



Patient/Family Education

Author's Guide

Revised April 2006



ASPIRUS[™]

Passion for excellence. Compassion for people.

This Author's Guide was developed to assist you in developing written materials for patients and their families. All internally developed brochures and handouts is made available to providers on the Medical Library Patient/Family Education website at www.aspiruslibrary.org. With this in mind, this book outlines resources you can call upon to help you with the process of developing and revising patient/family education material.

Preparation, formatting and tips and tricks for the first draft are included to help you put your words on paper. A brief review of the APA Publication Manual reminds you how to reference information from articles, books and the Internet. The SMOG Readability formula gives you a simple way to determine the reading grade level of your materials as well as the easy to use Flesch-Kincaid method available in Microsoft Word. The substitute word list gives ideas to lower the reading level of your material.

How to review your document as well as the required forms to complete also are addressed in the guide. The approval process for new and/or revised patient/family education material is spelled out to eliminate any confusion.

In short, this author's guide was developed with the busy provider in mind. The goal of the author's guide is to aid you, step-by-step, in developing or revising patient/family material. The content of the Author's Guide is also available on the Medical Library Patient/Family Education website.

Patient/Family Education Goal

The goal of patient/family education material at Aspirus Wausau Hospital is the development of top quality patient/family education materials that are standardized across the continuum of care.

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checking for existing resources

If you are developing a patient/family education handout, the best use of your time is in the preparation. **Don't reinvent the wheel!** Check the sources below before you begin writing your handout.

► *Search the Joseph F. Smith Medical Library website* to view existing patient/family education handouts and brochures. There are two areas that will be especially useful to you. The first is the **Aspirus Patient Education Website**. You may access this site one of three ways:

1. Log onto Internet Explorer from with the Aspirus network to get to the Aspirus Intranet website. Select **Medical Library** and then **WH Patient Education**.

OR

2. Go directly to the Internet and type in **www.aspiruslibrary.org**

OR

3. Go directly to the Aspirus website, **www.aspirus.org**. Under “**Health Information**,” select **Aspirus Medical Library**. You will then connect to the Medical Library home page.

Once you have accessed the Medical Library website, select **Aspirus Patient Education**. You will then be able to browse, by category or department, internally developed patient/family education materials.

The screenshot shows the Aspirus Medical Library website. At the top right is the Aspirus logo with the tagline "Passion for excellence. Compassion for people." Below the logo, the text reads "Dr Joseph F. Smith Medical Library Wausau Hospital, Wisconsin". The main content area is divided into two columns: "Professional Information" and "Consumer Information".

Professional Information

- Patient Education
 - Databases: Medline, etc.
 - Drug Information
 - Evidence-based Medicine
 - Clinical Practice Guidelines
- Palmpilots & Calculators
- Conferences, CME/CEU
- Family Practice Residents

Library Resources

- Reference Room
- Library's Online Journals
- Yahoo, Google
- Healthcare Search Engines
- Healthcare Directories
- Regulatory & Government
- Wisconsin Websites
- Nursing Websites
- Statistical Data
- Kids Health
- News and Media
- Employment

Consumer Information

- [AWH Consent Form](#)
- [AWH Patient Education](#)
- [Health Information](#)
- [AWH Medical Staff](#)
- [NHM Interactive Videos](#)
- [Consumer Brochures](#)
- [Hmong English Health](#)
- [Medical Illustrations](#)

Quick Links

- Google
- Yahoo
- Affiliates
- DFM Groupwise
- UW Madison
- Email Library
- Aspirus

At the bottom left, there is a copyright notice: "© 2004 Aspirus Medical Library, 333 Pine Ridge". At the bottom right, there is contact information: "Passion for people. Fax: (715) 847-2183 www.aspiruslibrary.org".

checking for existing resources

- ▶ **Search the Patient Education Collection** by clicking on the category, choosing a department or typing a keyword or document name or number in the search field. Using this method will provide information on all internally and externally purchased patient education material in use at Aspirus Wausau Hospital. The document will have ordering information (copy center number or address) as well as cost if externally purchased. The handout or brochure is available to view on the Aspirus Patient/Family Education website (internally developed material). If not available on the website or if the handout or brochure is purchased externally, contact the responsible department for a copy of the material.
- ▶ **Search the MD Consult database.** Aspirus Wausau Hospital's Medical Library contract with MD Consult allows you to customize handouts with your own special instructions and contact information. There are nearly 3,000 patient education handouts currently available in this database on any subject from A-Z. Notes are saved on-line so you may reprint customized handouts from any computer. Spanish versions are provided for key topics.

If you need assistance accessing MD Consult or the Aspirus Patient Education Website, please contact the Medical Library at 847-2184. Instruction is available individually or in groups.



At this point, you may be ready to develop your own patient/family education material.

Before you begin writing, consider these tips:

1. **Who is your audience?** Focus on your patient's needs and concerns. Provide the information that you think your patient will need to know. Focus on what they want to know. Include information about what your patients can expect and how it will affect their daily lives.
2. **Define the purpose of the handout in clear, concise terms.**
3. **List key points you want to make.**
4. **Organize the points you've listed.** Use titles and subtitles to clearly define the organization and flow of ideas. Begin the material with an introduction to state the purpose of the document and to orient the reader. Use a summary paragraph to end a section and to recap the major points. Where applicable, organize instructions in a logical order.
5. **Gather your resources to make sure the content is medically accurate.** Be prepared to thoroughly reference your sources using APA format (see page 14). If the resource is copyrighted, permission must be obtained in writing.
6. **Choose the format.** For example, use a descriptive format, a question-and-answer format, or a format with mostly illustrations and explanatory captions.
7. **Define the technical terms you use – use common terms whenever possible.** Do not assume that your patients will understand medical terms. Avoid abbreviations and acronyms except when commonly understood. When specialized vocabulary is essential, or a glossary should be included as part of the text.
8. **Remember that the key issues are the information itself and how effectively it is communicated.** Try to keep it simple. Use shorter words.
9. **Consider using appropriate visual aids (charts, photographs, graphics) next to the related ideas in the text.** Illustrations should enhance the document's educational content, not steal the show. Do not spend a lot of time searching for graphics or illustrations. Rather, work with the Graphic Design Department during the development phase of your material to design any illustrations necessary for your handout.

the first draft - tips & tricks

When writing the first draft of your handout or brochure, keep in mind the following suggestions:

- ▶ Keep sentences short (approximately 9-10 sentences per 100 words).
- ▶ Avoid complex sentence structure and long, fact-laden sentences.
- ▶ Use the active rather than the passive voice.
Example:
Passive Voice: If pain or itching is felt.
Active Voice: If you feel pain or itching.
- ▶ Organize your paragraphs.
 - Use one idea per paragraph to emphasize each important concept.
 - Start each paragraph with a strong topic sentence.
 - Use examples to clarify ideas with which the reader may not have had experience.
- ▶ Use present tense when defining, explaining or instructing (“Clean the site with warm tap water”). Use the future tense when writing about things to be expected (“You will be asked to change into a hospital gown without snaps”).
- ▶ Use second person – “you” or “your child” versus third person “the patient.” Include informational headings.
- ▶ Avoid a formal, academic tone. Think of talking to the reader when you write.
- ▶ Avoid use of gender. If you must use gender, use “he or she”. Do not use “he/she” or “s/he”.
- ▶ Use familiar vocabulary whenever possible, avoiding medical jargon. (See Substitute Word List on pages 15-16).
- ▶ If there is a common abbreviation that the patient will hear more often than the formal term, introduce it to the reader and then use the term the reader will hear, i.e. “laboratory” becomes “lab” and intravenous line becomes “IV”.

formatting your document

Proper formatting techniques can help readers understand the material more easily.

1. **Type all documents using Microsoft Word.** Save your file to either the Shared Directory (S:), save to a floppy disk, or send to the team leader in Graphic Design as an email attachment. This enables Graphic Design to access your document in the development stage.
2. **Use highlighting techniques, but don't overuse them.** Highlighting techniques include boldface, italics, underlining and white space. These techniques emphasize important aspects of your document by calling attention to them visually. Be consistent throughout the text.
3. **Use at least 12-point font for text.** If you are writing for the elderly, use a larger type size. **Arial** is the standard font for all Aspirus Wausau Hospital written communication.
4. **Avoid making lines of type too long or too short.** Use one-inch side margins to get a line length of 50-70 characters.
5. **Use white space in the margins and between sections.**
6. **Use left justification** to create "ragged" right margins.
7. **Avoid using ALL CAPITAL LETTERS** as they are harder to read.

Do not spend a lot of time attempting to layout your document. Graphic Design will create an appropriate layout in the development stage. The most important aspect of formatting is to ensure that your document is created in Microsoft Word. Graphic Design will also ensure that your document has the Aspirus logo added.



The first review of any document should be *your* review. It is important that you critically analyze your draft document not only for spelling and grammar, but also for the readability of the document.

Readability is an estimate of the grade level at which material is written. People in the United States, on the average, read on or below the 8th grade level. It is **required that internally created patient/family education material be at or below the 8th grade level.**

There are two methods for assessing readability of a document. The first is the **Flesch-Kincaid method** available in Microsoft Word. In Microsoft Word, on the Tools menu, click Options, and then click the Spelling & Grammar tab. Select the Show Readability Statistics check box, and then click OK. Click Spelling. When Microsoft Word finishes checking spelling and grammar, it displays information about the reading level of the document. If you need more information on readability in Microsoft Word, click on Help, go to the Contents tab and type readability for more information on what this will do for you.

The second method is the **SMOG readability formula**. This is a simple method you can use to determine the reading level of your written materials. This method is especially useful when you are revising existing patient/family education materials and may not have access to the original Microsoft Word document.

Using The SMOG Formula:

1. Count 10 consecutive sentences near the beginning, middle and end of your material (30 total sentences).
2. Count every word with three or more syllables in the 30 sentences, even if the same word appears more than once.
3. Add the total number of words counted. Use the SMOG Conversion Table to find the grade level.
4. If your material has fewer than 30 sentences, follow the instructions for “SMOG on Shorter Passages” and use SMOG Conversion Table II.

Word Counting Rules:

- A sentence is any string of words ending in a period, exclamation point or question mark.
- Words with hyphens count as one word.
- Proper nouns are counted.
- Read numbers out loud to decide the number of syllables.
- In long sentences with colons or semicolons followed by a list, count each part of the list with the beginning phrase of the sentence as an individual sentence.
- Count abbreviations as if they were not abbreviated.
- Do not count verbs ending in “ed” or “es” that make the word have a third syllable.

SMOG For Shorter Passages (<30 sentences):

Use this formula and SMOG Conversion Table II for material containing less than 30 sentences, but no less than 10 sentences.

1. Count the total number of sentences in the material.
2. Count the number of words with 3 or more syllables.
3. Find the total number of sentences and the corresponding conversion number in SMOG Conversion Table II.
4. Multiply the total number of words with 3 or more syllables by the conversion number. Use this number as the word count to find the correct grade level from Table I.

reviewing your document

SMOG Conversion Table I
(for longer material)

Word Count	Grade Level
0 - 2	4
3 - 6	5
7 - 12	6
13 - 20	7
21 - 30	8
31 - 42	9
43 - 56	10
57 - 72	11
73 - 90	12
91 - 110	13
111 - 132	14
133 - 156	15
157 - 182	16
183 - 210	17
211 - 240	18

SMOG Conversion Table II
(for use with less than 30 sentences)

Number of Sentences	Conversion #
29	1.03
28	1.07
27	1.1
26	1.15
25	1.2
24	1.25
23	1.3
22	1.36
21	1.43
20	1.5
19	1.58
18	1.67
17	1.76
16	1.87
15	2.0
14	2.14
13	2.3
12	2.5
11	2.7
10	3.0

Before you send your completed document to either Business Development or the Patient/Family Education Specialist in Educational Services for the development stage, **it is required that your document be reviewed either by your Director/ Department Committee and/or physician or medical director.**

We recommend that one additional review process be undertaken before your document is ready for a final print. On the Patient/Family Education Checklist form, there is a box for you to check entitled “Request Patient Review.” This triggers a patient review process that has been developed in tandem with the Aspirus Volunteers. A patient review form has been developed which emphasizes, among other things, whether the information was clearly presented, is the print large enough to read, are the sentences short and simple, are the diagrams and drawings easy to understand, etc. Before your document is sent for a final print, the Patient/Family Education Specialist will implement the process and review the results with you.

Before you send your completed document to the Patient/Family Education Specialist in Educational Services for the development stage, **you are required to complete the following two forms:**

Patient/Family Education Checklist (Form number ES-011)

Project Request Form (Form number MISC-049)

Both of these forms are attached to the Author's Guide. If either of these forms is missing or not completed in their entirety, the patient/family education material will be returned to you for completion of the required forms.

TECHNICAL ASSESSMENT

Text is clearly legible with at least a 12 point font.

Paragraphs are short.

Informational headings are used.

Main points stand out clearly.

ASPIRUS™ WAUSAU HOSPITAL
 Passion for excellence. Compassion for people.

PATIENT/FAMILY EDUCATION CHECKLIST

Before you submit your patient education document to the Patient/Family Education Coordinator, please complete this checklist. It will help assure that your document is an effective tool for patient education.

Document Name _____

Date _____ Department _____

Patient Review Requested

KEYWORDS
 Please list a few keywords that will be used to reference your material on the Patient/Family Education website.

CLINICAL CONTENT ASSESSMENT	COMPLETED
Information is current.	<input type="checkbox"/>
Information is accurate.	<input type="checkbox"/>
Information is sufficient for purpose.	<input type="checkbox"/>

EDUCATIONAL ASSESSMENT	COMPLETED
Information is presented in logical sequence.	<input type="checkbox"/>
Purpose of material is identified.	<input type="checkbox"/>
Language level is appropriate for intended audience.	<input type="checkbox"/>
Technical/medical terms are defined.	<input type="checkbox"/>
Amount of information delivered is appropriate.	<input type="checkbox"/>
The document maintains interest and attention.	<input type="checkbox"/>
Visual/graphics are used to illustrate concepts.	<input type="checkbox"/>

18 ES-011 (mmk 7/13/05)

PROJECT REQUEST FORM Today's Date: _____

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Submit your completed form to the Graphic Design Team Leader, Aspirus Wausau Hospital or fax to 847-2401. Incomplete information may result in delay of your request. For questions or to receive this request form, call Graphic Design at 847-2408. This form FRONT & BACK must remain with project through completion to ensure its requested completion. By submission of this form, Requester indicates permission to copy has been received per Copyright Policy. Written permission must accompany this form.

Signature of Director/Vice President/Designee (must be signed or form will be returned): _____

Requester's Name: _____ Phone/Ext./Pager: _____

Department/Facility: _____ Cost Center #: _____

Date **FIRST DRAFT** of Project Needed: _____ Date **FINAL PRINTED** Project Needed: _____

Cost Estimate Needed: Yes No **Check all that apply:** NEW PROJECT REPRINT/JUST COPIES (NO CHANGES) INTERNET* INTERNET* If project is to be placed on Internet and/or Internet, Form ES-012 must also be completed.

Delivery Instructions for Final Product (including suite-dept. atts. etc.) Document Title/Form # (attach sample if available) Paper Size/Weight

8 1/2 x 11 (standard) 8 1/2 x 14 (legal) 11 x 17 (tabloid) Other: _____

Circle Paper Weight: text - 20 60 100 cover - 60 80

Type of Paper White Colored

Cover Stock (Specify Color) _____

Letterhead _____

Labels/Stickers _____

Memo Paper Meeting Notice

Other: _____

2-Part (white-yellow) Carbonless Sets

2-Part (white-pink) Carbonless Sets

3-Part (white-yellow-pink) Carbonless Sets

4-Part (white-yellow-pink-gold) Carbonless Sets

Special Sequence Carbonless (specify colors): _____

Envelopes No Window Window

#9 (8.875x12.75) #10 (10.5x12.5)

#6x9 10x13

#9x12 A-2 (14.375x7.5)

6 1/8 (14.25x5.5) A-6 (17.5x11)

Special (attach sample and/or indicate size)

Finishing Options

Single Sided Double Sided

Collate Staple

Perforate Score

Laminate (up to 11 x 17)

Cut for _____ Fold/Flap? _____

Spiral Binding (Black or White)

Pads/Tables (_____ sheets/per pad)

Numbering: Start with # _____

Holes Left (2 / 3) Holes Right (2 / 3)

Holes Top (2 / 3) Holes Bottom (2 / 3)

For Graphic Design Use Only

Designer for Project: _____

Phone Number: 857-3500, ext. _____

Ink Color

Black & White

Aspirus Green (PMS 363)

Aspirus Blue (PMS 295)

Other: _____

Author's Final Approval for Production
 (Do not sign unless project is complete and no more revisions are necessary!)

Signature: _____ Date: _____

Room for Additional Notes on Back

Aspirus, Inc. MISC-049 (Rev. 9/2005)

After you have completed your material and the necessary forms, forward all documents to the Patient Education Specialist who will initiate the development and approval process.

All new patient/family education material developed internally at Aspirus Wausau Hospital will be approved through Educational Services.

All revised patient/family education material will also be sent to the Patient Educational Specialist. If your revisions are significant practice change, your document will need to be approved by your patient care area (policy control number 07-83-260). If your revisions are minor or do not involve significant practice change, the Patient Education Specialist will approve.

According to the Publication Manual of the American Psychological Association (APA), (1994), authorship is reserved for individuals who receive primary credit and hold primary responsibility for a published work. With all Aspirus Wausau Hospital patient/family education documents, you are expected to give credit to others for their work when it is quoted, paraphrased and referenced.

Quotations: When you use the exact words of another they should be placed in quotation marks and the quote referenced.

Paraphrasing: When you summarize a passage or rearrange the order of a sentence, you are paraphrasing. Each time you paraphrase, you must give credit in the text and reference it at the end of your document. For example, the text might read: According to the American Heart Association (1997), regular exercise can reduce your risk of heart disease. At the end of the text, you would list the full reference in APA style (see page 13 for referencing examples).

Permission: *Authors have the responsibility to obtain permission letters from copyright holders to reproduce copyrighted patient education materials. A copy of this letter must be on file with the Patient/Family Education Specialist before your materials are made available to patients. In addition, the document must have an acknowledgement of the copyright holder (with the statement “used by permission”) at the bottom of the document.*

According to the Aspirus Copyright Policy, #07-84-18, copyrighted works include, but are not limited to, printed articles from publications, TV and radio programs, video tapes, music performances, photographs, training materials, manuals, documentation, software programs, databases and world-wide web pages. In general, the laws that apply to printed materials are also applicable to visual and electronic media. Examples include diskettes, CD-ROMs and world-wide web pages.

Even if a world-wide web site is considered public domain, i.e. a government site such as the National Institute of Health, you may not print copies from a website, change a few words and use it as your own patient/family education material. Some websites do allow you to print copies of the information in their entirety if it is for nonprofit, educational purposes. Always, always, check for the copyright symbol © at the end of an article for specific use instructions.

No employee or medical staff member of Aspirus may reproduce any copyrighted work in print, video or electronic form without receiving permission from the copyright holder, unless it constitutes fair use. For all copyrighted works, Aspirus directs its employees and medical staff members to obtain permission from copyright holders directly. Such holders may not be the author of the material but rather, the publisher. Always check who holds the copyright when requesting permission.

Information contained in Aspirus Wausau Hospital patient/family education material should be properly referenced. Use the American Psychological Association (APA) Publication Manual, 5th Edition, as a format guide for your references. List references at the end of your document. A copy of the APA Publication Manual, 5th Edition, is available in the Medical Library. *To reference material, follow the following APA reference guidelines.*

For Journal Articles:

Author's last name, first initial. (Year of publication). Title of article. *Title of Journal*, Volume #, (Issue #), pages.

Example:

Siscovick, D.S. (1997). Exercise intensity and subclinical cardiovascular disease in the elderly. The Cardiovascular Health Study. *American Journal of Epidemiology*, 145 (11), 977-986.

For Books:

Author's last name, first initial. (Year of publication). *Name of book*. City, State of publisher: Publisher.

Example:

Canobbio, M. (1996). *Mosby's handbook of patient teaching*. St. Louis, MO: Mosby-Year Book, Inc.

For Internet Sources:

Author's last name, first name. "Title of Article or Document." *Title of Journal*. Volume no., Issue no., or other identifying no. (Year or Date) Number of Pages or Paragraphs. Publication Medium (Online). Name of Computer Network. Date of Access. Available electronic address.

Example:

Grodstein, F., Stampfer, M.J., Colditz, G.A. et al. Journal Scan: "Postmenopausal Hormone Therapy and Mortality." *The New England Journal of Medicine*. Vol. 336, No. 25, (19 June 1997) 2 p. Online. Netscape. 29 August 1997.

[Oncolink,upenn.edu/causeprevent/hormones/jorunalscan2.html](http://Oncolink.upenn.edu/causeprevent/hormones/jorunalscan2.html).

substitute word list

Since medical health writing usually uses technical terms, it is helpful to the reader when shorter words are used whenever possible. Here is a list of words that are commonly found in health literature. Using the substitute word list instead of the technical word will help lower the readability level of your material. This list was adapted from:

Hilts, L. & Krilyk, B.J. (1991). Write readable information to educate. Hamilton, Ontario: Chedoke-McMaster Hospitals and Hamilton Civic Hospitals.

University of Wisconsin Hospital and Clinics. (1996). Developing health facts for you: An author's guide. Madison, WI: Author.

TECHNICAL TERM	SUBSTITUTE	TECHNICAL TERM	SUBSTITUTE
ability	<i>skill</i>	demonstrate	<i>show</i>
accomplish	<i>carry-out</i>	detect	<i>find</i>
alternative	<i>choice</i>	detrimental	<i>harmful</i>
ambulate	<i>walk</i>	develop	<i>arise, occur</i>
annually	<i>yearly</i>	diagnosis	<i>problem, condition</i>
apply	<i>put-on, use</i>	difficulties	<i>problems, trouble</i>
approximately	<i>about</i>	diminish	<i>get less, slow down</i>
assist	<i>help</i>	discoloration	<i>change in color</i>
attempt	<i>try</i>	disconnect	<i>undo</i>
available	<i>ready</i>	discontinue	<i>stop</i>
bacteria	<i>germs</i>	dressing	<i>bandage</i>
cell culture	<i>tissue study</i>	due to the fact that	<i>because</i>
cerebral hemorrhage	<i>stroke</i>	dyspepia	<i>indigestion</i>
cessation	<i>stop, pause</i>	elevate	<i>raise</i>
chorionic villi	<i>tissue</i>	eliminate	<i>get rid of</i>
cognizant	<i>aware</i>	embolism	<i>lump of blood, clot</i>
communicate	<i>talk</i>	encourage	<i>urge</i>
compassion	<i>pity</i>	endeavor	<i>try</i>
competent	<i>able</i>	excessive	<i>too much</i>
completion	<i>end, finish</i>	experience	<i>feel</i>
conclusive	<i>final</i>	facilitate	<i>help, ease</i>
contract	<i>call</i>	feasible	<i>can be done</i>
contraceptive	<i>birth control</i>	frequently	<i>often</i>
contusion	<i>bruise</i>	fundamental	<i>basic</i>
conversion	<i>change</i>	generate	<i>produce</i>
coronary thromobsis	<i>heart attack</i>	guarantee	<i>backing, promise</i>
correspond	<i>agree</i>	hazardous	<i>risky</i>
decrease	<i>make less, reduce, lower</i>	humid	<i>damp</i>
deficit	<i>shortage</i>	humorous	<i>funny</i>
delete	<i>strike out</i>	identical	<i>same</i>

substitute word list

TECHNICAL TERM	SUBSTITUTE	TECHNICAL TERM	SUBSTITUTE
illustration	<i>picture</i>	permission	<i>consent</i>
impair	<i>harm</i>	physician	<i>doctor</i>
inadvertent	<i>careless</i>	present	<i>give</i>
inadvisable	<i>unwise</i>	principal	<i>main, chief</i>
incision	<i>cut</i>	project	<i>plan</i>
incorrect	<i>wrong</i>	qualified	<i>suited</i>
independent	<i>free</i>	recognize	<i>know, accept</i>
indication	<i>sign</i>	recuperate	<i>get well</i>
ineffectual	<i>useless</i>	rehabilitate	<i>restore</i>
inform	<i>tell</i>	saturate	<i>soak</i>
inhibit	<i>check, hinder</i>	scarlatina	<i>scarlet fever</i>
initial	<i>first</i>	segment	<i>part</i>
initiate	<i>begin, start</i>	sensation	<i>feeling</i>
injection	<i>shot</i>	several	<i>many</i>
innovation	<i>change</i>	severity	<i>how bad</i>
instrument	<i>tool</i>	similar to	<i>like</i>
institute	<i>set up</i>	similarity	<i>likeness</i>
intention	<i>aim</i>	similar	<i>like</i>
interrupt	<i>stop</i>	situated	<i>placed</i>
laceration	<i>cut, tear</i>	status	<i>state</i>
lenient	<i>mild</i>	stimulate	<i>excite</i>
locality	<i>place</i>	sufficient	<i>enough</i>
manifest	<i>clear, plain</i>	sustenance	<i>support</i>
minimal	<i>smallest</i>	sutures	<i>stitches</i>
modification	<i>change</i>	tear of ligament	<i>sprain</i>
nebulous	<i>hazy, vague</i>	technicality	<i>detail</i>
notification	<i>notice</i>	termination	<i>end</i>
numerate	<i>count</i>	therapy	<i>treatment</i>
nutrient	<i>food</i>	ultimate	<i>last, final</i>
obligation	<i>duty</i>	uncommonly	<i>rarely</i>
observation	<i>remark</i>	understand	<i>know</i>
observe	<i>note</i>	unequivocal	<i>clear</i>
obvious	<i>plain</i>	unfounded	<i>groundless</i>
occurrence	<i>event</i>	unnecessary	<i>needless</i>
opportunity	<i>chance</i>	until such time	<i>until</i>
option	<i>choice</i>	utilize	<i>use</i>
palatable	<i>pleasing</i>	varicella	<i>chicken pox</i>
penetrate	<i>pierce</i>	visualize	<i>picture</i>
perforation	<i>hole</i>	voluminous	<i>bulky</i>

Appreciation is expressed to the **Office of Patient Education, University of Utah Hospitals and Clinics** for their assistance and sharing of patient/family education materials. Their expertise made possible the *Patient/Family Education Checklist* as well as the *Referencing Materials* section of the Author's Guide.

We also express sincere appreciation to the **University of Wisconsin Hospital and Clinics** for sharing their expertise and *Health Facts for You* materials.

PATIENT/FAMILY EDUCATION CHECKLIST

Before you submit your patient education document to the Patient/Family Education Coordinator, please complete this checklist. It will help assure that your document is an effective tool for patient education.

Document Name _____

Date _____ Department _____

Patient Review Requested

KEYWORDS

Please list a few keywords that will be used to reference your material on the Patient/Family Education website.

CLINICAL CONTENT ASSESSMENT

COMPLETED

- Information is current.
- Information is accurate.
- Information is sufficient for purpose.

EDUCATIONAL ASSESSMENT

- Information is presented in logical sequence.
- Purpose of material is identified.
- Language level is appropriate for intended audience.
- Technical/medical terms are defined.
- Amount of information delivered is appropriate.
- The document maintains interest and attention.
- Visual/graphics are used to illustrate concepts.

TECHNICAL ASSESSMENT

Text is clearly legible with at least a 12 point font.

Paragraphs are short.

Informational headings are used.

Main points stand out clearly.

Illustrations are easy to understand.

Illustrations promote the textual information.

References are complete and in APA format per examples.

Document has been readability tested using the SMOG or Flesch-Kincaid (found in Microsoft Word) grade level test and is a grade _____ reading level.

OVERALL ASSESSMENT

Overall appearance is appealing.

Overall message is clear.

Tone is positive.

Stereotyping is avoided.

Author's Name

Signature

Date

Reviewer/Committee Name

Signature

Date

Physician/Medical Director
(If applicable)

Signature

Date



PROJECT REQUEST FORM

Today's Date: _____

Submit your **completed form** to the Graphic Design Team Leader, Aspirus Wausau Hospital or fax to 847-2401. Incomplete information may result in delay of your request. For questions or to reorder this request form, call Graphic Design at 847-2169. This form (FRONT & BACK) must remain with project through completion to ensure its requested completion. By submission of this form, Requester indicates permission to copy has been received per Copyright Policy. Written permission must accompany this form.

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- Aspirus Blue (PMS 295)
- Other _____

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#9 (8.875x3.875) #10 (9.5x4.125)
 6x9 10x13
 9x12 A-2 (4.375x5.75)
 6 3/4 (3.625x6.5) A-6 (4.75x6.5)
 Special (attach sample and/or indicate size) _____

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