Creating an Appropriate Health Document for Intensive English Program Students
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Alan Valadez, Carina Kelly, Elizabeth Edurese, Shannon Hayes
Advisor: Dr. Ann Biswas

Abstract
The goal of this project was to revise a high literacy level document about alcohol and its effects on the body and simplify its literacy level so that Intensive English Program (IEP) students at the University of Dayton were able to understand the information presented and make it more relevant to their own culture, Middle Eastern. These students read at a 4th to 5th grade level, and their culture prohibits them from consuming alcohol, so the original document needed many revisions.

Original Health Document: 11th grade Reading Level

Methods
An initial visit to the IEP students class was conducted to gather information about what they knew and what they wanted to know about alcohol. An existing document produced by the National Institute on Alcohol Abuse was tested using a SMOG readability test. We found that the original document was written at the level of a college freshman. We also used a health literacy load analysis to look at the fundamental, scientific, civic, and cultural literacy of the original document and how each was problematic for our target audience. Using the results from this evaluation, we created a new document that would be more easily comprehended and relevant to what the IEP students wanted to understand. We performed a field test of our revised document during another visit to the IEP students.

Final Document 3rd grade Reading Level:

Results
We simplified the vocabulary and sentence structure of the original document and significantly shortened the document to lower the reading level to a 3rd grade reading level as measured with the SMOG test. Ultimately, the majority of the IEP student had little or no trouble reading and understanding the brochure with the new revisions based on our field testing experiment.

Discussion of Results
The results of this project demonstrate that shorter documents using clear, concise language and sentence structure are effective in combating low health literacy. The original document was twelve pages longer than the revised document, which was much too long. Additionally, the original document contained many words and sentences that were overly complex. The students in the IEP class were able to better understand the document following the revisions that our group made.

Conclusion
We decreased the reading level from 13th to a 3rd grade reading level and made the document visually simplistic. The majority of the IEP students said they understood the pamphlet. Therefore, we concluded that health documents should be written at a lower reading level to accommodate lower levels of literacy and produce better health outcomes overall.