

Medical Technology Brochure Project

1. Pretend you are a medical equipment or pharmaceutical sales representative. Each student will produce a brochure promoting a different tool procedure, or medication
2. From the list below (or other suggestions approved by the teacher), choose your first, second and third choices for research. Every effort will be made to assign you a topic you are interested in studying. We will be pulling names from a hat to decide who gets to chose first (ONLY ONE PERSON WILL BE ALLOWED PER TOPIC!)

Acetaminophen	CT Scan (CAT Scan)	MRI Scan
Amniocentesis	Colonoscopy	Myringotomy
Amoxicillin	Cortisone Injection	Naproxen
Arthroscopy	Dental Bonding	Otoacoustic Emission
Atorvastatin	Echocardiogram	Pap Smear
Barium Swallow	Electrolysis	PPD Skin Test
Biventricular Pacemaker	Fasting Lipid Panel	Prednisone
Bone Density Scan	Fecal Occult Blood Test	Pulse Oximetry
Botox Treatment	Gastric Bypass Surgery	Simvastatin
Blood Pressure Cuff	Glucose Tolerance Test	Stethoscope
Bupropion	Ibuprofen	Tracheostomy
Cardiac Catheterization	Insulin Pump	UA
Celecoxib	LASIK eye Surgery	Ultrasound

3. Read and research for basic information on the technology. You may choose to focus on a specific brand name. You should find:
 - a. The common names of tools, procedures, or medications
 - b. Who invented or developed it and when
 - c. What it looks like (maybe a picture! HINT HINT)
 - d. What it is used for (may have more than ONE use)
 - e. How it is used and by whom
 - f. Who may need it
 - g. Its effects on the body (including possible hazards)
 - h. How long it lasts and/or effects of prolonged use
 - i. Alternative solutions (instead of this medical technology)

Check the classroom resources, LMC, Internet. Ask for help if you can't find what you need! Xeroxing is available through the teacher if needed

4. Design a Brochure representing the basic information on you assigned topic, plus any other information you discover about you topic which could be important to a consumer. Use your creativity to design the brochure and make it "eye appealing". Be sure to use ALL AREAS of writing space on you brochure. **Be sure to list resources (at least TWO) you used at the back of the brochure.**
5. Present brochure information to class.

Instructions for getting a brochure template

- Go to Google Docs/Drive
 - Click on Create
 - Click on from template (last option)
 - Click on Public Templates (far left tab)
 - Type in Brochure or Pamphlet into search bar
 - Choose a template that you like best

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Making A Brochure : Medical Technology Brochure

Teacher Name: **Ms. Martens**

Student Name: _____

CATEGORY	4	3	2	1
Content - Accuracy	All facts in the brochure are accurate.	99-90% of the facts in the brochure are accurate.	89-80% of the facts in the brochure are accurate.	Fewer than 80% of the facts in the brochure are accurate.
Spelling & Proofreading	No spelling errors remain after one person other than the typist reads and corrects the brochure.	No more than 1 spelling error remains after one person other than the typist reads and corrects the brochure.	No more than 3 spelling errors remain after one person other than the typist reads and corrects the brochure.	Several spelling errors in the brochure.
Attractiveness & Organization	The brochure has exceptionally attractive formatting and well-organized information.	The brochure has attractive formatting and well-organized information.	The brochure has well-organized information.	The brochure's formatting and organization of material are confusing to the reader.
Graphics/Pictures	Graphics go well with the text and there is a good mix of text and graphics.	Graphics go well with the text, but there are so many that they distract from the text.	Graphics go well with the text, but there are too few and the brochure seems "text-heavy".	Graphics do not go with the accompanying text or appear to be randomly chosen.
Knowledge Gained	All students in the group can accurately answer all questions related to facts in the brochure and to technical processes used to create the brochure.	All students in the group can accurately answer most questions related to facts in the brochure and to technical processes used to create the brochure.	Most students in the group can accurately answer most questions related to facts in the brochure and to technical processes used to create the brochure.	Several students in the group appear to have little knowledge about the facts or technical processes used in the brochure.
Sources	Careful and accurate records are kept to document the source of 95-100% of the facts and graphics in the brochure.	Careful and accurate records are kept to document the source of 94-85% of the facts and graphics in the brochure.	Careful and accurate records are kept to document the source of 84-75% of the facts and graphics in the brochure.	Sources are not documented accurately or are not kept on many facts and graphics.

Total _____/24