



APPLYING VISUAL HEALTH INFORMATION COMMUNICATION MATERIALS FOR PATIENT EDUCATION AND CLINICAL REASONING

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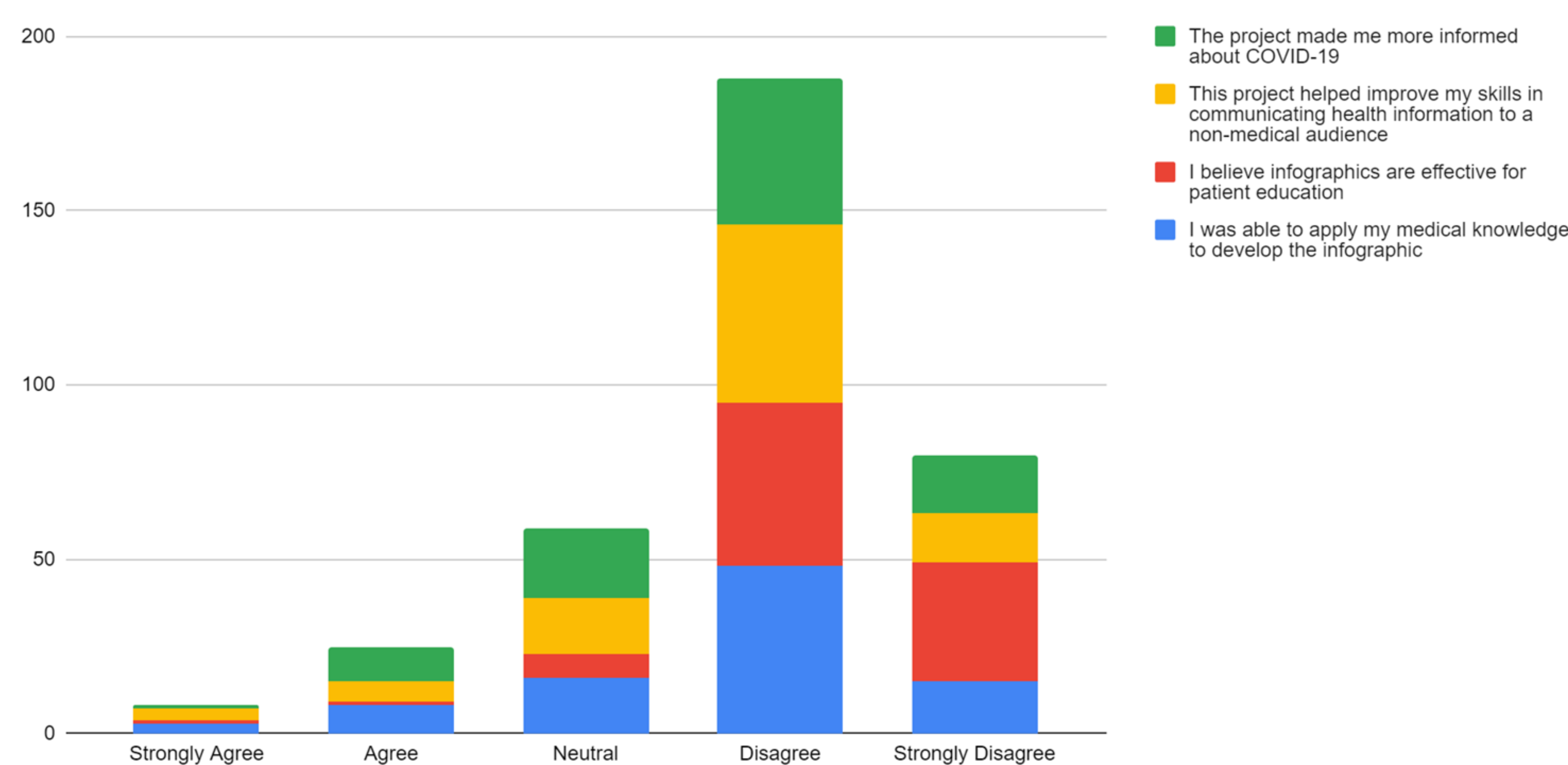
INTRODUCTION

- Doctor-patient communication is a major determinant of patient outcomes.¹ Health information visualization through methods, such as infographics, have shown to facilitate this process, improving patient engagement and comprehension of information across differing levels of health literacy.^{2,3} This project explores methods to enhance student application of evidence-based medicine skills into practice.
- The aim of this study is to determine the effectiveness of evidence-based infographic development in facilitating medical student skills in identifying, evaluating, and translating complex health information to a non-medical audience.

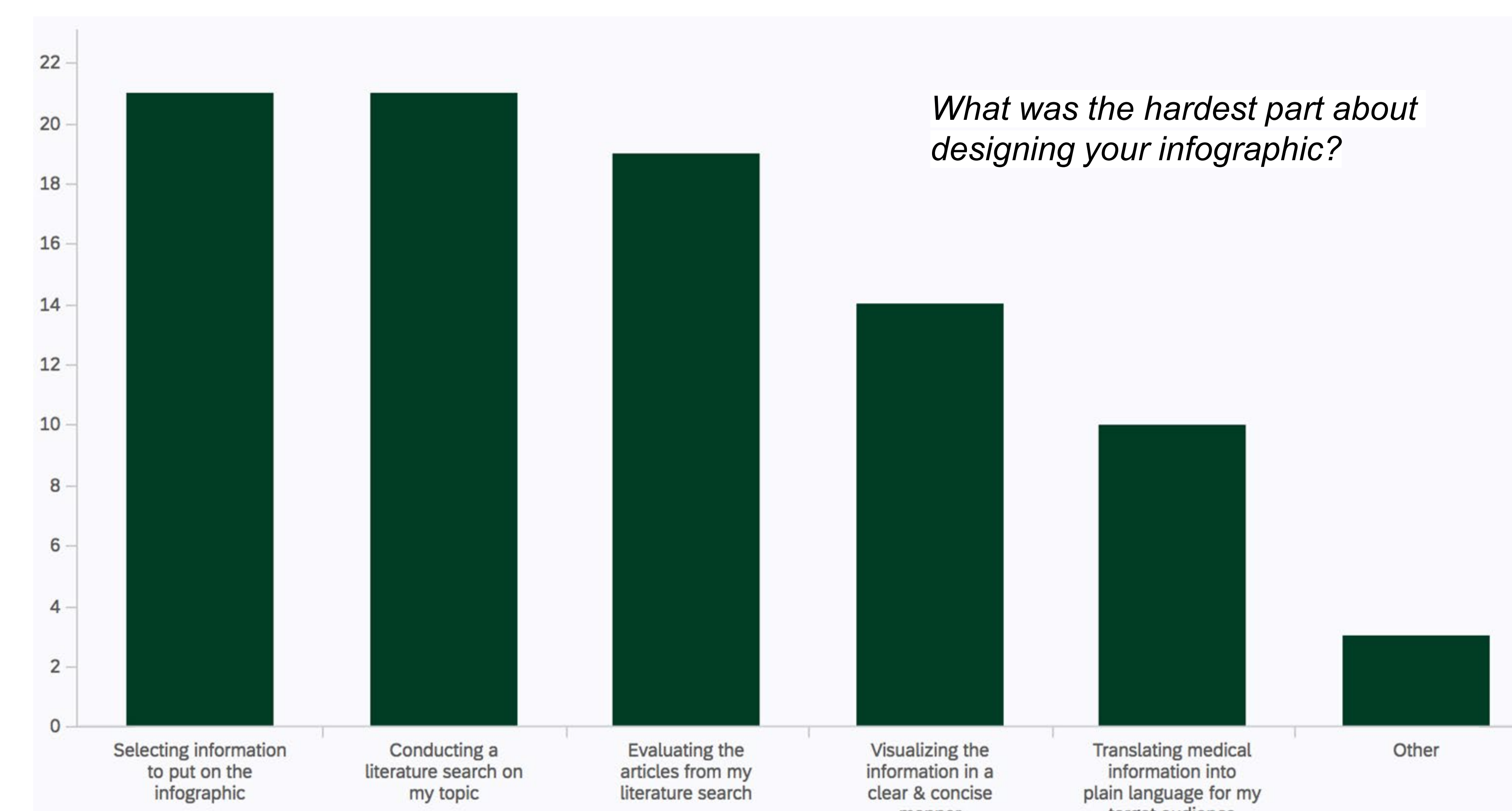
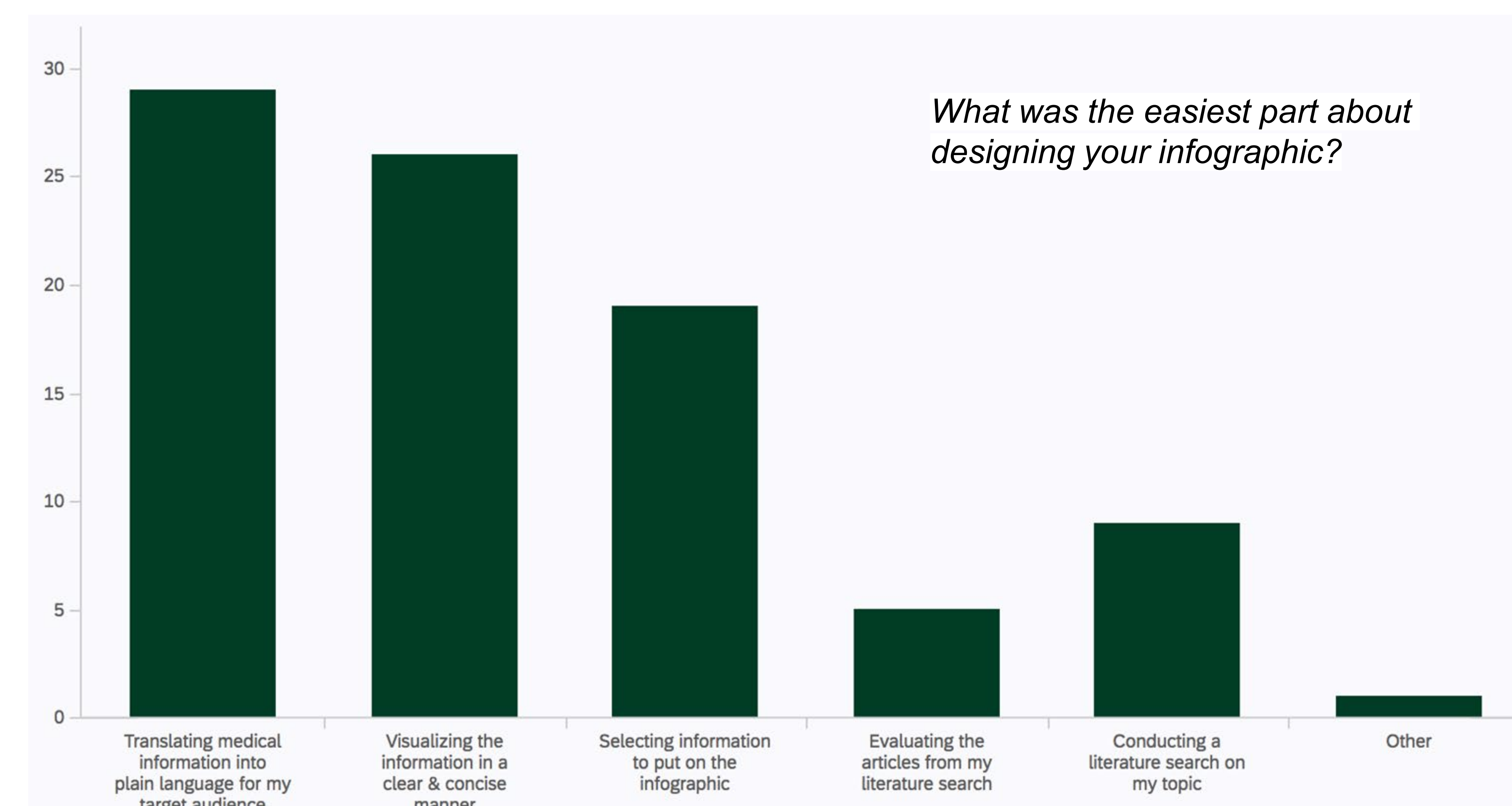
METHODS

- The first-year medical students at Wayne State University School of Medicine were assigned to groups of six to create an infographic informing a target audience about a myth in relation to COVID-19. The assignment was divided into four steps:
 1. Conducting a literature search
 2. Evaluating literature
 3. Creating an infographic
 4. Presenting the prepared information to a community partner.
- A survey was disseminated to students to assess the efficacy of the project in the aims stated above.

RESULTS



Ninety-two students (31.7%) responded to the survey. Seventy percent of the sample agreed that they were able to apply medical knowledge to develop infographics. The majority (89.4%) indicated infographics were effective for patient education. Seventy-three percent noted improved skills in communicating health information to a non-medical audience. More than half of the respondents (65.6%) explained that the project helped them be more informed about COVID-19.



CONCLUSION

- With a growing body of new information on COVID-19 and misinformation, this project positioned students to practice translating health literature for patient consumption. The results clearly reflected challenges in locating reliable literatures on COVID-19 and delivering information to the target audience. Nevertheless, the findings demonstrated improvement in students' ability to apply medical knowledge into practice and communicate skills to non-medical audiences by actively developing infographics. Future studies can further verify if other new learning modalities (e.g., interactive activities, workshop, social media posts, Youtube or TikTok videos, etc.) may be applicable for patient education and clinical reasoning.
- Innovative learning modalities may be a way to communicate with patients even when there isn't a large body of evidence available. These modalities provide opportunities for students and providers to become more competent in relaying health information across health literacy levels and thus enhancing patient education.

REFERENCES

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