

PHG 580 / LAW H 579: INTERACTIVE SEMINAR IN PUBLIC HEALTH GENETICS

Winter 2022

1 unit

CONTACT INFORMATION

Instructor: Alison Fohner (*she, her, hers*)
Assistant Professor
Department of Epidemiology/Public Health Genetics

Contact: afohner@uw.edu

Office hours: by appointment

Course times and locations

Lecture: Tuesdays, 1-1:50pm, Magnuson Health Sciences Building room T739

Zoom: For seminars that will take place over Zoom, we will use the following link:

<https://washington.zoom.us/j/93259324461?pwd=S0NZc3FkT2l4YTgzUE15Y1pJeE9yQT09>

Meeting ID: 932 5932 4461

Passcode: 111789

Slack channel: PHG580

LAND ACKNOWLEDGEMENT

The University of Washington acknowledges the Coast Salish people of this land, the land which touches the shared waters of all tribes and bands within the Duwamish, Suquamish, Tulalip and Muckleshoot nations.

COVID-RELATED EXPECTATIONS

Per UW policy, this class will primarily be conducted in person. Therefore, unless you meet the criteria for an accommodation from Disability Resources for Students (DRS) or a special arrangement approved by the SPH Office of the Dean that allows you to take the course remotely [[see student communications here](#)] you should only register for this class if you can attend in-person.

- Please contact UW Disability Resources for Students (DRS) directly if you feel you may be eligible for an accommodation based on your status as an immunocompromised individual or based on other diagnosed physical or mental health conditions that might prevent you from being able to take classes in-person.
- If you are a student enrolled in a program in SPH, and you are either living with an individual who is immunocompromised, OR you are unable to obtain a visa to travel to the US, you may be eligible for a “special arrangement” that will allow you to take this course remotely. Requests for special arrangements to take the class remotely should have been submitted to and approved by the Students and Academic Services team in the Office of the Dean before the beginning of the quarter. If you have questions about this type of arrangement, please reach out to Student and Academic Services by email at sphas@uw.edu.

All UW students are expected to complete their [vaccine attestation](#) before arriving on campus and to follow the campus-wide face-covering policy at all times. You are expected to follow state, local, and UW COVID-19 policies and recommendations. If you feel ill or exhibit possible COVID symptoms, you should not come to class. If you need to temporarily quarantine or isolate per CDC guidance and/or [campus policy](#), you are responsible for notifying your instructors as soon as possible by email. **If you receive a positive COVID-19 test result, you must report to campus Environmental Health & Safety (EH&S) by emailing covidehc@uw.edu or calling 206-626-3344.**

No eating or drinking are allowed in the classroom in an effort to reduce COVID-19 transmission and exposure.

Please check your email daily BEFORE coming to class. If we need to conduct class remotely because the instructor or a guest speaker is complying with UW policies and unable to attend in person, we will send all registered students an email indicating remote instruction. Thank you for your patience and support as we all transition together back to in-person learning!

COURSE DESCRIPTION

Interactive seminar each week intended for students in the Public Health Genetics degree programs. Includes introduction to research and careers in the Public Health Genetics field and experience in practical skills as a PHG cohort.

COURSE LEARNING OBJECTIVES

After completing this course, students will be able to:

- Evaluate current research projects in public health genomics
- Engage in scholarly discussion on cutting edge topics
- Present scientific concepts clearly

COUNCIL FOR EDUCATION OF PUBLIC HEALTH (CEPH) COMPETENCIES

N/A

REQUIRED TEXTBOOKS & READINGS

Recommended, optional, or supplementary readings will be distributed as they arrive from speakers.

GRADING

Grading Criteria

Your course grade is credit/no credit. You will receive the credit for the course if you earn at least 20 points by being an active participant on a Student Committee and in the seminar. Seminar participation will be evaluated through participation in a Slack channel (more details below).

Each student will sign up for one day as a member of the Student Committee. Your Committee must do the following for that session: 1) Introduce the speaker; 2) Prepare questions to ask the speaker; 3) moderate zoom chat during any hybrid or online sessions; and 4) propose questions and moderate the

Slack channel to facilitate discussion on the speaker's session. At the end of the quarter, each Committee will submit an attestation as to whether each member participated equitably in the Committee.

You will be invited to join the Slack channel for the course. If you do not receive an invitation by the end of the first week, please request to join PHG580. After each speaker, the Student Committee will propose at least 3 questions. All class participants (including both people in and not in the Student Committee) must make at least two comments with respect to those questions. At least one of the comments must be a response to another student's comment in the same thread. Participation for each speaker will be evaluated at 12pm on Friday of the week of the seminar.

The overall distribution of points for the quarter:

6 points participation in Student Committee. You will receive all 6 points if your group introduces the speaker (1pt), ensures questions are asked of the speaker during and after their presentation (2pt), and proposes at least 3 discussion questions on Slack and moderates that discussion (3pts). You may not receive full credit if your group attests that you did not pull your weight.

2 points for each Slack discussion. You will receive 2 points for making 2 comments on Slack each week that has a discussion. One of these comments must be in response to another student's comment to receive a point. Points for the week will be tallied at 12p on the week of the seminar. (This quarter the total is 16 points).

In order to receive credit for the course, you must earn at least 20 points.

COURSE SESSION SCHEDULE

Sign up for a Student Committee using your UWNet ID login at

<https://docs.google.com/document/d/1mzV6Js4shxj9glSyokfaqvOWJ2YtNQh14gAPBcDmf7w/edit?usp=sharing>

Week	Date	Speaker	Student Committee
1	January 4 (Zoom)	Alison Fohner, PhD	na
2	January 11 (likely Zoom)	<p>Mercy Laurino, MS, CGC, PhD IPHG graduate and Director of Genetics and Prevention Seattle Cancer Care Alliance</p> <p>Advanced reading: <i>Laurino, Mercy Y., Kathleen A. Leppig, Peter James Abad, Breana Cham, Yoyo Wing Yiu Chu, Saahil Kejriwal, Juliana MH Lee et al. "A report on ten Asia Pacific countries on current status and future directions of the genetic counseling profession: the establishment of the Professional Society of Genetic Counselors in Asia." Journal of Genetic Counseling 27, no. 1 (2018): 21-32.</i></p>	
3	January 18	<p>Yunqi Li PhD Student, IPHG</p>	
4	January 25	<p>Scott Spencer, PhD IPHG graduate and Manager of Health Economics and Outcomes Research, Clinical Genomics, Illumina</p>	
5	February 1	<p>Tom Hawn, MD, PhD Professor, Division of Allergy and Infectious Diseases Topic: genetic variation and infection</p>	
6	February 8	<p>Alyna Khan PhD Student, IPHG</p>	
7	February 15	<p>Doug Fowler, PhD Associated Professor, Genome Sciences Topic: High throughput phenotyping</p>	
8	February 22	<p>Diane Xue PhD Student, IPHG</p>	
9	March 1	TBD	na
10	March 8	<p>Christine Suver, PhD Director, Research Governance and Ethics</p>	

		Sage Bionetworks	
--	--	------------------	--

COMMUNICATION SKILLS

Communication through writing and speaking is an important transferable skill for all career pathways. Establishing a strong foundation in communication skills will help you be successful throughout your future course work and career. Therefore, this course includes assignments with the goal to help you identify areas of strength and improvement in your communication. If you feel that you could benefit from additional opportunities to improve your writing skills in particular, a list of resources at the UW and others accessible online can be found on the SPH website

at <https://sph.washington.edu/sites/default/files/inline-files/Writing-Resources-4.3.19.pdf>.

IMPORTANT POLICIES & RESOURCES

Academic Integrity

Students at the University of Washington (UW) are expected to maintain the highest standards of academic conduct, professional honesty, and personal integrity.

The UW School of Public Health (SPH) is committed to upholding standards of academic integrity consistent with the academic and professional communities of which it is a part. Plagiarism, cheating, and other misconduct are serious violations of the University of Washington [Student Conduct Code \(WAC 478-121\)](#). We expect you to know and follow the university's policies on cheating and plagiarism, and the [SPH Academic Integrity Policy](#). Any suspected cases of academic misconduct will be handled according to University of Washington regulations. For more information, see the University of Washington [Community Standards and Student Conduct](#).

Access and Accommodations

Your experience in this class is important to me. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law. If you have already established accommodations with Disability Resources for Students (DRS), please activate your accommodations via myDRS so we can discuss how they will be implemented in this course.

If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), contact DRS directly to set up an Access Plan. DRS facilitates the interactive process that establishes reasonable accommodations. Contact DRS at disability.uw.edu.

Religious Accommodations

Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about how to request an accommodation, is available at [Religious Accommodations Policy \(https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/\)](https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/). Accommodations must be requested within the first two weeks of this course using the [Religious Accommodations Request form \(https://registrar.washington.edu/students/religious-accommodations-request/\)](https://registrar.washington.edu/students/religious-accommodations-request/).

Inclusion & Diversity

Diverse backgrounds, embodiments and experiences are essential to the critical thinking endeavor at the heart of University education. In SPH, we are expected:

1. To respect individual differences, which may include, but are not limited to, age, cultural background, disability, ethnicity, family status, gender, immigration status, national origin, race, religion, sex, sexual orientation, socioeconomic status and veteran status.
2. To engage respectfully in the discussion of diverse worldviews and ideologies embedded in course readings, presentations and artifacts, including those course materials that are at odds with personal beliefs and values.
3. To encourage students with concerns about classroom climate to talk to their instructor, adviser, a member of the departmental or SPH EDI Committee, the Assistant Dean for EDI, or the program's director.

Classroom Climate

We are co-creators of our learning environment. It is our collective responsibility to develop a supportive learning environment for everyone. Listening with respect and an open mind, striving to understand others' views, and articulating your own point of view will help foster the creation of this environment. We engage our differences with the intent to build community, not to put down the other and distance our self from the other. Being mindful to not monopolize discussion and/or interrupt others will also help foster a dialogic environment.

The following guidelines can add to the richness of our discussion:

- We assume that persons are always doing the best that they can, including the persons in this learning environment.
- We acknowledge that systematic oppression exists based on privileged positions and specific to race, gender, class, religion, sexual orientation, and other social variables and identities.
- We posit that assigning blame to persons in socially marginal positions is counter-productive to our practice. We can learn much about the dominant culture by looking at how it constructs the lives of those on its social margins.
- While we may question or take issue with another class member's ideology, we will not demean, devalue, or attempt to humiliate another person based on her/his experiences, value system, or construction of meaning.
- We have a professional obligation to actively challenge myths and stereotypes about our own groups and other groups so we can break down the walls that prohibit group cooperation and growth.

[Adapted from Lynn Weber Cannon (1990). Fostering positive race, class and gender dynamics in the classroom. *Women Studies Quarterly*, 1 & 2, 126-134.]

We are a learning community. As such, we are expected to engage with difference. Part of functioning as a learning community is to engage in dialogue in respectful ways that supports learning for all of us and that holds us accountable to each other. Our learning community asks us to trust and take risks in being vulnerable.

Here are some guidelines that we try to use in our learning process:

- LISTEN WELL and be present to each speaker and each member of our group and class.

- Assume that I might miss things others see and see things others miss.
- Raise my views in such a way that I encourage others to raise theirs.
- Inquire into others' views while inviting them to inquire into mine.
- Extend the same listening to others I would wish them to extend to me.
- Surface my feelings in such a way that I make it easier for others to surface theirs.
- Regard my views as a perspective onto the world, not the world itself.
- Beware of either-or thinking.
- Beware of my assumptions of others and their motivations.
- Test my assumptions about how and why people say or do things.
- Be authentic in my engagement with all members of our class.

Pronouns

We share our pronouns because we strive to cultivate an inclusive environment where people of all genders feel safe and respected. We cannot assume we know someone's gender just by looking at them. So we invite everyone to share their pronouns.

Bias Concerns

The Office of the Dean has a [student concern policy](#), a faculty concern policy and standard HR procedures for staff concerns. Our 2018 climate survey states that most people in SPH do not report bias incidents because they do not know where to go. Students are encouraged to report any incidents of bias to someone they feel comfortable with, including instructors, advisers or department staff. They can email dcinfo@uw.edu for immediate follow up. Bias concerns can be anonymously and confidentially reported at this link <https://sph.washington.edu/about/diversity/bias-concerns>. Data is collected by the Assistant Dean for EDI and the Director of Program Operations for Student and Academic Services and tracked for resolution and areas are identified for further training.

Sexual Harassment

Sexual harassment is a form of harassment based on the recipient's sex that is characterized by:

1. Unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature by a person who has authority over the recipient when:
 - Submission to such conduct is an implicit or explicit condition of the individual's employment, academic status, or ability to use University facilities and services, or
 - Submission to or rejection of the conduct affects tangible aspects of the individual's employment, academic status, or use of University facilities.
2. Unwelcome and unsolicited language or conduct that creates an intimidating, hostile, or offensive working or learning environment, or has the purpose or effect of unreasonably interfering with an individual's academic or work performance.

If you believe that you are being harassed, or have observed harassment, you can report it to SPH using the [bias concerns link](#). The University also has designated offices to help you: [SafeCampus](#); [Office of the Ombud](#); [Title IX Investigation Office](#); and [University Complaint Investigation and Resolution Office](#).

Campus safety:

Call SafeCampus at 206-685-7233 anytime – no matter where you work or study – to anonymously discuss safety and well-being concerns for yourself or others. SafeCampus’s team of caring professionals will provide individualized support, while discussing short- and long-term solutions and connecting you with additional resources when requested.

Mental health resources:

As a student, you may experience a range of issues that can cause barriers to learning. These might include strained relationships, anxiety, high levels of stress, alcohol/drug problems, feeling down, and/or loss of motivation. It is important to be aware that services exist on campus to support students who find themselves in these situations. The UW Counseling Center (<http://www.washington.edu/counseling/>) exists to support UW students in all aspects of their development. The center is open 8am-5pm Monday through Friday and is located in 401 Schmitz Hall and can be reached at 206-543-1240. It provides personal counseling, along with career counseling, study skills assistance, and other services. Your tuition is already paying for this confidential service: please make use of it! Getting help is a smart and courageous thing to do -- for yourself *and* for those who care about you.

The Crisis Clinic is available 24 hours/day at 866-427-4747.