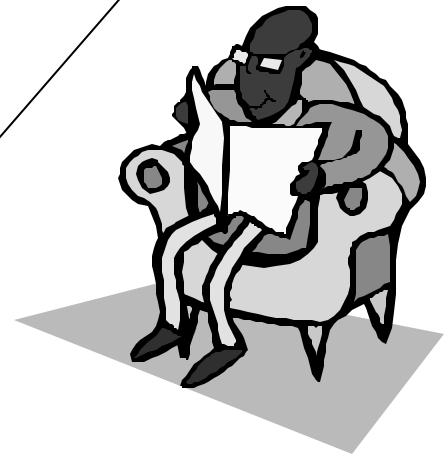


Developing Easy-to-Read Patient Education Materials

Kara L. Jacobson, MPH, CHES
Felicia J. Morton, MSPH, CHES

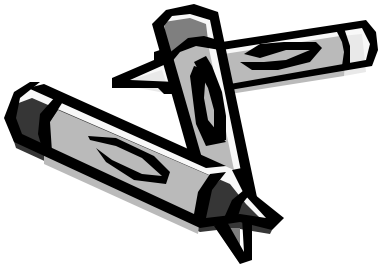


Training Objectives



By the end of this training, you will be able to:

- demonstrate an understanding of the literacy problem and its impact on health status
- identify the steps in planning effective brochures
- identify the steps in developing effective brochures
- communicate health literacy concepts to colleagues



What is Literacy?

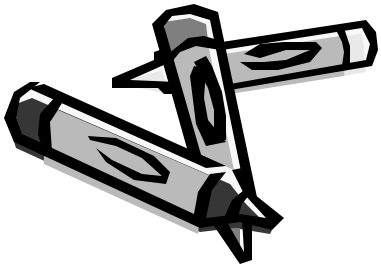
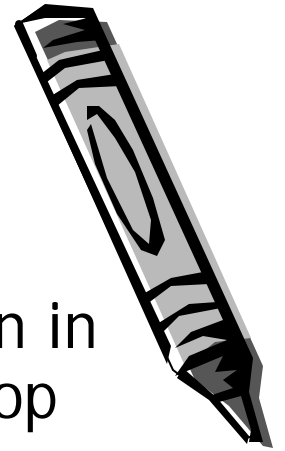
“Using print and written information to function in society, to achieve one’s goals, and to develop one’s knowledge and potential.”

National Adult Literacy Survey

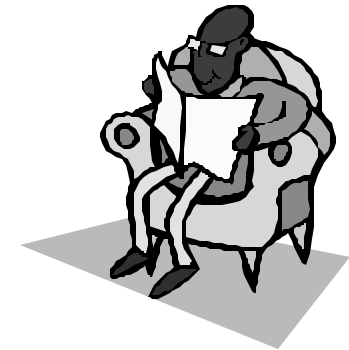
What is Health Literacy?

“The ability to read and comprehend prescription bottles, appointment slips, and other essential health-related materials required to successfully function as a patient.”

Report of the Council on Scientific Affairs



Health Literacy



National Adult Literacy Survey (1992)

- 90 million adults (47%) read at the lowest levels
- 75% of Welfare recipients read at the lowest levels

Health Literacy Research

Williams MV, Parker RM, Baker DW, et al. *Inadequate Functional Health Literacy Among Patients at Two Public Hospitals.* JAMA. 1995; 274:1677-1682.

- 42% are able to understand directions for taking medicine on an empty stomach
- 26% do not understand information regarding when a next appointment is scheduled
- 60% cannot understand an informed consent form
- 33% do not understand instructions for an upper GI tract x-ray written at a 4th grade level

Is there a match between our readers and our materials?

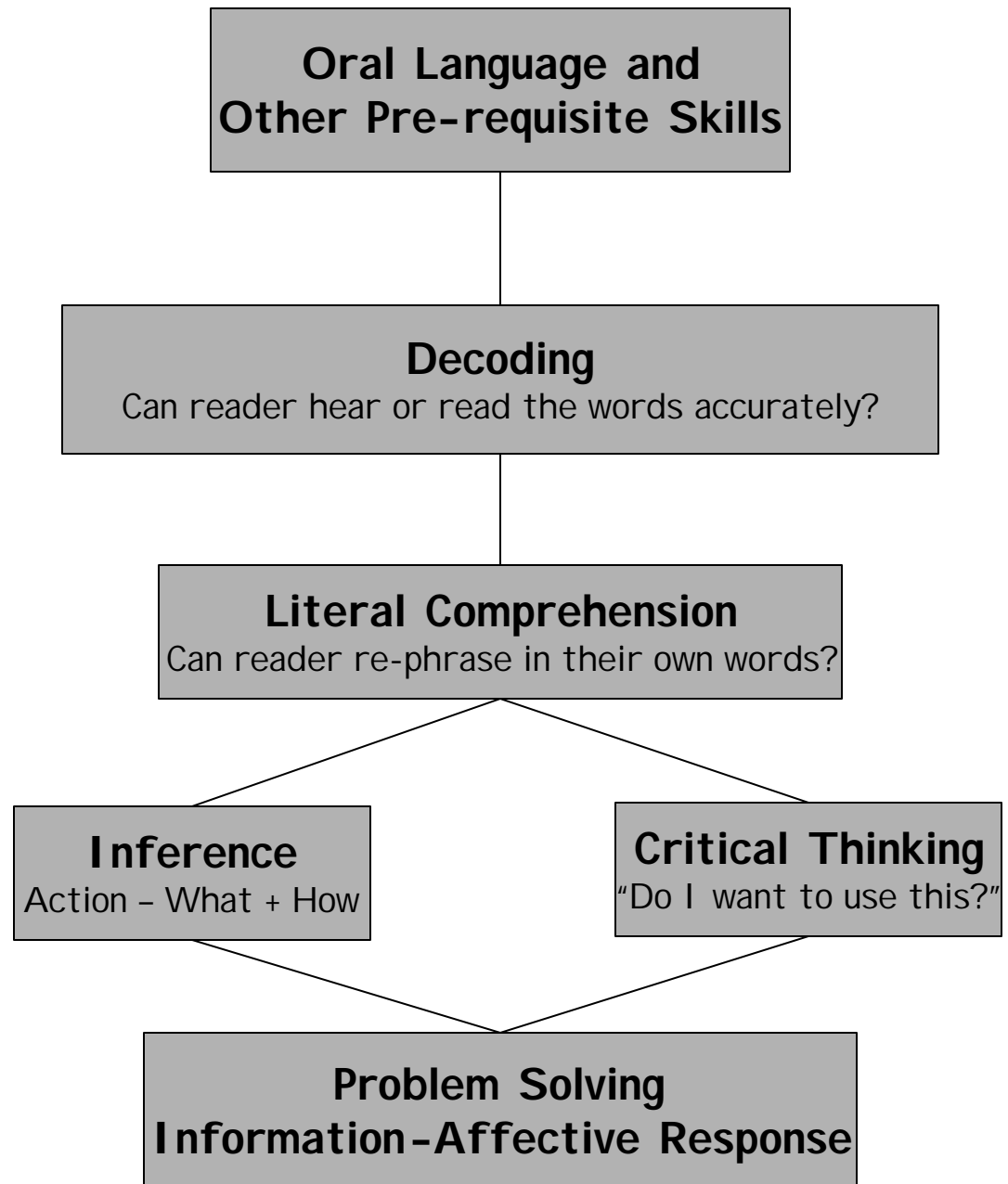
What is out there:

"Sometimes a sodium (salt) restricted diet is recommended...because reduction of salt may also help to lower blood pressure."

What should be out there:

"If your blood pressure is high, eat less salt."

Levels in the Reading Process



The Purple Turtle

I don't know where in the world I'd be if I hadn't met

the purple turtle. Would you like to find out why? It's

quite a story.

I was sitting on our porch one morning, thinking I'd

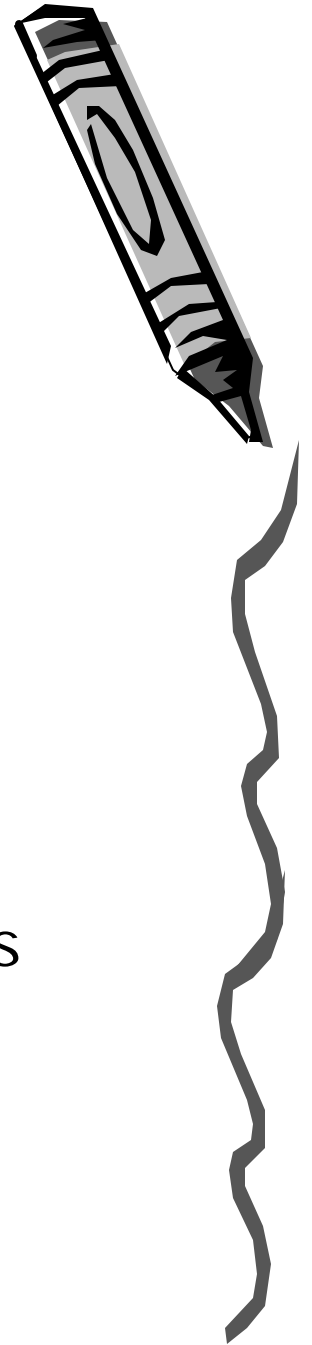
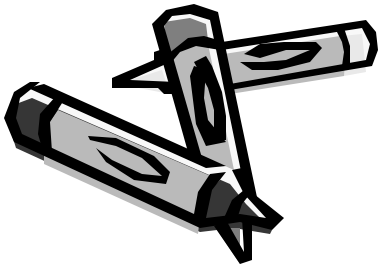
have to dig some worms. I had finished the chores on my

father's farm, and now I wanted to go fishing.

Planning Your Brochure

Overview

- Identify resources
- Define the target audience
- Define goals and objectives
- Determine key concepts and messages
- Research the topic
- Develop an outline
- Involve the target audience and other experts
- Define the distribution plan
- Identify the look and design



Viagra® (Sildenafil citrate)

Scenario: You need a pamphlet to educate patients about the use of Viagra for Male Erectile Dysfunction. This pamphlet will be handed out in conjunction with drug dispensary, however, it should also be something functional for a clinic waiting room area.

Your Job: Develop some form of printed patient education that will educate both patients using Viagra and those who may be *thinking* about using Viagra.

Resources:

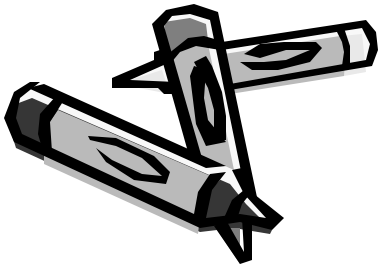
Printing Department

Colored Paper

\$0

Personal Computer (w/Word Processing or Desktop Publishing)

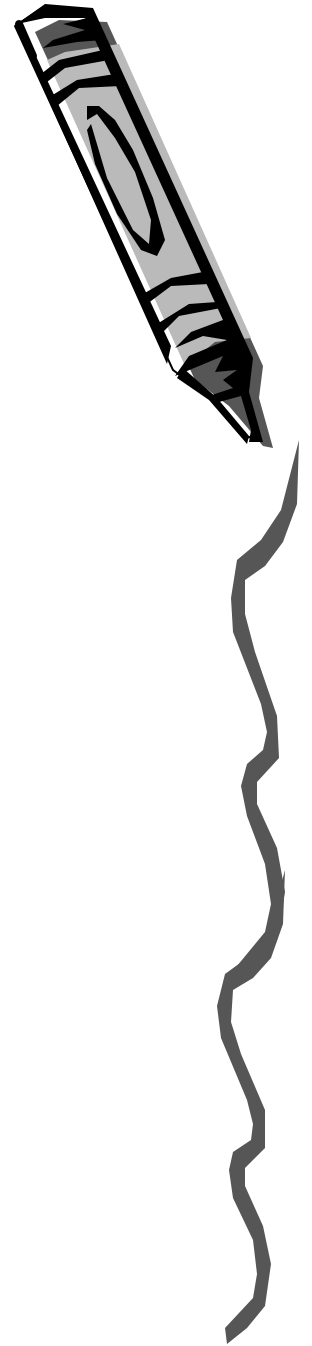
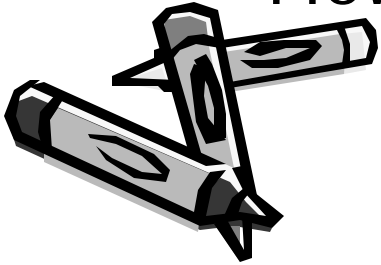
Clip Art Books and Software



Planning Your Brochure

Identify Resources

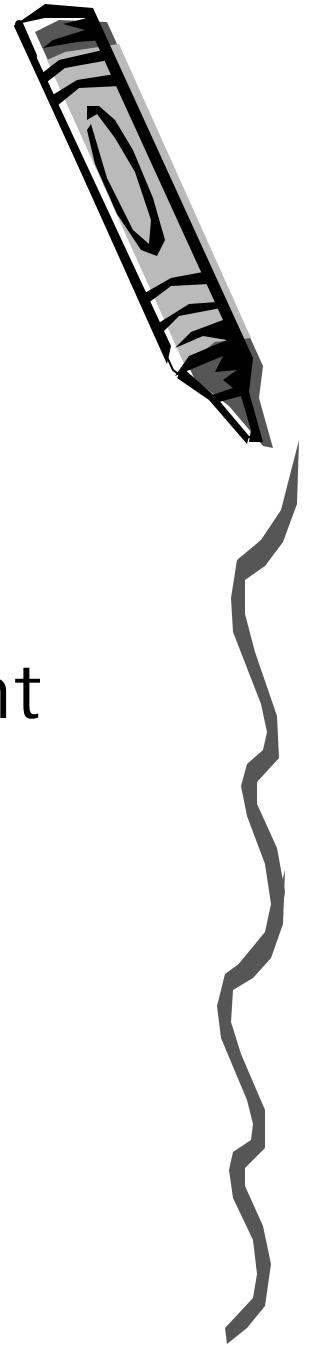
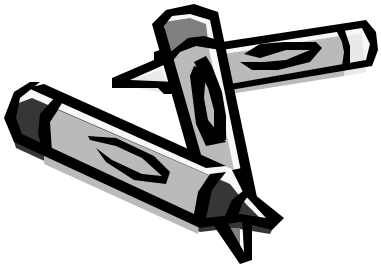
- Who will write it?
- Who has overall responsibility for the development?
- Who will produce it?
- Who will edit it?
- Who will design it?
- What's your timeline?
- How many brochures are needed?



Planning Your Brochure

Define the Target Audience

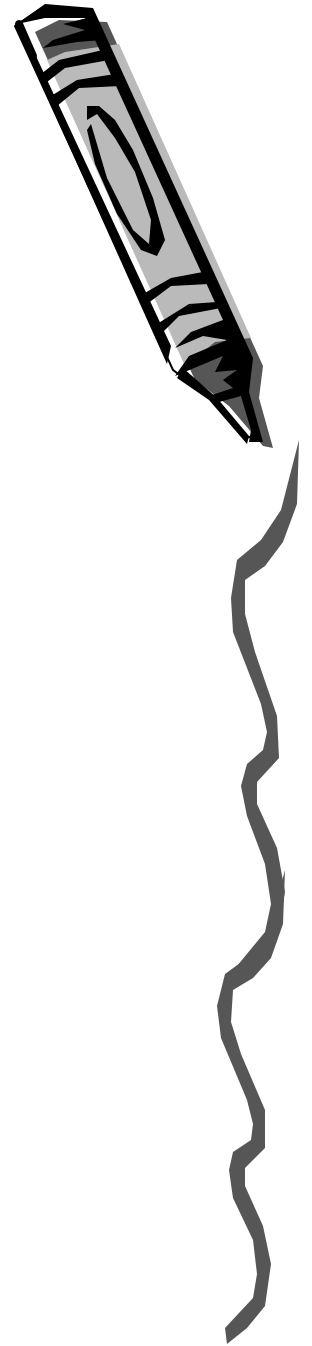
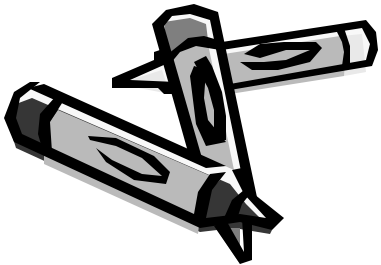
- Who are they-- Age, gender, culture?
- Reading level
- Needs, interests, and behaviors relevant to the audience
- Audience input
- Distribution locations



Planning Your Brochure

Define Goals & Objectives

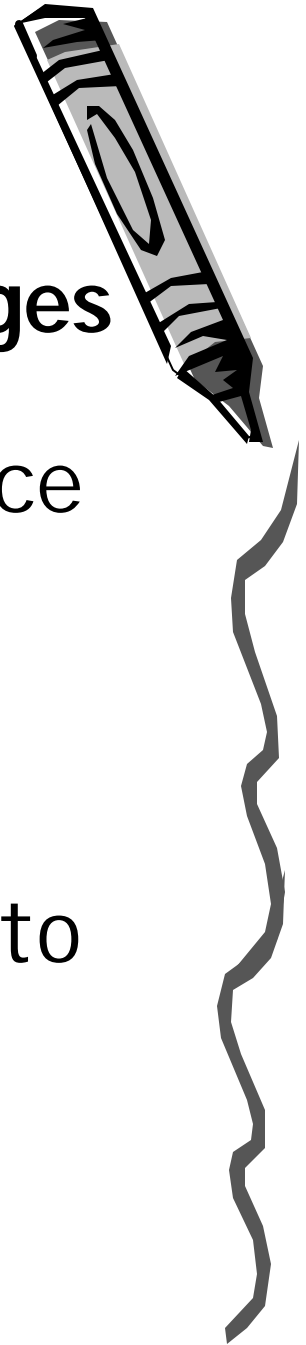
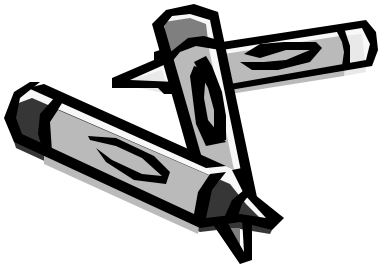
- What is the purpose?
- Are we teaching new facts?
If so, what facts?
- Are we changing attitudes?
If so, what attitudes?
- Are we changing behaviors?
If so, what behaviors?



Planning Your Brochure

Determine Key Concepts & Messages

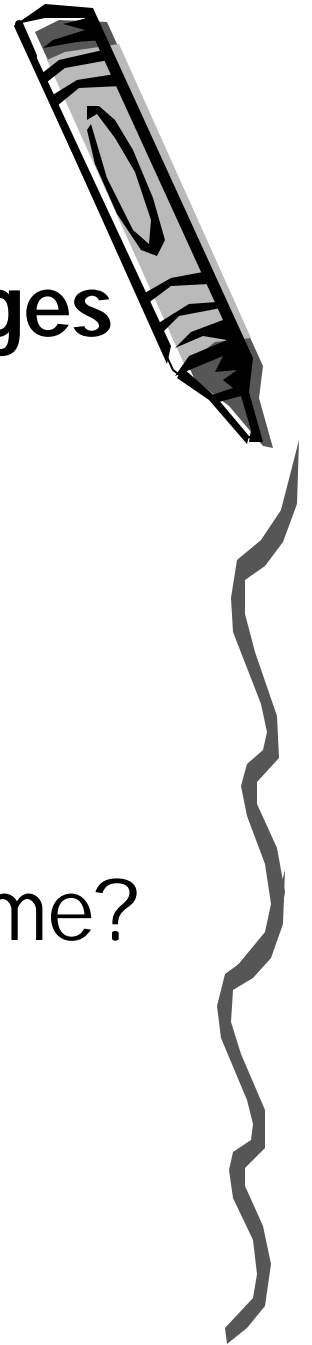
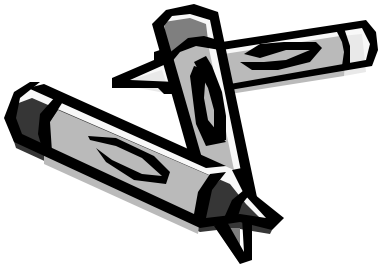
- What information does the audience need to know?
- What concerns do you want to address?
- What misconceptions do you want to address?



Planning Your Brochure

Determine Key Concepts & Messages

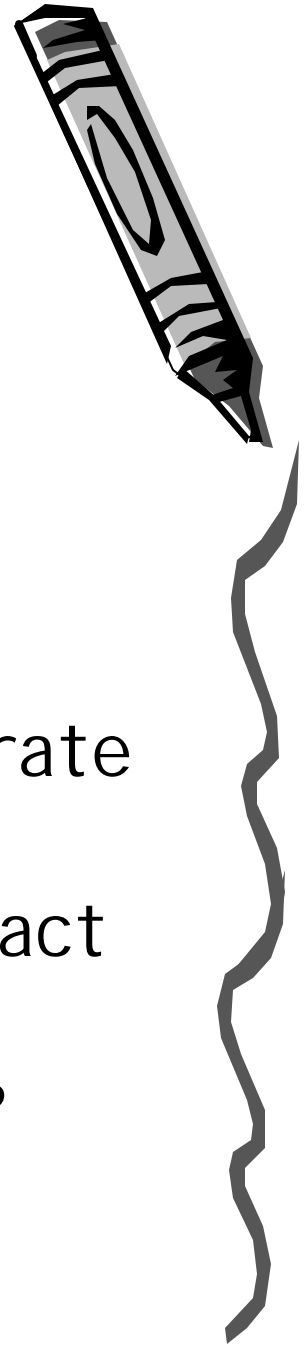
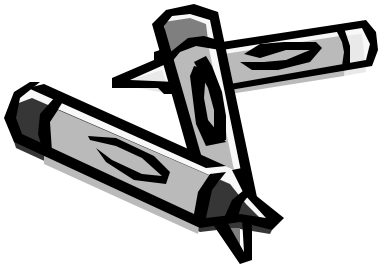
- What are the key concepts and messages?
- Do we have too many concepts and messages? If so, can we delete some?



Planning Your Brochure

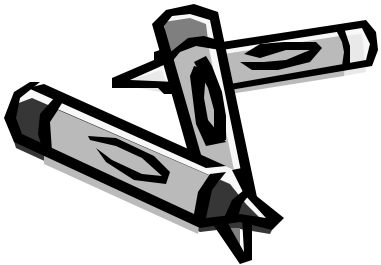
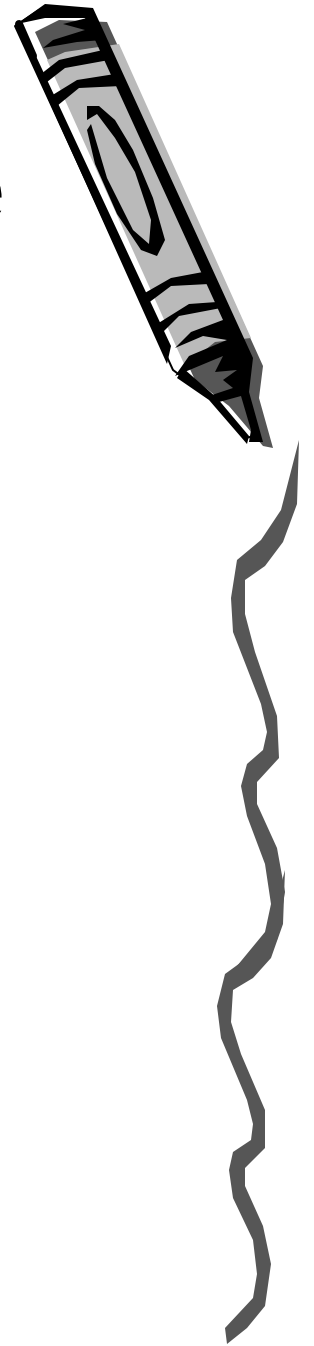
Research the Topic

- Do you know everything about the topic that needs to be included?
- Do you have the most current and accurate information?
- Is there an expert who is available to fact check it?
- Should you include Grady-specific info?



Planning Your Brochure

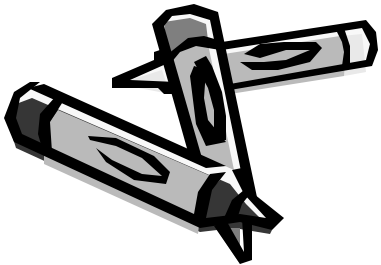
Develop an Outline



Planning Your Brochure

Involve the Target Audience and Other Experts

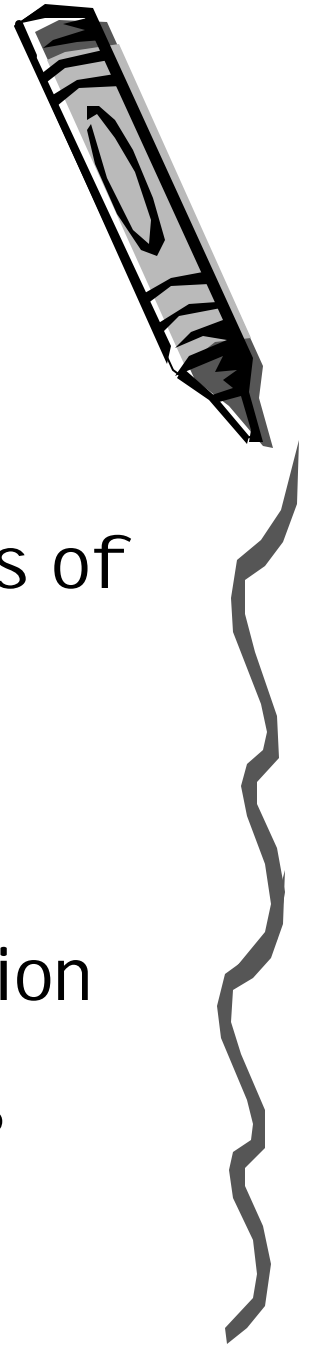
- Why do we want to involve our target audience?
- How can we learn more about our target audience, their knowledge, attitudes, practices, and opinions about our subject matter?



Planning Your Brochure

Define a Distribution Plan

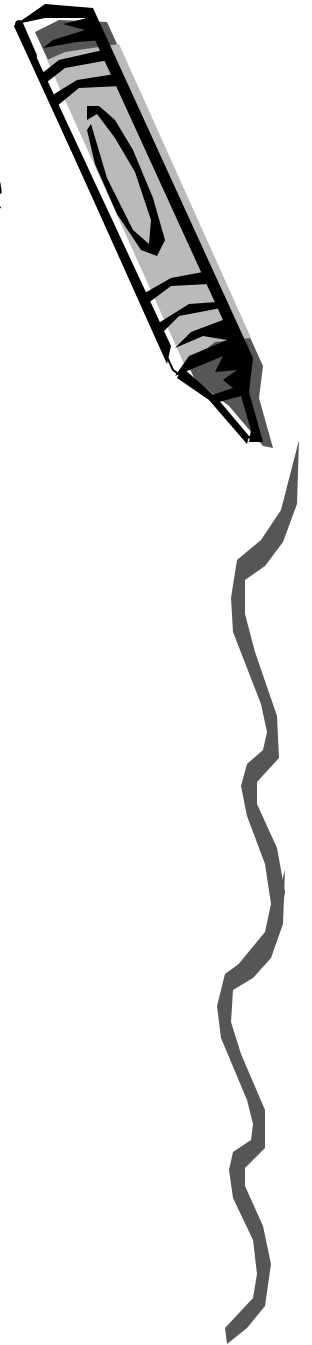
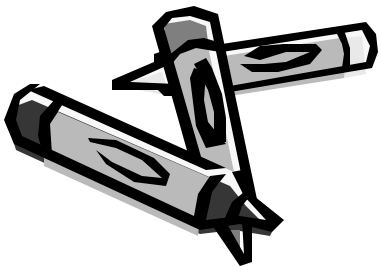
- What distribution locations do members of the target audience visit?
- Where do they get health related information?
- Where can we display our brochures?
- How many do we need at each distribution point?
- How will we keep these points stocked?



Planning Your Brochure

Look & Design

- Size
- Font
- Paper color
- Paper weight, type
- Graphics
- Reproducibility



Content



Date

- Information is up-to-date

Purpose & Objectives

- Limited and focused

Relevancy

- Information is relevant and meaningful to the intended readers
- Involve the audience in the planning and writing of the materials to be sure

Culturally, gender, and age-appropriate

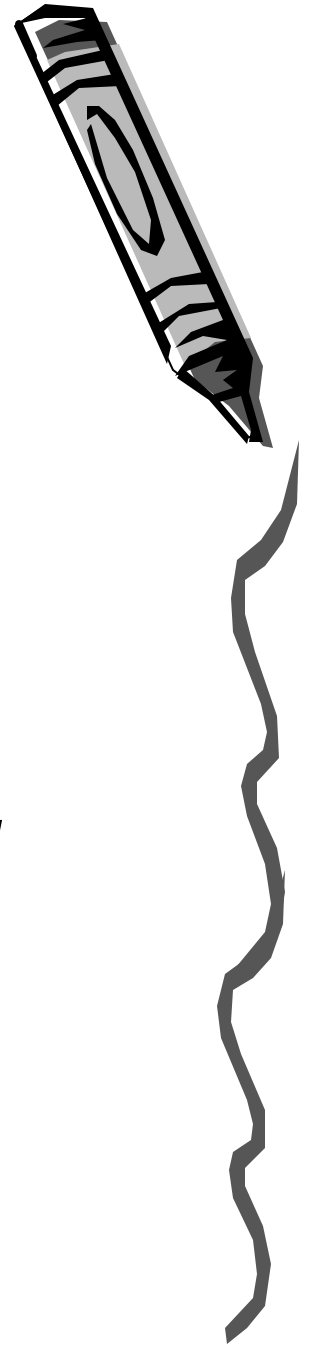
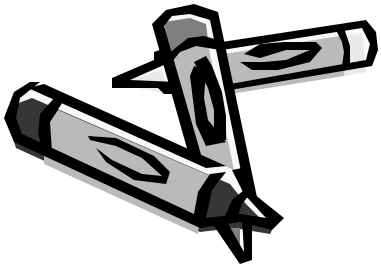
Clarity

- Clear and easy to understand
- No chance for misunderstanding

Content

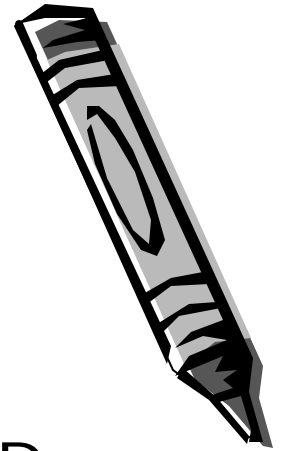
Scope

- ✓ Limit the content to the “need to know” information
- ✓ Limit the number of concepts, points, or messages
- ✓ Focus on skills and how-to behaviors
- ✓ Make the information action-orientated, not just facts
- ✓ Repeat and summarize the main points
- ✓ Use concrete examples rather than abstract concepts



Content

Abstract vs. Concrete Concepts



Abstract:

Safe sex cuts your chances of getting an STD.

Concrete:

Use a condom when you have sex.

Abstract:

Dirt, hair, and other debris can contaminate food.

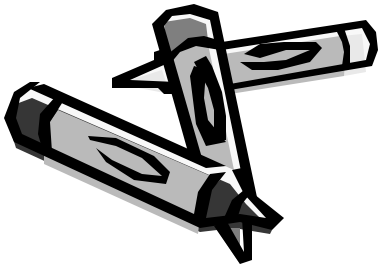
Concrete:

Wear a hairnet whenever you are in the kitchen.

Abstract:

Get organized before you make a recipe.

Concrete:



Content

Tone & Appeal

Present information in a truthful, sincere, positive manner; no biases, prejudices, nor misleading concepts

Recognition & Contact Information

Use your logo with a phone number or address for more information



Office of Health Promotion
(404) 616-7554

Literacy Demand

Reading Level

- Use a readability test
- Aim for 6th grade or less

Vocabulary/Use of Language

Things to avoid:

- Words with more than 2 syllables
- Medical jargon
- Technical words
- Abbreviations or unfamiliar acronyms
- Statistics
- Concept words
- Value-judgment words
- Negative words
- Contractions



Literacy Demand

Sentences & Paragraphs

- Use conversational style and active voice
- Break long sentences into shorter ones (no more than 12-15 words long)

Spelling



Organization

Context

Set the stage before giving new information
State “if” before “then”

Example:

Broccoli, carrots, sweet potatoes, peas, spinach, and squash have many nutrients.

Better: These foods have many nutrients: broccoli, carrots, sweet potatoes, peas, spinach, and squash.

Organization

Sequencing

Put important info first, last, or both
Present info or steps in logical order

How to use your metered-dose inhaler:

1. First, make sure your inhaler has medicine in it.
2. Take off the cap and hold the inhaler upright.
3. Shake the can for 3 seconds.
4. Tilt your head back and breathe out.
5. ...

Organization

Grouping (“Chunking”)

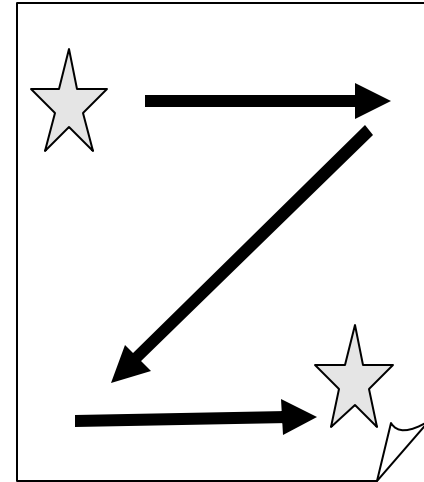
- Put related information together
- Use bullets instead of paragraphs

Headings

- Organize info under headings
- Use short explanatory headings instead of single words

Format Layout

How the Eye Reads a Page



Word Breaks

- Do not hyphenate

Sentence Breaks

- Only at natural pauses
- Do not wrap around pictures

White Space

- The more, the better

Justification

- Left justify, leave right ragged

You can see how wrapping text

around a
graphic
difficult



picture or
makes it
for a person
with poor reading skills to follow.

Format Typography

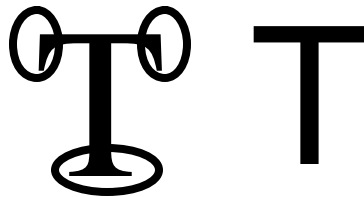
Font Size

Use at least 12 point

Font Face

When in doubt, use a serif font

This is Serif Font – Times New Roman
This is San Serif Font – Arial



Format Typography

Case

- Use mixed case
- Do not use drop caps

ALL CAPS ARE NOT EASY TO READ

Fancy fonts (like italics and script) are not easy to read

Drop caps are not easy to read

Add Highlights & Emphasis

Circles

Color

Boxes

Bold

Underlining

Italics

arrows

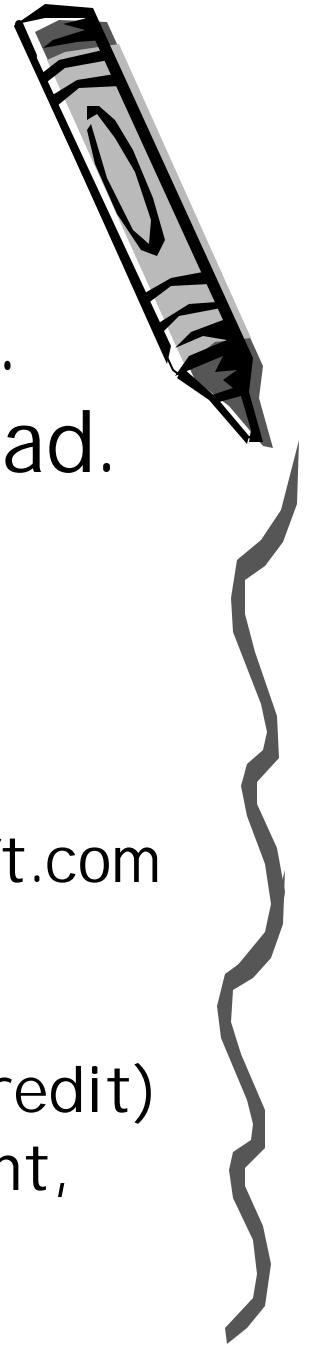


D_d y__ kn_w th_t y__
c_n r__d pr_tty w_ll w_th
th_ v_w_l l_tt_rs l_ft __t?

u _oo_ _a_ _a_ _e_ _
__e_ __e_ _o_ _o_a_ __
a_e _e__ ou_!

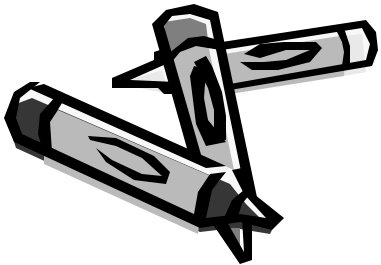
Graphics

A picture is worth a thousand words...
...2 thousand if your audience can't read.



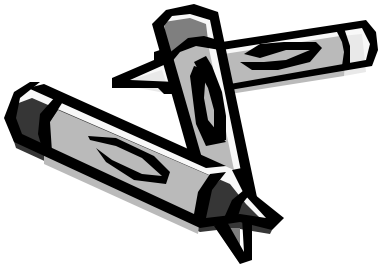
Graphics on a Budget

- Microsoft Publisher; www.dgl.microsoft.com
- Clip art: books, software, on-line
- Coloring books
- Magazines (w/artist/photographer's credit)
- Photographs (w/patient's signed consent, Grady PR release form)
- GHS Patient Education Committee



Graphics

- ✓ Relevant
- ✓ Basic line drawings; little detail
- ✓ Familiar and easily recognized by the audience
- ✓ No diagrams, graphs, technical tables
- ✓ Attention-getting cover
- ✓ Action graphics; show desired behavior
- ✓ Graphics with captions
- ✓ Even placement throughout



Graphics

Avoid showing the wrong behavior

Graphics

**Don't show body parts
out of context**

Graphics

Good graphics speak for themselves

Interaction

Learn by Doing



Getting your readers “involved” encourages them to:

- ✓ keep the brochure—not throw it away
- ✓ communicate with their providers
- ✓ share information with friends and family
- ✓ maintain mini-records of their health

Interaction

1. Questions

Write down the name
of your medicine?

What was your blood
pressure today?

___ / ___ Date: _____

2. Problem Solving

This is what I will do
when I crave a
cigarette:

1. _____

2. _____

3. _____

Interaction

3. Word-Picture Association

Circle what you will do to get more aerobic exercise:



4. Personalization

This is your diet record.
Write your name here:

Fry Graph for Estimating Readability

	# of Syllables	# of Sentences
1st 100 words		
2nd 100 words		
3rd 100 words		
Totals		

Totals = Average # syllables, Average # sentences

Estimating Readability Using Word Processing Tools

<i>Software</i>	<i>Commands</i>
WordPerfect 9	Tools → Grammatik → Options → Analysis → Readability
MS Word	Tools → Spelling & Grammar (or press F7) → Options → (Check box) "show readability statistics" → OK → (Resume spell check; make corrections as needed. When done, readability statistics pop up on screen)