Repurposing Medical Content at Scale: Transforming Webinars, CME Programs, Podcasts, and Articles into Multi-Channel Educational Assets

Abstract

Increased amount of medical research and tremendous need for medical education which is readily available and has to be spread in an efficient way. Medical content repurposing is the process of converting any educational content, such as webinars, continuing medical education (CME) courses, scientific articles, podcasts, and expert interviews, into various formats suitable for different audiences and media channels. In this way, the existing content can be maximized in its educational value, learning can be flexible and it gives the healthcare organization a consistent way in which to communicate science across a variety of channels. Short-form videos, infographics, visual abstracts, and podcasts and social media can help to make medical information more accessible and visible. In order to be successful, however, these must be scientifically validated, appropriately contextualized and editorialized in a structured manner. The article discusses strategies for scaling-up medical content and the importance of multi-channel distribution in supporting and disseminating evidence-based content to audiences in medical education.

Introduction

With the rapid growth of medical knowledge, the need to communicate scientific information in a way that is accessible, engaging and relevant to health professionals is greater than ever. Medical conferences, scientific publications, webinars and CME programs are important tools for professional growth and development and continue to be vital tools for education. But a single medium can only get a message to a limited extent, especially to clinicians who are pressed for time and busy with patients.

Medical content repurposing tackles this challenge by converting a single educational content into different formats, while maintaining its scientific accuracy. Roberts-Lewis et al. undertook a systematic review and meta-analysis of the effectiveness of social media in communicating research evidence to health and social care practitioners to assess the potential of digital communication strategies to enhance the visibility and engagement of research with practitioners [1].

For example, an informative webinar hosted by an expert may become the basis for articles, infographics, short educational videos, podcasts and social media content. This will enable healthcare organisations to enhance the content of their existing communications and provide information through different types of media.

Why is it important to reuse medical material?What is the point of reusing medical information?

Medical content repurposing is the process of transforming scientific and validated information into formats that are appropriate for specific audiences, learning goals and digital platforms. To avoid the duplication of effort in developing independent learning materials, organisations can create a planning resource that is centralised and multiple outputs can be developed from this.

The systematic review which explored how social media has been used to enhance the impact of health research found the use of digital platforms as a way to increase research visibility and dissemination. While the fact that users engage with content online does not mean that they will change their clinical practice, but digital communication does offer opportunities to disseminate scientific information to audiences in the health care sector [2].

For instance, a full medical article about hypertension management could be made into a visual summary of the key clinical suggestions, a brief video exploring treatment options, and a series of social media articles tackling common clinical issues. Both of these formats are capable of representing a specific aspect of the original source of information and can be consistent in the evidence.

Moreover, content repurposing can also help in boosting efficiency, by eliminating the need to duplicate research, scripting and production jobs. But, when assessing scalability, one should not only take into account the quantity of content created, but the scientific rigour, educational value and effectiveness for reaching the target groups.

Appropriate use of Webinar recordings and CME materials

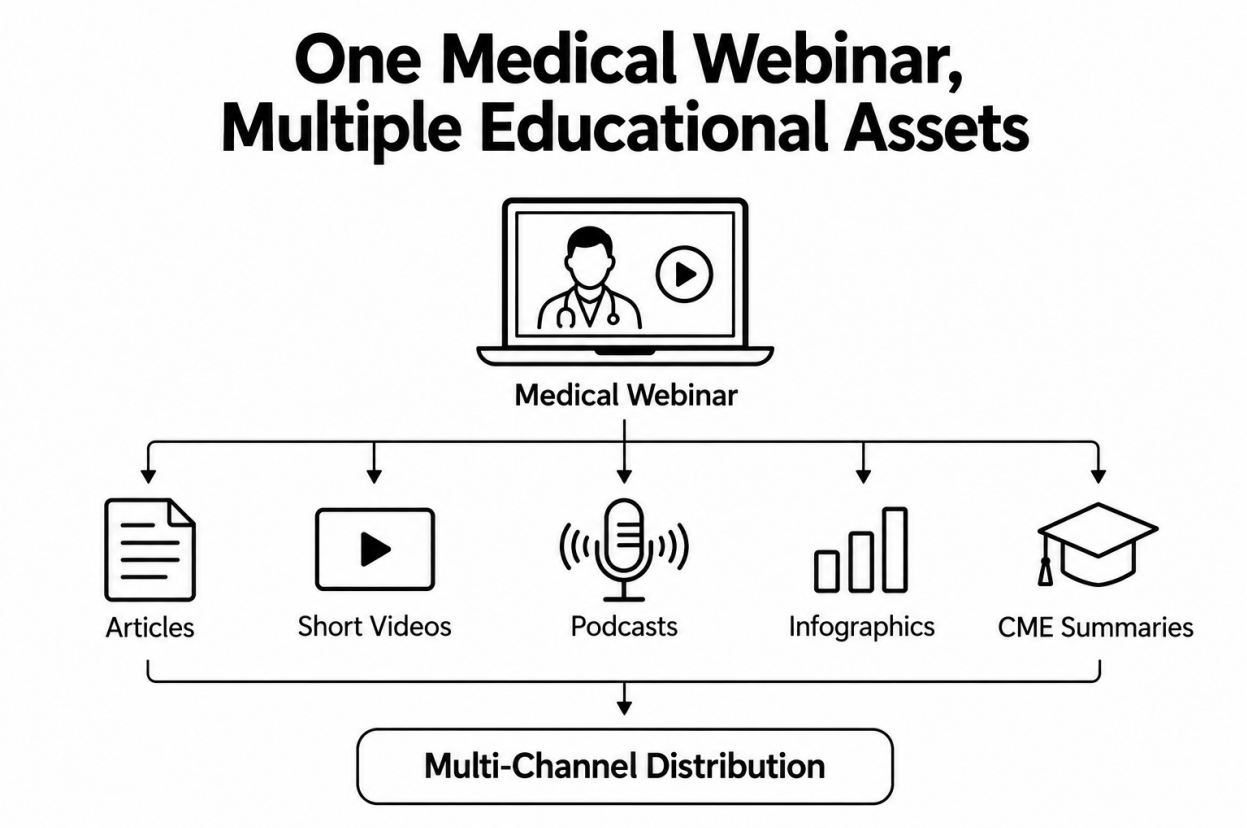
Webinars and CME programs provide a safe, controlled environment that enables healthcare professionals to gain insight from science, scientists, and clinicians. However, for various reasons, such as schedule or clinical duties, not all persons targeted may be able to attend an educational session.

Reusing webinar content allows organizations to keep offering educational content beyond the live session. Full-length sessions can be converted to topic specific learning units, short clinical discussions, written summaries, infographics, or question and answer.

A systematic review of social media strategies for communication of clinical neuroscience information was conducted to understand how these digital communication strategies facilitate knowledge translation to the healthcare target audience. The results emphasize the importance of making medical expertise more accessible and choosing communication channels for the target group [3].

For example, a 60-minute CME course on cardiovascular risk management could be broken down into an extended medical article, multiple short videos on specific topics, and an infographic containing major take-home points. These formats will allow health care professionals to "rewatch" certain concepts without having to watch the entire video.

Scientific review is still key in this process. Any clinical recommendations, statistical results, and expert statements need to be checked in their original sources, and accreditation and permissions need to be taken into consideration when using CME material for repurposing.



How to convert medical articles to visual educational content

Although scientific publications are essential to evidence-based medicine, the complex techniques and complicated discussions can hinder the ability to get information in a timely and efficient manner. This also can be done in a visual manner in a short, easy-to-understand format for the selected research findings.

How infographics can influence dissemination of medical research has been explored in studies, which show that these can be used to represent complex medical research in visual ways. Infographics can be used to present data in a summary, to illustrate steps in clinical processes, and to present data in a format suitable for professional communication [4].

The online abstract is another important form of repurposing medical content. Visual abstracts are graphic representations of a study that typically sum up the research question, method, key findings and conclusions of a study, according to Millar and Lim. Their impact in medical publishing enables research to be more visible and motivates a response to the original publication [5].

Medical articles can then be used as sources for creating clinical infographics, educational slide presentations, medical social media carousels, etc. It is important, however, that the information that is stored in the simplified version is not lost, including the study design, the number of patients studied, the clinical outcomes and limitations that were relevant to the study. Enhance, don't supplant – a visual summary should complement – a detailed scientific publication.

Podcasts and 'short-form videos' in Medical Education

Healthcare professionals use podcasts as a flexible learning format to obtain professional education outside of the classroom or conference. Audio recordings can be used to deliver expert interviews, clinical case discussions and journal reviews which support asynchronous learning.

In the review of podcasting in medical education by Cho et al., they found that there was a rising interest in podcasts as an educational resource. Their results indicated that medical learners most often preferred podcasts, but results on the impact of podcasts on clinical behavior and patient outcomes were inconclusive [6].

Likewise, a scoping review of podcasts in medical education revealed an increase in use in undergraduate, postgraduate and continuing medical education. Sixty-two studies were included and it was concluded that podcasts were being used more and more in formal educational activities with a call to conduct more research about the educational outcomes [7].

Podcasts can be made into short videos of the expert commentary, an interview transcript, a key learning-point graphic or social media post. Similarly, longer webinar presentations may be cut up into shorter "short videos" to answer specific clinical questions.

All short videos need to have a clear educational message and be long enough to include the necessary clinical context. Qualifications required for proper interpretation of statements about the efficacy, safety, or clinical recommendations must not be removed from such statements.

Develop and publish content on social media

Social media is now an important tool for health information, health education and reaching health professionals. Multi-channel distribution allows healthcare organisations to disseminate scientifically accurate information across multiple channels, but customise its messaging to suit the audience.

In the study, Wang et al. looked at the use of social media by CME participants and how the platforms could be used to improve CME. Their findings showed that social media can be used as a tool to complement the traditional education approach for additional communication and information sharing among professionals [8].

This might involve writing comprehensive medical articles for educational websites, providing expert videos on the internet, posting on medical infographics on professional platforms, or

developing email or messaging learning materials. Each format should be tailored to its target audience, and should not be the same content on all platforms.

Aside from impressions and views, there should be some meaningful metrics of assessment such as the number of people who read articles, watch videos, attend education, and gain access to original scientific sources. These measures can be helpful to organizations in tailoring their content strategy and determine the most relevant content formats for healthcare professionals.

Table 1. Multi-Channel Distribution of Repurposed Medical Content

Distribution Channel	Content Format	Educational Purpose
Medical Websites	Scientific articles, case studies	Detailed clinical learning
Mobile Applications	CME modules, infographics	On-demand medical education
Email	Newsletters, research summaries	Dissemination of clinical updates
WhatsApp	Short videos, educational snippets	Quick access to key information
Social Media	Visual abstracts, infographics	Research visibility and engagement
Video Platforms	Webinars, expert interviews	Flexible, asynchronous learning
Podcasts	Clinical discussions, journal reviews	Audio-based medical education

Quality Control of Research

Although the reuse of medical content can broaden the impact of education, this can also lead to problems with scientific validity, context and misinformation. Capsizing or summarizing the medical information may inadvertently exclude significant qualifications and thus impact the meaning of the research or medical advice.

The systematic literature review on health-related misinformation diffusion through social media platforms revealed the issues related to inaccurate health information spreading on social media. The results highlight the need for a sound source selection, scientific verification and editorial control in digital medical communication [9].

Healthcare organizations should have clear steps and processes for source verification, medical review, documentation of the reference, and final approval before publishing. Clinical guidance, therapeutic advice and research outcomes should be faithfully communicated and it should be recognised that there is a distinction between what is established and what is emerging.

Transcription, summarization, structuring content, and converting to various formats can be assisted by AI and automated editing tools. However, the clinical interpretation and scientific verification must be qualified human beings and be under human control to keep the credibility of educational materials.

Hidoc Dr's contribution to scalable repurposing of medical content

Medical content repurposing requires a holistic approach, from the scientific creation of content to its production, involvement by professionals and its distribution in the digital world. Studies of the spread of research findings about health have focused on the need to customize the approaches to communication to the target population and the information they need [10]. In this context, Hidoc Dr. is a digital platform, where the education and scientific communication of the Health Care sector is at its core. Services provided include the creation of CME video, scientific articles, clinical case studies, infographics, podcasts and other educational resources. It contains the documented workflow of research and script development, creative production, medical and brand approvals, publication and performance tracking. Moreover, the medical information can be distributed through various channels and touchpoints via the application, website, email, WhatsApp, and other digital communication channels, so that medical information can be broadcasted to healthcare professionals in multiple formats and channels [11]. A Medical Learning App is provided to doctors with the information that is required.

These features can form a possible way of medical content development and distribution that emphasizes accuracy and professional engagement.

Conclusion

Using medical content on a large scale is a pragmatic approach to the scaling and extension of the educational value of webinars, CME programs, scientific articles, podcast, and expert discussions. To make the resource accessible, and to facilitate flexible learning and dissemination of medical knowledge, multiple versions of the resource in different medically-formatted versions can be created.

It takes a systematic process: evidence-based content development, format-specific adaptation, scientific validation, and coordinated, multi-channel distribution, to be successful. Relevant, accurate and accessible education and learning materials are needed for healthcare organizations, not simply in volume. The appropriate reuse of content can be a tool for ongoing professional development and communication of scientific knowledge in the context of digital medical education in constant change.

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