

Introduction Life and work are personal, they evolve simultaneously. In my case, they have evolved through three careers—first as an environmental geologist, and then as an actor, writer and director in theatre and film. Ultimately, both careers merged into health and safety communications. But parallel to these three careers, I have had 39 jobs, spread across a variety of workplaces, co-workers, and bosses. Through all these jobs, I have learned crucial lessons, sometimes about what went wrong, but mostly about what went right.

Methods The jobs varied widely—working as a page in the United States Senate, canning peas for Green Giant, fighting forest fires for the U.S. Forest Service, writing environmental impact studies for geothermal energy, catering weddings. These and 34 other jobs provided a broad spectrum of work experiences and work environments.

Results The lessons learned varied widely, as well. For example, while working in the Senate, I was amazed how people could argue all day with completely opposite viewpoints, and then with respect and affection share dinner together. While canning peas, I learned what it feels like to be listened to, even though I was lowest in the hierarchy. In both catering and theatre, I saw how to correct someone's work while still maintaining the worker's privacy and dignity. And while writing environmental impact statements, I experienced how a 15 min conversation with my boss could change my life.

Conclusions These different experiences are anecdotal, they are personal. They certainly are not quantitative or prescriptive. But work, as in life, is both objective and personal. We limit ourselves when we forget to include our personal experiences at work, because those experiences are often what we remember most.

1682b THE USE OF VIDEO AND CONTENT TO PROMOTE AND DISSEMINATE SCIENCE

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Introduction Audio-visual content is rapidly becoming the preferred form of content in user-controlled-media, aka social media. We see media going from classical journalist provided content to more positioned or assigned content and more video and audio-visual content. This goes for both online and offline streaming. Simultaneously we do see an establishment of (miniature) TV-channels.

Both classical media and the major providers of social media platforms such as Facebook, Google and others are setting up their platforms in order to provide better possibilities for moving this type of content. It even scores high in search engine optimisation. Facebook is even working on becoming a TV-Channel itself – and not merely a social media platform and news provider, and thus pushing the next step in the use of assigned audio-visual content.

Methods Today the development of technology and the economization of technology make the move more accessible for all. We can all be photographers and video-makers, sound engineers and film directors or visual effects makers. We can all assign content and move it faster with video.

Still science in its dissemination is rather textual and video seem to be controlled by representatives of the 70 s

educational programmes and their University-equivalent in the 2000s.

Why should OSH providers reach into this development, make use of it and gain from it? How should we do it, and what hindrances can we meet? What are the concerns to look out for and how can a small scientific organisation benefit from this development?

Results What lessons can we learn from content marketing and the use of more audio-visual tools in the dissemination of science? What have we experienced so far and to what extent this evolve into models usable outside of the mere personal or organisational experience?

Conclusions This move of communication, both in form and use of platforms, is ongoing, and scientific OSH-organisations are not forerunners within this field. Therefore collation and sharing of practice and experience is highly needed across the OSH-arena. Improved understanding of why, improved competence on how-to combined with higher levels of activity will provide OSH with a larger catchment area and probably higher societal impact.

1682c THE USE OF DIGITAL COMMUNICATION TOOLS TO ASSIST MOVING RESEARCH INTO PRACTICE: THE NIOSH SOUND LEVEL METRE APP. EXPERIENCE

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Introduction In 2013, NIOSH received requests from stakeholders to evaluate sound measurement mobile applications (apps) and their potential to characterise occupational noise exposures. NIOSH researchers conducted the first ever evaluation of such apps, and in 2014, published their findings in *The Journal of Acoustical Society of America*. NIOSH simultaneously promoted the study on the NIOSH science blog, the NIOSH social media, and other communication channels.

Methods A plan was developed in collaboration with NIOSH communication staff to disseminate the latest findings on the NIOSH studies and product development through various social media and communication channels. The plan included the use of the NIOSH science blog, Twitter, Facebook, Instagram, NIOSH e-Newsletter, and promoting the new content to national OSH and media outlets.

Results The NIOSH peer-reviewed journal articles became the most frequently read and downloaded JASA articles, the science blog is the all-time most viewed NIOSH science blog, and a top engagement and viewed topic on NIOSH social media channels. As a result of the continuous interaction with stakeholders through the science blog and social media, and to address the need for an occupationally-centric noise exposure app, NIOSH started working on a sound level metre app aimed at the safety and health professional. In January 2017, we launched the NIOSH Sound Level Metre (SLM) mobile application for iOS devices. The app is already the most downloaded and fastest-adopted NIOSH mobile application, with more 70 000 downloads in 6 months.

Conclusion The successful launch and adoption of the NIOSH SLM app demonstrates the value of collaboration between NIOSH scientific and communication staff and the importance of continuous engagement between NIOSH researchers and its stakeholders.