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Finding Reliable Covid-19 Vaccine Information Online

Vaccine Community Outreach

Train-the-Trainer Series

Funding provided by the Wisconsin Department of Health Services

Background

- Multi-year initiative to address vaccine hesitancy through improved health, digital, and science literacy
 - Training
 - Resources
 - Support
- **Finding reliable Covid-19 vaccine information online presentation:** Equip community organizations with information and skills they can use to teach their community how to find reliable health information and reduce barriers to Covid-19 vaccination

Overview

- Reliable health information and Covid-19 vaccines
- How to search for health information
- Website types and selection
- How to read a webpage and tell if information is reliable
- Ways to evaluate social media posts
- Tips for teaching finding reliable health information skills

Misinformation and disinformation definitions

- **Misinformation** is false/misleading information shared by people by **mistake**
 - Someone shares information from a relative without checking to see if it is true
- **Disinformation** is false/misleading information created and shared **deliberately**
 - Someone shares information they know is a lie

(<https://www.cdc.gov/vaccines/covid-19/health-departments/addressing-vaccine-misinformation.html>)

Health information online

- 72% of adult internet users searched for health information online in 2014 (Pew Research, 2014)
- Benefits
 - Find information quickly
 - Increase health knowledge and attitudes
 - Improve healthy behaviors and self-management
 - Improve shared decision making
- Risks
 - Believing incorrect or harmful information
 - Information overload
 - Self-treatment/diagnosis

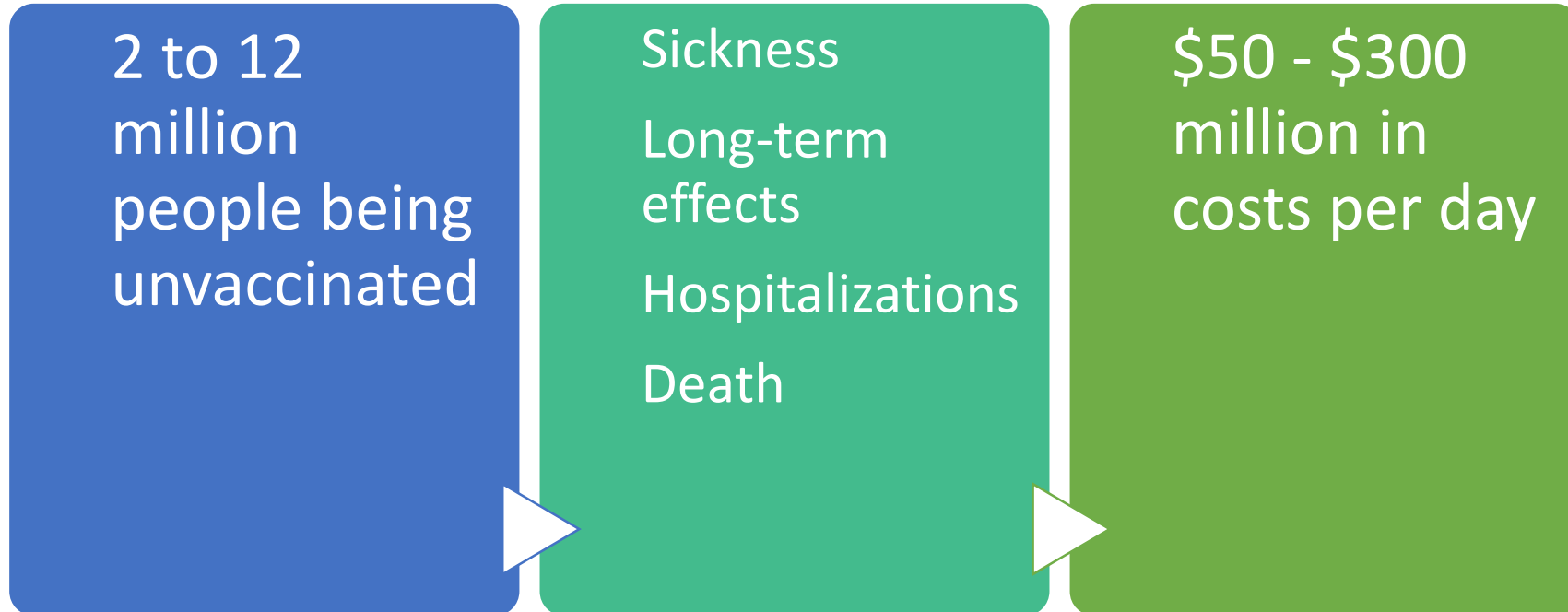


(Daraz et al., 2019)

Reliable health information and Covid-19 vaccines

- Top 20 Google searches in 2021 related to health were on Covid-19 symptoms, vaccines, and side effects (Google trends, 2021)
- People who use credible sources are more likely to get a Covid-19 vaccine (Neely et al., 2021; Qiao et al., 2020)
- Higher online digital health literacy is associated with a greater willingness to get vaccinated against Covid-19 (Patil et al., 2021)
- 70% of the US population uses some type of social media (Pewresearch, 2021)
- Covid-19 misinformation is prevalent on social media and spread easily (Naeem et al., 2021)

- Covid-19 misinformation and disinformation has resulted in:



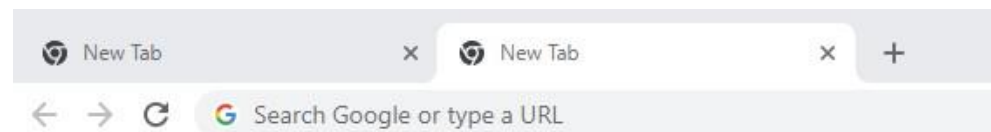
Bruns et al., 2021

Disclaimer when teaching skills

- Communicate you are not there to provide medical advice
 - Emphasize teaching digital health literacy skills
 - Provide guidance on reliable websites
- Information found on any website is for background information only
 - Online health information should not be used to replace medical advice

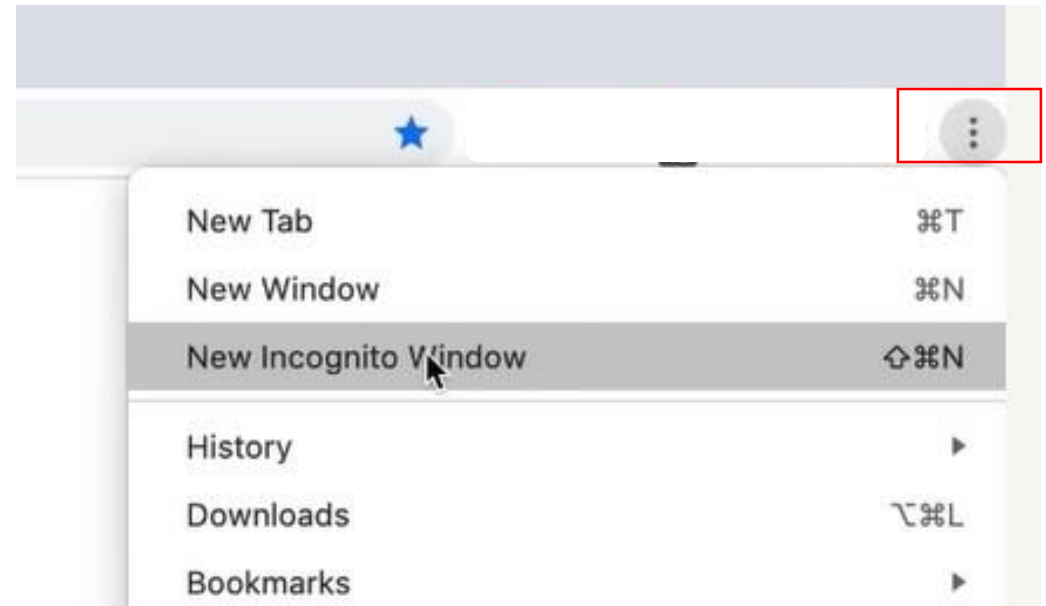
Explain common terms and show

- **Web browser:** Google Chrome or Safari
- **Search engine:** Google.com
- **Search bar:**
- **URL:** www.wisconsinliteracy.org
- **Domain suffix:** .com, .org, .edu, .gov
- **Scroll:** Up, down, or sideways
- **Hyperlink:** [this website](#)
- **New tab:**



Search for health information

- Initial search
 - Search engine
 - Privacy tools
 - DuckDuckGo
 - Private search window
 - Google Incognito



Search tips

- Key words
 - Use 2-3 topics to find specific information
 - **Narrow down** search by using demographic information (age, gender, race/ethnicity)
 - **Use different words or combinations** to find what you want

Example

- Covid-19 vaccines
- Covid-19 vaccines and kids

- | | |
|-------------------------------|------------|
| Covid-19 vaccines | Kids |
| Pfizer Covid vaccine | Child |
| Covid vaccination information | 6 year old |

- Additional terms
 - Side effects
 - Safety

Select a webpage

- Select a website from search results
 - Watch for results labeled **'Ad'**
 - Scroll down and look at multiple results
- Website types

Website domain suffix	Organization
.com	Commercial
.gov	Government
.org	Non-profit
.edu	Educational

How to tell if information is reliable

- **Who created and reviewed the information?**
 - Look at the 'About us' section and learn who created the information and what makes them qualified. Look at credentials and what organization they are with.
- **What information is provided and does it fit your needs?**
 - Scan the webpage. Watch for spelling errors and other mistakes. See if the information answers your question and you understand it.
- **Why does the information exist?**
 - Is the information trying to educate or could it be trying to sell or invoke a reaction. Look at the sponsorship information.

How to tell if information is reliable

- **When was the information created, updated, or reviewed?**
 - Look at the date at the bottom of the page.
- **Where does the information come from?**
 - Look at the citations to see where the information came from or check the information on a different webpage.

Additional tips

- Watch for
 - Missing information
 - No editorial/review policy
 - Asking for personal information
- Content should be written or reviewed by a health professionals (who work in that area)
 - MD or DO
 - RN or NP
 - PharmD or RPh

How to read a webpage

- Look at Headings or **bolded** words
- Read left to right
- Use the top or left menu to navigate website some more
- Hyperlinks
 - Read content first
 - Hover on link

Reputable website examples

- [Mayoclinic.org](https://www.mayoclinic.org) (five languages, including Spanish)
- [Familydoctor.org](https://www.familydoctor.org) (Spanish)
- [Healthychildren.org](https://www.healthychildren.org)
- [Medlineplus.gov](https://pubmed.ncbi.nlm.nih.gov/) (certain health topics in multiple languages, including Spanish and Hmong)
- [cdc.gov](https://www.cdc.gov) (Covid-19 information in multiple languages, including Spanish and Hmong)
- Your health system's website: <https://coronavirus.uwhealth.org/>

Social media

- Evaluate the post
 - Similar to evaluating health information online
 - Who created the original post?
 - Hover or click on user
 - Why was the post created?
 - Where did the person find the information?
 - Lateral reading - Look at a credible site to verify the information

What shoes do computers love the most?

Re-boots!

Tips for teaching finding reliable health information skills

- Explain commonly used terms
- Think about what devices will work best for participants to practice
- Set up and clean devices before training

Common web terms



- **Web browser**

- Can take you to any website

Example: Google Chrome or Safari

- **Search engine**

- Website you can use to search for other websites

Example: Google.com

- **Search bar**

- Box in the search engine where you enter search words

- **URL**

- Web address for a website

Example: www.wisconsinliteracy.org

- **Domain suffix**

- The end of a URL or web address

Examples: .com .org .edu .gov

- **Scroll**

- Moving a website up, down, or sideways on your screen. You do this with a mouse or with your finger on a screen.

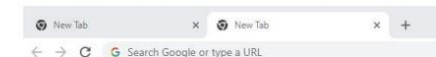
- **Hyperlink**

- A way to link words or images on one website to another

Example: [this website](#)

- **New tab**

- Used when you want to have more than 1 website up on your screen



- Find out level of comfort and experience
- Use handouts
- Use teach back
- Make it fun
- Emphasize practice in session and outside
 - fcc.gov/acp
 - Everyoneon.org
 - Libraries and librarians

Health Information Online Website Detective Questions

Who	Who created and reviewed the information?	
	What makes them qualified?	
	Do they work for a reputable well-known health organization?	
What	What information is provided and does it fit your needs?	
	Do you understand it?	
	Are there spelling errors or other mistakes?	
When	When was the information created and is it up to date?	
	When was it reviewed or updated?	
	Do the links work?	
Where	Where did the information come from?	
	Do other reputable well-known websites have the same information?	
Why	Why was the information created?	
	Who pays for the website and could they be trying to sell you something?	

Survey for learners

- <https://www.surveymonkey.com/r/8D6L8R5>

WHL health online community workshops

Please email healthliteracy@wisconsinliteracy.org



Health Online: Finding information you can trust



Searching for health information

Tips for doing a search:

- List multiple symptoms
- Use full disease name
- Be gender specific
- Be age specific

Search tools for privacy:

- www.duckduckgo.com
- Google Chrome Incognito Browser



Reading a webpage

Scanning makes for a quick and easier way to find what you are looking for.

Scanning tips:

- Start with bigger, bolder words
- Read left to right
- Use left tool bar and top menu bar to find topics
- Read content before clicking on hyperlinks

When scanning search results:

- Scan more than just the top two results
- If you don't find what you want, start over with new words in search box

- Please take our survey on this presentation:
<https://www.surveymonkey.com/r/9PZM36M>



Thank you!

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