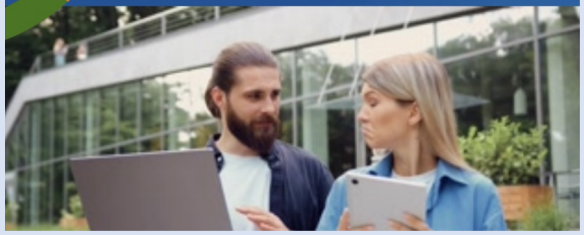
Pre-Testing Consumer Health Materials



Aracely Rosales
Chief Content Expert and Multilingual Director
Health Literacy Innovations
February 26, 2026

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About Health Literacy Innovations (HLI)

Mission –
Knowing that "literacy" is the single most important indicator of health outcomes, HLI was founded to create tools to help eliminate medical mistakes and confusion due to low health literacy.

Flagship Product –
The Health Literacy Advisor (HLA), the nation's first interactive health literacy software program.

Goals –

- Streamline the health literacy review process
- Replace inefficiency with technology and knowledge
- Empower communicators with the tools to create, produce, print, display, share, and advertise clear health information

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Today's Webinar Goals

Describe	the purpose and value of pre-testing health materials
Identify	practical methods and techniques to pretest health materials
Understand	how to interpret and use feedback to revise health materials

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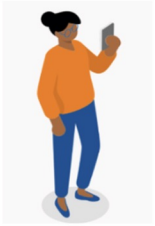
Health Literacy



4

What is Health Literacy?

Health literacy is a consumer's ability to:



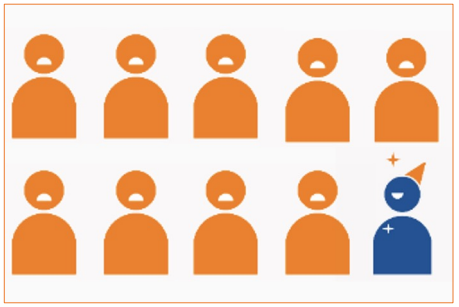
- Obtain
- Read
- Understand
- Act on

health information and services

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The Health Literacy Problem



9 of 10 adults lack the skills needed to manage health and prevent disease

Kutner, M., Greenberg, E., Jin, Y., & Paulsen, C. (2006). *The health literacy of America's adults: Results from the 2003 National Assessment of Adult Literacy* (NCES 2006-483). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

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The Health Literacy Problem

Consumers with low health literacy:

- Use **more treatment** and emergency services
- Have **more hospital stays** and readmissions
- Often **cannot follow** their treatment
- Have **higher mortality** rates

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The Health Literacy Problem

Low health literacy dramatically impacts the health care industry



Healthcare cost goes up!



Quality of care goes down!



Affects health outcomes!

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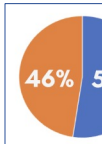
The Health Literacy Problem

Health Literacy Levels

12% Proficient

52% Intermediate
36% Low

88% Under the proficient health literacy level



of Americans read below the sixth-grade reading level.



Yet, most health materials are written at a 10th grade reading level or higher.

A lack of understanding of health information makes it more difficult to access and manage health care

This is called LOW HEALTH LITERACY

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Low Health Literacy Affects:

Most adults at some point in their lives

Some groups are more likely than others to have limited health literacy:

- Adults age 65 and older
- Racial and ethnic minority groups
- Refugees and recent immigrants
- Individuals with less than a high school education
- People with incomes at or below the poverty level
- Non-native English speakers



Adults with disabilities (54 million) are especially vulnerable and more likely to have the lowest literacy levels

Kirsch, I. S., Jungeblut, A., Jenkins, L., & Kolstad, A. (1993). *Adult literacy in America: A first look at the findings of the National Adult Literacy Survey* (NCES 93275). Washington, DC: U.S. Department of Education

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What to Do?



https://odphp.health.gov/sites/default/files/2019-09/Health_Literacy_Action_Plan.pdf

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Reading Skills and Low Health Literacy

According to research, consumers with low literacy skills generally:

- Read more slowly
- Reread and skip words, sections, or elements
- Start reading in the middle of a paragraph
- Try to read every single word because they can't effectively scan and get the meaning from the content



This happens more when the content is critical, because they feel the stakes are high — e.g., having health diseases and conditions

https://odphp.health.gov/healthliteracyonline/barriers-accessing-understanding-and-using-digital-health-information/reading-and-cognitive-processing-challenges-online

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What Is It Like Not to Be Able to Read Well?

Please Read

tuohtiw a llew dengised dna ylreporp detenmelpmi margorp, ruoy stneilc yam eviecer etauqedani noitcetorp fo evitisnes ssenisub secruoser, hcihw thgim tsac na elbarovafnu thgil no eht esabatad ngised ssecorp nihtiw ruoy ynapmoc

If you feel frustrated, like giving up, you are not alone.

As of 2024-2025

54% of adults have a literacy level below a 6th-grade level

We need to confirm understanding

https://www.thenationalliteracyinstitute.com/2024-2025-literacy-statistics#:~:text=Illiteracy%20has%20become%20such%20a,a%20book%20in%20a%20year

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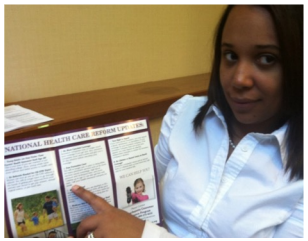
What Is Pre-testing and Why Is It Important?



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What Is Pre-testing?

- Pre-testing is the process of getting feedback from the healthcare consumer **before the health** materials are produced in their final form
- This process is also called:
  - ✓ **Learner's verification**
  - ✓ **Pre-checking**
  - ✓ **Health materials evaluation**
  - ✓ **Reader's feedback**



- During pre-testing, you ask consumers of the target group to react to the health material draft
- Their responses are analyzed, and then the materials are revised
- Pre-testing may be conducted several times before final materials are produced

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What Pre-testing Is Not?

Pre-testing <u>is not the consumers' pre-assessment</u>:

- Consumers' pre-assessment is an evaluation using formative research, an iterative evaluation process, using focus groups to conduct a consumers' needs assessment



Before starting the material development, assess:

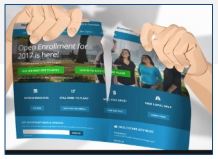
- Consumer knowledge, learning needs, attitudes, beliefs, and behaviors regarding a specific health topic

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Why Pre-test Your Material?

Pre-testing helps to:

- Ensure the audience understands the intended message
- Save money by identifying problems and issues before production
- Prevent wasted resources if materials go unread or unused



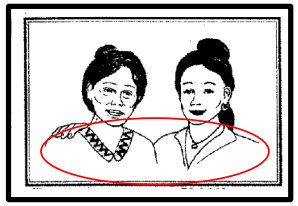
Pre-testing helps you determine if:

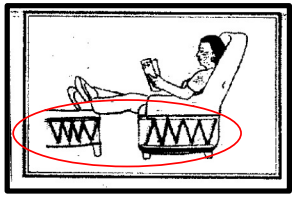
- Ideas are too complex
- Content flows in a logical order
- The vocabulary fits the target consumer
- There is a gender, class, or cultural bias
- The design supports understanding
- The format and font are easy to read and see

Making Health Communication Programs Work, (page 54)
https://www.cancer.gov/publications/health-communication/pink-book.pdf

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Sample of Pre-testing





We asked:
Who is this material for?

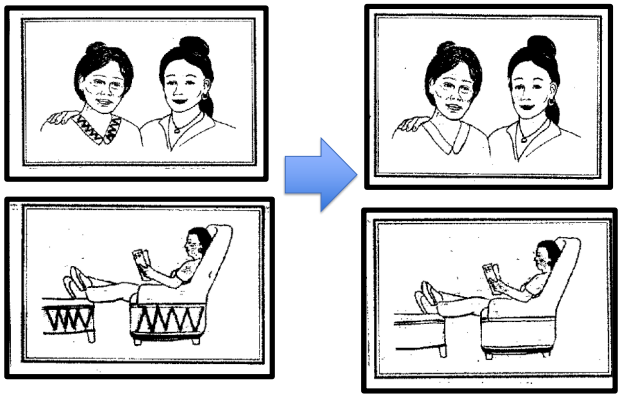
Consumers answered

Mexicans

When we asked what makes these brochure be for Mexicans?

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The Target Audience was Puerto Ricans



We asked again:
Who is this material for?

Consumers answered

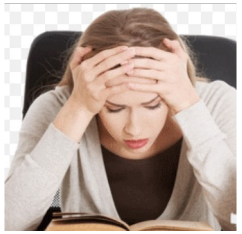
People like us

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Why Pre-test Your Material?

To learn what consumers see and understand

- If the reader sees or perceives a different message than the intended, the result can be:
  - ✓ Confusion
  - ✓ Misunderstanding
  - ✓ Content that is not relevant
  - ✓ Refusal to act



Pre-testing helps:

- Increase the relevance and credibility of the health material
- Improve the ability to overcome barriers to act on the message

Remember:
"Health literacy is the individual's **ability to understand and act** on health information."

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Pre-testing and Readability Testing

Conduct readability testing before pre-testing

Readability testing:

- Is essential for all health materials
- It provides a quantitative readability score
- Acts as an early warning for hard-to-read text

Use a reliable tool that:

- ✓ Provides accurate readability scores
- ✓ Apply health literacy principles
- ✓ Assess health care terminology and jargon
- ✓ Provides plain language alternatives for complex words
- ✓ Evaluates overall document suitability

Remember:

- Conduct a readability test on your health materials during and at the end of the development process
- Aim for a reading level of 6th grade or lower

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Pre-testing and Readability Testing

- Sometimes, achieving a 6th-grade reading level (the ideal target for most health materials) **is not enough**
- A person may be able to **read (decode the words)** and still not fully understand the meaning

Please Read Below:

- Being cool on the stool
- My heater's a glowin' and my manners are showin'
- There is a bear in a plain wrapper doing flip-flops around 78 and passing out green stamps

What is the reading level?
What is this about?

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Pre-testing and Readability Testing

What is the reading level of this text?

We use HLI's tool, the Health Literacy Advisor, to calculate the readability of this text, and the score is:

Checked on: 02/25/2026, 10:18 AM
To create health literate documents aim for Grade 6 or lower

Fry-based Grade Level: 6

Flesch-Kincaid Grade Level: 5.20

Precise SMOG Index: 3.10

What is this text about?

This is CB radio language, a fast-paced slang used by truck drivers

- Being cool on the stool
- My heater's a glowin' and my manners are showin'
- There is a bear in a plain wrapper doing flip-flops around 78 and passing out green stamps
- Everything is going smoothly right now… enjoying the ride
- My CB amp is working really well, and I'm being courteous to others 'out of town' truckers rolling through the area
- There is a cop on the highway around 78, giving speeding tickets

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Different Ways of Pre-testing

- Health care provider and expert reviews
- Location intercept interviews – unscheduled interviews recruited on the spot
- Individual in-depth interviews – pre-scheduled
- Focus group discussions (FGD) – pre-scheduled
- Telephone interviews – pre-scheduled, send materials ahead of time
- Video interviews – pre-scheduled, send materials ahead of time
- Theater testing – scripted and acted performances used to test videos



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Individual Interviews vs. Focus Groups

Both methods can provide strong results

Consider:

- Do I have time to conduct 10–20 individual interviews myself, or do I need help?
- Can I organize one-to-two focus groups (6–10 participants each)?
- Which method is more comfortable for participants?
  - Sensitive topics may not work well in group discussions
  - Some may feel shy in one-on-one interviews
- Do I have skilled facilitators and note-takers available?

Pretesting with a combination of interviews and focus groups yields better results

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At the Pre-testing Session:

- Show participants the final draft of written health materials
- Ask questions to get the consumers' reactions
- Collect their feedback



After the Pre-testing Session:

- Tally the responses
- Analyze data
- Decide if the material needs changes
- If you find problems, make the changes



"Many professionals resist making the changes"

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Before You Start:

Ask yourself:

Am I willing to change the material, based on the feedback?



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What You Can Pre-test in Your Materials



- Legibility
- Content
- Language
- Design
- Illustrations
- Translation

What Do You Want to Find Out?

Whether the health material is:

- Understandable
- Personally relevant
- Acceptable
- Persuasive
- Attractive
- Easy to use
- Motivational – inspires action



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Basic Steps for Pre-Testing

1. Planning
2. Recruiting
3. Testing
4. Reporting
5. Revising

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1. Planning

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Planning

Things to do first:

- **Decide who will:**
  - ✓ Lead the project
  - ✓ Conduct the interview/s
  - ✓ Take notes
- **Choose the timeline**
- **Determine/create a budget for:**
  - ✓ Incentives
  - ✓ Snacks, if any
  - ✓ Translations
  - ✓ Recording device and batteries

- **Decide which method to test:**
  - ✓ Individual interviews
  - ✓ Focus groups
  - ✓ Determine the audience
  - ✓ Get materials ready:
    - Color copies - mock-ups
    - Make a copy for each person in a focus group discussion



Identify issues to test:
- What do you want readers to tell you?
- What are the sections and words that raise a question?
- Which issues are a priority?
- Which issues to test with the consumers?
- Which issues to review with the health professionals?

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Planning

About the Interviewer and Note Taker:

They should:
- Be familiar with the material being tested
- Be familiar with the limitations and barriers of low literacy readers
- Use plain language when asking questions
- Practice interviewing or moderating the session and taking notes
- Understand that the material is in question, not the participant



Remember:
If the interviewer/s created the material or was part of the development team, they must dissociate from authorship

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Planning

Location/s

- **Identify and secure location/s**
  - ✓ Select a location convenient for the participants
- **Identify a contact person at the location to:**
  - ✓ Ask for permission
  - ✓ Set a date and time
  - ✓ Offer an incentive (such as a donation)
- **Ask if the designated contact person/s can help with recruitment**
  - Post recruitment flyers
  - Send potential candidates



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Planning

Interviews

Two common types:

1. **Scheduled in advance:**
   - ✓ Set appointments
   - ✓ Set location
   - ✓ Pre-schedule date and time



2. **Unscheduled interviews:**
   - ✓ Recruit participants on the spot
   - ✓ Go to a location such as a clinic waiting room
   - ✓ Ask people to participate where they are



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Planning

How many should participate in the pre-testing?

Average number of participants:

- Interviews 8-10
- Focus groups 6-10
- Confirm about three-to-four additional participants to account for cancellations or no shows



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2. Recruiting

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Recruiting

Participants' screenings

(Evaluating potential participants against a set of criteria to ensure eligibility to participate)

After you obtain the names of potential participants:

- Create a screening/script and form
  - ✓ Record the date and time of each call
  - ✓ Record outcome of that call - if candidate confirmed or declined
  - ✓ Make sure you get a second phone number to call
- Confirm location:
  - ✓ Provide the address and meeting room
  - ✓ Provide contact name
- Confirm date and time



Remember:
To call before the testing date to remind and confirm the appointment

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Recruiting

Participants' screenings

(Evaluating potential participants against a set of criteria to ensure eligibility to participate?

- **Find out:**
  1. If the person reads?
  2. How well does he/she read?
- **Try a few simple questions to try to gauge their reading skills:**
  - ✓ ***"How much help do you need when filling out medical forms?"***
  - ✓ What is the last grade you completed in school?
  - ✓ Would you mind reading a brochure and giving us your opinion?



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Recruiting

Finding Participants

Selection of participants (criteria):

- What consumer characteristics are you looking for:
  - ✓ Gender
  - ✓ Age
  - ✓ Disease
  - ✓ Ethnic background
  - ✓ Language/s

How to find participants:

- Call your personal and professional contacts
- Contact community organizations
  - ✓ Adult basic education centers
  - ✓ Federally qualified community health centers
  - ✓ Senior centers
  - ✓ Churches and other religious centers
- Develop a simple flyer
  - ✓ Offer incentives - gift cards are popular

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Recruiting

Criteria Sample Form

Date: _____ Time: _____
Location/Site: _____ Region: _____
Length of Session: _____
Incentives for Participants: $___ Other: _____
Total number of participants: ____
Disease/condition:_____
Other: _____

- Health Status: _____
- Gender: _____
- Age: _____
- Race/Ethnic background: _____
- Language: _____
- Minimum Education Completed (does he/she read):_____
- Minimum Income: _____

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3. Testing

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Testing

Provider/Health Professionals Reviews

These are professionals who work with your target consumer, such as:

- ✓ Librarians
- ✓ Health care providers
- ✓ Adult educators
- ✓ Case /social /community workers



Ask:

- Is any information outdated or incorrect?
- What content is irrelevant or inappropriate?
- What changes would you suggest (words, visuals, or design?

Remember:

- ✓ The consumers are not content experts
- ✓ Issues related to content accuracy should be shown to experts

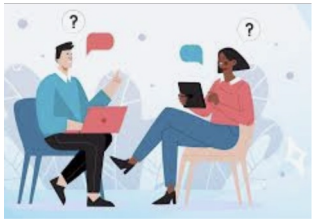
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Intercept Interviews

How to lead an intercept interview

- Approach people who appear to fit your target audience
- Briefly explain that you are testing materials and would like their opinion
- Confirm they are part of your intended target group before proceeding



Tips for Conducting Individual Interviews

- Introduce yourself and the notetaker
- Explain confidentiality and that names won't be used
- Stay neutral—avoid leading participants to answers that you want to hear
- Ask questions in a way that encourages people to be honest
- Thank the participant for their time

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Testing

Interviews in a pre-scheduled location:

Before you start:

- Call participants the day before to confirm
- Arrive early to set up the room
- Set up forms, materials, sign-up sheets, and consent forms
- Bring snacks
- Make sure the notetaker is familiar with the discussion guide before your interviews or discussions begin
- Make sure to have extra batteries for your recording device, and that you have received participants' consent if you are recording

Tell readers:

- ✓ They can reread the materials at any time (go back and forth)
- ✓ If they are confused, they should let you know at any time
- ✓ If there is something that they have comments about, is ok to tell you before they forget

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Testing

Writing the questions:

Develop a discussion guide (script):

1. What to say for the introduction
   - State the purpose:
     - ✓ Be clear that you are testing the material (not the individual)
     - ✓ You are testing a brochure for your organization/company (*not a brochure you wrote or developed)*
     - ✓ Ensure participants that their comments will be confidential
   - Obtain consent for recording
2. Include all questions to ask:
   - Probes for each question
3. Pre-test your guide if possible

Sample Introduction

Welcome. My name is _____ from the XXX program. We're here to get your feedback on a draft of a brochure that may be used in your community.

They're not final—but we need your input first. Please ensure all comments are kept confidential. We won't use your name in any reports. Feel free to express your opinion, even if it suggests changes.

Is it OK with you to record the discussion to make sure we do not forget your comments?

Please take a few minutes to read the brochure.

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Testing

Writing the questions:

- Write as many open-ended questions as possible
- Organize questions according to the material organization and the importance of the issues to test
  - ✓ Most important first
  - ✓ Mark the issues of concern in your copy of the material
  - ✓ Write short and easy-to-understand questions

- **When there are two options for revisions, and you need to decide which one:**
  - ✓ Show the options
  - ✓ Ask them what they prefer and why?

Remember:
- The readers are not writers.
- Ask: "What would be another way to say it?"

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Testing

Writing the questions:

General understanding and content:

- What is this material about?
- What is the material asking you to do?
- What is the purpose of this material?
- What words were confusing or not clear?

Probing questions (open-ended follow-ups to explore thoughts in more depth)**:**

- Write questions that anticipate responses to a particular issue, illustration, or word:
  - ✓ What do you think is people's opinion about…..?
  - ✓ What do you think people like you would think/say about…
  - ✓ In your own words, how would you say…..



Remember:

- ✓ You are testing the issues you have doubts about
- ✓ You need to prove what participants have commented on already

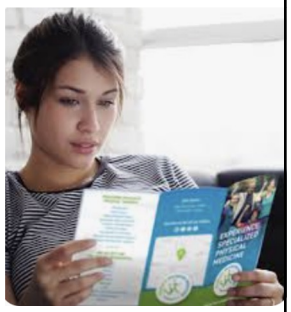
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Testing

Writing the questions:

Questions on design:

- What do you think about the design of the "brochure"?
- Ask about the:
  - ✓ Cover
  - ✓ Colors
  - ✓ Font type/size
- What do you think about this picture/image here?
  - ✓ Does it make sense?
    - Why?
    - Why not?
- Are there any pictures that were not clear in any way?
  - ✓ What would you tell the artist **to do** to improve the picture?



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Testing

Writing the questions:

Questions for appeal:

- What did you think when you saw the cover of this piece?

Ask:

- Would people like you pick up this material, if they saw it at the clinic?

YES ____ NO____

- Why
- Why not

Questions for relevance and culture:

- How would you describe this material?
- What do you like/dislike about this piece?

Ask:

- Would people like you read this material?

YES ____ NO____

- Why
- Why not

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Testing

Ending questions:

- How much do you think others will care about this information?
- What do you have to say about the size of this brochure?
  - Is it too long, too short, or about, right?
- What part was most interesting to you?
  - What made it interesting?

- What else is missing in this piece?
- Which part does not tell you enough?
- Which part/section is not complete?
- What else can we add?
- Do you have any concerns about this piece?
- Who would you share this material with?

After thanking the participants, offer refreshments and incentives, if any, and ask them if they have additional questions or concerns about the material

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Testing

Testing websites, social media, and videos:

Have users try out and read it:

- Test with target audiences (professionals, consumers, etc.)
- Observe the users in a real setting

Testing remotely (videoconference)

- Test via virtual sessions with users
- Convenient and flexible
- Useful when in-person testing isn't possible

Things to observe:

- Where do they spend the most time reading or searching for information?
- If individuals give up or seem tired of reading?
- If they seem to be having a hard time with reading terms/words?

More Resources

https://www.dhs.gov/cx/resources/guides-kits/dhs-usability-testing-kit

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4. Reporting

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Reporting

Collecting Data:

- Bring a discussion guide for each participant:
  - Helps with taking separate notes per participant
- Use a tape recorder:
  - To help support your notes and refresh your memory
- You do not need to transcribe tapes, unless:
  - You need to quote participants
  - Need to share the feedback with others
- For interviews, use an answer form

Sample of Answers Sheet

Individual Interview Answer Sheet

Individual Interview Answer Sheet for: _____

Question #: _____

_____ ❑ _____ ❑ _____ ❑

Response: _____

Question #: _____

_____ ❑ _____ ❑ _____ ❑

Response: _____

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Reporting

Data analysis:

Analyze findings to refine messages, visuals, and design to fit the consumers' feedback

- Tabulate data:
  - ✓ According to the material organization
  - ✓ According to the important issues you tested
- Interpret data:
  - ✓ Decide what changes to make
  - ✓ Ask for help – a group decision is best
  - ✓ **Look for trends. Look for patterns of agreement among the respondents**
- If you need to write a report:
  - ✓ Include "quotes" that document the changes suggested

Sample of FGD Analysis Form

Focus Group Discussion Analysis Form

FGD Analysis Form for: _____

Focus Group #	1	2	3	4	Total	Percent
Question #: _____						
Response Categories:						
1) _____	__	__	__	__	_____	_____
2) _____	__	__	__	__	_____	_____
3) _____	__	__	__	__	_____	_____
Total	__	__	__	__	_____	_____

Focus Group #	1	2	3	4	Total	Percent
Question #: 1 Please tell me what you see in this picture. What does it look like to you?						
Response Categories:						
1) understood	8	__	__	__	____	_____
2) misunderstood	2	__	__	__	____	_____
3) understood partially	0	__	__	__	____	_____
Total	10	__	__	__	____	_____

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5. Revising

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Revising

After testing, revise materials using consumers' feedback and recommendations

Make the best use of results

- Make changes that will improve the material
- Do not ignore doable suggestions
- Sometimes, all the suggested changes and additions are not possible:
  - ✓ Be realistic
  - ✓ Use the comments for the development of future materials

The result will be materials that will accomplish the goals:

- ✓ To inform or educate
- ✓ To be accepted and read
- ✓ To motivate action

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Revising

Make the best use of results

Be sensitive to cultural issues:

- Revise if messages, wording, images, or spokespeople seem inappropriate

For translated materials, check:

- Wording
- Grammar
- Tone
- Style

Consult with language experts

Sample of a Pre-testing Result

Pre-testing of the key message in an FDA brochure on food safety with consumers with low literacy:

"Keep hot foods hot, keep cold foods cold."

Pre-testing showed that readers had no idea what they were supposed to do based on this message.

The message had to be rewritten

Remember:
Involve the team who helped write and design the material in recommending revisions

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Summary



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Remember

The best way to know if we've reached our consumer with the right message is through pre-testing

Talk to consumers who might use your materials or website

Include consumers with limited literacy skills

Use a representative sample of at least 10 consumers

Assess:

- Understanding
- Readability
- Accessibility
- Relevance
- Emotional response-Motivation

Pre-testing Myth:
I can tell the difference between good and bad materials, so I don't need to pretest.

Sample of Pre-testing Results

Pre-testing of the key message in an FDA brochure on food safety with consumers with low literacy:

"Keep hot foods hot, keep cold foods cold."

Pre-testing showed that readers had no idea what they were supposed to do based on this message.

Remember testing material with readers:

- Can help you catch problems early
- Can help you save resources

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Options for Pre-Testing Readability and Health Literacy of Consumer Health Materials-

- ☒ **Expensive consultants**
- ☒ **Internal resources**
- ☒ **Google searches**
- ☑ **Vetted health literacy tools such as the Health Literacy Advisor (HLA)**

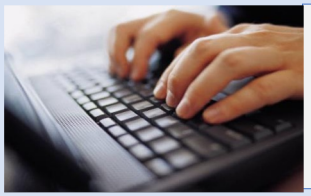
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Introducing the nation's first interactive health literacy software tool!

Health Literacy Advisor

A Tool to Assess and Improve

Readability + Suitability + Health Literacy + More



One comprehensive solution!

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Use the Health Literacy Advisor (HLA) to evaluate documents

The HLA can help:

Health material writers and designers by:

- Checking the readability of your health materials during the development process and before pre-testing
- Highlighting any difficult and or long multi-syllable words and long sentences
- Offer replacements for difficult terms and words with plain language alternatives

Health materials Pre-Testers by

- Checking the readability of the screening/recruiting forms and interviewing questions
- Producing easy-to-read pre-testing reports
- Checking the readability of materials after revisions

Anyone involved in planning, pre-testing, and evaluating health materials

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Use the Health Literacy Advisor (HLA) to evaluate documents

Advantages of the HLA:

The HLA:

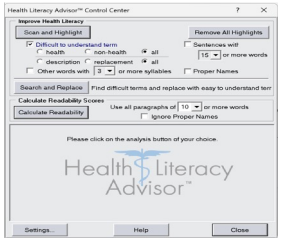
- Stamps the readability scores on your document
- Rewards users for achieving the 6th-grade reading level with the ReadsEasy stamp
- Helps to save time by cleaning the document, a process of ignoring headings and bullets in the readability assessment, for more accurate scores

Remember:
The HLA can help you save time in editing and simplifying your health material during development and before pre-testing.

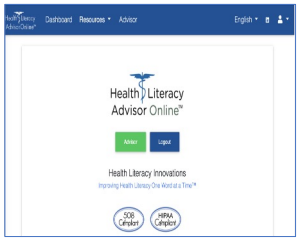
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The Health Literacy Advisor

HLA Desktop (Add-in to Word)



HLA Online (Web-based version)



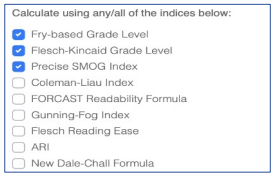
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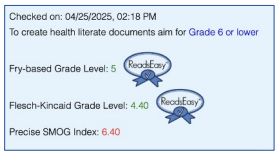
Health Literacy Advisor Features

Calculates Readability:

- Uses nine different readability indices in English and six in Spanish
- Creates detailed reports
- Stamps results on the document
- Rewards users with a "ReadsEasy" stamp for achieving the 6th-grade reading level or lower

Assesses principles of plain language using the REDA – Reads Easy Document Assessment, a suitability tool.



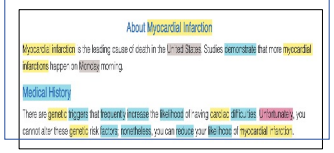


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Health Literacy Advisor Features

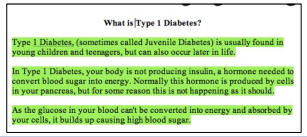
Highlights Words

- Long words by database
- Long words by syllable count
- Medical terms and jargon
- Proper names/nouns



Highlights Long Sentences

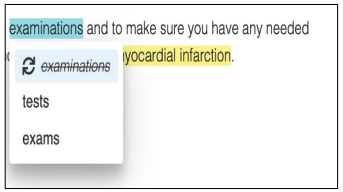
Long sentences with 10 words or more

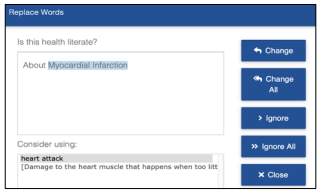


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Health Literacy Advisor Feature

- **Search for difficult terms and offers** easy-to-understand choices
- Includes definitions and replacements for health terms and non-health terms





The HLA can help reduce the reading levels of health material before pre-testing.

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Thank You for Attending

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https://www.HealthLiteracyInnovations.com

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To try the HL Health Literacy Advisor ial) use this link:
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Resources

Tools for Developing and Assessing Materials

- **Centers for Medicare and Medicaid Services' (CMS) Toolkit for Making Written Material Clear and Effective**
  - https://www.healthliteracyinnovations.com/resources/industry_publications/
- **CDC's Health literacy insights for audience testing**
  - https://www.cdc.gov/health-literacy/php/develop-materials/testing-messages-materials.html
- **Making health communications programs work: A planner's guide**
  - https://www.cancer.gov/publications/health-communication/pink-book.pdf
  - **How to Test the Usability of Documents**
  - https://www.uxmatters.com/mt/archives/2020/05/how-to-test-the-usability-of-documents.php

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