COURSE OVERVIEW

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Tuesdays by Appointment

OVERVIEW

Leadership in Health and Medicine (EL 94a/b) is a two-semester first-year experiential learning course focused on addressing issues in public health and medicine, and what roles a leader plays in their resolution. In the first semester, students will embark on a systematic, academic approach to engaging in issues of public health and medicine with a focus on current concerns in the United States. My goals in the first semester are to have students experience what a leader is to them; also, to analyze and compile information around public health concerns from a variety of sources, assess its credibility, and synthesize their findings into a coherent discourse that takes into account diverse public opinions. Students will write a proposal for action, which will be focused on an issue they could feasibly tackle. These proposals will be written with guidance from a series of guest faculty speakers throughout the semester.

In the classroom in the second semester, everyone will get to experience tackling a public health and medicine issue. Students will be required to execute their proposals. Students will work in groups on selected proposals, which could include hosting a lecture, organizing a panel of speakers, or getting involved with a local charity group to raise awareness of an issue. I will work extensively with the groups during this process.

Goal:
The goal over the two semesters is to learn the role of a leader in tackling issues in health and medicine, and translate this knowledge into action in the greater Brandeis community.

Objectives:

Learning
1) Understand current and relevant issues in health and medicine.
2) Discuss leadership and planning within the scope of objective 1.

Skill-Building
3) Learn how to interact effectively and appropriately with members of the Brandeis faculty and staff.

4) Write and plan a call to action on a topic relevant to objective 1.

5) Collaborate with others in a constructive and effective manner.

**Community Action**

6) Promote awareness and action on an issue relevant to objective 1 within the Brandeis community.

7) Carry the momentum gained during the call to action into your remaining time at Brandeis University.

**Assignments and grading:**

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<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
<th>Due Date</th>
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<tr>
<td>Participation</td>
<td>30%</td>
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<tr>
<td>Personal Statement</td>
<td>10%</td>
<td>2015-09-21</td>
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<tr>
<td>Topic Selection</td>
<td>5%</td>
<td>2015-10-05</td>
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<tr>
<td>Topic Abstract</td>
<td>15%</td>
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<tr>
<td>Full Report</td>
<td>20%</td>
<td>2015-11-16</td>
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<tr>
<td>Presentation of Report</td>
<td>20%</td>
<td>2015-11-30,12-07</td>
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**Participation**

Participation broadly covers being physically present, interacting with guest speakers, and engaging with the material and the other students in the course. The key to effective participation is the quality of your contributions, not the quantity. The classroom is a “safe-space,” a place where all opinions and viewpoints are valuable and respected. I encourage all students to share their ideas in a constructive way in order to inform a beneficial and intellectual conversation.

**Personal Statement – DUE: 2015-09-21**

Students will be asked to write a 250-word description about themselves. This description will be considered a guaranteed 10% of the participation grade for the class. The personal statement will be given to each guest speaker prior to their arrival in the course, in order for the speaker to tailor their talk to the interests of the class. I encourage students to be thoughtful and honest in their personal statements so that they can get the most out of the class.

**Topic Selection – DUE: 2015-10-05**

Students will submit a short description (<100 words) of a topic they are interested in within the realm of health and medicine, and briefly why they chose this topic. Students should describe their ideas of what roles they think a leader could play on this topic within the Brandeis community, and what resources they will need to do so. Students will meet with the instructor during class time to discuss their topic choices.

**Topic Abstract – DUE: 2015-10-26**

This is a 250-350 word detailed description of what will be the contents of the full proposal. Examples of relevant abstracts will be provided during the course, but should include the following: 1) a broad, descriptive introductory sentence to the topic chosen
by the student, 2) a sentence that narrows the focus on the more specific issue being addressed by the proposal, 3) the method the student will use to address this issue, 4) the hypothesized outcome and/or benefits implementing this method will have, and 5) the future directions the student hopes will be taken in addressing this issue. The student should keep the topic within the realm of possibility for being addressed on campus in the spring semester. The abstract, along with the personal statement above, will be provided to guest speakers, so that they know what students in the course are specifically interested in addressing on campus.

**Full Report – DUE: 2015-11-26**

Each student will write a call to action on the topic proposed in his or her abstract. Examples of relevant reports will be provided during the course, but should include the following: 1) the abstract, 2) an detailed introduction to the topic (may include public health or scientific data, a report on the state of health services surrounding the issue etc), 3) a detailed description of why and how leadership is needed (here is where the student will write what they plan to do in the spring semester), and 4) the effect the proposed call to action will have on the Brandeis, and the greater global community (both short and long-term). This report must be ~10 double-spaced pages, 12-point Helvetica or Times New Roman, with 1-inch margins all around. Students will discuss their topic proposals prior to presentation.

**Presentation of Report – DUE: 2015-11-30, 2015-12-07**

Each student will have 5 minutes to present their proposal to the rest of the class as well as 2 minutes for questions from the audience. Students can use whatever resource they want in their presentations (powerpoint, interpretive dance, coordinated flash mob), but please send me copies of the .ppt file if you want to use a computer. I am open to discussion on the method and content of your presentations, but I will not give any instructions or rubric on what to do. Be creative!

**How to submit assignments:**

All assignments should be submitted on Latté. **Assignments must be submitted as a .doc format (no .pdf, .rtf, etc etc).** According to ISO-8601, the universal formatting for date is YYYY-MM-DD. All reports must be submitted with the following title format:

YYYY-MM-DD-Lastname-Firstname-ASSIGNMENT

If I were submitting my final report:

2015-11-26-Beckett-Brian-REPORT

Improperly titled documents will be considered one-day late.

**Late policy:**

All written assignments are due by 11:59 p.m. on the dates recorded in the syllabus. An unexcused late submission will automatically receive a 10% deduction for the first day and a 5% deduction for each additional day. If an assignment is more than one week late (without permission from the instructor), you will receive a score of 0% for that assignment.

**Required reading and course materials:**

All course reading will be uploaded to Latté. The reading will be from a variety of sources, and will mostly be optional. However, in order to effectively participate in course discussions (and earn full participation marks), the articles that are “strongly recommended” should be read to give students valuable discussion topics. Additionally, in order to gain the most from guest
lecturers, students should read the relevant material posted prior to their scheduled talk. This course will be much more interesting and engaging if students are well informed prior to their arrival in the classroom.

Students with disabilities:
If you are a student who needs academic accommodations because of a documented disability, please contact me and present me with your letter of accommodation as soon as possible. If you have questions about documenting a disability or requesting academic accommodations, you should contact Beth Rodgers-Kay in Academic Services (x6-3470 or brodgers@brandeis.edu). Letters of accommodation should be presented at the start of the semester to ensure provision of accommodations. Accommodations cannot be granted retroactively.

Brandeis University’s statement on academic integrity:
Brandeis University’s 2012-2013 Rights and Responsibilities states:

Every member of the University community is expected to maintain the highest standards of academic integrity. A student shall not submit work that is falsified or is not the result of the student’s own effort. Infringement of academic honesty by a student subjects that student to serious penalties, which may include failure on the assignment, failure in the course, suspension from the University or other sanctions (see Section 21). A student who is in doubt regarding standards of academic honesty in a course or assignment should consult the faculty member responsible for that course or assignment before submitting the work.

Please see Section 4 of the 2012-2013 handbook here for the full statement.

Brian Beckett’s statement on academic integrity:
There is absolutely no excuse for plagiarism of any kind. If you do not know how to cite properly, ask me for help. I will give instructions on proper citation in the class. Ignorance is not an excuse for improper citation: if an idea or any material is not original, you are responsible for giving credit to the relevant party. Any assignment that is improperly referenced and/or contains plagiarized material will receive a 0%. And always remember: plagiarizing yourself is still plagiarism.

DETAILED COURSE OUTLINE

WEEK 1 (AUGUST 31): INTRODUCTION TO COURSE PRINCIPLES
- Agenda:
  i) Introduction and Ice-Breaker (20min)
  ii) Review Course Syllabus (20min)
  iii) Review first reading assignment (40min)
  iv) Define “safe-space”
v) Define “Leadership”

- Readings due:
  i) Course Syllabus
  ii) Excerpt from “Habit 4: Principles of Interpersonal Leadership.”
       Stephen R. Covey, “The 7 Habits of Highly Effective People.”
  v) OPTIONAL: Overview of the Myers-Briggs Test Results, on Latté.

- Assignment due:
  i) Wear comfortable clothing!

WEEK 2 (SEPTEMBER 10): CONFLICT AND FAILURE
- Agenda
  i) Speaker Discussion (15-30mins)
  ii) Question Period (5-10mins)
  iii) Readings Discussion, Exercise

- Readings due:
  ii) Speaker Assigned:

- Assignment due:
  i) Personal Statement (10% of grade)

WEEK 3 (SEPTEMBER 21): BIOMEDICAL ETHICS
- Agenda:
  i) Speaker Discussion (15-30mins)
  ii) Question Period (5-10mins)
  iii) Readings Discussion, Exercise

- Readings due:
  ii) Speaker Assigned:

- Assignment due:
  NONE (Breathe)

WEEK 4 (SEPTEMBER 29): MINORITIES and GENDER INEQUALITIES IN HEALTH AND HEALTHCARE
- Agenda:
  i) Speaker Discussion (15-30mins)
  ii) Question Period (5-10mins)
  iii) Readings Discussion, Exercise

- Readings due:
ii) Speaker Assigned:

- Assignment due:
  NONE (Breathe)

WEEK 5 (OCTOBER 12): WORKING WITH THE UNIVERSITY
- Agenda:
  i) Discussion with University Reps (15-30mins)
  ii) Question Period (5-10mins)
  iii) Readings Discussion, Exercise

- Readings due:
  i) Handout from Fullerton, adapted from “Empowering Students to Initiate Faculty Connections,” Columbia University.

- Assignment due:
  i) Topic Selection (5% of grade)

WEEK 6 (OCTOBER 19): AMERICAN HEALTH POLICY
- Agenda
  i) Speaker Discussion (15-30mins)
  ii) Question Period (5-10mins)
  iii) Readings Discussion, Exercise

- Readings due:
  ii) Speaker Assigned:

- Assignment due:
  NONE

WEEK 7 (OCTOBER 26): OVERVIEW: GLOBAL HEALTH
- Agenda:
  i) Speaker Discussion (15-30mins)
  ii) Question Period (5-10mins)
  iii) Readings Discussion, Exercise

- Readings due:
  ii) Speaker Assigned:

- Assignment due:
  i) Topic Abstract (15% of grade)

WEEK 8 (NOVEMBER 2): WRITING THE TERM REPORT
- Agenda:
i) Review Syllabus (5-10mins)
ii) Review Example of Report (10-20mins)
iii) Address Questions/Concerns (10-20mins)
iv) Proper Citation, Reference Management (15-20mins)

- Readings due:
  ii) Example of Report (format, general content).
  iii) BU Medical Center’s AMA Formatting for References.

- Assignment due:
  NONE

WEEK 9 (NOVEMBER 9): GIVING EFFECTIVE PRESENTATIONS

- Agenda:
  i) Review Syllabus (5-10mins)
  ii) Brian’s Fake Presentation, x 2 (15mins)
  iii) Critique of Brian’s Fake Presentation (15mins)
  iv) Discussion of Reading Material

- Readings due:
  i) Fripp, P. INC: “Short and Sweet: Mastering Quick Presentations.” Available online.
  iii) Mashable’s Cool Presentation Ideas.
  v) Excerpt from Koleske T, “Preparing your Research Statement and Chalk Talk.” Yale University.

- Assignment due:
  NONE

WEEK 10 (NOVEMBER 16): CASE STUDY: CHANGES IN FERTILITY AND MORTALITY IN EASTERN EUROPE AND NORTH AMERICA

- Agenda
  i) Speaker Discussion (15-30mins)
  ii) Question Period (5-10mins)
  iii) Readings Discussion, Exercise

- Readings due:
  i) Speaker Assigned:

- Assignment due:
  i) Overall Report (20% of grade)

WEEK 11 (NOVEMBER 23): CASE STUDY: OPEN ACCESS PUBLISHING and NEGATIVE RESULTS FROM CLINICAL TRIALS
- Agenda:
  i) Speaker Discussion (15-30mins)
  ii) Question Period (5-10mins)
  iii) Readings Discussion, Exercise

- Readings due:
  i) Speaker Assigned:

- Assignment due:
  NONE

WEEK 12 (NOVEMBER 30): PRESENTATIONS, ROUND 1
- Agenda
  i) Give Presentations!

- Readings due:
  NONE, unless specified by presenter

- Assignment due:
  i) Group 1 Presentations (20% of grade)

WEEK 13 (DECEMBER 7): PRESENTATIONS, ROUND 2
- Agenda
  i) Give Presentations!

- Readings due:
  NONE, unless specified by presenter

- Assignment due:
  i) Group 2 Presentations (20% of grade)