

FETZER INSTITUTE



February 25, 1993

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Dear Dean Jamieson:

Your comments about the two-part symposium we are working on for Fetzer Institute Trustees, Staff, and Fellows in June and in November 1993 were very helpful. I could come to Philadelphia to explore further the ideas we discussed on any of the following dates: March 3, 4, 10, 17, 19, 22, 24, 26, 29.

Some planning notes relating to the symposium are attached. Briefly, we hope to extend our understanding of:

1. The nature and level of recent activities by the media relating to mind-body health and the lessons we might gain from this understanding.
2. Responses within various sectors of the population--from the public and health care providers to policy makers--to this media attention as the basis for future program activities.
3. The nature and developing directions of beliefs, practices, and policies relating to mind-body health within various publics.

My sense is that there are important insights from the work you and your colleagues are doing that will be helpful in these efforts. Here is how I understand the nature of the Annenberg School's work and ways it may relate to mind-body health and to the symposium we are planning:

1. Relationships between what television is presenting and how people perceive their world; what people are believing and doing in selected aspects of their lives in relation to television coverage of those topics and events.

If there is not adequate time to do a content analysis of what's being covered in mind-body health and how it is being covered and to relate this to what people are believing and

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doing in health care for this symposium, we might explore ways to talk about insights into these relationships from work in other areas.

2. How people draw on information that form their attitudes and behaviors relating to selected aspects of life and living from all sources available to them.

Our interest, of course, is how individuals in various publics are learning about mind-body health. Again, if we can't get something specific to mind-body health, we can consider how useful it would be to look at ways of learning in other areas.

3. Approaches to using media more effectively to intervene in health care practices.

I understand Annenberg's work in this area is focused on developing countries. There may be some useful lessons from those experiences, however, which can be related to mind-body health here--to encourage preventive care inherent in mind-body health; to enable people to make informed choices about health care.

I look forward to hearing from you.

Sincerely,



Charles L. Willis
Senior Program Officer

2/23/93

(Draft for Discussion)

"The New Realities in Mind-Body Health:
Descriptions, Explanations, and Implications"

A Two-Part Trustee, Fellows, & Staff Symposium

June & November, 1993

Part I: June, 1993

Session A: The Media Attention to Mind-Body
Health

a. What's the media doing with mind-body health and why? What's going on with respect to mind-body health inside the heads of leaders in the media?

b. What are the major ideas and evidence being presented? What's being reported on? Not reported?

c. What's the balance of the media as a mirror or interpreter of what's going on in society and the media as molder of societal developments? The balance of media as inhibitor and media as contributor?

d. How do recent levels and patterns of interest by the media in mind-body health relate to prior years? (We can get this from NEXUS)

e. How do we assess the investment of resources by Fetzer and others in what the media are doing with mind-body health?

f. What level of attention to mind-body health by the media should and can be sustained? How can we learn together how to make the most of the power of the media to help advance the field in the most effective ways?

g. What does all this tell us about how the media is working on this story and how to respond in the most effective ways--to strengthen what the media are doing? To deal with the media in constructive ways?

Session B: Some Initial Results of Media Attention to
Mind-body Health

a. Some quantitative measures: Who watched? Who Read? Who discussed? Who responded?

b. What have been the experiences of individuals highlighted in Moyers' Series; in other reports? What does this tell us about how to relate to the media in the most effective ways?

c. First-level assessments of reactions to current attention to mind-body health in communities of interest: segments of: a) health professions; b) educators generally, c) the public at large; d) researchers; e) policy makers; f) business and industry

1. What has been the reaction in these communities?

2. What is being accepted? Rejected?

3. What points are being understood? Misunderstood?

4. What does all this tell us?

Session C: Extending Our Inquiry into the Social and Professional Contexts of of Mind-body health

a. What's happening in the several publics of interest with respect to mind-body health?

1. The Eisenberg Study

2. What did this survey show? What didn't it show?

3. What additional questions should we be asking to get beyond surface issues? What are the areas where we ought to learn more?

4. What do we need to learn to advance the science? The practice? The policy?

b. What is needed to prepare for in-depth analysis of these issues in our Symposium in November?

c. Commission the work.

Part II: November, 1993

Session A: Understanding the Social and Professional Contexts Relating to Mind-body Health

- a. Personal perspectives on incentives; obstacles; entry points by individuals from these sectors:: a) segments of the health professions; b) educators generally, c) segments of the public at large; d) research communities; e) policy makers--key states; Clinton administration; f) business and industry, including life insurance industry.
- b. Some data from additional surveys on the research, application, and policy dimensions, including questions about cost effectiveness of mind body health.
- c. What do these perspectives and the data tell us?

Session B: Understanding Mind-body Health in a Broader, Historical Context.

- a. How does all that's happening relate to the larger context of mind-body health development in the U. S.
- b. Presentation by someone like Eugene Taylor, Historian, Harvard University, a scholar on William James and the mind-body health movement

FETZER INSTITUTE

April 12, 1993

Sharon Black
Robert Hornik
George Gerbner
Annenberg School for Communication
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Dear Sharon, Bob, and George:

We have decided that our agenda for the June, 1993, Fetzer Trustee Symposium has become much too crowded to try to deal with the full range of ideas relating to communications, learning, and behavior from the three of you. As a consequence, we will work toward some special consultation session on these subjects at a later date with our staff and some of our associates.

In the meantime, I will be talking with Sharon about what might be produced by the June meeting on alternative medicine themes on television. Whether such a report will be most useful at the June session or a subsequent meeting depends on the ideas in it.

Many thanks for taking time to talk with Megan Scribner and me about your work. Each of you is dealing with fundamental issues which we need to take into account more fully in our activities.

Sincerely,


Charles L. Willis
Senior Program Officer

cc: Kathleen Jamieson
Megan Scribner
David Sluyter