

Telehealth and Social Media

About Technical Assistance Briefs. The MCH Evidence Center provides ongoing technical assistance (TA) to Title V agencies related to the emerging evidence base, strategies, and measures related to many topics interconnected with National Performance Measures and other critical topics in MCH. *Technical Assistance Briefs* are an outcome of these TA sessions that are designed to act as *conversation starters* in thinking about programs that can be developed to address issues that affect women, infants, children, adolescents, youth, families, and communities. These briefs are not meant to be comprehensive; full analyses of the NPM topic areas are provided in [Evidence Analysis Reports](#).

The Center makes these customized briefs available during TA and on the program website to identify evidence-based/informed strategies, promising practices, examples of ESMs from the field and peer-reviewed resources. Please [contact us](#) if you would like us to develop a similar report for topics that you are working on.

Initial Query for this Brief. Identify measures and best practices around Telehealth and Social Media.

Evidence-Based Strategy Measures

ESM: Program Integration. These ESMs have been chosen by other states. You can review the ESMs to see if any resonate with your goals. Evidence Center staff are available to talk through how you could modify select ESMs to serve your needs.

State	ESM
AS	ESM 1.1: Percent of media outlets utilized to promote preventive medical visits.
AS	ESM 10.3: Percent of adolescents who have heard or read through mass media campaign the importance of an annual check-up.
AZ	ESM 5.2: Number of digital impressions of the safe sleep media campaign.
CA	ESM 4.1: Number of online views to the "Lactation Support for Low-Wage Workers" report
DE	ESM 1.1 # of MCH social marketing public awareness messages (i.e. brochures, blogs, Facebook posts, website content, etc.) that promote preventive health care and preconception health for women of reproductive age.
GA	ESM 11.1: Number of telehealth/telemedicine patient encounters
IA	ESM 11.1: Number of telehealth visits through Child Health Specialty Clinics
MS	ESM 1.2 Number of social media message months promoting women's preventive health services
MS	ESM 1.3 Number of engaged users viewing social media messages delivered by MSDH social sites promoting women's preventive health services
NV	ESM 12.1: Percent of participants reporting a change in knowledge who completed the Project ECHO online course using Got Transitions Six-Core Elements of Health Care Transition
OK	ESM 4.1: The number of women receiving in-person, telehealth, or telephonic breastfeeding support Title V-funded services by IBCLCs.
SC	ESM 10.1: Number of telehealth providers that adopt a standard of care for adolescents
SC	ESM 10.2: Percent of school districts that offer telehealth services and access to students
SC	ESM 12.1: Percent of pediatric providers that use telehealth to assist CYSHCN transition to adult care

TN	ESM 1.1 Number of press releases, PSAs and/or social media messages promoting preventive health care visits for women of reproductive age
WV	ESM 9.3 Number of messages disseminated via social media

Evidence-Based Strategies – What Works for Health

The following programs have been identified as effective models related to Telehealth and Social Media.

Title	Link	Category
Mass media campaigns against tobacco use	https://www.countyhealthrankings.org/take-action-to-improve-health/what-works-for-health/strategies/mass-media-campaigns-against-tobacco-use	Scientifically Supported
Mass media campaigns against alcohol-impaired driving	https://www.countyhealthrankings.org/take-action-to-improve-health/what-works-for-health/strategies/mass-media-campaigns-against-alcohol-impaired-driving	Scientifically Supported
Telemedicine	https://www.countyhealthrankings.org/take-action-to-improve-health/what-works-for-health/strategies/telemedicine	Scientifically Supported
Technology-enhanced classroom instruction	https://www.countyhealthrankings.org/take-action-to-improve-health/what-works-for-health/strategies/technology-enhanced-classroom-instruction	Scientifically Supported
Internet-based tobacco cessation interventions	https://www.countyhealthrankings.org/take-action-to-improve-health/what-works-for-health/strategies/internet-based-tobacco-cessation-interventions	Scientifically Supported
Mass media campaigns against underage & binge drinking	https://www.countyhealthrankings.org/take-action-to-improve-health/what-works-for-health/strategies/mass-media-campaigns-against-underage-binge-drinking	Expert Opinion
Telemental health services	https://www.countyhealthrankings.org/take-action-to-improve-health/what-works-for-health/strategies/telemental-health-services	Some Evidence
Mass media campaigns for physical activity	https://www.countyhealthrankings.org/take-action-to-improve-health/what-works-for-health/strategies/mass-media-campaigns-for-physical-activity	Insufficient Evidence

Evidence-Based Strategies – Innovation Hub

The following programs have been identified as effective models related to Telehealth and Social Media.

Title	Link	Category
The Health-e-Access Telemedicine Program	https://amchp.org/wp-content/uploads/2021/05/Health-e-access-program_2015.pdf	Best
TELE-ASD-PEDS (TAP) Telehealth Evaluation Model	https://amchp.org/wp-content/uploads/2022/03/Promising-TAP-Telehealth-Implementation-Guide.pdf	Promising Practice
Integrated Services Program: Facilitating telehealth through the loan or lending of cellular technology and tablets	https://amchp.org/wp-content/uploads/2021/09/2021_Utah-Telehealth_Cutting-Edge-Practice-Handout.pdf	Cutting-Edge

Evidence-Based Resources

Resources from the MCH Digital Library & The Peer Reviewed Literature

Technical assistance sampler on: Using technology to address barriers to learning. *Annotation:* This report examines the use of technology to overcome barriers to learning. Topics include information systems management, multimedia aids to facilitate intervention, in situ and distance learning, and model programs and guides. A list of additional references is also included. [Funded in part by the Maternal and Child Health Bureau] <http://smhp.psych.ucla.edu/pdfdocs/sampler/technology/techno.pdf>

Resource eblast: COVID-19 series. *Annotation:* This series focuses on a variety of topics aimed to support families of children and youth with special health care needs in the context of COVID-19. They are: (1) put on your own oxygen mask first; (2) telehealth tips; (3) parenting and ideas for kiddos; and (4) expressing, coping, and reframing. Parts 1-3 are also available in Spanish. <https://familyvoices.org/resource/resource-eblast-covid-19-series/>

State Medicaid & CHIP telehealth toolkit: Policy considerations for states expanding use of telehealth (COVID-19 version). *Annotation:* This toolkit provides states with statutory and regulatory infrastructure issues to consider as they evaluate the need to expand their telehealth capabilities and coverage policies. It covers (1) patient populations eligible for telehealth, (2) coverage and reimbursement policies, (3) providers and practitioners eligible to provide telehealth, (4) technology requirements, and (5) pediatric considerations. This toolkit also includes a compilation of frequently asked questions (FAQs) and other resources available to states. An accompanying checklist of policy questions serves as a tool for states to assess telehealth in their state. <https://www.medicaid.gov/medicaid/benefits/downloads/medicaid-chip-telehealth-toolkit.pdf>

Quality standards training and design version 1.0: Online learning edition. *Annotation:* This document provides standards and indicators in the areas of training setup, learning and application, and user interface. <https://www.phlearningnavigator.org/quality-standards-review-process>

Advancing online public health training systems: Challenges and opportunities. *Annotation:* This report provides the first step in reviewing the current landscape of online public health learning systems, identifying

components of systems that are effective in making learning more efficient, and providing promising practices to emulate in modernizing the nation's public health training delivery system. It describes current systems and makes recommendations to advance standards (tools), advance coordination (partners), and advance systems (infrastructure).

<https://www.ncemch.org/documents/Advancing-Online-Public-Health-Training-FINAL-FINAL.pdf>

An Integrative Review: Understanding Parental Use of Social Media to Influence Infant and Child Health.

Abstract: Parents of young children have unique informational needs and it has been demonstrated that information-seeking behaviors influence health outcomes. Due to social media's popularity, understanding parents' use of social media may assist in disseminating accurate parenting information and in developing targeted interventions. Thus, we aimed to identify and describe the existing literature of parental use of social media for parenting in the U.S.

<https://pubmed.ncbi.nlm.nih.gov/31222601/>

Public health interventions: reaching Latino adolescents via short message service and social media.

Abstract: SMS and social media are pervasive among Latino youth. Program staff and youth perceive these as credible and essential methods of communication in the context of public health programs. Public health interventions must continue to innovate and maximize new ways to reach young people to reinforce public health messages and education.

<https://pubmed.ncbi.nlm.nih.gov/22789678/>

Social media for health promotion in diabetes: study protocol for a participatory public health intervention design.

Annotation: The time constraints of today's medical practice combined with the piling demand of chronic conditions such as diabetes make any additional request of extra time used by health care professionals a challenge. Social media channels provide efficient, ubiquitous and user-friendly platforms that can encourage participation, engagement and action necessary from both those who receive and provide care to make health promotion interventions successful.

<https://pubmed.ncbi.nlm.nih.gov/29871675/>

Implementation of Text-Messaging and Social Media Strategies in a Multilevel Childhood Obesity

Prevention Intervention: Process Evaluation Results. Abstract: Social media and text messaging show promise as public health interventions, but little evaluation of implementation exists. The B'more Healthy Communities for Kids (BHCK) was a multilevel, multicomponent (wholesalers, food stores, recreation centers) childhood obesity prevention trial that included social media and text-messaging components. The BHCK was implemented in 28 low-income areas of Baltimore City, Maryland, in 2 waves. The texting intervention targeted 241 low-income African American caregivers (of 283), who received 3 texts/week reinforcing key messages, providing nutrition information, and weekly goals. Regular posting on social media platforms (Facebook, Instagram, Twitter) targeted community members and local stakeholders. High implementation standards were set a priori (57 for social media, 11 for texting), with low implementation defined as <50%, medium as 50% to 99%, high as $\geq 100\%$ of the high standard for each measure. Reach, dose delivered, and fidelity were assessed via web-based analytic tools. Between waves, social media implementation improved from low-moderate to high reach, dose delivered, and fidelity. Text messaging increased from moderate to high in reach and dose delivered, fidelity decreased from high to moderate. Data were used to monitor and revise the BHCK intervention throughout implementation. Our model for evaluating text messaging-based and social media-based interventions may be applicable to other settings.

<https://pubmed.ncbi.nlm.nih.gov/29865969/>

Social Media as a Tool to Promote Health Awareness: Results from an Online Cervical Cancer Prevention Study.

Abstract: Online social media platforms represent a promising opportunity for public health

promotion. Research is limited, however, on the effectiveness of social media at improving knowledge and awareness of health topics and motivating healthy behavior change. Therefore, we investigated whether participation in an online social media platform and receipt of brief, tailored messages is effective at increasing knowledge, awareness, and prevention behaviors related to human papillomavirus (HPV) and cervical cancer. We conducted an online study in which 782 recruited participants were consecutively assigned to nine-person groups on a social media platform. Participants were shown a unique random set of 20 tailored messages per day over five days. Participants completed a baseline and post survey to assess their knowledge, awareness, and prevention behaviors related to HPV and cervical cancer. There were no statistically significant changes in knowledge and prevention behaviors from the baseline to the post survey among study participants. There was a modest, statistically significant change in response to whether participants had ever heard of HPV, increasing from 90 to 94% ($p = 0.003$). Our findings suggest that most study participants had substantial knowledge, awareness, and engagement in positive behaviors related to cervical cancer prevention at the start of the study. Nevertheless, we found that HPV awareness can be increased through brief participation in an online social media platform and receipt of tailored health messages. Further investigation that explores how social media can be used to improve knowledge and adoption of healthy behaviors related to cervical cancer is warranted.

<https://pubmed.ncbi.nlm.nih.gov/29948924/>

Health-Seeking Influence Reflected by Online Health-Related Messages Received on Social Media: Cross-Sectional Survey.

Annotation: Major social networking platforms, such as Facebook, WhatsApp, and Twitter, have become popular means through which people share health-related information, irrespective of whether messages disseminated through these channels are authentic. This study aims to describe the demographic characteristics of patients that may demonstrate their attitudes toward medical information shared on social media networks. Second, we address how information found through social media affects the way people deal with their health. Third, we examine whether patients initiate or alter/discontinue their medications based on information derived from social media.

<https://pubmed.ncbi.nlm.nih.gov/29146568/>

Social Media in Public Health: Strategies to Distill, Package, and Disseminate Public Health Research.

Abstract: The worldwide expansion of users on the Internet has popularized the access of individuals to information that may not be obtained otherwise. Social media has fostered interactions between individuals and health organizations by changing the nature and speed of engagement. While it is known that many public health organizations use social media to engage their audiences, little is known about effective strategies and best practices for the dissemination of knowledge and audience engagement. Many barriers exist in the dissemination of public health messages, including limited funds to support information sharing. Blogs and social media networking sites can be dynamic, cost-effective communication tools with the potential to reach scientific, practitioner, and public audiences who may be missed through traditional outlets. This article describes rudimentary processes of developing a blog and using social media to disseminate public health information and potential applications in the day-to-day activities for other public health organizations. With the growing demand for instant communication and concise information, a strong Internet presence could help organizations maximize their reach and impact.

<https://pubmed.ncbi.nlm.nih.gov/31651729/>

Potential of social media in promoting mental health in adolescents. **Abstract:** The growing prevalence of adolescent mental disorders poses significant challenges for education and healthcare systems globally. Providers are therefore keen to identify effective ways of promoting positive mental health. This aim of this qualitative study was to explore perceptions that social media might be leveraged for the purposes of mental health promotion amongst adolescents aged between 11 and 18 years. Utilizing focus groups conducted with adolescents ($N = 54$), educational professionals ($N = 16$) and mental health practitioners (N

= 8). We explored their views about the value of social media for this purpose. Three themes were identified. First, social media appears to have potential to promote positive mental health. Second, adolescents frequently utilize social media and the internet to seek information about mental health. Finally, there are benefits and challenges to using social media in this way. We conclude that despite challenges of using social media and the risks, social media does offer a useful way of educating and reaching adolescents to promote mental wellbeing.

<https://pubmed.ncbi.nlm.nih.gov/30060043/>

Creating Engaging Health Promotion Campaigns on Social Media: Observations and Lessons From Fitbit and Garmin.

Abstract: This study examined the social media activity of successful commercial activity tracker brands to understand which creative elements (message content and design) they use in their communication to their audience, which social media platforms attract the most engagement, and which creative elements prompted the most engagement. Findings suggest that Instagram may be a particularly promising platform for delivering engaging health messaging. Health messages which incorporate inspirational imagery and focus on a tangible product appear to achieve the highest engagement. Fitbit and Garmin employed difference creative elements, which is likely to reflect differences in their target markets. This underscores the importance of market segmentation in health messaging campaigns.

<https://pubmed.ncbi.nlm.nih.gov/30530449/>

Strategies to Increase Latino Immigrant Youth Engagement in Health Promotion Using Social Media:

Mixed-Methods Study. Abstract: Social media outreach is a promising strategy that youth programs can use to complement in-person programming for augmented engagement. The Latino immigrant youth audience in this study had a tendency toward more passive social media consumption, having implications for outreach strategies and engagement measurement in future studies. While study findings confirmed the utility of social marketing campaigns for increasing user engagement, findings also highlighted a high level of engagement among youth with posts that covered casual, day-to-day program activity participation. This finding identifies an underexplored area that should be considered for health messaging, and also supports interventions that use peer-to-peer and user-generated health promotion approaches.

<https://pubmed.ncbi.nlm.nih.gov/30567689/>

The SAHM App – THRIVE. Annotation: SAHM is pleased to present an app designed to empower parents to begin a dialogue with their teen or young adult on important health topics, and help manage their own health. Available on Apple and Android products, the THRIVE app can be downloaded for free. The app features an extensive library of teen health and wellness topics relevant to this transformative and often complex stage of life to help parents have important discussions with their teens and young adults. It also provides parents with conversation starters for difficult or sensitive topics; health exams and preventive health information, including vaccinations and well-visits; risk-oriented behavior, such as drinking, smoking or sexual health; social media and more.

<https://www.adolescenthealth.org/About-SAHM/Healthy-Student-App-Info.aspx>

Web-Based Resources

These resources address programs in the virtual setting (online learning, telehealth services, family engagement).

Guidance for Virtual Programs

*** U.S. Department of Education, Evaluation of Evidence-Based Practices in Online Learning: A Meta-Analysis and Review of Online Learning Studies

<https://www2.ed.gov/rschstat/eval/tech/evidence-based-practices/finalreport.pdf>

*** The Effectiveness of Online and Blended Learning: A Meta-Analysis of the Empirical Literature (Columbia University): <https://psycnet.apa.org/record/2013-11078-005>

*** [Telehealth & Health Equity: Considerations for Addressing Health Disparities during the COVID-19 Pandemic](#) (CDC: September 15, 2020; webinar 64 minutes).

SHAPE America: Guidelines for K-12 Online Physical Education
<https://www.shapeamerica.org/uploads/pdfs/2020/guidelines/Online-PE-Guidance-Document.pdf>

SHAPE America (Society of Health and Physical Educators): Virtual Resources for Health & PE
<https://www.shapeamerica.org/covid19-resources.aspx>

Health & Physical Education in PA Schools Under CDC's COVID-19 Guidance
<https://www.psahperd.org/assets/docs/HPE%20Reentry%20Plan%20%284%29.pdf>

CATCH Health at Home Distance Learning Resources for Educators
<https://catchinfo.org/wp-content/uploads/2020/03/CATCH-at-Home-Distance-Learning-Resources-for-Educators.pdf>

WHO: Monitoring and Evaluation of Digital Health Programs
<https://apps.who.int/iris/bitstream/handle/10665/252183/9789241511766-eng.pdf;jsessionid=BA5D0AD2502F7EADC4F154B7583CF88D?sequence=1>

California Department of Education Distance Learning Considerations
<https://www.cde.ca.gov/ci/cr/dl/dlconsiderations.asp>

Maine Department of Education: Health & Physical Education Remote Learning Resources
<https://www.maine.gov/doe/learning/content/healthphysed>

Inter-agency Network for Education in Emergencies: Distance Education Resources
A collection of online toolkits, webinars, websites, guidebooks, and other helpful resources for distance learning solutions during COVID-19.
<https://inee.org/covid-19/resources/distance-education>

UNESCO Distance Learning Solutions
The list of educational applications, platforms and resources on this page aim to help parents, teachers, schools and school administrators facilitate student learning and provide social care and interaction during periods of school closure. Most of the solutions curated are free and many cater to multiple languages. While these solutions do not carry UNESCO's explicit endorsement, they tend to have a wide reach, a strong user-base and evidence of impact. They are categorized based on distance learning needs, but most of them offer functionalities across multiple categories.
<https://en.unesco.org/covid19/educationresponse/solutions>

Examples of Virtual Programs

Health World e-Learning
<https://www.healthworldeducation.org/>

OPEN Online Physical Education Network

<https://openphysed.org/>

PBS Learning: Online Health & Physical Education Resources

<https://wgvu.pbslearningmedia.org/subjects/health-and-physical-education/>

GoNoodle Movement & Mindfulness Videos

<https://www.gonoodle.com/>

School-Based Virtual Health Centers

<https://cookchildrens.org/virtual-medicine/school-based-telemedicine/Pages/default.aspx>

<https://www.childrens.com/specialties-services/virtual-care/school-based-programs>

Webinars addressing Virtual Support

[The Weitzman Institute: The School-Based Health Center Model in the Face of COVID-19](#)

School-based health centers provide primary care, dental and behavioral health care to students nationwide. The **COVID-19** pandemic is changing the way school-based health services will be provided to students for the upcoming school year. A partnership between the Weitzman Institute and the School-Based Health Alliance has brought together panelists and perspectives from across the country to provide guidance, best practices and examples as well as answer questions through a dynamic webinar series.

[Association of University Centers on Disabilities: Supporting Families in the Post-COVID World: Using Technology to Maximize Reach and Remain Connected](#)

During this webinar, speakers from 2 large rural states—South Dakota and Wyoming—describe **approaches they've used to stay connected and support families during the pandemic**. Their use of distance technology will be highlighted as a means of reducing exposure to COVID-19 and in maximizing the reach of their efforts. Participants will learn from presenters at the University of Wyoming's Project ECHO and the Autism Family Support Program of the University of South Dakota Center for Disabilities:

- About 2 model programs for family supports that focus on rural communities;
- How technology can be used to facilitate connections with families; and
- To describe lessons learned to enhance the effectiveness and reach of these programs.

[UNESCO COVID-19 Education Webinar Distance learning strategies: what do we know about effectiveness?](#)

In a context of global school closures stemming from COVID-19, education systems around the world are scrambling to provide equitable distance learning to students. Yet very little is known about the uptake of different solutions or about their effectiveness. This webinar, the fifth in an ongoing UNESCO series, will look directly at emerging evidence about the impact of distance learning as an educational response to the COVID-19 pandemic.

Specifically, the webinar will consider:

- What mechanisms are in place to monitor the effectiveness of distance education programmes in terms of coverage, up-take, and learning?
- What is known about who is being reached and who is engaged /disengaged? What variations exist for different levels of education?
- What strategies are helping students, teachers and caretakers both access and meaningfully engage in distance education programmes?

- What measures are being taken to ensure the quality of distance learning offered through different delivery systems including internet, TV and radio technologies.

Resources for Increasing Workforce Capacity Around Virtual Programs

MCH Navigator's Telehealth Competencies: <https://www.mchnavigator.org/trainings/telehealth.php>

MCH Evidence Social Media and Communication TA Brief:

<https://www.mchevidence.org/documents/briefs/Evidence-TA-Brief-Social-Media-and-Communication.pdf>

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Last Updated: July, 2022

Access other resources at <https://www.mchevidence.org>

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