INTRODUCTION AND STYLE GUIDE

Knowledge that inspires & transforms healthcare

LEARN

CONNECT

EXPLORE

ABOUT
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Introduction

Workforce education and training gain the most traction when the system focuses learners to apply their learning. That’s because system focus motivates people to learn, apply and reflect (Beer, et.al HBR October 2016).

Accelerate spotlights the learning that comes from doing. Classroom training isn’t equipped to allow learners to engage with the learning processes of others. Accelerate teaches through real-world and real-time successes and failures, encouraging improvers to reflect on the consequences of their actions. By simultaneously promoting learning and improvement, Accelerate helps us to get better, faster.

DESIGN PRINCIPLES

learner needs. Those leading healthcare value are thirsty for great ideas, are intrinsically motivated to learn, but are limited by a lack of time and challenging schedules. With these factors in mind, Accelerate designed our learning to be

- related to the work our learners do every day
- useful, right now
- easily navigated and contextually connected
- authentic, inspiring and fun

social network science. In his book, Epidemic of Empathy, Thomas Lee studies how ideas are adopted across an organization. Using social network science, Lee identifies the differentiating factor as social capital, defined as the relationships that enable an organization to do things it couldn’t otherwise do. Organizations build social capital through two forces: brokerage and closure. Brokerage is the introduction of new ways of doing things, supporting the organization to learn. Conversely, closure is how systems spread ideas, allowing the organization to develop organizational norms.

Using this framework, Accelerate is designed to build trust and connection, create space for new ideas to flow into and through the organization, and formally spread powerful ideas.

trust and connection. Accelerate builds bridges between improvers and demonstrates the connection between local innovations and system norms. Through a personal focus
on those leading change, their intrinsic motivation, and the rewards and challenges of this leadership, Accelerate promotes a network of trust.

SITE ARCHITECTURE

CONNECT – Brokerage of new ideas. Learning is fun and ideas create energy. Our learners are most energized in forums where they can learn from those doing similar work and contribute their own ideas. Connect is the space where new ideas are welcomed and fostered. Improvers can share best practices, challenging ideas and meaningful stories. It is a space where new ideas move from one group to another.

LEARN – Closure of best practices across the organization. How does an idea become The Utah Way? Over the past 5 years, we have many ideas which have now become foundational to our culture. Learn is the space for these important ideas. Learn content is delivered in a more formal case-study format and CME credit is provided for physician learners. Content includes both institutional cases that describe the Utah Way of leading value and best-of-class improvement efforts tied to principles that support imitation and adoption.

EXPLORE – Curation of background, context and detail. Where can learners go to find both background and detail of larger concepts - especially if time is precious? Explore is a place where complicated ideas are chunked into the most basic elements, organized to let learners self-navigate and curated to meet the needs of specific audiences. It’s the ultimate practical, just-the-facts information sharing.
Style Guide

WRITING GOALS

With every piece of content we publish, we aim to:

• **Share**: the people who are doing the work with practical solutions.
• **Educate**: a diverse audience. Give people what they need to know, not just what we want to say. Share the “why.”
• **Connect**: build community

In order to achieve those goals, we make sure our content is:

• **Clear**: Understand the topic you’re writing about. Use simple words and sentences.
• **Useful**: What purpose does this serve? Who will read it? What do they need to know?
• **Friendly**: Write like a human. Clear authorship.
• **Emotional**: We focus on the emotion of the people that work in healthcare, especially the emotions of change.

AUDIENCES

Accelerate is designed for front-line managers, physicians, and staff. We design content for five types of audiences:

• **Novice**: New to a subject, but doesn’t want oversimplification
• **Generalist**: Aware of a topic previously, but looking for an overview and a topic’s major themes
• **Manager**: Seeking in-depth, actionable understanding with access to detail.
• **Expert**: Wants more exploration and less storytelling. Wants the weeds.
• **Executive**: Needs to know the significance and conclusions.

EDITORIAL PROCESS

Concept → production team → draft → internal editor → external editor → author review → posted → web QA

http://healthsciences.utah.edu/accelerate/
TONE

Accelerate features many different voices, but the tone is consistent. We want to explain concepts without patronizing or confusing them. Our tone is:

• Fun but not silly or inappropriate
• Confident but not cocky
• Smart but not stodgy
• Informal but not sloppy
• Helpful but not overbearing
• Expert but not bossy

GRAMMAR AND MECHANICS

• **Write for all readers.** Some people will read every word you write. Others will just skim. Help everyone read better by grouping related ideas together and using descriptive headers and subheaders.
• **Focus the message.** Create a hierarchy of information. Lead with the main point or the most important content, in sentences, paragraphs, sections, and pages.
• **Be concise.** Use short words and sentences. Avoid unnecessary modifiers.
• **Be specific.** Avoid vague language. Cut the fluff.
• **Be consistent.** Stick to the copy patterns and style points outlined in this guide.

INSTRUCTIONAL DESIGN

Adult learning needs

• Respect
• Practical
• Solutions to address real-life challenges
• Self-directed
• Reflect and analyze own practice
• Flexible delivery

**Ideas + Influence**

• Design Thinking
• Critical Reflection (C. Wittich, D. Boud)
• Resiliency and burnout (C. Porath, M. Trockel)
• Empathy and connection (T. Lee)
<table>
<thead>
<tr>
<th>WEB SECTION</th>
<th>SECTION GOAL</th>
<th>TYPE</th>
<th>AUDIENCE</th>
<th>AUDIENCE GOAL</th>
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</thead>
<tbody>
<tr>
<td>CONNECT</td>
<td>Sharing ideas</td>
<td>Text</td>
<td>Novice</td>
<td><strong>New to a subject, briefly sharing ideas</strong>, answers the following questions: 1. What? 2. Why now? 3. What is the benefit to the patient or process?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Text</td>
<td>Generalist</td>
<td><strong>Context.</strong> Describe important aspects and make connections between this topic value/healthcare.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Text</td>
<td>Manager</td>
<td><strong>Guidance.</strong> The reader might try what you’re writing about. Provide a roadmap, pre-requisites and clear instructions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Infographic/Graph</td>
<td>Any</td>
<td><strong>Ease.</strong> Data visualization where a visual is more impactful and clear.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Podcast “Practicing”</td>
<td>Any</td>
<td><strong>Emotional connection</strong>, conversational</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Video Interview</td>
<td>Any</td>
<td><strong>Emotional connection</strong>, conversational</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Video Engagement</td>
<td>Any</td>
<td><strong>Emotional connection</strong> (not learning)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Video Instruction</td>
<td>Manager</td>
<td><strong>Guidance.</strong> The reader might try what you’re writing about. Provide a roadmap, pre-requisites and clear instructions. Only created when there is a demand from learners.</td>
</tr>
<tr>
<td>LEARN</td>
<td>Describing practices or lessons that have gained widespread adoption or become the norm at UUHC</td>
<td>Institutional Case</td>
<td>Novice/Generalist</td>
<td><strong>Context.</strong> Describe important aspects and make connections between this topic value/healthcare.</td>
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<tr>
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<td></td>
<td>Instructional Case</td>
<td>Manager</td>
<td><strong>Guidance.</strong> The reader might try what you’re writing about. Provide a roadmap, pre-requisites and clear instructions.</td>
</tr>
<tr>
<td>EXPLORE</td>
<td>Explain topics through curated information</td>
<td>Knowledge Stack</td>
<td>Novice</td>
<td><strong>Orientation, New to a subject, briefly sharing ideas</strong>, answers the following questions: 1. What? 2. Why now? 3. What is the benefit to the patient or process?</td>
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<tr>
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<td></td>
<td>Knowledge Stack</td>
<td>Generalist</td>
<td><strong>Context.</strong> Describe important aspects and make connections between this topic value/healthcare. Major themes.</td>
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<tr>
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<td></td>
<td>Knowledge Stack</td>
<td>Manager</td>
<td><strong>Guidance.</strong> The reader might try what you’re writing about. Provide a roadmap, pre-requisites and clear instructions.</td>
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WEB FONTS

Site Font Families
Serif: Minion Pro  https://www.myfonts.com/fonts/adobe/minion/
San-serif: Roboto  https://www.fontsquirrel.com/fonts/roboto

A TITLE IS ROBOTO LIGHT CONDENSED ALL CAPS

HOME TITLE LINKS ROBOTO BOLD CONDENSED

A HEADER IS ROBOTO BOLD CONDENSED ALL CAPS

A TITLE IS ROBOTO LIGHT CONDENSED ALL CAPS

SUBHEADERS ARE ROBOTO BOLD CONDENSED ALL CAPS

This field is auto styled in the “intro” block. Color is based on the page.

Body text is Minon Pro Regular font. Paragraph spacing’s are by default and the first letter of the opening paragraph is dropcap.
## COLOR PALETTE

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<thead>
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<th>CMYK</th>
<th>RGB</th>
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<td>0, 35, 85, 0</td>
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<td>ABOUT</td>
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<td>0, 151, 136</td>
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<td>79, 10, 99, 1</td>
<td>48, 163, 73</td>
</tr>
</tbody>
</table>

[http://healthsciences.utah.edu/accelerate/]
BASIC CHART AND GRAPH DESIGN

- Always label both axes
- Don’t include cost data, use relative numbers (percentage or plus/minus)
- Stay on the color theme for the website
- White background
- Light gray (30%) horizontal lines only
- Chart should be labeled across the top in 18 pt Roboto Medium as a headline
- Subtitle in 14 point Roboto Light, only if needed
- Source at bottom left if not provided by contributor
- Timeframes should be monthly, quarterly, annually, or by fiscal year
- University of Utah Health logo in the bottom right

LINE CHART DESIGN

Use a Line Chart to show the trend in one variable, usually over time. To show multiple variables with multiple lines (if they are on the same scale). To show the same variable for multiple observations with multiple lines.

- Start at 0
- Use a legend to label each series and run it across the top of the chart
- No more than 4 lines, consider multiple charts
- No dashed lines, use solid colors
- When using data point markers – use squares outlined in the color of the series with a white center

COLUMN AND STACKED COLUMN CHART DESIGN

Use a column chart or stacked column chart to show buckets of data, to show one variable or to break one variable out into subgroups.

- Never use 3-D bars or columns
- The bar width should be about twice as wide as the space between the columns
- Different colors of bars indicates different variables, use the same color if the bars represent the same thing over different time periods or locations etc.
- Use a legend and place it across the top of the chart
- Use data labels on each bar or label the most significant data set.

Adapted from MailChimp’s style guide, available under a Creative Commons Attribution-Non Commercial 4.0 International license.