

**CAB Conference Call  
May 27, 2021  
12:00 ET  
Meeting Minutes**

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**Participants:**

<b>Andrea</b>	Jacobi Medical Center
<b>Eduardo</b>	Harvard University
<b>Emanuela</b>	Ann & Robert H. Lurie Children's Hospital of Chicago
<b>Haleigh</b>	FSTRF
<b>Julie H.</b>	University of Alabama, Birmingham
<b>Karim</b>	Westat
<b>Kimbrae</b>	Texas Children's Hospital
<b>Kylie</b>	Texas Children's Hospital
<b>Liz</b>	Harvard University
<b>Mandy</b>	Harvard University
<b>Megan</b>	Westat
<b>Raiko</b>	University of Colorado, Denver
<b>Sharon H.</b>	Harvard University
<b>Stephanie S.</b>	University of Miami
<b>Theresa</b>	Baylor College of Medicine
<b>Tracy</b>	Westat
<b>Veronica</b>	University of California, San Diego

• **APPROVAL OF MINUTES**

The minutes from the April 22, 2021 call were approved with no changes.

• **CAB CHAIR NOMINATIONS (2021 – 2023 term)**

**Megan** explained that there was a slight delay with the Chair nominations this year. After the call for Chair nominations, there is one nomination for Chair (**Kimbrae**) and one nomination for Vice Chair (**Exzavia**). **Megan** read the brief summaries of each nominee. The comments focused on their dedication and passion working in PHACS.

**Kim** thanked everyone for her nomination. The CAB members decided that the next steps would be to send out a ballot. Members will be asked to "approve" or "not approve". This is because there was only one nominee for each role. The ballot will include an option to leave a comment. **Megan** mentioned that the nominees must be an active CAB member. The nominees should regularly attend CAB meetings. Site representatives who participate in the CAB can vote.

• **USING ANIMATION FOR PHACS RESEARCH SUMMARIES**

**Megan** introduced **Mandy**. Mandy is the new HECC Digital Health Communications Specialist. She is taking a new approach to the research summaries. She is looking into using animations for the summaries. **Megan** explained that the summaries are first submitted by researchers. It is part of the publication process. They are a summary of a paper that has been published in a scientific journal. The summary is submitted to the HECC. Then, the HECC prepares a one page document with text and companion graphics. **Megan** indicated that the PHACS Publication Committee selects several summaries throughout the year to highlight. They are looking for ways to communicate the information in a better way. **Mandy** recommended using animations. Animations can be a companion to the written summaries. Animations focus on the visual. They can include companion graphics with voice over. They are interesting and fun.

**Mandy** provided examples of videos with animations for CAB members to provide feedback:

1. [CDC Better fitting masks](#) – video with no sound
2. [VYOND CDC COVID-19](#): Social distancing – video with sound, voice over and animations
3. [Instagram Seth Rogen](#): video with sound and character talking
4. [CDC Not Just Words PSA](#): video with voice over and moving graphics

**Mandy** explained that the first three videos use a simpler animation style. This means **Mandy** may be able to produce these types of animations sooner. The animation of the last video is more complicated. She may be able to produce that type of animation later down the line. CAB members gave the following feedback:

- **Veronica** explained that creating a video will allow participants to learn about the study. She suggested to translate videos into Spanish. She suggested to incorporate diversity of characters. It would also help to include various settings.
- **Kim** expressed that she liked the second video. She liked it because it was short and informative. The video had sound and visuals that kept her attention. She agreed with **Veronica** to translate it into other languages like Spanish. In addition, **Kim** talked about the importance of including people of different races and social statuses.

**Mandy** talked about the first summary: “Transition to Adult Health Health Care in young adults with PHIV”. **Megan** explained that the summary will be a companion to the animation. CAB members gave the following feedback:

- **Theresa** suggested that **Mandy** include an image of a child growing. The image could show a baby, then teenager, and finally the adult.
- **Kim** liked that the pictures show diversity. It is important to be inclusive. People will feel comfortable and can relate with the information.
- Many CAB members recommended drawing hands of different sizes.
- **Veronica** thought that the hands might look like a symbol. She recommended to add additional hands. She also recommended that **Mandy** ask the PUG for feedback.

**Mandy** asked about thoughts regarding the animations. She asked if people liked words, graphics, or music and voice over. She also asked about how they felt about characters talking directly to them. CAB members gave the following feedback:

- **Kim** liked the second video because it includes audio and visuals. It considers audio learners and visual learners.
- **Julie** liked the second video. However, she pointed out that the main animated speaker did not have hands.
- **Raiko** recommended using written words in addition to sound to help communicate the message.
- **Emanuela** mentioned that people learn and intake information differently. It's helpful to have characters speaking. It is also helpful to have text that highlights the main points. The fourth video did a great job of combining everything.
- Several members expressed that they liked the combination of words and visuals. They said that videos should not include too many words.
- **Eduardo** liked the first video because of the visuals. He suggested to include sound and subtitles on the video. He didn't like the second and third videos. This is because the characters were talking. Viewers may be trying to read their lips.

- **Mandy** liked the first video because it guides the viewer to different locations. The video is 1 minute 30 seconds, which she considers too long. The second video guides the viewer with music and voice overs.
- **Veronica** suggested adding an expecting parent to the video. She suggested to include different body types. She pointed out that participants have limited reading skills or blindness. This means sound is important.
- **Kim** agreed to consider various reading levels. She suggested using kittens and pugs instead of people.
- **Eduardo** agreed with using kittens. He suggested to consider animating a mascot.

**Mandy** asked about the second summary: "Postpartum viral loads in Women living with HIV in the US". She asked if people liked the fonts, color scheme, and colors. **Megan** pointed out that **Mandy** made the drawings. All the drawings could be used again. **Mandy** said that the idea is to create a master bank of images and animations.

**Megan** talked that the animation of the fourth video. She thought it looked more fluid. She liked how the words were interacting with the animation. CAB members gave the following feedback:

- **Veronica** liked the video. She mentioned that because the video should be translated into Spanish, it may be difficult to re-animate the words that are inside the graphics.
- **Emanuela** liked that the words in the video emphasize what the voice over is talking about. She noted that those words appear later in the video.

**Mandy** pointed out the general ideas from the discussion:

- Include diversity
- Translate into Spanish
- Set up focus groups to ask for feedback

**Megan** asked about how people feel about including non-human figures or animations. Examples could be kittens and pugs as characters.

- **Emanuela** expressed her concern with cultural differences when using animals as characters. She indicated that people could react different depending on their cultural background.
- **Julie** agreed with **Emanuela**. She pointed out that many children are afraid of dogs, although not so much for cats.

**Mandy** encouraged CAB members to contact her with additional ideas.

**NOTE: The next CAB call will be on Thursday, June 24, 2021 at 12:00 pm ET.**