



BUCHAREST
AGING 2022

Minority ethnic older adults' narratives about COVID-19 public health campaigns

HYUNSUN YOON, VIRPI YLÄNNE, DENNIS OLSEN



Introduction / background

- Minority ethnic groups faced the greatest risk from COVID-19 (ONS, 2020).
- Within national vaccination programmes in the UK, reported vaccine uptake has been lower in areas with a higher proportion of minority ethnic populations (Gov.uk, 2021).
- It is therefore critical to better understand minority ethnic groups' responses to, and their perceptions of, COVID-19 related public health messaging.



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Aims & method

- to explore how persuasive UK COVID-19 related public health campaigns are for minority ethnic older adults and
- to explore how relevant these campaigns are for minority ethnic older adults

Semi-structured interviews:

via telephone (7) or via Zoom (28), c. 50 mins each

Participants

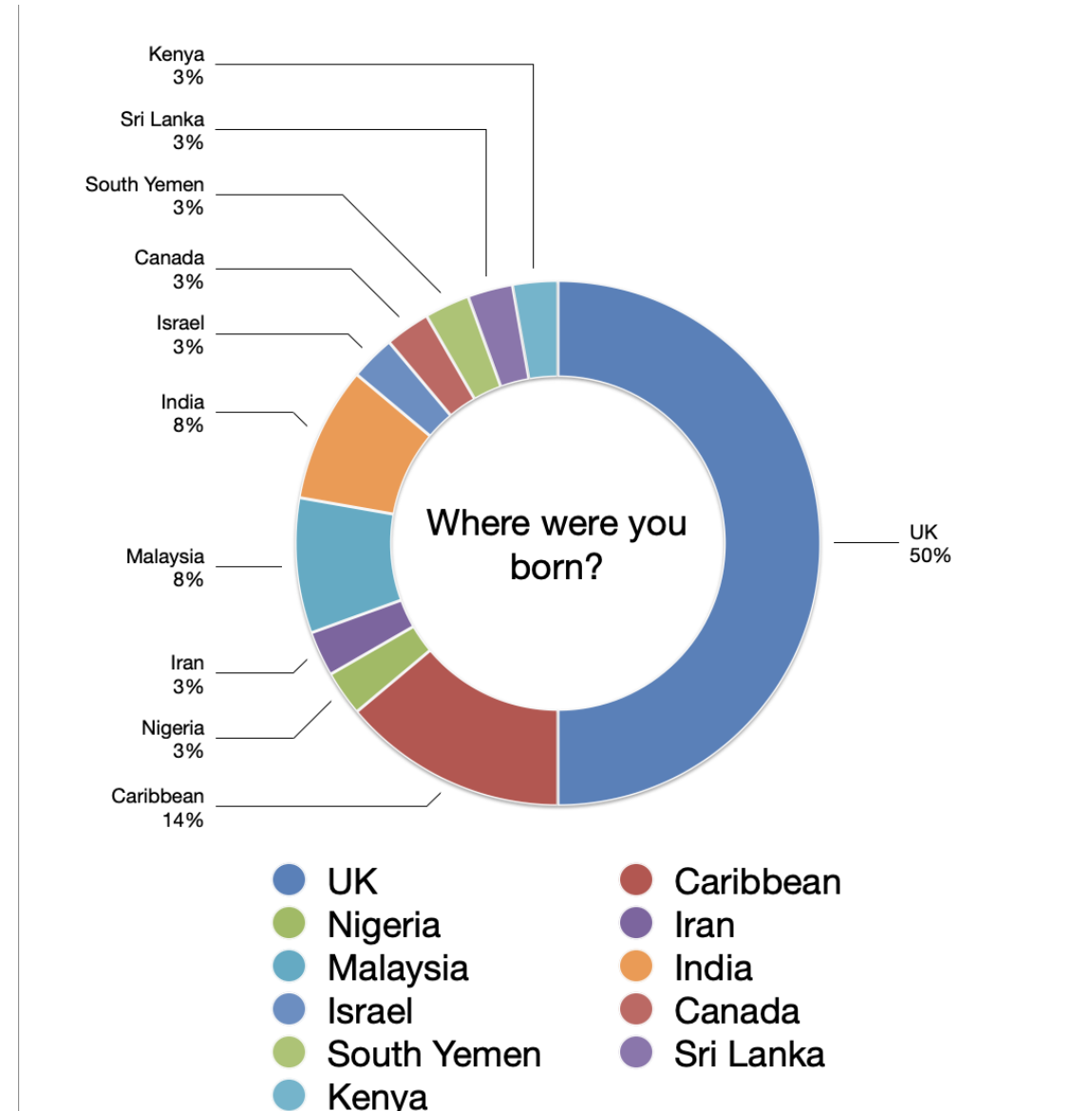
35 individuals aged 60 – 77 yrs

20 female, 15 male

29 spoke English as first language

31 had been vaccinated against COVID-19

21 live in the London region



Participants

13 from a Black, African, Black British, Caribbean (includes any Black background),

11 from Mixed or multiple ethnic groups (includes any mixed background),

6 from Asian or Asian British (includes any Asian background, e.g. Bangladeshi, Chinese, Indian, Pakistani)

and 5 from Another ethnic group (Includes any other ethnic group, for example, Arab)

Stimulus materials



HM Government

NHS

CORONAVIRUS
STAY HOME
THIS BANK HOLIDAY
WEEKEND

**DON'T PUT YOUR FRIENDS
AND FAMILY IN DANGER.**

STAY HOME ▶ PROTECT THE NHS ▶ SAVE LIVES



HM Government

NHS

**We can help control the virus
if we all **STAY ALERT****

-  Stay at home as much as possible
-  Work from home if you can
-  Limit contact with other people
-  Keep your distance if you go out (2 metres apart where possible)
-  Wash your hands regularly

 And if you or anyone in your household has symptoms, you all need to self-isolate.

STAY ALERT ▶ CONTROL THE VIRUS ▶ SAVE LIVES

**LOOK HIM IN
THE EYES**

**AND TELL HIM YOU
ALWAYS KEEP
A SAFE DISTANCE.**

Anthony
Covid-19 patient

STAY HOME ▶ PROTECT THE NHS ▶ SAVE LIVES

**LOOK HER IN
THE EYES**

**AND TELL HER
YOU NEVER
BEND THE RULES.**

Lorna
Covid-19 patient

STAY HOME ▶ PROTECT THE NHS ▶ SAVE LIVES

**LOOK HIM IN
THE EYES**

**AND TELL HIM
THE RISK
ISN'T REAL.**

Tony
Covid-19 patient

STAY HOME ▶ PROTECT THE NHS ▶ SAVE LIVES

‘First, stories are an important tool for **making sense of the world**, of ourselves and of our experiences (e.g. de Fina and Georgakopoulou, 2012: 18; Herman, 2007: 3).

Second, story-telling can function, among other things, as an **argumentation device**: stories can be used to provide ‘evidence’ from one’s own or others’ experiences to support one’s claims, views and judgements (e.g. de Fina and Georgakopoulou, 2012: 97; Schubert, 2010).

Third, within a social constructionist approach, narratives are one of the means through which **different aspects of tellers’ identities can be constructed and negotiated** (e.g. Bamberg and Georgakopoulou, 2008; de Fina and Georgakopoulou, 2012: 105–190; Georgakopoulou, 2007).’

(Semino et al, 2014: 670)

Preliminary findings - identifications

1) Conformers

Example 1:

'To be honest...the reason was **I couldn't see any other way** of getting out of this mess that we were in with covid and the vaccine to my mind seemed to be **the only route** for society on a whole...my calculation was that this was the **best option** for us to get out' 'vaccine **was the way to get back to normal**'

'I took a great liking to professor Van Tam I tended to **trust** him what he was saying ...he was saying he is from an ethnic background'

(Reuben 72 yrs, accountant)

2) Sceptics

Example 2

'At the beginning you'd hear about **side effects**, blood clots, there are **too many side effects** ... you heard it was a trial vaccine' 'I've had family members who took the vaccine like one dose of the vaccine and they were not well at all'

'I'm not going to have a vaccine that is going to **possibly give me a blood clot** ... so that was enough for me what was going on at the beginning, I thought there were too many people having **side effects**' 'I'm **stubborn anyway** I do what I want to do'

(Annabel, 66 yrs, retired baker, not vaccinated)

3) 'Invincibles'

Example 3

'It's made very quickly and it takes years to you know to devise a **reliable** vaccine and plus **reading articles on it** I was part of the anti vaccine group online ... my mum's 95 she's not had the vaccine and she's still going strong ... a sister of mine she knows a lot cos she's got a **degree in science** and she was feeding us information' 'I just **don't trust it** we are **suspicious** as well' 'I've done **the right thing**'

(Mavis, 65 yrs, part-time administrator, not vaccinated)

Next stages

Closer analysis of the discourse of the participants, using

- thematic analysis (e.g. Braun & Clarke 2022)
- template analysis (e.g. King 2012)
- narrative / discourse analysis (e.g. Semino et al 2014)

Also, close analysis of health campaign materials

Acknowledgements

Racheal Aina – University of West London

British Academy/ Leverhulme

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Thank you for your attention!

