

## Project 4: Patient Education Materials

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This project asks you to create materials that will be relevant and useful to patients or clients who suffer from a particular health issue. In particular, this project requires you to provide patients or clients with readable and usable health information to help them understand and take charge of their (sometimes chronic) illness. Whether or not you create such documents later in your career, this assignment provides practice researching health communication, communicating technical information to lay audiences, designing user-centered documents, and considering accessibility.

During the first week of the assignment, you will choose a particular health issue that interests you. I suggest that you think about chronic problems, but you can focus on temporary ones as well if you would like. Just make sure that you have enough to research.

Here is a list of a few conditions you might consider:

- Hip replacement wound care (presume infection)
- New amputation with preparation for prosthesis
- Tuberculosis medication regimen and compliance
- HIV disease teaching and medication regimen
- New diabetic requiring insulin
- New colostomy care
- Post-chemotherapy or-radiation treatment
- Congestive heart failure after recent hospitalization
- Family member of patient with stage IV pressure ulcer
- Newborn with spina bifida

You can also select a chronic problem connected to your field of interest. **Please email me your preferred** health condition and tentative genre and target audience by **Friday, March 4 at 11:59 pm.**

The project will be made up of these main components:

### **Annotated Bibliography**

In Week 9, you will turn in an annotated bibliography that lists what you have found so far regarding the health problem and demographic you are focusing on (more information about this below). **Your annotated bibliography should have at least 5 resources, and one of them must be from a scholarly source.** The annotations themselves should be 3-5 sentences long, summarize the main point of the source, and describe how it is useful for your project. All citations should be in APA format, 6<sup>th</sup> Edition. We will spend time in class talking about how to assess credible sources and create an annotated bibliography.

## Patient Education Materials

Once you have conducted research on your chosen health issue, you should begin designing education materials that will benefit patients with the primary illness. Unlike the previous two projects, there is no set genre this assignment must follow. In other words, I encourage you to be creative with the final form your patient education materials take while tailoring your choices to your target audience. Certainly brochures and informational sheets are popular options, but students have also created video and/or audio clips, board games, and information written in Braille (with the help of Purdue's Disability Resource Center), among others.

While the choice of genre is up to you, we will still spend time in class working with layout so that you can practice creating dynamic, readable materials. We will be working mainly with InDesign, but my hope is that you will learn to adapt to any design software and take risks for the sake of the assignment.

As you start thinking about the type of patient education material you will create, you will want to consider how to include elements of **universal (or inclusive) design** into your final document. Universal design describes the concept of designing all products to be usable to the greatest extent possible by everyone, regardless of their age, ability, or status in life. A popular example of universal design is how curb cuts are necessary for those who use wheelchairs, but are often used by everyone (especially those bicycling or skate-boarding). Universal design can be extended to document design as well. For instance, many websites allow users to enlarge the text, which can be helpful for those with low vision as well as anyone reading on a mobile device.

To get us starting thinking about universal design and accessibility, you will randomly draw a demographic on Wednesday, March 2 and start researching access needs design considerations for this particular type of group as well as accessibility and literacy considerations in general. **As you develop your final materials, choose accessible design choices in the context of your project,** considering both the needs of your assigned group and a wider audience.

Here is a list of a few demographics that you might select from:

- ADHD
- Child
- Blind or low vision
- Deaf or heard of hearing
- Illiteracy or functional illiteracy
- English as a second language (ESL)
- Older adults

On Monday, March 7, I will ask the class to bring their initial research about designing materials for their particular group. Everyone will have a chance to discuss what they have learned about designing for their group and we will take notes to form a larger universal design resource for the class. While the final version of your patient education material does not need to address every single group (and

likely cannot), you should at least incorporate a few elements of universal design in the final draft. On the whole, I expect a sleek and user-centered design for your final product that reflects the research you've conducted about your chosen condition and the research the class assembled on universal design.

### **Accessibility & Literacy Report**

Synthesize and communicate your research on accessibility and literacy (including your assigned group) in a one- to two-page, single-spaced report that also discusses how you have implemented your research, including areas for further improvement.

This report should draw directly on course readings as well as your own research. Include formal in-text citations in APA style. You will submit a partial or full draft (at least ½ page) of this report along with the draft of your education material.

In addition, the project should have a references list starting on a new page that includes your sources on accessibility as well as on your topic.

### **Self-Assessment Memo**

Finally, you will submit with your final draft a one page, single-spaced reflective memo in which you describe the chosen illness your patient education materials product focuses on, the audience you're choosing to write to, and your rhetorical decisions behind the product's overall design. Use this space to describe to me the writing and design process of your document, what you set out to achieve, what you were able to accomplish, what obstacles you faced and why—basically, what you think is important for me to know as I read and assess your final document.

### **Requirements**

#### *Content*

- Demonstrate research of your chosen illness and design needs of diverse users in your annotated bibliography and accessibility & literacy report
- Communicate your rhetorical decisions, design process, and understanding of audience in your reflective memo
- Synthesize the research you have conducted through the overall content, format, and design of your patient education materials

#### *Organization*

- Identify an appropriate genre and medium for your education materials that best fits your chosen audience and purpose

#### *Style*

- Demonstrate a clear, concise writing or delivery style that communicates necessary information to the specific audience through the patient education materials
- Reflect attention to particular health and/or reading literacy needs

### *Format*

- Use effective layout and design techniques to make your patient education materials easy to follow while reflecting attention to universal design

### *Grammar, Proofreading, and Citations*

- Order sources in annotated bibliography and accessibility & literacy report in alphabetical order and cite them in proper APA style

## **Grading and Deadlines**

The patient education materials project is worth 20% of your final grade. Grades will be based on meeting the above requirements and applying the lessons discussed in our course readings and in class.

The patient education materials and accessibility & literacy report will include a rough draft and receive instructor feedback. The patient education materials will also undergo peer review.

***Friday, March 4 at 11:59 pm:*** E-mail me with your project idea (a short paragraph is fine) and professional ethos self-evaluation (The two e-mails can be combined). The mid-semester survey is also due.

***Friday, March 11 at 11:59 pm:*** Annotated bibliography due

***Friday, March 25 at 10:30 am:*** Draft of patient education materials and accessibility & literacy report due. Submit to Blackboard and have available in class.

***Monday, April 4 at 11:59 pm:*** Final patient education materials, accessibility & literacy report, and self-assessment memo due to Blackboard. If your materials must be submitted in hard copy, it is your responsibility to make arrangements with me to drop it off at my office.

See the syllabus calendar for reading and reading response assignments.