



Date aired:     6/20     Time Aired:

Weekly Public Affairs Program

Show # 2021-25

Total running time: 29:30 (with optional exit at 24:00)

1. **Ira D. Glick, MD**, Professor of Psychiatry and Behavioral Sciences at the Stanford University Medical Center, Emeritus

Most mass shooters die during the crime, but Prof. Glick led the first study that closely examined medical and court records of the perpetrators who survived. He found that a large majority of perpetrators had psychiatric disorders for which they had received no medication or other treatment. He believes that mental health providers, lawyers, and the public should be made aware that some unmedicated patients do pose an increased risk of violence and should receive treatment, whether they want it or not.

**Issues covered:**

**Length: 8:02**

**Mental Health  
Crime**

2. **Michael J. Barry, M.D.**, Professor of Medicine at Harvard Medical School, Director of the Informed Medical Decisions Program within the Health Decision Sciences Center at Massachusetts General Hospital, Vice Chair of the U.S. Preventive Services Task Force

An alarming rise in colorectal cancer cases among young people has led the US Preventive Services Task Force to establish new guidelines. Dr. Barry co-wrote the revised standards and explained why screenings for colorectal cancer should begin at age 45 — five years earlier than was previously recommended. He also discussed the importance of screening for African Americans, who have the highest rates of colorectal cancer incidence and deaths.

**Issues covered:**

**Length: 9:07**

**Cancer  
Personal Health  
Minority Concerns**

3. **Daniela Viana Costa, PhD**, Public Policy Economist at the Penn Wharton Public Policy Initiative

Dr. Viana Costa was the co-author of a study that examined the long-term economic effects of school closures/remote learning during the pandemic lockdowns. She found that the reduced education will create productivity losses, leading to a 3.6% decrease in GDP and a 3.5% decrease in hourly wages by 2050. She explained why younger students were hit hardest by the lack of learning, and possible steps that schools may take to reduce the decline.

**Issues covered:**

**Length: 5:04**

**Education  
Economy**

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