



Pacific Southwest (HHS Region 9)

PTTTC

Prevention Technology Transfer Center Network

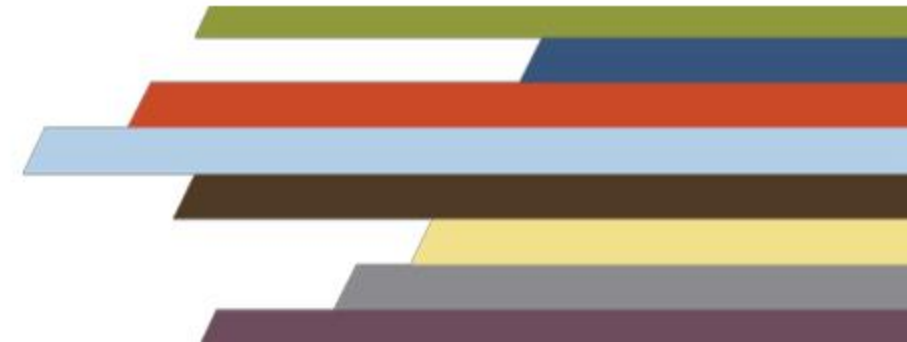
Funded by Substance Abuse and Mental Health Services Administration



Media in Prevention Webinar 2: Media Literacy as a Practical and Transferrable Skill

July 11, 2023

Shawn Domgaard, PhD



Disclaimer

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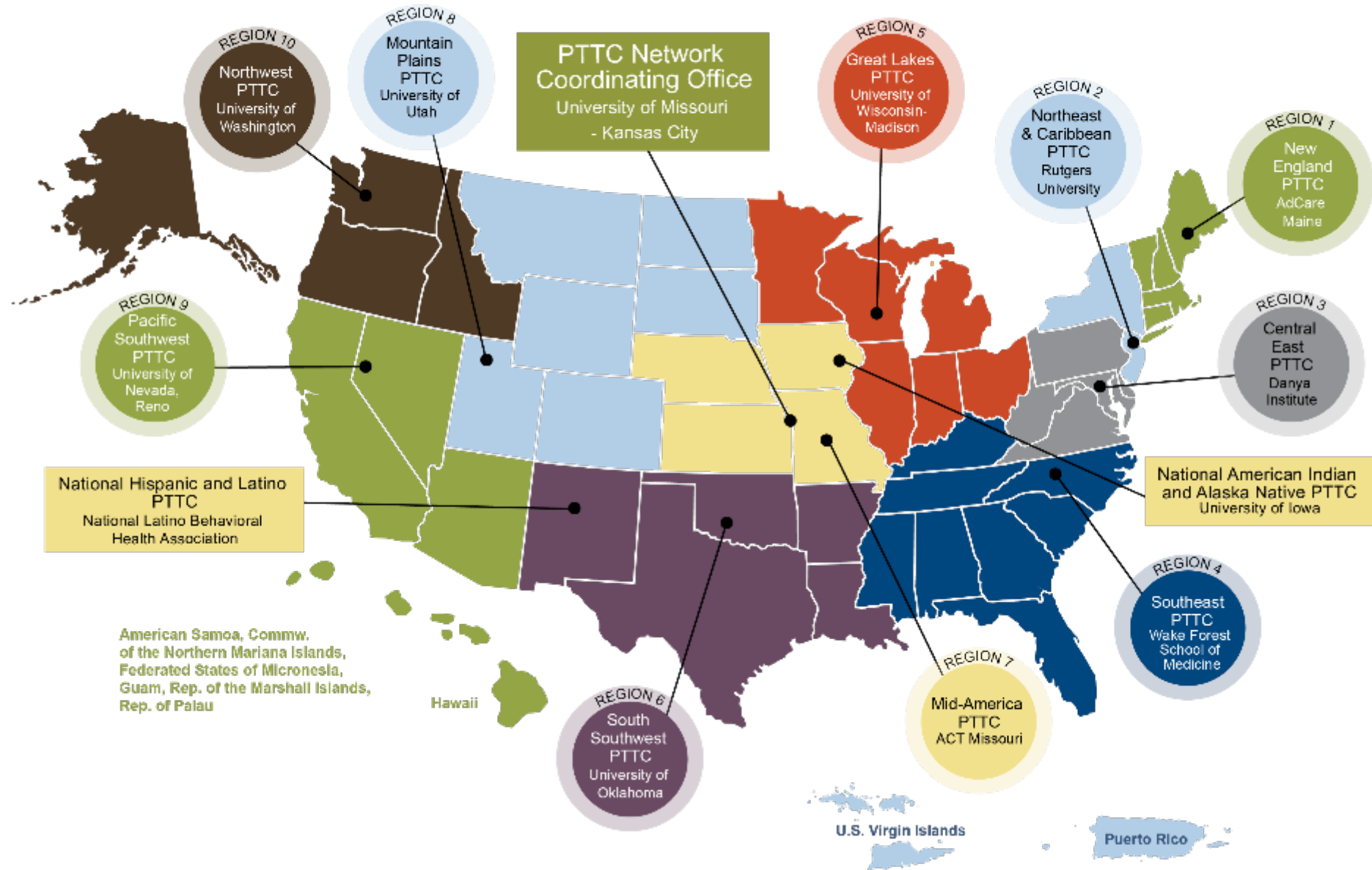
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PTTC

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PTTC Network



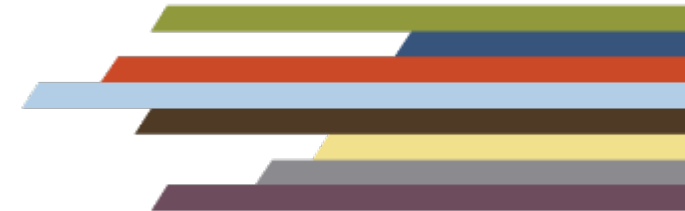
Purpose of the TTCs

1

Develop and strengthen the **workforces** that provide substance use disorder and mental health disorder prevention, treatment, and recovery support services.

2

Help people and organizations incorporate **effective practices** into substance use and mental health disorder prevention, treatment and recovery services.



PTTC Network Approach

The PTTCs...

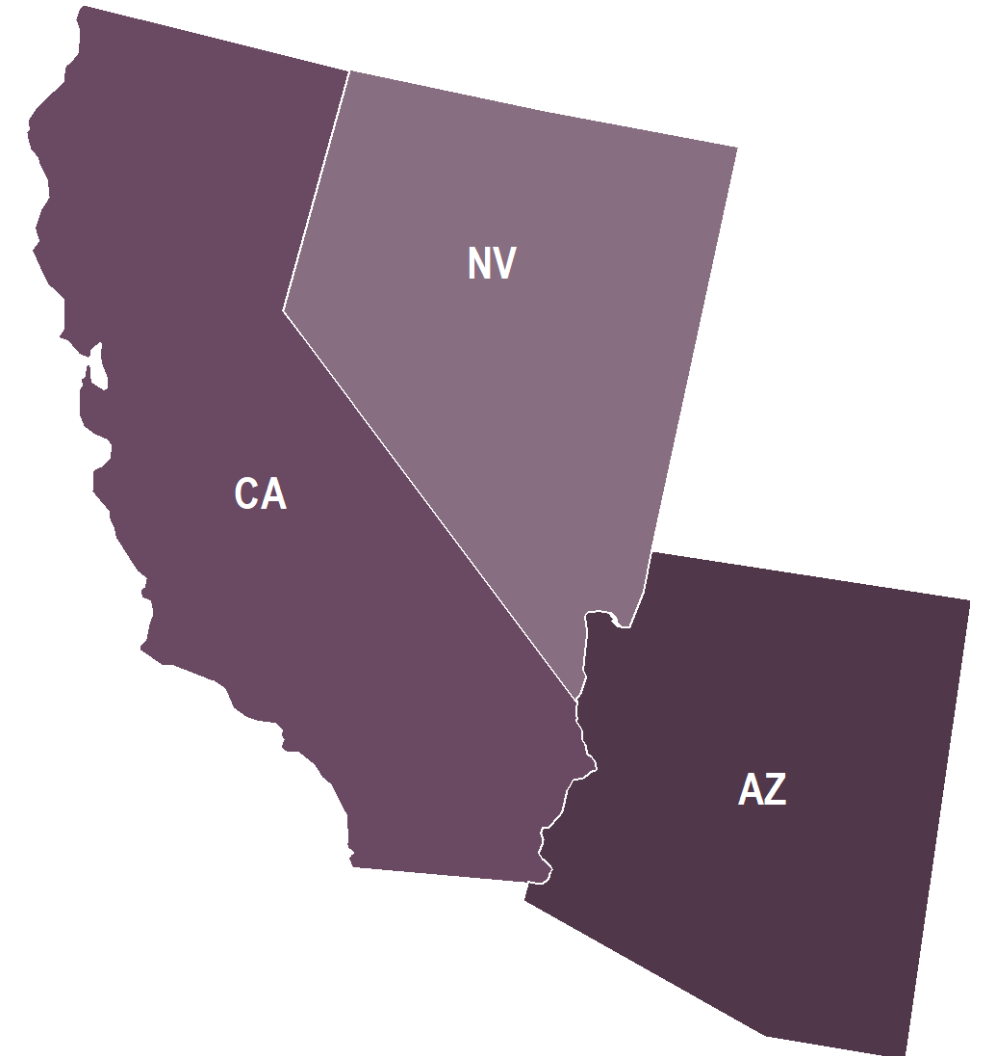
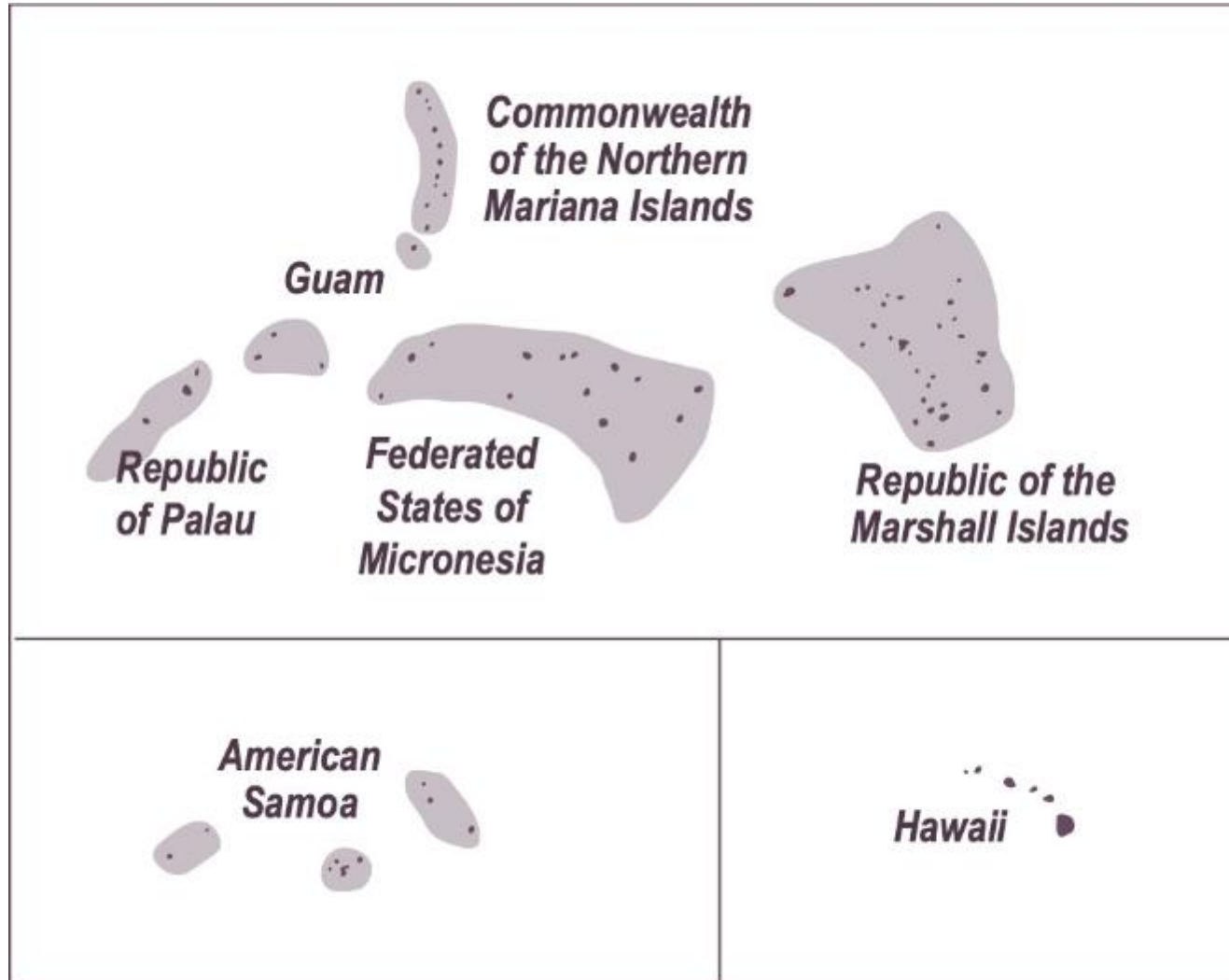
Develop and disseminate tools and strategies needed to improve the quality of substance abuse prevention efforts

Provide training and resources to prevention professionals to improve their understanding of

- prevention science,
- how to use epidemiological data to guide prevention planning, and
- selection and implementation of evidence-based and promising prevention practices.

Develop tools and resources to engage the next generation of prevention professionals

Pacific Southwest





Land acknowledgement

We acknowledge that the University of Nevada, Reno is situated on the traditional homelands of the Numu (Northern Paiute), Wašiw (Washoe), Newe (Western Shoshone), Nuwu (Southern Paiute) peoples. These lands continue to be a gathering place for Indigenous Peoples and we recognize their deep connections to these places. We extend our appreciation for the opportunity to live and learn on their territory.

Housekeeping

- For technical support email Karen at ktotten@casat.org
- Webinar recording and materials
- Certificates of attendance



Mark your Calendars!*

Media in Prevention Webinar 3: Using Media in Substance Misuse Prevention

August 1, 2023

Prioritizing Equity in Prevention: The Role of Prevention in Addressing Alcohol Use in the U.S. Military

August 22, 2023

Please visit pspttc.org for registration and more information!

*all times 3:00 Pacific, unless otherwise noted.

Zoom Chat Etiquette

Please keep casual conversations out of the chat when possible, but relevant discussions about the material being presented are welcome!

Please place answers to questions from the presenter in the chat when prompted.

All questions for the presenter can be sent in the chat directly to Brittany Wiele during the presentation. She will then compile them and they will be answered at the end.

Shawn Domgaard

PhD

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Media Literacy
Health Communication
Misinformation

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By the end of this session you will be able to:

- 01. Describe what Media Literacy is**
- 02. Understand how Emotion and Cognition affect Information Consumption**
- 03. Explain how Media Literacy affects Decision-Making**
- 04. Use Media Literacy Skills to Verify Information**



The top of the slide features a horizontal bar composed of several colored segments: green, blue, orange, light blue, brown, yellow, grey, and purple. On the right side of this bar, there is a graphic of several concentric, light grey circles that appear to be part of a larger design.

Media Literacy

Where does information come from?

How is it communicated?



Media Literacy

Epistemology

Institutions of Knowledge

Academia

Journalism

Government



Media Literacy

Why does media even matter?

What does media even do?

The top of the slide features a horizontal bar composed of several colored segments: green, blue, orange, light blue, brown, yellow, grey, and purple. On the right side of this bar, there is a decorative graphic consisting of several concentric, semi-circular lines in a light grey color.

Media Literacy

Are media bad or good?

Media are tools.

Media Literacy

Learn how to access, analyze, evaluate, create, and act using all forms of communication.

Media Literacy Education Core Principles

- Active inquiry and critical thinking about the messages we receive and create
- Expands the concept of literacy to include all forms of media
- Builds skills for all ages, through integrated and repeated practice
- Develops informed, reflective, and engaged civic participants
- Recognizes that media are part of culture and function as agents of socialization
- Affirms that people use their individual skills, beliefs, and experiences to construct their own meanings from media messages

Media Literacy Infographic Exercise

Take approximately 5 minutes and use the infographic to look at the social media post on the next slide. Try to think of how each step is useful when considering the information.

HOW TO RECOGNIZE MISINFORMATION

STEP 1. CONSIDER THE SOURCE



Take time to look up a source on your phone or a new window.
Double check the expertise or credentials of people on social media.
Do other reputable organizations say this source is credible?

STEP 2. EXAMINE THE CONTENT



Evaluate the claims made by social media posts.
Does the author cite their sources? Is the information out of date?
Check across multiple sources for consistency.

STEP 3. CHECK YOUR EMOTIONS



Emotional language is meant to persuade you, not always inform.
Misinformation often uses angry and fearful messages.
Are your emotions hurting your ability to critically think?

STEP 4. ASK TRUSTED EXPERTS



Work with and ask experts when you are not sure about something.
Health decisions are based on health, not politics.
Ask your local doctor about vaccines and other health decisions.

HOW TO RECOGNIZE MISINFORMATION



Stop Mandatory Vaccination
Sponsored

"We followed the ambulance to the hospital. They tried, they really did. A nurse tried to take our son to a separate room with coloring books and treats that he was completely unfamiliar with. They hugged us in a smothering- not comforting- way, and tried to tell us that it would be ok. I heard them call for a second Epi-Pen. I knew it was hopeless. My husband and son stood in shock. I hugged my childhood friend, the firefighter, who had come to the hospital. He said, "I'm so sorry," and walked away." Want



Vaccines
Kill
Babies

6 Month Old Gets 7 Vaccines And Dies Two Weeks Later From "SIDS"

"My breasts were full of milk and my baby was dead."

[Learn More](#)

STOPMANDATORYVACCINATION.COM

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Now we will go into breakout rooms and discuss what you thought about during your search using the infographic.

What skills from the infographic did you find helped you the most in verifying information?

How could these skills be useful for the audiences you work with?



Breakout Rooms

What are some key takeaways you or someone from your group had during your discussion?

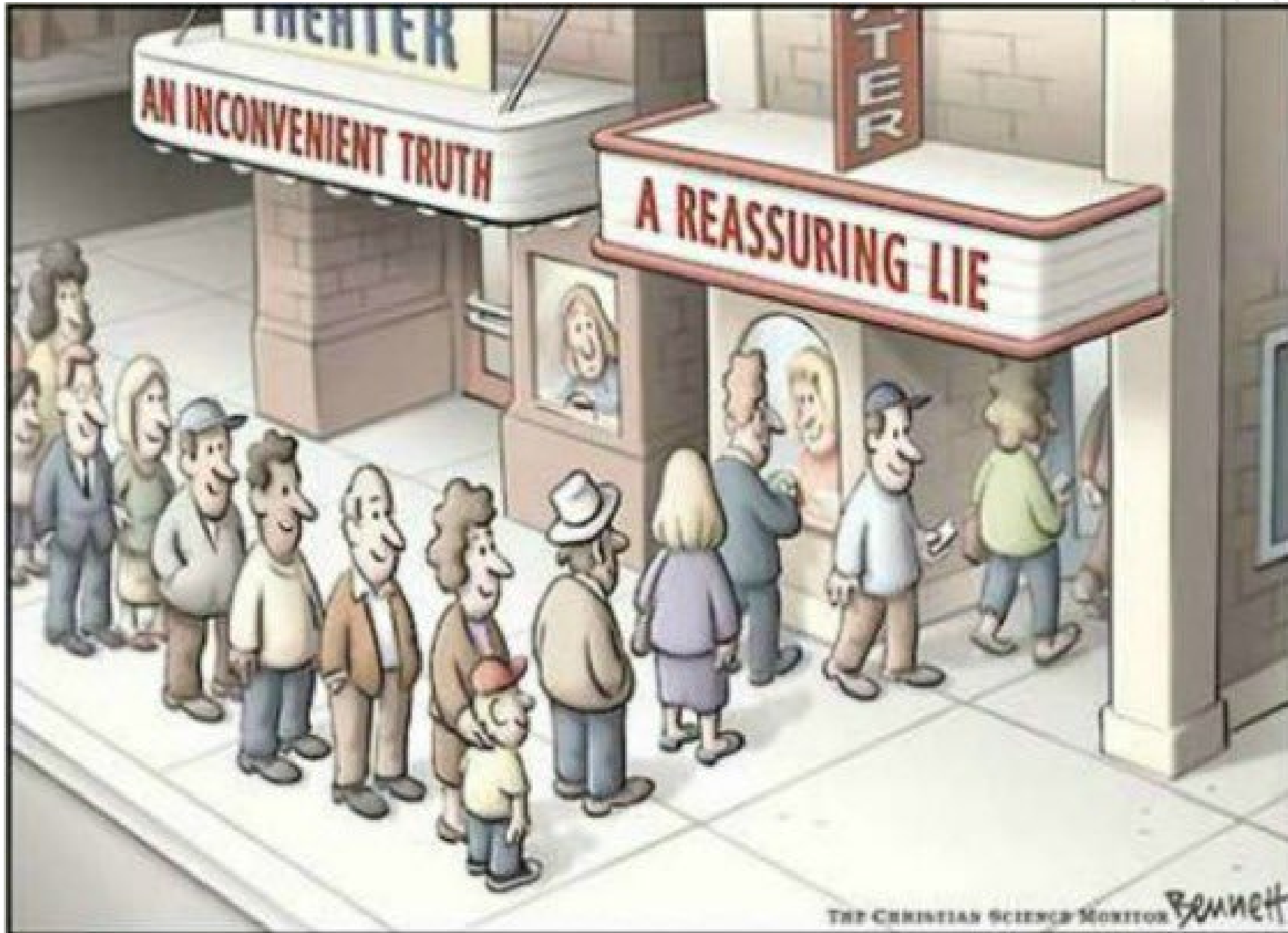
Motivated Reasoning

Accuracy Oriented (non-directional)

Directional Oriented

Confirmation Bias

Disconfirmation Bias



THE CHRISTIAN SCIENCE MONITOR BENNETT

Social Identity

Cultural Background

Beliefs

Values

Social Norms

Cognitive Load

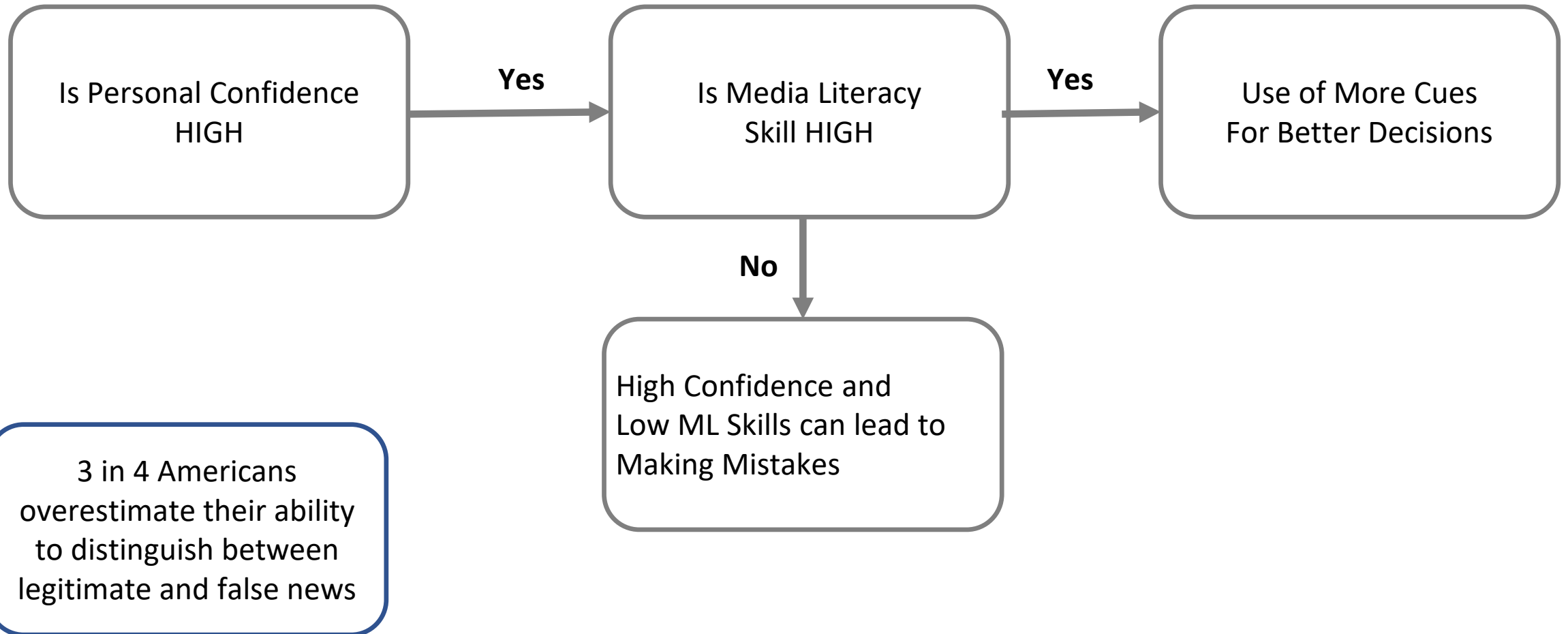


The resources we use for evaluation and critical thinking are finite.

We cannot spend all of our resources for all information, so we must prioritize.

What do you prioritize?

Confidence without skills to navigate the information environment can cause costly mistakes

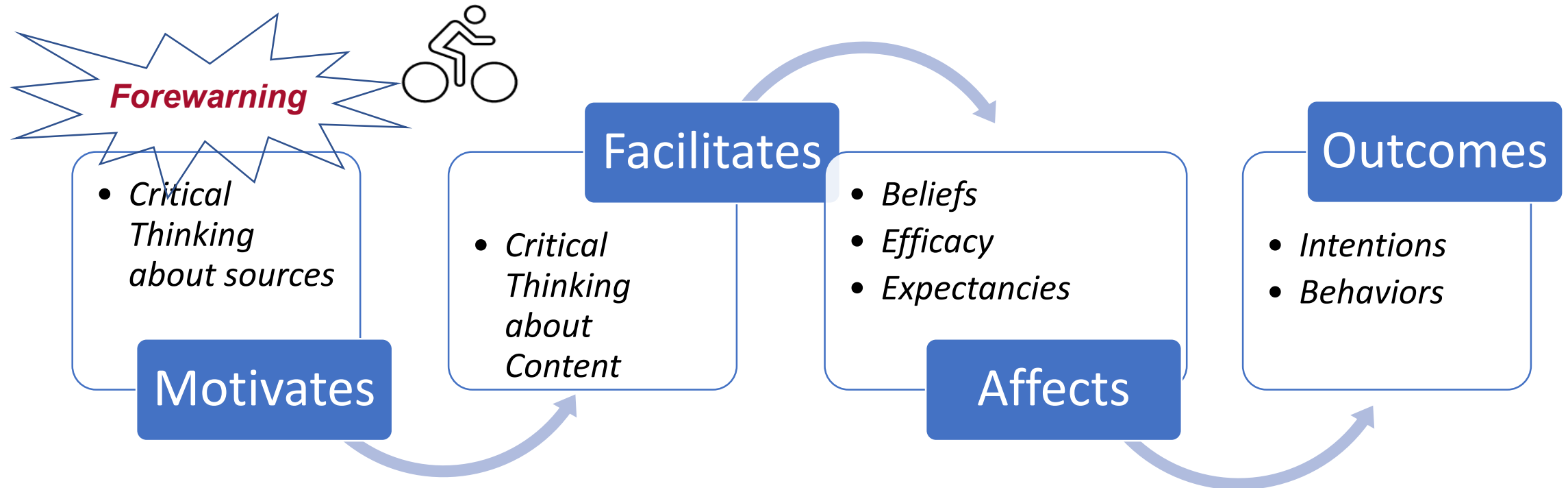


[Source](#)

[Source](#)

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

USING THIS GRID – Media literate people routinely ASK QUESTIONS IN EVERY CATEGORY (the middle column) as they navigate the media world. Occasionally a category will not apply to a particular message, but in general, sophisticated “close reading” requires exploring the full range of issues covered by the ten categories. The specific questions listed here are suggestions; you should adapt them or add your own to meet your students’ developmental level and learning goals.

Encourage students to recognize that many questions will have more than one answer (which is why the categories are in plural form). To help students develop the habit of giving evidence-based answers, nearly every question should be followed with a probe for evidence: HOW DO YOU KNOW? WHAT MAKES YOU SAY THAT? Remember that the ultimate goal is for students to learn to ask these questions for themselves.

		SAMPLE QUESTIONS
AUTHORS & AUDIENCES	Authorship	Who made this?
	Purposes	Why was this made? What does this want me to do? Who is the target audience? Who are they talking to? or Who is this for?
	Economics	Who paid for this?
	Responses	What actions might I take in response to this message? How might I participate productively? How does this make me feel and how do my emotions influence my interpretation of this?
MESSAGES & MEANINGS	Content	What does this want me to think (or think about)? What would someone learn from this? What ideas, values, information, or points of view are overt? Implied? What is left out that might be important to know?
	Techniques	What techniques are used and why? How do the techniques communicate this message?
	Interpretations	How might different people understand this message differently? What is my interpretation and what do I learn about myself from my reaction or interpretation?
REPRESENTATIONS & REALITY	Context	When was this made? Where or how was it shared with the public?
	Credibility	Is this fact, opinion, or something else? How credible is this (and how do you know)? What are the sources of the information, ideas, or assertions? Can I trust this source to tell me the truth about this topic?

Key Questions Exercise

Let’s practice some media literacy skills by looking up these two organizations and asking key questions about what we find:

GAVI-The Vaccine Alliance

Children’s Health Defense

Practice lateral reading as well, by using multiple sources as you read

Lateral Reading



Another important Media Literacy skill is lateral reading. Look up multiple sources on different tabs to find different perspectives and double check your information.



Summary



- Media Literacy is the ability to access, analyze, evaluate, create, and act using all forms of communication.
- Emotion and Cognition play a vital role in navigating media environments.
- Media Literacy helps you make evidence-based decisions.
- Media Literacy skills are necessary to verify misinformation and find credible information.

Questions?



Place your questions in the chat or use the raise your hand function and I'll try to answer as many questions as I can.

If I do not have time to get to your question, feel free to email me: shawn.domgaard@wsu.edu

Post-Webinar Feedback

Please click on the link in the chat to complete a very brief online feedback form!
Thank you!



Connect with us!

Find us on the web: www.pspttc.org

Join our mailing list: <http://eepurl.com/glssWD>

Email with general questions: pspttc-info@casat.org

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Thank You!

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Center for the Application of
Substance Abuse Technologies

UNIVERSITY OF NEVADA, RENO

