**Health Literacy Assessment**

I employed the [“Plain Language Checklist”,](http://medicine.osu.edu/sitetool/sites/pdfs/ahecpublic/Plain_Language_Checklist.pdf) [SMOG Grading Form](http://medicine.osu.edu/sitetool/sites/pdfs/ahecpublic/Whos_reading_your_text.pdf) and formatting considerations by the Ohio State University link provided on Sakai during the design process of the patient/family brochure. The goal of the brochure was to educate families on the role of the Eastern North Carolina Pediatric Seating and Equipment Clinic to be offered through the ECU PT Department. I attempted to use second person, 1-2 syllable words and second person throughout the brochure. All of the text was chunked or bulleted and the longest sentence was 15 words long with the vast majority of 10 words or less. The majority of included text was at least 12 point font, with some exceptions, the smallest font used was 11 point. Luckily ECU colors are purple which made for an optimal contrast against white or gold.

The overall reading level based on the SMOG grading form was 8th grade. My goal was to reduce the reading requirements to the 5th grade level. However, this proved difficult due to the repeated use of the important words such as equipment, specialist and pediatric! To adjust for the higher then desired reading level I incorporated a process graphic and pictures of actual children in adapted equipment as well as manufacturer images of available equipment.

I also requested feedback from two of my current patient’s families, committee members Dr. Stacey Meardon and Dr. Amy Gross McMillan. The families advised me to add a timeline from initial prescription to final pick-up; included next to process chart. Dr. Meardon and Dr. Gross-McMillan recommended narrowing responses to statements to 1-2 sentences and simplifying wording in the process graphic.