



SIE SOCIETY
~~~~~

# The State of Social Impact Entertainment (SIE) in Academia

[siesociety.org](https://siesociety.org)

# The State of Social Impact Entertainment (SIE) in Academia



A October 2025 report by Robert Rippberger (SIE Society) with the support of Amy Henderson Riley (Population Media Center), Caroline Jacoby, and Lanceperry Maniquis (SIE Society).

## Executive Summary

|                                                                                       |    |
|---------------------------------------------------------------------------------------|----|
| To Whom We Spoke                                                                      | 02 |
| One-Page Implementation Checklist                                                     | 03 |
| Where Programs Live—and Why it Matters                                                | 03 |
| Challenges                                                                            | 04 |
| Faculty Voices Continued: Solutions & Opportunities                                   | 05 |
| What Works: Proven Strategies & Resources                                             | 06 |
| An SIE Roadmap—From Pilot to Permanence                                               | 07 |
| Actionable Insights for SIE Educators to Boost SIE Programs Within Their Universities | 08 |
| Global SIE Academic Programs, Faculty, and Resources for Future Growth                | 09 |
| SIE Course Database                                                                   | 10 |
| SIE Certification Programs                                                            | 17 |
| SIE Faculty Network                                                                   | 19 |
| List of SIE Interview Participants                                                    |    |
| SIE Resource library                                                                  | 21 |

## Executive Summary

Over a year's time, Social Impact Entertainment (SIE) Society conducted interviews with twenty-three academic professionals across fourteen U.S. institutions and one in the Netherlands to gain a clearer picture of the current state of SIE in academia. Our mission was threefold—to map the existing landscape, provide insights that strengthen and support its growth, and offer a roadmap for long-term sustainability and success.

## A number of key findings emerged:

- ▶ Burgeoning student demand for academic SIE work at the college level remains unmet.
- ▶ While there are currently numerous successful academic SIE programs, this Report's findings demonstrate pathways for the creation of more quality programming in order to meet student demand at both the undergraduate and graduate levels.
- ▶ The pace of specific SIE courses and programs has accelerated in the last 10 years with one-third beginning as a single-course pilot, before expanding.
- ▶ These programs require a champion to blossom.
- ▶ The key barriers to institutionalizing SIE at academic institutions is staffing, university support, curriculum creation, and funding.

## Despite obstacles, there are strategies for long-term institutionalized success:

- 1 **Funding fractional coordinators** in pilot years—an investment of  $\approx$  \$12,000 unlocks faculty bandwidth.
- 2 **Anchoring programs in grant-rich domains** (Public Health, Environmental Science) to ensure research dollars and legitimacy.
- 3 **Formalizing cross-department or online implementation** so credit hours and budgets aren't siloed.

---

With these levers, universities move SIE from "nice elective" to **core 21st-century literacy**—arming graduates to craft narratives that change behavior, policy, and ultimately, lives.

## To Whom We Spoke

SIE Society interviewed 23 professors and program leads from 15 universities (14 U.S., 1 Netherlands), conducted January 2022 to March 2025. Recordings were transcribed, producing  $\approx$  19,000 words of narrative data.

The mission being to map the field, measure its growth, and chart a roadmap toward long-term sustainability

- ▶ **Single-courses** – 11
- ▶ **SIE Undergraduate Majors/Minors** – 8
- ▶ **SIE Graduate programs** – 2

## One-Page Implementation Checklist

|  | Step                                                                                                  | Evidence from data                                                                  |
|-----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| <input type="checkbox"/>                                                          | Embed course in <b>Public Health</b> or create cross-school lab for long-term fit.                    | Public-health siting correlated with $\geq 5$ -year survival.                       |
| <input type="checkbox"/>                                                          | Identify a <b>co-lead or guest lecturers</b> in a complementary discipline (health, comms, business). | 12 programs credit co-teaching for success.                                         |
| <input type="checkbox"/>                                                          | Draft a syllabus that incorporates hands-on learning elements.                                        | Hands-on tied to higher evals in 6 cases.                                           |
| <input type="checkbox"/>                                                          | Secure <b>\$10,000–15,000</b> seed grant (foundation, alumni, provost).                               | 9 programs launched on micro-grants.                                                |
| <input type="checkbox"/>                                                          | Budget for <b>0.3 FTE coordinator/TA</b> .                                                            | Staff burnout = top obstacle (15 mentions).                                         |
| <input type="checkbox"/>                                                          | Line up <b>one external partner</b> (NGO, festival, civic org).                                       | Partnered courses saw 40–60% boost.                                                 |
| <input type="checkbox"/>                                                          | Pre/post survey for <b>impact &amp; demand</b> ; collect student media metrics.                       | 8 programs flagged need for proof-of-impact on students                             |
| <input type="checkbox"/>                                                          | After two terms, present results + student demand figures to curriculum committee.                    | Committees require a consistent minimum student enrollment to approve a new course. |
| <input type="checkbox"/>                                                          | Align your course to be cross-listed across multiple majors/minors. Attach a 3-year budget plan       | Courses that are cross-listed saw higher enrollment numbers                         |
| <input type="checkbox"/>                                                          | Establish <b>Advisory Board</b> for industry relevance and donor pipeline.                            | Mentioned in 5 interviews with a successfully-established board.                    |

## Where Programs Live and Why it Matters

| Academic Home                      | Share of Resilient Programs                               | Why They Stick                                                                                          |
|------------------------------------|-----------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| <b>Schools of Public Health</b>    | <b>45%</b> of programs that have survived $\geq 5$ -years | Access to research grants and measurable public-health outcomes.                                        |
| <b>Film/TV Departments</b>         | 29%                                                       | Faculty cited high student demand but weak long-term funding (only 1 in 5 has a recurring budget line). |
| <b>Communications /Journalism</b>  | 19%                                                       | Students engage in media-driven projects.                                                               |
| <b>Other (Business, Sociology)</b> | 7%                                                        | Usually interdisciplinary minors piggy-backing on required core courses.                                |

"Public health is where the money is" was echoed by 9 interviewees.

## Challenges

Figure 2. Top Faculty-Reported Challenges

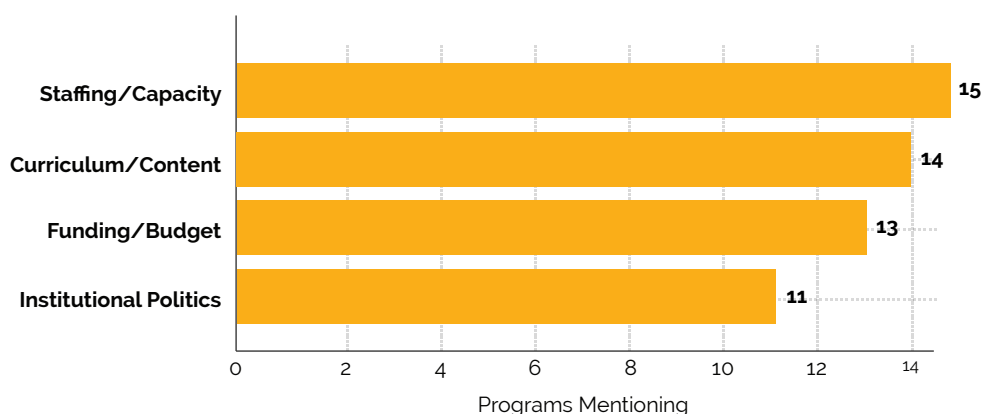
**Staffing/Capacity** challenges refer to faculty experiencing a shortage in TAs, or having to teach too many classes in one term due to the lack of professor “supply” to meet demand.

**Curriculum/Content** challenges refer to experiencing difficulty getting a new course approved, difficulty in outlining a new syllabus with relevant materials, and/or challenges with redesigning a course.

**Funding/Budget** challenges refer to faculty experiencing a lack of reliable long-term funding, where budget cuts at the program level affect courses beneath it.

**Institutional Politics** refers to friction between professors and the institution itself, where faculty may face troubles with communicating effectively with higher-level staff or trouble with implementing new courses.

Figure 2: Most-Cited Challenges



### Core challenges surfaced in qualitative coding

- Role ambiguity between departments.
- “Mission-drift” fears in traditional film faculties.
- Lack of material references (e.g. case studies, similar course syllabus outline, etc).
- Impact measurement follow-ups with students and their campaigns.

## Challenges Continued: Faculty Voices

| Theme                  | Representative Quote                                           | Category  | Attribution*                                             |
|------------------------|----------------------------------------------------------------|-----------|----------------------------------------------------------|
| Curriculum / Content   | "Writing this course felt like teaching three courses in one." | Challenge | <i>Senior Lecturer, Public-Health School, U.S.</i>       |
| Funding / Budget       | "Seed money is easy; recurring funds are the hurdle."          | Challenge | <i>Program Director, Communications Department, U.S.</i> |
| Institutional Politics | "Curriculum-committee sign-off took two full semesters."       | Challenge | <i>Lecturer, Film Department, U.S.</i>                   |
| Impact Measurement     | "Donors wanted metrics before signing the check."              | Challenge | <i>Center Director, SBCC Lab, Netherlands.</i>           |

## Faculty Voices: Theme-to-Quote Matrix

| Theme                    | Representative Quote                                        | Category    | Attribution*                                               |
|--------------------------|-------------------------------------------------------------|-------------|------------------------------------------------------------|
| Staffing / Capacity      | "Hiring a 0.3 FTE coordinator changed everything."          | Solution    | <i>Associate Professor, Film School, U.S.</i>              |
| Interdisciplinary        | "Co-teaching with Public Health earned instant legitimacy." | Solution    | <i>Senior Lecturer, Public Health &amp; Film, U.S.</i>     |
| Student Demand           | "We filled 20 seats in 48 hours without advertising."       | Opportunity | <i>Adjunct Professor, Journalism School, U.S.</i>          |
| Partnerships / Community | "A festival brief doubled our enrollment overnight."        | Solution    | <i>Assistant Professor, Public-Health Faculty, U.S.</i>    |
| Technology / Resources   | "Phone-first storytelling solved our equipment fights."     | Solution    | <i>Assistant Professor, Media Production Program, U.S.</i> |

<sup>2</sup> FTE: Full-Time Equivalent where 1.0 FTE is the equivalent to a full-time workload (~40 hours) set by the University, and subsequent fractions of FTE represent proportional workloads (e.g. 0.3 FTE = 30% workload of 1.0 FTE).

## What Works: Proven Strategies & Resources

| Strategy or Resource                        | Programs using | Reported outcome                                                                        |
|---------------------------------------------|----------------|-----------------------------------------------------------------------------------------|
| Co-teaching (creative + social-science)     | 12             | Doubled prep bandwidth; eased cross-department sign-off.                                |
| Start as single-semester elective           | 11             | Approval in < 1 semester; conversion to minor after 3 terms when enrollment $\geq 20$ . |
| External seed grant for 0.3 FTE coordinator | 9              | Directly addressed the #1 burnout complaint.                                            |
| NGO/festival partnerships                   | 9              | Provided real briefs; enrollment bumps of 40–60%.                                       |
| Shared gear or virtual production lab       | 6              | Lowered cap-ex and scheduling conflicts.                                                |
| Impact-measurement guest workshops          | 5              | Plugged evidence gap; helped win follow-on grants.                                      |

## An SIE Roadmap—From Pilot to Permanence

The interviews revealed a **repeatable growth pattern** that successful programs follow. Each milestone is grounded in the frequency data collected (numbers = programs mentioning the tactic).

| Phase                   | Trigger                                                           | What to do                                                                                                                                                                                                         | Data-backed rationale                                                                                                                                    |
|-------------------------|-------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Seed</b>             | A single faculty champion + external micro-grant (≤ \$15,000)     | Offer a <b>14-week elective</b> cross-listed in two schools.<br>Hire a <b>0.3 FTE coordinator</b> (stipend or grad TA).                                                                                            | "Single-semester elective" cited by <b>11/21</b> as the safest approval path; coordinator funding solved the #1 burnout complaint for <b>9</b> programs. |
| <b>Validate</b>         | ≥ 20 students enroll twice in a row + one outside project partner | Embed an NGO/festival brief.<br>Collect student-impact portfolios + simple pre/post surveys.                                                                                                                       | NGO partnerships lifted enrollment 40–60% (self-reported by <b>9</b> programs). Impact data requests ("prove it") surfaced in <b>8</b> interviews.       |
| <b>Expand</b>           | Dean sees demand + first publication/grant result                 | Propose a <b>minor or certificate</b> ; co-teach with another department.<br>Apply for three-year foundation funding tied to staff lines.                                                                          | Programs that moved to minor status did so in <b>Term 3–4</b> ; co-teaching reduced curricular load (12 mentions).                                       |
| <b>Institutionalize</b> | Recurring budget line secured                                     | <ul style="list-style-type: none"> <li>• Fold into a <b>School of Public Health</b> or create a cross-center "Impact Story Lab."</li> <li>• Establish a standing advisory board (industry + community).</li> </ul> | 45% of > 5-year programs sit in Public Health, citing grant alignment and IRB <sup>3</sup> -ready research pathways.                                     |

**Faculty quote:** "We stopped pitching 'film class plus outreach'; we pitched 'public-health intervention that happens to use film'—funding unlocked overnight." <sup>4</sup>

# Actionable Insights for SIE Educators to Boost SIE Programs Within Their Universities

| Insight                                                                           | Evidence                                                                                                        | Why it matters                                                                                                      | Quick Take-away                                                                                                                                                             |
|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Implementing demand-led design                                                    | 81% (17/23) of interviewees said students initiated the request for an impact-storytelling elective             | Demonstrates that SIE meets latent demand—useful data when pitching new courses to committees.                      | Identify what student demand is and use the data to inform the course design.                                                                                               |
| Hands-on learning increases engagement                                            | In 6 programs with a hands-on element, course evaluations improved and enrollment increased the following term. | Hands-on work leads to increased student satisfaction and is worth the extra coordination effort.                   | Students crave experiential learning over theoretical learning.<br>Developing their own impact campaigns or pitch decks refines useful skills with real-world applications. |
| Cross-listing courses boosts legitimacy, enrollment, and protects against burnout | 12 programs mentioned cross-listing courses, while pairing a faculty member and/or guest speakers.              | Guest speakers engage students while offloading faculty workload. Cross-listing increases likelihood of enrollment. | Pitch every new course as cross-listed between departments, complemented with co-teachers and/or guest lecturers.                                                           |

"Public health is where the money is" <sup>1</sup> was echoed by 9 interviewees.

## Global SIE Academic Programs, Faculty, and Resources for Future Growth

To support educators entering the SIE space and to assist those seeking to launch or expand minors, majors, or certificate programs, SIE Society researched and catalogued courses, certificate programs, faculty networks, and SIE resources. These can be found at the end of this report and include:

- 1. SIE Course Database:** 46 unique SIE courses catalogued. A comprehensive list of global SIE courses, categorized by institution, instructor, and department—with the syllabus included when available (see page 10).
- 2. SIE Certification Programs:** 15 stand-alone certificates/graduate tracks – catalog of certification programs organized by the same criteria (see page 17)
- 3. SIE Faculty Network:** 68 verified faculty at universities ready to consult and share best practices with colleagues (see page 19).
- 4. SIE Resource library:** A curated database of over 265 foundational and contemporary academic resources—spanning books, journals, and articles—relevant to the field (see page 21).

While this report offers a snapshot in time, all materials are maintained as open-source and continuously updated at [SIESociety.org/sie-academic-library](https://SIESociety.org/sie-academic-library), ensuring the most current and relevant information is accessible to the academic community.



## SIE Course Database

| Course Title                                                                                    | Institution              | Department                                                                                        | Professor                                | Course Description                                                                                                                                                                                                                                                                                                                                                                                                             |
|-------------------------------------------------------------------------------------------------|--------------------------|---------------------------------------------------------------------------------------------------|------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <a href="#">Entertainment Education for Behavior Change</a>                                     | Johns Hopkins University | Department of Health, Behavior and Society of the Johns Hopkins Bloomberg School of Public Health | Caroline Jacoby                          | Entertainment Education for Behavior Change. Please remove one of them and adjust the description of the course to be: This course blends creative storytelling with behavioral science, teaching students to design impactful Entertainment-Education projects that promote positive behavior change while building a professional portfolio.                                                                                 |
| Persuasive Communications                                                                       | Johns Hopkins University | Department of Health, Behavior and Society of the Johns Hopkins Bloomberg School of Public Health | Meghan Moran                             | Students learn essential persuasive techniques and theories, identify a target audience, and create a message strategy that appeals to their audience.                                                                                                                                                                                                                                                                         |
| Contemporary Issues in Health Communication                                                     | Johns Hopkins University | Department of Health, Behavior and Society of the Johns Hopkins Bloomberg School of Public Health | Meghan Moran                             | This course explores the vital role of communication in shaping health behaviors and public health outcomes, examining topics like pandemic messaging, misinformation, and media-driven racism. Through asynchronous podcast-style interviews with experts, students will gain insight into how communication influences health in both visible and subtle ways.                                                               |
| <a href="#">Leadership in Strategic Communication Workshop</a>                                  | Johns Hopkins University | Department of Health, Behavior and Society of the Johns Hopkins Bloomberg School of Public Health | Arzum Ciloglu<br>Andrea Brown<br>Anschel | This three-week workshop, organized by the Johns Hopkins Center for Communication Programs and led by a distinguished faculty of public health, policy and development experts, will transform the way you approach work.                                                                                                                                                                                                      |
| <a href="#">Health Literacy Challenges &amp; Strategies for Effective Health Communications</a> | Johns Hopkins University | Department of Health, Behavior and Society of the Johns Hopkins Bloomberg School of Public Health | Suruchi Sood                             | Students learn how to plan and implement an intervention or useful health literacy message to a specific target audience using theory and research-based assessments, bridging gaps between people and communities                                                                                                                                                                                                             |
| <a href="#">Health Communication Programs I and II</a>                                          | Johns Hopkins University | Department of Health, Behavior and Society of the Johns Hopkins Bloomberg School of Public Health | Carmen Cronin<br>Debora B. Freitas López | This two-quarter course trains students to design, implement, evaluate, and critique health-communication programs that influence behavior and improve public health. It walks them sequentially through formative research and situation analysis, theory- and evidence-based strategic planning, message development and pretesting, program rollout and monitoring, and rigorous evaluation with dissemination of findings. |

| Course Title                                                                   | Institution                           | Department                                        | Professor           | Course Description                                                                                                                                                                                                                                                                                                                              |
|--------------------------------------------------------------------------------|---------------------------------------|---------------------------------------------------|---------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <a href="#">Behavior Change and Education Through Entertainment</a>            | Johns Hopkins University              | Zanvyl Krieger School of Arts and Sciences        | Megan Tucker        | This course explores how Entertainment-Education (E-E) can drive positive behavior change by teaching students to create compelling drama serials that embed educational content. Students learn to research their target audience, develop a Design Document, and write engaging scripts that naturally incorporate behavior change messaging. |
| <a href="#">Entertainment Education: Pop Culture with a Purpose!</a>           | University at Buffalo                 | Department of Communication                       | Helen Wang          | Students identify and understand how popular movies and shows have effectively generated social change based on their storytelling messages.                                                                                                                                                                                                    |
| <a href="#">Entertainment Education For Health Promotion and Social Change</a> | University at Buffalo                 | Department of Communication                       | Helen Wang          | Students learn the history, research, and practice of entertainment-education communication strategies                                                                                                                                                                                                                                          |
| <a href="#">Introduction to Media Studies</a>                                  | Massachusetts Institute of Technology | School of Humanities, Arts, and Social Sciences   | Edward Schiappa     | This course "offers an overview of the social, cultural, political, and economic impact of mediated communication on modern culture." (from the syllabus)                                                                                                                                                                                       |
| Health Communication in Popular Media                                          | University of California, Los Angeles | Department of Community Health Sciences           | Philip Massey       | Focus on popular media and how health topics are exposed in them                                                                                                                                                                                                                                                                                |
| Skoll Center for Social Impact Entertainment                                   | University of California, Los Angeles | Department of Film, Television, and Digital Media | Multiple            | This program is the world's first dedicated research and academic center to focus on social impact through entertainment, emphasizing the power of storytelling to drive global change. Students engage in research and practical projects addressing real-world social issues.                                                                 |
| Communication for Development and Social Change                                | Temple University                     | Klein College of Media and Communication          | Clemencia Rodriguez | Training professionals to use media communication and digital for social change and social justice.                                                                                                                                                                                                                                             |

| Course Title                                                                                                                                                                                          | Institution                    | Department                                                                     | Professor      | Course Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|--------------------------------------------------------------------------------|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <a href="#">Public Information Media Campaigns</a>                                                                                                                                                    | Temple University              | Klein College of Media and Communication                                       | Lauren Kogen   | This advanced course trains students to use theory and research to design, implement, and evaluate mass-media public information campaigns that shift knowledge, attitudes, and behaviors on issues such as smoking, drug abuse, safe sex, recycling, animal welfare, and disaster relief. After mastering relevant theories and research techniques, students apply them by creating and preparing an evidence-based campaign for rollout on campus.                                                                                                                                                                                                                                                                                 |
| Communications Ethics                                                                                                                                                                                 | Erasmus University             | School of History, Culture, and Communication                                  | Martine Bouman | Incorporate theory of EE into intervention plan to be implemented on a larger scale                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Communication of Healthy Communities                                                                                                                                                                  | University of Texas at El Paso | Department of Communication                                                    | Arvind Singhal | Students create campaigns/projects that are implemented in the real world on a small scale                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Film, Media, and Social Justice                                                                                                                                                                       | Mount Saint Mary's University  | Department of Film, Media, and Communication                                   | Nicole Haggard | Learn the latest in industry practices to analyze, develop, and produce media content that promotes positive social change                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|                                                                                                                                                                                                       | Occidental College             | Department of Media, Arts, and Culture                                         | Brody Fox      | Study media and production and work to create a participatory media landscape                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Entrepreneurship: Getting to Pilot Ready<br>Cross Media: Primary Sources: Catalyst for Deeper Learning Across Media<br>Journalism Fellowship Program at Harvard College: Leadership in Public Service | Harvard University             | Graduate School of Education, Learning Design, Innovation & Technology Program | Susan McCabe   | Entrepreneurship -in-person, project-based learning course for graduate/doctoral students with product/service ideas aspiring to be entrepreneurs or change agents within established organizations<br>Cross Media -online sync/async course for educators spans theory into practice using social impact stories in film/other media, building action plans throughout;<br>in-person project-based learning course for middle/high school age students focused on social impact story in media of choice<br>Journalism- in-person undergraduate fellowship program focused on social impact & public service to hone interview/writing skills then craft articles for Harvard Gazette series & episodes for In-Reach podcast series. |

| Course Title                                                   | Institution                         | Department                             | Professor             | Course Description                                                                                                                                                                                                |
|----------------------------------------------------------------|-------------------------------------|----------------------------------------|-----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Health Communication                                           | Thomas Jefferson University         | College of Population Health           | Amy Henderson Riley   | Research various health communication methods, interpersonal communication, and overall health literacy                                                                                                           |
| Media and Medicine: How To Tell Stories That Make A Difference | Harvard University                  | Harvard Medical School                 | Neal Baer             | Online program on using storytelling in media to improve health literacy and public engagement                                                                                                                    |
| Certificate in Social Impact Storytelling                      | Georgetown University               | Center for Social Impact Communication | John Trybus           | A program focused on training students and professionals to use storytelling as a tool for social change, targeting marketers, communicators, and nonprofit professionals.                                        |
| Executive Program in Social Impact Strategy                    | University of Pennsylvania          | Center for Social Impact Strategy      | Peter Frumkin, et al. | Offers tools to design and execute ventures that generate social change, focusing on researching theories, understanding market audiences, and developing a plan of outreach to impact those audiences            |
| Media and Social Change Minor                                  | University of Southern California   | Annenberg School of Communication      | Various               | Provides insight into the practice of media content and how the medium can positively influence social change                                                                                                     |
| Media Institute for Social Change                              | University of Southern California   | Media Institute for Social Change      | Various               | Explores how various forms of media can be utilized to make large impacts on communities, driving social change through storytelling                                                                              |
| Impact Start-Up Disco                                          | UC Berkeley Haas School of Business | Social Impact Leadership               | Jorge Calderon        | Covers strategies to create social impact, understanding complex social and economic issues, and embedding DEI in social ventures.                                                                                |
| Storytelling for Social Change                                 | University of Michigan              | Michigan Online - Arts and Culture     | Anita Gonzalez        | This course explores how to craft stories and layered characters that foster social change. Students learn through video interviews, performances, and writing their own impactful stories and unique characters. |
| Media and Communication                                        | Anglia Ruskin University            | Arts, Humanities and Social Sciences   | Various               | Focuses on using media as a tool for social innovation, analyzing case studies from the entertainment industryEduRank                                                                                             |
| Media and Communication Studies                                | Stockholm University                | Department of Media Studies            | Various               | This course addresses how media can promote social justice, emphasizing its use in influencing policy and public awareness.                                                                                       |

| Course Title                                                      | Institution                       | Department                                          | Professor                | Course Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-------------------------------------------------------------------|-----------------------------------|-----------------------------------------------------|--------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Filmmaking, Activism and Social Impact in International Relations | University of Copenhagen          | Department of Communication                         | Maevia Laureen Griffiths | Examines how theoretical research and practical filmmaking techniques can be (and have historically been) used to stir social change.                                                                                                                                                                                                                                                                                                                                                              |
| Writing for Social Impact                                         | St. George's University of London | Department of Media, Culture, & Creative Industries | Ciaran Thapar            | An experiential two-day online workshop on writing for social impact which will explore how to execute ethical and impactful storytelling and provide a call-to-action for readers.                                                                                                                                                                                                                                                                                                                |
| <a href="#">Audiovisual as a Resource</a>                         | Catholic University of Chile      | School of Communications                            | Valerio Fuenzalida       | This course trains teachers to use audiovisual programs in the classroom to develop students' socioemotional skills through a constructivist and neuroscience-informed approach. It provides practical methods for selecting, analyzing, and applying educational TV content tailored to different age groups.                                                                                                                                                                                     |
| <a href="#">Changing Health Behavior</a>                          | Northwestern University           | School of Communication                             | Nathan Walter            | This course introduces the social science behind health behavior change, focusing on how messages, sources, audiences, and context influence intervention effectiveness. Students will also conduct an original research project to test the impact of a health-related message.                                                                                                                                                                                                                   |
| <a href="#">The Power of Strategic Storytelling</a>               | Northwestern University           | School of Communication                             | Nathan Walter            | This course explores the power of storytelling in shaping attitudes and behaviors, focusing on narrative persuasion through media psychology, and equips students with skills to critically analyze and apply strategic storytelling techniques.                                                                                                                                                                                                                                                   |
| <a href="#">Seminar on Narrative Persuasion</a>                   | Northwestern University           | School of Communication                             | Nathan Walter            | This doctoral seminar explores the psychological power of storytelling to influence beliefs and behaviors, examining narrative persuasion through key texts, audience factors, and expert insights while developing students' critical analysis and research skills in the field.                                                                                                                                                                                                                  |
| <a href="#">Global Health Communication and Social Change</a>     | The College of New Jersey         | Department of Communication, Journalism, and Film   | John Pollock             | This course equips students to tackle critical health issues in developing countries by using Education-Entertainment strategies and the Johns Hopkins "P-Process" to craft policy papers and communication campaigns that promote effective health behavior change. Students explore key health communication questions through both theory and modern media, analyzing how fear, confidence, role models, cultural values, and digital tools influence the effectiveness of prevention messages. |

| Course Title                                                                        | Institution                | Department                                    | Professor              | Course Description                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-------------------------------------------------------------------------------------|----------------------------|-----------------------------------------------|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <a href="#">Global Health Messages: Understanding Exposure &amp; Impact</a>         | University of Maryland     | Department of Behavioral and Community Health | Sacha St-Onge Ahmad    | This fully online course equips students with the theoretical knowledge and practical skills to critically analyze, design, and evaluate global health communication initiatives that influence behavior and well-being across diverse populations.                                                                                                                                                                                                      |
| <a href="#">Health Communication</a>                                                | University of Utah         | Department of Communication                   | Tae Lee                | This graduate seminar offers an advanced overview of health communication theory and research, focusing on diverse frameworks such as social determinants, behavior change, and message effects to inform effective health campaigns.                                                                                                                                                                                                                    |
| <a href="#">Health Communication in the Digital Age</a>                             | University of Pennsylvania | Annenberg School for Communication            | Elissa Kranzler        | This course introduces students to the theory, design, and evaluation of health communication programs, emphasizing how communication strategies—including new media and technology—can improve individual and public health. Students will gain practical skills in creating persuasive health messages and analyzing the effectiveness of real-world interventions while exploring how cultural and audience factors influence communication outcomes. |
| <a href="#">Health Communications to Diverse Publics</a>                            | Michigan State University  | College of Communication Arts and Sciences    | Ashley Sanders-Jackson | The course examines how cultural and structural forces shape health communication within and across populations, integrating both ecological and individual perspectives. Students define culture, survey global and U.S. contexts, and learn to tailor messages for racially, religiously, and socioeconomically diverse groups to address health disparities.                                                                                          |
| <a href="#">Health Communication for Diverse Populations</a>                        | Michigan State University  | College of Communication Arts and Sciences    | Maria Lapinski         | This course explores how cultural, ecological, and social factors shape health communication across diverse populations, emphasizing both broad systemic influences and individual-level interactions on health behaviors and outcomes.                                                                                                                                                                                                                  |
| <a href="#">International Health Communication</a>                                  | Michigan State University  | College of Communication Arts and Sciences    | Maria Lapinski         | This course examines health communication across cultural groups through an ecological lens, exploring how historical, environmental, and interpersonal factors influence health behaviors and outcomes within diverse national and co-cultural contexts.                                                                                                                                                                                                |
| <a href="#">Health Communications: Changing Social Norms in Theory and Practice</a> | New York University        | School of Global Public Health                | Carlos Chirinos        | This course equips students with theoretical and practical tools to design, implement, and evaluate culturally responsive health communication campaigns, emphasizing behavior change, community engagement, and the strategic use of diverse media platforms in global health contexts.                                                                                                                                                                 |

| Course Title                                                | Institution         | Department                                    | Professor       | Course Description                                                                                                                                                                                                                                                                                                                                                                 |
|-------------------------------------------------------------|---------------------|-----------------------------------------------|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <a href="#">Music, Innovation, and Social Change</a>        | New York University | Department of Music and Performing Arts       | Carlos Chirinos | This course examines how music and musicians drive social justice, public health, and social change through advocacy and interdisciplinary collaboration, while equipping students to analyze, critique, and innovate within the music industry's social impact landscape.                                                                                                         |
| <a href="#">News, Entertainment, and Politics</a>           | Rutgers University  | School of Communication and Information       | Lauren Feldman  | This course examines how entertainment media—especially comedy and popular culture—intersect with politics, shaping public understanding, political engagement, and activism, while exploring the implications through communication, psychological, and political science theories.                                                                                               |
| <a href="#">Theory and Practice of Health Communication</a> | Drexel University   | Department of Community Health and Prevention | Suruchi Sood    | This course introduces students to the theory, principles, and practical applications of health communication, emphasizing its role in building effective public health interventions. Through strategic planning, message development, and evaluation, students learn to design and implement health communication campaigns that are systematic, research-driven, and impactful. |

## SIE Certification Programs

| Institution                | Department                           | Professor      | Course Title                                                          | Course Description                                                                                                                                                                                                                        |
|----------------------------|--------------------------------------|----------------|-----------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Georgetown University      | School of Continuing Studies         | John Trybus    | <a href="#">Certificate in Social Impact Storytelling</a>             | This online certificate program teaches changemakers, including marketers, communicators, fundraisers, and journalists, how to harness the power of effective storytelling for strategic benefit.                                         |
| Georgetown University      | School of Continuing Studies         | Denise Keyes   | <a href="#">Certificate in Social Impact Partnerships</a>             | A three-day intensive program that educates professionals on applying human-centered design thinking to create and sustain impactful partnerships.                                                                                        |
| University of Michigan     | edX                                  | Anita Gonzalez | <a href="#">Storytelling for Social Change</a>                        | This course develops skills for using stories to deliver messages that affect audiences and shape attitudes for social change. It covers building empathy, developing characters, and offering multiple perspectives on complex problems. |
| The Commons                | N/A                                  | N/A            | <a href="#">Storytelling for Deep Impact</a>                          | Designed to help grassroots groups understand powerful storytelling basics to change hearts and minds, this course supports structuring stories and connecting narratives to the emotions and values of target audiences.                 |
| Macquarie University       | Coursera                             | Lawrence Ang   | <a href="#">Storytelling and Influencing: Communicate with Impact</a> | This course delves into the art of persuasion, understanding audience needs, and developing dramatic story arcs to effectively communicate and influence.                                                                                 |
| University of Pennsylvania | School of Social Policy and Practice | N/A            | <a href="#">Executive Program in Digital Media for Social Impact</a>  | Combines training from scholars and practitioners at the forefront of today's media landscape, offering action-oriented tools and frameworks to think strategically and creatively about digital media's role in social change.           |
| Causevox                   | YouTube                              | N/A            | <a href="#">Digital Storytelling for Social Impact</a>                | An introductory video providing insights into digital storytelling techniques aimed at creating social impact.                                                                                                                            |
| UCLA Extension             | N/A                                  | N/A            | <a href="#">Entertainment Industry Fundamentals</a>                   | Teaches the essentials of the entertainment industry and can be completed online or in the classroom.                                                                                                                                     |
| NYU                        | Tisch School of the Arts             | N/A            | <a href="#">Business of Entertainment Certification Program</a>       | A non-credit online certificate program designed for individuals seeking to understand the evolving entertainment industry, taught by faculty from NYU's Tisch School of the Arts and executives from leading entertainment companies.    |

| Institution                | Department                                 | Professor                            | Course Title                                                                          | Course Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|----------------------------|--------------------------------------------|--------------------------------------|---------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Johns Hopkins University   | Department of Health, Behavior and Society | N/A                                  | Health Communication Certificate Program                                              | Students completing the certificate program will gain a basic understanding of the theoretical and applied aspects of Health Communication. They'll develop competencies in behavior change and communication theories, media effects and audience uses, and quantitative and qualitative methods in health communication studies.                                                                                                                                                                                                |
| MIT                        | OpenCourseWare                             | Glorianna Davenport<br>Barbara Barry | <a href="#">Special Topics in Cinematic Storytelling</a>                              | This seminar explores approaches to representation for distributed cinematic storytelling. The relationship between story creation and story appreciation is analyzed. Readings are drawn from literary and cinematic criticism, as well as from descriptions of interactive, distributed works. Students analyze a range of storytelling techniques; they develop a proposal using visualization techniques; and they prototype a working story experience, culminating in a final project displayed at the end of the semester. |
| UNSW Australia             | OER Commons                                | Various                              | <a href="#">Transmedia Storytelling: Narrative worlds, emerging technologies, and</a> | Transmedia storytelling is the practice of designing, sharing, and participating in a cohesive story experience across multiple traditional and digital delivery platforms - for entertainment, advertising and marketing, or social change.                                                                                                                                                                                                                                                                                      |
| Stony Brook University     | Lichstein Center                           | N/A                                  | <a href="#">Social Impact Filmmaking</a>                                              | An eight-month immersion into the language of activism, the practice of digital filmmaking, and the hands-on development of a project designed to effect social change.                                                                                                                                                                                                                                                                                                                                                           |
| Kadenze                    | N/A                                        | Eric Booth                           | <a href="#">Teaching Artistry for Social Impact</a>                                   | An online course that expands skills in developing and planning teaching artist projects for social impact, presented by international expert Eric Booth.                                                                                                                                                                                                                                                                                                                                                                         |
| University of Pennsylvania | Coursera                                   | Peter Frumkin                        | <a href="#">Social Impact Strategy</a>                                                | Offered by the University of Pennsylvania, this course introduces social impact strategy and social entrepreneurship, covering key concepts and tools to get started as a changemaker.                                                                                                                                                                                                                                                                                                                                            |

## SIE Faculty Network

SIE Society has already created a contact list of educators in the field, should those building their own courses want to connect for further discourse.

| Names                   | SCHOOL / ORG                                          | SCHOOL / DEPARTMENT                                                                                                    | TITLE                                                                             | EMAIL                          |
|-------------------------|-------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|--------------------------------|
| Adam Pincus             | New York University                                   | Stern School of Business                                                                                               | EMT Professor                                                                     | adam.pincus@gmail.com          |
| Alan Gershenfeld        | E-Line Media                                          | Not Applicable                                                                                                         | Co-Founder/President                                                              | ag@elinemedia.com              |
| Alex Franklin           | University of California, Los Angeles                 | School of Theater, Film, and Television                                                                                | Lecturer                                                                          | alexfranklin@g.ucla.edu        |
| Alisa Petrosova         | Columbia University                                   | Columbia Climate School                                                                                                | Associate Faculty Lecturer                                                        | apetrosova@columbia.edu        |
| Alison Trope            | University of Southern California                     | USC Annenberg School for Communication and Journalism                                                                  | Clinical Professor of Communication                                               | trope@usc.edu                  |
| Allison Begalman        | University of Southern California                     | School of Cinematic Arts                                                                                               | CEO of YEA! Impact                                                                | allison@yeaimpact.com          |
| Anthony Leiserowitz     | Yale University                                       | School of the Environment                                                                                              | Senior Research Scientist; Director, Yale Program on Climate Change Communication | anthony.leiserowitz@yale.edu   |
| Arvind Singhal          | University of Texas at El Paso                        | Department of Communication                                                                                            | Director of the Social Justice Initiative                                         | asinghal@utep.edu              |
| Ashley Sanders-Jackson  | Michigan State University                             | College of Communication Arts & Sciences                                                                               | Associate Professor                                                               | sande411@msu.edu               |
| Ben Shedd               | Institute of American Indian Arts                     | Documentary, Immersive Dome/VR Media Production                                                                        | Adjunct Faculty                                                                   | sheddprods@aol.com             |
| Broderick Fox           | Occidental College                                    | Media Arts and Culture                                                                                                 | James Irvine Professor                                                            | bfox@oxy.edu                   |
| Carlos Chirinos         | NYU                                                   | Department of Music and Performing Arts                                                                                | Asst. Professor, Director of NYU Music and Social Change Lab                      | carlos.chirinos@nyu.edu        |
| Carmen Cronin           | Johns Hopkins University                              | Center for Communication Programs, Department of Health, Behavior and Society of the Bloomberg School of Public Health | Assistant Scientist                                                               | ccroni10@jhmi.edu              |
| Caroline Jacoby         | Formerly at Johns Hopkins University                  | Center for Communication Programs, Department of Health, Behavior and Society of the Bloomberg School of Public Health | Former Associate Professor                                                        | caroline.jacoby88@gmail.com    |
| Caty Borum Chattoo      | American University                                   | School of Communication                                                                                                | Provost Associate Professor                                                       | borum@american.edu             |
| Clemencia Rodríguez     | Temple University                                     | Master of Science in Communication for Development and Social Change                                                   | Professor                                                                         | clemencia@temple.edu           |
| David Gere              | University of California, Los Angeles                 | Department of World Arts & Culture/Dances                                                                              | Founding Director of UCLA Art & Global Health                                     | dgere@arts.ucla.edu            |
| Debora B. Freitas López | Johns Hopkins University                              | Center for Communication Programs, Department of Health, Behavior and Society of the Bloomberg School of Public Health | Executive Director                                                                | dreitaz@jhu.edu                |
| Doe Mayer               | University of Southern California                     | USC Annenberg School for Communication and Journalism                                                                  | Professor Emeritus                                                                | dmayer@usc.edu                 |
| Douglas Storey          | Johns Hopkins University                              | School of Public Health                                                                                                | Retired Professor                                                                 | dstorey@jhu.edu                |
| John Pollock            | The College of New Jersey                             | School of the Arts and Communication                                                                                   | Associate Professor                                                               | pollock@tcnj.edu               |
| Lauren Feldman          | Rutgers University                                    | School of Communication and Information News, Entertainment and Politics                                               | Professor of Journalism + Media Studies                                           | lauren.feldman@rutgers.edu     |
| Maria Lapinski          | Michigan State University                             | College of Communication Arts & Sciences                                                                               | Professor of Communications                                                       | lapinsk3@msu.edu               |
| Nathan Walter           | Northwestern University                               | School of Communication                                                                                                | Associate Professor                                                               | nathan.walter@northwestern.edu |
| Suruchi Sood            | Johns Hopkins University                              | Center for Communication Programs, Department of Health, Behavior and Society of the Bloomberg School of Public Health | Associate Professor                                                               | ssood3@jh.edu                  |
| Edward Schiappa         | Massachusetts Institute of Technology                 | School of Humanities, Arts, and Social Sciences                                                                        | John E. Burchard Professor of Humanities                                          | schiappa@mit.edu               |
| Eileen McDonald         | Johns Hopkins University                              | Department of Health, Behavior, and Society                                                                            | Practice Professor                                                                | emcdona1@jhu.edu               |
| Elissa Kranzler         | University of Pennsylvania                            | Wharton Risk Management & Decision Processes Center, The Wharton School                                                | Post Doctoral Research Fellow                                                     | elissak@wharton.upenn.edu      |
| Eliza Govender          | University of KwaZulu-Natal, South Africa             | Centre for Communication, Media and Society (CCMS) in the School of Applied Human Sciences                             | Associate Professor and Academic Leader                                           | govendere1@ukzn.ac.za          |
| Erica Rosenthal         | University of Southern California                     | Hollywood, Health & Society in the USC Annenberg School for Communication and Journalism                               | Director of Research                                                              | erosenth@usc.edu               |
| Ethesham Abbas          | Center for Communication Programs, Pakistan           | Not Applicable                                                                                                         | Executive Director                                                                | ethesham@ccp-pakistan.org.pk   |
| George Larkin           | Woodbury University                                   | School of Media, Culture, and Design                                                                                   | Professor of Filmmaking                                                           | george.larkin@woodbury.edu     |
| Heather Fipps           | The Redford Center                                    | Former Assistant Professor in the Television, Film & Media Center at Cal State LA                                      | Senior Program Director                                                           | hfipps@redfordcenter.org       |
| Henry Jenkins           | University of Southern California                     | USC Annenberg School for Communication and Journalism                                                                  | Provost Professor of Communication, Journalism, Cinematic Arts, and Education     | hjenkins@usc.edu               |
| Hua (Helen) Wang        | University at Buffalo                                 | College of Arts and Sciences                                                                                           | Professor, Director of Graduate Studies                                           | hwang23@buffalo.edu            |
| Jane Brown              | Johns Hopkins University                              | Center for Communications Programs                                                                                     | Senior Program Officer                                                            | jane.brown@jhu.edu             |
| Jill Tidman             | The Redford Center                                    | Not Applicable                                                                                                         | Executive Director                                                                | jtidman@redfordcenter.org      |
| Jorge Calderon          | University of California, Berkeley                    | Haas School of Business                                                                                                | Continuing Lecturer                                                               | jorgecalderon@berkeley.edu     |
| Joyee Chatterjee        | Asian Institute of Technology                         | Gender and Development Studies, Department of Development and Sustainability                                           | Associate Professor                                                               | joyeec@ait.asia                |
| Kate Folb               | University of Southern California                     | Hollywood, Health & Society in the USC Annenberg School for Communication and Journalism                               | Program Director                                                                  | kate.folb@usc.edu              |
| Kristin Richmond        | University of California, Berkeley                    | Haas School of Business                                                                                                | Professional Faculty                                                              | krichmond@berkeley.edu         |
| Laura Herb              | Formerly Skoll Center for Social Impact Entertainment | UCLA School of Theater, Film, & Television                                                                             | Program Manager                                                                   | laura@siesociety.org           |
| Lauren Kogen            | Temple University                                     | College of Media and Communication                                                                                     | Associate Professor                                                               | lauren.kogen@temple.edu        |
| Lisa Leeman             | University of Southern California                     | School of Cinematic Arts                                                                                               | Professor of Cinematic Arts & Mona and Bernard Kantor Endowed Chair in Production | leeman@cinema.usc.edu          |
| Lisa Mwaikambo          | Johns Hopkins University                              | Center for Communications Programs                                                                                     | Program Officer                                                                   | lisa.mwaikambo@jhu.edu         |
| Lydia Pilcher           | Columbia University                                   | Columbia Climate School                                                                                                | Adjunct Professor of Climate and Storytelling Arts                                | lpilcher@nyu.edu               |
| Martine Bouman          | Erasmus University                                    | Department of Media and Communication                                                                                  | Endowed Professor, Scientific Director                                            | bouman@media-health.nl         |

| Names                | SCHOOL / ORG                                | SCHOOL / DEPARTMENT                                                                      | TITLE                                                                     | EMAIL                             |
|----------------------|---------------------------------------------|------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|-----------------------------------|
| Marty Kaplan         | University of Southern California           | Hollywood, Health & Society in the USC Annenberg School for Communication and Journalism | Norman Lear Chair in Entertainment                                        | martyk@usc.edu                    |
| Matt Scott           | University of Southern California           | School of Cinematic Arts                                                                 | Adjunct Assistant Professor                                               | mattscott711@gmail.com            |
| Matthew K. Le Veque  | University of Southern California           | USC Annenberg School for Communication and Journalism                                    | Professor of Professional Practice (Journalism & Public Relations)        | mleveque@usc.edu                  |
| Megan Tucker         | Johns Hopkins University                    | Zanvyl Krieger School of Arts and Sciences                                               | Professor                                                                 | mtucke25@jh.edu                   |
| Meghan Moran         | Johns Hopkins University                    | Department of Health, Behavior and Society                                               | Associate Professor                                                       | mmoran22@jhmi.edu                 |
| Michael Cody         | University of Southern California           | School of Communication and Journalism                                                   | Professor Emeritus of Communication                                       | cody@usc.edu                      |
| Nina Sadowsky        | New York University                         | NYU Los Angeles                                                                          | Program Director                                                          | ninasadowskythrillers@gmail.com   |
| Nonny de la Pena     | Arizona State University                    | The Sidney Poitier New American Film School                                              | Program Director (Narrative and Emerging Media) and Professor of Practice | nonny@emblematicgroup.com         |
| Paul Falzone         | Peripheral Vision International             | Not Applicable                                                                           | Founder                                                                   | director@pvinternational.org      |
| Philip Massey        | UCLA School of Public Health                | Community Health Sciences                                                                | Associate Professor                                                       | pmassey@ucla.edu                  |
| Rajiv Rimal          | Johns Hopkins University                    | Department of Health, Behavior and Society                                               | Professor                                                                 | rrimal@jhu.edu                    |
| Randy Testa          | Formerly Harvard X-Media Lab                | Harvard Graduate School of Education                                                     | Senior Project Manager                                                    | randy_testa@gse.harvard.edu       |
| Robin Bronk          | The Creative Coalition                      | Not Applicable                                                                           | Executive Producer                                                        | rbronk@thecreativecoalition.org   |
| Sacha St-Onge Ahmad  | University of Maryland                      | School of Public Health                                                                  | Graduate Instructor                                                       | ssoa@umd.edu                      |
| Sheila T. Murphy     | University of Southern California           | USC Annenberg School for Communication and Journalism                                    | Professor of Communications                                               | smurphy@usc.edu                   |
| Sig Libowitz         | Johns Hopkins University                    | Graduate Film and Media Program                                                          | Director and Senior Lecturer                                              | sig.libowitz@jhu.edu              |
| Sky Sitney           | Georgetown                                  | College of Arts & Sciences                                                               | Associate Professor of the Practice                                       | sky.sitney@georgetown.edu         |
| Stacy Smith          | University of Southern California           | USC Annenberg School for Communication and Journalism                                    | Associate Professor of Communication                                      | stacysmi@usc.edu                  |
| Susan Krenn          | <b>Formerly at Johns Hopkins University</b> | Center for Communications Programs                                                       | <b>Former Executive Director</b>                                          | skrenn@gmail.com                  |
| Tae Kyoung Lee       | University of Utah                          | College of Humanities                                                                    | Associate Professor                                                       | tae.lee@utah.edu                  |
| Tom Jacobson         | Temple University                           | Department of Media Studies and Production                                               | Professor                                                                 | jacobson.thomas@temple.edu        |
| Uttara Bharath Kumar | Johns Hopkins University                    | Department of Health, Behavior and Society                                               | Associate Professor                                                       | ubharat1@jhu.edu                  |
| Yalda Uhls           | Center for Scholars & Storytellers          | UCLA Department of Psychology                                                            | Founder and Executive Director                                            | yalda@scholarsandstorytellers.com |

For inquiries or questions, please contact our team at  
[info@siesociety.org](mailto:info@siesociety.org)

## SIE Resource library

| Title                                                                                                                                                   | Author(s)                          | Year | Journal Name                                                      | Volume | Issue    | Pages   | Topic Area                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|------|-------------------------------------------------------------------|--------|----------|---------|-------------------------------|
| <a href="#">Utilizing a Positive Deviance Approach to Reduce Girls' Trafficking in Indonesia: Asset-based Communicative Acts That Make a Difference</a> | N/A                                | 2009 | Journal of Creative Communications                                | 4      | 1        | 1-17    | Case Studies & Impact Reports |
| <a href="#">The shamba chef educational entertainment program to promote modern cookstoves in Kenya: Outcomes and dose-response analysis</a>            | C. Ochieng                         | 2020 | International Journal of Environmental Research and Public Health | 17     | 1        | 1-14    | Case Studies & Impact Reports |
| <a href="#">The Influence of Presumed Influence</a>                                                                                                     | J. H. Cho                          | 2003 | Journal of Communication                                          | 53     | 2        | 199-215 | Case Studies & Impact Reports |
| <a href="#">The Impact of an Educational Media Intervention to Support Children's Early Learning in Rwanda</a>                                          | H. S. Kim                          | 2019 | International Journal of Early Childhood                          | N/A    | N/A      | N/A     | Case Studies & Impact Reports |
| <a href="#">The Extended Transportation-Imagery Model: A Meta-Analysis of the Antecedents and Consequences of Consumers' Narrative Transportation</a>   | D. J. Cohen                        | 2013 | Journal of Consumer Research                                      | 40     | February | 797-817 | Case Studies & Impact Reports |
| <a href="#">The Complexity of Social Mobilization in Health Communication: Top-Down and Bottom-Up Experiences in Polio Eradication</a>                  | Obregón, R., & Waisbord, S.        | 2010 | Journal of Health Communication                                   | 15     | S1       | 25-47   | Case Studies & Impact Reports |
| <a href="#">The 'Most Significant Change' (MSC) Technique</a>                                                                                           | D. H. Johnson                      | 2005 | Change                                                            |        | N/A      | 1-104   | Case Studies & Impact Reports |
| <a href="#">Tamale Lesson: A case study of a narrative health communication intervention</a>                                                            | Julie Downs, Wändi Bruine de Bruin | 2014 | Journal of Communication in Healthcare                            | 7      | 2        | 82-92   | Case Studies & Impact Reports |
| <a href="#">Programme Briefs No. 1-Entertainment-Education</a>                                                                                          | T. S. Singh                        | 2002 | UNFPA                                                             | 1      | N/A      | 1-6     | Case Studies & Impact Reports |
| <a href="#">Participatory Photography as a Qualitative Approach to Obtain Insights into Farmer Groups</a>                                               | J. K. James                        | 2009 | Field Methods                                                     | 21     | 3        | 290-308 | Case Studies & Impact Reports |

| Title                                                                                                                                                     | Author(s)                                                 | Year | Journal Name                                 | Volume | Issue | Pages       | Topic Area                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|------|----------------------------------------------|--------|-------|-------------|-------------------------------|
| <a href="#">Entertainment-Education and Climate Change: Program Examples, Evidence, and Best Practices from around the World</a>                          | S. Sood, A. H. Riley, L. Birkenstock                      | 2024 | Storytelling to Accelerate Climate Solutions | N/A    | N/A   | 17-46       | Case Studies & Impact Reports |
| <a href="#">Case Studies of Social Impac Films</a>                                                                                                        | Rosalina Jowers, Lance Kramer, Christian Monti, Jeff Chao | 2023 | Vimeo Panel                                  | N/A    | N/A   | N/A         | N/A                           |
| <a href="#">Hollywood Diversity Report 2018: Five Years of Progress and Missed Opportunities</a>                                                          | Hunt, Darnell et al.                                      | 2018 | UCLA College of Social Sciences              | N/A    | N/A   | N/A         | Case Studies & Impact Reports |
| <a href="#">Graphic narratives and cancer prevention: A case study of an American Cancer Society comic book</a>                                           | Krakow, M.                                                | 2017 | Health Communication                         | 32     | N/A   | 32, 525-528 | Case Studies & Impact Reports |
| <a href="#">Examining Four Processes of Audience Involvement With Media Personae: Transportation, Parasocial Interaction, Identification, and Worship</a> | K. R. Singh                                               | 2015 | Communication Theory                         | 25     | 3     | 259-283     | Case Studies & Impact Reports |
| <a href="#">Evaluating a Minor Storyline on ER About Teen Obesity, Hypertension, and 5 A Day.</a>                                                         | E. S. Wallace                                             | 2007 | Journal of Health Communication              | 12     | 6     | 551-566     | Case Studies & Impact Reports |
| <a href="#">Entertainment-education and HIV/AIDS prevention: a field experiment in Tanzania.</a>                                                          | S. H. Taylor                                              | 2000 | Journal of Health Communication              | Supply | N/A   | 81-100      | Case Studies & Impact Reports |
| <a href="#">Egypt's Mabrouk! Initiative</a>                                                                                                               | H. K. Tohme                                               | 2012 | The Handbook for Global Health Communication | N/A    | N/A   | 398-431     | Case Studies & Impact Reports |
| <a href="#">Efficacy in Letter-Writing to an Entertainment-Education on Radio Serial</a>                                                                  | H. M. Patel                                               | 1999 | International Communication Gazettel         | 61     | 5     | 355-372     | Case Studies & Impact Reports |
| <a href="#">Development of a Participatory Behavioural Monitoring Plan for UNICEF Nepal</a>                                                               | K. A. L. Bates                                            | 2014 | N/A                                          | N/A    | N/A   | N/A         | Case Studies & Impact Reports |

| Title                                                                                                                                               | Author(s)                              | Year | Journal Name                                                 | Volume | Issue | Pages       | Topic Area                     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|------|--------------------------------------------------------------|--------|-------|-------------|--------------------------------|
| <a href="#">Declaration of the 2018 International Social and Behavior Change Communication Summit</a>                                               | S. R. Gupta                            | 2018 | N/A                                                          | N/A    | N/A   | N/A         | Case Studies & Impact Reports  |
| <a href="#">Communicating HIV and AIDS. what works? A report on the impact evaluation of Soul City's fourth series</a>                              | Goldstein, S., et al.                  | 2005 | Journal of Health Communication                              | N/A    | N/A   | 465-483     | Case Studies & Impact Reports  |
| <a href="#">Come Gather Around Together': An Examination of Radio Listening Groups in Fulbari, Nepal</a>                                            | Arvind Singhal, P. Swapon              | 2004 | International Communication Gazette                          | 66     | 1     | 63-86       | Case Studies & Impact Reports  |
| <a href="#">Applying social marketing principles to understand the effects of the radio diaries program in reducing HIV/AIDS stigma in Malawi.</a>  | H. J. Wilson                           | 2008 | Health marketing quarterly                                   | 25     | 1-2   | 119 - 146   | Case Studies & Impact Reports  |
| <a href="#">Analyzing Social Change Practice in the Peruvian Amazon through a Feminist</a>                                                          | T. J. Wilson                           | 2008 | Development in Practice                                      | 19     | N/A   | N/A         | Case Studies & Impact Reports  |
| Analysis of educational themes and listeners' feedback to "Tinka Tinka Sukh", an entertainment-education radio soap opera in India                  | A. H. Sood                             | 1997 | N/A                                                          | N/A    | N/A   | N/A         | Case Studies & Impact Reports  |
| <a href="#">Addressing the slow uptake of HIV testing in Malawi: the role of stigma, self-efficacy, and knowledge in the Malawi BRIDGE Project.</a> | Sibongile Kalichman, Seth C. Kalichman | 2011 | The Journal of the Association of Nurses in AIDS Care: JANAC | 22     | 3     | 215-28      | Case Studies & Impact Reports  |
| <a href="#">A Participatory Assessment of Ashreat Al Amal, an Entertainment Education Radio Soap Opera in the Sudan</a>                             | R. J. Nilsen                           | 2006 | N/A                                                          | N/A    | N/A   | N/A         | Case Studies & Impact Reports  |
| 5th International EE Conference                                                                                                                     | S. H. Lee                              | 2011 | N/A                                                          | N/A    | N/A   | N/A         | Case Studies & Impact Reports  |
| <a href="#">Victor and Erika Webnovela: An innovative generation @ audience engagement strategy for prevention</a>                                  | P. M. Wilson                           | 2015 | Journal of Health Communication                              | 20     | 12    | 1465 - 1472 | Children's & Youth Programming |

| Title                                                                                                                                                 | Author(s)                       | Year | Journal Name                                                 | Volume | Issue | Pages     | Topic Area                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|------|--------------------------------------------------------------|--------|-------|-----------|--------------------------------|
| <a href="#">Tune Me: A mhealth initiative to increase young people's knowledge and skills to promote the adoption of protective sexual behaviours</a> | J. R. Kim                       | 2018 | The Journal of Development Communication                     | 29     | 1     | 101-110   | Children's & Youth Programming |
| <a href="#">The role of Kilimani Sesame in the healthy development of Tanzanian preschool children</a>                                                | J. R. Gakumo                    | 2010 | Journal of Applied Developmental Psychology                  | 31     | 4     | 298-305   | Children's & Youth Programming |
| <a href="#">The impact of Jalan Sesama on the educational and healthy development of Indonesian preschool children: An experimental study</a>         | M. H. Carlson                   | 2011 | International Journal of Behavioral Development              | 35     | 2     | 169-179   | Children's & Youth Programming |
| <a href="#">The early window project: Sesame Street prepares children for school</a>                                                                  | H. J. Gupta                     | 2001 | G" is for growing: Thirty years of research on Sesame Street | N/A    | N/A   | 97-114    | Children's & Youth Programming |
| <a href="#">Televised Entertainment-Education to Prevent Adolescent Alcohol Use: Perceived Realism, Enjoyment, and Impact.</a>                        | A. H. Brown                     | 2013 | Health Education & Behavior                                  | 40     | 2     | 193-205   | Children's & Youth Programming |
| Reaching the MTV Generation                                                                                                                           | Emily Moyer-Gusé, Robin L. Nabi | 2003 | N/A                                                          | N/A    | N/A   | N/A       | Children's & Youth Programming |
| Priming, rap news, and public diplomacy: Reporting on an NGO-Led media initiative in Uganda                                                           | M. R. Wilson                    | 2015 | International Journal of Communication                       | 9      | 1     | 3084-3105 | Children's & Youth Programming |
| <a href="#">Improving students' knowledge of puberty and menstruation in rural Zimbabwe: an evaluation of Sesame Workshop's Girl Talk program</a>     | M. R. Singh                     | 2020 | Journal of Water, Sanitation and Hygiene for Development     | N/A    | N/A   | 1-5       | Children's & Youth Programming |
| <a href="#">Hold my hand: Vulnerable youths become agents for change in Tunisia</a>                                                                   | M. Rashid, N. Iqbal             | 2018 | The Journal of Development Communication                     | 29     | 1     | 25-35     | Children's & Youth Programming |

| Title                                                                                                                                                                       | Author(s)                                                                                                                                                                 | Year | Journal Name                                     | Volume | Issue | Pages   | Topic Area                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|--------------------------------------------------|--------|-------|---------|---------------------------------|
| Halloween and The Election vs. The Pandemic [Television series episode]                                                                                                     | Fishman, M. (Writer), & Helford, B. (Director). Werner, T., Hernandez, T., Gilbert, S., Caplan, D., Rasmussen, B., & Helford, B. (Executive producers), The Conners. ABC. | 2020 | N/A                                              | N/A    | N/A   | VIDEO   | Children's & Youth Programming  |
| Exploring knowledge, attitudes, and beliefs about child marriage in Bangladesh through a transmedia entertainment-education initiative                                      | J. D. Wilson                                                                                                                                                              | 2021 | Journal of Development Communication             | 32     | 1     | 68-79   | Children's & Youth Programming  |
| Engaging youth through partnerships in entertainment education                                                                                                              | M. R. Gomez                                                                                                                                                               | 2010 | Cases in Public Health Communication & Marketing | 4      | 1     | 57-78   | Children's & Youth Programming  |
| <a href="#">Dear 16-year-old me [Public Service Announcement]</a>                                                                                                           | DCMFCanada                                                                                                                                                                | 2011 | N/A                                              | N/A    | N/A   | VIDEO   | Children's & Youth Programming  |
| <a href="#">Begin with the children: What research on Sesame Street's international coproductions reveals about using media to promote a new more peaceful world</a>        | L. R. Martin                                                                                                                                                              | 2008 | International Journal of Behavioral Development  | 32     | 4     | 359-365 | Children's & Youth Programming  |
| <a href="#">An entertainment-education policy approach to teach campus literacy, safety, and social norms</a>                                                               | L. A. Johnson                                                                                                                                                             | 2023 | Arts Education Policy Review                     | 0      | 0     | 1-14    | Children's & Youth Programming  |
| <a href="#">Masculinity matters: Using entertainment education to engage men in ending violence against women in India</a>                                                  | S. K. Tewari                                                                                                                                                              | 2013 | Critical Arts                                    | 27     | 1     | 36-55   | Conflict & Violence             |
| Bell Bajao Campaign                                                                                                                                                         | A. H. Johnson                                                                                                                                                             | 2012 | N/A                                              | N/A    | N/A   | N/A     | Conflict & Violence             |
| Entertainment-education campaigns and COVID-19: How three global organizations adapted the health communication strategy for pandemic response and takeaways for the future | A.H. Riley et al                                                                                                                                                          | 2020 | Health Communication                             | 36     | 1     | 42-49   | COVID-19 & Crisis Communication |

| Title                                                                                                                                                     | Author(s)                                                                                      | Year | Journal Name                                                         | Volume | Issue   | Pages     | Topic Area                                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|------|----------------------------------------------------------------------|--------|---------|-----------|-----------------------------------------------|
| <a href="#">Communicating health crisis: A content analysis of global media framing of COVID-19</a>                                                       | Ogbodo, J. N., et al.                                                                          | 2020 | N/A                                                                  | 10     | 3       | 257       | COVID-19 & Crisis Communication               |
| <a href="#">Communicating Awareness About COVID-19 Through Songs: An Example From Ghana</a>                                                               | A. R. Sharma                                                                                   | 2021 | Frontiers in Public Health                                           | 8      | January | N/A       | COVID-19 & Crisis Communication               |
| <a href="#">Reactance theory and persuasion</a>                                                                                                           | Quick, B. L., Shen, L., & Dillard, J. P                                                        | 2012 | The Sage handbook of persuasion: Developments in theory and practice | N/A    | N/A     | 167-202   | CSR 101                                       |
| <a href="#">Cause Marketing &amp; Storytelling</a>                                                                                                        | Frank Connelly, Hiroki Kamada, Elyza Halpern                                                   | 2022 | N/A                                                                  | N/A    | N/A     | N/A       | CSR 101                                       |
| <a href="#">The Difference Diversity Makes in Online Advertising</a>                                                                                      | Various                                                                                        | 2021 | N/A                                                                  | N/A    | N/A     | N/A       | CSR 101                                       |
| <a href="#">CSR Storytelling With Big Brands</a>                                                                                                          | Julie Davitz, Kate Hironaka, Chris Noble, Chandelle Wiebe Hakim, Brett Rapkin, Carra Greenberg | 2023 | Vimeo Panel                                                          | N/A    | N/A     | N/A       | N/A                                           |
| <a href="#">Health Behavior Change</a>                                                                                                                    | Prestwich, A., Kenworthy, J., & Conner, M                                                      | 2017 | N/A                                                                  | N/A    | N/A     | N/A       | Democracy & Politics                          |
| <a href="#">Harnessing the UN System Into a Common Approach On Communication for Development</a>                                                          | M. N. Maleche                                                                                  | 2007 | International Communication Gazette                                  | 69     | 6       | 483-507   | Democracy & Politics                          |
| <a href="#">From the Studio to the Street: Cultivating Democratic Norms in Uganda Portland State University, USA Peripheral Vision International, USA</a> | A. S. Johnson                                                                                  | 2019 | International Journal of Communication                               | 13     | N/A     | 1612-1630 | Democracy & Politics                          |
| <a href="#">Television Soap Operas and Social Change in India: Representations of Gender, Class, and Morality</a>                                         | S. Ramasubramanian                                                                             | 2010 | N/A                                                                  | N/A    | N/A     | 139       | Diversity, Equity, Inclusion, & Accessibility |

| Title                                                                                                                                               | Author(s)    | Year | Journal Name                             | Volume | Issue   | Pages   | Topic Area                                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|--------------|------|------------------------------------------|--------|---------|---------|-----------------------------------------------|
| <a href="#">Using Social Media to Change Gender Norms: An Experimental Evaluation Within Facebook Messenger in India</a>                            | L. J. Lee    | 2020 | SSRN Electronic Journal                  | N/A    | October | N/A     | Diversity, Equity, Inclusion, & Accessibility |
| <a href="#">The Socio-Spatial Dynamics of Identity Construction in a Gender and Development</a>                                                     | T. L. Parker | 2008 | Journal of Creative Communications       | 3      | 3       | 279-304 | Diversity, Equity, Inclusion, & Accessibility |
| <a href="#">Reconstructing the story of Simplemente Maria, the most popular telenovela in Latin America of all time</a>                             | M. R. Wilson | 1995 | International Communication Gazette      | 54     | 1       | 1-15    | Diversity, Equity, Inclusion, & Accessibility |
| Exploring knowledge, attitudes, and beliefs about child marriage in Bangladesh through a transmedia entertainment-education initiative              | J. D. Wilson | 2021 | Journal of Development Communication     | 32     | 1       | 68-79   | Diversity, Equity, Inclusion, & Accessibility |
| <a href="#">Equal Access Participatory Monitoring and Evaluation Toolkit</a>                                                                        | S. H. Shah   | 2011 | N/A                                      | N/A    | N/A     | N/A     | Diversity, Equity, Inclusion, & Accessibility |
| <a href="#">Effectiveness of mHealth Behavior Change Communication Interventions in Developing Countries: A Systematic Review of the Literature</a> | A. R. Garcia | 2012 | Journal of Health Communication          | 17     | sup1    | 82-104  | Diversity, Equity, Inclusion, & Accessibility |
| <a href="#">Challenging Gendered Realities with Transmedia for Indian Adolescents</a>                                                               | S. A. Shah   | 2018 | The Journal of Development Communication | 29     | 1       | 81-100  | Diversity, Equity, Inclusion, & Accessibility |
| <a href="#">Catalyzing Social Reform in Rural India</a>                                                                                             | S. N. Taylor | 2007 | N/A                                      | N/A    | N/A     | N/A     | Diversity, Equity, Inclusion, & Accessibility |
| <a href="#">Not enough fish in the sea: community-based entertainment-education to promote sustainable fishing in Belize</a>                        | T. M. Smith  | 2018 | The Journal of Development               | 29     | 1       | 52-60   | Environment & Sustainability                  |
| <a href="#">Kimmel on Climate: Disentangling the Emotional Ingredients of a Satirical Monologue</a>                                                 | A. L. Martin | 2019 | Science Communication                    | N/A    | N/A     | N/A     | Environment & Sustainability                  |
| <a href="#">Global Warming's Six Americas</a>                                                                                                       | N/A          | N/A  | N/A                                      | N/A    | N/A     | N/A     | Environment & Sustainability                  |

| Title                                                                                                                                                                                  | Author(s)                                  | Year | Journal Name                             | Volume | Issue | Pages   | Topic Area                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|------|------------------------------------------|--------|-------|---------|---------------------------------|
| <a href="#">Folk Media for Biodiversity Conservation: A Pilot Project from the Himalaya-Hindu Kush</a>                                                                                 | L. M. Rodriguez                            | 2009 | International Communication Gazette      | 71     | 4     | 321-346 | Environment & Sustainability    |
| <a href="#">Climate change, hazards and adaptation options</a>                                                                                                                         | D. S. Slocum                               | 2020 | N/A                                      | N/A    | N/A   | 369-388 | Environment & Sustainability    |
| <a href="#">A radio drama for apes: An entertainment-education approach to supporting ape conservation through an integrated human behaviour, health, and environment serial drama</a> | Kriss Barker                               | 2018 | The Journal of Development Communication | 29     | 1     | 16-24   | Environment & Sustainability    |
| <a href="#">"Chasing Coral: Year One &amp; Beyond."</a>                                                                                                                                | DocSend, Exposure Labs.                    |      | N/A                                      | N/A    | N/A   | N/A     | Environment & Sustainability    |
| <a href="#">Will Rahima's firstborn survive overwhelming odds? Positive deviance for maternal and newborn in Pakistan</a>                                                              | Shafique, M., Sternin, M., & Singhal, A.   | 2010 | Positive Deviance Wisdom Series          | 5      | N/A   | 1-10    | Human Rights                    |
| <a href="#">Mai Sari Sunakhari</a>                                                                                                                                                     | S. G. Mahanta                              | N/A  | N/A                                      | N/A    | N/A   | N/A     | Human Rights                    |
| <a href="#">Entertainment-Education and Child Marriage: A Scoping Study for Girls Not Brides</a>                                                                                       | J. H. Clarke                               | 2016 | N/A                                      | N/A    | N/A   | N/A     | Human Rights                    |
| <a href="#">A Positive Deviance Inquiry on Effective Communicative Practices of Rural Indian Women Entrepreneurs</a>                                                                   | K. P. Mahajan                              | 2019 | The Journal of Development Communication | 30     | 1     | 10-22   | Human Rights                    |
| Using emotional appeals in health messages                                                                                                                                             | Turner, M                                  | 2012 | Communication                            | N/A    | N/A   | N/A     | Media Literacy & Misinformation |
| <a href="#">Story and science: How providers and parents can utilize storytelling to combat anti-vaccine misinformation</a>                                                            | Shelby, A., & Ernst, K.                    | 2013 | Science Communication                    | N/A    | N/A   | N/A     | Media Literacy & Misinformation |
| <a href="#">Social learning theory and the Health Belief Model</a>                                                                                                                     | Rosenstock, I., Strecher, V., & Becker, M. | 1988 | N/A                                      | N/A    | N/A   | N/A     | Media Literacy & Misinformation |

| Title                                                                                                                                               | Author(s)                          | Year | Journal Name                                                                                     | Volume | Issue   | Pages   | Topic Area                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|------|--------------------------------------------------------------------------------------------------|--------|---------|---------|---------------------------------|
| <a href="#">Putting the fear back into fear appeals</a>                                                                                             | Witte, K                           | 1992 | N/A                                                                                              | N/A    | N/A     | N/A     | Media Literacy & Misinformation |
| <a href="#">PRISM: A planned risk information seeking model</a>                                                                                     | Kahlor, L                          | 2010 | N/A                                                                                              | N/A    | N/A     | N/A     | Media Literacy & Misinformation |
| <a href="#">Photovoice: a review of the literature in health and public health.</a>                                                                 | M. C. Perez                        | 2010 | Health education & behavior: the official publication of the Society for Public Health Education | 37     | 3       | 424-451 | Media Literacy & Misinformation |
| Music and health communication in The Gambia: A social capital approach                                                                             | McConnell, B.B.                    | 2016 | N/A                                                                                              | N/A    | N/A     | N/A     | Media Literacy & Misinformation |
| <a href="#">Más allá de la mera exposición: Violencia en televisión en horario protegido Beyond mere exposition: TV violence in protected times</a> | J. S. Carter                       | 2008 | Revista Latina de comunicación Social                                                            | 73     | January | 352-368 | Media Literacy & Misinformation |
| Making Health Communication Programs Work                                                                                                           | USDHHS                             | 2004 | N/A                                                                                              | N/A    | N/A     | N/A     | Media Literacy & Misinformation |
| <a href="#">How Behaviors are Influenced by Perceived Norms: A Test of the Theory of Normative Social Behavior</a>                                  | M. R. Rogers                       | 2005 | Communication Research                                                                           | 32     | 3       | 389-414 | Media Literacy & Misinformation |
| <a href="#">Effects of entertainment (mis) education: exposure to entertainment television programs and organ donation intention.</a>               | Laura M. Arpan, John P. Beltramini | 2011 | Health Communication                                                                             | 26     | 2       | 147-158 | Media Literacy & Misinformation |
| Ebola songs: Exploring the Role of Music in Public Health Education                                                                                 | Chirinos Espin, C                  | 2017 | N/A                                                                                              | N/A    | N/A     | N/A     | Media Literacy & Misinformation |
| <a href="#">Crisis and Emergency Risk Communication as an Integrative Model</a>                                                                     | Reynolds, B., & Seeger, M          | 2005 | Journal of Health Communication,                                                                 | N/A    | N/A     | 43-55   | Media Literacy & Misinformation |
| Commodity Substitution: The Charity Music Video as Effective Fundraising Tool                                                                       | Louise Davis, H                    | 2015 | N/A                                                                                              | N/A    | N/A     | N/A     | Media Literacy & Misinformation |
| <a href="#">Systematic review of the effectiveness of health behavior interventions based on the transtheoretical model</a>                         | Bridle et al                       | 2005 | Psychology & Health                                                                              | 20     | 3       | 283-301 | Mental Health                   |

| Title                                                                                                                                                        | Author(s)                                                                                                              | Year | Journal Name                             | Volume | Issue | Pages       | Topic Area             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|------|------------------------------------------|--------|-------|-------------|------------------------|
| Social Psychology                                                                                                                                            | Myers, D., & Twenge, J                                                                                                 | 2015 | N/A                                      | N/A    | N/A   | N/A         | Mental Health          |
| <a href="#">Entertainment-Education? A Fotonovela? A New Strategy to Improve Depression Literacy and Help-Seeking Behaviors in At-Risk Immigrant Latinas</a> | E. Gonzalez                                                                                                            | 2013 | American Journal of Community Psychology | 52     | 3-4   | 224-235     | Mental Health          |
| <a href="#">Using Theory to Design Effective Health Behavior Interventions</a>                                                                               | Fishbein, M., & Yzer, M. C.                                                                                            | 2003 | N/A                                      | N/A    | N/A   | N/A         | Political Polarization |
| <a href="#">Public diplomacy in prime time: Exploring the potential of entertainment-education in international public diplomacy</a>                         | L. J. Carter                                                                                                           | 2012 | American Journal of Media Psychology     | 5      | N/A   | 5-32        | Political Polarization |
| <a href="#">Public Communication Campaigns</a>                                                                                                               | Rice, R.E., & Atkin, C.K                                                                                               | 2012 | N/A                                      | N/A    | N/A   | N/A         | Political Polarization |
| <a href="#">Influence: Science and Practice</a>                                                                                                              | Cialdini, R. B                                                                                                         | 2008 | N/A                                      | N/A    | N/A   | 141-173     | Political Polarization |
| <a href="#">Entertainment-Education and social change: History, research, and practice</a>                                                                   | Singhal, A., Cody, M., Rogers, E., & Sabido, M.                                                                        | 2004 | Journal of Communication                 | NA     | NA    | 3-20; 31-60 | Political Polarization |
| <a href="#">Celebrity capital: Redefining celebrity using field theory</a>                                                                                   | Driessens, O.                                                                                                          | 2013 | Theory and Society                       | 42     | 5     | 543-560     | Political Polarization |
| <a href="#">A Furious Kinship: Critical Race Theory and The Hip-Hop Nation</a>                                                                               | Cummings, A. D. P.                                                                                                     | 2010 | University of Louisville Law             | 48     | N/A   | 499-578     | Political Polarization |
| Talk Among Sexual Partners About AIDS: Interpersonal Communication for Risk Reduction or Risk Enhancement?                                                   | Cline, R. J. W., Johnson                                                                                               | 1992 | N/A                                      | N/A    | N/A   | 43-55       | Reproductive Health    |
| Narrative education on cervical cancer                                                                                                                       | Lopez, J. (Writer), & Kagan, J. (Director & Producer). Murphy, S. T., & Baez-conde-Garbanati, L. (Executive producers) | 2012 | N/A                                      | N/A    | N/A   | N/A         | Reproductive Health    |

| Title                                                                                                                                                      | Author(s)                              | Year | Journal Name                                                                                     | Volume | Issue | Pages     | Topic Area          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|------|--------------------------------------------------------------------------------------------------|--------|-------|-----------|---------------------|
| <a href="#">Media interventions to increase cervical screening uptake in South Africa: An evaluation study of effectiveness</a>                            | M. L. Smith                            | 2004 | Health Education Research                                                                        | 19     | 4     | 457-468   | Reproductive Health |
| <a href="#">Involving husbands in safe motherhood: effects of the SUAMI SIAGA campaign in Indonesia.</a>                                                   | M. Hasyim                              | 2004 | Journal of Health Communication                                                                  | 9      | N/A   | 233-258   | Reproductive Health |
| <a href="#">Impact of a Mass Media Vasectomy Promotion Campaign in Brazil</a>                                                                              | M. B. Singh                            |      | N/A                                                                                              | N/A    | N/A   | N/A       | Reproductive Health |
| <a href="#">Heavy Sexual Content Versus Safer Sex Content: A Content Analysis of the Entertainment Education Drama Shuga</a>                               | L. J. King                             | 2016 | Health Communication                                                                             | 11     | 12    | 1437-1446 | Reproductive Health |
| <a href="#">Fostering Reproductive Health Through Entertainment? Education in the Peruvian Amazon: The Social Construction of Bienvenida Salud</a>         | R. S. Harris                           | 2002 | Communication Theory                                                                             | 12     | 2     | 192-205   | Reproductive Health |
| <a href="#">Entertainment-Education on Narrative Versus Nonnarrative Interventions to Educate and Motivate Latinas to Engage in Mammography Screening.</a> | Robin Nabi, Erica Waters, Scott Crosby | 2016 | Health education & behavior: the official publication of the Society for Public Health Education | N/A    | N/A   | 392-402   | Reproductive Health |
| <a href="#">East Los High: Transmedia Edutainment to Promote the Sexual and Reproductive Health of Young Latina/o Americans</a>                            | J. T. Gomel                            | 2016 | American Journal of Public Health                                                                | 106    | 6     | 1002-1010 | Reproductive Health |
| <a href="#">Drama, Intrigue, and Discussion: The Role of Telenovelas in Facilitating Conversations about Reproductive Health in Mexican Households</a>     | M. Garcia                              | 2022 | Journal of Health Communication                                                                  | 27     | 7     | 484-494   | Reproductive Health |
| <a href="#">Developing a Video Intervention to Prevent Unplanned Pregnancies and Sexually Transmitted Infections Among Older Adolescents</a>               | K. H. Garcia                           | 2019 | N/A                                                                                              | XX     | X     | 1-7       | Reproductive Health |

| Title                                                                                                                                                                                                             | Author(s)                                                                                | Year | Journal Name                                                                                                                                                       | Volume | Issue | Pages     | Topic Area          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|-------|-----------|---------------------|
| <a href="#">Communication, ideation and contraceptive use in Burkina Faso: an application of the propensity score matching method.</a>                                                                            | T. E. Bisika                                                                             | 2005 | The journal of family planning and reproductive health care/Faculty of Family Planning & Reproductive Health Care, Royal College of Obstetricians & Gynaecologists | 31     | 3     | 207-212   | Reproductive Health |
| <a href="#">What role does Entertainment-Education play in the adoption and maintenance of sustainable behaviours: a case study of reusable coffee cups in millennials</a>                                        | R. A. Jackson                                                                            | 2023 | Communication Research and Practice                                                                                                                                | 0      | 0     | 1-20      | SBCC 101            |
| <a href="#">Using Theory to Design Effective Health Behavior Interventions</a>                                                                                                                                    | Marco Yzer, Martin Fishbein                                                              | 2003 | Communication Theory                                                                                                                                               | 13     | 2     | 164-183   | SBCC 101            |
| <a href="#">Use of mass media campaigns to change health behaviour</a>                                                                                                                                            | William W. Fisher, Robert H. Feldman                                                     | 2010 | The Lancet                                                                                                                                                         | 376    | N/A   | 1261-1271 | SBCC 101            |
| <a href="#">Understanding the Effectiveness of the Entertainment-Education Strategy: An Investigation of How Audience Involvement, Message Processing, and Message Design Influence Health Information Recall</a> | D. H. Brown                                                                              | 2013 | Journal of Health Communication                                                                                                                                    | 18     | 2     | 160-178   | SBCC 101            |
| <a href="#">To Be Involved or Not to Be Involved ? Using Entertainment-Education in an HIV -Prevention Program for Youngsters</a>                                                                                 | Barbara Schouten, Martijn Vlug-mahabali, Silvia Hermanns, Esmee Spijker, Julia Van Weert | 2014 | Health communication                                                                                                                                               | 29     |       | 762-772   | SBCC 101            |
| Theoretical approaches to entertainment education campaigns: A subaltern critique                                                                                                                                 | L. G. Garcia                                                                             | 2009 | Health                                                                                                                                                             | N/A    | N/A   | 221-231   | SBCC 101            |
| <a href="#">The Transportation Scale-Short Form (TS-SF)</a>                                                                                                                                                       | L. H. Garcia                                                                             | 2015 | Media Psychology                                                                                                                                                   | 18     | 2     | N/A       | SBCC 101            |

| Title                                                                                                                                                                                     | Author(s)                                | Year | Journal Name                     | Volume | Issue | Pages   | Topic Area |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|------|----------------------------------|--------|-------|---------|------------|
| <a href="#">The role of "Musekweya", an entertainment-education radio soap opera in the promotion of reconciliation in Rwanda</a>                                                         | H. L. Rodriguez                          | 2015 | N/A                              | 1      | 2     | 55-68   | SBCC 101   |
| <a href="#">The Rising Tide of Entertainment-Education in Communication Campaigns</a>                                                                                                     | D. B. Levy                               | 2012 | Public Communication Campaigns   | N/A    | N/A   | 321-333 | SBCC 101   |
| <a href="#">The power of narratives: The effect of entertainment television organ donation storylines on the attitudes, knowledge, and behaviors of donors and nondonors</a>              | R. J. Rimal                              | 2003 | Communication Theory             | 13     | 2     | 164-183 | SBCC 101   |
| <a href="#">The Parasocial Contact Hypothesis</a>                                                                                                                                         | H. R. Taylor                             | 2005 | Communication Monographs         | 72     | 1     | 92-115  | SBCC 101   |
| <a href="#">The Mastering of a Music City: key elements, effective strategies and why it's worth pursuing.</a>                                                                            | Music Canada                             | 2015 | N/A                              | N/A    | N/A   |         | SBCC 101   |
| <a href="#">The impacts of an entertainment-education on radio serial drama in Botswana on outcomes related to HIV prevention goals in the President's Emergency Plan for AIDS Relief</a> | S. H. Mahoney                            | 2013 | Journal of African Media Studies | 5      | 3     | 353-367 | SBCC 101   |
| <a href="#">The impact of a targeted radio campaign to prevent STIs and HIV/AIDS in Mozambique</a>                                                                                        | H. L. Brown                              | 2001 | N/A                              | 13     | 5     | 438-451 | SBCC 101   |
| <a href="#">The Impact of a Mass Media Campaign on HIV/AIDS Knowledge and Behavior Change in North India: Results from a Longitudinal Study</a>                                           | J. R. Gupta                              | 2006 | Asian Journal of Communication   | 16     | 3     | 231-250 | SBCC 101   |
| <a href="#">The Entertaining Way to Behavioral Change: Fighting HIV with MTV</a>                                                                                                          | S. K. Gupta                              | 2019 | NBER Working Paper               | N/A    | N/A   | N/A     | SBCC 101   |
| <a href="#">The effectiveness of using entertainment education narratives to promote safer sexual behaviors of youth: A meta-analysis. 1985-2017</a>                                      | Orozco-Olvera, V., Shen, F., & Cluver, L | 2019 | N/A                              | Vol 14 | 2     | N/A     | SBCC 101   |

| Title                                                                                                                                                                                                       | Author(s)                                              | Year | Journal Name                             | Volume | Issue | Pages   | Topic Area |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|------|------------------------------------------|--------|-------|---------|------------|
| <a href="#">The effectiveness of media use in health education: evaluation of an HIV/AIDS radio [corrected] campaign in Ethiopia.</a>                                                                       | H. Shibiru                                             | 2005 | Journal of health communication          | 10     | 3     | 225-35  | SBCC 101   |
| <a href="#">The Ability of Narrative Communication to Address Health-related Social Norms.</a>                                                                                                              | S. K. Kar                                              | 2013 | International Review of Social Research  | 3      | 2     | 131-149 | SBCC 101   |
| <a href="#">Testing the Explanatory Power of Two Measures of Narrative Involvement: An Investigation of the Influence of Transportation and Narrative Engagement on the Process of Narrative Persuasion</a> | T. S. Gupta                                            | 2016 | Media Psychology                         | 3269   | April | 1-30    | SBCC 101   |
| <a href="#">Telling Stories, Saving Lives: Creating Narrative Health Messages</a>                                                                                                                           | J. W. Dillard, A. G. Nabi                              | 2014 | Health Communication                     | 30     | 2     | 154-163 | SBCC 101   |
| <a href="#">Television soap operas for development in India<sup>1</sup></a>                                                                                                                                 | S. R. Gupta                                            | 1988 | International Communication Gazette      | 41     | 2     | 109-126 | SBCC 101   |
| Talk Among Sexual Partners About AIDS: Interpersonal Communication for Risk Reduction or Risk Enhancement?                                                                                                  | Cline, R. J. W., Johnson                               | 1992 | N/A                                      | N/A    | N/A   | N/A     | SBCC 101   |
| Strengthening lives, shifting behaviour: The unique model of "Lok Prasara Prakalpa"                                                                                                                         | T. L. Gupta                                            | 2018 | The Journal of Development Communication | 29     | 1     | 73-80   | SBCC 101   |
| Street Theater for Edutainment                                                                                                                                                                              | S. P. Hill                                             | 2010 | N/A                                      | N/A    | N/A   | N/A     | SBCC 101   |
| <a href="#">Storytelling for Promoting Colorectal Cancer Screening Among Underserved Latina Women: A Randomized Pilot Study</a>                                                                             | Larkey, L. K., Lopez, A. M., Minnal, A., & Gonzalez, J | 2009 | N/A                                      | Vol 16 | N/A   | N/A     | SBCC 101   |
| <a href="#">Social Psychology</a>                                                                                                                                                                           | Myers, D., & Twenge, J                                 | 2015 | N/A                                      | N/A    | N/A   | N/A     | SBCC 101   |
| <a href="#">Shooting Back: Participatory Photography in Entertainment-Education</a>                                                                                                                         | H. P. Davis                                            | 2006 | N/A                                      | N/A    | N/A   | 125     | SBCC 101   |

| Title                                                                                                                                           | Author(s)                             | Year | Journal Name                                                | Volume | Issue | Pages   | Topic Area |
|-------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|------|-------------------------------------------------------------|--------|-------|---------|------------|
| <a href="#">Setting the stage for social change: Using live theater to dispel myths about intimate partner violence</a>                         | D. Collins                            | 2015 | Journal of Health Communication                             | 20     | 8     | 969-976 | SBCC 101   |
| Satellite Television and the New Indian Woman                                                                                                   | Padmini Patwardhan, Geeta Seshu       | 2000 | International Communication Gazette                         | 62     | 5     | 407-429 | SBCC 101   |
| <a href="#">Rethinking entertainment-education for development and social change</a>                                                            | Obregon, R., & Tufte, T               | 2014 | The handbook of development communication and social change | N/A    | N/A   | 168-188 | SBCC 101   |
| Research Brief                                                                                                                                  | D. H. Wilson                          | 2014 | N/A                                                         | N/A    | N/A   | N/A     | SBCC 101   |
| <a href="#">Reaching the Underserved: Measuring the Impact of a Community Media Intervention</a>                                                | M. C. Andrews                         | 2004 | International Quarterly of Community Health                 | 23     | 2     | 117-138 | SBCC 101   |
| <a href="#">Public Communication Campaigns</a>                                                                                                  | Rice, R.E., & Atkin, C.K              | 2012 | N/A                                                         | N/A    | N/A   | N/A     | SBCC 101   |
| Pro-social Observational Learning from Television Soap Opera Models                                                                             | S. K. Thompson                        | 1988 | N/A                                                         | N/A    | N/A   | N/A     | SBCC 101   |
| <a href="#">Population Communications International: Its Role in Family Planning Soap Operas</a>                                                | R. S. Kumar                           | 1994 | Population and Environment                                  | 15     | 4     | 255-264 | SBCC 101   |
| Popular Culture with a Purpose! Using Edutainment Media for Social Change                                                                       | Lacayo, V., & Singhal, A              | 2008 | N/A                                                         | N/A    | N/A   | N/A     | SBCC 101   |
| <a href="#">Pencils and Photos as Tools of Communicative Research and Praxis: Analyzing Minga Peru's Quest for Social Justice in the Amazon</a> | H. S. Park                            | 2006 | International Communication Gazette                         | 68     | 4     | 313-330 | SBCC 101   |
| <a href="#">Participatory photography as theory, method and praxis: analyzing an entertainment-education project in India</a>                   | A. P. Wilson                          | 2007 | Critical Arts                                               | 27     | 1     | 2       | SBCC 101   |
| <a href="#">Participatory methods for entertainment-education: Analysis of best practices</a>                                                   | Riley, A.H., Sood, S., & Robichaud, M | 2017 | Journal of Creative Communications                          | 12     | 1     | 62-76   | SBCC 101   |

| Title                                                                                                                                                        | Author(s)                                                                                                                | Year | Journal Name                                     | Volume | Issue | Pages   | Topic Area |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|------|--------------------------------------------------|--------|-------|---------|------------|
| <a href="#">Narrative persuasion and social norms in entertainment-education: Results from a radio drama in Mozambique</a>                                   | Riley, A.H., Sood, S., & Sani, M                                                                                         | 2019 | N/A                                              | N/A    | N/A   | N/A     | SBCC 101   |
| Narrative education on cervical cancer                                                                                                                       | Lopez, J. (Writer), & Kagan, J. (Director & Producer).<br>Murphy, S. T., & Baezconde-Garbanati, L. (Executive producers) | 2012 | N/A                                              | N/A    | N/A   | N/A     | SBCC 101   |
| Murphy_Lemon_text_Final_Frank_Chapter                                                                                                                        | S. H. Murphy                                                                                                             | 2021 | N/A                                              | N/A    | N/A   | N/A     | SBCC 101   |
| <a href="#">Moving toward a theory of normative influences: how perceived benefits and similarity moderate the impact of descriptive norms on behaviors.</a> | P. R. Rimal                                                                                                              | 2005 | Journal of Health Communication                  | 10     | 5     | 433-450 | SBCC 101   |
| <a href="#">Motivating television viewers to become organ donors</a>                                                                                         | M. I. Wolske                                                                                                             | 2007 | Cases in Public Health Communication & Marketing | 1      | N/A   | 1-20    | SBCC 101   |
| <a href="#">Modeling the relationship between descriptive norms and behaviors: a test and extension of the theory of normative social behavior (TNSB).</a>   | J. R. Rodriguez                                                                                                          | 2008 | Health Communication                             | 23     | N/A   | 103-116 | SBCC 101   |
| Mind the Gap                                                                                                                                                 | D. P. Fairhurst                                                                                                          |      | N/A                                              | N/A    | N/A   | N/A     | SBCC 101   |
| <a href="#">Measuring Narrative Engagement</a>                                                                                                               | A. H. Singh                                                                                                              | 2009 | Media Psychology                                 | 12     | 4     | 321-347 | SBCC 101   |
| Measuring change                                                                                                                                             | M. J. Taylor                                                                                                             | 2007 | Frontiers in Ecology and the Environment         | N/A    | N/A   | N/A     | SBCC 101   |
| <a href="#">McGuire's classic input-output framework for constructing persuasive messages</a>                                                                | McGuire, W.                                                                                                              | 2013 | N/A                                              | N/A    | N/A   | N/A     | SBCC 101   |
| Making Waves                                                                                                                                                 | R. J. Fisher                                                                                                             | 2001 | N/A                                              | N/A    | N/A   | N/A     | SBCC 101   |
| KB Theories Chapter (13 Feb)                                                                                                                                 | T. J. Harris                                                                                                             |      | N/A                                              | N/A    | N/A   | N/A     | SBCC 101   |

| Title                                                                                                                                                              | Author(s)                                 | Year | Journal Name                        | Volume | Issue | Pages   | Topic Area |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|------|-------------------------------------|--------|-------|---------|------------|
| <a href="#">Indian Audience Interpretations of Health-Related Content in the Bold and the Beautiful</a>                                                            | T. L. Singh                               | 2004 | International Communication Gazette | 66     | 5     | 437-458 | SBCC 101   |
| <a href="#">Increasing equity, affirming the power of narrative and expanding dialogue: the evolution of entertainment-education over two decades</a>              | J. P. Jackson                             | 2013 | Critical Arts                       | 27     | 1     | 9-35    | SBCC 101   |
| <a href="#">Increases in calls to the CDC national STD and AIDS hotline following AIDS-related episodes in a soap opera</a>                                        | R. A. Balwin                              | 2004 | Journal of Communication            | 54     | 2     | 287-301 | SBCC 101   |
| <a href="#">In Full View: Creatively Tackling Sanitation in India</a>                                                                                              | H. N. Sood                                | 2020 | N/A                                 | N/A    | N/A   | N/A     | SBCC 101   |
| <a href="#">Impact of the integrated Radio Communication Project in Nepal, 1994-1997.</a>                                                                          | T. J. Collins                             | 1999 | Journal of Health Communication     | 4      | 4     | 271-294 | SBCC 101   |
| <a href="#">Impact of an entertainment-education television drama on health knowledge and behavior in Bangladesh: an application of propensity score matching.</a> | S. P. Kumar                               | 2006 | Journal of Health Communication     | 11     | 3     | 301-325 | SBCC 101   |
| <a href="#">Identification With Characters, Elaboration, and Counterarguing in Entertainment-Education Interventions Through Audiovisual Fiction</a>               | K. R. Martin                              | 2015 | Journal of Health Communication     | 21     | N/A   | N/A     | SBCC 101   |
| <a href="#">Health education goes Hollywood: Working with prime-time and daytime entertainment television for immunization promotion</a>                           | T. L. King                                | 1998 | Journal of Health Communication     | 3      | N/A   | 263-282 | SBCC 101   |
| <a href="#">Health Communication: From Theory to Practice</a>                                                                                                      | Schiavo, R                                | 2014 | N/A                                 | N/A    | N/A   | N/A     | SBCC 101   |
| <a href="#">Health Behavior Change</a>                                                                                                                             | Prestwich, A., Kenworthy, J., & Conner, M | 2017 | N/A                                 | N/A    | N/A   | N/A     | SBCC 101   |
| <a href="#">Hanryu Sweeps East Asia: How Winter Sonata is Gripping Japan</a>                                                                                       | Seung Woo Kim                             | 2007 | International Communication Gazette | 69     | 3     | 281-294 | SBCC 101   |

| Title                                                                                                                                                                                     | Author(s)                             | Year | Journal Name                                                      | Volume | Issue | Pages     | Topic Area |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|------|-------------------------------------------------------------------|--------|-------|-----------|------------|
| <a href="#">Gender and Reproductive Outcomes: The Effects of a Radio Serial Drama in Northern Nigeria</a>                                                                                 | H. J. Lee                             | 2014 | International Journal of Population Research                      | 2014   | N/A   | N/A       | SBCC 101   |
| <a href="#">From Watching to Calling: Linking Variations in an Entertainment-Education Storyline with Calls to a Health Hotline</a>                                                       | D. H. Lee                             | 2023 | Health Communication                                              | 0      | 0     | 1-12      | SBCC 101   |
| <a href="#">From innovation to social norm: bounded normative influence.</a>                                                                                                              | M. T. Miller                          | 2004 | Journal of Health Communication                                   | 9      | N/A   | 37-57     | SBCC 101   |
| <a href="#">From Awareness-Generation to Changing Norms: Implications for Entertainment-Education</a>                                                                                     | Carolyn Cohen                         | 2015 | Cases in Public Health Communication & Marketing                  | 8      | 215   | 3-26      | SBCC 101   |
| <a href="#">Framing in Entertainment-Education: Effects on Processes of Narrative Persuasion</a>                                                                                          | Lucas B. G. Schouten, Emiel S. Bosman | 2017 | Health Communication                                              | 32     | 12    | 1501-1509 | SBCC 101   |
| <a href="#">Explaining the Effects of Narrative in an Entertainment Television Program: Overcoming Resistance to Persuasion</a>                                                           | S. C. Calvert                         | 2010 | Human Communication Research                                      | 36     | 1     | 26-52     | SBCC 101   |
| <a href="#">Entertainment-Education on Media Strategies for Social Change: Opportunities and Emerging Trends</a>                                                                          | M. J. Kim                             | 2014 | Review of Journalism and Mass Communication                       | 2      | 1     | 69-89     | SBCC 101   |
| <a href="#">Entertainment-Education in development communication: Between marketing behaviours and empowering people</a>                                                                  | T. S. Patel                           | 2005 | Media and Glocal Change. Rethinking Communication for Development | N/A    | N/A   | 159-176   | SBCC 101   |
| <a href="#">Entertainment-education in a media-saturated environment: Examining the impact of single and multiple exposures to breast cancer storylines on two popular medical dramas</a> | H. P. King                            | 2008 | Journal of Health Communication                                   | 13     | 8     | 808-823   | SBCC 101   |
| <a href="#">Entertainment-education effectively reduces prejudice</a>                                                                                                                     | H. C. Chung                           | 2018 | Group Processes and Intergroup Relations                          | 21     | 7     | 1053-1077 | SBCC 101   |

| Title                                                                                                                                         | Author(s)                                                                             | Year | Journal Name                           | Volume | Issue | Pages   | Topic Area |
|-----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|------|----------------------------------------|--------|-------|---------|------------|
| <a href="#">Entertainment-education and social change: An analysis of parasocial interaction, social learning, and parasocial</a>             | Papa, M., Singhal, A., Law, S., Pant, S., Sood, S., Rogers, E.M., & Shefner-Rogers, C | 2005 | Journal of Communication               | 50     | N/A   | 31-55   | SBCC 101   |
| <a href="#">Entertainment-education and recruitment of cornea donors: the role of emotion and issue involvement.</a>                          | R. S. Wilson                                                                          | 2008 | Journal of Health Communication        | 13     | 1     | 20-36   | SBCC 101   |
| <a href="#">Entertainment-Education and Participation - Assessing the Communication Strategy of Soul City</a>                                 | M. L. Paluck                                                                          | 2001 | Journal of International Communication | 7      | 2     | 25-51   | SBCC 101   |
| <a href="#">Entertainment-education and HIV-AIDS prevention: Moderating and mediating processes</a>                                           | T. J. Williams                                                                        | 2021 | <a href="#">Cuadernos.info</a>         | 51     | N/A   | 268-287 | SBCC 101   |
| <a href="#">Entertainment-Education and Elaboration Likelihood: Understanding the Processing of</a>                                           | N. R. Johnson                                                                         | 2002 | Communication Theory                   | 12     | 2     | 173-191 | SBCC 101   |
| <a href="#">Entertainment Media for Behaviour Change Training Program May 18</a>                                                              | S. M. Kurian                                                                          | 2015 | N/A                                    | N/A    | N/A   | N/A     | SBCC 101   |
| <a href="#">Entertainment Education: A communication for social change</a>                                                                    | Singhal, A and Rogers, E.                                                             | 1999 | N/A                                    | N/A    | N/A   | N/A     | SBCC 101   |
| <a href="#">Entertainment Education and Health in the United States</a>                                                                       | A. S. Greene                                                                          | 2004 | N/A                                    |        | N/A   | N/A     | SBCC 101   |
| <a href="#">Enhancing community knowledge and health behaviors to eliminate blinding trachoma in Mali using radio messaging as a strategy</a> | H. C. Thomas                                                                          | 2013 | Health Education Research              | 28     | 2     | 360-370 | SBCC 101   |
| <a href="#">Effects of the gama cuulu radio serial drama on HIV-related behavior change in Zambia</a>                                         | L. J. Yoon                                                                            | 2012 | Journal of Health Communication        | 17     | 8     | 929-945 | SBCC 101   |

| Title                                                                                                                                                        | Author(s)                                                              | Year | Journal Name                                 | Volume | Issue | Pages     | Topic Area |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|------|----------------------------------------------|--------|-------|-----------|------------|
| <a href="#">Effects of media on personal and public health</a>                                                                                               | Walsh-Childers, K., & Brown, J. D.                                     | 2009 | N/A                                          | N/A    | N/A   | N/A       | SBCC 101   |
| <a href="#">Effects of a mass media intervention on HIV-related stigma: 'Radio Diaries' program in Malawi</a>                                                | M. J. Hill                                                             | 2011 | Health Education Research                    | 26     | 3     | 456-465   | SBCC 101   |
| <a href="#">Effectiveness of entertainment education in communicating health information: a systematic review</a>                                            | E. J. Lee, C. A. Cameron                                               | 2014 | Asian Journal of Communication               | 2986   | July  | 1-12      | SBCC 101   |
| <a href="#">EatSafe – Evidence and Action Towards Safe, Nutritious Food: Interviews with Social and Behavior Change Communications Media Professionals</a>   | J. R. Winsten                                                          |      | N/A                                          | N/A    | N/A   | N/A       | SBCC 101   |
| <a href="#">Does entertainment-education work with Latinos in the United States? Identification and the effects of a telenovela breast cancer storyline.</a> | M. D. Abrego, S. A. Wells                                              | 2007 | Journal of Health Communication              | 12     | 5     | 455-469   | SBCC 101   |
| <a href="#">Dimensions of Parasocial Interaction by Letter-Writers to a Popular Entertainment-Education Soap Opera in India</a>                              | K. L. Brown                                                            | 2000 | Journal of Broadcasting and Electronic Media | 44     | 3     | 386-414   | SBCC 101   |
| <a href="#">Developing effective media campaigns for health promotion</a>                                                                                    | Silk, K. J., Atkin, C. K., & Salmon, C. T                              | 2011 | N/A                                          | N/A    | N/A   | N/A       | SBCC 101   |
| <a href="#">Inoculation Theory Applied in Health and Risk Messaging</a>                                                                                      | Ivanov, B                                                              | 2012 | N/A                                          | N/A    | N/A   | N/A       | SBCC 101   |
| <a href="#">Culturally compelling strategies for behaviour change: a social ecology model and case study in malaria prevention</a>                           | Panter-Brick, C., Clarke, S. E., Lomas, H., Pinder, M., & Lindsay, S.W | 2006 | Social Science & Medicine                    | N/A    | N/A   | 2810-2825 | SBCC 101   |
| <a href="#">Cultural Shareability, Archetypes and Television Soaps: 'Oshindrome' in Thailand</a>                                                             | J. P. Wang                                                             | 1997 | International Communication Gazette          | 59     | 3     | 171-188   | SBCC 101   |
| <a href="#">Creating a Brighter Future in Rwanda through Entertainment-Education</a>                                                                         | C. S. Davis                                                            | 2013 | Critical Arts                                | 27     | 1     | 75-90     | SBCC 101   |

| Title                                                                                                                                                                            | Author(s)                           | Year | Journal Name                                                | Volume | Issue | Pages     | Topic Area |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|------|-------------------------------------------------------------|--------|-------|-----------|------------|
| <a href="#">Conversation and Compliance: Role of Interpersonal Discussion and Social Norms in Public Communication Campaigns</a>                                                 | M. T. Ryan                          | 2012 | Journal of Health Communication                             | 17     | 9     | 1050-1067 | SBCC 101   |
| <a href="#">Confronting cancer on thirty something: Audience response to health content on entertainment television</a>                                                          | M. R. Perez                         | 1996 | Journal of Health Communication                             | 1      | 2     | 157-172   | SBCC 101   |
| <a href="#">Comparing the cost-effectiveness of mass media long-running entertainment-education (EE) for social and behaviour change in Africa</a>                               | R. A. Singh                         | 2018 | The Journal of Development Communication                    | 29     | 1     | 61-72     | SBCC 101   |
| <a href="#">Community media for social and behaviour change: The power and principles of participatory storytelling</a>                                                          | L. H. Davis                         | 2018 | The Journal of Development Communication                    | 29     | 1     | 36-51     | SBCC 101   |
| Communication for better health                                                                                                                                                  | D. H. Stewart                       | 2008 | N/A                                                         | N/A    | 56    | N/A       | SBCC 101   |
| Changing Appetites & Changing Minds: Measuring the Impact of Food, Inc. Media Impact Project                                                                                     | Blakley, Johanna, et al.            | N/A  | USC Annenberg Norman Lear Center                            | N/A    | N/A   | N/A       | SBCC 101   |
| <a href="#">Broadcasting New Behavioral Norms: Theories Underlying the Entertainment-Education Method</a>                                                                        | L. K. Miller                        | 2018 | Handbook of Communication for Development and Social Change | N/A    | N/A   | N/A       | SBCC 101   |
| <a href="#">Bridging Theory and Practice in Entertainment Education: An Assessment of the Conceptualization and Design of Tsha Tsha in South Africa</a>                          | Blessing Makwambeni, Abiodun Salawu | 2018 | SAGE Open                                                   | 8      | 1     | N/A       | SBCC 101   |
| BodyLove: The Impact of Targeted Radio Educational Entertainment on Health Knowledge, Attitudes and Behavior among African-Americans                                             | H. R. Stewart                       | 2009 | Cases in Public Health Communication & Marketing            | III    | N/A   | 92-113    | SBCC 101   |
| <a href="#">Audience-centered discourses in communication and social change: the 'Voicebook' of Main Kuch Bhi Kar Sakti Hoon, an entertainment-education initiative in India</a> | D. S. Gupta                         | 2018 | Journal of Multicultural Discourses                         | 0      | 0     | 1-16      | SBCC 101   |

| Title                                                                                                                                                                                                                                | Author(s)                                           | Year | Journal Name                    | Volume | Issue | Pages     | Topic Area |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|------|---------------------------------|--------|-------|-----------|------------|
| <a href="#">An evaluation of the use of drama to communicate HIV AIDS information</a>                                                                                                                                                | R. Sood                                             | 1999 | Aids Education and Prevention   | 11     | 3     | 203 - 211 | SBCC 101   |
| <a href="#">Aligning the stars in East Los High: How authentic characters and storylines can translate into real-life changes through transmedia edutainment</a>                                                                     | K. S. Reyes                                         | 2019 | SEARCH (Malaysia)               | 11     | 3     | 1-22      | SBCC 101   |
| A Mixed-Methods Evaluation of                                                                                                                                                                                                        | M. T. Wilson                                        | 2020 | N/A                             | N/A    | N/A   | N/A       | SBCC 101   |
| <a href="#">A Comedian and an Activist Walk into a Bar: The Serious Role of Comedy in Social Justice</a>                                                                                                                             | Chattoo, C. B., & Feldman, L                        | 2020 | N/A                             | N/A    | N/A   | N/A       | SBCC 101   |
| <a href="#">"On the Wings of Wishes" (Icchedana). Adolescent Girls in Bangladesh Taking Flight Using A Social Behavioral Change Communication Program to Address Child Marriage Related Social Norms: A Longitudinal Panel Study</a> | R. Haider                                           | 2022 | Journal of Health Communication | 0      | 0     | 1-10      | SBCC 101   |
| "Companion Curriculum to Blood Diamond."                                                                                                                                                                                             | Leavitt, Charles, and C. Gaby Mitchell              | 2007 | Amnesty International           | N/A    | N/A   | N/A       | SBCC 101   |
| <a href="#">"Can One TV Show Make a Difference? Will &amp; Grace and the Parasocial Contact Hypothesis."</a>                                                                                                                         | Schiappa, Edward, Peter B. Gregg, and Dean E. Hewes | 2006 | Journal of Homosexuality        | Vol 51 | 4     | 15-37     | SBCC 101   |
| <a href="#">How to Make and Measure Impact in Entertainment: A Quick Guide</a>                                                                                                                                                       | SIE Society                                         | 2021 | N/A                             | N/A    | N/A   | N/A       | SBCC 101   |
| <a href="#">SBC Impact Data in Your Fingertips</a>                                                                                                                                                                                   | SIE Society                                         | 2023 | N/A                             | N/A    | N/A   | N/A       | SBCC 101   |
| <a href="#">International SBCC Summit Report 2022</a>                                                                                                                                                                                | SBCC Summit                                         | 2022 | N/A                             | N/A    | N/A   | N/A       | SBCC 101   |
| Y Touring Theatre Company   Public Engagement with Science                                                                                                                                                                           | Y Touring Theatre Company                           | N/A  | N/A                             | N/A    |       | N/A       | SIE 101    |
| <a href="#">Utilizing computerized entertainment education in the development of decision aids for lower literate and naïve computer users.</a>                                                                                      | P. S. Rodriguez                                     | 2007 | Journal of health communication | 12     | 8     | 681-697   | SIE 101    |

| Title                                                                                                                                                                       | Author(s)                                    | Year | Journal Name                                                | Volume | Issue     | Pages   | Topic Area |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|------|-------------------------------------------------------------|--------|-----------|---------|------------|
| <a href="#">Using Markers for Digital Engagement with the Audience of Main Kuch Bhi Kar Sakti Hoon Season 3</a>                                                             | M. J. Watts                                  |      | N/A                                                         | 31     | N/A       | N/A     | SIE 101    |
| <a href="#">Turtles and Peacocks: Collaboration in Entertainment—Education on Television</a>                                                                                | M. S. Taylor                                 | 2022 | Communication Theory                                        | 12     | 2         | 225-244 | SIE 101    |
| <a href="#">Theories Underlying the Entertainment-Education Method</a>                                                                                                      | L. K. Miller                                 | 2018 | Handbook of Communication for Development and Social Change | N/A    | N/A       | N/A     | SIE 101    |
| <a href="#">The Team Online: Entertainment-Education, Social Media, and Cocreated Messages</a>                                                                              | S. T. Collins                                | 2014 | Television & New Media                                      | 15     | 2         | 139-156 | SIE 101    |
| <a href="#">The State of SIE: Mapping the Landscape of Social Impact Entertainment</a>                                                                                      | Skoll Center for Social Impact Entertainment | 2019 | N/A                                                         | N/A    | N/A       | N/A     | SIE 101    |
| <a href="#">The Power of Storytelling: Social Impact Entertainment</a>                                                                                                      | R. Rippberger                                | 2022 | N/A                                                         | N/A    | N/A       | N/A     | SIE 101    |
| <a href="#">The hidden gem of the Cairo consensus: Helping to end population growth with entertainment media</a>                                                            | T. L. Singh                                  | 2018 | The Journal of Population and Sustainability                | 2      | 2         | 51-61   | SIE 101    |
| <a href="#">Television as a health educator: a case study of Grey's Anatomy</a>                                                                                             | S. L. Davis                                  | 2008 | Victoria                                                    | N/A    | September | 27      | SIE 101    |
| <a href="#">Exploring audience involvement with an interactive narrative: implications for incorporating transmedia storytelling into entertainment-education campaigns</a> | A Sangalang                                  | 2013 | Critical Arts                                               | 27     | 1         | 127-146 | SIE 101    |
| <a href="#">Participatory Theater as a Science Communication Tool in Timor Leste</a>                                                                                        | S. J. Haynes                                 | 2014 | Science Communication                                       | N/A    | N/A       | 502-510 | SIE 101    |
| <a href="#">Moved to justice: The effects of socially-conscious films on social justice concerns</a>                                                                        | B. L. Fisher                                 | 2020 | Mass Communication and Society                              | N/A    | N/A       | N/A     | SIE 101    |
| <a href="#">Ke Wang, a Chinese television soap opera with a message.</a>                                                                                                    | L. J. Taylor                                 | 1992 | Gazette                                                     | 49     | N/A       | 177-192 | SIE 101    |
| <a href="#">Harnessing the potential of entertainment-education telenovelas</a>                                                                                             | D. P. Jackson                                | 1993 | International Communication Gazette                         | 51     | 1         | 1-18    | SIE 101    |

| Title                                                                                                                                                                                                                                                           | Author(s)                                                                       | Year | Journal Name                          | Volume | Issue    | Pages   | Topic Area |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|------|---------------------------------------|--------|----------|---------|------------|
| <a href="#">From television to the film set: Korean drama Daejanggeum drives Chinese, Taiwanese, Japanese and Thai audiences to screen-tourism</a>                                                                                                              | M. H. Moon                                                                      | 2012 | International Communication Gazette   | 74     | 5        | 423-442 | SIE 101    |
| <a href="#">Evolving Models of Community Radio</a>                                                                                                                                                                                                              | N. J. Taylor                                                                    | 2000 | Journal of Radio Studies              | 1      | N/A      | N/A     | SIE 101    |
| <a href="#">Entertainment-Education Through Digital Games</a>                                                                                                                                                                                                   | Cheryl K. Olson, David Bickham                                                  | 2009 | Serious games: Mechanisms and effects | N/A    | N/A      | 271-292 | SIE 101    |
| <a href="#">Entertainment-education in a media-saturated environment: examining the impact of single and multiple exposures to breast cancer storylines on two popular medical dramas.</a>                                                                      | L. J. Sundar                                                                    | 2008 | Journal of Health Communication       | 13     | 8        | 808-823 | SIE 101    |
| <a href="#">Enhancing the persuasive influence of entertainment-education on events: Rhetorical and aesthetic strategies for constructing narratives</a>                                                                                                        | A. F. Burger                                                                    | 2013 | Critical Arts                         | 27     | 12-31    | 56-74   | SIE 101    |
| <a href="#">Effects of an entertainment-education radio soap opera on family planning behavior in Tanzania</a>                                                                                                                                                  | Rogers, E.M., Vaughan, P.W., Swalehe, R.M.A., Rao, N., Svenkerud, P., & Sood, S | 1999 | Studies in Family Planning            | 30     | 3        | 193-211 | SIE 101    |
| <a href="#">Educational storylines in entertainment television: audience reactions toward persuasive strategies in medical dramas</a>                                                                                                                           | S. T. Green                                                                     | 2015 | Journal of Health Communication       | 20     | 4        | 396-405 | SIE 101    |
| <a href="#">Communicating health information through the entertainment media</a>                                                                                                                                                                                | R. N. Simonds                                                                   | 2001 | Health Affairs                        | 20     | 1        | 192-199 | SIE 101    |
| Club Risky Business: A Zambian Television Series Challenges Multiple and Concurrent Sexual Partnerships through the One Love Kwasila! Campaign. Case Study Series. Arlington, VA: USAID's AIDS Support and Technical Assistance Resources, AIDSTAR-One, Task Or | H. R. Brown                                                                     | 2010 | Development                           | N/A    | December | N/A     | SIE 101    |
| <a href="#">Assessing the Social Impact of Issues-Focused Documentaries: Research Methods &amp; Future Considerations</a>                                                                                                                                       | Borum Chattoo, Caty, and Angelica Das.                                          | N/A  | Center for Media and Social Impact    | N/A    | N/A      | N/A     | SIE 101    |

| Title                                                                                                                                                                          | Author(s)                        | Year | Journal Name                                | Volume | Issue        | Pages   | Topic Area               |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|------|---------------------------------------------|--------|--------------|---------|--------------------------|
| <a href="#">A Theoretical Agenda for Entertainment -Education</a>                                                                                                              | S. H. Brown                      | 2002 | Communication Theory                        | 12     | 2            | 117-135 | SIE 101                  |
| <a href="#">(Dis)similar Readings: Indian and American Audiences' Interpretation of Friends</a>                                                                                | A. L. Lee                        | 2006 | International Communication Gazette         | 68     | 2            | 131-145 | SIE 101                  |
| <a href="#">"Doc Impact Award 2016 – Chasing Ice."</a>                                                                                                                         | Doc Society.                     | N/A  | N/A                                         | N/A    | N/A          | N/A     | SIE 101                  |
| <a href="#">Lights, Camera, Impact: 20 Years of Research on the Power of Entertainment to Support Narrative Change</a>                                                         | Various, Veronica Jauriqui       | 2023 | USC Norman Lear Center Media Impact Project | N/A    | N/A          | N/A     | SIE 101                  |
| <a href="#">The Relationship Between Social Norms and Sexual Risk-Reduction Intentions and Behavior Among Men Who Have Sex With Men: Findings From an eHealth Intervention</a> | M. W. Wilson                     | 2019 | Psychology of Addictive Behaviors           | N/A    | N/A          | N/A     | Substance Abuse Disorder |
| <a href="#">Mass Media in Substance Abuse Prevention</a>                                                                                                                       | John M. DeFosse, Susan M. Benson | 1990 | Health Affairs                              | 9      | 2            | 30-46   | Substance Abuse Disorder |
| <a href="#">Entertainment-education on videos as a persuasive tool in the substance use prevention intervention "keepin' it REAL"</a>                                          | M. N. Hall                       | 2018 | N/A                                         | 33     | 7            | 896-906 | Substance Abuse Disorder |
| <a href="#">An Alcohol Message Beneath the Surface of ER: How Implicit Memory Influences Viewers' Health Attitudes and Intentions Using Entertainment-Education.</a>           | J. M. King                       | 2014 | Journal of Health Communication             | 730    | January 2015 | 37-41   | Substance Abuse Disorder |



We are the leading global alliance in Social Impact Entertainment. Our mission is to educate, connect and empower professionals in entertainment, non-profit and business to harness storytelling in all media for greater social good and measurable impact.

[siesociety.org](https://siesociety.org)