**Developing and Evaluating Culturally and Literacy Appropriate Cancer Patient Education Materials for Haiti**

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**Background:** New efforts are being made to bring modern cancer medicine to patients in low-resource settings, where low public awareness of cancer and health literacy poses a challenge. Partners In Health launched its first cancer program in Haiti in collaboration with Dana-Farber Cancer Institute and Brigham and Women’s Hospital; however, there existed no patient education materials appropriate for Haiti.

**Objectives**: 1) Develop patient education materials culturally and literacy appropriate for Haiti; 2) Assess the effectiveness of written materials for cancer patient education in a low-resource setting.

**Methods**: We collaborated with non-profit Global Oncology and The MEME Design to adapt their low-literacy educational booklet for Haiti. Feedback from staff at PIH-affiliated Hôpital Universitaire de Mirebalais (HUM) was incorporated into the pilot materials. We recruited 33 chemotherapy patients at HUM for interviews (n=20) and two focus groups (n=13). Patients were presented the booklet by the Oncology social worker, and pre- and post-counseling tests were administered. Qualitative data regarding booklet design and content was collected through observation of counseling sessions, interview questions and focus group discussions. Providers were surveyed with a questionnaire and proposed modifications to the booklet were discussed during a provider focus group.

**Results**: Patients across all levels of education increased their score on the knowledge test. Mean pre-test score was 49.5% and mean post-test score was 88.2%. Patients felt reassured by the booklet, and many wanted to share the booklet with family and friends to teach them about cancer. Patients liked hearing about the side effects of chemotherapy and what precautions to take, but they wanted more information about what causes cancer and whether cure is possible. Providers wanted to include a definition of palliative versus curative treatment, and improve the explanation of what is cancer.

**Conclusion**: Written patient education materials enhance discussions between patient and provider, and can be a tool for disseminating information beyond the hospital to the family, friends and caregivers of cancer patients. Incorporating local patient and provider input is essential to ensure written materials are culturally and literacy appropriate for patients in low-resource settings.

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