

00:03:23.440 --> 00:03:38.539

Kasey Deems: Welcome to cutting through the chaos, reframing public health. My name is Casey deems, and I'll be running this Chli. L. A. Ph dialogue for health joint web forum with my colleague, Jeff Borenstein.

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00:03:38.720 --> 00:03:40.310

Kasey Deems: Next slide, please.

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00:04:30.020 --> 00:04:34.809

Kasey Deems: Now it's time to meet the moderator of today's event.

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00:04:34.840 --> 00:04:49.729

Kasey Deems: Korea is the director of the Program Office, Cdc. Cooperative Agreement and the co-director of the Phi Center for health leadership and impact which runs the National and California Leadership Academies for the public's health. Welcome, Caria.

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00:04:50.910 --> 00:04:56.769

Karya Lustig (she/her): hey? Thank you, Casey. I'm pleased to be here today. So to begin with, a next slide.

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00:04:56.970 --> 00:05:21.559

Karya Lustig (she/her): So I want to take a moment to introduce the Phi Center for health leadership and impact. We focus on building healthy, equitable communities and creating sustainable impact at scale. And we do that through working with communities all over the country focused on a number of key areas, we focus on strategic work to help them accomplish their community health and population health goals. We focus on building strong partnerships.

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00:05:21.560 --> 00:05:34.749

Karya Lustig (she/her): And we do that through coalitions and team based programs. And we use an action learning methodology that focuses on the real work people are doing in their communities. And how I help them do that in the most effective way possible.

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00:05:34.750 --> 00:05:42.009

Karya Lustig (she/her): we strongly encourage the use of data to help create strong impactful programs.

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00:08:14.900 --> 00:08:39.590

Karya Lustig (she/her): Okay. So I'm moving into our agenda for today. it'll be primarily hearing from our wonderful speaker, who I'll be introducing in a moment. And there's a Q. A. Listed afterwards. We're actually going to incorporate some Q a. Time. in between the presentation. So definitely feel free to ask questions as we go, and we'll pull up those questions. As she pauses. And then we'll also have some time at the end to engage in some conversation.

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00:08:40.490 --> 00:09:03.160

Karya Lustig (she/her): So today's webinar is timely. It's focused on communication and narrative. And we're going to talk about the juxtaposition that we're in with a strong need for public health infrastructure, as well as public health authority being eroded and topics being heavily politicized. We're going to talk about how we could work together to move the narrative in a more productive direction and cover framing strategies that we're all going to need right now.

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00:09:03.160 --> 00:09:22.130

Karya Lustig (she/her): So I'm pleased to have frameworks here. they're the 1 one of the leaders here in this conversation, nationally, and I'm really pleased to introduce Julie Sweetland. she is a socio linguist serving as senior adviser at the Frameworks Institute, where she leads efforts to diffuse the organizations.

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00:09:22.130 --> 00:09:41.480

Karya Lustig (she/her): cutting edge evidence-based reframing recommendations throughout the nonprofit sector since joining frameworks in 2,012, she's led the development of powerful learning experiences for nonprofit leaders and has provided strategic communications, guidance for advocates, policymakers, and scientists nationwide and internationally

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00:09:41.510 --> 00:09:50.989

Karya Lustig (she/her): prior to joining frameworks, Julie was actively involved in approving teaching and learning for over a decade as a classroom teacher, instructional designer and teacher, educator.

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00:09:51.540 --> 00:10:12.099

Karya Lustig (she/her): Julie's linguistic research has focused on the intersection of language and race, on the role of language, variation and language attitudes on student learning and on effective professional learning for teachers. Her work has appeared in publications such as the Journal of Socio Linguistics, Educational Researcher and Education week. Welcome, Julie.

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00:10:13.320 --> 00:10:32.310

Julie Sweetland (she/hers) | FrameWorks: thank you, Karia. Thank you so much, and thanks to Ph. I. For pulling this event together, and thanks everyone for making some time. And then what I'm sure is a very full set of responsibilities to have this important conversation, Karia. If you can pull down your slides and I can start to share mine. Thank you.

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00:10:33.390 --> 00:10:34.889

Julie Sweetland (she/hers) | FrameWorks: Give me just a moment.

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00:10:35.110 --> 00:10:54.940

Julie Sweetland (she/hers) | FrameWorks: And my topic today, as mentioned, is cutting through the chaos. I think that all of us who work in and care about public health have some reframing to do, and I'm excited to be able to share some of the ideas that represent the body of work and and recent findings from the research that

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00:10:54.940 --> 00:11:05.300

Julie Sweetland (she/hers) | FrameWorks: all of us at at Frameworks Institute do wisdom. As Carrier mentioned, frameworks is a nonprofit. We're based in DC. But we work nationally and internationally.

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00:11:05.300 --> 00:11:25.889

Julie Sweetland (she/hers) | FrameWorks: and our mission is to help folks like you achieve your mission through the power of framing. We work with public sector and Ngos to frame to the public discourse on social and scientific issues which I think of as equipping mission-driven leaders with the skills to lead productive public conversations.

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00:11:26.130 --> 00:11:41.660

Julie Sweetland (she/hers) | FrameWorks: And we know right now that many of the conversations that we're hearing that we're up against around public health are definitely unproductive. Whether you know we are in a context where certain words have been

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00:11:41.660 --> 00:12:08.749

Julie Sweetland (she/hers) | FrameWorks: banned from our vocabulary. because they're deemed, you know. they're just banned from our vocabulary because of of stories about those words, whether public health authority is being eroded. whether you know, science based.

techniques like Mr. In a vaccines, are are being politicized and in some cases attempted to be criminalized.

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00:12:08.750 --> 00:12:32.090

Julie Sweetland (she/hers) | FrameWorks: all of that has an effect, of course, on our ability to serve the public, promote the public health and well being, and it has an effect on on our workforce on us, right as as humans and as professionals, as as harassment and a general steady stream of of negative ideas. Right really are shaping the mental. Well, being of public health professionals.

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00:12:32.090 --> 00:12:54.050

Julie Sweetland (she/hers) | FrameWorks: so this is a, you know, a a difficult and and problematic context. I gave a version of this this webinar. Some that talk spoke to some of these ideas a couple of summers ago with Phi, and I think right now I'm really glad to have the opportunity to kind of update and extend and and expand on those thoughts.

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00:12:54.050 --> 00:13:18.079

Julie Sweetland (she/hers) | FrameWorks: because when the work gets harder. and if you feel like the work is getting harder. I think you're not alone. When the work gets harder it also gets more important. It means that this is a time where we need to be very strategic, very thoughtful, and very effective in the strategies that we are taking of. You know, there's lots of strategies that are needed to to kind of resolve this issue.

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00:13:18.110 --> 00:13:47.499

Julie Sweetland (she/hers) | FrameWorks: What we can bring it frameworks. What I can bring is a socio-linguist is some of the framing ideas, some of the communications ideas that can make this important work just a little bit more effective and and hopefully a lot easier. So some things that we know that won't work. we are having some problems, but endlessly admiring the problem doesn't work. of course, we need a situation analysis. We need to have a sense of what we're up against. But that's only our first step.

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00:13:47.520 --> 00:14:06.880

Julie Sweetland (she/hers) | FrameWorks: we have to remember that we can be strategic without being perfect right? yes, you know, any strategic response may have downsides. There may be one group it doesn't reach. There may be one you know, one or 2 things that it it doesn't feel like. Oh, we haven't solved every aspect of the problem

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00:14:06.880 --> 00:14:27.449

Julie Sweetland (she/hers) | FrameWorks: that there can be down downsides, and it can still be the optimal thing to do right, the best available option to us right now. I love this quote by Dr. Harriet Breaker. That seeking perfection is demoralizing, but seeking excellence is motivating. So nothing that we have to before us, as as you know, when our repertoire is going to be a

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00:14:27.450 --> 00:14:39.899

Julie Sweetland (she/hers) | FrameWorks: panacea, you know silver bullet, you know, whatever you may call it, magic wand. But we definitely can be more strategic and more effective by by being planful and thoughtful and looking to evidence.

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00:14:40.270 --> 00:15:08.569

Julie Sweetland (she/hers) | FrameWorks: Another thing that simply won't work as these conversations get more escalated, heated, inaccurate, divisive. we can't. You can't assume that we can stay out of it. avoiding controversial issues simply, is a is a shortsighted approach. One reason is that a spiral of silence can start when there is a committed and vocal group with strongly held views

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00:15:08.580 --> 00:15:35.449

Julie Sweetland (she/hers) | FrameWorks: as that group as a constituency is speaking up in opposition to something or a very strident language, on something that can make the A you know the existing view, the the positive view, seem unpopular, which then can have a chilling effect on people who actually hold that positive science-based, you know, more accurate view soon all the voices, you know. If if the the loud

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00:15:35.450 --> 00:15:54.159

Julie Sweetland (she/hers) | FrameWorks: voices are are all we're hearing. all the voices we hear are on one side, and that itself is making the problem worse because the number one predictor, one of the strongest predictors of what people will believe is the number of times they have heard it.

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00:15:54.160 --> 00:16:08.250

Julie Sweetland (she/hers) | FrameWorks: So if all the voices that people are hearing are on one side, that itself skews public opinion and the political climate. So all of that is a lot of social science, to say. Staying out of it often makes it worse.

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00:16:08.550 --> 00:16:28.289

Julie Sweetland (she/hers) | FrameWorks: but it we can't just jump in and rush in because we we have to really make sure that we're being strategic if each of us, and coordinated, if each of us, in all the local health departments or all the Ngos, is kind of making it up as we go along, and and coming up with something that we think

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00:16:28.290 --> 00:16:51.439

Julie Sweetland (she/hers) | FrameWorks: you know is our best effort for the day. We are leaving a source of influence and power on the table. If our field lacks coordinated framing, then we are not taking advantage of the fact that one of the strongest predictors of what people believe is the number of times they have heard it, because, instead of increasing the the number of times, people hear a thoughtful, well crafted

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00:16:51.440 --> 00:17:01.009

Julie Sweetland (she/hers) | FrameWorks: response to a problematic discourse. We're all kind of doing our own thing. So spray and prey messaging doesn't work.

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00:17:01.300 --> 00:17:18.079

Julie Sweetland (she/hers) | FrameWorks: so what can we do in the face of this again. I don't have a magic wand, but I do have some questions and some some, I think, productive, evidence-based answers that can let let us make progress measurable, forward progress.

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00:17:18.079 --> 00:17:38.770

Julie Sweetland (she/hers) | FrameWorks: so instead of that kind of discourse, we can think about how we can strategically advance conversations about equity in particular, in the face of efforts to suppress them, instead of allowing, you know, kind of just standing. Not that anyone standing by, but instead of just, you know, accepting that that a public health authority is being eroded, we can really think

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00:17:38.770 --> 00:17:52.120

Julie Sweetland (she/hers) | FrameWorks: about how to shore up public health authority in this moment that some are seeking to erode it. Instead of allowing the one of the effects of the pandemic to be a

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00:17:52.270 --> 00:18:13.469

Julie Sweetland (she/hers) | FrameWorks: a widespread distrust, and in

vaccination we can reclaim and redirect misinformed conversations about vaccines and other science based topics. and instead of be moaning the fact that that we are in this moment where it really is having a a real effect on on workforce.

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00:18:13.470 --> 00:18:23.739

Julie Sweetland (she/hers) | FrameWorks: We can really think about how we can stand in solidarity with each other and reap the benefits of solidarity, which is both greater impact and a sense of support

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00:18:23.740 --> 00:18:36.160

Julie Sweetland (she/hers) | FrameWorks: right, even though we are dispersed as a field and in many different places, so I don't again. I don't have a perfect answer to any of these, but I do have some helpful strategies for each of these, so I'm glad you're here today.

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00:18:36.460 --> 00:19:01.159

Julie Sweetland (she/hers) | FrameWorks: All right. So we can think about framing as one key to getting conversations and getting the discourse back on track in ways that really again support public health and its capacities. in this critical time. So some of the keys that I'll go through today that are about reopening productive conversations and reclaiming the discourse on public health.

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00:19:01.160 --> 00:19:14.259

Julie Sweetland (she/hers) | FrameWorks: it's first to maintain our strong framing fundamentals, second, to respond strategically when terms are politicized. And I have some ways for you to to think through what to do.

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00:19:14.260 --> 00:19:33.550

Julie Sweetland (she/hers) | FrameWorks: you know, as a a particular word gets gets a taboo status suddenly. we can look for side doors into contested conversations and critically. And this is a point I'll I'll talk about repeatedly today. We can organize with allies all throughout these. But we can specifically organize with our Allies

86

00:19:33.550 --> 00:19:49.210

Julie Sweetland (she/hers) | FrameWorks: to deal with disinformation and divisiveness and new and more effective ways. So this is a lot. It's a big topic. I do want to encourage everyone to use the Q&A topic use the Q&A function as I'm going through, and I will

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00:19:49.510 --> 00:20:06.350

Julie Sweetland (she/hers) | FrameWorks: pause after each of these sections to see if there are questions and and comments, reactions, experiences that you've had with with these strategies. And so my hope is that we'll have a good robust dialogue today, and we'll have plenty of time for that for that. Back and forth.

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00:20:06.810 --> 00:20:22.869

Julie Sweetland (she/hers) | FrameWorks: All right. So maintain strong framing fundamentals. Again, framing is the the strategic framing is the practice of making conscious, conscientious, intentional choices about what to say, how to say it.

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00:20:22.870 --> 00:20:49.660

Julie Sweetland (she/hers) | FrameWorks: where to start where to stop, what? To leave unsaid, what to emphasize, what to avoid. And those choices have a real power. And then they matter because You know the the way that we frame an issue has a predictable, measurable effect on how people respond, how they think, feel, act, what they're willing to do or not do right on a particular issue.

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00:20:49.660 --> 00:20:54.700

Julie Sweetland (she/hers) | FrameWorks: So sometimes, in a moment of extreme duress.

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00:20:54.700 --> 00:21:17.879

Julie Sweetland (she/hers) | FrameWorks: continued, you know, kind of activation of our stress system. a genuine emergent crisis. It can be tempting and understandable to to leave behind or leave aside. You know, our good habits of communication that we know are really important. So in the time, you know, in a time of of of of

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00:21:18.080 --> 00:21:31.090

Julie Sweetland (she/hers) | FrameWorks: of distress, it's important that we keep those those strong, basic framing fundamentals that we know have a again, a measurable, positive effect on how people think, and one of them is to

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00:21:31.090 --> 00:21:54.810

Julie Sweetland (she/hers) | FrameWorks: keep the public in mind many of these issues that that public health is up against are being championed and advanced right by a a very few set of powerful people. Right? So there can be political operatives or specific, you know, officials or individuals that have a public platform.

94

00:21:54.810 --> 00:22:11.470

Julie Sweetland (she/hers) | FrameWorks: that are carrying harmful ideas, harmful narratives. and it can be. One thing you know there are. There are. There is a time and a place, and there are strategies for changing right that person's mindset and sometimes that will work. But often when

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00:22:11.470 --> 00:22:36.539

Julie Sweetland (she/hers) | FrameWorks: when people are acting in bad faith, or you know, or have motives that aren't about public health, but are about some other, you know, end goal. changing their mindsets is not gonna be, you know, something that really works. And so we have to change the context, right? We to change the pressures on that person, or those those groups right to to make different decisions and to to have different options.

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00:22:36.540 --> 00:23:01.399

Julie Sweetland (she/hers) | FrameWorks: and so not, for you know we can't forget that that we are often, you know, in a frame contest that is looking, you know that is a contest for the hearts and minds and understandings and attention of, you know, general public and our tiny publics. The people who are most likely to become engaged and activated on an issue. so we're remembering that we need to to be in in

97

00:23:01.460 --> 00:23:14.670

Julie Sweetland (she/hers) | FrameWorks: ongoing communication, ongoing relationship with our our constituencies with with the tiny publics, with our communities, is a a framing fundamental that we can't afford to let laps

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00:23:14.790 --> 00:23:18.519

Julie Sweetland (she/hers) | FrameWorks: in time in turmoil and in tumultuous times.

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00:23:18.840 --> 00:23:29.399

Julie Sweetland (she/hers) | FrameWorks: However, as we're going out to the public, we also need to remember that there is no kind of one single dynamic. You know, one shift that we can make

100

00:23:29.400 --> 00:23:49.459

Julie Sweetland (she/hers) | FrameWorks: reframing. An issue does not

work like this simple switch. It works a lot more like this old thing. which is. An old timey navigation. tool called a sextant used to. To. Really, I think these are the official name is dohickeys, right little little things to fidget and calibrate with.

101

00:23:49.460 --> 00:23:59.910

Julie Sweetland (she/hers) | FrameWorks: to change. So you're really pointing your messaging and your framing in that productive direction toward your north star. So remembering that frames are sets of choices.

102

00:23:59.910 --> 00:24:19.089

Julie Sweetland (she/hers) | FrameWorks: is one of the things that we can do, a fundamental. We can maintain in in times when we have challenging communications, contexts. So thinking through not just a particular word that is politicized right now, but the whole set of choices that we're making around an issue.

103

00:24:19.090 --> 00:24:43.860

Julie Sweetland (she/hers) | FrameWorks: you know. Are we taking a very academic or so, or scientific authority tone that may come off as paternalistic or out of reach for our communities? Can we shift our tone to be more inviting? And would that be helpful? Are we advancing? Are we reporting the same old kind of statistics that can inadvertently shine a negative light on communities that are being

104

00:24:44.040 --> 00:25:12.109

Julie Sweetland (she/hers) | FrameWorks: marginalized and sometimes scapegoated. Well, we can. We can go back to our framing fundamentals and look at date, look for data and look for for stories to to tell about that data that really point out the assets, the strengths of communities. and you know, normalize Groups and and their cultural practices that are being they are being demonized or or or spoken about harmfully or disrespectfully.

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00:25:12.110 --> 00:25:36.280

Julie Sweetland (she/hers) | FrameWorks: so my point here is, there's lots of different framing choices, and and we can work intentionally on on all of these, as we're going about our everyday communications on the non-politicized issues, which again, just creates a a smarter public that's less susceptible to spin and misinformation, and more equipped to to play a strong, positive role in our democratic decision making processes.

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00:25:36.900 --> 00:26:01.810

Julie Sweetland (she/hers) | FrameWorks: and so some of those framing fundamentals. I want to refer you back to the to the the Webinar series that's available on the Ph. I website. From 2 summers ago we went through a lot of these, but we can change mindsets. When we consistently use strategies like these, each of these has a strong evidence base behind it, and are part of our kind of core toolkit right for framing effectively.

107

00:26:01.810 --> 00:26:13.720

Julie Sweetland (she/hers) | FrameWorks: we can lead with the why Instead of just saying, this is a matter of public health, we can start out with principles like Like broad shared well-being. you know.

108

00:26:13.720 --> 00:26:29.169

Julie Sweetland (she/hers) | FrameWorks: Practical ways of solving problems, innovation, the common good. When we start out with principles like that, that society should be upholding. we remind people of shared values, and we orient audiences toward the common good.

109

00:26:29.170 --> 00:26:47.240

Julie Sweetland (she/hers) | FrameWorks: I can hear some of you thinking, but yes, the common good is, is exactly what's under attack. Again, if we let that discourse go unchallenged, if the voices are not raising the common good that's going to skew public opinion even more, you know, away from the common good. So it's important that we are keeping

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00:26:47.240 --> 00:26:50.959

Julie Sweetland (she/hers) | FrameWorks: those collective public health values in the discourse.

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00:26:51.180 --> 00:27:15.759

Julie Sweetland (she/hers) | FrameWorks: We can build our communications, not around problems, but around solutions. When we get specific about what can be done to improve a situation. When we talk about collective approaches. for from getting at, you know, addressing you know, problems, intractable public health problems, we establish a productive direction. We we have, we, we invite people to respond to an idea.

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00:27:15.790 --> 00:27:30.480

Julie Sweetland (she/hers) | FrameWorks: a specific idea of what to

what can do or what can't be done. Instead of, you know, a general sense of disease with the issue. so we can make sure that we're advancing again. What could be done to improve the the, the, the situation?

113

00:27:30.710 --> 00:27:45.090

Julie Sweetland (she/hers) | FrameWorks: We can position ourselves as reasonable partners in an important and inclusive conversation. Instead of feeding into the argument culture, we can have a strong point of view. We can be pushing for. So you know, very strong public health solutions.

114

00:27:45.090 --> 00:28:10.339

Julie Sweetland (she/hers) | FrameWorks: But our tone can give a sense that we're inviting, that we're we want everyone to be involved in the conversation. that's not to appease kind of bad actors, but to reduce part my side bias that once people read a a partisan tone or a this side or that side tone people shut down. They're less reasonable, and they're more hardened in their their

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00:28:10.340 --> 00:28:26.310

Julie Sweetland (she/hers) | FrameWorks: in their, in their partisan views. And so tone, is an important thing to to think about. We can use plain language, we can provide background. We can talk about public health ideas in accessible and relatable terms. This is essential to

116

00:28:26.310 --> 00:28:51.770

Julie Sweetland (she/hers) | FrameWorks: rebuilding trust in public health or And because if people really understand the kinds of questions. We're asking the kinds of solutions we're proposing, the kind of work we're doing. We really are shoring up trust and and tapping into people's desire for for broad shared. Well being. But they we can't do that if people don't understand what's going on. So this being plain and clear, is really important

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00:28:51.770 --> 00:29:21.230

Julie Sweetland (she/hers) | FrameWorks: and related to that is tapping into the power of how, if you have one explanation, superpower, it is explanation, and when we explain rather than just assert or define. We help to depoliticize issues. People start to, to think through an issue, you know, in their through their own lens, rather than looking to what their you know team thinks, and and that again can build more allies and build broader support

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00:29:21.230 --> 00:29:34.890

Julie Sweetland (she/hers) | FrameWorks: for sound policies. So that's a lot. I didn't get specific on these, I got a couple of examples. but again, these are fundamentals that you can look at at the Frameworks Institute website or in other resources, through through Phi.

119

00:29:34.890 --> 00:29:58.049

Julie Sweetland (she/hers) | FrameWorks: So instead of listen to the experts saying, You know, I've got the science scientists who conduct research on vaccines overwhelmingly agree that immunizations make children safer, not less so. Which says, You know, I know what I'm I know what's right. I can can really you know. make the issue more politicized. Send people into that confirmation bias or my side bias.

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00:29:58.050 --> 00:30:06.769

Julie Sweetland (she/hers) | FrameWorks: whereas a simple shift that signals that you want to take people's concerns seriously, even if you don't agree with them.

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00:30:06.770 --> 00:30:31.130

Julie Sweetland (she/hers) | FrameWorks: you can. You can. This kind of tone shift can can really make a difference whether we tend to vote red or blue. Surely we all agree that children should stay healthy so they can focus on growing and learning. Starting from again some principles that can resonate broadly, not because you're gonna you know, just stay there. And that Pollyanna moment but because that sets a tone that allows for people to be persuaded.

122

00:30:31.130 --> 00:30:42.320

Julie Sweetland (she/hers) | FrameWorks: is, is really an essential first step. So 1 one strategy, another thing, as I mentioned, making a sense of helping people make sense of what public health does.

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00:30:42.320 --> 00:31:08.240

Julie Sweetland (she/hers) | FrameWorks: really prevents. It inoculates people from misinformation and spin. you know, accusations of of doing things for nefarious purposes, or for a political agenda agenda on the left. We tend to talk like this. This is true. and and pretty neutral, but if people can't understand it. You are leaving the the goal, the the job of interpreting what? What that is to someone else

124

00:31:08.240 --> 00:31:36.110

Julie Sweetland (she/hers) | FrameWorks: who may not interpret it in the way you you would hope so. The the more we are clear and playing in our language, the less vulnerable we are. to being, you know, misquoted, misrepresented, etc. So a a very plain language, kind of version of the same thing. Well, when we noticed an increase in pregnancy related death, we knew we had to take action. And we started this review program. as simple as that, putting it in in terms that really, anyway.

125

00:31:36.110 --> 00:31:41.289

Julie Sweetland (she/hers) | FrameWorks: one could understand, so that it is more difficult for you to be misunderstood.

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00:31:41.760 --> 00:31:53.099

Julie Sweetland (she/hers) | FrameWorks: All right. So those are again, some of those fundamentals. And there's lots of resources on those. I'm just gonna pause. Kari, is there anything interesting or juicy in the in the the Q. And a.

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00:31:53.470 --> 00:32:10.729

Julie Sweetland (she/hers) | FrameWorks: It's like we got a couple of questions. So one is, can the term explanatory chain be defined? I think the sort of at the beginning of your presentation. Yeah. An explanatory chain is is like a causal pathway or a causal sequence. So what affects what? To what end?

128

00:32:10.760 --> 00:32:16.870

Julie Sweetland (she/hers) | FrameWorks: And and really making sure that you're helping people understand a root cause

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00:32:16.910 --> 00:32:37.239

Julie Sweetland (she/hers) | FrameWorks: kind of how that shapes a place or a condition, or you know, a social condition, and then what the outcome of that is for for good or for bad. So it's building out a full explanation rather than just kind of throwing a definition at someone. And I've got. I think I've got some examples of explanations later on. So I'll I'll say more about that later. Good question perfect!

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00:32:37.240 --> 00:32:49.670

Karya Lustig (she/her): And then another one, which I think you were, you know, touching on, and probably will do some more of. But if you haven't comment on it at all now, How do you maintain an inviting tone when the audience that you're engaged with is already convinced that

their view is the right view.

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00:32:49.670 --> 00:32:52.790

Julie Sweetland (she/hers) | FrameWorks: yes, well,

132

00:32:53.290 --> 00:33:06.089

Julie Sweetland (she/hers) | FrameWorks: Carefully, with discipline and with a broader strategy in mind, so I will say a little bit more about this. But one thing is to remember that often

133

00:33:06.100 --> 00:33:12.230

Julie Sweetland (she/hers) | FrameWorks: your goal is not to convince or persuade the kind of vocal

134

00:33:12.570 --> 00:33:27.710

Julie Sweetland (she/hers) | FrameWorks: you know. vector, the the vocal opponent. You know that you that you know of of your point of view. Your audience is the audience. It's the people watching that exchange, and what you want to communicate is that you are trustworthy.

135

00:33:27.770 --> 00:33:51.039

Julie Sweetland (she/hers) | FrameWorks: committed to being inclusive. an active listener. The reasonable party and partner in the conversation. And so remembering that for me at least, that helps, you know, I'm talking to kinda the the bystanders, not the person that that is opposing me. That helps me kind of maintain that emotional regulation and and that inviting tone.

136

00:33:52.740 --> 00:33:54.110

Karya Lustig (she/her): Great!

137

00:33:54.230 --> 00:33:56.759

Karya Lustig (she/her): That's useful.

138

00:33:56.800 --> 00:34:12.629

Karya Lustig (she/her): let's see. And then related to the the trust for the source piece. a person that's that. Frequently when we provide key health information from trustworthy sources, they're countered with the concept of it being misinformation

139

00:34:13.050 --> 00:34:42.120

Julie Sweetland (she/hers) | FrameWorks: and includes not only waste of time on dealing with their falsehood comment, but diverts the main message for me to out there reinforced and consistent and recognize. Do you have any thoughts on that? Yeah, such a critical issue? I'm gonna I'm gonna say, let's pause on that one because I got a whole section on that. And it's it's complex and nuance. So I don't. Wanna. I don't want to jump the gun on on that But yes, absolutely critical issue. I think the the short version to that is.

140

00:34:42.370 --> 00:34:45.209

Julie Sweetland (she/hers) | FrameWorks: oh, man, I'll respond to one piece of that

141

00:34:45.300 --> 00:35:11.529

Julie Sweetland (she/hers) | FrameWorks: pre-bunking the information and responding strategically to the misinformation. Neither of those are waste of time. they are inoculating right society from from that misinformation and future, and for misinformation. So yes, it is an unfortunate distraction, but it is really, I think, one of the big challenges of of our time, and and we have to just

142

00:35:12.030 --> 00:35:40.270

Julie Sweetland (she/hers) | FrameWorks: embrace, embrace that reality. so I'll say more about it in a moment. All right, good questions. Keep them coming, and let's Let's let's get into it a little bit further. Alright. So responding strategically, when terms are politicized. so you know, I've been hearing. we have frame marks have been hearing from from lots of partners. that are in states where there have been

143

00:35:40.620 --> 00:35:42.090

Julie Sweetland (she/hers) | FrameWorks: There have been

144

00:35:42.170 --> 00:36:02.059

Julie Sweetland (she/hers) | FrameWorks: gag rules placed on particularly education, on the education sector, on what can and can't be taught in classrooms. and the gag rules are typically suppressing content about race and racism. and about representation of people who are Lgbtq plus

145

00:36:02.060 --> 00:36:23.650

Julie Sweetland (she/hers) | FrameWorks: And so there. But there are lots of other terms right? That that so those sorry, those 2 forms of

gag rules or censorship efforts, you know, sometimes have had a chilling effect on public health departments. Oh, it's happening over there. And so we want to be careful over here in health. And then, of course, we have a few States and an increasing number of States

146

00:36:23.650 --> 00:36:44.359

Julie Sweetland (she/hers) | FrameWorks: where terms you know where public health, specifically right, has been prohibited from using certain terms. So when this happens and it will keep happening, you know, when terms are politicized, we have to be ready to respond strategically. This is, you know, a

147

00:36:45.140 --> 00:37:08.910

Julie Sweetland (she/hers) | FrameWorks: This is one way that groups can spark or fuel, moral panics and fuel culture wars, which, particularly at a time of an election or or that can have you know, political gains And so this is a a time when we can expect this will happen. so we can we? We should be ready for this if we can predict we can prepare

148

00:37:08.980 --> 00:37:27.079

Julie Sweetland (she/hers) | FrameWorks: So the I think the most important thing to think about is once a word has been singled out as you know, as a as a term that needs to be, you know, scrub from vocabulary, or, as a term, that kind of reveals something, or or carries an agenda.

149

00:37:27.100 --> 00:37:28.670

Julie Sweetland (she/hers) | FrameWorks: Think through

150

00:37:28.870 --> 00:37:55.469

Julie Sweetland (she/hers) | FrameWorks: the ideas that that term is carrying. So in order for you to decide whether or not to continue to use that term or to you know and what other strategies. You may need to respond to the to the politicization of that of that term. So one is to think about If the if the idea is helpful and productive. So, for instance, the term equity

151

00:37:55.610 --> 00:38:08.880

Julie Sweetland (she/hers) | FrameWorks: is that concept that it is trying to get across the sense that we need to have differential, sensitive, inclusive responses to to

152

00:38:09.110 --> 00:38:23.579

Julie Sweetland (she/hers) | FrameWorks: injustices and to inequities in society. So that's a you know. Many of us in public health believe that that's a, that's a that's a core value. and we we want to to have that idea guide right policy and practice.

153

00:38:23.610 --> 00:38:42.010

Julie Sweetland (she/hers) | FrameWorks: So if that idea, that idea is helpful and productive by contrast. a term like fake news or critical race theory. As it is, you know, mischaracterized. Those ideas that those are carrying right are harmful and unproductive.

154

00:38:42.010 --> 00:38:55.679

Julie Sweetland (she/hers) | FrameWorks: Fake news is carrying the idea that our journalistic institutions are broken beyond repair. And we can't trust you know, can't trust. mainstream or or

155

00:38:55.680 --> 00:39:17.920

Julie Sweetland (she/hers) | FrameWorks: vetted sources of information. We can only look to certain voices, you know, who who have our, you know, who who are on our side. That's an unproductive and harmful idea. So that lets me know that that's a term that I don't want to repeat. I don't want to give that that term any more space in public discourse than it's already getting

156

00:39:17.970 --> 00:39:19.320

Julie Sweetland (she/hers) | FrameWorks: So

157

00:39:19.430 --> 00:39:49.029

Julie Sweetland (she/hers) | FrameWorks: first thing through with the idea, helpful and productive or harmful and and unproductive. If it's an idea that you want to advance, if it's an idea that is helpful and productive, if you can. If you're in a position. If you're an Ngo. If you're in a a state where it's you know where you have administrative administration support. If you can continue to use that term. But be good neighbors to your allies, who can't use it by always explaining what it means in plain and non-partisan

158

00:39:49.030 --> 00:40:06.310

Julie Sweetland (she/hers) | FrameWorks: and language using, you know, highly heated rhetoric to defend the term in stark terms stark language, right is is only kind of fueling right? The folks that that are going to use that information and repeat it in harmful ways.

159

00:40:06.310 --> 00:40:23.349

Julie Sweetland (she/hers) | FrameWorks: So use the term and offer productive open, inviting explanations of what you mean by it? If you're in a situation where you can't use the term, perhaps you're in a state where that that term has been scrubbed, you're prohibited from using it as a you know, as a State employee.

160

00:40:23.350 --> 00:40:39.849

Julie Sweetland (she/hers) | FrameWorks: This is where this isn't my phrase. I wish I could remember who who who I got this phrase from, but You may need to change the words, so you don't have to change the work, find a close synonym, and continue to explain what you mean in that plain, nonpartisan.

161

00:40:39.850 --> 00:41:06.690

Julie Sweetland (she/hers) | FrameWorks: de-escalating language. And for all of this, whether you're using it or not. Whether you're however, you're explaining it, make sure you're being transparent with your allies about why your language is changing how you're using language, and and why, so that you can again organize folks who maybe they're in a position where they can talk about health, equity, and strong terms. They can. They can be

162

00:41:06.780 --> 00:41:17.180

Julie Sweetland (she/hers) | FrameWorks: you know. They can carry that message in some sectors. Maybe, while the the Public Health Department can't right, so that that organizing and strategizing with Allies is going to be critical.

163

00:41:17.580 --> 00:41:43.420

Julie Sweetland (she/hers) | FrameWorks: If the idea is harmful or unproductive, you know. Don't repeat the term. Don't on the most harmful sorry, the most effective way to kind of kill off a myth or or misconception is not to beat it over the head with facts. But it is to starve it of oxygen. And so you know, not repeating that that language instead. That doesn't mean just run away from it. Remember, we we don't want to allow The conversation to become one-sided.

164

00:41:43.420 --> 00:41:58.189

Julie Sweetland (she/hers) | FrameWorks: So instead, you can absolutely engage in that in the in the discourse that that politicized term is is bringing up. But instead, talk about the intent of the harmful idea it represents, or the impact of the harmful idea it represents.

165

00:41:58.190 --> 00:42:23.890

Julie Sweetland (she/hers) | FrameWorks: Make the story about why that word or term is getting politicized, and what you think that will do to public health, to communities, to specific constituencies, rather than getting into a dead end debate about what it means or what it doesn't mean, or if you're doing it, or if you're not doing it, and again be transparent, be in conversation, be in relationship and be in strategic alliance

166

00:42:23.890 --> 00:42:48.240

Julie Sweetland (she/hers) | FrameWorks: with folks who who are like-minded and with folks who are potential supporters. So that's one thing is, is, think about the ideas the term is carrying, and if necessary, you know, you may need to change your words, not the work. So here's an example. 3 examples of how we could talk about health, equity in kind of the most

167

00:42:48.520 --> 00:43:18.120

Julie Sweetland (she/hers) | FrameWorks: and the word in in ways that are really most forward and direct and and closest to what folks have been talking about in health equity for some time. on the the first box all the way to to a Fr to phrasing that does not use the word justice, and or injustice. Right? And I feel like this is a a definition that could could be productively and effectively used even in context, where

168

00:43:18.120 --> 00:43:26.450

Julie Sweetland (she/hers) | FrameWorks: you know where, where. It's really difficult to to get some of those messages through clearance, or what it may be so. The similarity here.

169

00:43:26.450 --> 00:43:43.279

Julie Sweetland (she/hers) | FrameWorks: right, is a explanation saying what we mean. So equity means fairness and justice, right? Defining it and explaining it for yourself, so that someone else isn't explaining and defining it and mischaracterizing it right on, on from the opposing side

170

00:43:43.280 --> 00:43:57.119

Julie Sweetland (she/hers) | FrameWorks: and then getting to core concepts. So it ensures that person center view, right? Valuing each person fairly. It involves ensuring that every individual a group gets what they need to thrive and participate fully in society.

171

00:43:57.270 --> 00:43:58.930

Julie Sweetland (she/hers) | FrameWorks: What doesn't it mean?

172

00:43:59.050 --> 00:44:18.809

Julie Sweetland (she/hers) | FrameWorks: please don't pit equity against equality. I think, in terms of our thinking about what we do. Do we take a uniform approach, or do we take a sensitive approach? That thinking is essential in terms of our strategy. But if our communication strategy is to try to beat up on equality.

173

00:44:18.940 --> 00:44:30.690

Julie Sweetland (she/hers) | FrameWorks: equality is a valuable positive concept in American minds the cherished ideal. So you know, understanding the contrast between uniformity and sensitivity.

174

00:44:30.760 --> 00:44:55.239

Julie Sweetland (she/hers) | FrameWorks: is critical beating up on the word equality is not our best frame. Forward, I think. And so what are we trying to get across? Right? We're achieving equity because by rethinking uniform. One. Size fits all treatment. We may need to be devoting more resources or different resources in communities that face injustice, that face structural racism, that face marginalization or oppression to correct imbalances caused by unfair treatment.

175

00:44:55.420 --> 00:45:06.280

Julie Sweetland (she/hers) | FrameWorks: So absolutely saying what you mean, but thinking about again, not arguing against another side or a misconception, but being clear about what you're for.

176

00:45:06.280 --> 00:45:33.999

Julie Sweetland (she/hers) | FrameWorks: this middle one. Same types of ideas. but it does. It uses the phrase health, equity, and it it talks about, you know kind of what it requires and what it involves, and this is written in a way that you know, isn't advocating for it but is explaining what it involves, and that is often You know the space that in state, government or or government, you have to be right, you can define and explain concepts

177

00:45:34.000 --> 00:45:57.669

Julie Sweetland (she/hers) | FrameWorks: was out without advocating or or taking a position on them. And then this third one again, doesn't involve some of those words that maybe trigger words or taboo words

and in highly politicized contexts. But it's got those same core ideas. so I I offer this to you, and we just put out a resource on our website. framing health equity that has this as well as some more.

178

00:45:57.670 --> 00:46:24.549

Julie Sweetland (she/hers) | FrameWorks: strat, you know some more language that you might be able to to borrow or or leverage, and then remember, you know that that the the work is much more than the words and even if you can't say a specific word, there are lots of communication strategies you can be using to advance an understanding of health, equity to advance a more equitable discourse, and a more inclusive and respectful discourse.

179

00:46:24.550 --> 00:46:46.749

Julie Sweetland (she/hers) | FrameWorks: even if you can't talk about that term. So, for instance, how are you attributing responsibility? Are you pointing to conditions, systems, and structures as the root causes of health disparities? Or are you using traditional public health language that makes it all too easy for people to fill in blame and stigma of affected populations. Are you

180

00:46:46.990 --> 00:47:04.399

Julie Sweetland (she/hers) | FrameWorks: proceeding, crafting your communications as if we have to pick one social group over another to get this right? Or can we counter us versus them, thinking in 0 sum thinking by using a broad and generous wheat, and I'll give you examples of this in just a moment.

181

00:47:04.870 --> 00:47:29.159

Julie Sweetland (she/hers) | FrameWorks: Are you advancing an aspirational, values-based vision about what what health equity would do for us. what? The in what? The vision is for a society where everyone is thriving and healthy and well, and that means making sure that everyone like all means all we're we're really addressing. The barriers that are are between some groups, and they're they're full of state of health.

182

00:47:29.160 --> 00:47:58.480

Julie Sweetland (she/hers) | FrameWorks: talk about where we can go paint a positive vision of that possible future rather than dwelling right in the the problem. and and and and only kind of pointing out the problem. So this is a long way of saying, even if you can't talk, you know, you have to to give up the particular vocabulary item. There's lots of ways you can still be in common cause and advancing the work of health equity without that that particular without a

particular word.

183

00:47:58.600 --> 00:48:25.580

Julie Sweetland (she/hers) | FrameWorks: So a couple of those strategies that I just mentioned. Are you using a broad and generous, we advancing and expanding the circle of concern, and really pushing back against zero-sum thinking, or or us versus them, thinking that some groups are are special and distinct, and and other, and them so you know, the the first one here I have is around age. The second one is around

184

00:48:25.580 --> 00:48:48.620

Julie Sweetland (she/hers) | FrameWorks: particular foster youth. A third one is around race and racism. and we can shift here. But each of these are important vital public health issues. Each of these are advancing policies that are essential supports for groups that are facing exclusion, marginalization, injustice, and inequity.

185

00:48:48.620 --> 00:48:56.989

Julie Sweetland (she/hers) | FrameWorks: But this language, others, those groups. And that is is not an effective. It's not our most effective framing strategy.

186

00:48:56.990 --> 00:49:10.109

Julie Sweetland (she/hers) | FrameWorks: So instead of talking about the elderly population, we can talk about the fact that we're all aging right, we need ways to stay connected to our communities as we age. This is all of us right, not them.

187

00:49:10.110 --> 00:49:37.150

Julie Sweetland (she/hers) | FrameWorks: sure transition, age, foster youth, require supports upon their eighteenth birthday. But can we use more universal humanizing language. We all need support in times of transition transition, and our young people and foster care are no exception. On the left, you know the the troubling and persistent and often increasing statistic that black women are up to 3 times more likely to die from pregnancy, related health complications and white women.

188

00:49:37.150 --> 00:50:06.940

Julie Sweetland (she/hers) | FrameWorks: yes, and and that requires attention. But can again, can we talk about a universal principle and then show how it's being violated for a particular population in ways that are togethering, not othering. So every expecting mother should

receive safe, respectful maternity care. We need to pay attention to the fact that women of color and rural women can't count on this and make sure that they can. So that's what I mean by using a broad and generous week.

189

00:50:07.620 --> 00:50:34.790

Julie Sweetland (she/hers) | FrameWorks: attribution and responsibility. Who's responsible? Who's to blame? what's the cause of of this? And so, instead of missing attribution or blamey attribution, individual attribution. We can really point to to systems and structures. So here on the left people, I've sometimes gotten feedback that this example is too out there. No one would ever say it like that. But I took this quote from a

190

00:50:34.790 --> 00:50:39.579

Julie Sweetland (she/hers) | FrameWorks: major media source in just the last couple years.

191

00:50:39.580 --> 00:51:06.069

Julie Sweetland (she/hers) | FrameWorks: And so every year. Roughly, 3,600 babies in the Us. Die suddenly for unknown reasons. Researchers estimate that if expected, moms would just quit smoking, we could prevent 800 of those deaths so very squarely, right? Placing the onus and the blame. you know. Just quit smoking. That's a a a strong presupposition cue. you know. it's it's a it's indignant, right? It's it's just just believing right that they would do such a thing.

192

00:51:06.070 --> 00:51:33.969

Julie Sweetland (she/hers) | FrameWorks: in public health. We might not say it just that way. But I, kids, I have seen plenty of of state public health websites that say, you know, preventing smoking during pregnancy could prevent right. X number of of of deaths, or X number of you know, improve birthoutcomes in this way. so we can instead think about what is the public health intervention

193

00:51:34.070 --> 00:51:52.810

Julie Sweetland (she/hers) | FrameWorks: that we would want to advance? And how can we show that the system has an affirmative obligation to do that thing right. Not just talk about the population that's experiencing a health issue and and and pointing to a proximate cause, but getting deeper into the system.

194

00:51:52.810 --> 00:52:09.610

Julie Sweetland (she/hers) | FrameWorks: So researchers estimate that

if we, if we just connected expecting families to treatment for nicotine dependency, we could prevent 800 infant deaths a year. So pointing out that there is an effective solution to this that the system is failing to take

195

00:52:09.610 --> 00:52:17.449

Julie Sweetland (she/hers) | FrameWorks: reframing the problem from the behavior right to to an underlying cause. Nicotine dependency.

196

00:52:17.450 --> 00:52:43.820

Julie Sweetland (she/hers) | FrameWorks: This could be even framed even more strongly, even more systems. But I wanted to kind of keep it parallel. How would you talk about that same topic in ways that that really are pointing to this? So again, neither of these, if you're in a spot where you know you are taking a health equity lens on all your programs and in areas. But you can't say the E word right. This is health equity framing, even though, you know, without without using that term.

197

00:52:44.180 --> 00:52:58.709

Julie Sweetland (she/hers) | FrameWorks: In general, we can ask different questions. We can think about the data and the stories we're telling in ways that are attributing responsibility to systems, to structures and to

198

00:52:59.260 --> 00:53:25.690

Julie Sweetland (she/hers) | FrameWorks: forms of oppression and looking for forms of liberation. and and this makes, you know, if we are collecting our data, asking our questions, sharing our information, developing our strategies with these kinds of systems? attribution questions, it becomes that the the programs we're doing become administration proof, right? These are. These are baked into the system. So instead of, you know, on the left, we have very

199

00:53:25.690 --> 00:53:43.589

Julie Sweetland (she/hers) | FrameWorks: additional public health questions. that that kind of think about how we would craft a communication. Well, how do experts define this this topic? Who's affected? What are their risk? Factors? What are their protective factors? What should we do about it? because we have the evidence base? And how can I shine a light on that particular spot where that has worked.

200

00:53:43.590 --> 00:53:57.039

Julie Sweetland (she/hers) | FrameWorks: And again, I don't mean to suggest that these are wrong or bad, or we need to abandon them. We do need to think about, are they? They? They are yielding answers and information, but they are not necessarily attributing responsibility to systems.

201

00:53:57.040 --> 00:54:19.369

Julie Sweetland (she/hers) | FrameWorks: so we can reframe our questions. So instead of just saying, what is the topic we can ask? How is this topic a matter of justice and inclusion, and belonging. Instead of just saying Who's affected, we can think about which groups are harmed and who is benefiting from this, which often leads us to a different set of strategies. instead of just thinking about traditional risk and protective factors.

202

00:54:19.370 --> 00:54:30.229

Julie Sweetland (she/hers) | FrameWorks: we can really ask ourselves, what's uneven? What's unjust? What's unfair? And how are those causing this problem, and how powerful groups protect themselves from this risk.

203

00:54:30.230 --> 00:54:57.999

Julie Sweetland (she/hers) | FrameWorks: we can not look at only what's evidence-based strategies, but strat being very specific, disciplined, streamlined, focused on strategies that would eliminate disparities, not only create overall improvements. and yes, of course, we want to know where proven strategies have worked, but we should also be thinking who leads communities in this work. Often. you know, at that community grassroots level, we are seeing emerging strategies

204

00:54:58.140 --> 00:55:20.840

Julie Sweetland (she/hers) | FrameWorks: coming from the lived experience of communities and their assets and wisdom that can really point us right to the to the next generation of of promising. And, and, you know hopefully soon proven strategies. So again, not saying we should, you know, need to abandon the traditional public health questions. But we absolutely should be adding sharper equity focused questions to our repertoire.

205

00:55:21.230 --> 00:55:35.679

Julie Sweetland (she/hers) | FrameWorks: All right, I'm going to take a breath. And as cario I saw a lot. Thank you for all the emojis and reactions. It's very affirming. I can't see faces, but it's it's it's nice to to see some reactions. What are folks thinking and and wondering in the Q. And a

206

00:55:36.110 --> 00:56:00.620

Karya Lustig (she/her): lots of great questions coming in. I'm trying to kind of group them around topical areas because there's so many good topics here. so the first ones around sort of highly charged issues right now. a bunch of different versions of this question came in. But I'll focus on one in particular around transgender care. being highly politicized, just as an example of one that people pointed out. people using misgendering.

207

00:56:00.780 --> 00:56:19.960

Karya Lustig (she/her): you know, terminology, and just highly politicized and hurtful comments, and wondering whether is there a point that you can't have conversation? or a way to approach those kind of conversations when people are being specifically you know, hateful in the way that they're approaching a topic.

208

00:56:21.100 --> 00:56:41.279

Julie Sweetland (she/hers) | FrameWorks: Yes, I I hope and and I don't. I don't think this question assumed that. But I just want to be clear. I am not suggesting that we are kind, nice, you know, to to to folks that are being actively hateful and harmful. Right? I am suggesting

209

00:56:41.340 --> 00:56:43.250

Julie Sweetland (she/hers) | FrameWorks: that.

210

00:56:43.530 --> 00:57:00.120

Julie Sweetland (she/hers) | FrameWorks: that coming and maintaining A a reasonable stance, reasonable tone, Is a powerful intervention into the discourse itself. Right? My intention for doing that is not to make the bad actor feel good.

211

00:57:00.330 --> 00:57:07.509

Julie Sweetland (she/hers) | FrameWorks: It is to insist that our public conversations are

212

00:57:08.610 --> 00:57:13.249

Julie Sweetland (she/hers) | FrameWorks: are productive, and and oriented towards peace.

213

00:57:13.350 --> 00:57:37.730

Julie Sweetland (she/hers) | FrameWorks: Nor am I not suggesting that at civility is is required in each and every conversation right? that that we have to kind of just, you know. Keep our mouths shut, you know, bite our tongues because we don't have anything, you know we don't. Anything nice to say. Don't say anything at all. I think there are times we absolutely need to to call out harmful, unjust, dehumanizing language.

214

00:57:38.200 --> 00:58:00.429

Julie Sweetland (she/hers) | FrameWorks: But I know that there are ways that we can do that in ways again, that protect the the public discourse and keep it in a in a peaceful kind of space. So instead of accusing someone, right, you are using dehumanizing language. you can say I'm concerned. I I speak from the eye position.

215

00:58:00.430 --> 00:58:29.449

Julie Sweetland (she/hers) | FrameWorks: I'm concerned that by referring, you know, to my colleague by a name that they don't wish to be called You know we're sending a message that we don't care about people's individual rights and humanity. Right? Please call her X right, and and ask for what you want. So speak, from the I perspective. Name the problematic strategy and ask for what you want firmly but politely call her X right? and so I mean that that sort of that sort of thing.

216

00:58:29.450 --> 00:58:40.250

Julie Sweetland (she/hers) | FrameWorks: that was a bit off the cuff. I hope that was clear. I'm happy to take clarifying questions or comments, or if somebody's got a better way to say it than what I just said. But again, this is not an appeasement strategy.

217

00:58:40.460 --> 00:58:46.680

Julie Sweetland (she/hers) | FrameWorks: It's a piece building and a strategy. But it's about waging piece, right? Not just kind of keeping the piece

218

00:58:47.290 --> 00:58:48.679

Karya Lustig (she/her): excellent. Thank you.

219

00:58:48.780 --> 00:59:10.370

Karya Lustig (she/her): And then another one. When coalition building necessitates partnership. for instance, with a group like law enforcement that often deploy an explanatory chain that might be really different from the way that public health would address an

issue. how do you recommend balancing the tone and redirecting, messaging in a way that maintains collaboration, but addresses their way of doing things.

220

00:59:10.410 --> 00:59:39.710

Julie Sweetland (she/hers) | FrameWorks: Yeah. that's a hard one to answer without a kind of specific topic to, to, to tie it to. But it made me think of an example where we were working in a a Western State with a you know, a all all Republican-led government, and that State was working on safer syringe strategies, and law enforcement was going to be a critical kind of pet, a critical partner in that law enforcement frankly could make or break that those harm reduction sites where?

221

00:59:39.710 --> 00:59:50.979

Julie Sweetland (she/hers) | FrameWorks: you know, clean syringes were being distributed to to people who use drugs. in that case, you know, we advise and worked with public health partners

222

00:59:50.980 --> 01:00:18.799

Julie Sweetland (she/hers) | FrameWorks: to be clear, to, to have some strategy, to, to clearly communicate the benefit to law enforcement, right? That when folks have can can can dispose of. Use syringes safely. You know. It's less likely that they've got a you know, a a used needle in their pocket as you're padding them down. And and that can prevent that right? So to really communicating the benefits to that constituency.

223

01:00:18.800 --> 01:00:36.460

Julie Sweetland (she/hers) | FrameWorks: was one strategy. for for for doing that also, simply asking, asking rather than telling, asking for new language and new ways of thinking. you know. So in that case they were talking about. You know, we're going to call that. We're going to talk about syringes

224

01:00:36.460 --> 01:00:49.169

Julie Sweetland (she/hers) | FrameWorks: and safer syringe services not needle exchanges, you know, and they asked law enforcement to to join them and support them right? And using this this more inclusive, less stigmatizing language.

225

01:00:49.170 --> 01:01:05.579

Julie Sweetland (she/hers) | FrameWorks: so I hope that's helpful to folks. And if there is a more specific topic, I might be able to give

a better, more crisp answer. Yeah, I actually think the question was about that exact topic. So that's perfect. Thank you. We do a lot of work. at with coalitions around.

226

01:01:05.760 --> 01:01:08.450

Karya Lustig (she/her): yeah, around harm reduction and other

227

01:01:08.510 --> 01:01:15.710

Karya Lustig (she/her): areas related to reducing overdoses. So yeah, so I think that that's related to that.

228

01:01:15.850 --> 01:01:37.569

Karya Lustig (she/her): So I guess the third one to focus on during this question time would be around. There was a bunch of comments that kind of came under the concept of public health being categorized itself as being woke and kind of put into that category of like left leaning politics. So, although it's not political, and we try and move it away from that

229

01:01:37.640 --> 01:01:39.620

Karya Lustig (she/her): sort of the local politician.

230

01:01:39.890 --> 01:01:51.520

Karya Lustig (she/her): But there's a few different questions. It's the woke part. And then that local politics and now Congress kind of politic, the politics and the policies that drive public health

231

01:01:51.610 --> 01:02:20.969

Julie Sweetland (she/hers) | FrameWorks: are politicized by sort of who's making those decisions in communities. And then that further characterizes public health itself as being kind of woke and part of that left leaning group. Yes, so I think that there's a few, a few things that we can can do to push back, I guess, or navigate the politicization, and mischaracterization of of the idea of being woke, and that being a a bad thing.

232

01:02:21.110 --> 01:02:47.330

Julie Sweetland (she/hers) | FrameWorks: so one is. One thing is to be in conversation, relationship and allieship right with communities who may find that an issue of concern. So it's, you know, if people are calling you a name that you just know you aren't right. It's much harder for others to remember to believe that if they know you. and so you know again, thinking about public

233

01:02:47.570 --> 01:02:52.100

Julie Sweetland (she/hers) | FrameWorks: engaging communities regularly, consistently.

234

01:02:52.150 --> 01:02:55.760

Julie Sweetland (she/hers) | FrameWorks: is kind of one of the most

235

01:02:56.110 --> 01:03:14.139

Julie Sweetland (she/hers) | FrameWorks: powerful inoculation strategies we can have against whatever this, whatever the the mischaracterization of the day is. So that's a longer term strategy, but one that you know you can't afford to wait on so if you're not already doing that, please do that. The second I would treat woke

236

01:03:14.150 --> 01:03:31.860

Julie Sweetland (she/hers) | FrameWorks: The the accusation of woke as an example of as an example of misinformation. And I've got some strategies for that. So I would treat that word like that. And I mean, I think the point I made before is is the idea that it's trying to communicate harmful or helpful.

237

01:03:32.480 --> 01:03:47.170

Julie Sweetland (she/hers) | FrameWorks: you know, in its original meaning. of conscious and attuned to hidden attempts to cause harm or oppression.

238

01:03:47.170 --> 01:04:10.649

Julie Sweetland (she/hers) | FrameWorks: right? If if that's the original kind of like, you know, just conscious and aware of what's going on. you know. That's a helpful idea. the the idea it's trying to communicate now is out. Attach out of step and and you know, out of touch with what people really want. and kind of too. too far away

239

01:04:10.650 --> 01:04:31.519

Julie Sweetland (she/hers) | FrameWorks: from certain understandings of traditional American values right? And that is not a helpful idea, so don't repeat the term. I would. I would not be, you know, writing OP. Eds, if I'm at a at a non profit, you know. Just kind of saying what's wrong with the woke discourse. I might I I could talk about that issue.

240

01:04:31.520 --> 01:04:46.819

Julie Sweetland (she/hers) | FrameWorks: but I wouldn't be repeating that term, and then I would treat it like misinformation, because it's it's simply not the case that public health is is, is far out beyond right. kind of where people's expectations and needs are for health and well being

241

01:04:47.900 --> 01:05:05.309

Karya Lustig (she/her): great. And then just a couple comments on the reframing that you were showing. So one person said that they've seen Dr. Fauci use similar strategies. And you articulating what they observed, which they really like to see, and thought that their division really needs to watch it.

242

01:05:05.370 --> 01:05:13.389

Karya Lustig (she/her): And then another person saying the reframing of black maternal mortality. in their opinion, is damaging to the people impacted by it.

243

01:05:13.460 --> 01:05:26.850

Karya Lustig (she/her): The statement generalizes the adverse experiences of black birthing people, and they felt like the message that you reframed didn't feel positive for the people directly impacted by it that it seemed to feel dehumanizing.

244

01:05:27.430 --> 01:05:39.920

Julie Sweetland (she/hers) | FrameWorks: Well, I That was not my intent. But I accept responsibility for the impact. If that's if that's how how that comments or experienced it. And I will look at this again.

245

01:05:39.950 --> 01:05:46.359

Julie Sweetland (she/hers) | FrameWorks: I think what I was hoping to communicate here is that if we simply communicate the statistic

246

01:05:46.500 --> 01:05:54.650

Julie Sweetland (she/hers) | FrameWorks: about a group that we are, that the language here says it was other right. This is kind of written from a

247

01:05:55.160 --> 01:06:02.740

Julie Sweetland (she/hers) | FrameWorks: above the fray kind of supposedly objective stance, and that this this population is

experiencing this

248

01:06:02.780 --> 01:06:29.369

Julie Sweetland (she/hers) | FrameWorks: is that that invites people to to lay blame at the people who are experiencing that problem. And my intention was to show that we can give a the if the one that's on the left. Yes, the one on the left is what I was reframing. Okay, okay, yes. Yeah. Yeah, I think they might have missed a few. The the part there. Yeah.

249

01:06:29.370 --> 01:06:43.579

Karya Lustig (she/her): And then one last thing that just came in about the term woke. They're wondering whether it would be useful to pivot to public health purpose. For example, we exist for the health and well being of all residents, so that we can blah blah blah.

250

01:06:43.760 --> 01:07:08.750

Julie Sweetland (she/hers) | FrameWorks: absolutely. I mean, I think, pivoting in general, by which you know, that word gets thrown around a lot now is like, change the subject, or I'm not sure people know what it means anymore. When I, as a communicator, as communication strategist, when I think about pivoting, what I think of is the original kind of metaphor of you know. You're in basketball. You've got your foot, you firmly plant it, you know you're you know what you're doing, and you have swiveled right. You have moved

251

01:07:08.750 --> 01:07:31.940

Julie Sweetland (she/hers) | FrameWorks: to to where you want the ball to go, and so, you know they are they? If somebody is throwing woke at you. You know the idea isn't chase that bouncy ball, you know, and and go where it is. But where do you need to go? And I think what the the commenter said, which was, you know, you don't say we're not woke. We're just, you know. We're just the government. We're just doing what we're supposed to be doing like that's not helpful. It's saying.

252

01:07:32.460 --> 01:07:55.530

Julie Sweetland (she/hers) | FrameWorks: thank you for your comment. You know I know what you know. The people I work with every day. What we're working on is ensuring that everyone is protected from harmful exposures, that everyone has access to a healthy, retail environment. You know that that you know health care is widely accessible, affordable, you know, whatever it is you are doing and and just, you know, you know, move to

253

01:07:55.530 --> 01:08:07.089

Julie Sweetland (she/hers) | FrameWorks: where you believe the conversation should be going. Return to your core story, you know, rather than chasing down. You know, that the distractive and divisive concept.

254

01:08:08.930 --> 01:08:09.830

Julie Sweetland (she/hers) | FrameWorks: okay.

255

01:08:09.960 --> 01:08:35.460

Julie Sweetland (she/hers) | FrameWorks: all right, let's keep the conversation going. I got 2 more big ideas. this one is about looking for side doors into contested conversations. I think it goes to the issue of pivoting which we were talking about a little bit. Sometimes we, you know, certain topics have been long politicized. and and people have

256

01:08:35.460 --> 01:08:57.869

Julie Sweetland (she/hers) | FrameWorks: because of that right? Many people have a position. simply because it's the position of other people right in their social group. Whether that's a, you know, a, a religious identity, a political identity, a geographic identity. Other, you know, kind of whatever they're thinking of as kind of their team right at that point.

257

01:08:57.870 --> 01:09:07.189

Julie Sweetland (she/hers) | FrameWorks: People are are relying on that, that you know my side bias right to kind of shortcut and say, Oh, my people think this is what I'm going to think to

258

01:09:07.300 --> 01:09:29.990

Julie Sweetland (she/hers) | FrameWorks: anytime. We are entering a conversation through that same door of you know this side versus that side. we are making our work harder. So side doors are ways of getting into the issue that are unexpected, or even just different angles on the topic.

259

01:09:29.990 --> 01:09:42.069

Julie Sweetland (she/hers) | FrameWorks: so that you are again not tipping your hand or tipping the conversation towards one political stance, you know, or ideological stance

260

01:09:42.069 --> 01:09:48.319

Julie Sweetland (she/hers) | FrameWorks: or position on an issue or another. So in our work on climate change.

261

01:09:48.319 --> 01:10:04.549

Julie Sweetland (she/hers) | FrameWorks: and we worked with partners to not want to to change, to change venues. Right? So let's take this, take the issue out of not that we take it out of. We advanced a conversation about climate change with partners in zoos and aquariums.

262

01:10:04.550 --> 01:10:21.409

Julie Sweetland (she/hers) | FrameWorks: so this is a place where people are going to learn where they are trying to communicate, you know, and and demonstrate values and interest to children where they're in intergenerational groups, which Again allow. One makes people act and talk in certain ways

263

01:10:21.410 --> 01:10:45.399

Julie Sweetland (she/hers) | FrameWorks: less likely to to get into heated, you know, debates, if your grand, if your grandparents and your kids are around and so changing the space changing the venue, allowed that initiative to have 125 million productive conversations, right about the the impact and the the science of of climate change. over over the last number of years.

264

01:10:45.460 --> 01:11:07.769

Julie Sweetland (she/hers) | FrameWorks: So a side door can be a different space. It can, or it can be a different entry point to the topic in work that we did in partnership with the Missouri Foundation for health. There, you know, there's a real, conscious and conscientious effort to frame conversations, to frame efforts to improve

265

01:11:07.770 --> 01:11:30.009

Julie Sweetland (she/hers) | FrameWorks: safety from guns by focusing first on the fact that on the issue of suicide and suicide prevention. you know most of the deaths. you know, from firearms in that state, and in in many states, are not homicides or but but our accidents, but but suicides, and so

266

01:11:30.060 --> 01:11:43.819

Julie Sweetland (she/hers) | FrameWorks: framing the issue, starting the conversation, making the conversation about mental health and well-being, threats to mental health and well-being, mental health crises, and the lethality of of the presence of a gun

267

01:11:43.820 --> 01:11:54.850

Julie Sweetland (she/hers) | FrameWorks: if used in a suicide attempt. Right? That's that that allowed a very different set of folks to to get into the issue and to align with the issue. it allowed a very different type of of conversation.

268

01:11:54.850 --> 01:12:18.389

Julie Sweetland (she/hers) | FrameWorks: so these side doors sometimes, if you say, Oh, my gosh! I can't even think about how I would raise that topic. I think the the transgender conversation, you know in some places you, you may, you know, feel that because of the heated rhetoric and the the intractability and and sheer hatefulness right of the conversation. But is there a side door that you can get into that contested conversation?

269

01:12:18.410 --> 01:12:20.970

Julie Sweetland (she/hers) | FrameWorks: far away from the boxing ring.

270

01:12:21.100 --> 01:12:44.529

Julie Sweetland (she/hers) | FrameWorks: So And we did, and a a similar strategy recently on childhood vaccination in partnership with the American Academy of Pediatrics overall. We found quite a few side doors into this issue, which, as you know, has been, you know, really been a a quite unfortunate kind of conversation about vaccination, you know, even before Covid COVID-19.

271

01:12:44.620 --> 01:13:12.380

Julie Sweetland (she/hers) | FrameWorks: So We found that many of the strategies that the field had been developing and using in order to kind of make the strongest possible case for why, this is the most scientific, you know. Help wonderful public health intervention ever were. We're actually kind of reinforcing people's You know, people who lacked vaccine confidence, it was reinforcing their sense of oh, wait! If you're trying to make that kind of argument. I I want to run to my, to to my corner with my, with my people.

272

01:13:12.380 --> 01:13:23.530

Julie Sweetland (she/hers) | FrameWorks: So we found some different, some different ways of entering the the conversation. one was, instead of of telling a story about disparities in uptake

273

01:13:23.530 --> 01:13:52.189

Julie Sweetland (she/hers) | FrameWorks: to start to tell a story about our shared responsibility, to ensure access for for everyone, you know, for everyone to be able to to access childhood vaccines instead of, you know, kind of emphasizing a safety frame by talking about how important it was to protect children from disease. We found that pivoting the side door of talking about The the health is a platform for childhood development.

274

01:13:52.210 --> 01:14:16.070

Julie Sweetland (she/hers) | FrameWorks: Then, whatever you know, whatever a a child's developmental milestones and tasks are. If, whether the child is 18 months or 16 years old, right? A child has to be healthy and well, to to run, to play, to jump, to learn to play their instrument or their sport, whatever it is they're up to. That was the the opening space the protection from disease. Either a kind of people already know that.

275

01:14:16.070 --> 01:14:41.469

Julie Sweetland (she/hers) | FrameWorks: or it gets them into that safety frame of mind which then sends them into that weighing the supposed risks of vaccination, you know, against the the, the, the supposed risk of encountering right a disease, or becoming, seriously ill with it, so that protection brought an a conversation about safety which brought in that risk, thinking, whereas the side door is that preparation for child, for healthy development.

276

01:14:41.470 --> 01:14:54.129

Julie Sweetland (she/hers) | FrameWorks: and then shifting the frame, shifting the emphasis from how vaccines fight disease except for the vaccine itself to the immune system, how immune systems prepare themselves. So a couple of examples from this

277

01:14:54.130 --> 01:15:23.490

Julie Sweetland (she/hers) | FrameWorks: so removing the practical barriers to access, we think, is an important different way of entering this conversation. People don't see the practical barriers to families getting fully vaccinated. they assume that because vaccines are, you know, largely required for school entry, they are also free and freely available. And don't see the practical barriers that might prevent A family who wants to get their children vaccinated from following the full recommended schedule.

278

01:15:23.490 --> 01:15:53.200

Julie Sweetland (she/hers) | FrameWorks: you know, work hours, clinic

availability, location, etc. So talking about removing the practical barriers to access is, you know, opens up the conversation, make sure that vaccinations are widely available, easy to find, affordable to everyone. Whether this means changing clinic locations or changing insurance reimbursement policies. We need to remove the barriers that family run into families run into when trying to get kids vaccinated.

279

01:15:53.200 --> 01:16:18.950

Julie Sweetland (she/hers) | FrameWorks: you could go on and share information about the specific barriers that specific you know, cultural or geographic groups encounter right in in getting their their children vaccinated. But this is a very different story than than kind of talking about differential rates of uptake. it's it's differential. Access is is a story we find is going to be more productive.

280

01:16:18.950 --> 01:16:45.619

Julie Sweetland (she/hers) | FrameWorks: And then, if we found that it really mattered to to and and how to talk about what we should do. So we tested 3 versions of kind of saying, we're messing up the access. we are failing to get vaccinated. That was not a productive message. We, as a society, are failing to provide access that was not productive. Message.

281

01:16:45.830 --> 01:17:11.090

Julie Sweetland (she/hers) | FrameWorks: The other kind of side door we found into this is to stop again stop insisting that vaccines protect children, and instead focus on how they equip the respond, the the immune system to respond. We tested a few different metaphors for this and the one that we found one that we found that was highly productive

282

01:17:11.090 --> 01:17:18.269

Julie Sweetland (she/hers) | FrameWorks: was comparing the process of a child's body, gaining immunity to the process of gaining literacy.

283

01:17:18.480 --> 01:17:23.970

Julie Sweetland (she/hers) | FrameWorks: This had some unexpected but very cool frame effects, this metaphor.

284

01:17:23.970 --> 01:17:48.970

Julie Sweetland (she/hers) | FrameWorks: So you know, typically we found the public was a little the the vaccine, hesitant public, or even people who got, you know, we were pro vaccine, but but they would

think about like, well, you know, the recommended schedule for early child. It's like, seems like a lot for a little body. Should I slow it down? Should should we slow it down? That reasoning is thinking about the vaccine almost like a medicine, and you're worried about overwhelming a you know, a little body

285

01:17:48.970 --> 01:17:51.099

Julie Sweetland (she/hers) | FrameWorks: with too much medicine, you know.

286

01:17:51.100 --> 01:18:20.869

Julie Sweetland (she/hers) | FrameWorks: And so we needed a way to to get people to think about earlier was better and the more the better. Early on literacy brought in that sense, like, you know, you can't really start to read to kids too young, you know. They mean they need some sort of thing. We also found that this metaphor helped people pivot in their minds from you know. Yes, a vaccine is good for the individual, but it's also good for society, right? That kind of common good idea. so.

287

01:18:20.960 --> 01:18:30.060

Julie Sweetland (she/hers) | FrameWorks: And the example is metaphors. We tested it. One of the methods that we used, the study overall included close to

288

01:18:30.780 --> 01:18:55.949

Julie Sweetland (she/hers) | FrameWorks: I forget right now. It's 10,000 or so Americans. I will look that up to to get it right. But you know, thousands of folks were in this study. we used we tested it in a large scale. randomized, controlled test for for for for framing through a survey experiment. We also did some on the screen interviews where we would interview folks like, you know. Ask them about their habits, their beliefs. They're thinking about vaccines.

289

01:18:55.950 --> 01:19:15.790

Julie Sweetland (she/hers) | FrameWorks: and then give them a very brief exposure to the metaphor something just like what's here on the screen. And it's a lot like helping them to read vaccines or beginner texts that are immune systems used to practice comprehending a disease, and with that literacy their bodies can read a disease more quickly when they encounter it and respond and resist right away.

290

01:19:15.880 --> 01:19:31.019

Julie Sweetland (she/hers) | FrameWorks: So I'm going to show you in

the next on the next slide, a video of one of those interviews I don't want to overstate, you know, the one interview. you know, in the context of a study that had thousands of data points.

291

01:19:31.020 --> 01:19:47.479

Julie Sweetland (she/hers) | FrameWorks: but I do want to to see. So I I wouldn't suggest that everyone responds this way or that. It always works this way. But I do want to show you that it can work this way. So this is this minute, this, this, this clip is about a minute and a half long, and

292

01:19:47.560 --> 01:19:56.129

Julie Sweetland (she/hers) | FrameWorks: and it offers it offers just a a snippet into how this metaphor can shift thinking so you'll see her thinking before and her thinking after.

293

01:19:56.840 --> 01:20:06.160

Julie Sweetland (she/hers) | FrameWorks: I personally have not been vaccinated. I I did have you know the the latest.

294

01:20:06.290 --> 01:20:10.140

Julie Sweetland (she/hers) | FrameWorks: What we're discussing? I well, what's been going on in the world is that Covid?

295

01:20:10.280 --> 01:20:17.190

Julie Sweetland (she/hers) | FrameWorks: So I have built up antibodies explaining how it works is basically having

296

01:20:17.650 --> 01:20:22.420

Julie Sweetland (she/hers) | FrameWorks: the health system. incorporate certain

297

01:20:23.000 --> 01:20:31.669

Julie Sweetland (she/hers) | FrameWorks: medicines. I guess that can combat together. The risks, I would think, is kind of like what's going on now, even though

298

01:20:31.720 --> 01:20:39.690

Julie Sweetland (she/hers) | FrameWorks: you know people have had their second shots. And now, because of the new Strand. now they're getting boosters.

299

01:20:39.820 --> 01:20:52.809

Julie Sweetland (she/hers) | FrameWorks: So okay. So now you had Delta. Now you have omni-comm, I mean, what else is going to come? And you're just going to have to keep boosting and boosting and boosting, whereas before like, for let's just say the flu.

300

01:20:52.920 --> 01:20:57.460

Julie Sweetland (she/hers) | FrameWorks: You know, I just get one shot for a year. I don't get a booster

301

01:20:57.890 --> 01:21:03.569

Julie Sweetland (she/hers) | FrameWorks: Of course I don't get the flu, but that doesn't necessarily mean that the shot worked.

302

01:21:03.600 --> 01:21:09.220

Julie Sweetland (she/hers) | FrameWorks: and because I haven't been vaccinated, I can't really say that I'm at a big risk.

303

01:21:10.350 --> 01:21:12.360

Julie Sweetland (she/hers) | FrameWorks: because I've been doing pretty good with Andrew.

304

01:21:13.050 --> 01:21:19.510

Julie Sweetland (she/hers) | FrameWorks: That makes sense that that it's just like reading and writing. It's just giving you the ability to increase your knowledge.

305

01:21:19.690 --> 01:21:25.190

Julie Sweetland (she/hers) | FrameWorks: your your body's knowledge. So your your body is getting more knowledgeable. as

306

01:21:26.280 --> 01:21:34.139

Julie Sweetland (she/hers) | FrameWorks: like in reading and writing. As a child, you're you're growing in what the aspect is of your body. So your your body is growing and knowing.

307

01:21:34.230 --> 01:21:38.580

Julie Sweetland (she/hers) | FrameWorks: you know that it's it's getting better in deciphering

308

01:21:38.940 --> 01:21:44.749

Julie Sweetland (she/hers) | FrameWorks: what the benefits are. and about the risks

309

01:21:46.300 --> 01:21:50.380

Julie Sweetland (she/hers) | FrameWorks: God kind of looking at that. I really don't see that there's

310

01:21:51.880 --> 01:21:56.549

Julie Sweetland (she/hers) | FrameWorks: there's any risks. your body is is like the student.

311

01:21:57.270 --> 01:22:05.180

Julie Sweetland (she/hers) | FrameWorks: and the vaccine is like is like the teacher giving you what you need to learn to read and write.

312

01:22:05.680 --> 01:22:11.080

Julie Sweetland (she/hers) | FrameWorks: that's pretty interesting.

313

01:22:11.620 --> 01:22:20.039

Julie Sweetland (she/hers) | FrameWorks: I kind of. I really kind of like the. But I kind of got my mind kind of going differently back to me. Okay.

314

01:22:21.080 --> 01:22:35.479

Julie Sweetland (she/hers) | FrameWorks: I just love that that clip It just shows that that with the right, with the right metaphor, the right choices with careful and strategic choices, you really can break through preconceived kind of positions.

315

01:22:35.480 --> 01:22:52.149

Julie Sweetland (she/hers) | FrameWorks: and and make make a real difference in people's thinking. So I I recommend not just that metaphor to you, but the whole report that offers and the toolkits that go along with that that you can find on our website to to really dig into the vaccine messaging.

316

01:22:52.320 --> 01:23:12.320

Julie Sweetland (she/hers) | FrameWorks: All right. Final kind of point here. and we've talked about this, you know. I think a few times now is to organize with Allies, to deal with disinformation and divisiveness. So at when you know we are getting a a term or that's

politicized, or group that's being singled out.

317

01:23:12.320 --> 01:23:22.769

Julie Sweetland (she/hers) | FrameWorks: there's some things that we, you know we can first do no harm. and then some strategies that you know are emerging, as you know, best practices and and promising practices.

318

01:23:22.780 --> 01:23:34.869

Julie Sweetland (she/hers) | FrameWorks: so one is to avoid some predictable communications traps. I think, in the you know, in the early days of the

319

01:23:34.870 --> 01:24:00.870

Julie Sweetland (she/hers) | FrameWorks: of the the time, you know, in which Fox news in particular, was repeating and and trying to make repeating the term critical race theory and and attaching it to a definition that did not reflect. It's, you know, kind of its origins. you know, we in in hindsight, we can see that some different responses from from folks who are fighting. The good fight on inclusion and equity

320

01:24:00.870 --> 01:24:07.079

Julie Sweetland (she/hers) | FrameWorks: could have been better if they had avoided these predictable communications. Traps.

321

01:24:07.080 --> 01:24:22.529

Julie Sweetland (she/hers) | FrameWorks: So first of all is, don't react before before you reflect. once misinformation or you know, a misdefinition is characterization. A divisive kind of harmful trope is on the move.

322

01:24:22.530 --> 01:24:44.969

Julie Sweetland (she/hers) | FrameWorks: You have to respond strategically. it is human nature. If I say, you know, schools are teaching critical race theory for the school who is never even heard of that. you know I had to look it up. It's a framework taught in law school. We're not doing that right. That is a a, a natural human reaction.

323

01:24:44.970 --> 01:24:54.730

Julie Sweetland (she/hers) | FrameWorks: but we have to be quite strategic about responding again to these sorts of of situations. And

so.

324

01:24:54.800 --> 01:25:10.949

Julie Sweetland (she/hers) | FrameWorks: taking a breath, pausing and thinking about what is the the highest and best use of your limited communications. Opportunities? you know, in in the face of one of these kind of moral panics, or thing is is really important.

325

01:25:10.950 --> 01:25:31.749

Julie Sweetland (she/hers) | FrameWorks: 2 of the things we know are part to be part of that. Strategy is not restating myths or misinformation. Repeating misinformation often reinforces it again. A strong predictor of what people will believe is a number of times they have heard it. So if you repeat it, even to debunk it, you have just given that one more rep. so don't do that.

326

01:25:31.750 --> 01:26:01.629

Julie Sweetland (she/hers) | FrameWorks: and don't get into dead in debates about the correct definition of a term. For one thing, you you know that's not the highest and best use of your your limited communications opportunities. You didn't wake up that day hoping or wanting to talk about critical race theory or gender-affirming care, or whatever it may be. But but also, you know you have other things right that you were trying to to advance on that related issue. But the other thing it does is it gives the impression

327

01:26:01.630 --> 01:26:21.130

Julie Sweetland (she/hers) | FrameWorks: that there are 2 sides to a valid argument. The whole point of these different disinformation campaigns, or one of the pernicious aspects of them, is to to create an argument. You know, it's a manufactured controversy. so you want to to avoid that impression that you, you know, there's 2 sides to this, you want to think about what you're

328

01:26:21.430 --> 01:26:32.460

Julie Sweetland (she/hers) | FrameWorks: doing. So One thing is to make sure that you're not coming off as as correcting folks or wagging your finger at them.

329

01:26:32.460 --> 01:26:58.090

Julie Sweetland (she/hers) | FrameWorks: this is. I've seen this quite a bit in the vaccine space. you know, it's you know, because science people that sort of thing. when we try to counter that misinformation with paternalism, the sense that we, the educated, noble, powerful

right, know what's best for you the the you know, the folks who have been misinformed or or just Jim just haven't read up enough.

330

01:26:58.090 --> 01:27:27.770

Julie Sweetland (she/hers) | FrameWorks: That is further eroding public trust and institutions and evidence. So it's really critical that we are showing that we are. that that old adage we have to, that people have to know. We care before they care what we know, that we're really, you know, making clear that we are working in the but in the public's best interest that we care about the people who are being affected by this and that we are in partnership with them. rather than fixing their thinking

331

01:27:27.770 --> 01:27:41.299

Julie Sweetland (she/hers) | FrameWorks: And so in terms of what to do. And when you are kind of encountering one of these disinformation or divisive kind of moral panic or misinformation.

332

01:27:41.450 --> 01:27:58.520

Julie Sweetland (she/hers) | FrameWorks: mobilization. First of all, as we talked about before, set your intention strategically. In most instances, your goal shouldn't be to convince that vocal vector of disinformation that they are wrong is to inoculate others against their harmful ideas. And if you think about

333

01:27:58.520 --> 01:28:11.620

Julie Sweetland (she/hers) | FrameWorks: how, what, what, what is your communication going to do to the surround sound right? Not. How do you counter that person? How do you create the surround sound that your issue? And in your constituencies need

334

01:28:11.760 --> 01:28:13.340

Julie Sweetland (she/hers) | FrameWorks: think about that.

335

01:28:13.390 --> 01:28:20.410

Julie Sweetland (she/hers) | FrameWorks: Then, as you think, with that in mind, you need to prepare key messages that keep things simple.

336

01:28:20.450 --> 01:28:45.160

Julie Sweetland (she/hers) | FrameWorks: state the truth or the the the the you know the most truthful thing you can say in clear, concise terms. those simple messages, I mean. I think that's one thing that came very clear through the pandemic is, is shorter. Shorter and true

is is better than longer and true. But then explain why it is true, and why you believe it to be true. Point to the evidence base.

337

01:28:45.330 --> 01:29:01.219

Julie Sweetland (she/hers) | FrameWorks: pull back the veil on it a little bit, and then pull back the veil on the disinformation strategy. Name, the disinformation strategy. Maybe it's scapegoating. Maybe it's Cherry picking the data. Maybe it's a personal ad hominem attack.

338

01:29:01.220 --> 01:29:15.599

Julie Sweetland (she/hers) | FrameWorks: name that strategy and worry aloud about its impact. But this does, is it it it it it doesn't restate the misinformation, but it gives people a memorable way to make sense of the misinformation.

339

01:29:15.600 --> 01:29:30.309

Julie Sweetland (she/hers) | FrameWorks: so they they understand why the disinformation is untrue, and why that tactic matters so? you know. Sometimes we see this sort of strategy happening in partisan political discourse, you know, kind of Msnbc versus fox.

340

01:29:30.430 --> 01:30:00.170

Julie Sweetland (she/hers) | FrameWorks: Most of us couldn't, shouldn't, and probably couldn't take that tone. but you can make the same kinds of points of wire. Why is the disinformation vector doing it? And what's the problem with it? in ways that are appropriate for for a public sector employee. So a couple of examples like this, the untrue messages that some are repeating are based on taking a data point out of context. And I worry that this is misleading people and reinforcing harmful stereotypes. You know about this, this group.

341

01:30:00.310 --> 01:30:19.600

Julie Sweetland (she/hers) | FrameWorks: or personal attacks and accusations distract us, and add to an atmosphere of suspicion. I would rather see a careful consideration of ideas that can lead us in a productive direction. So that's, you know, naming the disinformation strategy and and explaining why it's harmful in a way that really demonstrates your care and concern.

342

01:30:19.940 --> 01:30:37.749

Julie Sweetland (she/hers) | FrameWorks: overall. You can't do what's on the left to to kind of call back to my Mini arrow projects or my Mini arrow image instead, a few simple key messages that point people

in the right direction and the same direction.

343

01:30:37.900 --> 01:30:51.050

Julie Sweetland (she/hers) | FrameWorks: All right. That is my all my prepared comments here. We've got more comments. If if people have reactions and and questions, and then, Karia, I think you probably have some other things you want to do housekeeping wise before we close up.

344

01:30:51.640 --> 01:31:16.329

Karya Lustig (she/her): Excellent! Thank you so much. An amazing presentation. with all the little positive reactions there. I love that feature of zoom. so thank you. Everyone. We are capturing all of your comments and questions, so feel free to continue to post them. As I'm closing us out here, we will capture all those and share those with Julie so that she has them. We've glad that you have found this valuable Her contact information is on the screen right now

345

01:31:16.640 --> 01:31:20.010

Karya Lustig (she/her): and then, if we can move over to our close-out deck.

346

01:31:23.360 --> 01:31:48.299

Karya Lustig (she/her): Great. So we just wanted to take a moment. this webinar is brought to you by dialogue for a health and is sponsored by the National Leadership Academy for the Public Health and the Center for health leadership and impact. we'll be opening applications for a National Leadership Academy for the public's health. This program is funded by the Center for Disease Control, and is, a wonderful program to help bring teams of leaders together. Multi sector teams that represent public health.

347

01:31:48.300 --> 01:31:59.630

One of their partners to help do work in communities all over the country. The program is competitive and available in all states and communities. It can be local, it can be 150

348

01:31:59.630 --> 01:32:15.830

Karya Lustig (she/her): statewide, and it just includes one person from public health and and other partners that you work with. it's issue agnostic, meaning that you can come in with any issue in public health, and we highly encourage you to apply the applications will be going, live in August. Next slide.

349

01:32:16.870 --> 01:32:36.910

Karya Lustig (she/her): the learning model helps bring together topics like Julie talked about today. around leadership, community health and partnership skills and systems and political leadership. it focuses on data and continuous quality improvement and strongly embeds health equity into the program and all approaches in all parts of the program

350

01:32:37.390 --> 01:32:38.770

Karya Lustig (she/her): next slide.

351

01:32:39.340 --> 01:32:54.369

Karya Lustig (she/her): so we have 2 information sessions coming up. If you're interested in learning more, one on August third and one on September eleventh, the same information will be shared in both information sessions, and we welcome you to to come and learn more about the program there

352

01:32:54.490 --> 01:32:55.699

Karya Lustig (she/her): next slide.

353

01:32:56.470 --> 01:33:11.360

Karya Lustig (she/her): So thank you all for joining us. Our contact information is on the screen. And again we'll capture all the wonderful comments and questions that came in so that we can share those with Julie, since we didn't get a chance to touch on all of them. Thank you all so much, and hope you have a wonderful rest of your day.