

COMM 4738: HEALTH COMMUNICATION AND NEW MEDIA

Spring 2026 #34348

Class day and time: Wednesdays and Fridays 12:45-2:05pm

Classroom: Denney Hall 214

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Office: Derby 3020; Email: cho.919@osu.edu

Office hours: by appointment

Course description & objectives

This course is designed to provide students with an understanding of new media effects on health outcomes and new media-based intervention approaches to improving health. It pays attention to the characteristics and features of new media and their implications for public health. Students will analyze theory and research to examine how new media can be effectively utilized for the design and evaluation of interventions and for improving the health conditions of individuals and society.

By completing course requirements and participating in course activities, students should be able to do the following by the end of the semester:

1. Obtain theoretical knowledge about the effects of new media on public health;
2. Utilize the theoretical perspectives to examine new media-related problems and solutions;
3. Apply theories and concepts to the development and evaluation of new media-based interventions;
4. Develop and apply new media literacy skills to design a project that addresses existing issues associated with social media or AI.

Course format

This is an in-person course. Students are expected to attend class and actively engage with peers and the instructor. Each week, students will read assigned materials and complete an online preview quiz. Students will also participate in in-class assignments to apply theories and concepts to various new media-based health communication situations.

Assigned readings

Journal articles: Available on Carmen under Modules

Course requirements and points

- **Syllabus check** – 3 pts (individual)
- **Self-introduction** – 3 pts (individual)
- **Preview quizzes** – 30 pts (individual)
 - 5 pts each x 6 (out of total 8 quizzes)
- **In-class assignments** – 20 pts (group)
 - 5 pts each x 4 (out of total 8 assignments)
- **Reflection assignments** – 15 pts (individual)
 - 5 pts each x 3 (out of total 4 reflections)
- **Exam 1** – 90 pts (individual)
- **Exam 2** – 90 pts (individual)
- **Project for new media literacy (ProLit)** – 60 pts total
 - Proposal – 5 pts (team)
 - Progress report – 5 pts (team)
 - Presentation – 15 pts (team)
 - Written report – 15 pts (team)
 - Evaluation of peer presentations – 10 pts (individual)
 - Teamwork report – 10 pts (individual)
- **Class participation** – 20 pts (individual)

Total: 331 points

Preview quizzes

The goal of the quizzes is to help students examine reading materials prior to class meetings. Each quiz will consist of about two to three questions. Questions will concern the concepts or empirical findings presented in the articles and will be in true/false, multiple choice, or multiple-answer formats. The quizzes will be due Tuesdays and Thursdays at 11:59pm the night before class days. There will be a total of eight quizzes and the two lowest scores will be dropped in the computation of the final grade.

In-class assignments

In-class assignments are designed to help students better understand the theories discussed. These assignments will ask teams to analyze and apply health communication and new media concepts to various real-life situations. Responses will be in the form of structured essays, and the format will vary per assignment.

Because the timing of topic/concept coverage cannot be precisely predicted, the dates and times of these assignments cannot be given in advance. They are more likely to be given on Fridays after Wednesday's topic coverage; however, this timing cannot be guaranteed. Out of the total of eight assignments, four low scores, including zeros from missed assignments, will be dropped in the computation of the scores for the final grade. Since as much as 50% of the scores will be dropped, no make-up will be given.

Because in-class assignments are designed to stimulate real-time engagement, discussion, and collaborative problem solving among students without assistance of artificial intelligence tools, they must be completed during class with one's assigned team. Completing these assignments individually, outside of class, or with students not present would undermine their purpose and compromise the learning goals of the activity. No points will be awarded to such submissions.

Reflection exercises

This reflection assignment is designed to encourage critical thinking and personal engagement with the assigned readings. After reading the article, students will select one quote that resonated with them, sparked interest, or made them disagree. They will then write a brief response explaining why they chose this quotation and what it made them think. Over the semester, reflection exercises will be activated for four topics on Carmen: see the Course Calendar for due dates. Students should utilize their own direct or indirect experiences, current or past events in the media, or research findings. Authenticity, specificity, and degree of application and extension will be graded. Out of total four exercises, the lowest score, including a zero from a missed work, will be dropped in calculating the final grade for this assignment. No make-up will be given.

Exams

Two exams are scheduled for the semester. See Course Calendar for the dates. Each exam will be in paper-and-pencil format and administered in the classroom during class time. The exams will be open book: Students can use handwritten or printed materials, while no phone, tablet, or laptop use is permitted during the exams. Exam 1 will cover all content covered prior to the exam. Exam 2 will address the content after exam 1. Exams can cover any course materials including lectures, assigned reading materials, class discussion, and information from classroom review of assignments including preview quizzes, in-class assignments, and reflection exercises. Each exam will be a combination of true/false, multiple choice, multiple-answer, and open-ended questions asking for short answers. The instructor will provide a study guide and a review session prior to each exam.

Project for new media literacy (ProLit)

Overview

The goal of this project is to provide students with an opportunity to develop a new media literacy program addressing a public health issue. As part of the project, students will develop a project proposal and submit a progress report, in addition to conducting secondary research to understand the issue, analyzing how it is communicated in new media (e.g., social media, AI-based communication), creating a brief digital argument or digital story that offers alternative and accurate information, and outlining a plan for evaluating the intervention's potential impact. Students will work on this project in teams and each team will make a presentation and submit a written report. The instructor will provide a detailed guide for the project in a separate handout on Carmen.

Presentation

Each team presentation will be approximately 10 minutes. Presentations should focus on the strengths of the intervention, areas needing improvement and the rationale, and the specific modifications or additions that you are proposing. Detailed guidelines for the content and time allocation will be provided later this semester in a separate handout.

Written report

Each written report should address all items requested by the instructor and should highlight the data, facts, and other information gathered through the requested research, detailed rationale leading to the evaluation of the existing components and to the proposal of new components, and the team's own modifications or additions to the intervention. The bibliography should use American Psychological Association style. A detailed guide will be provided in a separate handout later this semester on Carmen.

Evaluation of peer presentations

Each student will evaluate other teams' presentations. The instructor will provide an evaluation form which is comprised of qualitative comments and quantitative ratings. The instructor will assess the specificity, informativeness, and usefulness of the comments and the consistency between quantitative and qualitative evaluation.

Evaluation of teamwork

Students will evaluate other team members' contributions to the term project. A detailed evaluation form will be available later this semester on Carmen. Evaluation criteria will include frequency of participation, quality of ideas, efforts, and attitude. Not submitting the teamwork evaluation form will result in a zero point for that portion of your grade.

Students who receive less than 60% from their team members in the teamwork evaluation portion of the assignment will have their final score for this assignment adjusted according to that evaluation. For example, if your average teamwork evaluation score is 5 out of 10 (50%), and your team receives 16 out of 20 in the final presentation, your score for the final presentation will be 8, which is 50% of the team score 16.

In-class participation

Students are expected to come to class after having read the assigned reading materials and being prepared for discussion. The instructor will evaluate the quality and quantity of participation. Quality is more important than quantity. Quality of participation is defined as the degree to which it demonstrates the student's understanding of the readings, is relevant to the theory and practice presented in the readings, stimulates other students' interest in and discussion of the topic of the day. Quantity is defined as the regularity and frequency of participation. Asking questions is an important form of class participation. Furthermore, asking thoughtful questions and providing constructive suggestions during project presentation is a very important form of participation.

Grading scale

93–100: A
90–92.9: A-
87–89.9: B+
83–86.9: B
80–82.9: B-
77–79.9: C+
73–76.9: C
70 –72.9: C-
67 –69.9: D+
60 –66.9: D
Below 60: E

Note that I do not manually round up grades.

COURSE POLICIES

Attendance

Attendance is central to successfully completing this course. A half letter-grade reduction in your final course grade will be made for every four missed classes without written documentation of valid reasons. Specifically, the first four undocumented absences will result in a half-letter-grade reduction; each additional set of four such absences will result in an additional half-letter grade reduction. Students who miss a class should email the instructor with a valid reason and supporting documentation at cho.919@osu.edu. Do not use the Carmen email function. Verbal communication is neither required nor accepted.

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. These apply to classroom behaviors and email communication. Respect for everyone in the classroom, including other students and the instructor, is essential. Rude remarks or behaviors negatively affect the classroom experience of not only the recipient but the rest of class and disrupt learning and teaching.

Everyone is expected to contribute to learning experience in this course. For each occurrence of disruptive or distracting behavior, 5 points will be subtracted from your final total score for this class. This includes:

- Phone use, including ringing and texting,
- Three or more late arrivals or early departures without a written documentation of reason,
- And other behaviors that disrupt teaching and learning.

Late submissions

Late assignments will be graded down 10% for every hour past the deadline unless an advance request with written documentation of a valid reason has been submitted and approved. As noted above, no make-up is available for preview quizzes, in-class assignments, and reflection exercises. Preview quizzes: Ample time is given, two scores will be dropped, and the quiz content will be reviewed the next class day. In-

class assignments: As much as 50% of the scores will be dropped in the calculation of the final grade. Reflection exercises: One low score out of total four will be dropped.

Missed exams

Students who fail to take an exam on the scheduled date within the designated time will receive a zero. A request for a make-up exam must include authenticated proof of a valid reason. If approved, a make-up exam must be completed within 3 days before or after the original exam date. If the approved make-up exam is not completed within 3 days, a zero will be given for the exam.

Copyright

The materials used in connection with this course are intended solely for the use of students officially enrolled in the course and for educational purposes associated with the course. Unauthorized use may violate copyright law and institutional policies. Do not copy, retain, or disseminate course materials.

Feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. For technical problems you can call 614-688-HELP at any time.

E-mail: I normally reply to e-mails within 24 hours on business days and do not respond to emails after business hours or on weekends.

Grading and feedback: Preview quiz scores will be available immediately after it is due. Grades for in-class assignments will be available within 3 business days after your submission. For other assignments, grades will be available in about 7 business days.

General advice: Honesty is essential in communicating and working with me. Please also see the Academic Integrity Policy of the University. With this understanding, the instructor will be glad to meet you at any point during the semester to discuss course-related matters. If you experience difficulties that negatively affect your grade, I ask that you come see me as soon as possible.

Emergency Information

Weather or other short-term closing: Should in-person classes be canceled, we will meet virtually via CarmenZoom during our regularly scheduled time. I will share any updates via Carmen or email.

Classroom door locks: On the first day of class, we will watch this video explaining door locks and how to use them effectively in the event of an active aggressor situation:
https://www.youtube.com/watch?v=f6H_iYx-sac

Disability Services

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

UNIVERSITY POLICIES

Academic Misconduct

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the [Committee on Academic Misconduct](#) (COAM) expect that all students have read and understand the University's [Code of Student Conduct](#), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute Academic Misconduct.

The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: Any activity that tends to compromise the academic integrity of the University or subvert the educational process. Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an excuse for academic misconduct, so please review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If an instructor suspects that a student has committed academic misconduct in this course, the instructor is obligated by University Rules to report those suspicions to the Committee on Academic Misconduct. If COAM determines that a student violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in the course and suspension or dismissal from the University.

If students have questions about the above policy or what constitutes academic misconduct in this course, they should contact the instructor.

Artificial Intelligence and Academic Integrity

There has been a significant increase in the popularity and availability of a variety of generative artificial intelligence (AI) tools, including ChatGPT, Sudowrite, and others. These tools will help shape the future of work, research and technology, but when used in the wrong way, they can stand in conflict with academic integrity at Ohio State.

All students have important obligations under the Code of Student Conduct to complete all academic and scholarly activities with fairness and honesty. Our professional students also have the responsibility to uphold the professional and ethical standards

found in their respective academic honor codes. Specifically, students are not to use unauthorized assistance in the laboratory, on field work, in scholarship, or on a course assignment unless such assistance has been authorized specifically by the course instructor. In addition, students are not to submit their work without acknowledging any word-for-word use and/or paraphrasing of writing, ideas or other work that is not your own. These requirements apply to all students undergraduate, graduate, and professional.

To maintain a culture of integrity and respect, these generative AI tools should not be used in the completion of course assignments unless an instructor for a given course specifically authorizes their use. Some instructors may approve of using generative AI tools in the academic setting for specific goals. However, these tools should be used only with the explicit and clear permission of each individual instructor, and then only in the ways allowed by the instructor.

Religious Accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors

are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the Civil Rights Compliance Office. (Policy: Religious Holidays, Holy Days and Observances)

Intellectual Diversity

Ohio State is committed to fostering a culture of open inquiry and intellectual diversity within the classroom. This course will cover a range of information and may include discussions or debates about controversial issues, beliefs, or policies. Any such discussions and debates are intended to support understanding of the approved curriculum and relevant course objectives rather than promote any specific point of view. Students will be assessed on principles applicable to the field of study and the content covered in the course. Preparing students for citizenship includes helping them develop critical thinking skills that will allow them to reach their own conclusions regarding complex or controversial matters.

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Civil Rights Compliance Office:

Online reporting form at <http://civilrights.osu.edu/>,

Call 614-247-5838 or TTY 614-688-8605,

Or Email civilrights@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Civil Rights Compliance Office to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

Mental Health Statement

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Course Calendar

Wk	Date	Topic	Due	Readings
1	1/14	Intro to the course	Syllabus quiz	
	1/16	Overview of topics	Self-introduction	
2	1/21	Medium effects	Quiz 1	Meyrowitz
	1/23	Medium effects		
3	1/28	New media and health outcomes	Quiz 2	Twenge, Orben
	1/30	New media and health outcomes		
4	2/4	Theoretical bases of digital health interventions	Quiz 3	Svetkey, Graham
	2/6	Theoretical bases		
5	2/11	Mechanisms of digital health interventions	Quiz 4	Bell, Johnson
	2/13	Mechanisms		
6	2/18	Catch-up, review for exam 1		
	2/20	Exam 1 in classroom		
7	2/25	New media literacy	Quiz 5	McLean, Jones-Jang
	2/27	New media literacy	ProLit proposal	
8	3/4	Health misinformation on new media	Quiz 6	Meppelink, Tiggemann
	3/6	Health misinformation on new media	Reflection 1	
9	3/11	ProLit: Proposal presentations		
	3/13	ProLit: Group work		
10	3/18	Spring break		
	3/20	Spring break		
11	3/25	Reality on new media	Quiz 7	Cho, Corsi
	3/27	Reality on new media	Reflection 2, ProLit progress report	

12	4/1	AI uses and effects	Quiz 8	Hong, Choung
	4/3	AI uses and effects	Reflection 3	
13	4/8	New media and mental health		
	4/10	New media and mental health	Reflection 4	
14	4/15	Review for exam 2		
	4/17	Group work: No class		
15	4/22	In-class presentations		
	4/24	Exam 2 in classroom		

Note. The schedule and its components are subject to revision at the instructor's discretion. Students will be notified of any such modifications via Carmen and are responsible for reviewing updates in a timely manner and making any necessary adjustments to their coursework.

Reading List

Week 2: Medium effects

Meyrowitz, J. (2009). Medium theory: An alternative to the dominant paradigm of media effects. In R. Nabi & M.B. Oliver (Eds.), *The SAGE handbook of media processes and effects* (pp. 517-530). Thousand Oaks, CA: SAGE.

Week 3: New media and health outcomes

Twenge, J.M., Martin, G.N., & Campbell, W.K. (2018). Decreases in psychological well-being among American adolescents after 2012 and links to screen time during the rise of smartphone technology. *Emotion*, 18, 765-780. <https://doi.org/10.1037/emo0000403>

Orben, A., & Przybylski, A.K. (2019). The association between adolescent well-being and digital media use. *Nature Human Behaviour*, 3, 173-182. <https://doi.org/10.1038/s41562-018-0506-1>

Week 4: Theoretical bases of digital health interventions

Svetkey, L.P., Batch, B.C., Lin, P.-H. ... Bennett, G.B. (2015). Cell phone intervention for you (CITY): A randomized, controlled trial of behavioral weight loss intervention for young adults using mobile technology. *Obesity*, 23, 2133-2141. <https://doi.org/10.1002/oby.21226>

Graham, A.L., Papandonatos, G.D., Cha, S., Amato, M.S., Jacobs, M.A., Cohn, A.M., Abroms, L.C., & Whittaker, R. (2022). Effectiveness of an optimized text message and internet intervention for smoking cessation: A randomized controlled trial. *Addiction*, 117, 1035-1046. <https://doi.org/10.1111/add.15677>

Week 5: Mechanisms of digital health interventions

Bell, L., Garnett, C., Qian, T., Perski, O., Williamson, E., & Potts, H.W.W. (2020). Engagement with a behavior change app for alcohol reduction: Data visualization for longitudinal observation study. *Journal of Medical Internet Research*, 22(12), e23369. <https://doi.org/10.2196/23369>

Johnson, A.M., Baker, K.S., Haviland, M.J., ... Mendoza, J.A. (2022). A pilot randomized controlled trial of a Fibbit- and Facebook-based physical activity intervention for young adult cancer survivors. *Journal of Adolescent and Young Oncology*, 11, 379-388. <https://doi.org/10.1089/jayao.2021.0056>

Week 7: New media literacy

McLean, S., Wertheim, E., Masters, J., & Paxton, S. (2017). A pilot evaluation of a social media literacy intervention to reduce risk factors for eating disorders. *International Journal of Eating Disorders*, 50, 847-851. <https://doi.org/10.1002/eat.22708>

Jones-Jang, S. M., Mortensen, T., & Liu, J. (2021). Does media literacy help identification of fake news? Information literacy helps, but other literacies don't. *American Behavioral Scientist*, 65(2), 371-388. <https://doi.org/10.1177/0002764219869406>

Week 8: Health misinformation on new media

Meppelink, C.S., Smit, E.G., Fransen, M.L., & Diviani, N. (2019). "I was right about vaccination": Confirmation bias and health literacy in online health information seeking. *Journal of Health Communication*, 24, 129-140. [10.1080/10810730.2019.1583701](https://doi.org/10.1080/10810730.2019.1583701)

Tiggemann, M., & Anderberg, I. (2019). Social media is not real: The effect of Instagram vs reality images of women's social comparison and body image. *New Media & Society*. <https://doi.org/10.1177/1461444819888720>

Week 11: Reality on new media

Corsi, G., Marino, B., & Wong, W. (2024). The spread of synthetic media on X. *Harvard Kennedy School Misinformation Review*, 5(3).

Cho, H.Y., Li, W., & Lopez, R. (2024). A multidimensional approach for evaluating reality in social media: mixed methods study. *Journal of Medical Internet Research*, 26, e52058. [10.2196/52058](https://doi.org/10.2196/52058)

Week 12: AI uses and effects

Hong, J. H. (2024). Machines as social entities (MASE) scale: Validation of a new scale measuring beliefs in the sociality of intelligent machine agents. *Social Science Computer Review*, 42(1), 65-83.
<https://doi.org/10.1177/08944393231167211>

- Choung, H., Seberger, J.S., & David, P. (2024). When AI is perceived to be fairer than a human: Understanding perceptions of algorithmic decisions in a job application context. *International journal of Human-Computer Interaction*, 40, 7451-7468. <https://doi.org/10.1080/10447318.2023.2266244>

Week 13: New media and mental health

Schleider, J., & Weisz., J. (2018). A single-session growth mindset intervention for adolescent anxiety and depression: 9-month outcomes of a randomized trial. *The Journal of Child Psychology and Psychiatry*, 59, 160-170.
<https://doi.org/10.1111/jcpp.12811>

Li, H., Zhang, R., Lee, Y., Kraut, R., & Mohr, D. (2023). Systematic review and meta-analysis of AI-based conversational agents for promoting mental health and well-being. *NPJ Digital Medicine*, 6, 236. <https://doi.org/10.1038/s41746-023-00979-5>