

**Title of Intervention:** Videotape intervention to increase parent knowledge

**Intervention Strategies:** Individual Education

**Purpose of the Intervention:** To increase poliovirus vaccine knowledge

**Population:** Parents/guardians of 2- to 3-month olds

**Setting:** Pediatric offices and a local health department immunization clinic in the greater Lansing, Michigan area; health care facility-based

**Partners:** Michigan State University, pediatric offices

**Intervention Description:**

- Individual Education: Participants were assigned to either a vaccine information statement intervention or a vaccine information statement plus a 15-minute video intervention. A video contained educational messages about the three polio vaccine schedules, risks and benefits and model parents and vignettes.

**Theory:** Not mentioned

**Resources Required:**

- Staff/Volunteers: Clinic staff
- Training: Not mentioned
- Technology: Audiovisual equipment
- Space: Rooms to view the videotape
- Budget: Not mentioned
- Intervention: Video tape, vaccine information sheets
- Evaluation: Pre- and post-questionnaires

**Evaluation:**

- Design: Prospective, randomized, non-blinded cohort design
- Methods and Measures:
  - Change in general polio and polio vaccine knowledge measured by pre- and post-questionnaires

**Outcomes:**

- Short Term Impact: Both interventions resulted in increased test scores of knowledge. The videotape viewers scored significantly higher on their post-test compared with parents/guardians assigned to the vaccine information sheet only.
- Long Term Impact: Not measured

**Maintenance:** Not mentioned

**Lessons Learned:** The study demonstrated that a complicated discussion of risks/benefits of two vaccines and their schedules of administration could be communicated effectively via a videotaped presentation.

**Citation(s):**

Dunn, R.A., et al., Videotape increases parent knowledge about poliovirus vaccines and choices of polio immunization schedules. *Pediatrics*, 1998. 102(2): p. e26.