The Edmonton Manual is a guide for medical students to apply their pre-clinical knowledge to useful skills for clerkship and the OSCE (clinical exams). The authors of this book are medical students, residents, and staff physicians at the University of Alberta. It is designed to focus on patient history and physical examination to arrive at relevant differential diagnoses in preparation for OSCE examinations.

After reading about this practicum, I knew it would be a perfect fit for me. I took biology as an option in my first semester and I've always drawn scientific illustrations to help my studying. Book design and textbook illustration have always interested me and I would like to pursue these areas as a designer after graduation. My design style is very clean, clear and has its own inviting personality that would fit well with a medical textbook for students. My experience with photography also allows me to create my own unique images that will be tailored for the project. I knew the Edmonton Manual practicum would be a great learning experience applied in a practical way.

Practical application of design is something students don't get real a taste of until they are working for a client. This experience has shown me how I can bring together my background knowledge and skills into practical application for the needs of a client. I learned how to communicate with a committee of clients and find out what their collective ideas and opinions were. This group of clients is connected to a much larger group involving many participants in the creation of the Edmonton Manual. Since everyone is assigned to a different role that needs to be completed at certain times, each group is assigned a schedule of meetings and deadlines (see timeline to the left). This affected my work as I completed it in a certain order to meet the deadlines of the other groups. I also had to create a template or style sheet that was understandable for the group of authors so that when the editorial team received their work it would be in the right format, and so that when I received it from the editors, it would need less changes.

Having more than one client, and clients that do not know design, is a fairly new experience for me. I have learned how to explain some principles of design in a persuasive way as to why things need to look a certain way. Even if it wasn't perfectly how I had imagined it, I still needed to accept the wishes of the client and accommodate. I learned to ask as many questions and ask as many times for suggestions or changes that needed to be made.

One example of a good learning experience is the design of the Edmonton Manual logo. Having chosen an identity and worked on it with my supervisor, Sue Colberg, I thought it would be a perfect logo for the client. However, the clients wanted something different than what I had proposed and worked on. Now I know that I need to come up with a larger variety of logos and refine them at the beginning and then start to narrow it down. Having learned this, I applied it to my book cover proposal. Providing research on a variety of covers and coming up with four designs that vary in style and format. It was easier to go from here once the client narrowed it down by selecting one.

Finding out the client's priorities versus the priorities ingrained into design students was the biggest surprise for me as it turned it completely on its head. The illustrations were the most important part of my work, with the book design, cover, and logo being less important. In design, the logo is always the first step as it carries the most importance to a brand identity and further design choices. The perspective of a designer will probably never match that of a client.

The experience of doing primary research and photographing the Fort Saskatchewan Hospital was a very interesting experience as I learned more about the perspective of my clients and target audience. All dressed up in scrubs, I got over my fear of hospitals as I felt like I was part of the medical community and could get a better perspective of their daily work life. This gave me a greater understanding of the kind of environment the students who purchase this book will be in and how important that information is.

My role in this project has been the identity designer, cover page designer and photographer, book layout designer and medical illustrator. I have met with the editorial team and my supervisor several times throughout the year and sent many emails. This portfolio shows how I have made it and what I have created.
The current Edmonton Manual logo (top right) does not communicate the study and practice of medicine. It looks similar to a library or book store logo because it is simply a book.

I created a book that would relate it to medicine as well as its origins at the University of Alberta. Combining the University shield with the medical symbol of the snake and staff communicated everything about the Edmonton Manual (next page top left).

However, the editorial team felt that it needed simplification and sharper edges. I then went back to my first sketches of the logo and decided to create something more modern. The banner still relates to the University but has sharper lines and adds dynamism when placed on top of the snake (middle).

The next logo concept was to transform the letter “M” in Edmonton Manual with an ECG (bottom). The symbol of an ECG is common and understood as a part of medicinal practice. The thin lines created with the type version of this logo do not have a lot of visual weight, so I applied it in a circular form, a brand icon.

The logos under consideration are the bottom three on this page.
After researching and finding many medical textbook covers, only three covers really stood out for me and influenced my design for the Edmonton Manual cover. The Manual’s biggest competitor – Toronto Notes, has a solid layout and prominent logo. The imagery, however, is too complex with four images overlapping one another.

The book to the right of it – Medical Notes and Reflections, has a more dynamic image using the cool blue with an accent of the warm yellow. The horizontal-only banner works best with the full bleed of the image. The image itself, a couple of ships in the sea, does not directly relate to or communicate a medicinal textbook.

Just below it I have an example of a book cover that uses medical imagery in a more personal and approachable way. A Surgeon’s Notes on Medical Performance includes an image of a surgeon putting on his mask, getting ready for his job. I believe medical students can find a connection to this image in their own studies, preparing for their future job.

On the next page of my designed book cover mock ups, I created the top three images to show to the editorial team. I ranged them from very modern and simplified to more traditional and complex (left to right). I chose the image of a face to add that sense of what it will be like as a doctor or a medical student. The chosen cover was the middle top which carried a lot of symbolism, visual impact and attractiveness. The warm yellow and cool blue gave it a more positive feeling.

Stock imagery was replaced by my own, as I photographed the Fort Saskatchewan Hospital hallway and operating room. Being surrounded in that environment and wearing scrubs put me in the right mindset to get a medically authentic image from the perspective of a medical student or a surgeon. Learning the difference between clean and sterile, and being inside a room where people are operated on usually gives people a negative feeling, but after being led around by Anthony and greeting the doctors, this was a part of their job, their everyday life. They are people that you trust with your life. I wanted to capture this sense with the imagery for the cover.

The chosen image is the center image where Anthony is putting on his mask. The mask worked well at hiding his identity, allowing the viewer to put themselves in his place. It also tells the beginning of a story, the start of a day’s work or the beginning of an OSCE.
2011 edition
The Edmonton Manual book cover for the 2011 edition gets the message across that it is a medical textbook. The stethoscope image along with the type “OSCE” and “Clinical Scenarios” is the only evidence that it relates to the field of medicine.

The banner across the upper middle of the book needs some attention. Black and yellow, when placed beside each other, creates the most contrast, which is good for caution symbols but is not visually appealing for a textbook. There is too much competing information on the banner for those trying to read quickly. The type size and orientation, style and caps change which add to the confusion.

If you spend a lot of time looking at the cover, you might notice that there is a logo on it in the bottom right corner. White on gray does not stand out and it is not included with the primary information in the banner.

2012 edition
The Edmonton Manual book cover for the 2012 edition gets the message across in a more memorable and visually appealing way. As I mentioned earlier, the image carried a kind of authenticity with it and the beginning of a story about this student or doctor who is just starting his day, ready and focused at the task at hand. Students who buy this textbook want that same job, and that same confidence.

The banner has been moved up and goes across the entire page, allowing the viewer to focus on either the image or the information. The colour is a mid-tone blue from the image which allows the white and black logos to stand out.

The information is reduced to only what is necessary. The rest of the information will be on the back cover. The information is in order of importance: (from left to right) the brand icon, followed by the brand name logo, followed by the catch-phrase, and finishing with the edition year.
INTRODUCTION

The 2011 edition layout had irregular text layouts, styles, diagrams and was difficult to read. Long line lengths and randomly placed boxes did not fit well with a well organized textbook layout designed for learning and review.

Creating the book layout meant creating unity through setting up rules, a template, and guidelines for the authors and editors. I created a template with a guideline attached that I tried to keep very simple and without any unfamiliar design language.

EDMONTON MANUAL INSTRUCTIONS

ESSENTIAL CLINICAL SKILLS


1. Old to New
   Click File > Save As > [your section].indd. Keep an original template file for future reference. Copy and paste all your original text into this template.

2. Follow the rules
   The manual has a set of "rules" or styles to follow to create consistency. You can apply these rules by opening Paragraph Styles, highlighting the text you would like to change, and selecting the style you would like to apply.

3. Table Time
   The easiest way to create your table is to modify this simple one. To configure the rows and columns, highlight the whole table > right click > Table Options > Table Setup. To add a row or column, right click the table > Insert > Row.

4. Flow Charts
   Flow charts should use the line and arrow below. To create more lines, select the line > hold shift > drag. To make a longer/shorter line, go to the line tool and click > hold shift > drag. Then add a stroke of 1pt.

5. Do Not
   Here are a few things you just don’t do:
   · Underline
   · Change the font
   · Change the colour
   · Italicize
   · CAPITALIZE (only for the titles)
   · Center text (unless in a table - short word only)

6. Finished
   When you are finished, delete this page by selecting pages > delete (trash can). Email it to editor@edmontonmanual.ca

For more help on using InDesign go to www.adobe.com
For specific design questions or to request an illustration, contact Robin Good at rgood1@ualberta.ca
The illustrations are a key part of a textbook in visually conveying important information. The 2011 edition contained a variety of different illustrations. Some being taken from off internet, some with pixeling issues or issues with legibility and understandability. By recreating all of these images myself, I will address these issues and create unity within the textbook as each image looks similar in style. Images are simplified as much as possible, but should also be obvious as to what they are within the context of the book.

There have been several occurrences of misunderstanding or misinterpreting on my part where I would need further clarification as to what is happening in an xray or illustration that was unclear. I believe if I can make it understandable to myself, not having studied medicine, then the readers of the Edmonton Manual will certainly understand it.

Illustrations were made the top priority by the Edmonton Manual Editors which shows their great importance for their improvement.