

# FACILITATOR GUIDE



## Data Dissemination

Created: 2013





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# Data Dissemination

## LEARNING OBJECTIVES

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At the end of the training, you will develop a plan to disseminate data.

Specifically, you will:

- Describe the communication message.
- Identify the target audience.
- Select the communication channel to use.
- Describe how the message will be marketed.

## ESTIMATED COMPLETION TIME

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- 110 minutes (*70 minutes interactive presentation; 40 minutes skill assessment*)

## TRAINING TECHNIQUES

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- Content and examples will be presented using *lectures* and *group discussion*. Participants will complete the skill assessment in a small group.

## PREREQUISITES

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- None

## MATERIALS AND EQUIPMENT

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For the Facilitator:

- PowerPoint file for presentation

For the Participant:

- Participant Guide

## REFERENCES AND RESOURCES

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- Bauman A, Nelson D, Pratt M, Matsudo V, Schoeppe S. Dissemination of Physical Activity Evidence, Programs, Policies, and Surveillance in the International Public Health Arena. *Am J Prev Med* 2006;31(4S):S57–S65.
- American Public Health Association. *Media Advocacy Manual*. [http://www.apha.org/NR/rdonlyres/A5A9C4ED-1C0C-4D0C-A56C-C33DEC7F5A49/0/Media\\_Advocacy\\_Manual.pdf](http://www.apha.org/NR/rdonlyres/A5A9C4ED-1C0C-4D0C-A56C-C33DEC7F5A49/0/Media_Advocacy_Manual.pdf).

- MedlinePlus. *How to Write Easy-to-Read Health Materials*. <http://www.nlm.nih.gov/medlineplus/etr.html>.
- Hornik RC. *Evaluation Design for Public Health Communication Programs*. [http://www.social-marketing.org/conference\\_readings/public\\_health\\_eval.pdf](http://www.social-marketing.org/conference_readings/public_health_eval.pdf).
- American College of Emergency Physicians. *How to Write a Press Release*. <http://www.acep.org/advocacy.aspx?id=21772>.
- Pan American Health Organization. *Tool 14: News Media Communication*. [http://new.paho.org/disasters/index.php?option=com\\_content&task=view&id=1053&Itemid=937](http://new.paho.org/disasters/index.php?option=com_content&task=view&id=1053&Itemid=937).
- Churchill RE. *Planning Public Health Communications*, Distance Training Session. <http://www.uic.edu/sph/dua/Churchill/CommunicationsDUA3.htm>
- Teutsch SM, Churchill RE, eds. *Principles and Practice of Public Health Surveillance*. New York, NY: Oxford University Press, 2000.

## PREPARATION CHECKLIST

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The following are action items to be completed by the facilitator prior to training:

- \_\_\_ Review slides.
- \_\_\_ Review facilitator guide.
- \_\_\_ Find and make copies of a relevant news release (for slide 21) and be ready to discuss its impact on public health.
- \_\_\_ Find an example of a fact sheet and summary sheet to distribute in class. (Example of a fact sheet is located in the Appendix of this guide.)

## FONT GLOSSARY

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The following fonts are used in this guide:

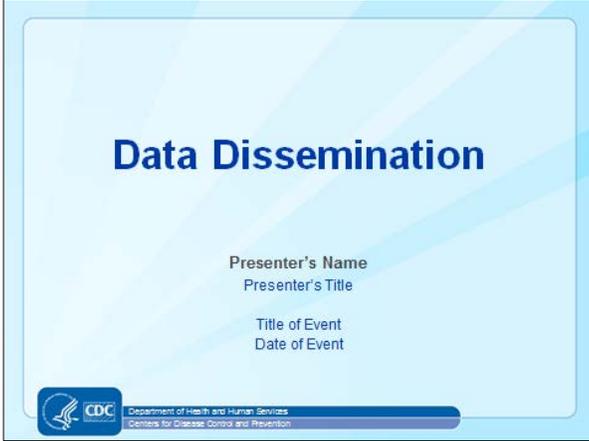
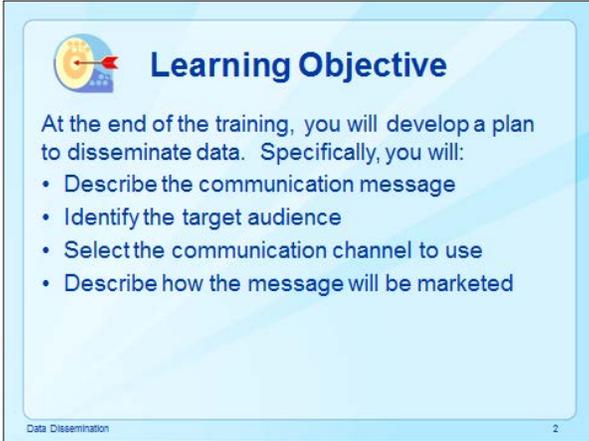
Font Type	Font Meaning
Plain	Script
<b>Bold</b>	<b>Instructions</b>
<i>Italics</i>	<i>Answers</i>

## ICON GLOSSARY

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The following icons are used in this guide:

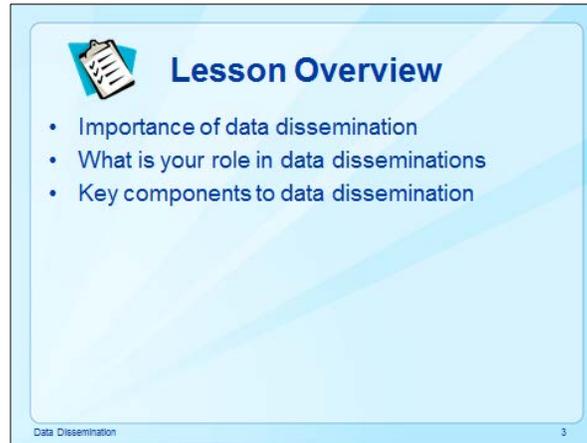
Image Type	Image Meaning
 Activity Icon	Small group exercise.
 Flip Chart Icon	Write responses during facilitator-led discussions or debriefs.
 Question Icon	Question for facilitator to ask participants.
 Tip Icon	Supplemental information discussion.

Duration/ Slide-Number	What To Do/What To Say
<p><b>2 minutes</b></p>	<div data-bbox="516 373 1105 814" style="border: 1px solid black; padding: 10px; margin-bottom: 10px;">  </div> <ul style="list-style-type: none"> <li>• <b>Welcome participants to this lesson. Introduce yourself if you are a new facilitator.</b></li> <li>• <b>Tell participants that this lesson will take less than two hours to complete.</b></li> <li>• <b>Explain that this module will teach them the importance of disseminating surveillance data and the five components of data dissemination.</b></li> <li>• <b>Explain that after learning the lesson content they will complete a skill assessment in a small group.</b></li> </ul>
<p><b>1 minute</b> <b>Slide 2</b></p>	<div data-bbox="516 1270 1105 1711" style="border: 1px solid black; padding: 10px; margin-bottom: 10px;">  </div> <ul style="list-style-type: none"> <li>• <b>Direct participants to slide 1 in their participant guide.</b></li> <li>• <b>Read the learning objective from the slide.</b></li> </ul>

**Duration/  
Slide-Number**

**What To Do/What To Say**

**1 minute  
Slide 3**



- **Tell the participants what they will be learning during this lesson.**

**1 minute  
Slide 4**



- **Explain that the presentation begins by reviewing the importance of data dissemination.**

Duration/ Slide-Number	What To Do/What To Say
---------------------------	------------------------

**2 minutes**  
**Slide 5**



**Question**

- **Ask if anyone can define data dissemination.**
- **Reveal and then read answer by clicking on slide.**

**2 minutes**  
**Slide 6**



**Question**

- **Ask participants what they think their role is in data dissemination.**
- **Answers should include:** *They will often need to disseminate surveillance data to different audiences through various channels.*

**Duration/  
Slide-Number**

**What To Do/What To Say**

**3 minutes**

**Slide 7**



**Question**

- **Ask:** What is the purpose of data dissemination?
- **Solicit responses.**
- **Show potential answers on the slide and include these points:**
  - Data dissemination can serve as a call for action – for example, a public service announcement can be created outlining what behaviors are recommended to prevent high blood pressure.
  - It can be used to promote long-term behavior change, such as encouraging people to quit smoking to reduce cancer incidence rates and risk.
  - Data dissemination serves to share new information or insights about preventative behaviors or treatment options for noncommunicable diseases (NCDs).
  - It can be used to educate the community about recent findings such as mortality rates for cardiovascular disease or to share accomplishments such as decreasing prevalence of stroke.
  - Data dissemination can also document the magnitude of health problems and justify program activities.
  - Public health officials may reference past data dissemination reports to review the type of intervention, relevant findings, and important lessons learned from the intervention in preparation for an upcoming intervention or public health program.

Duration/ Slide-Number	What To Do/What To Say
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2 minutes

Slide 8



Question

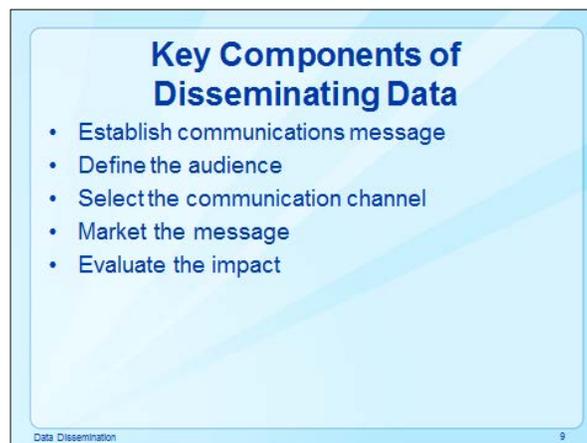


Flip Chart

- **Explain that you will now talk about the key components of data dissemination.**
- **Ask:** Does anyone know what is involved in data dissemination?
- **Record responses on a flip chart.**
- **Show answer on the next slide.**

2 minutes

Slide 9



- **Read the slide.**
- **Tell participants that this module will primarily focus on the first four components listed, and that evaluating the impact of data dissemination could be its own lesson.**

Duration/  
Slide-Number

What To Do/What To Say

5 minutes

Slide 10



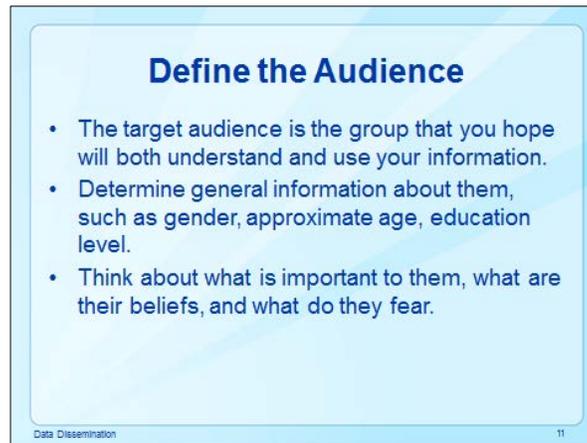
Question

- **Discuss the first component of data dissemination – establishing the communications message.**
- **Read the slide.**
- **Say:** At this point you are not creating or writing the entire message, like in a report format. You are just identifying the purpose or objective of the message and what you want to say about the surveillance data.
- **Say:** For example, you may have surveillance data for the last 10 years that shows prevalence rates of adults with arthritis decreasing by 15% when they incorporate physical activity into their daily regimen.
- **Ask:** If you had surveillance data that showed in the last 15 years that the number of overweight children two years of age and older increased by 10%, what message would you want to communicate?
- **Possible answer:** *You might want to communicate the implications of this data, for example, that overweight children are more likely to be obese as adults than children who are not overweight.*
- **Provide another example of surveillance data that is relevant to your country and ask participants what message they would want to communicate.**

Duration/ Slide-Number	What To Do/What To Say
---------------------------	------------------------

**3 minutes**

**Slide 11**



- **Explain that after determining the communications message, they should define the audience to whom they will disseminate the message.**
- **Explain that the target audience is the group you hope will understand and use the information you are giving them.**
- **Read the bullets and include these points:**
  - Consider what is important to them. For instance, a politician may want to be re-elected; a religious leader may want the respect of the community; parents may want to protect their children.
  - Consider what their beliefs are and what core assumptions shape their world.
  - Also consider what they fear. Do they fear death? Do they fear getting sick? Do they fear making the wrong decision?
  - It is important to view your audience as real people. Keep in mind what they already know – or think they know – about the topic and why they are interested in it. Think about how they will interpret the information. Craft your message to address the needs of your target audience.

Duration/  
Slide-Number

What To Do/What To Say

3 minutes

Slide 12



Question



Tip



Question



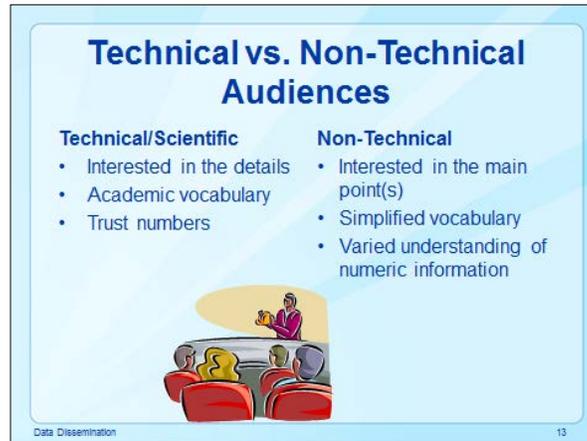
Tip

- **Explain that it is also important to consider whether you are targeting a technical or nontechnical audience.**
- **Ask:** Who do you think would be part of a technical audience?
- **After participants have proposed several answers, click to display suggestions.**
- **Say:** Technical or scientific audiences might include doctors, nurses, epidemiologists, and other public health specialists. As public health professionals, you probably encounter these individuals regularly. They are frequently your audiences in work-related meetings and conferences.
- **Ask:** Who do you think would be part of a nontechnical audience?
- **After students have proposed several answers, click to display suggestions.**
- **Say:** Examples of nontechnical audiences include the media, community groups, politicians, and church groups. Health educators often speak to nontechnical audiences to provide basic information about specific diseases or health conditions like diabetes or high blood pressure. In some cases you may need to disseminate information to the public through the media. Politicians may ask you to provide them with a presentation so that they can respond to the concerns of their constituents.

**Duration/  
Slide-Number**
**What To Do/What To Say**

**3 minutes  
Slide 13**

- **Say:** It is important that you feel comfortable communicating with both technical and nontechnical groups. In the next couple of slides, we will discuss some of the differences between the two groups.



**Question**



**Tip**

- **Explain that the needs and expectations of a nontechnical audience are very different than those of a scientific group.**
- **Ask:** What communication differences can you think of between technical or scientific audiences and nontechnical ones?
- **Pause to give students time to respond. Click to proceed and reveal answers.**
- **Explain that one of the biggest differences is that scientists are interested in the details of information. They want to know how you came to your conclusions. Nontechnical audiences are interested in the main points. They want to know what you think is important.**
- **Point out that scientists tend to use exclusive academic vocabularies. A researcher investigating the impact of exercise and diet on obesity is going to talk about it much differently with colleagues than she will with her mother. Likewise, epidemiologists may casually mention rates and ratios to one another. But the general public varies greatly in understanding numeric information.**
- **Explain that some people in a nontechnical audience may possess strong skills in calculating statistics,**

Duration/  
Slide-Number

What To Do/What To Say

while others may have only basic math skills. To meet the needs of your entire audience, using statistics should be limited when presenting to nontechnical groups. If you do present numeric information, clearly explain its meaning and relevance.

2 minutes  
Slide 14



- **Say:** After you determine the communications message and the target audience, you need to select the appropriate method to communicate the information. This is often called the communication channel or communication medium. You can use these terms interchangeably.

5 minutes  
Slide 15



- **Explain that a communication channel is a method to share public health messages and information with a desired audience.**
- **Ask:** What are some different types of communication channels you can use for public health messages? What effective communication has your community used to



Question

**Duration/  
Slide-Number****What To Do/What To Say**

disseminate information about public health?

- **Click and show examples on the slide.**

**3 minutes**

**Slide 16**

**Question**

- **Ask:** What are some characteristics of the communication channels discussed in the last slide?
- **Reveal bullets and include these points:**
  - Many people read the newspaper, listen to the radio, or watch television. Broadcasting your public health message via these channels will enable you to reach a large population.
  - Use certain communication channels to target very specific audiences. For example, putting public health messages on the television during a program that is popular with teens is a good way to reach this population with a message that is relevant to them.
  - Since communication channels are able to reach many people at the same time with the same message, they can be a quick and efficient use of your resources to share important information.
  - Often decision-makers monitor the media, so sharing your health message through communication channels may attract the attention of policy-makers and raise the profile of the health issue as well.

Duration/ Slide-Number	What To Do/What To Say
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3 minutes  
Slide 17

**Select a Communication Channel**

- Familiarize yourself with communications options in the geographic area
- Think about the audience that a particular communication channel reaches
- Determine places where your target audience might gather
- Consider time and budget constraints

Data Dissemination 17



Question

- **Ask:** How would you go about selecting the best communication channel for your message?
- **Solicit responses.**
- **Read the bullets and include these points and questions:**
  - Watch the evening broadcasts and read the newspapers daily to understand how different stations and newspapers cover public health issues. This will help you decide which would be most likely to cover your story.

2 minutes  
Slide 18

**Market the Message**

- Focus the message by selecting relevant points and explaining who is affected.
- Present information so that it captures the audience's interest and focuses attention on the issue.
- Use graphics to effectively make your point.

Data Dissemination 18

- **Explain that after the communication channel is selected, they will market the message. This means they will determine how the message should be stated.**
  - Focus the message by selecting the most important

Duration/ Slide-Number	What To Do/What To Say
---------------------------	------------------------

point and stating that first. Use a declarative statement in which you indicate who is affected. For example, “recent findings from a 10-year study on overweight children two years and older show that these children are more likely to be obese as adults than children who are not overweight.”

- Present the information so that it captures the audience’s interest and focuses attention on a specific issue. Use introductory terms such as “Information just released...” instead of than “Based on recent surveillance findings...”.

**3 minutes**  
**Slide 19**



- **Say:** A summary report is one way of marketing the message.
- **Read the bullets. Include these points:**
  - Use a summary report to summarize the main findings of surveillance data and provide your target audience with an easy-to-read report on data findings and recommendations.
  - Show trend data if you want to convince your audience that a problem is getting worse over time, like the example of more overweight children age two and older.
  - Provide additional information, if necessary, to emphasize the implications of your data.
  - Graphics are an effective way to capture the attention of your audience and to convey information quickly. Ensure you label each graphic and make at least one key point about it.

Duration/ Slide-Number	What To Do/What To Say
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**5 minutes**  
**Slide 20**

- Be simple, clear, and direct in your writing.
- Limit use of jargon, technical, and scientific language.
- Choose words with single definition and meaning.

### Developing a Fact Sheet

- Be clear about audience and their role
- Clearly state purpose of fact sheet up front
- Be concise and to the point
- Use one page only, if possible
- Use graphics or other visual images
- Consider a question and answer format

Data Dissemination 20

- **Explain that, unlike a summary report that might be many slides long, a fact sheet is typically one slide and contains only one or two main messages.**
- **Read the bullets.**
- **Provide an example of when they might use a fact sheet. (You may use the Breastfeeding example in the Appendix of this guide.)**
- **Ask:** When have you used a fact sheet to disseminate data or seen a fact sheet that you found effective?



**Tip**



**Question**

**3 minutes**  
**Slide 21**

### Issue a News Release

- Increase interest of your public health topic
- Provide basic facts about the topic
- Help reporters decide whether to cover your topic



Data Dissemination 21

Duration/ Slide-Number	What To Do/What To Say
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### Question

2 minutes

Slide 22

- **Say:** Issuing a news release is a common way to alert news organizations about your public health topic. Many reporters gather information for upcoming stories from news releases.
- **Explain that the news release tells the reporter the basic facts of who, what, when, where, and why of the health information ‘story’. This information helps the reporter determine whether to write an article or otherwise cover your public health topic.**
- **Ask:** Can someone give an example of a news release about a public health topic? What was the impact? Did it get the message across to the intended audience?
- **Provide an example of a news release and briefly discuss the impact it had on public health. Provide and distribute a handout of a news release, if available.**

### Writing a News Release

- Short, clear, and concise
- Brief attention-grabbing headline
- Lead paragraph answers main questions
- Next paragraph(s) contain(s) supporting information
- Include contact information and date
- ### (centered) signals end of news release

Data Dissemination 22



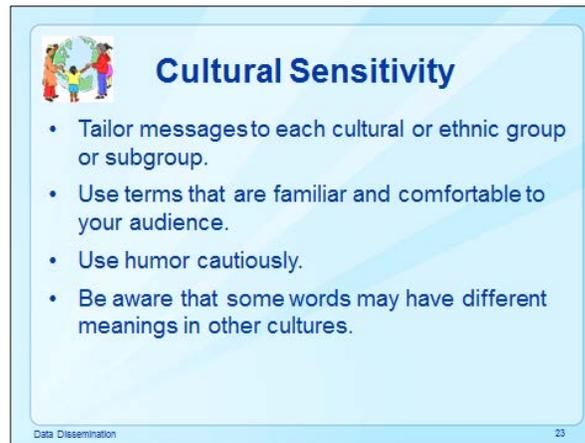
### Tip

- **Read the slide.**
- **If you have distributed a copy of a news release indicate these key points on the news release as you discuss them.**
- **Discuss how a news release is an effective way to disseminate information about the work you are doing with NCDs.**

Duration/ Slide-Number	What To Do/What To Say
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2 minutes

Slide 23

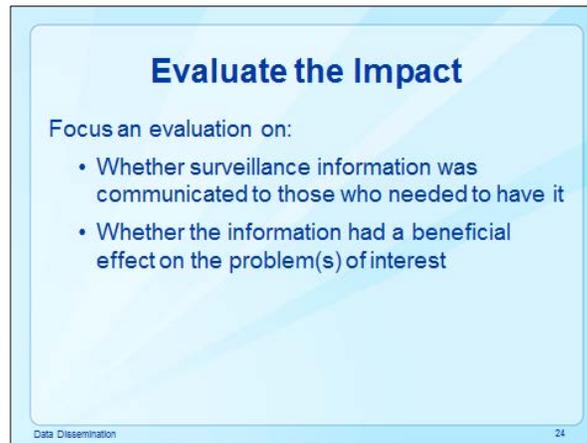


- **Explain that when they are marketing their message, they need to consider cultural sensitivity. Explain that cultural sensitivity means identifying with and being sensitive towards your audience.**
- **Read the slide and include these points:**
  - Use terms with which your audience is familiar and comfortable. For example, do not refer to modern technology when talking to senior citizens. Be prepared to explain body parts and their functions when presenting medical information to audiences with low education levels.
  - Use humor with caution. Be aware that what some audiences find amusing others may find offensive.
  - Finally, tailor messages to each cultural or ethnic group or subgroup.

Duration/ Slide-Number	What To Do/What To Say
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**2 minutes**

**Slide 24**



- **Explain that evaluating the impact of data dissemination is the final component in the process.**
- **Read the slide.**
- **Explain that for this lesson they will not learn how to evaluate the impact of data dissemination.**

**5 minutes**

**Slide 25-33**



- **Tell participants that they will now participate in the review game. Remind participants of the rules.**
- **Keep the same groups and names as the previous review game.**

Duration/  
Slide-Number

What To Do/What To Say



Activity



### Review: Answers 1-2

1. What are the 5 components of data dissemination? *Establishing communications message, defining the audience, selecting the communication channel, marketing the message, evaluating the impact*
2. Name at least 4 purposes for data dissemination. *Elicit immediate action, Promote behavior change, Share new information or insights, Solicit support or participation*

Data Dissemination

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### Review: Answers 3-4

3. Provide an example of a communications message. *Obesity is a health issue that affects adults and children; people with arthritis can reduce pain and physical limitations through daily exercise.*
4. What are two examples of target audiences who may need to hear nutrition surveillance results for adults ages 40 - 60? *Health care providers, policymakers, adults ages 40 - 60*

Data Dissemination

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### Review: Answers 5-6

5. Name at least 4 communication channels. *News release, speech, brochure, TV, poster, flyers, announcements at public events, social media*
6. What are some guidelines for selecting a communication channel? *Familiarize yourself with communication options in the geographic area; think about the audience that a particular communication channel reaches; determine places where your target audience might gather*

Data Dissemination

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**Duration/  
Slide-Number**
**What To Do/What To Say**

**Review: Answers 7-8**

1. Name 4 things to keep in mind when writing a fact sheet. *Be clear about audience and their role; clearly state purpose of fact sheet up front; be concise and to the point; use one page only, if possible; use graphics or other visual images*
2. Name 4 things to keep in mind when writing a news release. *Be clear and concise; use a brief attention-grabbing headline; the lead paragraph should answer the main questions; include contact information and date*

Data Dissemination 33

- Tell participants they will now practice what they learned.

**40 minutes (30  
minutes  
assessment; 10  
minutes review)**

**Slide 34**

**Skill Assessment**

1. You will work with your small group to answer questions about how to disseminate data.
2. Spend no more than 30 minutes on this exercise.
3. Be prepared to share your work with the rest of the class.

Data Dissemination 34

- Read the instructions for the assessment.
- Tell participants to turn to the appropriate slide in their Participant Guide to complete the assessment.. (Copy of assessment is at the back of this Facilitator Guide.)
- For this assessment, tell participants that they will be referring to Excel tables created from data analyzed in Epi Info™. (Note: If participants completed the Epi Info and Excel lessons for this course, they will be familiar with the tables shown.)
- Allow participants approximately 30 minutes to complete the assessment.
- After 30 minutes ask each group to provide the answers to one of the questions. Ask the other groups to provide additional answers as needed.

## SKILL ASSESSMENT (FROM PARTICIPANT GUIDE)

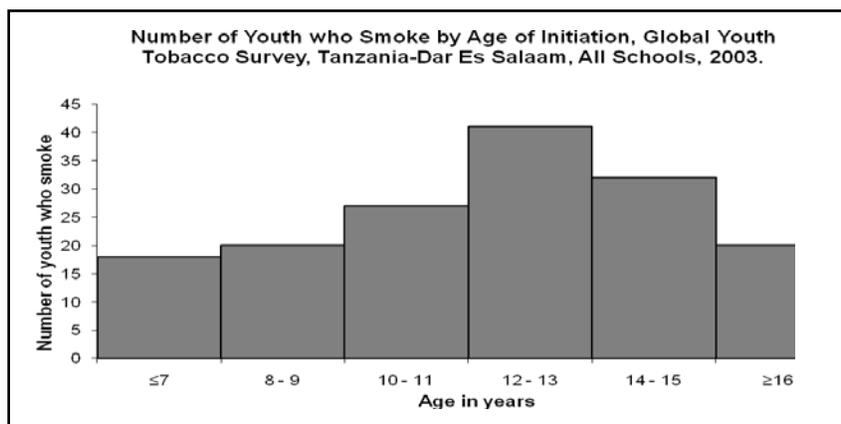
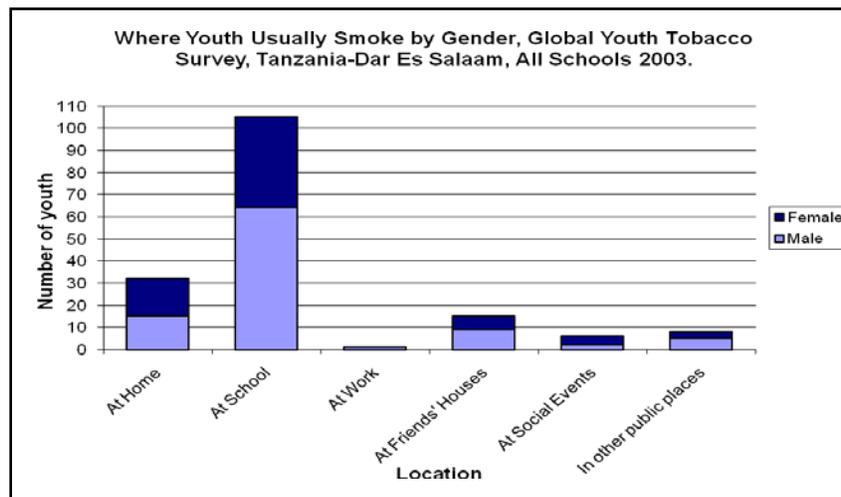
### Activity

#### Instructions:

1. Read the background information below and the results of a Global Youth Tobacco Survey. Work within your small groups to answer questions about disseminating the data to the appropriate target audience.
2. Spend no more than 30 minutes on this exercise.
3. Be prepared to share your responses with the rest of the class.

#### Background Information:

The following tables were developed in Excel based on data analyzed using Epi Info™.



1. Describe your communications message in the space below.

*(Suggested answers for facilitator only)*

*More children smoke at school than they do at home or other places. Smoking is a significant health issue in youth between the ages of 7-16, with the highest prevalence in youth ages 12-13.*

2. Describe the target audience to whom you will disseminate the data. Include gender, sex, and any other information you know about them including what you think is important to them, what their beliefs are, and what their fears are.

*School-aged boys and girls between the ages of 7-16, generally considered to be nontechnical. Because they are young, they probably don't consider the health implications of their actions. They may fear disappointing their parents; that is why perhaps more of them smoke at school than at home. They may not respect their educators if they are breaking the rules to smoke at school. These students may think it is cool to smoke in school and may not be able to resist peer pressure.*

3. Identify the most effective communication channel for disseminating this information to the target audience.

*Posters at school*

4. How would you market the message to this target audience?

*Hanging up posters around the school with eye-catching graphics and slogans such as "It's NOT cool to smoke in school" or "Smoking can cause failing grades AND failing health".*



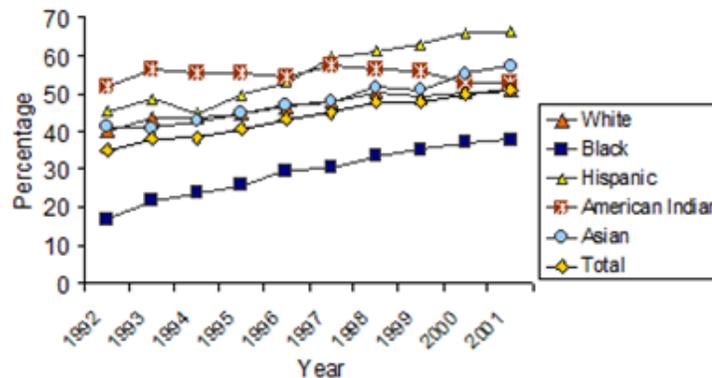
# Appendix

# Breastfeeding in Low-Income Infants in the United States\*

Breastfeeding is an important contributor to infant health as it provides benefits for the infant's growth, immunity, and development. Breastfeeding improves maternal health and contributes economic benefits to the family, the healthcare system, and the workplace.

- Despite the many benefits of breastfeeding, the percent of low-income infant who are breastfed falls short of national recommendations.
- Interventions targeted to specific low-income populations are needed to increase the national breastfeeding rates.

Trends in the percent of low-income infants ever breastfed by race and ethnicity<sup>1</sup>



Black infants are least likely to be breastfed compared to other groups.

<sup>1</sup> 2001 National PedNSS Data

- In 2001, 51% of PedNSS infants were ever breastfed compared to 38% of black infants; the *Healthy People 2010* objectives call for 75% of infants to be breastfed.
- In 2001, 21% of PedNSS children were breastfed for at least six months compared to 14% of black infants; the *Healthy People 2010* objectives call for 50% of children to be breastfed at least six months.
- National data from other sources indicate that 69.5% of infants are ever breastfed and 32.5% are breastfed at six months.

\* Based on data from the Pediatric Nutrition Surveillance System (PedNSS) composed of a low-income population; the majority of data represents infants/children participating in the WIC Program.