GETTING TO THE HEART AND MIND OF THE MATTER:

A Toolkit to Build Confidence as a Trusted Messenger of Health Information
Toolkit Workshops & Learning Modules

Motivational Interviewing
- What is motivational interviewing
- Motivational interviewing strategies
- Motivational interviewing in group settings

Science Media Literacy
- What is science media literacy and why it matters
  - The science behind science media literacy
- Applying the science media literacy infographic to real-world scenarios

Neuromarketing
- Introduction to neuromarketing: A tool for effective health communication
- Applied neuromarketing: Understanding the human brain
- Applied neuromarketing: Producing brain-friendly health communication

WASHINGTON STATE UNIVERSITY

EXCITE
Extension Collaborative on Immunization Teaching & Engagement
You can view this series in any order

• Part 1: What is science media literacy and why it matters
• Part 2: The science behind science media literacy
• Part 3: Applying the science media literacy infographic to real-world scenarios

What is in the Toolkit?

• Brief Self-Guided Lessons
• Examples for Practicing Your Skills
• Handouts to Share With Others
• References and Sources for More Info
Science media literacy toolkit authors:

Erica Weintraub Austin, PhD

Director of the Edward R. Murrow Center for Media & Health Promotion Research

Shawn Domgaard, PhD

Researcher in: Media Literacy Health Communication Misinformation
This session will help you to:

01. Understand how risky – and common – it is to have more media confidence than media literacy skills

02. Understand the surprisingly informative role emotion plays in decision making about media

03. Visualize how media literacy improves our decision-making processes

04. Learn 4 steps that help unmask misinformation and promote healthy decisions right for you
Science media literacy is the ability to access, analyze, evaluate, create, and act using media in a variety of forms for science information. Science media literacy principles can be summarized as follows:

- All media messages that contain science information are “constructed” by people and using medium/context-specific techniques.
- Media messages that contain science information are produced for particular purposes (have goals).
- All media messages that contain science information contain embedded values and points of view.
- People construct their own meanings from media messages that contain science information based on their skills and experiences.
- Media and media messages about science can influence beliefs, attitudes, values, behaviors, and society.

In our first session, we established that science media literacy is healthy skepticism.
When we have more confidence than skill, we risk sharing misinformation

3 in 4 Americans overestimate their ability to distinguish between legitimate and false news

Less likely to distinguish between legitimate and false news

Less aware of their own limitations

More likely to visit untrustworthy web sites, share false content

Trusted sources are key to misinformation prevention—and to public health promotion

How Misinformation Research Can Mask Relationship Gaps that Undermine Public Health Response

Alec J. Calac, BS¹ and Brian G. Southwell, PhD²,³

Public health journals such as the American Journal of Health Promotion have spotlighted health misinformation in recent years as a cause for concern.¹ ² Researchers have noted the diffusion of health misinformation as well as its tendency to complicate exposure to inaccurate claims and which settings are opportune for debunking misinformation.⁹ Some research has described potential demographic differences in health misinformation acceptance and tendency to share health
Media Literacy Theory of Change

Decision making is partly **logical** and partly **emotional**

---

We need our emotions to work **for** us instead of **against** us
Don’t let sources disrupt your freedom of choice. They can distract you from thinking critically, such as: “Like me, trust me, do what I tell you (and don’t trust them)”

Motivates
- Critical Thinking about sources

Facilitates
- Critical Thinking about content

Affects
- Beliefs
- Efficacy
- Expectancies

Outcomes
- Intentions
- Behaviors

Forewarning
We need our emotions to work for us instead of against us

© Erica Weintraub
Austin 2023
The Science Media Literacy Infographic

- Deploy the steps in any order.
- You might do a gut check of your emotions as step #1!
- Our next workshop helps you practice using the infographic.