

# JGME VISUAL ABSTRACT: CONTENT & STYLE GUIDE

Last updated December 1, 2022

## SECTION I: CONTENT

### 0. GENERAL RULES

- **Syntax:**
  - Use only abbreviations that are widely known to all readers
  - If you use less known abbreviations, must define in the abstract

### A. ORIGINAL RESEARCH, EDUCATIONAL INNOVATION, BRIEF REPORT

- **What it is:**
  - Present one article's key research findings
- **What to include:**
  - Title:
    - Full title of article (abbreviate if >1-2 lines)
  - Introduction:
    - In one short complete sentence, state the research question or study purpose
  - Content:
    - In short bullet points, demonstrate the 2-3 main points of the article (although there are likely more)
    - Briefly cover the study design and methods, as relevant to understanding/giving context to your 2-3 main take-home points
  - Limitations:
    - In short bullet points, give 1-3 limitations
  - Conclusion:
    - In one short complete sentence, state the one-liner you want your reader to take away from the paper
  - Citation:
    - Article cited in AMA format – same format used by JGME

### B. PERSPECTIVE

- **What it is:**
  - Present evidence- and expert-based new insights or approaches to a problem of broad wide interest to the GME community
- **What to include:**
  - Title:
    - Full title of article (abbreviate if >1-2 lines)
  - Introduction:
    - In one short complete sentence, state the GME problem or issue that is being explored
  - Content:
    - In short bullet points, demonstrate the 2-3 new approaches from the article (although there may be more)
  - Conclusion:
    - In one short complete sentence, state the one-liner you want your reader to take away about the Perspective
  - Citation:
    - Article cited in AMA format

## SECTION II: STYLE

Access our suggested templates on the JGME website. If you would like to create your own visual abstract de novo, see the below style guide for suggestions.

### A. TYPEFACE

- **Font family**

- Use sans serif (vs. serif) font family (provides a cleaner aesthetic)
  - *A serif is a decorative stroke that finishes off the end of a letters stem (sometimes also called the “feet” of the letters). In turn, a serif font is a font that has serifs, while a sans serif is a font that does not (hence the “sans”).*
- Use one font family throughout the product (i.e. do not mix multiple fonts families)
- Our preferred font families: Lato, Baskerville/Baskerville

| <b>SERIF</b>              | <b>SANS SERIF</b>             |
|---------------------------|-------------------------------|
| Times<br>Georgia<br>Didot | Calibri<br>Arial<br>Helvetica |

- **Typographic emphasis**

- Bold
  - Always use for title and headers
  - In content/body, can use for emphasis, but only a few words at a time—never an entire sentence
- Italics
  - Use sparingly for de-emphasis, disclaimers, footnotes, etc.
  - Consider combining with grey font color to further de-emphasize (as compared to normal, non-italicized, black font)
  - Don’t use bold and italics together—this is distracting and delivers a mixed message to the reader (i.e. emphasis versus de-emphasis)
- Underline
  - Only use when hyperlinking
- Capitals
  - Use very sparingly for emphasis, as capitals are more difficult to read

- **Size:**

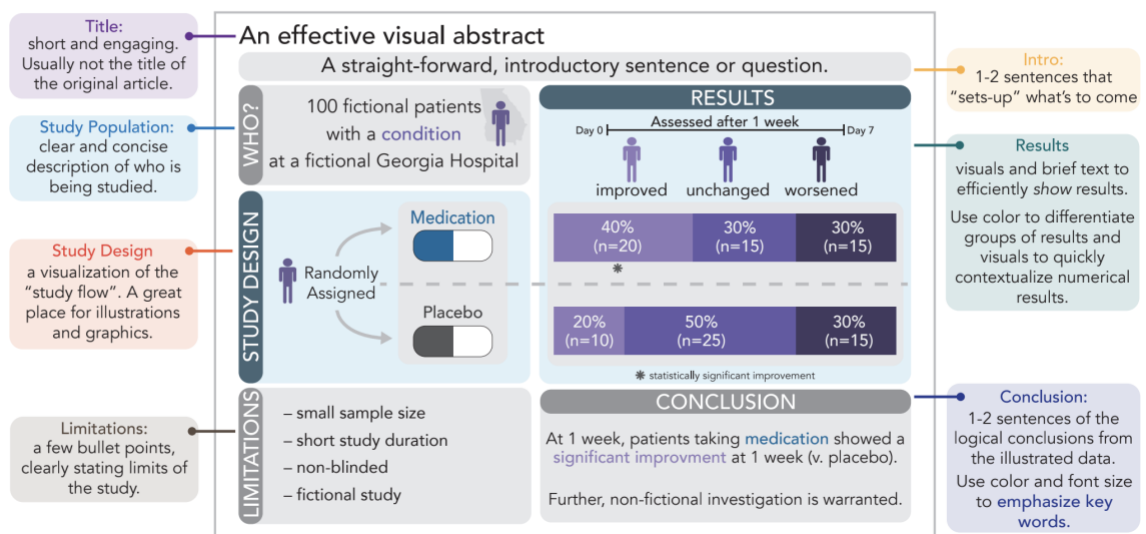
- Use no more than 4-5 font sizes throughout entire product.
  - Largest size: use for title.
    - Should be roughly double the font size of content.
  - Second-largest size: use for headers.
    - Should be several points larger than content
  - Second-smallest font size: use for content.
    - Should be readable on your chosen delivery and preferably on a phone (e.g. if you are using mobile delivery or social media, ensure that it is easily readable here)
    - May use 2 different sizes if necessary, but try to just use one size.
  - Smallest size: use for author information, citations, footnotes, etc.
    - Preferably readable without zooming on your mobile device, but if necessary, can require zooming to read

- **Text color:**
  - Black: for all content, including title
  - White: can be used for headers, as long as background is a very dark/saturated color
  - Grey: use to de-emphasize content (can be used on conjunction with italic font)
  - Red for data/emphasis of positive results—use sparingly, can be distracting if over-used

## B. GRAPHIC LAYOUT

- **General layout:**
  - Help the reader follow the natural order in which content should be read (i.e., content should be laid out top → bottom, left → right)
  - Content elements:
    - Title
    - Introduction
    - Body (if visual abstract: study design, methods, results, limitations, etc.; if infographic: main content)
    - Conclusion
    - Citations
    - Author information

**Content** should minimize intrinsic cognitive load—the working memory used by a learner because of the content included. Effective visual abstracts reduce intrinsic load by including only content necessary for understanding by the target audience.



- **Headers:**
  - Include a header box for all core content boxes except for introduction and conclusion (can consider one for conclusion if it fits/looks right)
  - Background box: use darker/more saturated color that matches the respective content box
  - Always center text
- **Content:**
  - Always center text (unless you are using bullet points, in which case you should left justify)
- **Gutters:**

- Gutters = blank space between columns or blocks of content that allow breathing room
  - Maintain uniform gutters throughout a graphic (PowerPoint automatically “snaps” content to gutters and grids)
  - **Background colors** (see II.a. for text colors):
    - Choosing a color palette:
      - Color palettes should be harmonious, where color combinations create pleasing contrasts and consonances. Examples include:
- There are many different types of palettes.

These websites can help you generate palettes: [color.adobe.com](http://color.adobe.com) | [coolers.co](http://coolers.co) | [colormind.io](http://colormind.io)
- Background boxes:
    - Consider using neutral color like grey for introduction + conclusion boxes
    - Use color palette for content
    - Do not include background for title, citations, or author information
  - **Icons:**
    - Throughout the creation process, ask yourself:
      - "Can we *show* this?" – If so, show it!
      - "Does this visual *help* understanding?" – If not, delete it.
    - Icons are tricky in this regard. If it *enhances* understanding of the study, keep it—otherwise, delete it. Examples:
      - Presenting Symptom of Cough could be *enhanced* by coughing icon – keep it.
      - Understanding of study design for a study occurring at a hospital is *not accentuated* by a Hospital Icon – delete it.
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## SECTION III: EXAMPLES

JOURNAL OF GRADUATE MEDICAL EDUCATION

# Cost of In-person vs. Virtual Interview

**INTRODUCTION** In-person residency interviews are expensive but helpful for program perception. Do virtual interviews (VI) have decreased applicant costs compared to in-person interviews (IPI), and is it at the expense of program perception?

### METHODS

- **Design:** single-center, multi-specialty study comparing IPI vs. VI (2020-21)
- **Who:** 4<sup>th</sup> year medical students and PGY1 residents (n=252)
- **What:** survey compared 3 items:



Interview costs

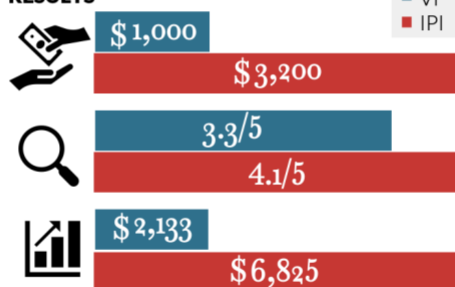


Program perception



Potential debt

### RESULTS



### LIMITATIONS

- Subject to recall bias
- Large, urban program may not be representative
- May be confounded by COVID pandemic
- 27% response rate with PGY1s

**CONCLUSION** Virtual interviews save applicants thousands of \$\$ but reduced applicants' perceptions of the residency program. The authors identified key areas programs for focus during VI, to enhance program perception.

Wang, Sheri, et al. "Virtual Residency Interviews Associated with Lower Applicant Costs but at the Expense of Program Perception: A Cross-Sectional Survey Study." *Journal of Graduate Medical Education*, 999 Dec. 2022, [https://doi.org/DOI\\*\\*\\*](https://doi.org/DOI***).



Journal of Graduate Medical Education

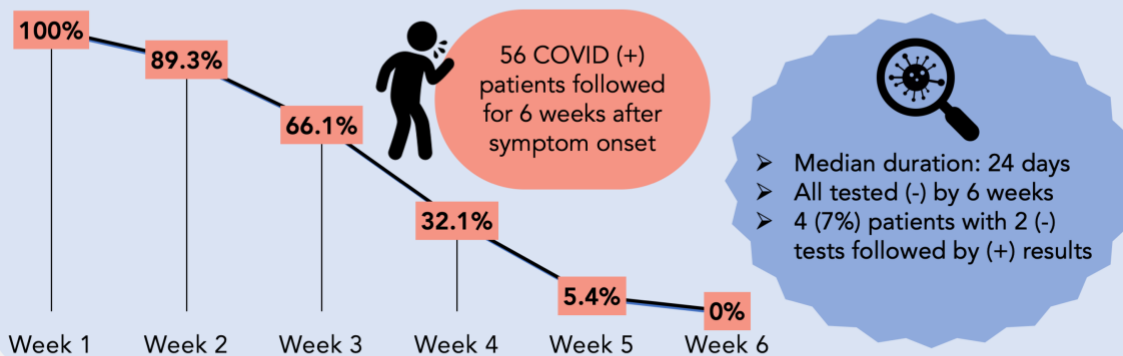
EMORY INTERNAL MEDICINE RESIDENCY: COVID-19 VISUAL SERIES

5/11/20

## SARS-COV-2: How Long Does It Last?

Previous studies examining duration of RT-PCR positivity have been limited by duration follow up

### Percentage of Patients with RT-PCR Positivity Over Time



### Patient with Prolonged (>24 days) Viral Shedding

- ✓ Older age\*
  - ✓ Diabetes
  - ✓ Hypertension
- \*median age 64 vs median age of all patients 55

### Limitations

- Only mild/moderate cases used
- Lack of viral culture data; unclear if prolonged RT-PCR positivity = shedding viral particles

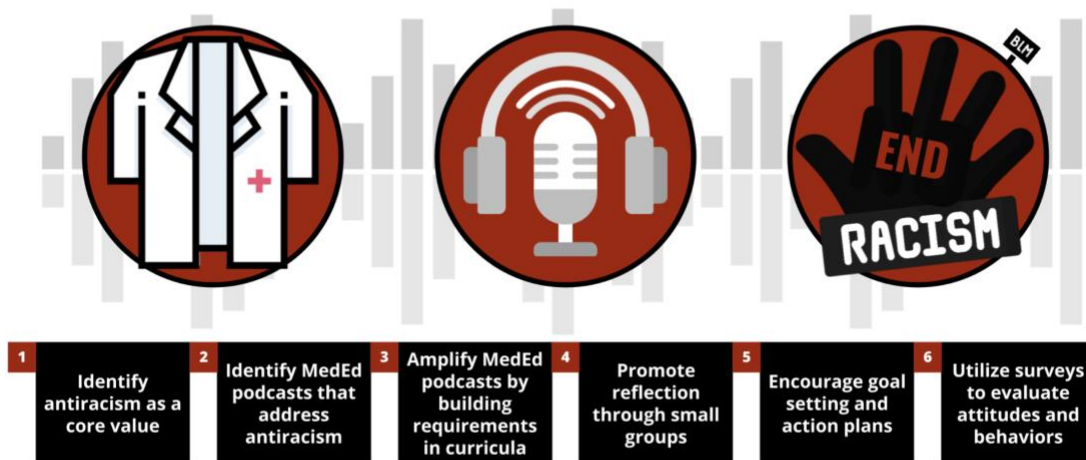
Patients with COVID-19 have been shown to have positive SARS-CoV-2 RT-PCR results for up to 6 weeks

Xiao, Ai Tang, et al. "Profile of RT-PCR for SARS-CoV-2: a Preliminary Study from 56 COVID-19 Patients." *Clinical Infectious Diseases*, 2020, doi:10.1093/cid/ciaa460  
Coronavirus icon: Freepick

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## Podcasting has the potential to be an important tool to combat racism in GME

*Just as chronic diseases require long-term therapies, podcast series dedicated to antiracism can sustain the conversation and practice that is essential to combat institutional inertia and catalyze the implementation of antiracist policies and practices necessary for societal change.*



Kamal S, Trivedi SP, Essien UR, Nematollahi S. Podcasting: A Medium for Amplifying Racial Justice Discourse, Reflection, and Representation within Graduate Medical Education. *J Grad Med Educ.* 2021;13(1):29–32. <http://dx.doi.org/10.4300/JGME-D-20-00990.1>



Journal of Graduate  
Medical Education