Codebook

Themes Codebook

|  |  |
| --- | --- |
| Theme | Description |
| Issues in Medical Care | Videos dealing with inadequate care, including medical sexism, medical professionals not believing patients, lack of communication of important information about conditions. |
| Gender Inequality | Videos relating to gender inequalities, such as male doctors dismissing symptoms or struggles for reproductive rights. |
| Seeking empathy | Videos seeking support, empathy or sharing their struggles. |
| Diagnosis | Videos focusing primarily on the process of being diagnosed |
| Conventional Treatment | Videos explicitly describing a conventional or allelopathic treatments. |
| Coping with Illness | Videos dealing with mental health, managing pain, and coping with major changes to patient lives |
| Support Networks | Videos dealing with family, friends, community forums, sharing someone else’s story or discussing how to best support patients. |
| Diet & Nutrition | Videos sharing information on diet or nutrition. |
| Patient Expertise | Videos dealing with everyday advice, such as heating pads, TENs units, how to manage symptoms; information specific to patients that doctor’s may not have. |
| Side Effects | Videos sharing side effects of medications or treatments. |
| Success Story | Inspirational videos celebrating successful treatments, care, diagnosis or cancer remission. |
| Promoting Preventative Care | Videos promoting preventative measures like pap smears, including condoms/HPV vaccine |
| Signs & Symptoms | Videos describing the signs and symptoms of a women’s health condition. |
| Alternative Therapies | Videos sharing about natural remedies, holistic health and other interventions such as chiropractic care or acupuncture. |
| Health & Exercise Tips | Videos sharing more general information such as exercise, physical therapy or health tips. |

**Accuracy: Adapted DISCERN Instrument for Short Videos**

DISCERN 4. Is it clear what sources of information were used to compile the publication (other than the author or producer)?   
\* Does the information come from an “Authoritative source”?  
\* We treat patients as authoritative source of their own medical experience

|  |  |  |
| --- | --- | --- |
| No | Partially | Yes |
| 1 | 2 | 3 |

DISCERN 9-12: Does the short video reliably recount relevant health information (EITHER: diagnosis, treatment options, symptoms, prevention options, benefits of treatment, risks of treatment, alternative therapies or coping strategies)?

|  |  |  |
| --- | --- | --- |
| No | Partially | Yes |
| 1 | 2 | 3 |

DISCERN 6. Is the short video balanced and unbiased? Does the content creator appear to be selling a product or promoting a specific agenda?

|  |  |  |
| --- | --- | --- |
| No | Partially | Yes |
| 1 | 2 | 3 |

DISCERN 14. Is it clear that there may be more than one possible treatment choice? Does the video leave out important information?

|  |  |  |
| --- | --- | --- |
| No | Partially | Yes |
| 1 | 2 | 3 |

DISCERN 16: Based on the answers to all of the above questions, rate the overall quality of the short video as a source of accurate health information.

\*Round up averages to next whole number

|  |  |  |
| --- | --- | --- |
| Low | Moderate | High |
| *Serious or extensive shortcomings* | *Potentially important but not serious shortcomings* | *Minimal shortcomings* |
| 1 | 2 | 3 |

**Understandability Instrument for Short Videos (Novel)**

1. Does the short video require multiple viewings to understand all information shared?

|  |  |  |
| --- | --- | --- |
| No | Somewhat | Yes |
| 1 | 2 | 3 |

2. Is there an appropriate, non-overwhelming amount of text on-screen?

|  |  |  |
| --- | --- | --- |
| No | Somewhat | Yes |
| 1 | 2 | 3 |

3. Is the information shared understandable without additional context? Is there medical jargon that an average user would not understand?

|  |  |  |
| --- | --- | --- |
| No | Somewhat | Yes |
| 1 | 2 | 3 |

4. Can the speaker be easily heard? Is there other sounds playing over the speaker?

|  |  |  |
| --- | --- | --- |
| No | Partially | Yes |
| 1 | 2 | 3 |

5. Is closed caption text included to aid in understandability of the speaker?

|  |  |  |
| --- | --- | --- |
| No | Partially | Yes |
| 1 | 2 | 3 |