

# Participant Diversity Increased When Online – Hurse, et al.

## Appendix A. Program Syllabus

**This is selected material from the program syllabus from the Summer 2021 iteration of the program titled *Brain Health, and Society*.**

### 1. BASIC COURSE INFORMATION

#### 1.1. Course Description

In response to the COVID-19 pandemic, OUWB has created an Online Summer Break Enrichment Program (OSEP) to engage high school students who are interested in a career in medicine and the health sciences.

OSEP is a free, five-day online program open to all high school students who have expressed interest in medicine and careers in health sciences. The program is taught by OUWB faculty members. Its purpose is to give students an in-depth understanding of the brain and its functions.

By the end of the course, students will be able to not only recognize brain structure and its functions but also describe neurodiversity and its connection to the brain.

Prior to the start of the program, participants will be sent login information for the Google Classroom platform and the program schedule.

#### 1.2. Session Access

Students accepted to the program will need to establish a Google account to access the course. This can be completed at [link removed].

Please read the privacy policy before creating an account. Passwords are communicated to students in advance of the start of the class after student acceptance into the program.

Students will require a computer with internet access. A computer equipped with a video monitor for video-conferenced sessions will also be helpful but is not required. Students requiring loaner computers can contact the course directors for assistance using the email headline computer assistance required.

#### 1.3. Changes in the Syllabus or Course Calendar

Every effort will be made to adhere to the contents of this syllabus. However, this document is subject to change in the event of unforeseen, extenuating circumstances. Students will be notified as soon as possible (via email) if changes in the syllabus become necessary.

#### 1.4. Required/Recommended Texts/Materials/Online Resources

All learning materials will be provided by the faculty included in the online Google Classroom.

No textbooks or other hard-copy materials are required for purchase to complete the training. OUWB faculty would like to express gratitude for the contributions of experts who have provided their content online, free to the public, used in this program.

#### 1.5. Session information security

The administration and faculty have no intention to record and retain any video of course sessions. If faculty intend to record any sessions students and their parents will be advised for consent in advance. Student

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The administration and faculty have no intention to record and retain any video of course sessions. If faculty intend to record any sessions students and their parents will be advised for consent in advance. Student participation in the course indicates consent to the training administration to use content to provide students feedback and progress scores.

Students are advised not to record any of the live sessions without permission from the faculty. Students are also advised not to copy any materials from the Google Classroom training site or to post any private materials to the Google Classroom site that other faculty staff or students could access beyond requested responses to narrative assessments and multiple choice quizzes.

### 1.6. Copyright

Instructors have the copyright to all original materials they create for purposes of class instruction (i.e., PowerPoint presentations, handouts, assignments/exercises). Therefore, students are not allowed to disseminate these materials without the written permission of the Instructor and Course Directors. This includes but is not limited to, emailing materials to students at other institutions or posting them to Facebook or other social media. The course directors retain right to dismiss students for this or other real or perceived acts of misconduct.

## 2. OBJECTIVES

### 2.1. Course Objectives

	<b>Program Objectives</b>
1	Describe the normal structure and function of the brain and nervous system and how it interacts with other organ systems
2	Explain the concept of neurodiversity and describe how it enables a different framework for considering individual behavior, health, and the nervous system
3	Explain how external and internal stimuli influence the brain, health, and behavior
4	Understand and analyze contemporary issues in neuroethics
5	Discuss pathways to careers in biomedicine and health

### 2.2. Session objectives

Session objectives are detailed during the information kick-off sessions that are held on each day of the training.

## 3. Schedule, Course Grading, and Requirements for Completion

### Schedule

Hours	Monday	Tuesday	Wednesday	Thursday	Friday
9-10	<b>Morning meet (Synchronous)</b>	<b>Delayed because of religious observation for Muslims</b>	<b>Morning meet (Synchronous)</b>	<b>Morning meet (Synchronous)</b>	<b>Morning meet (Synchronous)</b>
10-11	Asynchronous (Module 1)	Morning meet (Synchronous)	Asynchronous (Module 1)	Asynchronous (Module 1)	Asynchronous
11-12	Asynchronous (Module 1)	Asynchronous (Module 1)	Asynchronous (Module 2)	Asynchronous (Module 2)	Asynchronous
12-1	Asynchronous (Module 2a)	Asynchronous (Module 2)	Asynchronous (Module 3)	Asynchronous (Module 3)	Asynchronous
1-2	Asynchronous (Module 2b)	Asynchronous (Module 3)	Asynchronous (Module 4)	Asynchronous (Module 4)	<b>Synchronous Simulation (Module)</b>
2-3	Break/catch-up	Asynchronous (Module 4)	Asynchronous (Module 5)	<b>Group Assignment</b>	<b>Synchronous panel</b>
3-4	<b>Synchronous Poll Everywhere Session</b>				<b>Synchronous Wrap up</b>

### 3.1. Grade Components and Weighting

Date	Component	Mandatory	% of Training
July 19	Day 1 session	yes	20%
July 20	Day 2 session	yes	20%
July 21	Day 3 session	yes	20%
July 22	Day 4 session	yes	20%
July 23	Day 5 session	yes	20%
			<b>Course Total</b>
			<b>100%</b>

### 3.2. Formative Assessment

Completion of Module quizzes

Provide feedback in the form of daily evaluations of the program

Evaluation of student performance is expressed as one of the following grades:

- Pass. Pass is noted by a completion certificate for the training that recognizes 100% completion.
- Not Completed. Students will need to complete the course in one week following the last scheduled day, as discussed in the first mandatory session.

### 3.3. Failure to Complete the Course in Time

If a student is unable to complete the course due to circumstances beyond their control they can contact the course directors for assistance. The course directors will advise students on any special needs and any possible accommodations, such as the need for additional time to complete daily assignments.

## 4. STUDENT ATTENDANCE

Students are strongly encouraged to attend all synchronous activities on time and be ready to begin. Students may participate in all other online activities at their own pace but are expected to complete all activities, and we suggest they use the order provided by the schedule. All quizzes must be completed.

### 4.1. Synchronous Sessions

Synchronous Sessions			
Day	Date	Time	Topic
Monday	July 19	8:30 – 9:50 am	Syllabus Overview, Introduction to Day 1
Monday	July 19	3:00– 4:00 pm	Synchronous Interactive session
Tuesday	July 20	10:00 – 10:50 am	Recap; Introduction to Day 2
Wednesday	July 21	9:00 – 9:50 am	Recap; Introduction to Day 3
Thursday	July 22	9:00 – 9:50 am	Recap; Introduction to Day 4
Friday	July 23	9:00 - 9:50am	Recap; introduction to Day 5
Friday	July 23	1:00-2:00	Simulation-based education
Friday	July 23	2:00-3:00 pm	Career Panel
Friday	July 23	3:00 – 4:00 pm	Program Final Wrap-up and Discussion

#### **4.2. Requesting an Excused Absence for an Event**

It is the responsibility of the student to inform the co-directors of any expected absences. It is the responsibility of the student to arrange for the completion of any missed academic assignments in an appropriate, mutually agreed upon timeframe by contacting the Course Directors once an excused absence has been granted.

#### **4.3. Requesting an Excused Absence for an Unanticipated Event**

**It is the responsibility of the student to arrange for the completion of any missed academic assignments in an appropriate, mutually agreed upon timeframe by contacting the Course Directors once an excused absence has been granted.**

### **5. Student Responsibilities**

Various factors contribute to the learning environment, including social interactions, institutional cultures and structures, educational environment, physical and virtual spaces, learning support from peers and faculty, etc.

According to the Association of American Medical Colleges (AAMC), mistreatment arises when behavior shows disrespect for the dignity of others and unreasonably interferes with the learning process. It can take the form of physical punishment, sexual harassment, psychological cruelty, and discrimination based on race, religion, ethnicity, sex, age, or sexual orientation. The AAMC provides the following as examples of mistreatment: public belittlement and humiliation, threatened with physical harm, asked to perform personal services, denied opportunities because of gender, denied opportunities because of race or ethnicity, asked to exchange sexual favors for grades/awards, subjected to unwanted sexual advances. If you personally experience mistreatment or observe anyone being mistreated in this course, please inform a responsible adult whom you trust: Parents and the course director should be approached first to report the problem.

#### **5.1. Inclusion Matters**

It is our collective responsibility to develop a supportive learning environment for everyone as diversity and inclusion benefits everyone.

1. Listen with respect and an open mind, strive to understand others' views, and articulate your own point of view.
2. Embrace differences with the intent to build community, not to criticize and separate ourselves from others.
3. Be mindful not to monopolize discussion and/or interrupt others.
4. Advocate for classmates who have not been heard.
5. Do not demean, devalue, or attempt to humiliate another person based on their experiences, value system, or construction of meaning.
6. Challenge myths and stereotypes about your own groups and other groups.
7. Raise views in such a way as to encourage open dialog.
8. Call out assumptions and biases.
9. Be authentic when engaging with all members of the class.
10. Create a safe atmosphere for open discussion among everyone.

### **5.2. Academic Assistance**

Students are always welcome and encouraged to ask questions of the faculty and Course Directors outside of class time. Students asked to not request meetings or other contact with faculty beyond those sessions included in the course.

### **5.3. Communication Etiquette**

Email is often the most effective method to contact course instructors. Most emails will be addressed the day they are received by course administrators and faculty.

### **5.4. Preferred Name**

If you do not identify with the name that is listed please notify the course coordinator at any point. Please inform the course coordinator of preferred pronouns. Students are encouraged to place their preferred pronouns in zoom following their name.