

EUPATI Content Development Guidelines

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This document provides guidance for authors involved in developing content for the EUPATI Open Classroom, Toolbox and the EUPATI Training Portfolio. For a general overview of content development at EUPATI, please see ‘EUPATI Content Development Overview’.

EUPATI Open Classroom Content - Specific requirements

What is it?

[The EUPATI Open Classroom](#) is a flexible and on-demand e-learning platform providing training modules in medicines and other health technologies R&D. Its main target audience is patients/patient representatives but anyone from anywhere in the world can sign up to the platform. Creating an account and accessing the content is free.

The content is organized in ‘modules’, which consist of a number of ‘courses’. Each course is organized into several ‘Lessons’. The platform supports a variety of formats: pages with direct content, books, links to video and audio files and additional resources (articles, webpages etc). It also allows the use of different types of PowerPoint files: presentations without audio, audio (voice) only, audio and

¹ Getting Started, Introduction to Medicines R&D, Non-Clinical Development, Clinical Development, Regulatory Affairs, Health Technology Assessment, Medical Devices, Digital Health

presenter (where on the screen & neutral background) and subtitles. Presentations are always supported by a PDF file.

All textual content (except text on slides or PDF-files) is automatically linked to the EUPATI Online Glossary.

What are the specific requirements for this content type?

Developing Open Classroom courses follows the general process of content development, with the following additional steps:

By the authors:

- Defining a 'Module summary' and a 'Course summary'
- Defining Learning Outcomes for lessons and/or courses describing the knowledge or skills learners should acquire when completing the training unit
- Organizing a Table of contents by clearly numbered and titled courses and lessons
- Applying EUPATI templates to PowerPoint presentations and other formats when relevant
- Cross-referencing to other courses/modules where relevant

By the Secretariat:

- E-learning design (redesign the content to fit the EUPATI Open Classroom)
- Uploading content to the platform
- User testing, gathering of feedback and revision (if relevant)
- Publication on the EUPATI Open Classroom

EUPATI Toolbox Content - Specific requirements

What is it?

[The EUPATI Toolbox](#) is an online library on the A-Z of medicines and other health technologies R&D and patient engagement. Its purpose is to provide well-structured, comprehensive, scientifically reliable, and user-friendly educational materials for patients on a variety of topics in these areas. The information is not medicine- or disease-specific.

The Toolbox materials include articles, presentations, videos, webinars, starter kits, factsheets and infographics. The EUPATI Online Glossary is part of the Toolbox. The content is available in 13 languages and is searchable by keyword/category.

What are the specific requirements for this content type?

Developing Toolbox material follows – in overall terms - the general process of content development. However, the process will depend highly on the type and format of content being developed. There are a few additional steps:

By the authors:

- Selecting among existing or defining new Categories

- Selecting among existing or defining new Tags (Keywords)
- Applying EUPATI templates to PowerPoint presentations and other formats when relevant

By the Secretariat:

- Ensuring correct web design and Search Engine Optimization (SEO)
- Publishing content on the Toolbox
- User testing, gathering feedback and revision (if relevant)
- Coordinating translation into other languages (as relevant)

EUPATI Training Portfolio Content - Specific requirements

What is it?

EUPATI Training Portfolio consists of Patient Engagement Trainings, Alumni Trainings and Educational Webinars/Training Sessions for the general public or internal governance bodies of EUPATI.

The trainings vary in scope and focus, from 1-h webinars to workshops extending over several days. The material consists mostly of slide sets and session scripts. EUPATI templates are applied to all presentations.

Annex 1: General checklist for authors – language and format

Language/Style:

- Use short sentences whenever possible
- Aim at academic content level but accessible language
- Give priority to wording understandable by 'lay' learners while ensuring that correct technical terms are used when required
- Aim at a neutral tone
- Use passive voice and passive forms
- Provide definitions of key terms included in the text
- Explain all complex words and medical jargon
- Spell out all abbreviations and acronyms (e.g., 'European Patients' Academy for Therapeutic Innovation (EUPATI)') the first time they are mentioned in a text.
- Maintain consistency in the usage of terms
- Allow repetition when important, also for learning outcomes

Language/Spelling:

- Use British English
- Use uppercase for 'EUPATI'
- Use 'patient', 'person living with' or 'participant' - never 'subject(s)'
- Use 'illnesses', 'diseases', 'disorders' – not 'condition' or 'problem'
- Use 'guidelines' – not 'guidance documents'
- Use 'doctor' – not 'GP' or 'physician'
- Use 'medicines' – not 'drugs' (except in the case of ADR and similar)
- Use 'non-clinical' - not 'pre-clinical'
- Consider using 'study' instead of 'trial' when relevant
- Capitalise 'Regulatory Authorities'

Format:

- Use bold text for headings and sub-headings
- Consider the use of bullet points to break down text sections for readability
- Use infographics, illustrations, schematics, tables, photos etc. with concise captions clearly linked to the correct (text) element
- In general, visual materials should be of good quality as they would need to be uploaded on to the Open Classroom or platform
- Use single quotation marks ('')
- Only use quotation marks to highlight a new/complicated term the first time it is mentioned
- Use European format for numbers (e.g., 10,000)
- Use 'to' for range of numbers, i.e., '200 to 300'
- Use Euro for monetary values when possible
- Use roman numerals for Phase I, Phase II and Phase III
- Use lowercase for diseases
- Use capital letters for protein and gene names
- Do not use italics for enzymes

- Use lowercase for 'member states'

References:

- Provide references for every citation using the APA style (see Annex 2)
- Always provide full references (including hyperlinks if available) to additional external resources (e.g., videos, audio, recorded presentations, slide-sets etc.) whenever possible and provide 'Retrieved Day Month Year from' for each reference
- Only refer to resources that are Open Access
- Add hyperlinks and cross-references with other EUPATI content whenever possible

Branded material:

While inviting contributions from all stakeholder groups for content creation, EUPATI seeks to be neutral, not to promote or highlight any specific company, product or technology above the other. The source of each piece of content needs to be fully and transparently disclosed.

For this type of material, it is recommended to follow the checklist below:

- What is the purpose of this material (e.g. educational, marketing, promotional etc)
- What is the language and tone used
- Why is this specific piece of content chosen

Annex 2: APA² style for references

Material Type	In-text Citation	Bibliography
A book	(Sapolsky, 2017)	Sapolsky, R. M. (2017). <i>Behave: The biology of humans at our best and worst</i> . Penguin Books.
Chapter in an <u>edited</u> book (If the chapter is from an authored book, use the book citation)	(Dillard, 2020)	Dillard, J. P. (2020). Currents in the study of persuasion. In M. B. Oliver, A. A. Raney, & J. Bryant (Eds.), <i>Media effects: Advances in theory and research</i> (4 th ed., pp. 115–129). Routledge.
An article in a print journal	(Weinstein, 2009)	Weinstein, J. (2009). "The market in Plato's Republic." <i>Classical Philology</i> , 104(4), 439-458.
An article in an electronic journal	(Grady et al., 2019)	Grady, J. S., Her, M., Moreno, G., Perez, C., & Yelinek, J. (2019). Emotions in storybooks: A comparison of storybooks that represent ethnic and racial groups in the United States. <i>Psychology of Popular Media Culture</i> , 8(3), 207–217. https://doi.org/10.1037/ppm0000185
A website	(Bologna, 2019)	Bologna, C. (2019, October 31). <i>Why some people with anxiety love watching horror movies</i> . HuffPost. https://www.huffpost.com/entry/anxiety-love-watching-horror-movies_l_5d277587e4b02a5a5d57b59e
Video		<p>If both the real name of the person who posted the video and the screen name are known: Author, A. A. [Screen name]. (year, month day). <i>Title of video</i> [Video file]. Retrieved from http://xxxxxxxx</p> <p>If only the screen name of the person who posted the video is known: Screen name. (year, month day). <i>Title of video</i> [Video file]. Retrieved from http://xxxxxxxx</p> <p>The in-text citations include the author name outside of brackets (whichever that may be) and the date.</p>

² Following the Publication Manual of the American Psychological Association, 7th Edition (2020) <https://apastyle.apa.org/products/publication-manual-7th-edition>

Annex 3: Accessibility

The following recommendations take into account the special needs of e.g., visually impaired learners, and are part of the final checks done by the Secretariat.

Accessibility feature		Examples
Links	Link text should be descriptive and provide context about its destination. ³	<p>Write unique, descriptive link text that makes sense without the surrounding text. For example:</p> <p>Instead of: More EU-funded projects in the area of health</p> <p>Use: Learn about more EU funded projects in the area of health</p> <p>In the latter example, the full sentence is a hyperlink and is introduced by the words 'learn about'.</p>
		<p>Never use 'here', 'click here' or 'more' as link text. For example:</p> <p>Instead of: <i>As regards NCAs, the details are set out in the Commission Detailed guidance on the request to the competent authorities for authorisation of a clinical trial on a medicinal product for human use, the notification of substantial amendments and the declaration of the end of the trial (CT-1) (here).</i></p> <p>Use: For additional information about the guidelines visit: Volume 10 of the publication "The rules governing medicinal products in the European Union". (The full sentence is a hyperlink)</p> <p>or</p> <p>Read more about the guidelines in the Volume 10 of the publication "The rules governing medicinal products in the European Union". (The full sentence is a hyperlink)</p>
		<p>If there is a list of links, include a sentence at the beginning such as:</p> <p><i>The following are some resources on patient advocacy practices with their hyperlink:</i></p> <p>or</p> <p><i>If you would like to know more about this topic, we recommend that you have a look at the following resources:</i></p>

³ [Link text | Google developer documentation style guide | Google Developers](#)

		<p>If there is a description and then a link to a document or resource, indicate it in some way such as:</p> <p><i>Available at:</i></p>
	Links opening into a new window should warn users in advance.	Include an alert in parentheses at the end of the link, e.g. 'The link will open in a new window'.
		If a link downloads a file, write link text that indicates this action as well as the file type. e.g. 'Access a downloadable document here.'
Page	The overall page content length should not exceed 500 words.	
	Introduce headings to facilitate reading and comprehension.	
Images	Images and videos should have appropriate, equivalent alternative text.	<p>To write a good alternative text, consider the context of the image. Which additional content is it supporting? Which details are important in the image? The alternative text should match the tone of voice of the accompanying content. ⁴ For example:</p> <p><i>Ranking levels of evidence: meta-analysis having the highest level of evidence and editorials and expert on the lowest.</i></p>
		Images that do not convey content should be indicated as decorative

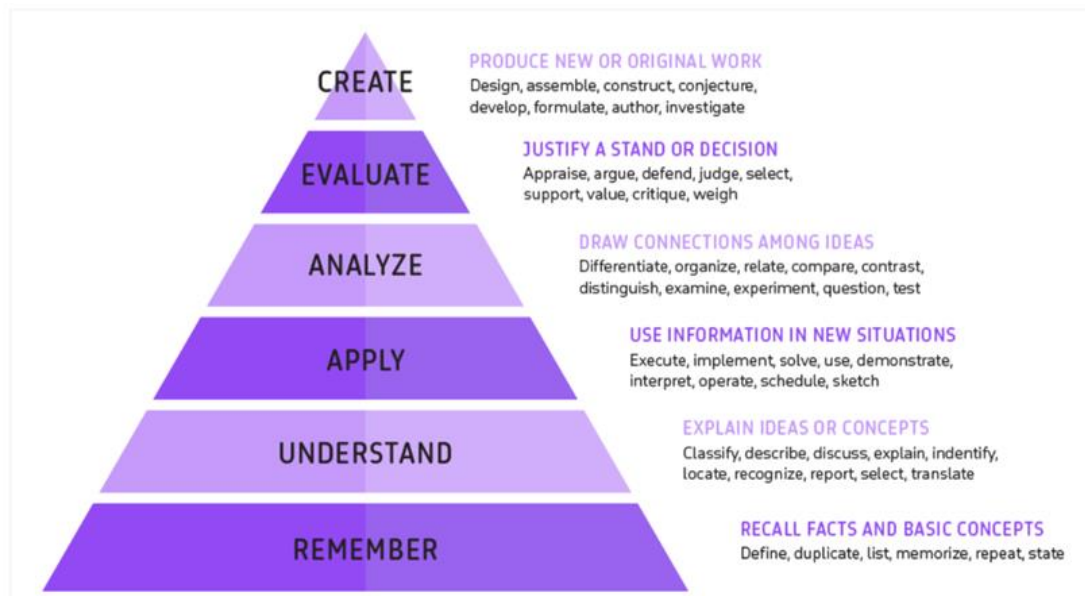
⁴ [Accessibility: Image Alt text best practices \(siteimprove.com\)](https://www.siteimprove.com/blog/2016/05/11/alt-text-best-practices/)

Annex 4: Bloom's Taxonomy

Bloom's taxonomy is a framework for learning, teaching and educational achievement in which each level depends on the one below.⁵ Open Classroom learning objectives must follow Bloom's Taxonomy.

The matrix organization of the revised version of Bloom's taxonomy is designed to be a more precise form of thinking about learning, making it easier for educators to create clear objectives for lesson planning and student evaluation. It also makes it simpler for students to understand what is expected of them.

These are the levels of thinking from Bloom's Taxonomy that should be followed when developing learning objectives:



EUPATI applies mainly the two first levels, 'Remember' and 'Understand'.

Some examples:

- **Describe** the need and requirements for non-clinical studies prior to clinical studies in humans and the purpose and relevance of animal testing.
- **Explain** the concepts of prevalence and incidence in epidemiology
- **List** the key stakeholders in pharmacovigilance and their roles
- **Understand** key definitions about HTA in Medical Devices

In the chart below, you can see the cognitive domain of Bloom's revised taxonomy in its entirety. It consists of 2 main dimensions: the cognitive processes dimension (levels of the taxonomy) and the knowledge dimension (you can find explanations for each type of knowledge after the chart).

⁵ [Ultimate Guide To Implementing Bloom's Taxonomy in Your Course | Top Hat](#)

In the table, there's also a description for each level. You'll see verbs that represent a certain level in the knowledge dimension and examples of how a particular one can be implemented in real life.

Level	Description	Verbs				Examples
		Knowledge dimension				
		Factual	Conceptual	Procedural	Metacognitive	
Creating	Using diverse elements to build a completely new structure. It also involves putting various parts together to form a whole.	Generate (a daily activity log). Write (a short story). Combine (the components).	Gather (an experts team). Devise (a classification system). Plan (the activities).	Design (a workflow project). Develop (an approach to solve the problem). Compose (poetry).	Produce (a theory of learning style). Create (a portfolio). Actualize (the plan).	Turn a "regular" recipe for lasagna into a "healthy" recipe by finding replacements for certain ingredients. Explain why the chosen substitutes are better than the original ingredients. Write a working manual for a company's employees.
Evaluating	Defending your own opinion, or presenting a new one. Judging the value and quality of work, information and ideas. The judgment is based on certain criteria and standards.	Check (the consistency of sources). Criticize (an article). Rank (the current issues).	Define (the relevance of an outcome). Review (the objectives). Assess (the likeness of a result).	Judge (the efficiency of a process). Evaluate (the rightness of a technique). Conclude (the system's working mechanism).	Reflect (on the progress). Rate (the effectiveness of a strategy). Prioritize (the use of programs).	Choose the best blogging platform for beginners. Explain the reasons for such a choice. Judge the effectiveness of a learning style and select an option that is more efficient.
Analyzing	Examining the information and separating it into component parts. Determining and understanding the organizational structure and relation between those parts. Distinguishing facts and hypothesis.	Choose (the fullest activity list). Classify (the words). Order (the importance of the events).	Distinguish (the attitudes). Identify (the levels of awareness). Explain (the importance of understanding the rule).	Integrate (the approved framework). Compare (the opposing approaches). Differentiate (the related terms).	Match (the learning styles). Analyze (one's prejudice). Achieve (a level of understanding).	List 4 apps for keeping notes and talk about the advantages of each one. Add references. Gather the information about the new students and select the best studying program for them.
Applying	Solving problems and dealing with issues by using acquired knowledge. Applying the rules, facts and techniques to new situations and scenarios.	Use (a certain algorithm). Answer (the common question). Classify (the principles of fundraising).	Give (the advice). Set (the objectives). Experiment (with the reactions between components).	Carry out (the laboratory trials). Employ (the method). Calculate (the amount of possible damage).	Select (the matching solution). Enhance (the professional skills). Construct (the section of a site).	Deciding whether or not increased the consumption of carrots improves eyesight. Measure the reliability of a test using statistics laws.
Understanding	Delivering the main ideas, as well as translating, comparing, interpreting, organizing, and describing information. Stating a problem, idea, or a fact in your own words to demonstrate your comprehension.	Interpret (a paragraph). Categorize (a product's features). Summarize (an article in your own words).	Categorize (the species). Describe (the rule in your own words). Consider (the connection between structure and its function).	Paraphrase (the definition for better understanding). Clarify (the given instructions). Predict (the future of an industry).	Foresee (the experiment's outcome). Explain (the working principles). Execute (a particular technique).	Compare the main characteristics of two devices with different types of processors. Make a step-by-step explanation of how to use a tool for gathering statistics.
Remembering	Answering the questions, as well as describing terms, facts and basic concepts through retrieving or recalling previously learned information. This doesn't necessarily involve a complete understanding of the meaning.	Label (routes on the map). Spell (a difficult word). List (the European capitals).	Recognize (the author of a composition). Name (the levels of Bloom's taxonomy). Describe (the history of a nation).	Recall (how to research keywords). Recap (the steps in reaching the agreement). Tabulate (the elaborate process).	Outline (the process of finding an inspiration). Identify (the downsides of a learning method). Omit (the irrelevant terminology).	Recite a poem or a passage from a novel. Name the prices for the products and services of a company from memory.