



ACROSS

2. How easy it is to read and understand text, based on key metrics such as the number of syllables in a sentence or sentence length. Often assessed with tests that calculate a 'grade level' and/or 'score'.
4. A concept that calls for using certain terms based on how those terms are understood by the target audience, rather than using the "simplest" terms.
7. Examining the effect of one's own attitudes and values on perceptions of others in cross-cultural situations.
9. The type of Health Literacy pertaining to the degree to which individuals have the ability to find, understand, and use information and services to inform health-related decisions and actions for themselves and others.
11. Evaluating a product, material, or service by testing it with representative users
13. A system (e.g. policies, procedures) that enables all patients and target audiences to thrive by assuming they all may have difficulty comprehending information and accessing health services.
14. Grouping together connected topics and information (both narratively and

visually), so that they can be processed and stored as single concepts.

15. The area(s) between elements in a written or visual communication.
16. A title or subtitle that acts as a signpost and indication of the information that follows within a section or subsection of a communication.
17. The practice of making communications, tools, and resources usable by as many people as possible.
18. Abbreviation formed from the initial letters of other words and pronounced as a word. Should always be defined at first use in patient- or public-facing materials.
19. A systematic approach to help ensure that patients' experiences, perspectives, needs, and priorities are captured and meaningfully incorporated into the development and evaluation of medical products throughout the medical product life cycle.

DOWN

1. Writing that is clear and to the point. It helps to improve communication. And, it takes less time to read and understand.
3. A method of organizing messages and content (e.g. text, images, charts) in a communication that places the most

fundamental information (i.e. the take away message) in the lead section.

This also applies to the lead paragraph within sections and lead sentence within paragraphs. The remaining details, from most important to least important, are provided in the following sections, paragraphs, and sentences.

5. The ability to understand and work with numbers.
6. A set of similar attitudes, behaviors, and policies that enables effective work in cross-cultural situations.
8. A visual image such as a chart or diagram used to represent information or data.
10. The type of Health Literacy pertaining to the degree to which organizations equitably enable individuals to find, understand, and use information and services to inform health-related decisions and actions for themselves and others.
12. Fair and just opportunity to be as healthy as possible for all.
14. Integrating patients, carers, advocates, and other experts in disease experience as partners in processes and materials associated with product development.