## Information design analysis on Iris Bell's speech

1.00.27	Slideshow begins – simplest format possible	Helps focus on data – Affective level not well served
1.00.30	Possible implicature	"in my brief time" might mean "I could extend my speech if I had more time available, thus being more persuasive"
1.00.38	Structure of lecture	Cognitive level; helps audience understand the rest of the lecture and organise the furnished information
1.00.40	Accentuation-emphasis on "are""there ARE biological effects" This is used in the whole speech and many times so it will not be mentioned again, unless it is important (i.e. "MULTIPLE observation studies in Thousands of patients" at 1.00.46 and "offer MIXED findings" at 1.01.06" etc	Sounds engaging and confident , draws attention to opinions/facts/ data that she wants to emphasize.
1.01.36	Word selection "the very famous controversy of Benveniste" instead of just saying the Bienveniste experiment	Sense of controversy/fame attracts attention
1.01.44	Call to authority and acceptance of what was once rejectd "european scientists who were <i>originally sceptics</i> and in a multicenter study acroos europe involving 4 different laboratoriesused a more sophisticated , more objective form of measurement"	Explains how the <i>frail</i> experiment of Benveniste was repeated by sceptics in MORE labs with BETTER methods that made them change their mind. The audience should change their mind as well!
1.02.36	(Anorthodox) Sequential positioning	Refers to what the very first speaker (member of the opposite "army") has said
1.02.46	Showing disagreement	and rejects it. Again there is the implicature that "the first speaker does not know his facts, thus he is not

		credible or trustworthy".
1.02.55	Call to Authority "a well	Serves the previous
	recognised area in	expressed disagremment
	toxicology"	
1.03.06	Emphasis and Adjacency	Explains the previously
	pairs "hormesis-even	mentioned paradoxical
	ASPIRIN prepared this way	effect of aspirin dilution. The
	can have this effect	presentation of a PARADOX
		attracts attention and
		prepares the audience to
		accept strange at first sight
1.02.00		facts.
1.03.09	Call to authority with the use	Multiple papers are
	of slideshow (visualisation)	simultaneously presented,
		demonstrating the "overwhelming" data
1.03.09-1.04.10	Review	A review of what has been
1.03.03-1.04.10		done in scientific studies
		with animals (where no
		placebo effect can be taken
		into account) is shortly
		presented (as a broad
		spectrum mass of evidence)
		to convince the listeners
1.04.05	(contradicting) Shared sense	All this data has been chosen
		to be <i>simply ignored</i> by
		those opposing homeopathy,
		which strikes as something
		against scientific "shared
		sense" of evaluating all
		possible data
1.04.20-1.05.28	Description-Narrative	Description of experiment
		and possible alternative
	(call to authority @ 1.04.45)	evaluation of results that
		serve the goal of the speaker
		and end with an impressive constative statement "is
		biologically active , but not
		clinically effective"
1.05.29-1.06.24	Narrative	Speaker explains what they
		did in <i>her own</i> laboratory,
		attracts attention and
		prepares the audience to
		accept the findings
1.06.24-1.06.40	Visualisation of what she was	The results are presented in
	describing and presentation	an easily understood manner
	of results	and seem conclusive and
		impressive
1.06.41-1.07.16	Call to authority	
1.07.16	Sequential positioning and	Bonds the different
	acceptance	speeches, allows to proceed

		to next topic
1.07.20	Sequential focus	First the question, then the
		answer. Helps understand
		the change of topic and the
		structure of the presentation
1.08.12-1.08.29	Call to authority (NEJM)	enhances the effect of the
		previous said on
		observational studies (which
		sceptics usually reject-but
		NEJM accepts!)
1.08.30-1.09.20	Call to authority	Different studies are
		presented to demonstrate
		that the speaker has a strong
		point. NOTE: every reference
		to a certain <b>study</b> is a call to
		authority, therefore from
		now on this will not be
		mentioned in the discourse
		analysis (as far as data from
		studies are concerned)
1.09.21	Sequential focus	Question-answer. Change of
		topic-structure revealed
1.09.26	Word selection	Attracts attention, makes the
	"one of the more famous"	audience wonder "why?"
	"vigorously attacked"	
1.09.57	Word selection- implicature	Extreme thesis that
	"study declared that	insinuates that the study was
	homeopathy should be	not objective
	thrown out of existence"	
1.10.00	Call to Authority "this	Uses the expert opinion to
	particular analysis has been	express and justify
	HEAVILY criticised by	disagreement with this
	EXPERTS IN META-ANALYSIS"	particular study that ends up
		being considered falsified
		(wrong methodology,
		selective data, data hidden)
1.10.10-1.11.00	Body language	The speaker uses strong (in
		comparison with previous
		calm gestures) body
		language that support her
		strong opposition to this
		certain study
1.11.42	Sequential organisation	Addressing the issues that
	(external validity issues)	were presented in
		introduction (structure of
1 12 10		speech is maintained)
1.12.18	Sequential positioning	After call to authority, the
		speaker goes back to the
		study she diasgreed with in order to further reduce its
		validity

1.12.28	General statements on	Pattern recognition is
1.12.28	homeopathic approach (both	included in homeopathic
	constative and performative)	approach, don't take into
		account this study that
		ignores this main principle
1.12.36	Error in slideshow, text is	Disappointing!
	hidden	
1.12.40-1.13.32	Adjacent pairs	Classssical approach-
		homeopathic approach
		(systemic approach) which is
		again used as an argument
		that contradicts Dr Novella's
1.11.00		expressed opinions
1.14.09	Sequential positioning-listing	Proposition on outcomes
		that should be studied, this
		comes as an epilogue to the
		previously analysed
		contradiction of
		conventional and
		homeopathic approach (the
		talk is oriented to the talk
		that preceeded it and shifts
		the gravity center to where
1 14 42 1 16 04	Narrative and	the speaker wants)
1.14.42-1.16.04		The speaker ,after
	body language (1.15.27- 1.15.54)	mentioning what is important for her (see
	1.13.34)	previous point) is using once
		more her body language
		along with the description of
		what happened during this
		last experiment. Result: The
		audience understands that
		something important is
		being said and is more open
		to the "alternative"
		methodology used for this
		last study and understands
		why the simple RCTs are not
		sufficient to "reveal" the
		efficacy of homeopathic
		treatments.
1.17.00	Repetition of theme "non-	This is important for the
	linear dynamic system"	explanation of results found
		in many homeopathic
		studies, results that are not
		evaluated correctly by
		conventional medicine. The
		audience is more likely to
		understand this model
		-

1.17.27	Conclusion: structure of	through repetition in different experiments/occasions
1.17.27	speech repeated	Important for Cognitive level (understanding of data)
EXTRA COMMENTS: Response to question1	Question tries to lure Dr Bell into saying that all the others (including Lancet editors) are biased, which would make her look biased as well	She avoids this pit, by pointing out that RCTs studies are designed for classical pharmaceutical agents and this does not apply to homeopathy (this information had not been mentioned before, so she adds something new to the discussion and doesn't look as if she is just avoiding
Response to question 2	"parallel worlds"	answering. Dr Bells accepts the current standards but points out that they need to be enriched with methodologies closer to the philosophy of homeopathy (acceptance and enrichment is the way to go!)

In conclusion I would say that the speaker is using a variety of techniques in order to achieve her goals. One of her strongest weapons is the extended literature that she uses including different kinds of studies/experiments and published articles in well respected medical journals. All these are tightly put on a frame/structure that she has presented right from the beginning and to which she remains faithful, allowing the listener to follow her easily. She doesn't loose the opporunity to connect her speech with the ones that have preceeded it, either by joining forces or by clashing heads, always supporting her opinion with the appropriate bibliography and train of thought. The poor aesthetically presented slideshow and the sometimes monotone voice/body language might seem boring to some, but I consider them appropriate for an academic speech. And beneath this calm presentation, we can always distinguish the sparks (and implicatures) when they appear.

INFORMATION ON SPEAKER (data collected form her personal site and biomedexperts.com):

**Iris Bell**, MD, PhD, is a psychiatrist, university professor, and has been a researcher in areas related to complementary and alternative medicine for 30 years. She was chosen as one of the Best Doctors in the Pacific region of the US in 1996 and in the US in 1998.

Dr. Bell has served on the faculties at Harvard Medical School, University of California San Francisco, and the University of Arizona. She graduated magna cum laude in biology from Harvard University and then received her PhD in Neuro- and Biobehavioral Sciences and MD from Stanford University. Her psychiatry internship and residency were at the University of California–San Francisco, and she is Board certified in Psychiatry with Added Qualification in Geriatric Psychiatry. She is licensed to practice conventional medicine in Arizona and California. She is also nationally certified in biofeedback, a fellow of the American College of Nutrition, and a licensed physician in homeopathy/alternative medicine in Arizona.

She has published scores of papers and book chapters on her clinical research in addition to a monograph on environmental illness.

The following list includes the papers published by Dr. Bell in chronological order:

Exploring measures of whole person wellness: integrative well-being and psychological flourishing. Explore (New York, N.Y.) 2010;6(6):364-70. Department of Family and Community Medicine, The University of Arizona, Tr AZ.	1.	2010: Menk Otto Laurie; Howerter Amy; Bell Iris R; Jackson Nicholas
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Department of Family and Community Medicine, The University of Arizona, T		psychological flourishing.
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AZ.		Department of Family and Community Medicine, The University of Arizona, Tucson,
		AZ.

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Forschende Komplementärmedizin (2006) 2010;17(5):250-7. Department of Psychology, the University of Arizona, Tucson, AZ 85721, USA. brooksaj@email.arizona.edu

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mkoithan@nursing.arizona.edu

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On a lighter note, she wrote the funny, touching, and inspirational **Chew on Things – It Helps You Think: Words of Wisdom from a Worried Canine** to celebrate her beloved soft-coated wheaten terrier Casey's life. As Dr Bell says in her personal internet site (www.irisbell.com) throughout his life, Casey himself benefited from both Western and alternative medical help in surviving a series of health crises, from eating poison mushrooms in the backyard that sprang up overnight during his puppy time, to curing autoimmune hemolytic anemia in his old age. Her passion , she goes on in her site, is to teach people who find themselves with a chronic illness and are at the start of their own difficult journey home to themselves and to better health — a learning experience for us all. She teaches, writes, and lives in Tucson, Arizona with her three dogs – Rosie, Harry, and Charlie.