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Abstract:

Introduction: Graphic design elements are essential aspects of branding program and study materials to achieve a coordinated, cohesive, and effective look and feel. A school-based academic and counseling program was developed from a Lifespan Development perspective for older school age students with asthma and members of their social networks, “Staying Healthy-Asthma Responsible & Prepared” (SHARP). A Level III RCT, “Comparison of Asthma Program for Schools” (CAPS), was funded to evaluate the efficacy of SHARP for students on the cusp of growth trajectories for shifting away from parental to more personal responsibility for managing their condition as they move from elementary to middle school. Purpose: To describe the process of graphically designing SHARP and CAPS materials to achieve visual recognition. Visual identity is achieved through effective use of colors, imagery, layout, and design to create brand awareness, develop emotional and intellectual associations, differentiate programs, and provide guidelines for use of words and pictures.

Method(s): A graphic designer was consulted to assist in establishing an original, unique, clear, and consistent visual identity to reflect program and study aims. An iterative, interdisciplinary, collaborative approach was used to explain, draft, review, revise, and approve graphics. Strategies were used with care and consideration to select logos, word marks, acronyms, imagery, font and filters, color codes, and spacing requirements.

Results: SHARP and CAPS products to promote effective and consistent communication were designed: The SHARP student workbook and community handout, teaching aids, invitations, certificates, and event programs as well as CAPS stationary, name tags, equipment labels, commemorative merchandise, brochures, presentations, signage, posters, fliers, and newsletters.

Discussion & Conclusions: All design elements considered the target population of preteen to adolescent students and their caregivers, siblings, friends, neighbors, teachers, clubs/sports leaders, and health care providers of diverse sex, gender, race, ethnic, and socioeconomic backgrounds. Name recognition fosters program and study acceptance in practice, education, and research settings.
Abstract History:
This abstract has not been presented or accepted for presentation in whole or in part at the SNRS or other scientific meeting.

Financial Disclosure:
No, I (or a member of my immediate family) have not received something of value* from or own stock (or stock options) in a commercial company or institution related directly or indirectly to the subject of my presentation.

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