

Checklist for the Development of Resources on Preconception, Prenatal and Child Health

There are many things to think about when developing resources for the general public, including literacy level, language, images that engage the population of interest, etc. Designing resources about preconception, prenatal or child health brings up additional factors to consider. This checklist is designed for those developing, adapting or revising print or online resources specifically focused on the topics of preconception, prenatal and child health. The list includes a range of questions and recommendations. It will help you assess and improve draft resources as well as update existing resources. At the end of the checklist you will find links to additional information and tools that can be helpful during resource development.

Different resources require different approaches. There may be recommendations on this checklist that do not apply to your resource. In fact it is unlikely that a resource will meet all recommendations on this list, since resources have different purposes. This checklist will help you examine your resource from many different perspectives. When updating or developing resources, review this checklist and think about the special requirements of your topic, your objectives and your population(s) of interest. Make conscious choices that strengthen your resource.

QUESTIONS	RECOMMENDATIONS
Assessing Needs	
<input type="checkbox"/> Do I know the concerns and trends that need to be addressed?	<ul style="list-style-type: none"> • Consult with stakeholders to identify concerns or trends that exist or are emerging within the community that could be addressed with the development of a resource. • Prioritize these concerns or trends based on the impact that they will have if left unaddressed.
<input type="checkbox"/> Do I know who is (most) impacted by this concern or trend?	<ul style="list-style-type: none"> • Research this concern or trend to determine populations that are impacted. • Determine the populations of interest that are most vulnerable.
<input type="checkbox"/> Do I know what the needs are of the population of interest that is impacted by the concern or trend?	<ul style="list-style-type: none"> • Consult with experts and the population of interest to identify and/or confirm the needs of the population. Find out what they know and need to know.
<input type="checkbox"/> Do I know everything I need to know about the population of interest?	<ul style="list-style-type: none"> • Conduct focus groups or administer surveys with the population of interest to learn about their needs, directly from them. • Read available reports and talk to others who have worked with the population of interest. (Gather information about demographics, behavioural and psychographic characteristics to help inform future decisions about resource development, distribution, etc.). • Consider how the social determinants of health (or causes of the health concern) impact the population of interest (e.g., culture, social support networks, income, the physical environment, etc.).

QUESTIONS

RECOMMENDATIONS

Assessing Needs (cont.)

<input type="checkbox"/> Do I know what the best intervention or mix of interventions are to address this concern or trend with the population of interest?	<ul style="list-style-type: none"> • Ask yourself, the population of interest and stakeholders what is the best way to meet the needs of the population of interest as it relates to the concern or trend (e.g., develop a resource or policy, provide direct service, offer training, etc.). • Consider the type of resource (e.g., website, App, Facebook page, video, brochure, poster, training program, etc.) that would be most useful if you decide to develop a resource. Think about how accessible the resource would be to the population of interest and consider a mix of different resources if feasible.
<input type="checkbox"/> Do I know what resources currently exist?	<ul style="list-style-type: none"> • Conduct an environmental scan to determine what resources exist that address the identified need. <ul style="list-style-type: none"> – Do an Internet search for related resources. – Put a note on the Best Start Resource Centre listservs and contact other Ontario health promotion resource centres to ask if anyone has a resource on the topic or if they have implemented other strategies to address this need. • Determine if one of the resources or strategies meets the needs of the population of interest or if it can be adapted to meet their needs.

Planning

<input type="checkbox"/> Do I have clear objectives for a resource?	<ul style="list-style-type: none"> • Consider what you want to accomplish. • Develop objectives that are SMART – specific, measurable, attainable, realistic and time-limited. • Refer back to the objectives of the resource throughout the development process.
<input type="checkbox"/> Do I have enough money and time to develop the resource and manage this project?	<ul style="list-style-type: none"> • Plan ahead and prepare a budget and timeline that includes writing, expert review, review by the target population, editing, layout and design, images, printing or development, delivery or hosting and maintenance, and promotion. • Consider lower-cost options if necessary, such as black and white instead of colour layout, photocopying instead of printing, use of personal photos instead of purchased images, online instead of hardcopy, social media, etc.
<input type="checkbox"/> Do I have the necessary skill set and expertise to develop the resource and manage the project?	<ul style="list-style-type: none"> • Consider the activities involved in developing the resource and managing the project, and determine what supports you'll need to do this successfully. • Engage project partners and/or consultants as required to get the expertise you need. Experts can support advisory committees, reviews, pilot tests, etc.

Planning – Evaluation

<input type="checkbox"/> Do I have a plan to evaluate the resource?	<ul style="list-style-type: none"> • Determine how you will evaluate the resource. • Design an evaluation plan at the outset and include a budget and timeline for the evaluation activities. • Ensure the plan considers ethical approvals as this step can take some time.
--	---

QUESTIONS

RECOMMENDATIONS

Planning – Credibility

<input type="checkbox"/> Is the resource seen as a credible source of information?	<ul style="list-style-type: none"> • Ensure the resource content is accurate and consistent with evidence and best practice. • Document references and acknowledge the original authors. • Involve credible partners in the development process and consider including brief information about their involvement and/or their logo (with permission) as part of an acknowledgement statement. • Include the date of publication so the user knows that the information is current. • Include contact information so the user can follow up with questions or feedback.
<input type="checkbox"/> Have I considered the impact of sponsorship and/or product placement on the credibility of the resource?	<ul style="list-style-type: none"> • Consider the impact (positive or negative) a sponsor/funder will have on your credibility with the population of interest. • Consider the positive and negative consequences of using a specific brand, by name or image. If you use a brand name ensure you have appropriate permissions. • Comply with the International Code of Marketing of Breastmilk Substitutes and subsequent World Health Assembly Resolutions.

Planning – Messages

<input type="checkbox"/> Did I choose the right health promotion messages for the population of interest?	<ul style="list-style-type: none"> • Develop messages that support the objectives of the resource. • Include information about how the population of interest is affected by the concern or trend and the risks of not doing anything. • Identify what change is needed and provide concrete ideas on how to make the change. Include options that are no cost, low cost or that can save money. • Recognize that people will be at various levels of readiness to change and acknowledge that change may be hard for some. Encourage even small steps in the right direction and provide information about where to find help. Include harm reduction approaches where appropriate. • Use positive language such as, “If you stop smoking, your baby will be healthier. Smoking can lead to small unhealthy babies.” • Avoid using judgmental terms like “You should”.
<input type="checkbox"/> Is the length of the health promotion message appropriate for the resource type?	<ul style="list-style-type: none"> • Ensure health promotion messages are appropriate for the type of resource you want to use. <ul style="list-style-type: none"> – For a billboard, consider using one short key phrase, and a url or phone number for additional information. – For a newspaper ad, display or poster, use a short key phrase, and a url, QR code or phone number for additional information. – For a Facebook post, draft a compelling call to action message with a maximum of 420 characters. Include a web link, photo or video with the message. – For Twitter, draft a message or ‘tweet’ with a maximum of 140 characters.

QUESTIONS

RECOMMENDATIONS

Planning – Referrals

Did I link the population of interest to appropriate sources of additional information, supports and services?

- Provide a list or links to additional information, supports and services.
- Choose one phone number or url if possible, that will link the population of interest to a range of services and information.
- Encourage the population of interest to get support from friends and extended family where appropriate.

Planning – Breastfeeding

Is the resource supportive of breastfeeding?

- Show images of women breastfeeding. Include women of different ages, cultures, economic status, and lifestyles. Also include images of newborns, older babies, and toddlers breastfeeding. Check with a Lactation Consultant to ensure visuals of latches and positions are appropriate.
- Use words that empower women to breastfeed. Do not present breastfeeding as difficult, rule laden or medicalized.
- Refer to breastfeeding as normal. Keep breastfeeding the standard.
- Include information about the importance of breastfeeding and/or the risks of formula feeding, as opposed to the benefits of breastfeeding. Avoid making breastfeeding/breastmilk sound equivalent to formula/formula feeding.
- Include key messages that are consistent with the Baby-Friendly Initiative (BFI) Integrated 10 Step Practice Outcome Indicators for Hospitals and Community Health Services (Breastfeeding Committee for Canada).
Examples include:
 - Exclusive breastfeeding for 6 months.
 - Continued breastfeeding up to age 2 years and beyond.
 - Mother-baby togetherness.
 - Cue-based feeding.
 - Hand expression.
 - Skin-to-skin.
 - Informed decision making.
 - Mother-to-mother support groups.
- Comply with the [International Code of Marketing of Breastmilk Substitutes](#) and subsequent [World Health Assembly Resolutions](#).
- Keep information about the preparation, use and storage of infant formula separate from information about breastfeeding and use only on a 1:1 basis with parents.
- Avoid images of infant formula, bottles, nipples or pacifiers.
- Consider including information about mothers' rights to breastfeed in public places and to be accommodated in the workplace.
- Include details about where to get information and support.

QUESTIONS	RECOMMENDATIONS
Planning – Support Networks (fathers, partners, grandparents and other support people)	
<input type="checkbox"/> Is the resource inclusive of fathers?	<ul style="list-style-type: none"> • Include information that is relevant to the role of fathers. Men want information that is directly relevant to their role, and prefer resources that are specifically designed for fathers. • Include images of fathers.
<input type="checkbox"/> Is the resource inclusive of different types of families?	<ul style="list-style-type: none"> • Consider the diversity of family composition (e.g., lone-parent, opposite-sex parents, same-sex parents, foster parents, blended family, grandparent-led family, etc.). • Include content and images that reflect the diversity of family composition amongst the population of interest.

Planning – Images	
<input type="checkbox"/> Do the images reflect the population of interest?	<ul style="list-style-type: none"> • Ensure images reflect the population of interest and the diversity that exists within that population. Diversity can include family structure, age, race, sex, gender, culture, sexuality, weight, ability/disability, etc.
<input type="checkbox"/> Will the population of interest be comfortable with the images I have chosen?	<ul style="list-style-type: none"> • Choose images that will attract and not offend or alienate the population of interest. Ask the project advisory committee and/or the population of interest for guidance if needed. • Use images that do not include a large amount of exposed skin, when possible. For example, photographs of unclothed pregnant women can make some people uncomfortable or can be culturally unacceptable.
<input type="checkbox"/> Are the resource images respectful of women?	<ul style="list-style-type: none"> • Avoid segmentation of women, for example, images of headless pregnant women. • Avoid images that ridicule, shame and blame.
<input type="checkbox"/> Do the images portray positive health behaviours?	<ul style="list-style-type: none"> • Choose images of people making positive choices such as a woman eating foods high in folate or taking a prenatal multivitamin containing folic acid. • Avoid images showing negative health behaviours such as a pregnant woman drinking alcohol or smoking. • Include images showing support from friends, extended family and community services, where appropriate.
<input type="checkbox"/> Did I ensure that images depict toys and equipment that are safe and appropriate for infants and children?	<ul style="list-style-type: none"> • Ensure images that include children’s toys and equipment portray items that are both safe and age-appropriate for the child depicted. Refer to the Industry Guide to Health Canada’s Safety Requirements for Children’s Toys and Related Products, 2012.
<input type="checkbox"/> Do I have permission to use the images I have chosen?	<ul style="list-style-type: none"> • Ensure that you have permission to use selected images. Depending on the source of the photo, you may need permission from the person/company who did the artwork, took the photo or owns the rights to it, as well as from the people in the photo. • Keep all permissions on file.

QUESTIONS

RECOMMENDATIONS

Planning – Tone

Did I use the right tone for the population of interest?

- Choose a tone that the population of interest will respond to. The tone could be emotional, educational, light or heavy.
- Show respect, understanding, compassion and hope for the population of interest.
- Use humor carefully. What may sound funny to you could offend or confuse the population of interest.
- Use language that supports normal birth, such as using 'birth' as opposed to 'delivery,' 'caesarean birth' as opposed to 'caesarean section,' etc.

Planning – Accessibility

Is the resource accessible to people with disabilities?

- Take steps to make your print and web resources accessible to people with disabilities and ensure you are in compliance with the Ontario Accessibility Standards. Consider colour contrast; font colour, style, size and heaviness; margins and columns; paper finish and clean design.

Planning – Health Equity

Does the resource have a negative impact on the population of interest?

- Conduct a [Health Equity Impact Assessment](#) to identify potential unintended negative consequences that may occur as a result of the resource and implement strategies to mitigate these consequences.

Will a sub-group within the population of interest be impacted by the resource in a different way?

- Determine if there are specific sub-groups within the population of interest that have different needs. For example, First Nations people that live off-reserve may have different needs than those who live on-reserve.

Does the resource include options that are suitable for different income levels?

- Consider options that are suitable for different income levels, such as options that are no cost, low cost or that can save money.
- Include information about 'free' services such as food banks or legal aid, where appropriate.

Is the resource content at an appropriate literacy level for the population of interest?

- Ensure that the resource content is an appropriate literacy level for the population of interest.
- Use clear and concise language, and short sentences.
- Test the text using literacy tools (e.g., Microsoft Word, Readability statistics.) A grade 5-8 reading level is appropriate for most resources designed for the general public.
- Include images that complement the written messages.

Should the resource be produced/adapted into other languages?

- Consider producing the resource in languages that are spoken/read by the population of interest.
- Do more than translate. Adapt the resource or create a new one in consultation with the population of interest. Different populations have different learning needs, and meeting these needs may require changes in text, images, design and key messages.
- Ensure that the literacy level of the population of interest is accounted for when translating a resource.

QUESTIONS

RECOMMENDATIONS

Testing

Did I test the resource with experts in this field?

- Ask colleagues, content experts and experts in resource development for feedback on the resource.
- Keep all input from expert reviewers on file.

Did I test the resource with the population of interest?

- Ask the population of interest what they think of the resource, and how it could be improved. Ask specifically about content, images, layout, design and whether or not the objectives of the resource were met.
- Ensure you ask clear, simple questions that are open-ended and neutral.
- Summarize input from the population of interest and keep it on file.

Promoting

Do I have a plan to promote the resource?

- Determine how the population of interest will learn about and access the resource, and develop a promotional plan to reflect this. A promotional plan could include advertising (e.g., public service announcement, billboard, etc.) marketing material (e.g., posters, newsletters, flyers, etc.) and promotional activities (e.g., taking part in local health fairs, conferences, etc.).
- Develop promotional messages for the intended audience (e.g., service providers, end users, etc.).
- Promote the resource to service providers through listservs, networks, conferences, events and social media.

Does my plan to promote the resource include social media?

- Consider including social media strategies as part of your plan to promote the resource.
- Determine which social media applications the intended audience accesses (e.g., Twitter, Facebook, LinkedIn, text, etc.) and develop appropriate messages for that application. See the [Use of Social Media in Prenatal & Early Childhood Services](#) and [CDC's Guide to Writing for Social Media](#) for support.

Disseminating

Do I have a dissemination strategy?

- Develop a dissemination strategy that identifies key organizations and individuals that will support you in disseminating the print resource, displaying the advertisement, or promoting the online resource to the population of interest. Also include dissemination locations and times in your strategy (for print material) to maximize your reach to the population of interest.
- Consider the barriers that the population of interest could face when accessing the resource and mitigate them.
- Ask the resource designer for an electronic file of the resource that you can post on your website and share with colleagues.
- Ask credible organizations to post the resource on their website's resource page.
- Allow others to use or adapt the resource for their community, if possible.

Evaluating

Did I evaluate the resource?

- Implement the evaluation plan.
- Analyze the evaluation data and make recommendations for next steps. Consider what steps can be taken immediately and what steps require additional time and/or budget. Then take action.
- Consider sharing your evaluation findings, as appropriate.
- Review the resource regularly to ensure that it continues to be evidence-based, best practice.

Need More Information?

Perhaps you need more information or support to develop, assess and/or improve your resource. Find a few links below, to helpful online resources and services.

Best Start Resource Centre

- Maternal, Newborn and Child Health Promotion Network, Best Start Resource Centre Listserv

www.beststart.org

Public Health Ontario's Health Promotion Capacity Building (HPCB) group

- Situational assessment
- Audience analysis
- Message development
- Focus group
- Survey development
- Behavioral economics
- Social media
- Community and stakeholder engagement
- Evaluation of health communication and social marketing efforts

www.publichealthontario.ca/hpcb

Association of Registered Graphic Designers'

- AccessAbility: A Practical Handbook on Accessible Graphic Design
- AccessAbility: A Practical Handbook on Accessible Web Design

www.rgd-accessibledesign.com

Health Equity Impact Assessment

- MOHLTC Health Equity Impact Assessment (HEIA) Tool

www.health.gov.on.ca/en/pro/programs/heia

Breastfeeding Committee for Canada

- BFI Integrated 10 Steps Practice Outcome Indicators for Hospitals and Community Health Services

http://breastfeedingcanada.ca/documents/2012-05-14_BCC_BFI_Ten_Steps_Integrated_Indicators.pdf

The Best Start Resource Centre would like to thank Marg La Salle, BFI Lead Assessor, for providing a final review.

Health Communication Campaigns in 12 Steps:

1. Project Management
2. Situational assessment
3. Audience Analysis
4. Trends examination
5. Goal and objectives
6. Message strategy
7. Channels and vehicles
8. Dissemination
9. Identity
10. Production
11. Implementation
12. Reporting

Public Health Ontario's HPCB group
www.publichealthontario.ca/hpcb

Need a Reviewer?

Would it be helpful to have feedback on your draft or existing resource? The Best Start Resource Centre and the Health Promotion Capacity Building (HPCB) group at Public Health Ontario have consultation services that are available at no cost by phone and email.

Staff at the Best Start Resource Centre can review and comment on your resource within the context of preconception, prenatal and child health.

For more information see:

www.en.beststart.org/services/consultations

To request input from HPCB, visit their webpage at: www.publichealthontario.ca/hpcb

best start
meilleur départ

by/par health **nexus** santé

www.beststart.org

This document has been prepared with funds provided by the Government of Ontario. The information herein reflects the views of the authors and does not necessarily reflect the views of the Government of Ontario. The resources and programs cited throughout this guide are not necessarily endorsed by the Best Start Resource Centre or the Government of Ontario.