

Utilizing program diagnostic research to identify appealing health promoting TV content

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APHA, Washington D.C.
November 2007

Funded by a research grant from the
Healthy Monday Campaign, NY

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Introduction

- College life transition – critical time for young adults (Anderson et al, 2003; Clement et al, 2004; Keathley & Bass, 2005)
- Develop health choices (Clement et al, 2003; Butler et al, 2004; Levitsky et al, 2004)
- College health statistics (Douglas et al, 1997)
- Universities – reach and opportunity
- Social Learning Theory (Bandura, 1977)
- Previous formative research (Chew, 2005)

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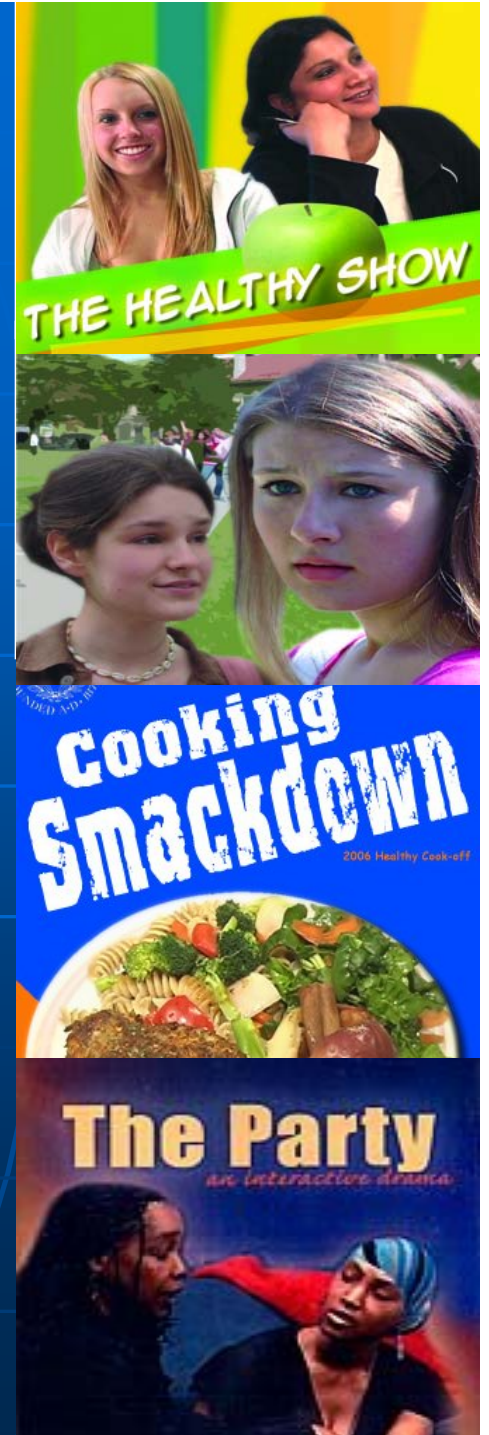
Formative Research

- Conducted before and during program production
- Ascertain appeal of health promoting program concept
- Identify positive program elements for inclusion and negative ones for exclusion
- Recommendation: Conflict and drama, tailor to reflect college student lifestyle, subject transformation, experts with personality
- Production: four health promoting program genres: reality TV, drama, how-to, interactive studio programs

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The Healthy Show – Tula and Jackie (23 min)

- A reality TV program series featuring a professor and a student striving to attain personal health goals
- Advice and consultation from a nutritionist and fitness specialist
- Trials and tribulations as subjects attempt to adopt advice and live healthy lives

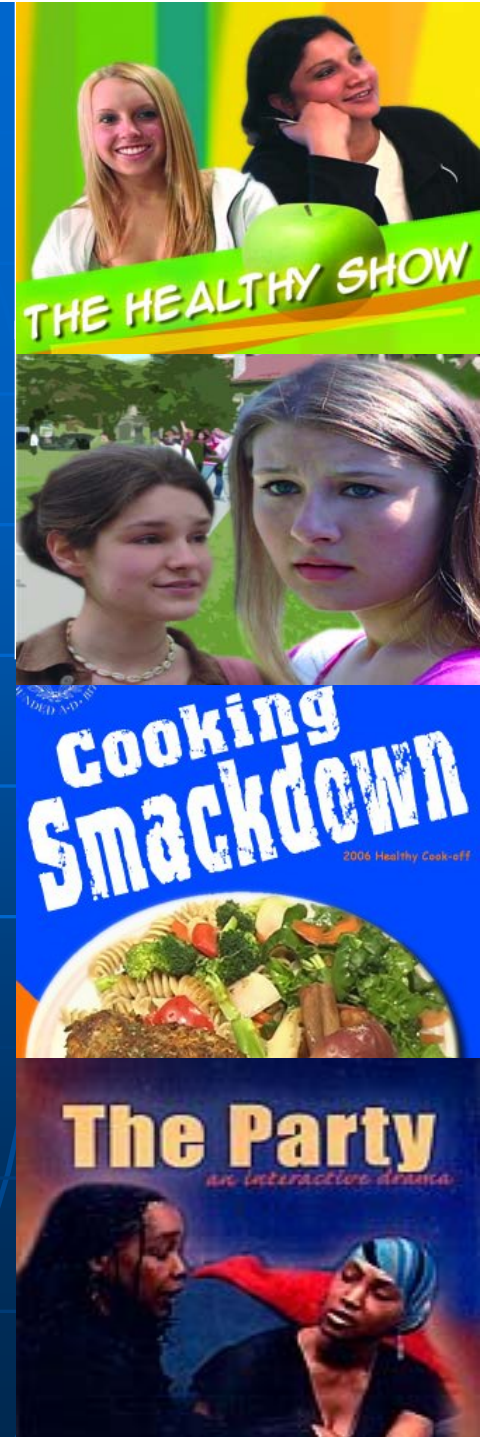


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First Year – Drama Pilot (18 min)

- Two first-year students, Alex and Jen become roommates at a university
- They face conflicts as they adjust to balancing academics, having a social life and living with each other
- Issues addressed – diet, smoking, alcohol abuse and unsafe sex
- Series focus on risky vs healthy behaviors

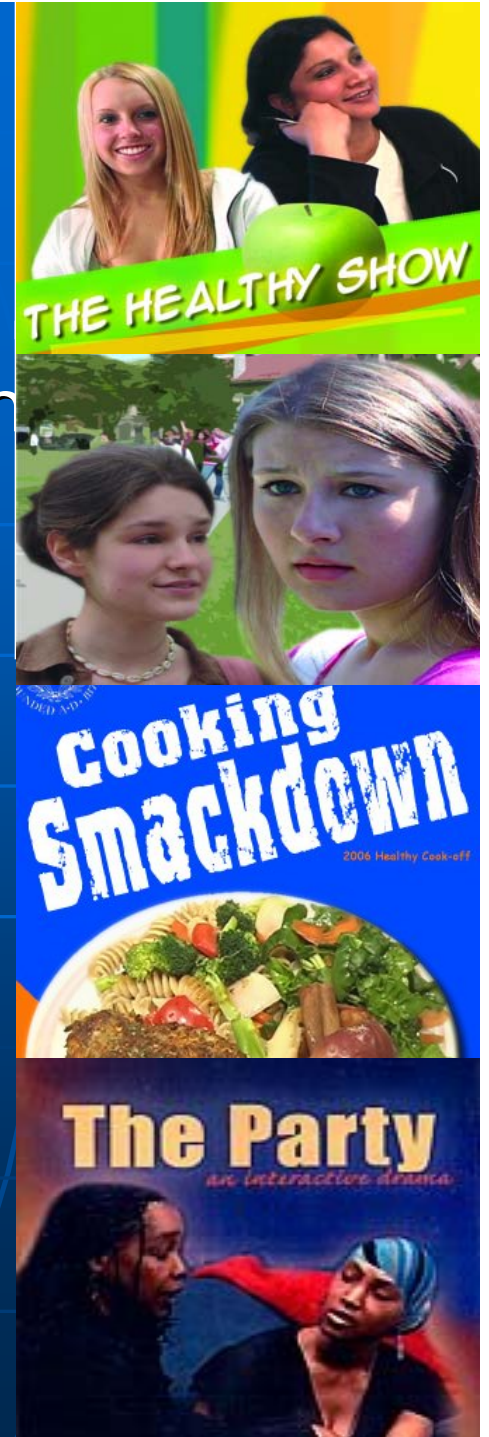
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Cooking Smackdown – How-to-cook show (11 min)

- A cooking competition featuring five student teams and a nutrition professor as host
- Preparing (cleaning, washing and cooking) a healthy meal with various ingredients
- Focus on food safety, food groups and innovative ways to cook vegetables, meat/non meat protein and carbohydrates
- Student judging panel

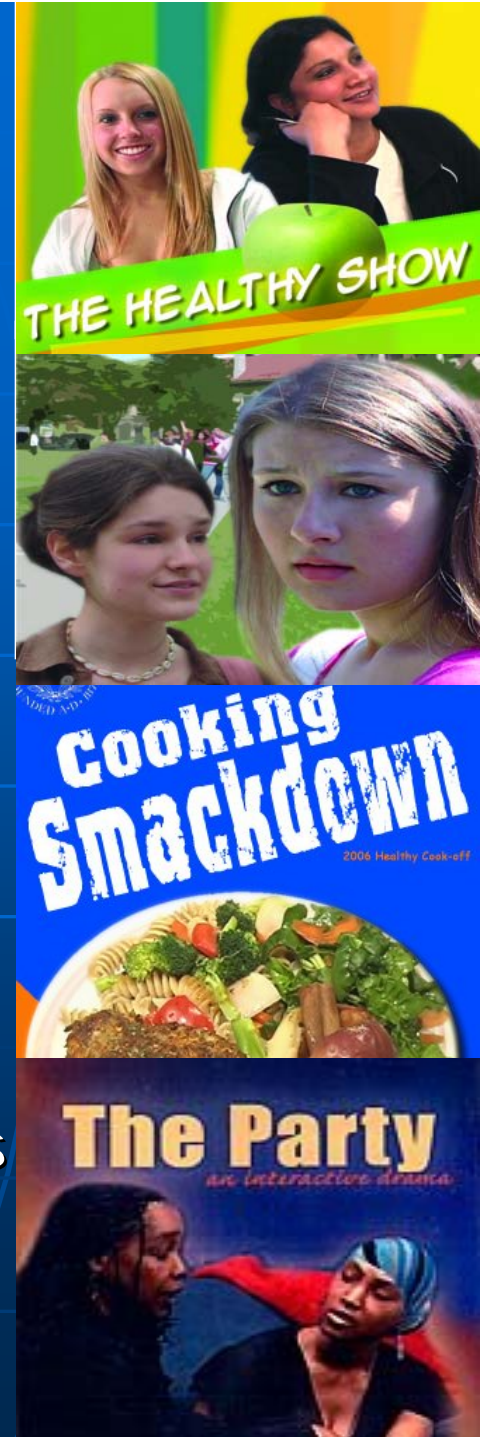
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The Party – Interactive Studio Program on Alcohol Abuse Awareness (56 min)

- A studio-based program with a student audience
- Contents:
 - A short dramatic segment
 - Q&A, audience role playing the two characters
 - Q&A, audience as themselves
 - Q&A with an alcohol abuse prevention specialist
 - A professor hosts and anchors the program
- Audience members recruited from various classes, refreshments provided

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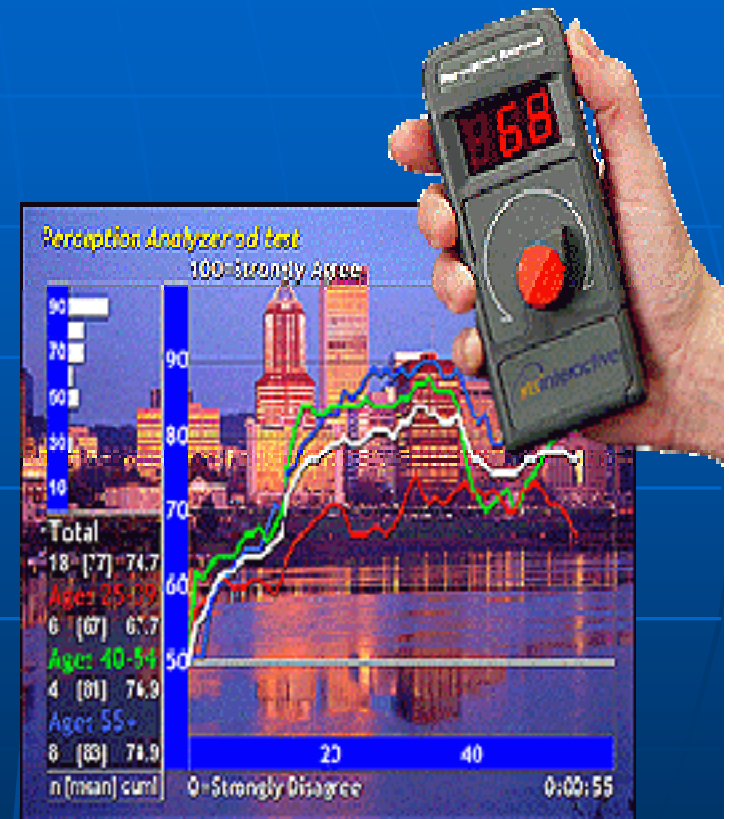
Program Diagnostic Research

- Objective: Test the appeal of four health promoting program genres
- Educational and entertaining elements
- Promote health through engaging content
 - Conflict and drama
 - Incorporates college student lifestyle
 - Subject transformation
 - Experts with personality
- Tested two programs per group, rotated order among a total of 56 students in four groups (10n to 15n) at a NE mid-sized university

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Research Instrument

- Perception Analyzer – Audience response dials
- Format for nominal, ordinal or interval measurement
- Questions focused on program engagement and program appeal (like-dislike)
- Collected qualitative responses
 - Positives, negatives, ways to improve
- Analysis – frequencies, correlations



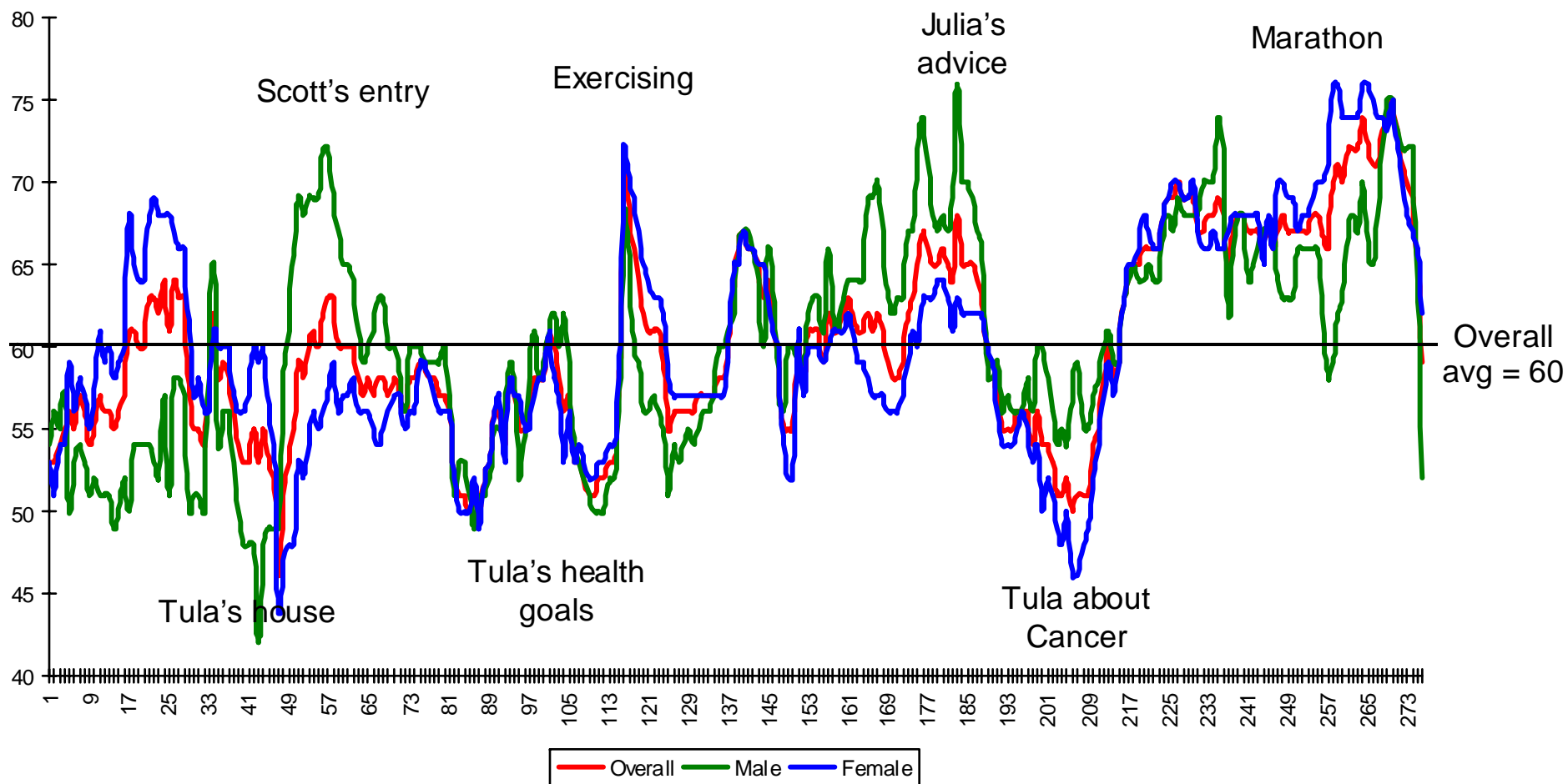
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Key Measures

- Program Appeal – Completely Dislike/Like (0-100)
- Program Engagement – 0-5 Likert scale
 - Affective Attachment ($\alpha=.92$)
 - I enjoyed watching the program
 - I would like to know what happens to the characters
 - The story is interesting
 - I would like to see more program episodes
 - The program captured my attention
 - The program moved me
 - Behavioral integration ($\alpha=.83$)
 - I learned helpful information from the program
 - I would talk to my friends about the program
 - I would apply the information
 - I would recommend the program to my friends

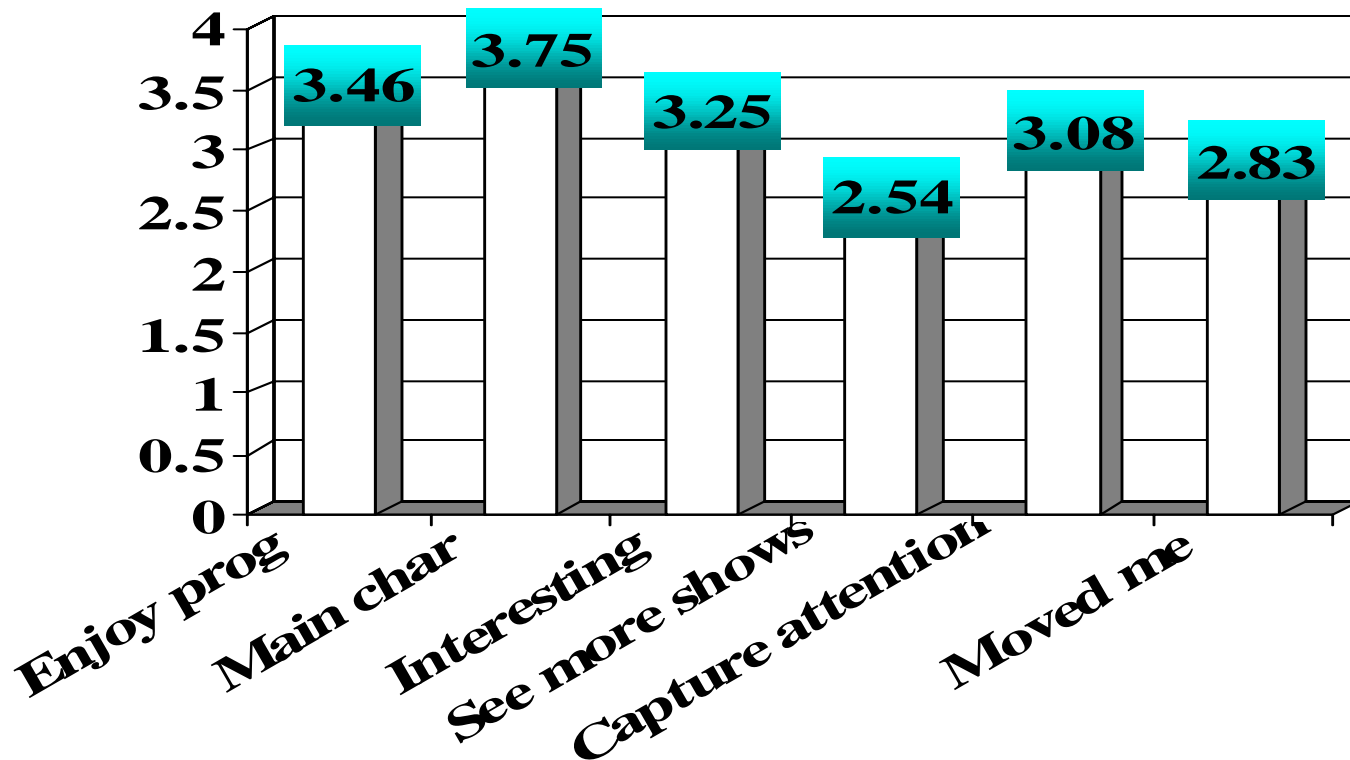
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Healthy Show Program Appeal



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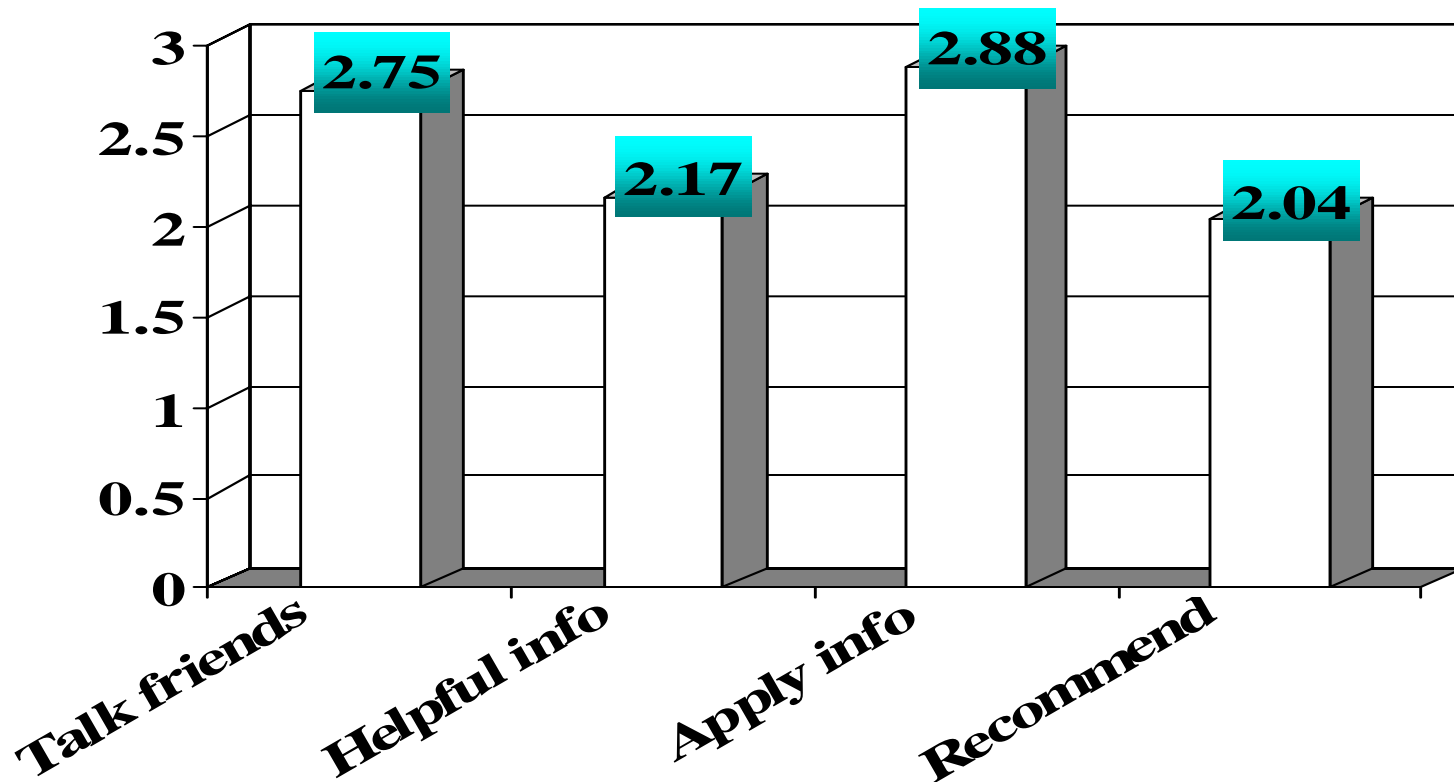
Healthy Show Program Engagement – Affective Attachment



0-5 scale (Strongly disagree to Strongly Agree)

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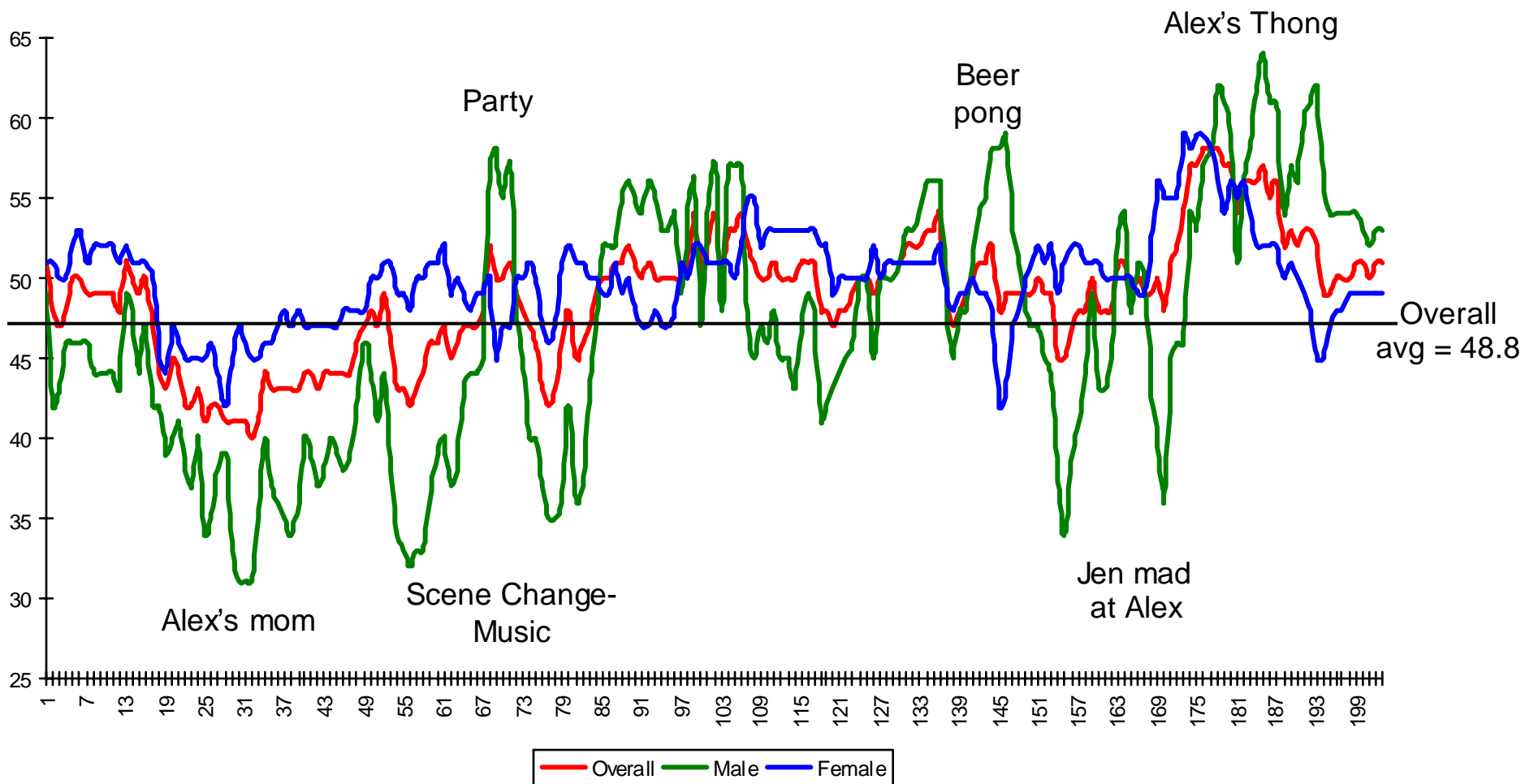
Healthy Show Program Engagement – Behavioral Integration



0-5 scale (Strongly disagree to Strongly Agree)

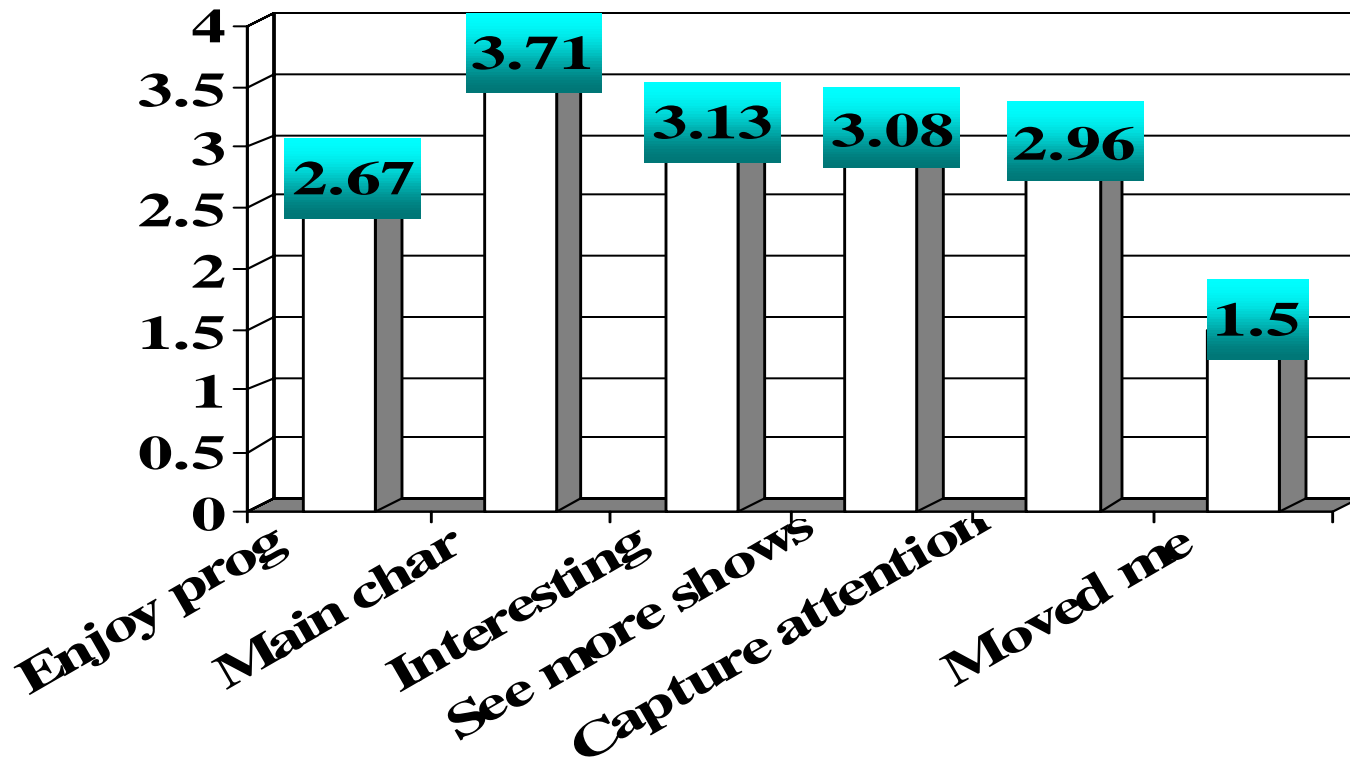
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First Year Program Appeal



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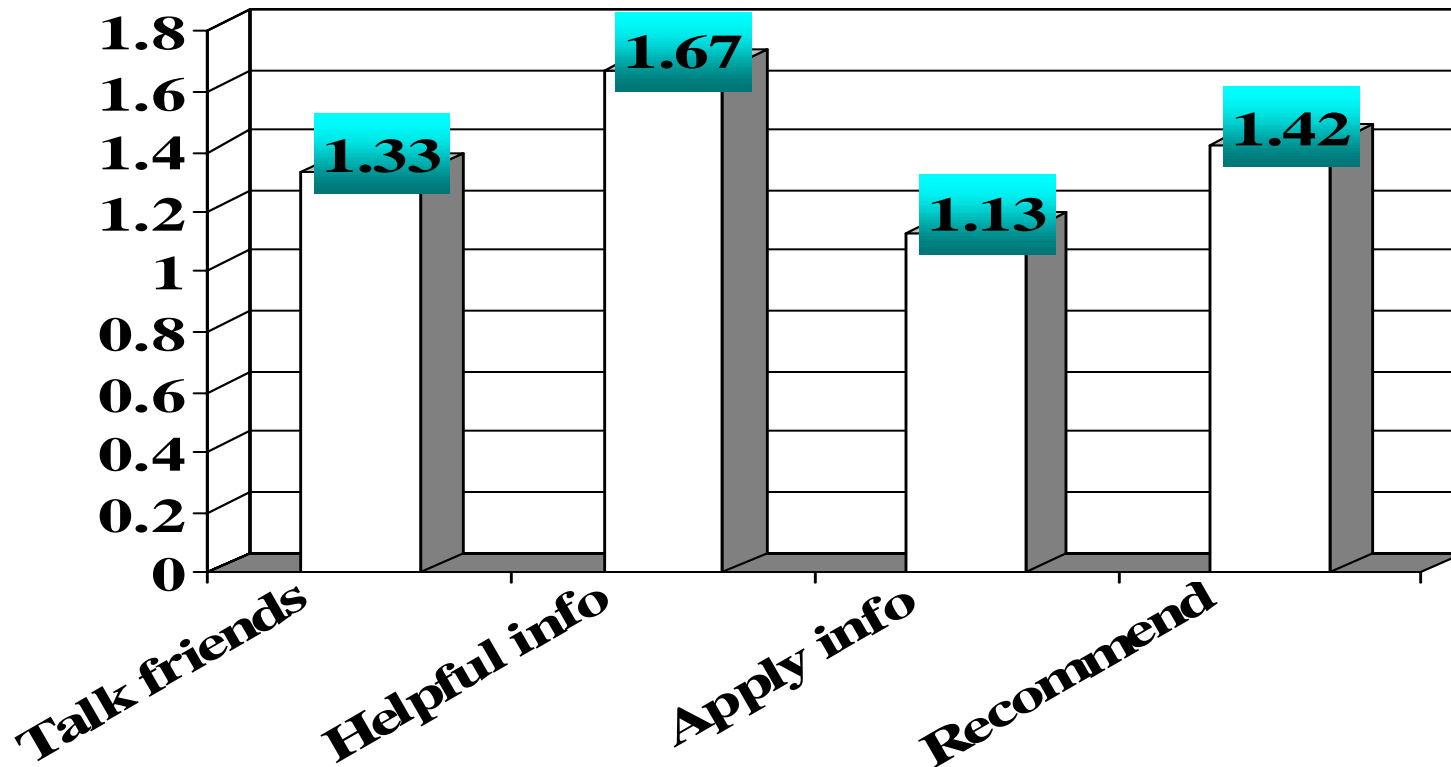
First Year Program Engagement – Affective Attachment



0-5 scale (Strongly disagree to Strongly Agree)

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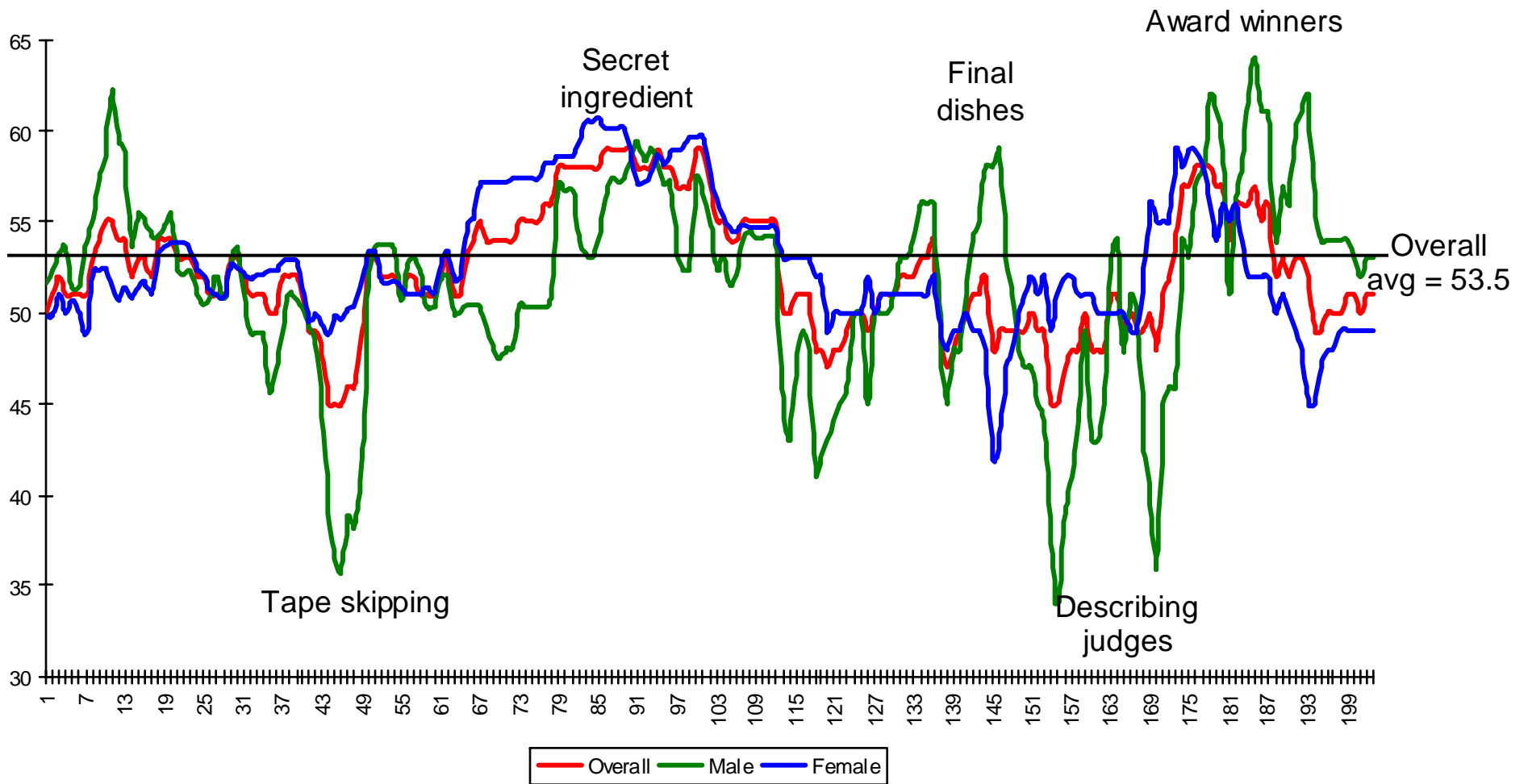
First Year Program Engagement – Behavioral Integration



0-5 scale (Strongly disagree to Strongly Agree)

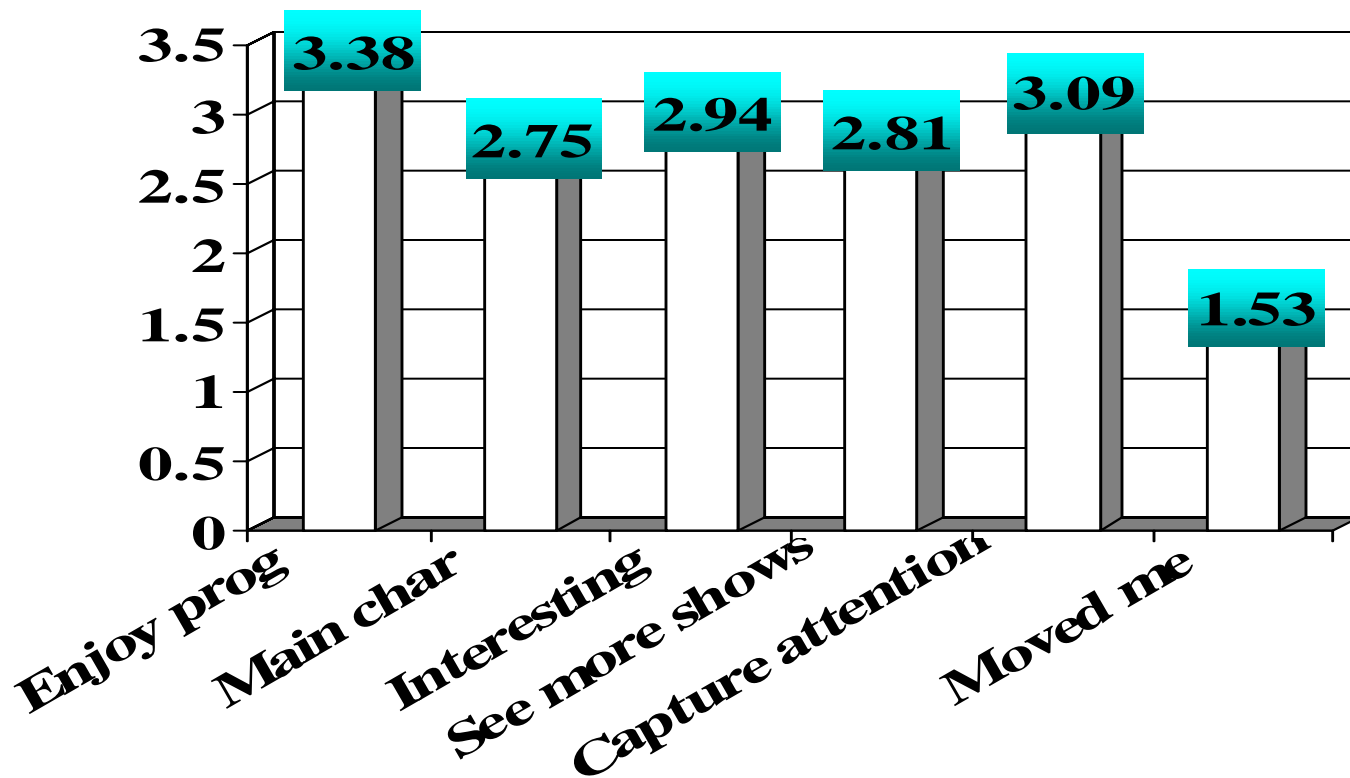
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Cooking Smackdown Program Appeal



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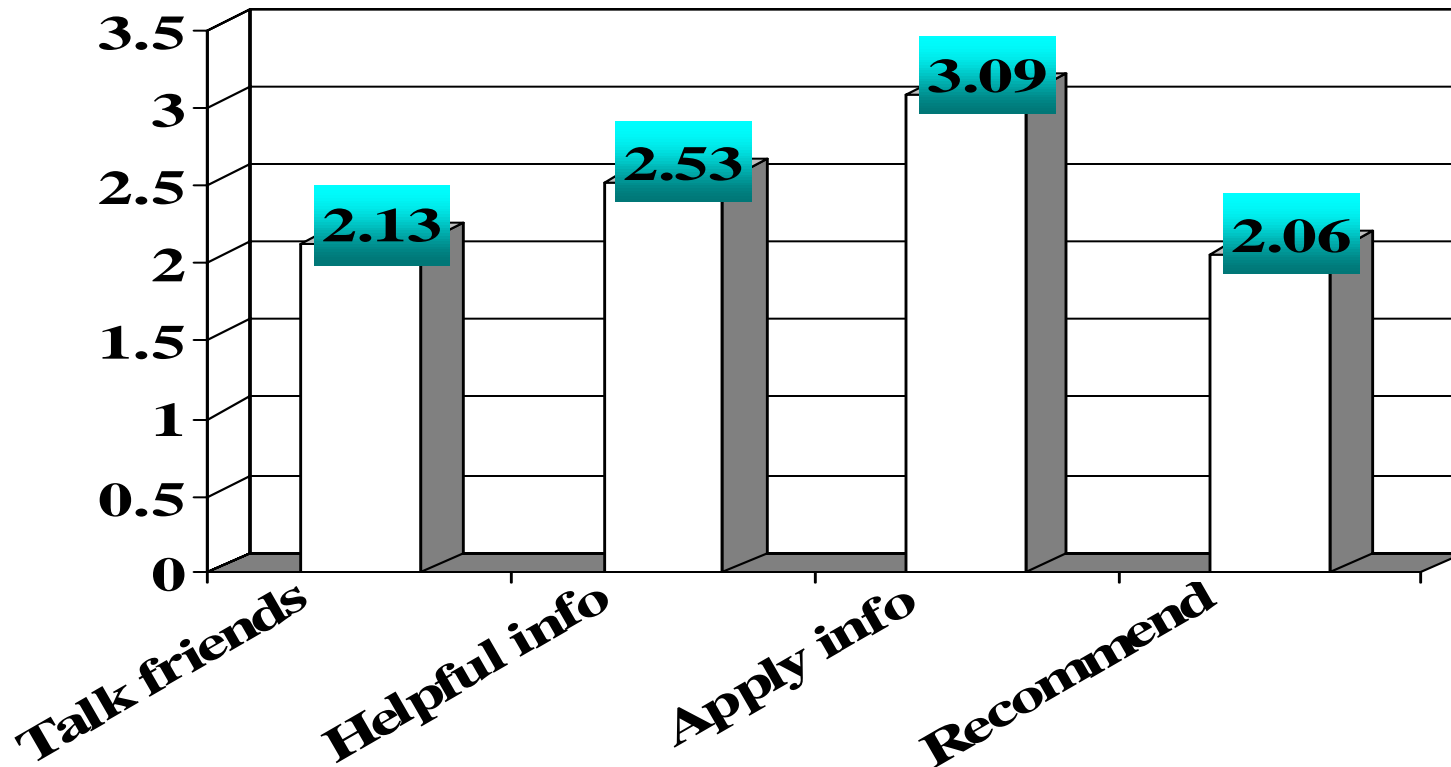
Cooking Smackdown Program Engagement – Affective Attachment



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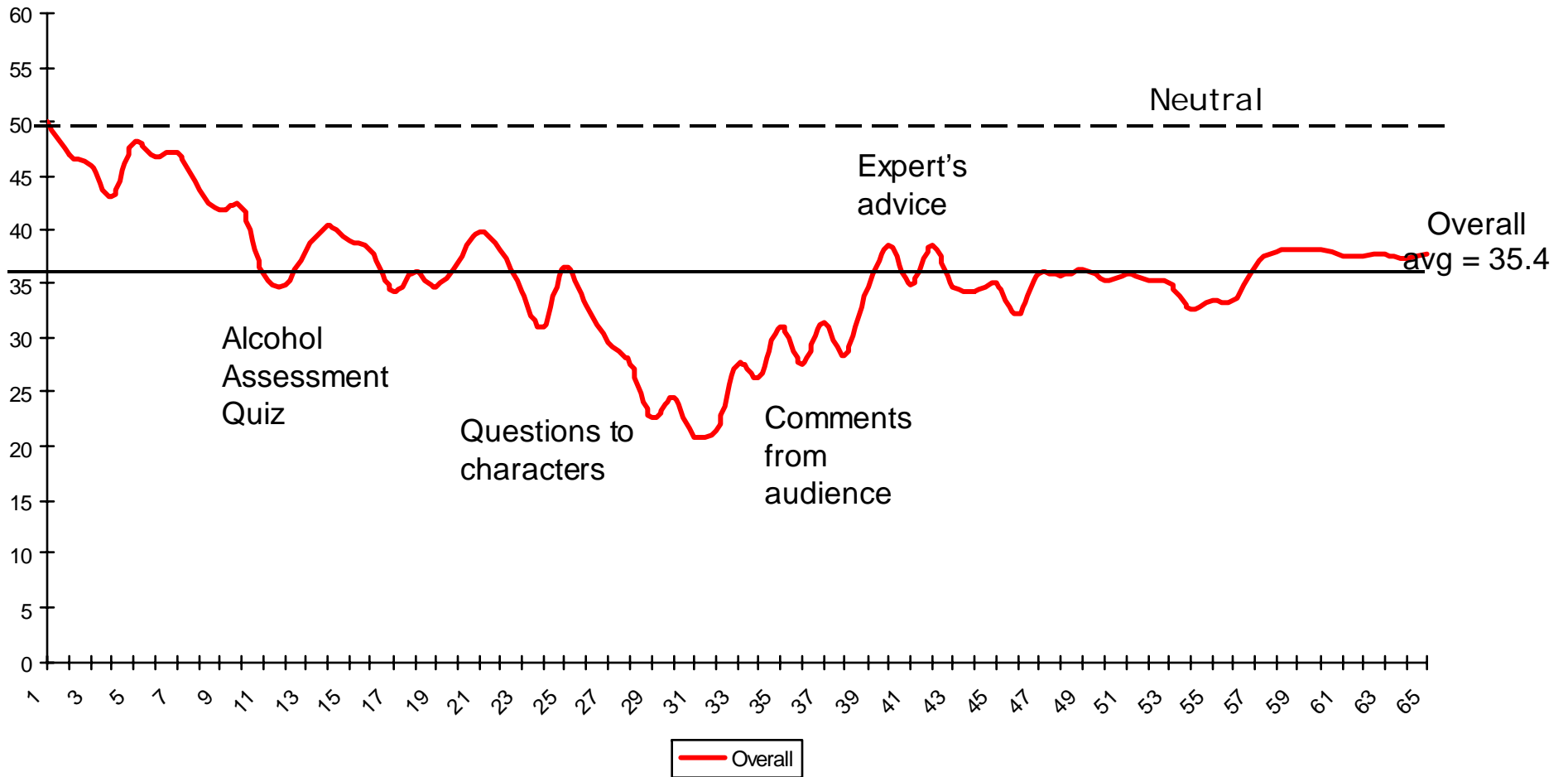
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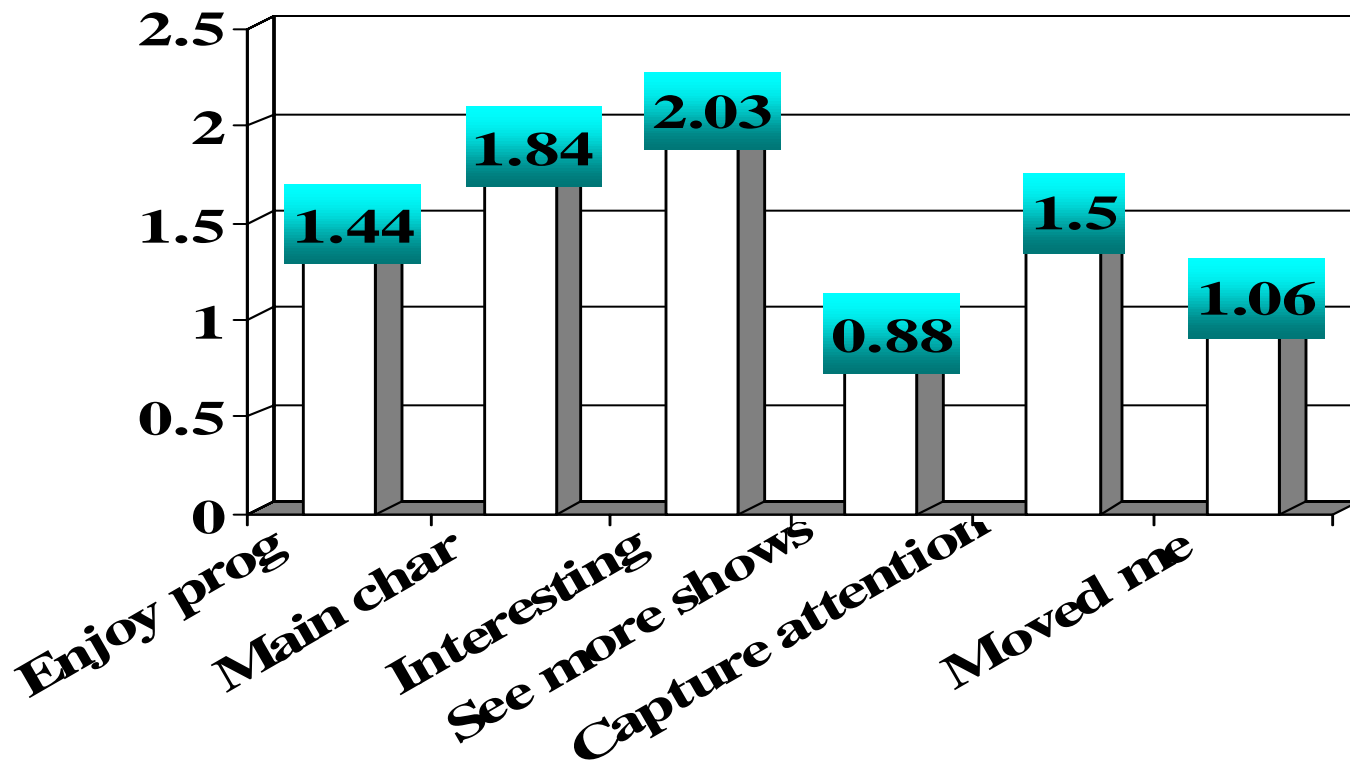
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The Party Program Appeal



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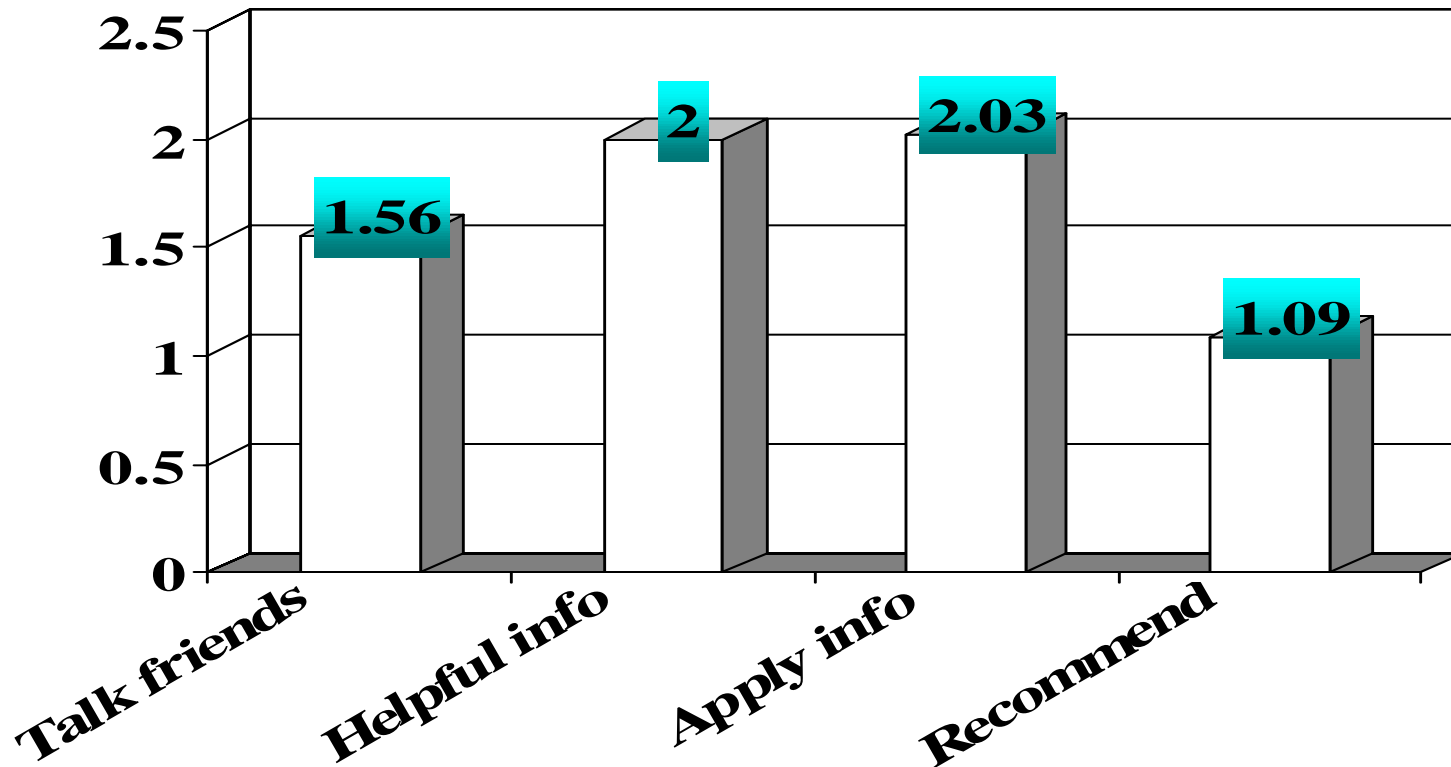
The Party Program Engagement – Affective Attachment



0-5 scale (Strongly disagree to Strongly Agree)

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The Party Program Engagement – Behavioral Integration



0-5 scale (Strongly disagree to Strongly Agree)

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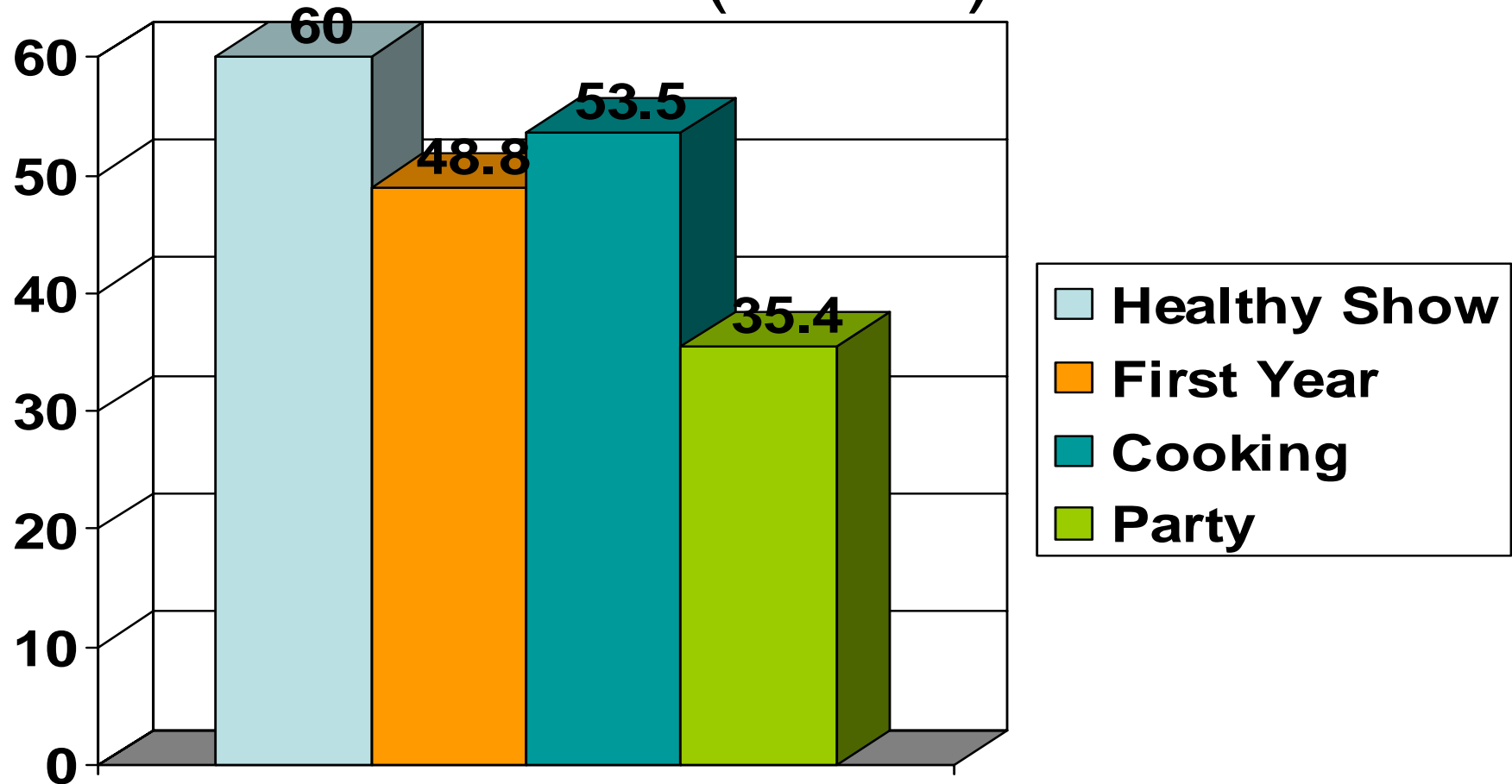
The Party Qualitative Responses

Positives	Negatives	Improvement
Important issues	Too long*	Shorten it*
Q&A	Fake	More realistic
Good concept	Boring	Less Q&A
Funny host	Too elementary	More from experts
Informative	Unrealistic	Better script
Relatable	Repetitive	Remove part where audience pretends to be characters
Good intentions	Cheesy	
Good acting	Q&A boring	
	Stupid	
	Bad casting	
	Common knowledge	

*Frequent response

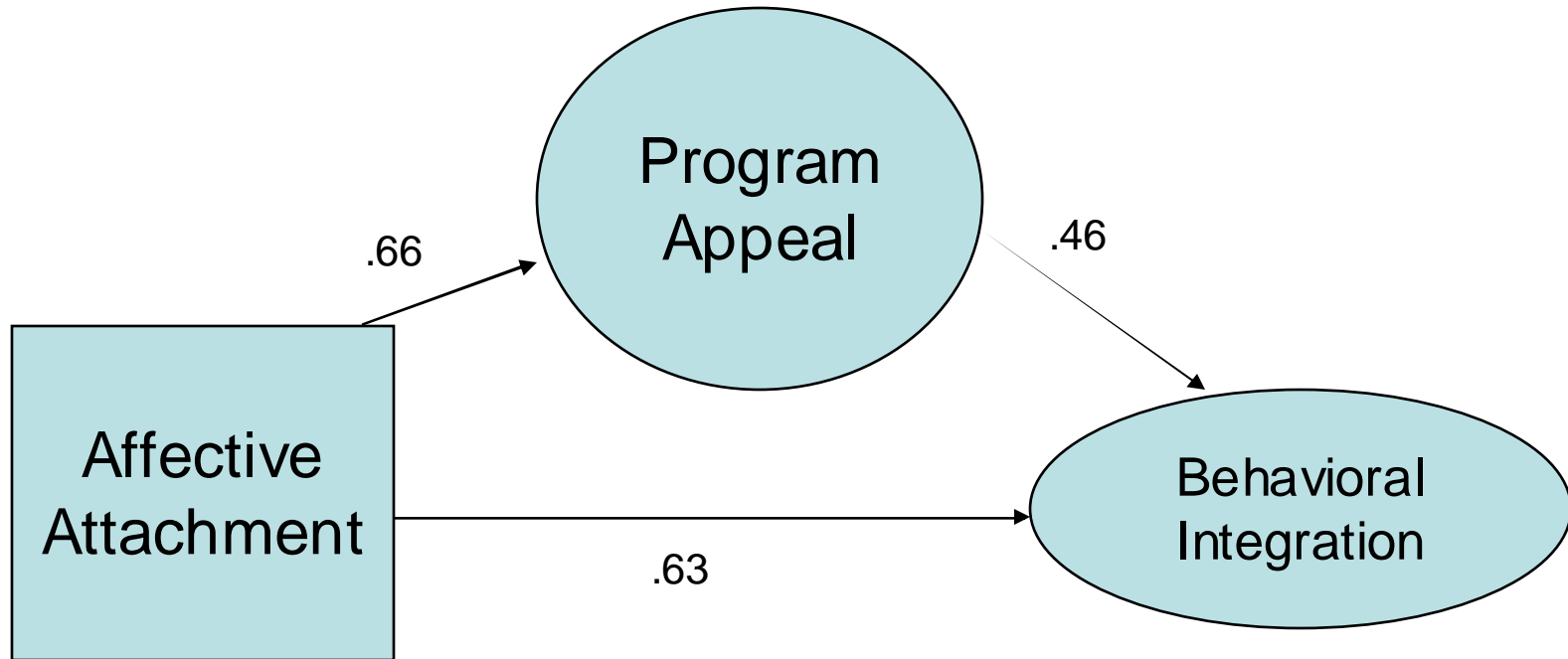
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Overall Program Appeal Score Completely Dislike to Completely Like (0-100)



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Relationship* between Program Engagement and Program Appeal



*Correlations

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Discussion

- Three programs – Healthy Show, First Year and Cooking Smackdown – appealed to the college students
- These shows had relatively high program engagement especially in positive affective attachment.
- Two shows – Healthy Show and Cooking Smackdown had positive behavioral integration
- Subjects assessed Healthy Show motivating and could relate to the two characters – road race training and trying to lose weight
- First Year was funny, entertaining, and realistic
- Cooking Smackdown was appreciated for the healthy cooking tips, useful information, entertainment and visuals
- The studio interactive show on alcohol abuse was long, redundant and needed shortening

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Conclusion

- Program diagnostic research assessed appeal of four program genres and identified program problems
- Confirmed opportunity for entertainment and information programming
- Affective program engagement → appeal → behavioral integration
- Positive responses to three programs - transmitted on the college TV network, web streaming
- Desirable program elements – conflict and drama, tailor to reflect college student lifestyle, subject transformation, experts with personality, program engagement

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Next steps

- Review and re-edit The Party, important topic
 - shorten/delete segments,
 - enliven program
 - introduce secondary host/anchor that students can identify with
 - retest with program diagnostic research for appeal
- Continue to produce more episodes of reality TV, drama and cooking shows
 - Challenge re student actors
- Program engagement as heuristic measure

Thank you

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