

A public health agency, a group of people, or a person conceives an idea, has a story to tell, a message to deliver. When this has been translated into a visual form, such as a motion picture or a filmstrip, it is ready to assist in accomplishing the intended objective of informing or instructing people. The mechanics for getting such information to the ultimate consumer are not simple.

#### DISSEMINATION OF INFORMATION

Dissemination of information involves constant planning on the following phases: (1) formulation of distribution policies; (2) release announcements; (3) distribution; (4) maintaining stock levels to meet demands; (5) development of audio-visual methods as applied to public health; and (6) constant improvement of production through evaluation.



#### DISTRIBUTION POLICY

A distribution policy was instituted for the purpose of reaching the widest possible audience with the best service. By such policy, films are made available to all persons or groups, domestic or foreign, concerned with solution of problems of health on a professional or subprofessional level. The intentions are that films shall reach all CDC activities, all State and territorial departments of health, schools of public health and preventive medicine, schools of medicine, physicians, schools of sanitary engineering, interested government industrial groups, and colleges and universities offering courses in other biologic sciences. Service to similar groups in foreign countries is cleared through the U.S. Department of State.

#### RELEASE ANNOUNCEMENTS

In order to reach the prospective users with sufficient information as to availability of films, a great number of professional journals and other media are used. If a new release has particular significance for sanitary engineers, it is announced in engineering journals. Likewise, a release of interest to veterinarians is announced in veterinary journals. Other publications employed are those of the American Medical Associa-

The story told by the film must reach the intended audience.



Catalogs, instructor guides, and other utilization materials are prepared and distributed by the text writers of the Division.

tion, the American Public Health Association, and sanitarian publications. Full-page pictorial reviews of both extant and new films are included in each issue of the CDC Bulletin.

The Film Catalog-Utilization Guide is the chief instrument prepared by the Production Division for dissemination of information. This is a loose-leaf catalog prepared in units, consisting of information on audio-visual methods in education, loan and sales regulations, evaluation techniques, and an individual illustrated catalog page for each film. Each catalog page gives a physical description of the film, purpose, intended audience, and the basic concepts covered in the film. Film selection and correlation are simplified by use of these pages. The publication may be obtained by request.

Personal contact in the field and visitors to the Division serve as valuable means of dispersing information. A large majority of the



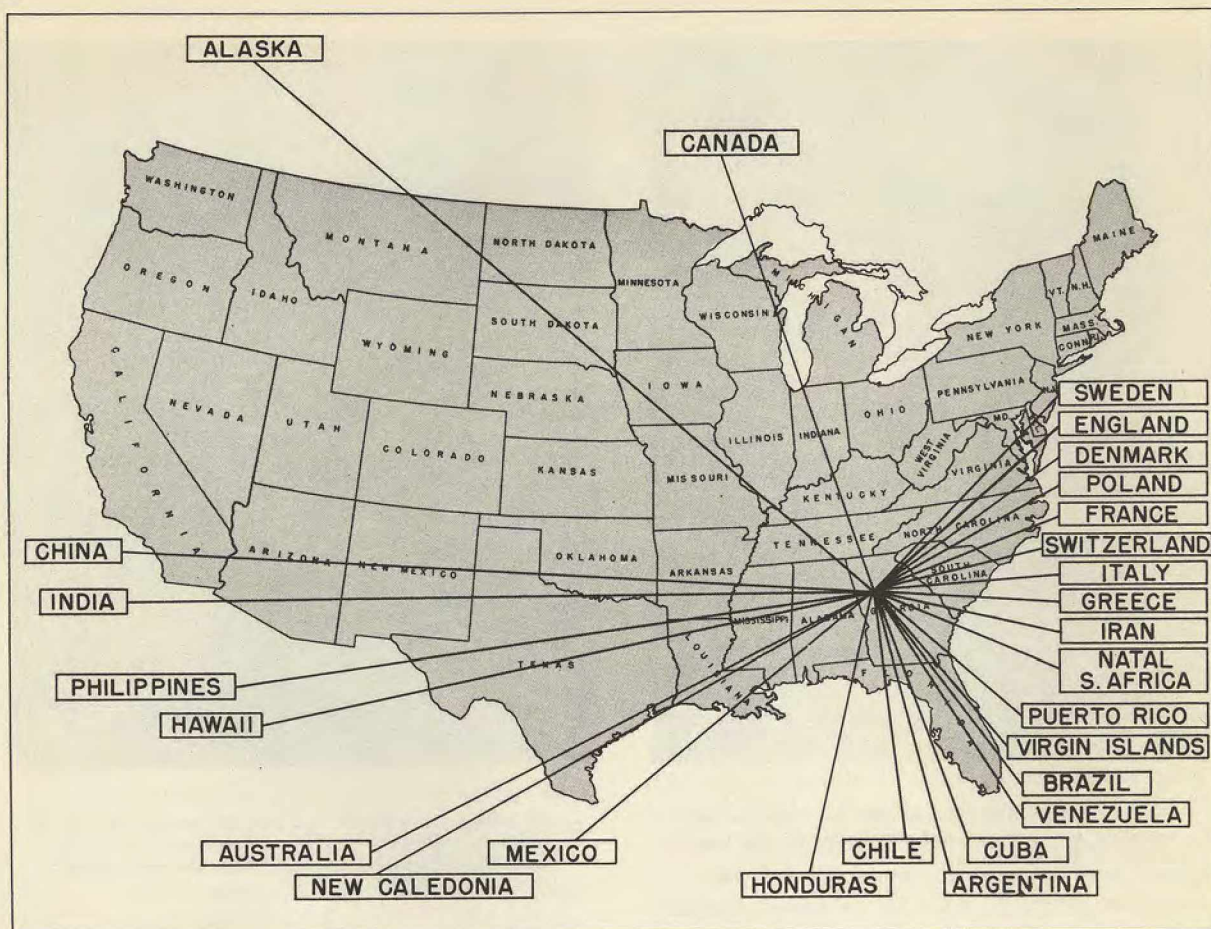
All initial distribution is done by the film library which is maintained by the Production Division. Many short-term and special loans are also made from this library.

films sent to foreign countries is the result of the great number of foreign visitors who come to the Production Division.

The available information leads to requests for service from widely scattered areas of the world. At this point distribution begins.

#### DISTRIBUTION

A film library is maintained for handling the physical aspects of distribution and maintenance. From this film library, films have been shipped to all States and territories of the United States and a considerable number of foreign countries as indicated by the accompanying map. In accordance with the distribution policy previously mentioned, the film library offers free loan of films on the following bases: (1) indefinite loan --- when the frequency of use justifies continuous loan; (2) short loan -- when the need is temporary; (3) special loan --- when there is a special training program under way



CDC films have reached not only all the States but also the areas here indicated, and their distribution is rapidly expanding to other areas. Redistribution is made from practically all of these points.

in which the films are needed more than 30 days but not indefinitely.

Centrally located offices, such as State and regional offices, are eligible for indefinite loan of CDC prints and can list them for redistribution at their discretion.

Many activities take advantage of the opportunity for advance bookings. Better service can be rendered by the film library as more activities resort to advance bookings. The minimum advance notice for satisfactory service is 2 weeks.

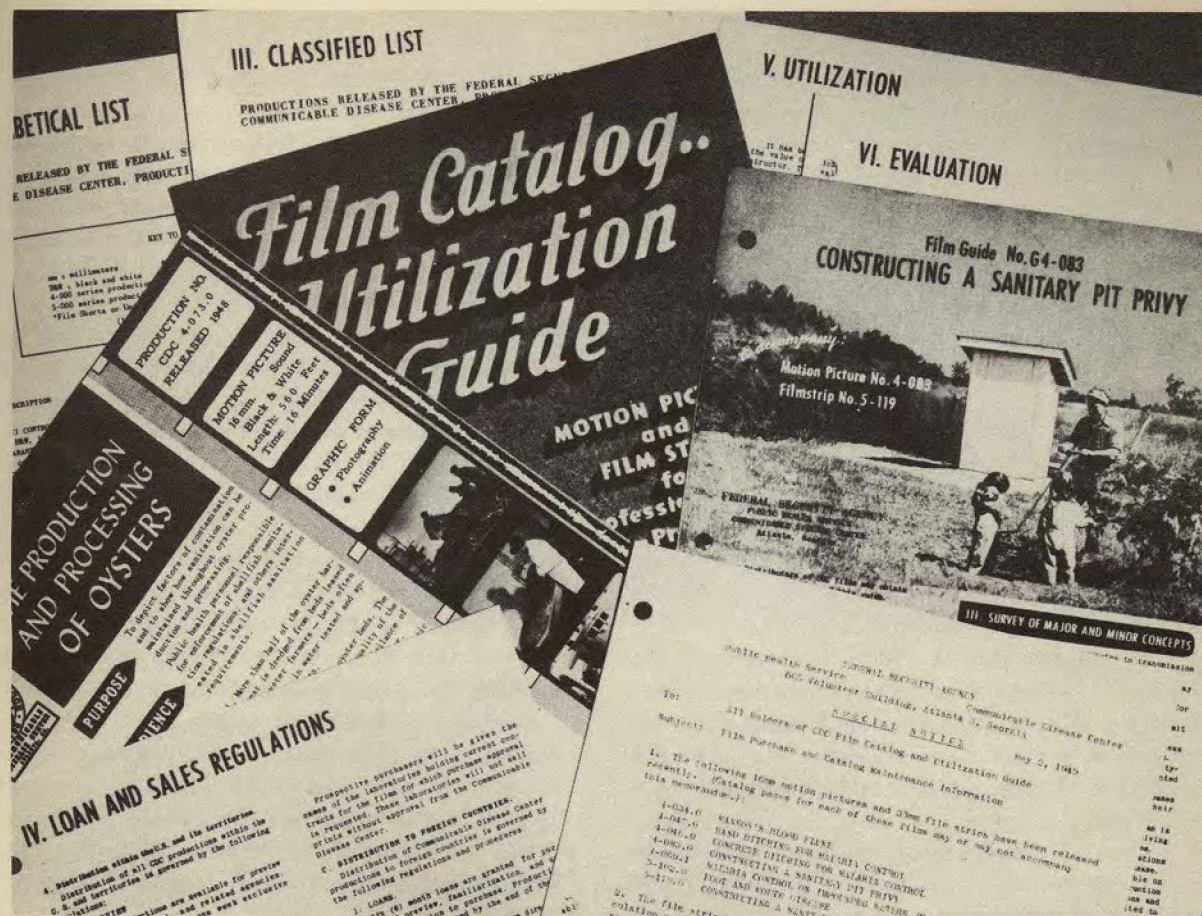
Maintenance includes film care and provision for proper stock levels. Each time a print is received from the field, it is inspected, repaired, and cleaned before it is returned to the files. In order to supply the needs, a fairly large

number of prints is purchased on the initial order. Reorders are placed as needs occur.

After the planning to get the film into the hands of the user, there is the problem of improving methods of presentation.

#### AUDIO-VISUAL METHODS

It is a well recognized fact that a large majority of the persons who use films have not had formal training in audio-visual methods of instruction. Normally, a film cannot do a complete job of teaching by itself. Therefore, it needs the help of the instructor, as much as the instructor needs the help of the film. For these reasons it is necessary to prepare utilization materials to precede and to accompany the films. The special catalog pages which



Utilization materials precede and accompany films. They serve as a guide in selection, correlation, and presentation of films.

precede the film assist in selection and correlation. The utilization section of the catalog gives generally accepted methods of film presentation. The instructor guides which are being prepared for each major production give specific suggestions for presentation of a specific film. These guides help the instructor to integrate the subject matter with the curriculum and the basic knowledge of the trainee.

The instructor guides follow essentially the same plan as those used by other government agencies and commercial producers, but certain adaptations are made to fit them to the needs of public health. The chief function of these guides is to assist the instructor in making his plans for presentation. They can serve as an aid for planning the simplest to the most complex presentation. If the plan of presentation is

simply one of showing the film and following with a brief discussion, the basic concepts around which the discussion should be built are briefly stated in the guide.

The guides are built principally for use in normal teaching situations. They are broken down into the following elements: (1) objectives, (2) intended audience, (3) survey of major and minor concepts, (4) notes, (5) utilization, (6) follow-up, and (7) references.

Utilization is broken down into: (1) preparation, (2) basic principles to be observed, (3) presentation, and (4) follow-up.

One film may be used with one audience for accomplishing one objective, while with another type group it may assist in accomplishing another objective. In either event, it should be used only when it will fill a definite need.

CDC films are prepared specifically for the groups given under DISTRIBUTION POLICY, but often have secondary values for information purposes with other groups. However, disappointment can usually be expected when a film is used with the wrong group.

The survey of major and minor concepts is essentially an outline of the subject matter covered. This subject matter is carefully analyzed and arranged so that the instructor can easily determine the basic concepts and the specific concepts which are used to develop them.

By use of this outline the instructor can determine what areas of subject matter need to be treated by use of supplementary aids and additional information. The basic concepts portrayed should be used in preparing the group and directing their observation as the film is shown. With these concepts in mind, the trainee is able to organize the factual material of the film in his own mind. This outline will also help the instructor to make both subjective and objective tests if there is none included in the guide, or if there is one included but he does not wish to use it.

Under the heading of utilization, specific suggestions are given for preparation and presentation. Dividends from the use of films are usually in direct proportion to the amount of effort and planning. Learning is directly related to motivation. Since CDC films make a direct approach to the subject matter, a major portion of the motivation must come from the instructor before the film is shown.

The instructor must prepare himself by thoroughly familiarizing himself with the content of the film and he must make careful plans for presentation. He should motivate the students

and direct their observation by use of the basic concepts listed in the guide. He should show the film under the best possible conditions. The follow-up after the showing provides for clarification of concepts, summary, testing, and application. Since the follow-up varies so much with the situation, specific follow-up activities are not always given. Tests, discussion questions, and references for supplementary reading are usually included.

Each instructor is left to his own devices in determining what procedure he shall use; but whatever the procedure, it must be carefully planned if desirable results are expected.

In order to further acquaint public health workers with these tools of modern education, audio-visual courses are offered periodically. During these courses, trainees are given instruction in methods, administration, equipment operations and maintenance, and production. Each trainee is given ample opportunity to develop skills by actual performance.

Lectures and demonstrations on audio-visual methods are given to various types of classes in session at various training activities and at both large and small public health meetings.

By use of all these approaches, utilization has been greatly improved, but much remains to be done.



Audio-visual courses are offered for training public health personnel in audio-visual methods. The emphasis is placed on DOING.

Exhibits of many types have been prepared and displayed at major public health meetings throughout the United States.

### EVALUATION

Evaluation in its simplest form is any method of appraisal by which the worth of any object or idea is determined. The worth of an audio-visual aid can be discovered only by determining the degree to which it aids in accomplishing a pre-determined objective.

Evaluation serves as a quality control for the audio-visual materials involved. Prerelease evaluation provides for accuracy of content, suitable subject matter organization, and control of physical qualities of the various media. Postrelease evaluation affords information for improvement of future productions and the necessary guidance for revision or withdrawal of existing releases which may have become partly or totally obsolete due to new discoveries and changing procedures in operational activities.

Prerelease evaluation serves to present an evaluation print of a film to the type of audience for which it was prepared. Audience reaction to these prints often brings to light some last-minute changes which will increase comprehension of certain concepts. At this stage of production, all the technical personnel involved have an opportunity to make a final examination before release prints are made.

Postrelease evaluation provides information as to how well the aid has served in the actual situation. Since so much research has been done to prove the superiority of audio-visual materials over traditional methods of teaching, most of the postrelease evaluation amounts to personal opinion polls in the form of utilization reports provided with the training materials. In addition, a 10-point evaluation form is included on the back of each catalog page for instructor use.



The constant flow of unsolicited letters coming from the field serves a valuable purpose. These letters are extremely welcome whether they contain praise or constructive criticism. Revision, withdrawal, and production of films may and often do result from these letters.

Program evaluation provides information as to the scope and progress of distribution and utilization and brings neglected areas to light. The actual contribution of audio-visual training materials to the solution of the total health problem cannot be measured. But that they make a valuable contribution to training personnel who are to solve these problems is not disputed.

Finally the purpose of utilization is to guide audio-visual materials to their appropriate destination, to improve methods of presentation, and to evaluate the results obtained by their use.

Following this article is a two-page orientation chart illustrating the sequence of activities in the Production Division. From this chart it is apparent that it takes much time, effort, and planning to prepare audio-visual training materials and get them to their intended audience. They are not self-teaching devices; therefore every person using them will be rewarded in proportion to the degree of planning for their presentation.