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April 2019
Capstone: Health Literacy Evaluation

Creating Marketing Materials

My health literacy component of my Capstone project was fairly non-traditional in the sense that my product is designed for DPT students and PT's. I chose to focus this area of my project predominantly on effective production of marketing materials, readability, and deliverability of content. The three areas of focus I found throughout my research include device and information vehicle selection, general content and aesthetics for printing and readability.¹⁻³

With regard to information vehicle selection, the majority of the information on marketing materials suggests incorporating the user into the decision-making process as well as understanding how and when the information will be used.¹⁻³ Determining this will then provide a platform to deliver the information in a meaningful way to the user.¹ In this case, I spoke with both students on rotation and clinicians new to the school-based setting to capture a general idea of what they would find useful. It was through this process that I learned the intended benefit of having a hard copy with succinct information, useful checklists and places to document when travelling between schools and working with several students. It was also in this process where the discussion of producing a laminated document began in order to accommodate both for working with children and the daily wear and tear, as well as provide an avenue for temporary "on-the-go" documentation using dry-erase marker. It was also important to acknowledge the "findability" of the information, when determining how to set-up and organize the product. As not all students and therapists will need every portion of the guide depending on their student's level of ability, it became important to consider the ease of seeking out information within the document. My team and I thus decided spiraling the guidebook and including a table of contents with large page numbers would assist in the convenience of quickly opening to a specific topic or section.

The second piece of deliverability I researched in creation of my product was how to compose the content within the guide in a meaningful and productive way. The University of Bath Department of Marketing and Communications proved to be quite helpful by way of organizing a "How-to" or informational guide for multiple users.² Their documents highlight the importance of including a "quick start" page to allow users to understand how to use the guide prior to beginning the content, as well as creating a logical order within the guide.² Thus is why I chose to begin with delivery of the equipment and transition to training skills from basic to advanced, in order to follow the logical process of assisting a student in becoming independent with their equipment. This resource also provided suggestions for section and subsection headings in order to ensure the user knows where they are in the guide, the continuity of topics and how to skip

forward or back with ease.² Additionally, and one of the most meaningful takeaway points was to “write directly to the user”, which is how I created the idea of the blue “helpful tips” boxes where I directly offer recommendations to the user.

The last piece in creating this product is the aesthetic considerations and the means of creating a physical, tangible resource. Creation of each printed page was conscious and thought out; the research I located stated the importance of maintaining ample white space, avoiding overcrowding the page, using charts, figures and diagrams to supplement written information and keeping the aesthetics consistent.³ These concepts aided exponentially in the creation of the skills checklist, which consists of concise skill phrases and a consistent sliding scales for documentation of assistance level provided. It is also evident in what I hope to be the user-friendly outcome measures, with similar page organization, identical recording charts and normative data. Information on marketing material creation also stresses the use of “clean fonts”, avoiding use of multiple fonts and making purposeful and thoughtful use of color.^{1,2} An example of this is in the creation of the SMART goal pages, where I used color to identify each goal component, so phrases can easily be reproduced into other goals. Pertaining to the physical document, these resources recommend sturdy paper selection and binding that will allow for easy page flipping; thus I worked with Fedex Office on choosing thick, glossy, cardstock for printing, lamination, compact sizing and spiral binding.

As a final note, amongst all of the research is the idea that marketing materials need to have room for growth and evolution as technologies advance and research grows.^{1,3} I chose to create the document on software that offers easy editing, page addition, rearranging, and reliable storing to be able to advance this guide for years to come.

References:

1. Wilcott J. (2014). “7-Step Guide to Creating Your Own Open Educational Resources.” *EdSurge*. Available at: <https://www.edsurge.com/news/2014-11-10-a-7-step-guide-to-creating-your-own-open-educational-resources>. Accessed: 1 April 2019.
2. University of Bath. (2019). “Creating a ‘How to’ Guide.” *Digital Marketing and Communications*. Available at: <https://www.bath.ac.uk/guides/creating-a-how-to-guide/>. Accessed: 1 April 2019.
3. Hodgson P. (2007). “Tips for writing user manuals”. *UserFocus*. Available at: <https://www.userfocus.co.uk/articles/usermanuals.html>. Accessed: 1 April 2019.