083-1671-8. (Well-illustrated, concise; good for the Genetics Project.) (E-Book available through the library website.)

The course lecture notes can be found on Sakai and downloaded to your computer or device. Lecture notes for each day's session consist of a reading assignment, Key Concepts and Learning Objectives, and copies of most slides used in lecture. The lecture notes also contain a brief discussion of the material. You should take notes on the assigned readings and lecture material. At exam time, you will be expected to demonstrate understanding of all Key Concepts at the level indicated by the Learning Objectives. Therefore, testing yourself with the learning objectives is a good way to study for the exams. Note that the Learning Objectives can be covered in one or more of the following: reading assignment, lecture/class discussion, or small group work. Exam questions can originate from material covered in a reading assignment, lecture, recap/Q&A or a small group session.

At the end of some of the lecture notes, there may be a list of references for Further Reading. These articles will help you to 1) broaden your knowledge, or 2) go into more depth on key topics covered in the lecture. Many of the references provide the clinical relevance of these topics. Unless otherwise stated by the lecturer, these articles will not be sources for exam questions.

7. ATTENDANCE

You are expected to attend all small group and Recap / Q & A sessions. This is especially important since Learning Objectives (and exam questions) may be covered in ANY of these sessions. During small group sessions, students work collaboratively to assist each other in learning. Therefore, **small group session attendance is viewed as a professional obligation and is mandatory**. Attendance will be taken through the Zoom registration system; therefore, **you must sign into the small group Zoom session through the Loyola webpage (https://luc.zoom.us) using your UVID and password.** If you are unable to attend, you must contact Student Affairs to obtain an excused absence (Dr. James

Mendez or Beth Sonntag; 708-216-8140 or 708-216-8141, resp.) You should inform your fellow group members, facilitators, and Maureen Locklund in advance whenever possible. A pattern of unexcused absences will result in an unsatisfactory rating for **Professionalism.** Make-up examinations will be given only in cases of excused absence as outlined in Part I of the Academic Policy Manual.

8. LEARNING IN SMALL GROUPS

You will spend the first 1-hour 45 minutes of each day (starting at 9:30 a.m. CDT) working on problems in a small group of students. Small Groups will be held via Zoom. Go to the course website and look under "Schedules and Assignments" to find out which group you will be in. Your group will be one of four Zoom breakout rooms in a Zoom meeting. One or two faculty facilitators will be assigned to the Zoom meeting (see Section 16).

Groups 1,2,3,4	Groups 17,18,19,20
Groups 5,6,7,8	Groups 21,22,23,24
Groups 9,10,11,12	Groups 25,26,27,28
Groups 13,14,15,16	Groups 29,30,31,32

Problem sets will be available for download through Sakai approximately 15 minutes prior to the session. You should download the problems to your tablet or personal computer or print a copy for your personal use, if you prefer. **You should sign into your Zoom meeting room a few minutes ahead of the scheduled time. Breakout rooms will be opened at 9:30 am by the facilitator.** Consistent with the student-centered philosophy of this course, the facilitators will monitor the groups and assist them in the discussion ***process,*** but will not function as content experts. Facilitators will not lecture. They may answer questions at their discretion, but are normally asked to respond to a question with another question, or to direct students to raise the issue during the "recap session" that follows. To focus the discussion, the Zoom breakout rooms will be enabled for screen sharing by all group members. The white board feature can be used by members to review concepts, summarize problem-set data, brainstorm, etc. Using the white board as a visual aid can greatly enhance learning in the small group sessions. It will also help the group to focus on a common concept or an idea posited by a group member. If the group has a question that can't be answered by its members, the question can be asked during the Recap and Q&A session beginning at 11:30 a.m. CDT.

A combination of good communication and problem-solving skills, a lively curiosity, and preparation (by reading through the handouts and related textbook material, and actively listening to lectures) will assure that one of the goals of small group sessions is met, namely that you achieve a deeper understanding of concepts by applying your knowledge in novel contexts. A successful small group has members who have a combination of interpersonal skills including the ability to listen, to pose questions, and to communicate ideas effectively both orally and in writing. Importantly, they have respect for one another and the desire to include everyone in the discussion. Group members will use the Small Group Assessment Forms (**Forms 2** and **3**) to assist them in developing these skills and behaviors (Sections 17). Facilitators will meet with each student at the midpoint of the course and provide feedback regarding individual and group performance.

At the end of the course, the faculty facilitators will provide a summative evaluation of your competency in **Interpersonal and Communication Skills, Learning and Improvement,** and **Professionalism** based on your performance in Small Group, and using the criteria listed in **Form 5**.

They will also provide feedback to the Course Directors on your performance in the Medical Genetics Project presentation (Section 9).

9. MEDICAL GENETICS PROJECT

Overview

The Medical Genetics Project is a small group exercise. You and your group will research information about a specific genetic disease that your group finds interesting. At a **special Small Group Genetics Project session on Sept. 14**, you will give an informal PowerPoint presentation on your disease to other groups in your small group learning cluster. This project has several goals. It will give you an opportunity to further develop your ability to search for, and critically evaluate, scientific evidence related to the principles and concepts covered in the course. **This training is required by the medical school accrediting agency**. There are a vast array of powerful technologies and databases specific for medicine and basic medical sciences. These resources require significant practice to locate and use. The project will also add to your knowledge about a specific genetic disorder, and illustrate important principles in human genetics, patient care, and societal issues. Finally, this project will give you the opportunity to practice teaching difficult medical concepts.

Assignments

The assignments for the Genetics Projects are spread throughout the course. **During the first two weeks of class**, your group needs to **choose a genetic disease** to study and **submit your selection through Sakai no later than Friday, August 14th.** Only one member of your small group needs to submit the disease topic.

You can find diseases in human genetics textbooks or on the Health Sciences Library's toolkit, http://hslguides.luc.edu/c.php?g=318949. You might choose a disease with a known genetic risk factor (e.g., a particular type of cancer) or choose from the list of possible diseases provided on the MCBG website under Educational Resources. Feel free to select any genetic disease you and your group want to learn about and want to share with your peers. **As you will be presenting to three other groups, each group within a Zoom meeting room must select a different disease. Submit your disease selection through Sakai to reserve that topic**. Topics will be accepted on a first come, first serve basis. If your group duplicates a topic within your small group cluster, you will be asked to select a different disease.

Each member of your group should select a different subtopic to focus on for their research, abstract and presentation. Although not all subtopics apply to all diseases, make sure that your group covers several of the following topics (which overlap somewhat): **disease etiology** (cause), **pathogenesis** (the mechanisms involved in disease development), **phenotype** (observable morphological, biochemical, and physiological characteristics of the individual, determined by a combination of genotype and environment), **natural history** (how the characteristics of the disease develop over time without treatment), **management** (activities aimed at improving the health and clinical outcomes of a patient with a chronic disease, including self-management), **inheritance risk**, and **family, social, legal, and ethical issues** that relate to the specific disorder. While you will divide up the subtopics among group members, **everyone should have a clear understanding of the disease etiology and mode of inheritance**. A Genetics Presentation Template is provided in Sakai and on the MCBG homepage under Educational Resources to help you.

The second responsibility is to **review a recorded lecture by the Librarians** available on **Aug. 20**. The Librarians will instruct you how to do a search of the National Library of Medicine "Medline" database using the PubMed search engine. This lecture is meant to guide you through your preliminary search related to your topic for the Genetics Project. You can subsequently expand your search to include information in books, reviews, and websites of NIH, scientific societies, or patient advocacy groups. Make sure that your sources are reliable, i.e., authored by experts and free of conflicts of interest. The library staff is available to provide one-on-one help for any student who desires more information. Contact information will be provided in the lecture or visit their website (http://library.luhs.org/hslibrary/index.htm).

Your group should prepare a unified PowerPoint presentation for Sept 14. Presentations are informal, but need to be professional. Your PowerPoint slides do not need to be fancy or flashy; they need to convey the appropriate information clearly. Each group should present for approximately 20 - 25 minutes with each group member participating in the presentation. There will be 5 - 10 minutes for questions from your peers and facilitators before the next group will begin their presentation.

Each student must submit a written abstract of your subtopic (no longer than a third of a page) along with a bibliography of your most important 3-4 references. The format of the abstract and bibliography should follow the example posted on Sakai and the MCBG website under Educational Resources. The abstract and references (PDF or Microsoft Word formats only) must be submitted by 5:00 p.m. CDT on Sept. 14 through Sakai.

Grading

The genetics project will be worth 8 points toward your final course grade (4%). The grade will be based on your preparation for and participation in the Genetics Project session, as evaluated by the Small Group facilitators. The course directors will also evaluate your abstract and the appropriateness of your references. This project is meant to be a fun, yet educational grade booster, and it is expected that all students will get the full credit (8 points). **Facilitators will recommend a lower grade for students who did not adequately prepare or did not participate sufficiently in the presentation or discussion. Late submission of an appropriate abstract and references will result in a lower grade. If you have difficulty submitting your materials on time (internet is not working, power outage, etc.), you need to leave a voicemail for Dr. Foreman at 708-327-3320 describing the situation before the submission deadline.**

Satisfactory completion of the Medical Genetics Project will also be considered in the facilitator's written narrative at the end of the course. A "Meets Expectations" will also be entered into the Patient-based Learning and Improvement competency.

10. EXAMS, EVALUATION FORMS, AND COURSE EVALUATIONS:

Medical knowledge will be evaluated by USMLE- type multiple-choice questions. **The testing procedures resemble those of the USMLE and have been adopted by all courses at the medical school.** Examinations will be administered by computer. Students who are suspected of cheating will be reported to the Dean. Such matters will be handled in accordance with procedures established by the Medical School Council. The final course grade, Pass or Fail, will be based on these exams of medical knowledge as well as on the Learning and Improvement component of the Medical Genetics Project as discussed above. As stated above in Section 4. Performance Evaluation, the passing grade is

70%. Students scoring less than 70% will be assigned a "Does Not Meet Expectations." Course failures will be treated in accordance with Part I of the Academic Policy Manual.

The evaluation of the four core competencies covered in this course will be reported in the Student Grading System**.** The level of competency will be designated by "Meets Expectations", "Meets Expectations with Concerns", or "Does Not Meet Expectations". Any grade of "Does Not Meet Expectations" or "Meets Expectations with Concerns" will be accompanied by a comment specifying what generated the concern and what needs improvement. **These competency grades will be part of your record at Loyola, and will be reported to Faculty committees on promotion and remediation, which track the progress of individual students throughout all four years of the curriculum.** Students who do not remediate a "Does Not Meet Expectations" or who have accumulated multiple "Meets with Concerns" in a given competency by the end of the year 2 can be prevented from proceeding to year 3. The evaluation of competency outcomes has become a feature of undergraduate and graduate (residency) medical education throughout the United States, and is not unique to MCBG or Loyola.

Medical student feedback is essential to continuous quality improvement, and all students are required to complete an evaluation of the course, faculty lecturers, and their small group facilitators. Evaluations of facilitators and lecturing faculty can be completed at any time throughout the course. Course content evaluations can be completed during the two weeks before and two weeks after the final exam. Students are expected to thoughtfully complete the evaluations in a professional and constructive manner.

11. TUTORING, LEARNING ASSISTANCE, AND COMPUTER LAB

It is the faculty's goal that all students successfully complete this course. In addition to the weekly Question and Answer sessions, the faculty will provide individual assistance to any student requesting it. If you need assistance, consult Sections 13-14 below for faculty office locations, telephone numbers, and e-mail addresses. Faculty do not have standing office hours. You should contact the faculty through e-mail and request an appointment. Learning assistance is also available at the Academic Center for Excellence (ACE) in Room 255. Contact Tina Calcagno (tcalcagno@luc.edu) for an appointment. The Director, Vera Schalansky, JD (vschalansky@luc.edu) can provide help in areas such as test-taking skills, note-taking and study skills, managing stress, and managing time. Many of your classmates will take advantage of these resources, so you should not hesitate to seek assistance. Their office can also provide tutors for students who need additional help. All students are urged to consult the ACE website through the MCBG Homepage under Educational Resources for a listing of services and scheduled workshops that are offered to students.

12. SAKAI

Sakai will be used as the primary mechanism for providing materials, collecting student assignments, and will host an online discussion forum for student questions and faculty responses. Sakai can be accessed using the menu at the bottom of the LUMEN homepage or through the MCBG Homepage under Educational Resources or through this link: https://sakai.luc.edu/. Login using your Loyola username and password is required.

The Sakai site is organized into the following sections:
Syllabus section containing general course information

Assignments section containing Forms 1-4 for download and submission

Resources section containing practice problem sets, resources for the Genetics Project, and folders for each lecture. Each lecture folder is subdivided into "lecture", "small group" and "other". Lecture handouts, slide sets and videos can be found under the "lecture" folder, small group problem sets, Recap slide sets, and answer keys can be found under the "small group" folder, and additional information such as videos and additional reading materials can be found under the "other" folder.

Forums section is an online discussion tool. Students may post questions at any time. Lecturing faculty will check this online discussion and will post responses. Students can also respond to other students' questions and faculty postings. We hope this discussion will bring the faculty and students together into an interactive learning community to enhance our collective understanding of the Key Concepts in this course. Sakai is preferred over direct e-mails to faculty since the questions and answers are available to all students. If you e-mail a professor directly, they are encouraged to post your question and their response to Sakai for all the benefit of the entire class. If you have a question, it is likely that many of your peers have the same question! If your question on Sakai has not been answered within a 24-hour time frame, it is appropriate (and appreciated) to send an e-mail notice to the faculty member asking them to please check Sakai.

13. FACULTY: COURSE LECTURERS

A note about e-mail addresses: Loyola University Chicago changed their policy regarding assignment of e-mail addresses several years ago. The current policy (first initial, full last name plus an optional number for common names) was **NOT** the policy in the past. **Many of your professors have e-mail addresses with truncated last names**. Please do not assume that you have the correct e-mail address.

Please note that not all faculty have access to their offices because of COVID-19 and mandated shutdowns. Please use email address to contact faculty, instead of using the phone.

Edward Campbell, Ph.D., CTRE, Rm. 235, 708-216-3913, ecampbell@luc.edu

Neil Clipstone, Ph.D., Stritch School of Medicine, Rm. 319, 708-216-6195, nclipstone@luc.edu

Mitchell Denning, Ph.D., Cancer Ctr., Rm 237, 708-327-3358, mdennin@luc.edu

Andrew Dingwall, Ph.D., Cancer Ctr., Rm. 334, 708-327-3141, adingwall@luc.edu

Kimberly Foreman, Ph.D., **COURSE DIRECTOR**, Cancer Ctr., room 235, 708-327-3320, kforema@luc.edu

Thomas Gallagher, Ph.D., CTRE, Rm. 234, 708-216-4850, tgalag@luc.edu

Walter Jeske, Ph.D., CTRE,

Clodia Osipo, Ph.D., Cancer Ctr., Rm. 238, 708-327-2372, cosipo@luc.edu

14. FACULTY: SMALL GROUP FACILITATORS

Francis Alonzo, Ph.D., CTRE, Rm. 223, X6-4110, falonzo@luc.edu

Joanna Bakowska, Ph.D., CTRE, Rm. 422, 708-216-8427, jbakowska@luc.edu

Maurizio Bocchetta, Ph.D., Cancer Ctr., Rm. 204, X7-3362, mbocche@luc.edu

John Callaci, Ph.D., CTRE, Rm. 324, X7-2461, jcallaci@luc.edu

Edward Campbell, Ph.D., CTRE, Rm. 235, 708-216-3913, ecampbell@luc.edu

Valerie Chai, Ph.D., Cancer Ctr. Rm 236, vchai@luc.edu

Mashkoor Choudhry, Ph.D., CTRE, 708-327-2463, mchoudhry@luc.edu

Neil Clipstone, Ph.D., Stritch School of Medicine, Rm. 319, 708-216-6195, nclipstone@luc.edu

Michael Dauzvardis, Ph.D., Stritch School of Medicine, Rm 317, 708-216-5844, mdauzva@luc.edu

Mitchell Denning, Ph.D., Cancer Ctr., Rm. 237, 708-327-3358, mdennin@luc.edu

Andrew Dingwall, Ph.D., Cancer Ctr., Rm. 334, 708-327-3141, adingwall@luc.edu

Sean Fanning, Ph.D., Cancer Ctr., Rm. 203, sfanning@luc.edu

Kimberly Foreman, Ph.D., Cancer Ctr., Rm. 235, 708-327-3320, kforema@luc.edu

Robert Frysztak, Ph.D., Stritch School of Medicine, Rm 318, 708-216-1127, rfrysztak@luc.edu

Thomas Gallagher, Ph.D., CTRE, Rm. 234, 708-216-4850, tgalag@luc.edu

Walter Jeske, Ph.D., CTRE, Rm. 435, X7-2842, wjeske@luc.edu

Irida Kastrati, Ph.D., Cancer Ctr. Rm. 233, Ikastrati@luc.edu

Janet Kelly, Ph.D., Stritch School of Medicine, Room 263, 708-216-5324, jkelly15@luc.edu

Phong Le, Ph.D., Cancer Ctr., Rm. 304, 708-216-3603, ple@luc.edu

Kuzhali Muthumalaiappan, Ph.D., CTRE, Rm. 325, X7-2393, kmuthu@luc.edu

Clodia Osipo, Ph.D., Cancer Ctr., Rm. 238, 708-327-2372, cosipo@luc.edu

David Rademacher, Ph.D., CTRE Rm. 176, 708-216-8433, drademacher@luc.edu

Karen Visick, Ph.D., CTRE, Rm. 222, 708-216-0869, kvisick@luc.edu

15. COURSE STAFF

Maureen Locklund, Course Coordinator, SSOM, room 310, X6-7989, mlocklund@luc.edu

16. SMALL GROUP PROBLEM-SOLVING SESSIONS: ROOMS AND FACILITATORS

Room 1– Kimberly Foreman, Ph.D.; Mitchell Denning, Ph.D.

Room 2– John Callaci, Ph.D.; Sean Fanning, Ph.D; Maurizio Bocchetta, Ph.D

Room 3 – Francis Alonzo, Ph.D.; Neil Clipstone, Ph.D.; Edward Campbell, Ph.D.

Room 4 –.Valarie Chai, Ph.D.; Robert Frysztak, Ph.D.; Joanna Bakowska, Ph.D.; Maurizio Bocchetta, Ph.D

Room 5– Clodia Osipo, Ph.D.; Walter Jeske, Ph.D.; Kay Muthumalaiappan, Ph.D.

Room 6- Phong Le, Ph.D.; Janet Kelly, Ph.D.; Mashkoor Choudhry, Ph.D.

Room 7 – David Rademacher, Ph.D.; Irida Kastrati, Ph.D.

Room 8– Michael Dauzvardis, Ph.D.; Karen Visick, Ph.D.; Maurizio Bocchetta, Ph.D.

17. ASSESSMENT FORMS.

(These forms will be made available on Sakai)

Form 1: Precourse Self-assessment and Goal Setting: to be completed by each student and submitted through Sakai by the end of the day (5:00 pm CDT) on August 3. This form provides essential background information for your facilitators.

Form 2: Small Group Assessment, self-assessment: to be completed by each student submitted through Sakai by the end of the day on August 10th. This form may be discussed at the one-on-one meeting with your facilitators.

Form 3: . **Small Group Assessment, small group version:** to be completed by each student submitted through Sakai by the end of the day on August 10th. This form may be discussed at the one-on-one meeting with your facilitators.

Form 4: . **Midcourse Self-assessment**: to be completed by each student and submitted through Sakai by the end of the day (5:00 pm CDT) on August 24. This form is a student reflection on accomplish of their personal course-related goals for MCBG.