



UNIVERSAL HEALTH CARE GRAPHIC SYMBOLS IMPLEMENTATION PROJECT

Developing Best Practice for Universal Health Care Symbols - Design and Evaluation

CALL FOR PARTICIPATION

Hablamos Juntos seeks University-based Design Schools to support Wayfinding Graphic Symbols Development, Evaluation and Research

August 22, 2008

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CALL FOR PARTICIPATION

Hablamos Juntos seeks Design School Partners

CFP Released: August 22, 2008

Informational Conference Call: September 17, 2008

Application Deadline: September 30, 2008

SECTION I: INTRODUCTION

"We speak together." This is the English translation of the Spanish phrase "Hablamos Juntos." *Hablamos Juntos: Improving Patient-Provider Communication for Latinos* is a national program of The Robert Wood Johnson Foundation, intended to eliminate language barriers to health care in the United States. One objective of Hablamos Juntos is to develop easier means for linguistically and culturally diverse Public Users including populations unable to read and with limited English proficiency (LEP) to navigate their way through U.S. health care facilities. This Call for Participation (CFP) seeks up to ten design schools that reflect the multifaceted and global aspects of design (e.g.; architecture, graphic design, new media, popular culture, visual communication, etc.), preferably with graduate education programs, interested in graphic symbols design and research. This is an opportunity for design schools to develop academic programs to design and to participate in a consortium to create capacity to evaluate graphic symbols, nationally, and to conduct research on symbol use in wayfinding systems and other visual communication tools that may reduce or eliminate communication barriers in health care environments.

Hablamos Juntos Signs That Work (STW), in an ongoing partnership with the Society for Environmental and Graphic Design (SEGD), produced the *Universal Health Care Symbol* (UHCS) set and found that graphic symbols are an effective alternative to costly multilingual signs.¹ With Phase II funding from the Pioneer Portfolio of the Robert Wood Johnson Foundation, STW will encourage widespread adoption of these graphic symbols to ease wayfinding for diverse Public Users in health care facilities. The initiative aims to accomplish three main objectives:

1. Grow the collection of UHCS by developing sustainable national capacity for ongoing graphic symbol design and evaluation through a consortium of design schools.
2. Support evidence-based design² and implementation of symbol-based wayfinding systems and signage in four innovator health facilities.
3. Document innovator facilities experience in real time and produce best practice tools to help other early adopters of UHCS.

STW will support design and implementation of wayfinding systems using graphic symbols in innovator health facilities, selected through a Request for Application (RFA),³ and through this CFP will form a consortium of design schools to promote evidence base design and advance research of graphic symbols for health environments. With this highly-focused effort, the STW initiative intends to develop capacity for ongoing graphic symbol development and evaluation, and to create a sustainable on going program for national testing of graphic symbol designs.

For more information about Hablamos Juntos, Signs that Work please see: www.hablamosjuntos.org

¹This symbols system (posters and print ready art) are available at no cost from Hablamos Juntos and SEG D websites. (<http://www.hablamosjuntos.org/signage/default.index.asp>)

²Design work informed by data and decisions based on the best information available from research and project evaluations.

³Go to STW website for a copy of the RFA used to select four innovator health facilities to design and implement symbol-based signage at www.hablamosjuntos.org

SECTION II: PURPOSE OF CFP AND RESPONSE TIMELINE

A. PURPOSE

The intent of this CFP is to promote development of academically based programs for graphic symbol design and to form a consortium of design schools to evaluate new symbols with the input of geographically dispersed, linguistically diverse Public Users. All design schools interested in helping to promote evidence based graphic symbol design and their use as a communication tool in health care environments are invited to apply. Design schools must be willing to develop local academic programs and participate in a consortium formed for the purpose of orchestrating nationwide testing of newly designed graphic symbols. In parallel, STW will support four innovator health facilities to develop evidence based design and implementation plans for graphic-symbol-based wayfinding systems using UHCS. Wayfinding system design will be informed through a pre-design audit of existing wayfinding systems and a post-design evaluation of proposed wayfinding solutions using graphic symbols. Educational programs planned for innovator health facilities will also be available to design schools selected through this CFP. For design schools, these combined efforts represent an unparalleled opportunity to advance not only research and design of graphic symbols, but also to improve understanding of how graphic symbol design can ease or support communication between language diverse Public Users and health care providers in the U.S.

Success of this initiative will be measured by the development of sustainable on-going capacity for principled symbol design and national symbol testing with input from linguistically diverse Public Users. Other measures of success include the development of best practices (i.e., tested approaches to design of symbols based wayfinding systems and standards for graphic symbols use) and tools to ease implementation of graphic symbols in health environments.

B. RESPONSE TIMELINE

CFP Released:	August 22, 2008
Informational Conference Call:	September 17, 2008
Application Deadline:	September 30, 2008
Participating Design Schools Announced	October 24, 2008
First Organizing Session via Web Conference	November 5, 2008

SECTION III: DESIGN SCHOOL CONSORTIUM

The effectiveness of symbol design rests on an understanding of the particular communication needs of the target Public User. Involvement of relevant Public Users in the development of graphical symbols is the key to their success. Testing with Public Users increases the potential of graphic symbols effectively conveying intended messages across language and culture; national testing is an essential element for developing universal symbols for health environments. Design schools located around the nation, with their diverse student resources present an opportunity to establish geographically dispersed graphic symbol testing sites.

Design schools committed to advancing evidence-based graphic symbol design are aligned with the goals of STW. Applications from Design Schools responding to this CFP will form the base for the Symbol Evaluation Consortium (Consortium). The primary objectives of the Consortium are to coordinate participation of member design school to develop universal symbols for health care environments and support sharing a knowledge base of graphic symbol design for culturally and linguistically diverse Public Users. This includes improving the adoptability of the collection of UHCS, and adding at least 20-30 new graphic symbols to the collection.

The key activities of the Consortium are to:

1. Develop mutually agreeable schedules to enable design schools to participate in research, symbol design and symbol evaluation for Public Users with diverse language and cultural backgrounds
2. Plan and coordinate design and testing of new graphic symbols to enable participating design schools to survey local Public Users from four language groups; and
3. Prepare protocols and offer training for survey administration to ensure consistency of symbols testing and quality of data collected in all design school locations.

The Consortium will meet regularly via teleconference, work collaborative to set timelines for new symbol designs and coordinate testing in all participating design schools. Working together, supported by STW and SEG staff, design schools have the opportunity to promote the use of universal graphic symbol for health care, creating national testing capability and thus developing expertise in symbol design and testing.

Plan and Coordinate Graphic Symbol Development. Design and testing of 100 to 180 new graphic symbols, 5-6 new symbols for each referent, is needed to add 20-30 new graphic symbols to the UHCS set. Through the Consortium, design schools members will plan and coordinate the required background research and development efforts needed, and establish design and testing schedules to enable collecting input from Public Users from designated language communities. Background research could be as simple as identify already existing symbols or made more challenging by exploring the implications of cultural differences for designing universal graphic symbols. The Consortium will enable information sharing and joint planning among participating design schools to grow understanding of concepts underlying graphic symbols and use comprehension testing with culturally and linguistically diverse Public Users to inform the design of symbols.

STW staff will support communication among design schools, coordinate dissemination of symbol design assignments, conduct training for survey administration, organized online data collection and provide Public User input results for all symbols tested. Analysis of Public User input and the methods for statistical analyses will be available to Consortium members. STW project staff will also help with problem-solving and support dissemination of research or other relevant activities undertaken by Consortium members.

Collect National Public User Opinions Consistency of Symbol Testing. Using a single survey of graphic symbol designs, developed collectively by all participating design school, the Consortium can support collecting input from a national sample of linguistically diverse Public Users. The Consortium will standardized survey administration, develop survey administration procedures and set survey schedules that take into account differences in academic calendars – semester vs. quarter-year programs. Member design schools will ensure consistency of symbol testing and assure quality of data collected in all locations.

Symbol testing, as in Phase I, will target four language groups: English, Spanish, Indo-European languages and East Asian languages. The number of surveys to be collected by each school and the language groups targeted are determined by local community demographics and testing goals. Schools are encouraged to engage students with linguistic skills, within the design school or other university program such as language departments, that match local language communities and to develop relationships with local community agencies or interpreters.

STW supports consultant services to analyze all survey data and depending on the interest of participating schools, support development of statistical analysis capacity in Consortium members. Design school members would also evaluate whether the statistical methods developed by ISO and Harms Zwaga's would remain as standard or not. Finally, to ensure consistency in the symbols set, the symbols developed through participant design schools are made uniform through a final design process. SEGD supports the Consortium through the services of a professional symbol designer to graphically integrate new symbols in the overall symbol set. Standards, adopted for recognizing design development of the symbols included in the final set, acknowledge the design school and student designer(s).

Advancing the field. Graphic design as a solution to communication challenges in health care delivery is a growing trend. For example, a widely-known cause of medication errors is poor health literacy. Icons commonly used with medication instructions are not effective; most have never been tested with Public Users. Several major pharmacy chains are now looking to graphic design to improve containers and the organization of information on prescription labels. Another example, materials with pictures or words and phrases that can be pointed-to, commonly known as point-to-products have proliferated in recent years. Point-to-cards are now available with facial expressions to describe pain, to explain a variety of health problems, with maps to identify country of origin or with written phrases phonetically spelled to enable health workers to enunciate routine statements or questions. These are current day attempts to develop practical tools to enable health care professional communicate with patients unable to speak English. Most of these products have never been evaluated.

Bringing together design schools as a consortium will permit innovations in graphic design practice and research to be shared and promoted. To this end, participating design schools will be encouraged to:

- share curriculum and methodologies for course development;
- routinely share background research and examples of student work; and
- identify ways to showcase or promote advances resulting from these efforts in the practice community of designers and health care stakeholders.

Program leaders in the design schools selected will also be encouraged to monitor activities and progress taking place in the four innovator health facilities and to develop educational programs to expand understanding and use of graphic symbols as a tool for communication with language diverse populations in health environments.

SECTION IV: PARTICIPATION REQUIREMENTS AND BENEFITS

Collaboration between design schools and STW creates the opportunity to advance the understanding of graphic symbol design for health environments and to explore the benefits of graphic symbols as a solution for multilingual environments where language barriers and health literacy pose significant communication challenges. Phase II encourages design schools to develop graphic symbol design programs for health environments with a focus on language diverse Public Users. Design schools with integrated educational programs on multifaceted and global aspects of design (e.g.; architecture, graphic design, new media, popular culture, visual communication, etc.) and graduate education programs in design are ideal for this innovative and long-term endeavor. Through formal coursework on the design and use of graphic symbols in health facilities, or to explore other potential graphic symbols may have to overcome communication challenges in health care environments, participating design schools can cultivate interest in evidence-based graphic symbol development specifically or evidence-based design broadly. This initiative also has the near-term benefit of designers in training seeing their graphic symbol design used in the STW innovator health facilities working to implement UHCS.

Design school participation is voluntary. Although no direct compensation will be given for designing or administering surveys to test graphic symbols, design schools will not bear any survey-related expenses such as printing and mailing costs. STW and SEG D will actively work to solicit and encourage industry support to individual academic programs developed through this initiative, and to support activities emerging through the Consortium.

A. CONSORTIUM REPRESENTATIVE

The Consortium, comprised of representatives from selected design schools, will oversee and plan coordinated symbol development and testing. Design school representatives will actively represent, be able to commit to and carry out any mutually developed plan. Representatives, able to make commitments on behalf of the school, will: a) propose timelines, protocols and procedures for testing of culturally and linguistically diverse Public Users; b) design recruitment plans and actively recruit local survey administrators and ensure their participation in Consortium sponsored training, and; c) assure consistency of symbols testing and of the quality of data collected at their location.

Design schools will commit to collecting a specified number of surveys in the target languages. This may require recruiting language-diverse students as survey administrators and/or developing working relationships with community organizations and interpreters from local linguistically diverse populations. In the end, participating design schools would contribute to improved understanding of the implications of culture and language on symbol design and visual communication with multilingual Public Users.

B. REQUIREMENTS FOR PARTICIPATION

Applicants must be accredited design schools, committed to the objectives of the STW Consortium and willing to collaborate in coordinated design and testing of graphic symbols for diverse Public Users; stating this willingness and commitment in the required **Letter of Intent (LOI)**. Design school selected for the Consortium will need to:

1. **Establish Graphic Design Departments/Programs.** Only design schools with established graphic design departments or accredited programs are eligible to participate in this initiative. Accredited graduate education programs are highly desirable, but not required. Graphic design departments should demonstrate evidence of good standing in the field of design through graduation rate, research grant portfolio or other industry recognition.
2. **Demonstrate Commitment.** University and department leadership commitment is required. This commitment can be demonstrated through the LOI with explicit statements of support for participation in the Consortium, commitment to the stated goal of surveying national Public Users and growing the collection of health care symbols. See Section IV for details of content to include in the LOI.

3. **Dedicate Faculty and Project Leadership.** An adjunct or full-time professor must represent the school on the Consortium and offer related coursework. Design schools are required to have an existing academic program for graphic design and to develop a program through which the objectives of the Consortium can be met. This includes offering courses to enable student participation in symbol design and testing, and designating a representative to represent the school on the Consortium noted above. Specific academic program requirements recommended are described in detail below. Design coursework should consist of an 8- to 15-week classroom structure commensurate with the number of students involved with the program (e.g.; an 8- to 10-week program with eight or more students). Programs should be ready to begin offering course **no later than January 2009**. Exceptions with merit may be considered.
4. **Engage Upper Level and Graduate Students.** Design schools should be willing to establish a program involving upper division students, no less than third-year students in their second semester. Programs targeting graduate students or fourth-year undergraduates are preferred.
5. **Desire to Work Collaborative.** Design schools must demonstrate the desire to work collaboratively and show willingness to be active members in the Consortium. Active membership includes participating fully in scheduled conference calls, sharing progress reports and contributing to the professional or practice literature. They should also have the desire to work with a team of researchers and advisors and to accept contributions from professional designers working with the innovator health facilities.
6. **Commit to Developing Universal Symbols.** Design schools need to be committed to developing symbols with input from Public Users and be willing to create an academic program that enables participation in national sampling of diverse Public Users, including those that do not speak English. Participating design schools need to commit to developing capacity to test symbols with four language groups: English, Spanish, Indo-European languages and Asian languages. The target Indo-European and Asian languages would be determined by local community demographics.

C. ESTABLISHING A PROGRAM

Design schools are required to develop an academic program which will permit coordinated efforts to design and test symbols. Although the graphic symbols programs developed must comply with home university requirements and schedules; the program established for purpose of participating in the Consortium will need to achieve consistency in design quality and be able to support standardized symbols testing. STW team will provide guidance and support in creating the required course structure to achieve expected standards. The structure of the academic programs may be individualized to local conditions but should include, roughly, the following stages and time allocations:

Background Research and Art Work Assignments (1-2 weeks). At the Consortium level, assignment of referents assigned for graphic symbol development is coordinated across all participating schools. Programs will commit to a defined number of referents and symbol art work to be produced. The course should allocate time for background research to inform symbol design. This may include analysis of international graphic symbols, defining underlying concepts to guide design or other relevant approaches specific to assigned referents.

Sample Symbol Development Program (8-14 weeks). At the Consortium level, programs will negotiate the number of graphic symbols their programs will develop. Symbol development takes place through an iterative process which includes First Stage symbol development, Public User testing, interpreting data collected to make decisions about designs and concepts to pursue in Second Stage symbol development or to inform redesign. Second stage design is followed by a second round of Public Use testing and data results. The final stage includes documentation of the design-testing process to lay the base for future graphic symbol design work.

First Stage Design (1-3 weeks). Students design graphic symbols. All artwork is submitted for compilation into a uniform Public User Survey. Students then participate in training to administer Public User surveys and record the data collected. The number of surveys and the language groups to be targeted by each program and how the training will be provided to students will be determined at the Consortium level.

First Public User Survey (1-2 weeks). Programs will need to plan for and conduct surveys to collect Public User input on symbol designs; arrange for timely mail delivery of numbered hard copies of the surveys to be used; and for timely return of all survey materials (completed and blank surveys) to the STW team. The number of surveys needed and the languages of Public Users will be determined in advance to enable schools to plan for surveying the required number of Public Users. In advance, programs will need to develop recruitment strategies which include a plan for testing symbol design with Public Users that speak little or no English. STW team will provide technical assistance in developing recruitment strategies and for developing relationship with community organizations and interpreters working with diverse language communities. Programs will need to assure survey administrators are trained; the data collected is reported on-line and meets quality standards.

Testing Results (1 week). Programs will have access to the collection of graphic symbols developed and the data collected through the Consortium. Results of Public User surveys will be reported back to programs on line.

Second Design Stage (1-2 weeks). Programs will need to assure Public User input is used to inform symbol development and redesign. Data reporting Public Use responses to original designs will need to be shared with student designers and use this data to redesign the leading symbols selected for a second review.

Second Review Stage (1 week). As in First Review Stage, the second round of Public User input is collected with results contributing to a more refined review of the graphic symbols.

Second Design Stage (1-2 weeks). Top graphic symbols are selected based on Public User Input results.

Final Report (2 weeks): At the end of the process, students will submit a short report (10 pages or less) showing the symbols development process and how Public User input influenced direct and final symbol designs.

D. BENEFITS FOR INSTITUTIONS SELECTED

This initiative offers a variety of benefits for participating faculty, students and programs. Among these are recognition for faculty and students, development and contribution to the body of knowledge around symbol design and use, expansion of academic curricula to increase awareness of the design work possible in health environments and potentially resource support specific to this project.

Recognition as a Design Research Leader – Design schools around the country that achieve greater recognition are built partly around design research.

Student Recognition – Students who participate in this process may be seen as design leaders, which could result in better job opportunities in the future.

Opportunities to Expand Relationships – Schools that participate will be able to develop a relationship with the greater design community.

Potential for Resource Support – SEGD is committed to identifying resource support to enable design school to develop curriculum for these purposes. Available resources for the proposed course include:

- Full underwriting of course materials needed for symbols testing, including all printing, supply and material costs
- Full support and availability of a professional research and advisory team
- Availability of adjunct faculty or guest lecturers if needed
- Other professional or technical support that may be needed for classroom projects, partially underwritten by SEGD Education program or STW
- Sponsorship support - SEGD will assist the schools in finding sponsors for the project to cover any additional underwriting that may be needed.

SEGD Symbols in Health Care Educational Program – Schools will have complimentary access to SEG D’s educational program for symbol use in health care. This program is oriented toward innovator health facilities, design schools and health facilities interested in integrating symbols in traditional wayfinding programs. Teleconferences will be free and can be recorded for download and review. This five-part series is available to a maximum of 45 participants per teleconference and will include the following teleconference sessions:

Part 1: Wayfinding Strategy Formulation – A session on developing a wayfinding strategy for a health care institution including a discussion on what elements to include and how to engage facility staff and designers.

Part 2: Destination Criteria and Naming – A session on how destinations are selected and named, how a hierarchy of destinations is selected and integrated into the wayfinding plan, and what sample survey methodologies should be included.

Part 3: Sign Design and Development – A session on how symbols can be integrated into signs and graphics as part of a program, as well as how symbols can work with letters, numbers, words, unique symbols and colors.

Part 4: The Testing Process – A session on how signs are tested in the field and how the results can influence the design process.

Part 5: Ongoing guidelines – A session on how to develop ongoing guidelines for future development, including integrating new destinations, changes in signs, and adding maps and print graphics.

SECTION V: APPLICATION PROCESS

A. MAILING ADDRESS, AND DEADLINE

The applicant must submit a complete application postmarked **no later than 11:59pm on September 30th** to the address below:

Attention: Design School Application Review Committee
Hablamos Juntos
UCSF Fresno Medical Education Program
550 E. Shaw Ave, Suite 210
Fresno, CA 93710

Hablamos Juntos, at its sole and absolute discretion, may accept submissions after the deadline.

B. QUESTIONS REGARDING CFP

Inquiries concerning any aspect of this CFP should be submitted in writing via email. Telephone inquiries will not be accepted. **All written questions received by September 10, 2008 will receive a reply.**

Email: Submit questions via email to info@hablamosjuntos.org, with the subject line reading: **RE: QUESTION ABOUT DESIGN SCHOOL CFP**

C. INFORMATIONAL CONFERENCE CALL

A conference call to review CFP requirements and respond to questions is scheduled:

September 17, 2008 at 10am (PDT)/1pm (EDT)

To register for the call or to get an electronic version of this CFP or the sample application go to www.hablamosjuntos.org, Signs that Work, Design School CFP.

The purpose of the **Informational Conference Call** is to provide an overview of the Consortium and answer questions related to expected course content and timelines. School specific questions about course content, elements of supporting curricula for undergraduate and graduate studies or resource support requirements will not be addressed except in concept. After the close of this CFP, for applicant design schools under consideration, conference calls will be scheduled, as part of the review and selection process, with individual schools to discuss these types of issues in detail and in context of each school's plans.

SECTION VI: SUBMISSION FORMAT AND CONTENTS

Your Application should consist of the following:

1. LOI on university or program letterhead signed by the department or program dean.
2. Application with description of the academic environment, local Public Users and proposed plans for a symbols design program. (See Application Instructions on pages 16-17 for required content.)
3. Academic calendar for 2009 and 2010.

Brochures or other supplemental information about the university, department or design school programs are optional but will be accepted in 8½ x 11 inch size. Portrait format on white paper with black ink is preferred. Applicants rated with high potential will receive a Letter of Invitation and invited to submit a detailed proposal of academic programs proposed. STW Review Team will schedule a conference call to discuss course content and structured and proposed plans for symbols testing in detail.

A. LETTER OF INTENT (LOI)

A key component of the Application is the LOI. The LOI is a declaration of university leadership willingness and commitment to develop a program, in collaboration with other design schools, for designing universal symbols for health care with input from Public Users that speak diverse languages.

Letters of Intent should be written on university or applicant letterhead and signed by the executive leader authorized to make binding decisions for the school. In general the LOI should describe how an academic program would be structured and declare the following:

- Leadership commitment to participation in this initiative and achieving the desired outcomes
- Designation of a representative on the Consortium with authority to speak for the school
- Commitment to support testing activities outlined in the CFP

See Application Instructions for more details of content for the LOI.

B. APPLICATION

Applications responding to this CFP must include information outlined in the Application Instructions on page 16-17. The goal of the application is to identify design schools ready to participate in this initiative with high likelihood of success. The application is designed to present the resources available to support the proposed academic program for graphic symbol development and to learn of opportunities that reside in design schools. The STW review team will invite design school to prepare more detailed program proposal which can be discussed in a scheduled conference call. The purpose of the conference call is to align intents and objectives, formally achieve agreement of proposed plans and acknowledge appointment to the Consortium. See Section VI: Selection Criteria and Selection Process for more details.

The Application should include the following information:

Applicant Background. Give a profile, the name and contact information, for the direct and indirect leadership within the university supporting the program and the roles they will play. Specify the person who will be directly responsible for the program and the primary contact. Include a short biography on this person.

Organizational Structure. Provide details about the sponsoring department/school and the expertise and background of its leadership. Describe the organizational structure that will support the proposed program and list relevant course offerings **with synergistic potential**. Include design school curriculum, degrees offered and a sample of courses requirements. Include information about the student body or relationships that may be a resource for surveying diverse Public Users with limited English proficiency.

Description of the Proposed Graphic Symbol Program. Describe the academic program proposed for graphic symbol development with an indication of how the program will draw students. Note prerequisite requirements or other selection criteria and a rationale of why this program would be successful in attracting students. Samples of student work would be useful as well as ideas about opportunities and resources available to support recruitment of Public Users. These descriptions can be high level for the application, but should provide sufficient details to enable the Review Committee to determine how the program is being conceptualized and how it would fit into the current environment. This section of the Application can be updated and refined prior to the Conference Call with the Review Team.

Academic Calendar. Submit academic calendars for the 2009 and 2010 school year. Also write your ideas of ideal scheduling or opportunities that exist within these university timelines for symbol development and surveying Public Users.

SECTION VII: SELECTION CRITERIA AND SELECTION PROCESS

A steering committee will review and rank the submissions by potential contributions. Schools demonstrating the readiness and potential to influence the design and structure of the Consortium will be designated Tier I schools. Programs expressing interest but requiring additional time to prepare for participation will be identified as Tier II schools.

Based upon this evaluation and ranking, applicant schools will receive an Invitation Letter and a Conference call will be scheduled to review proposed programs.

Invitation Letter: Design schools responding to this CFP will receive a letter of invitation to participate in the Consortium and offering recommendations for both course content and development. Participation in the Consortium is contingent on developing the required course work and meeting basic standards for quality and consistency across participating design schools. Proposed symbol development programs are expected to meet established standards and guidelines. STW will offer recommendations for establishing these programs and review plans with STW team as a condition of participating in the Consortium.

Review Conference Call: A conference call with invited design schools will be scheduled to review the proposed program and discuss resources requirements to offer the course. Design school leaders should prepare to review course offering, discuss criteria established to select or recruit students and review course content, including weekly course outlines. This is also an opportunity for design school leaders to make contributions to improve the work of Consortium.

Proposed Program Description: Design schools are expected to submit proposed programs and course design with sufficient detail to enable STW team to determine whether the proposed program will meet program requirements for design quality and consistency. This level of detail is required prior to the Review Conference Call

A. EVALUATION FACTORS

Applicant evaluations will be based on, but not limited to, the criteria below:

Letter of Intent. Proposed programs must have visible support from the academic department leadership and program leadership demonstrating potential for success in representing the department on the Consortium and for accomplishing the initiatives objectives.

Complete application and attachments. Applications must demonstrate understanding of program requirements and ability to successfully engage students and outreach to Public Users with diverse language backgrounds; including those unable to speak English.

Design capabilities and background. Academic institutions must have a background in graphic design, including courses in design, brand or institutional identity development or environmental graphic design. Schools with a design research background or program are also encouraged but not required.

Commitment and ability to respond. The project is looking for design schools with demonstrated capability and commitment at the university, department, school and program level to carry out all of the intended requirements.

SECTION VIII: CONDITIONS OF CFP AND CONTRACTUAL INTENT

CFP Provisions – Hablamos Juntos reserves the right to determine, in its sole and absolute discretion, whether all aspects of the submission meet the criteria established in this CFP, the right to seek clarification, the right to reject any or all submissions with or without cause, and the right to cancel and/or amend, in part or entirely, the CFP. This CFP does not commit Hablamos Juntos either to select a facility or to pay for any costs incurred in the preparation of a submission. Providing a response as provided herein shall neither obligate nor entitle an applicant to be selected as a Design School.

Rejection of Submissions – Hablamos Juntos, in its sole and absolute discretion, may reject any submission based on the format and submission requirements in Section V, or based on any other requirements in this document. Hablamos Juntos' rights in rejecting or retaining any and all submissions are broad and are at the sole discretion of Hablamos Juntos.

Cancellation or Amendment of CFP – Hablamos Juntos reserves the right to cancel or amend this CFP at any time and will notify all known CFP recipients in writing.

Extension of Time – In its sole and absolute discretion, Hablamos Juntos reserves the right to extend the CFP due date. If an applicant needs additional time to prepare its submission, a request should be submitted in writing (or via email) no later than seven (7) days prior to the due date of this CFP. The request should be directed to the address noted in Section III (A). The applicant will be notified of Hablamos Juntos' decision by letter or email.

Applicants' Costs – Applicants shall bear all costs associated with submission preparation, submission, and attendance at presentation interviews, or any other activity associated with this CFP or otherwise.

APPLICATION INSTRUCTIONS

I. Letter of Intent

A key component of the Application is the LOI. The LOI is a declaration of university leadership willingness and commitment to develop a program, in collaboration with other design schools, for designing universal symbols for health care with input from Public Users that speak diverse languages.

The LOI should identify the applicant organization (e.g.; the application is submitted on behalf of the university/academic department/design school); the program leader and the type of support they will receive to establish the program. If different, also identify the faculty responsible for conducting the symbol design and evaluation program. If the program leader is not faculty for the program, please explain how this arrangement will work in the best interest of the program. Also include a statement:

- Explaining why the designated leader is well suited to lead this program and whether they will represent the applicant organization on the Consortium.
- Asserting commitment to provide the leadership support required to establish and make successful a symbol design and evaluation program.
- Explaining why this program is a good fit with the university/applicant department and how the program will add value or help achieve desired overall goals or objectives.
- Asserting commitment to work collaboratively with other design schools to design universal symbols for health care and to support evaluation with input from Public Users with diverse language backgrounds.

II. Applicant Background

Identify the applicant, its leadership by name and provide contact information for each. This section should:

- Describe the home University or legal structure within which your program is accredited and each subsequent subdivision (e.g.; academic department; school; program etc.).
- Describe the direct and indirect leadership within the university supporting the program and the roles they will play.
- Identify the person who will be the primary contact, directly responsible for the program and representing the design school on the Consortium. Include a short biography on this person.
- Provide contact information for key leadership on the Contact List form below.

II. Organizational Structure

This section should describe the applicant organization (the sponsoring department/school); provide background information about its leaders and their expertise and the resources and attributes that make graphic symbol development a natural addition. In narrative should describe at least the following:

- Describe the organizational structure of your department/school; its leadership, their backgrounds, current goals and priorities and how a graphic symbol development program would fit in. Contact information should be included under Applicant Background.
- Describe how the department/school is organized, the degree programs it now offers and relevant course offerings with synergistic potential. Attach descriptions of design school curriculum, the degree programs it now offers and a sample of courses requirements with an outline of the course(s) offered, length and location within the department/school organizational structure.
- Include information about the student body or relationships that may be a resource for surveying diverse Public Users with limited English proficiency. Describe language resources available, the language diversity of the applicant's students; university language programs or relationships that may

be a source for linguistic support in surveying culturally and linguistically diverse Public Users. (e.g.; is there foreign language study programs offered by the university; are there community partnership with agencies serving limited English proficient populations; do local health facilities employ or contract with interpreters?)

III. Proposed Graphic Symbol Program

This section should describe generally the academic program you propose for graphic symbol development with an indication of how the program will draw students. Provide as much detail as possible at this early stage. List resources available to support the program and how a new graphic symbol academic program would meet requirements of this CFP. Among these should be a description of the student pool from which the program will draw, note prerequisite requirements or other selection criteria. Include a statement of why you think students will be interested in this program or whether you think engaging students will be a challenge.

Samples of student work would be useful as well as ideas about opportunities and resources available to support recruitment of Public Users. To demonstrate the quality of students available to the program include a selection of 5 or more samples of student work that show readiness to move into graphic symbol development. Sample work or descriptions can be submitted in pdf format. Also describe local community population and identify opportunities and resources that would be available or could be developed to support recruitment of Public Users for purposes of completing symbols surveys.

Descriptions of the proposed program can be high level, but should provide sufficient details to enable the Review Committee to determine how the program is being conceptualized and how it would fit into the current environment. This section of the Application can be updated and refined prior to the Conference Call scheduled with the Review Team

IV. Academic Calendar

Submit academic calendar for 2008-2009 and 2009-2010. Also write your ideas of ideal scheduling or opportunities that exist within these university timelines for symbol development and surveying Public Users.

V. Other Information

List the persons that will participate in the conference call with the Review Team and include their contact information. Feel free to provide any other information that you think will help the Review Committee understand the reasons why your department/school is willing to meet the requirements of this CFP or how your contributions to the Consortium would contribute to success of this initiative.

Conference Call Participants		
List persons that need to be included in the Review Team Conference call		
First Name _____	Last Name _____	Telephone _____
Title _____	_____	Email _____
First Name _____	Last Name _____	Telephone _____
Telephone _____	_____	Email _____
First Name _____	Last Name _____	Telephone _____
Telephone _____	_____	Email _____

Contact List

Applicant Name:

Project Leader

First Name _____ Last Name _____
Title _____
Mail Address _____
City _____ State _____ Zip _____
Telephone _____ Fax _____ Email _____

Primary Contact (if different from above)

First Name _____ Last Name _____
Title _____
Telephone _____ Email _____

Department/School Chief Executive

First Name _____ Last Name _____
Title _____
Mail Address _____
City _____ State _____ Zip _____
Telephone _____ Fax _____ Email _____

University Sponsor

First Name _____ Last Name _____
Title _____
Telephone _____ Fax _____ Email _____

APPENDIX A: NATIONAL GRAPHIC SYMBOLS TESTING

Practical approaches are needed to help diverse Public Users navigate health care environments. Fast growing multilingual and multicultural populations are a new and emerging challenge for health care facilities. Between 2000 and 2005, the number of people in the United States who speak a language other than English at home increased by over seven million, bringing the total to 52 million. In the same time period, the number of people with limited English proficiency increased by almost four million, to 23 million. In addition, according to the Institute of Medicine, a shocking 90 million Americans have trouble understanding and acting on health information due to limited health literacy.

Well-designed and evaluated graphic symbols hold promise as a key design tool for meeting communication needs of diverse Public Users and as an alternative to multilingual signage. Graphic symbols have the potential to ease navigate for low literacy populations and reduce language barriers in health care environments because they can:

- provide information through images, independent of language;
- make a visual impact;
- provide information in a concise form; and
- lead users to a desired outcome or appropriate decision.

The success of graphic symbols, developed for any purpose, depends on their ability to clearly and successfully convey the intended message to the user public. Poorly-designed graphical symbols, ill-informed use of symbols, or too many symbols with the same intended meaning, can cause confusion, while symbols used frequently for the same function can be effective and widely understood by diverse Public Users. For health care environments with linguistically and culturally diverse consumer base [graphic symbols](#) designed with the needs of diverse Public Users in mind, and with their input, are essential.

Using one of the most comprehensive efforts ever undertaken, Phase I of STW produced UHCS, a set of 28 health care symbols. STW is now funded to increase the collection of UHCS and promote their adoption in health facilities. Creating sustainable capacity for evaluating graphic symbols with input from linguistically diverse Public Users across the country is a key objective of this CFP. Phase I testing of UHCS offers a model for how a consortium of design schools can collect national samples of diverse Public User input to design effective new graphic symbols; thus growing the collection of UHCS and improving their adoptability.

A. PHASE I GRAPHIC SYMBOL TESTING

UHCS were designed through repetitive testing with Public Users from four major language groups (English, Spanish, Indo-European and Asian languages). Procedures for comprehensibility testing recommended by the International Organization for Standardization (ISO) and the International Electrotechnical Commission (IEC) were used.⁴ National sampling of language diverse Public Users was made possible through a network of geographically-dispersed health organizations, working with Hablamos Juntos to develop practical solutions to language barriers.

Phase I Symbol Testing Locations

Molina Healthcare, Inc. Long Beach, CA	En Español Birmingham, AL
Temple University Health System Philadelphia, PA	Regional Medical Center, Memphis, TN
Central Nebraska Area Health Education Center, Inc. Grand Island, NE	Neighborhood Health Plan of Rhode Island Providence, RI
Greenville Hospital System, Greenville, SC	Choice Regional Health Network Olympia, WA
School of Public Health–University of North Texas	Inova Health System Falls Church, VA
Health Science Center Fort Worth, TX	

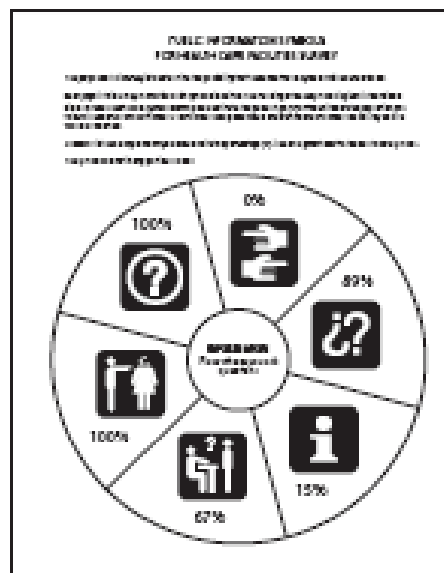
Testing locations identified survey administrators that spoke the languages of local Public Users or recruited interpreters to collect Public User input on proposed UHCS designs. Survey data collected by each site were reported in real time using online data entry which enabled timely analysis and feedback to a team of symbol designers.

⁴ ISO Standards 9186-1:2007 and Guide 74: Graphical symbols — Technical guidelines for the consideration of consumers' needs.

Comprehensibility Estimate Testing. Public Users surveyed were asked to estimate the percentage (%) of the U.S. population they thought would understand what the symbol meant - 100% meaning everyone would understand and 0% meaning absolutely no one would understand. Comprehensibility estimate testing evaluates the possibility that symbols will be understood and has been shown to eliminate the need for further testing of the really bad and very good graphic symbols. Further, this method does not require large numbers of respondents. Because each symbol is scored independently survey takers can assign equal values to different graphic symbols or give a score of zero or no value. For more information about the testing procedures used in developing the UHCS, see *Symbol Usage In Health Care Settings for People with Limited English Proficiency. Part Three: Symbols Design Technical Report* available through www.hablamosjuntos.org or www.segd.org.

Public Information Symbol Survey. The *Public Information Symbol Survey for Health Care Facilities* was used for testing UHCS. Figure 1 illustrates a typical survey page – an 8 1/2"x11" size sheet of paper with two concentric circles. Graphic symbols were arranged in the larger circle, the wheel slightly rotated so that no symbol is located directly at the 12 o'clock position. This placement prevents visual ranking or perception of any symbol as being ranked "Number 1." Within the center circle was the referent (a word representing a real world object, place or concept) and its definition. In Phase I, each page of the survey booklet, with five or six graphic symbols displayed in a circle tested a referent. The survey consisted of a profile page to screen and collect demographic data about Public Users completing the survey, and 28 pages of graphic symbols. Public Users surveyed could not be employed by a health facility, could participate in the survey only once, needed to meet a language requirement and have the ability to estimate percentages.

Figure 1



Survey Administration. For each round of testing, surveys were prepared in English, and then numbered and mailed to survey administrators located at the ten Hablamos Juntos testing sites. Survey administrators recruited by the testing sites, were either bilingual or worked with interpreters and trained via teleconference by Hablamos Juntos. Summary instruction sheets were prepared for direct survey administration and for the interpreters to administer the survey. Training involved explanations of these instructions and included discussions on recruitment strategies which often lead to collaborative problem solving. As the surveys were completed, survey administrators entered the data collected on the Hablamos Juntos website. After each round was completed, surveys were collected and mailed to Hablamos Juntos; data entered was verified to control for errors in data entry.

Three rounds of coordinated testing were conducted. For each round, each of the testing locations completed ten surveys: two English speakers, two Spanish speakers, three speakers of any other European language and three speakers of an East Asian language. These basic instructions were adapted to the language spoken in each testing location. A total of 100 surveys were completed for each round of testing.

Data Analysis. Online data entry enabled a statistical analysis for each symbol within minutes of completing the survey process. Symbol designers were able to make redesign or rejection decisions based on the results of the survey data collected. All graphic symbol designs were measured to the ISO acceptance criterion of 67% comprehension, with Harms Zwaga's suggested *uncertainty range* of 20% above or below the ISO standard to control for the standard error of measurement between estimation and comprehension. The higher threshold significantly improves the efficiency of the evaluation for a set of graphic symbols because the *very bad* and *very good* versions of the same message do not have to be tested further. It also permits smaller sample sizes and reduces the training requirements.

APPENDIX B: SAMPLE SURVEY

PUBLIC INFORMATION SYMBOLS FOR HEALTH CARE FACILITIES SURVEY

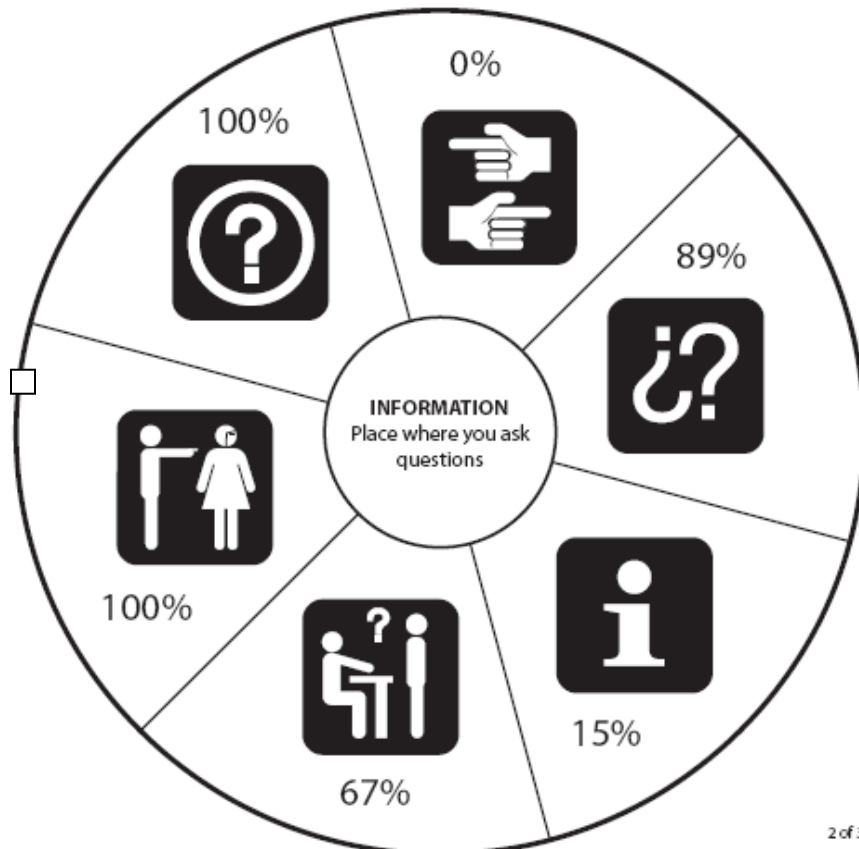
Survey Control Number/Round 1
English Language

The purpose of this survey is to determine the possibility that these health care symbols will be understood.

Each page in this survey shows five or six symbols in a circle. The meaning of these symbols is given in the middle circle. For each health care symbol shown, please estimate the percentage (%) of the United States population you think will understand what it means. 100% means everyone would understand and 0% means absolutely no one would understand.

As shown in the example below, you should write the percentage (%) in each segment next to the health care symbol.

The symbols are not in any particular order.



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