Concise Writing and Clear Information Presentation

Get to the point quickly
Add a topic sentence at the beginning of a paragraph.

Put the main takeaway ahead of exceptions and limitations
This allows the reader to understand that main takeaway first and then evaluate the exception.

Keep subjects close to their verbs
This makes it easier for the reader understand the relationship between the noun and the verb.

Minimize the use of definitions
Definitions can lengthen and further complicate a sentence. Instead, try to rewrite the sentence using simpler words that do not need to be defined.

Use transition words
Transition words are clear indicators on how two sentences or paragraphs relate to each other (i.e., whether they expand on or contrast the previous statement). Examples include: however, for example, therefore, and additionally.

Use lists
Lists highlight a series of steps, requirements, or pieces of information in a visually clear way. Use lists to help your user focus on important material. You can overuse lists. Remember to use them to highlight important information, not to overemphasize trivial matters.

Lists are useful because they:
- Highlight levels of importance
- Help the reader understand the order in which things happen
- Help readers skim and scan

Use examples
Examples can help illustrate or clarify complicated concepts.

Use tables, figures, graphs, and illustrations
Tables, figures, graphs, and illustrations can show important relationships between concept. Clear and organized visual aids can also make the information easier to comprehend or process for the reader.

Highlight important concepts
Use formatting changes such as underlining, bolding, and italicizing to emphasize important concepts and key takeaways.

How should I organize my study summary?
Add useful, short, and concise headers. This provides structure and clarity. Here are examples of different types of headers:

- Question headings
- Statement headings
- Topic headings

“What did this study find?”
Question headings are useful if you know what questions your audience will ask.

“What the Study Results show that Patients Should be Engaged”
Statement headings are those that form a complete thought.

“Study Results”
A topic heading consists of a single word or a short phrase that serves as a label identifying the topic that follows.

WHO is my audience?
WHAT is the best outcome for my audience?
WHAT do I need to say to get this outcome?

WHAT is the best outcome for my organization?
WHAT do I need to say to get this outcome?

WHAT questions will my audience have?
WHAT does my audience already know about the subject?
WHAT does my audience need to know?

WHO is my audience? WHAT do they need to know?

1. GET TO THE POINT QUICKLY
Add a topic sentence at the beginning of a paragraph.

2. PUT THE MAIN TAKEAWAY AHEAD OF EXCEPTIONS AND LIMITATIONS
This allows the reader to understand that main takeaway first and then evaluate the exception.

3. KEEP SUBJECTS CLOSE TO THEIR VERBS
This makes it easier for the reader understand the relationship between the noun and the verb.

4. MINIMIZE THE USE OF DEFINITIONS
Definitions can lengthen and further complicate a sentence. Instead, try to rewrite the sentence using simpler words that do not need to be defined.

5. USE TRANSITION WORDS
Transition words are clear indicators on how two sentences or paragraphs relate to each other (i.e., whether they expand on or contrast the previous statement). Examples include: however, for example, therefore, and additionally.

6. USE LISTS
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Material adapted from:


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## Writing for Everyone

Making the Information Clear and Understandable

<table>
<thead>
<tr>
<th>Use Simple Words</th>
<th>Avoid Hidden Verbs</th>
<th>Avoid Noun Strings</th>
<th>Use Active Voice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remove unnecessary words and reduce the use of slashes.</td>
<td>Use the strongest, most direct form of the verb possible.</td>
<td>Noun strings occur when more than three nouns are in a sentence consecutively. This can make a sentence difficult to read.</td>
<td>Active voice makes the sentence less complicated and the main message clearer for the reader.</td>
</tr>
</tbody>
</table>

- A or B or both
- Hurt, Set Back
- Some, Several
- To
- Begin, Start
- Count
- A and/or B
- Adversely Impact
- A number of
- As a means of
- Commence
- Enumerate
- Tell the project manager if you cannot participate in the study.
- If you cannot participate in the study, we need to reach out to the project manager.
- Generating evidence from real-world data is needed to inform clinical decisions.
- Congress passed policies incorporating the patient voice.
- Polices incorporating the patient voice were passed by Congress.

<table>
<thead>
<tr>
<th>The Use of Abbreviations</th>
<th>Avoid Complicated Technical Language</th>
<th>Avoid Double Negatives</th>
<th>Use Contractions</th>
</tr>
</thead>
<tbody>
<tr>
<td>List all used abbreviations separately or find a simplified name for the entity that is abbreviated.</td>
<td>This is especially important when discussing healthcare.</td>
<td>Two negatives in a sentence cancel each other out. Even though the sentence is positive, it sounds negative and can be confusing.</td>
<td>Making the writing more conversational so it resembles how you talk can make it easier to understand.</td>
</tr>
</tbody>
</table>

- Real-World Data
- Date of Birth
- RWD
- DOB
- Something that is not normal
- Atypical
- Heart rate that’s too fast
- Tachycardia
- No fewer than
- His blood sugar levels are under the needed levels for a formal diagnosis of diabetes.
- The patient had no abnormal blood sugar levels that warranted a formal diagnosis of diabetes.
- If you have any questions, don’t hesitate to ask.
- If you have questions, do not hesitate to ask.

<table>
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<tr>
<th>Some additional considerations:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use short sentences that are easier to understand.</td>
</tr>
<tr>
<td>Organize your document so that it consists of short sections. Short sections break up material so that it becomes easier to understand.</td>
</tr>
<tr>
<td>Write short paragraphs that cover only one topic at a time.</td>
</tr>
<tr>
<td>Use the same term consistently for a specific population or object (i.e., the elderly).</td>
</tr>
</tbody>
</table>

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