Infodemic Management for Diverse Communities: Addressing Health Misinformation with Inclusive Social Marketing

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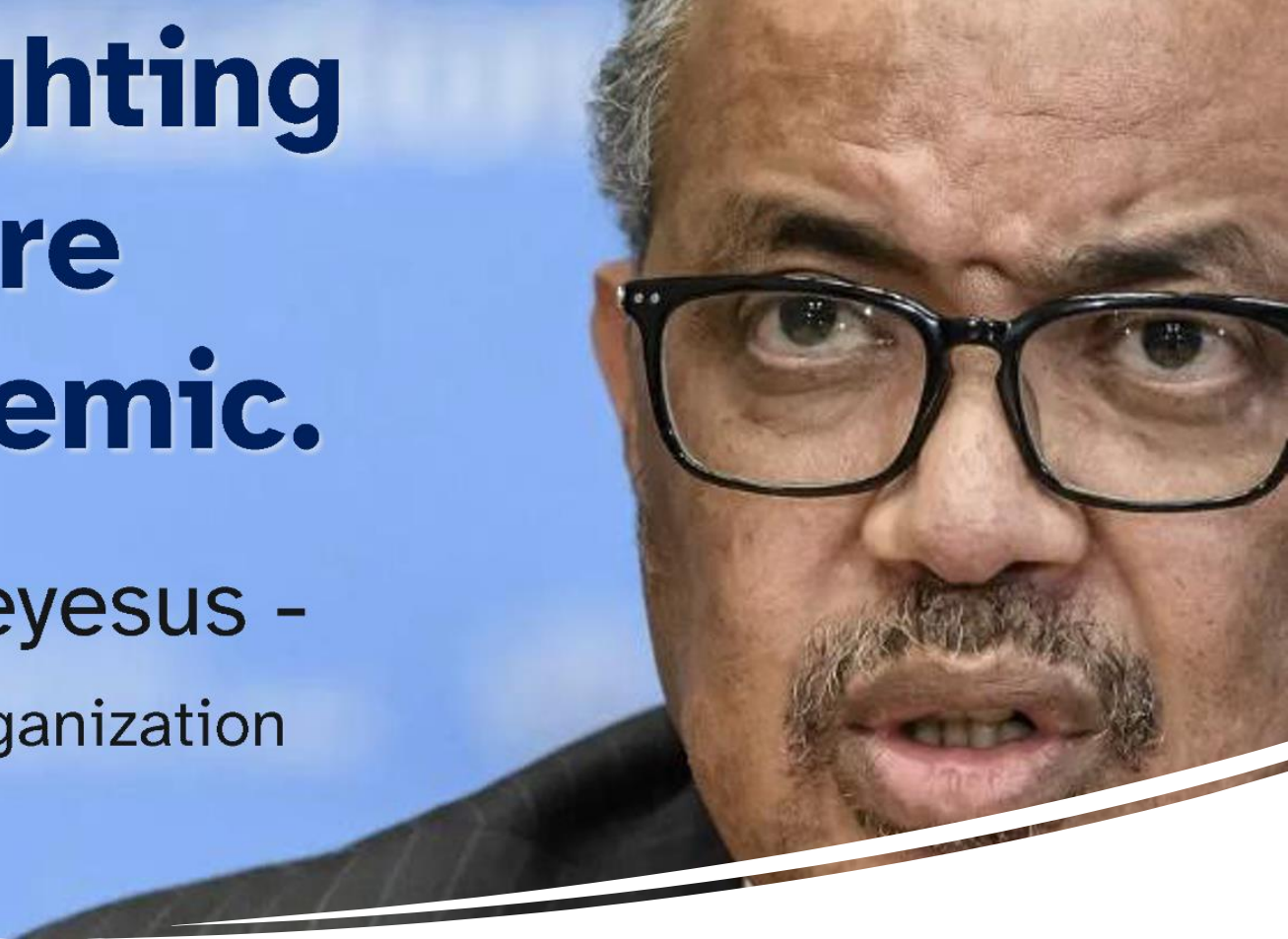
Learning Objectives

- By the end of this presentation, you will be able to:
  - Describe key elements of effective messages and how to develop them

We're not just fighting an epidemic, we're fighting an infodemic.

- Tedros Adhanom Ghebreyesus -

Director General of World Health Organization

February 2020

What is an infodemic?

- An infodemic is an overabundance of information, accurate or not, in the digital space, accompanying an acute health event such as an outbreak or epidemic.

An infodemic can affect anyone.

IT INCLUDES

Questions

Concerns

Narratives

Information voids

Overload of information

Outdated information

Misinformation & disinformation

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Isolated & Vulnerable populations are particularly susceptible

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Infodemics are more than the spread of misinformation.

QUESTION → CONCERNS → INFORMATION VOIDS → MISINFORMATION → DISINFORMATION

Growth of narratives and if sustained, increasing potential for harm

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Unmet needs generate questions, concerns, and anxiety.

- People's questions and concerns are left unaddressed

- People turn to and pay attention to other information sources

- People are more vulnerable to mis- and disinformation.

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Social Marketing and Effective Messages

Provide acceptable information

Answer questions

Answer concerns

Prebunk misinformation
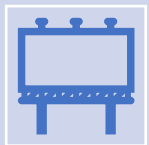
Debunk misinformation

Relate to past experiences

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Social Marketing and its Use in Creating Messaging Campaigns

Key Terms

Marketing: The process of **creating, communicating, delivering, and exchanging** offerings that have value for customers, clients, partners and the society at large. (*American Marketing Association*)

Social Marketing: Applies marketing principles and techniques to **create, communicate and deliver** value to influence target audience behaviours that benefit society as well as the target audience. (Kotler, Lee, & Rothschild, 2006)
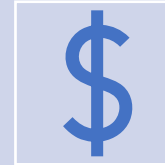
Design Thinking: Enhances the user experience through innovation. A discipline that uses methods to match people's needs with what is technologically feasible and viable (from a customer value and market opportunity perspective). (Tim Brown, CEO IDEO).

The 4 Ps Marketing Mix
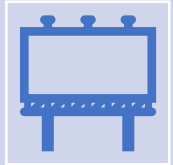
Product. The item or service being sold must satisfy a consumer's need or desire.

Price. An item should be sold at the correct price for consumer expectations, neither too low nor too high.

Promotion. The public needs to be informed about the product and its features to understand how it fills their needs or desires.

Place. The location where the product can be purchased is important for optimizing sales.

The Transmission Model

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SENDER → → **RECEIVER**

"I know something that you don't know.
If you knew it, you'd be able to improve your behavior."

Effective Messages…

Are at the heart of communication

Convey benefits

Show consequences

Build skills and contribute to self-efficacy

Leverage the influence of "important others"

Benefits are **a promise** of something that will happen in the future.

| HEALTH | SAFETY | ROMANCE | SOCIAL ACCEPTANCE |

Benefits are **a promise** of something that will happen in the future.

If you do _____ (**behaviour**)

you will experience _____ (**benefit**)

because _____ (**reason why**)

If you **drive a Volvo,**

you will **feel safe**

because **Volvo has undergone rigorous safety tests**

- The strongest, most compelling problems go beyond **immediate benefits** to connect with universal values or **pulse points**.
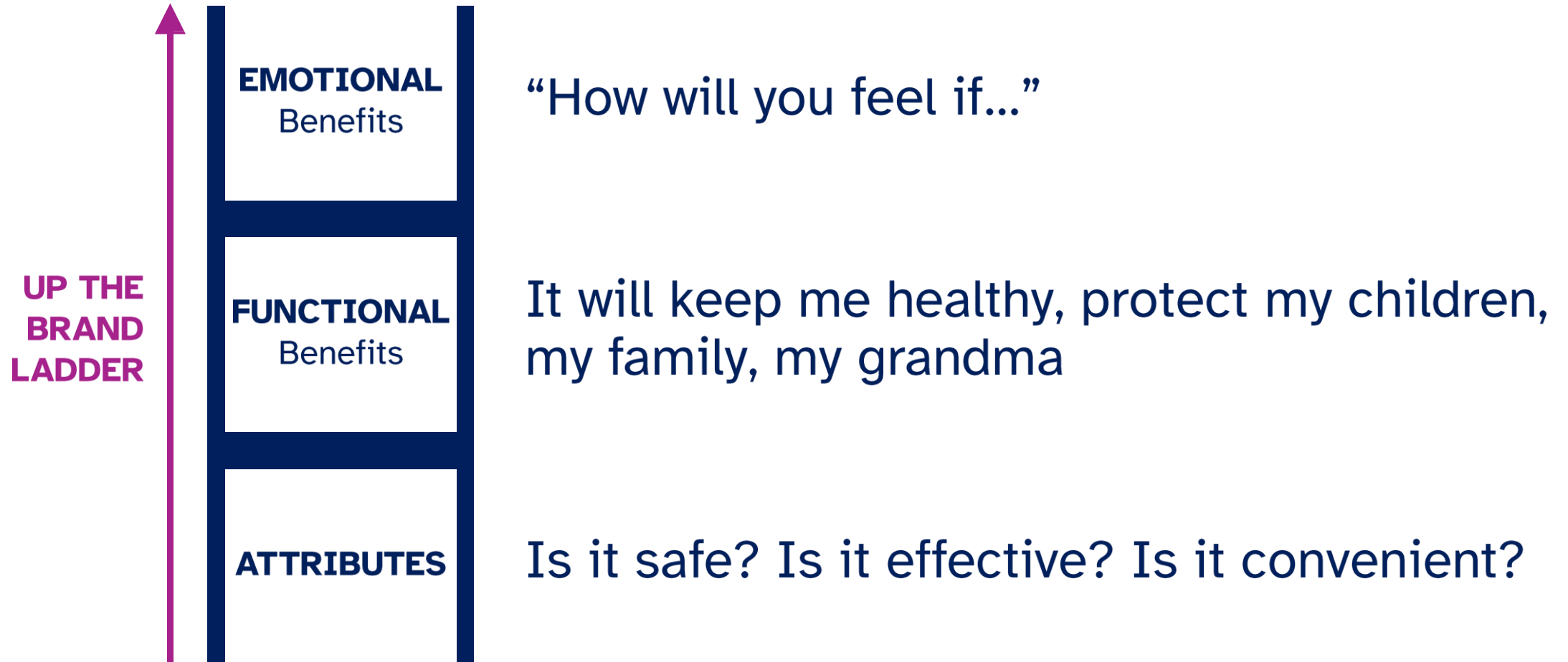
"Pulse points" that drive behaviours:

Power

Tranquility

Achievement

Family

Belonging

Freedom

Self-fulfillment

Security

Independence

Novelty

Sensuality

Understanding

Acceptance

Luxury

Order

Romance

Recognition

Sex Idealism

Status

Benefit laddering

UP THE BRAND LADDER

EMOTIONAL Benefits — "How will you feel if..."

FUNCTIONAL Benefits — It will keep me healthy, protect my children, my family, my grandma

ATTRIBUTES — Is it safe? Is it effective? Is it convenient?

- How do we apply these methods to public health messaging?

Messaging plays an important role when developing health information literacy interventions.

MESSAGE OBJECTIVE

To promote awareness

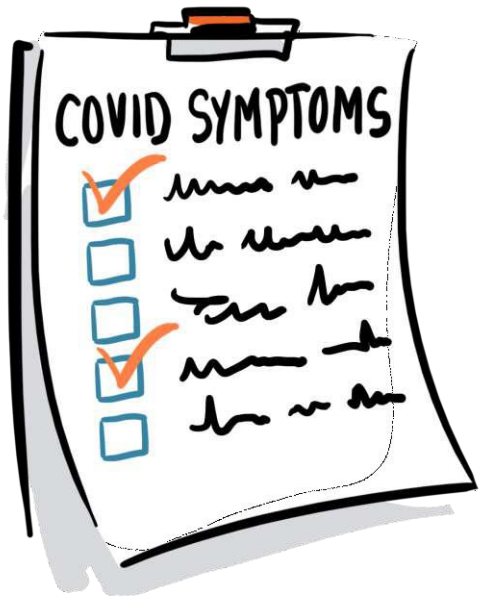To address common questions and concerns

To socially norm a product or issue

To connect people to further information and service

To encourage people to take action

Messaging plays an important role when developing health information literacy interventions.

MESSAGE OBJECTIVE	EXAMPLE TOPIC
To promote awareness	"COVID-19 symptoms include...."
To address common questions and concerns	
To socially norm a product or issue	
To connect people to further information and service	
To encourage people to take action	

COVID SYMPTOMS

Messaging plays an important role when developing health information literacy interventions.

MESSAGE OBJECTIVE	EXAMPLE TOPIC
To promote awareness	
To address common questions and concerns	"Did you know that you can request a replacement vaccination card through the Ministry of Health website?"
To socially norm a product or issue	
To connect people to further information and service	
To encourage people to take action	

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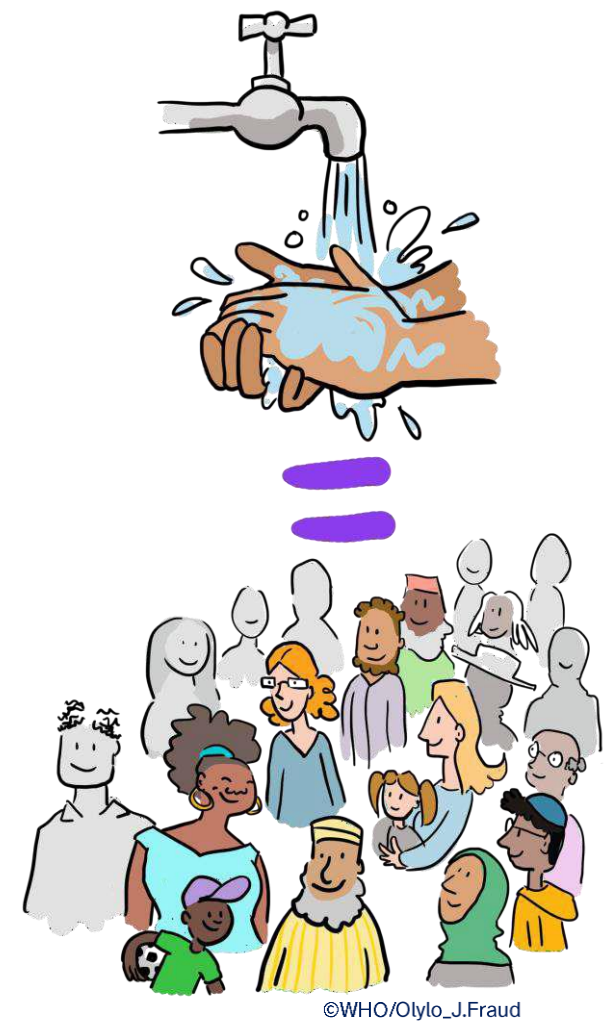# Messaging plays an important role when developing health information literacy interventions.

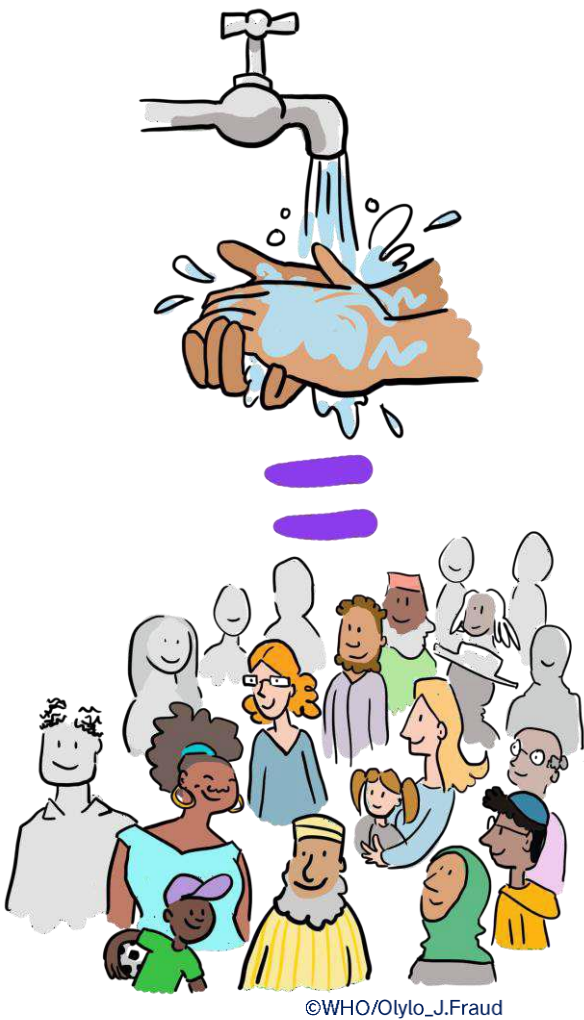| MESSAGE OBJECTIVE	EXAMPLE TOPIC
To promote awareness	
To address common questions and concerns	
To socially norm a product or issue	"72% of the country reports increasing hand washing. We encourage you to join our national effort to prevent disease transmission "
To connect people to further information and service	
To encourage people to take action	

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Messaging plays an important role when developing health information literacy interventions.

| MESSAGE OBJECTIVE	EXAMPLE TOPIC
To promote awareness	
To address common questions and concerns	
To socially norm a product or issue	
To connect people to further information and service	"Be sure. Be safe. COVID-19 testing is free of charge. Walk-ins welcome."
To encourage people to take action	

Messaging plays an important role when developing health information literacy interventions.

MESSAGE OBJECTIVE	EXAMPLE TOPIC
To promote awareness	
To address common questions and concerns	
To socially norm a product or issue	
To connect people to further information and service	
To encourage people to take action	"Talk to your family about steps you'll take to prevent the spread of COVID-19 at the next family gathering"

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Messaging plays an important role when developing health information literacy interventions.

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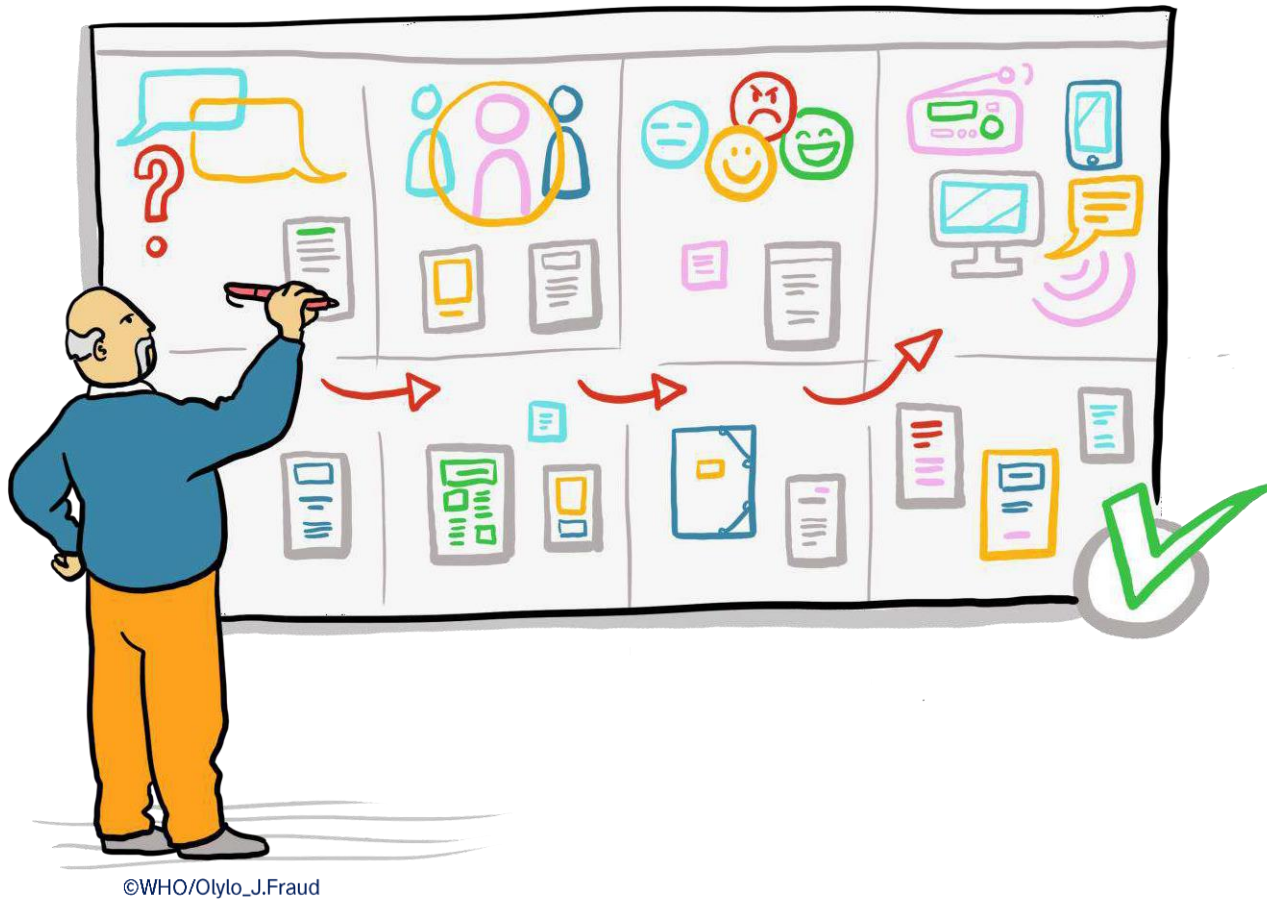
Understood the situation
(Why are you communicating? Why now?)

Chosen your audience or audiences
(Who is a priority? Why?)

Defined the desired behaviour you want as a result of your communication

Identify what channel is the most efficient to reach your audience
(The channel that will have the most impact on your audience)

MESSAGE OBJECTIVE	EXAMPLE TOPIC	COMMUNITY VALUE SET	FRAMING EXAMPLE
To socially norm a product or issue	"72% of the country reports increasing hand washing. We encourage you to join our national effort to prevent disease transmission "	• Predominantly family-based environment, multi-generational homes • Community minded, support for neighbours, long-term residency	Make 20 seconds of handwashing with soap and water a habit for life to keep you and your family healthy
To connect people to further information and service	"Click here to find the closest COVID-19 testing site"	• Self-efficacy and reliance attributes, independence highly valued • Economic self-sufficiency • Individual living community	Be sure. Be safe. COVID-19 testing is free of charge. Walk-ins welcome.

The message, the gist and the narrative

The MESSAGE

is the information
or content that
is being
communicated

The GIST

refers to the
underlying meaning
or essence of the
message

The NARRATIVE

is a way of organizing
and presenting
information,
it tells a story
or describes events
in a particular order

The gist in effective communication

> **The gist is the mental representation capturing the bottom-line meaning of information or experience**

Hall, Jamieson K. Marshaling the gist of and gists in messages to protect science and counter misinformation: https://psycnet.apa.org/record/2022-15515-004

The gist in effective communication

FACT, VERBATIM

«It takes 20 seconds of handwashing with soap & water to dislodge viral or bacterial particles, reducing bacteria counts by approximately 90%»
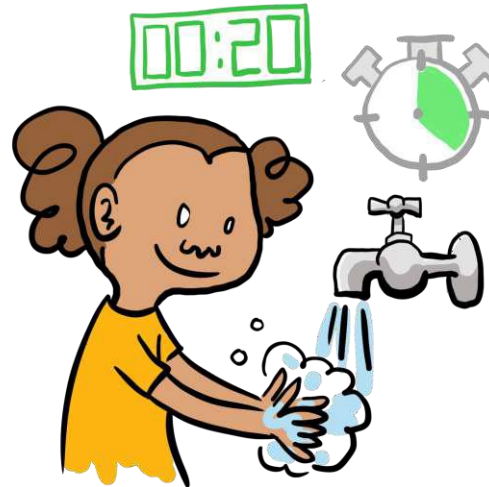
-90%

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Knowing the **FACT** ➔ ✗

MESSAGE

00:20

GIST

« 20 seconds of handwashing with soap and water helps to keep my children healthy»

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Knowing the **GIST** ➔ **DECISION ACTION**

The gist in effective communication

E F F E C T I V E

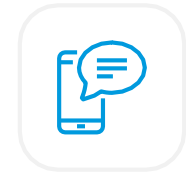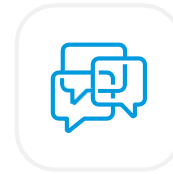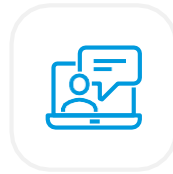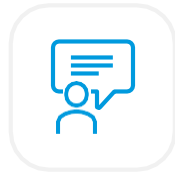|	
I want to say XYZ	**XYZ**
I want **YOU** to **hear** all of **XYZ**	**XYZ**
I want **YOU** to really **understand / acknowledge** most of **YZ**	x**YZ**
I want **YOU** to **take-away** gist of **Z** (driving some decisive action immediately or in the future)	x**YZ**

It all matters: the message, messenger, timing, medium and format

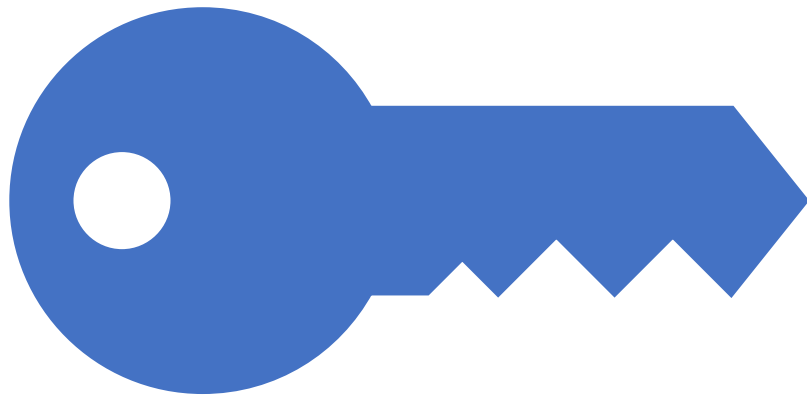**MESSAGE** > **MESSENGER** > **FORMAT** > **FREQUENCY** > **MEDIUM**

Remember that audiences are receiving your message (or not) in a noisy information environment

What people remember from a message is usually the gist

Key Points

Values are powerful motivators, so go deeper—tap into core values.

Benefits are in the eye of the beholder.

Adjust behaviors to community values and norms.

Facts are hard to remember.

Identify the gist in your messages and connect it to user's values or emotions.

Speak to who people are and their values; not what the know or don't know.

Show the user who they can be,
not just what a product, service,
or behaviour can provide.

Lead with benefits—use "features" as support.

Programs are more likely to be successful
if we respond to consumer preferences.

What does this look like for librarians in practice?

Service-Learning.

Service-Learning

Service-learning is an educational approach that combines learning objectives with community service in order to provide a pragmatic, progressive learning experience while meeting societal needs.

At Purdue, I design and lead service-learning courses that centers around trust-building and establishing sustainable information literacy interventions that can be tailored for use by a diverse range of communities.

A Case Example: Health Literacy Instruction for Diverse Communities

- In partnership with community stakeholders, students design health information literacy instructional experiences that:
    - Listen to community concerns and questions
    - Promote understanding of risk
    - Promote health expert advice
    - Build resilience to misinformation and disinformation
    - Incorporate culturally appropriate communication campaigns that engage and empower communities to take positive action

Acknowledgements

- This presentation is based on and uses content from the Open WHO Infodemic Management course series. For a complete overview of the strategies, good practices, methods and tools that infodemic managers and interested librarians can use in the field to prevent, prepare for and respond to this phenomenon see the freely available courses: OpenWHO Infodemic Management Course Series.