
Section 2

Stages to Producing

Health Education

Resources

The stages of developing health education resources

This section outlines the stages and activities that demonstrate best practice in developing health education resources. You can download the tables on the following pages and adapt the activities to suit your organisation and the resource you are producing.



The eight stages involved in producing a health education resource

Stage 1: Need

▶ Work out what your resource is for

- Confirm that a new resource or an update of an existing resource is needed by:
 - > checking with relevant organisations and public health teams at DHBs as well as HealthEd, the online searchable catalogue of health resources www.healthed.govt.nz for existing relevant resources
 - > researching best practice information and international resources and research
 - > carrying out a literature review.
- Work out what the new resource would try to do (eg, build knowledge and awareness or change behaviour).
- Look at resources that have been developed for other issues that have worked for your main audience and think about why those resources have worked well.
- Talk to health professionals and other people who know the issue and the audience (such as refugee and migrant services or teachers) about the new resource. You may also need to talk with a medical officer of health or public health organisation.

▶ Gather content for your resource

- Pull together information from existing resources that will be useful for your resource.
- Work out what information is missing and how you will get this information.

▶ Learn about your main audience

- Work out the age, gender, ethnicity, location, and common health issues or disabilities of your main and any secondary audiences.
- Look through *Kōrero Mārama* (Ministry of Health 2010) for information on the health literacy of your audience. (The Education Counts website www.educationcounts.govt.nz includes useful information about New Zealanders' literacy and numeracy.)
- Talk with colleagues and community to find out about any past consultation or focus group activities with the main audience and research existing reports that relate to your main audience – these might contain audience feedback that could be relevant to your topic and resource.
- Identify key people who can help you make contact with and understand your main audience. Check if there could be anything sensitive that you need to be aware of, such as cultural practices when dealing with your audience(s).

Work out if you need the input and support of a reference group

- If your resource is complex, contentious or very important, you might need to set up a reference group that includes people from your main audience, other stakeholders, issue and communication experts.
- Make sure that everyone in the group understands the purpose of the group and their role.
 - > You might need their advice to develop the purpose, goals, content, language, cultural appropriateness, and form of your resource.
 - > They might review draft versions of the resource.
 - > They might help you develop key success indicators that will show whether your resource is effective for your main audience.

Stage 2: Audience

Talk to your main audience(s)

- Develop a consultation plan that will help you involve your main audience as you develop your resource. Your plan should:
 - > include a description of what you are doing
 - > explain why you are developing this resource
 - > answer questions about the topic, health system and your organisation.

Your consultation plan could take the form of a survey, focus group, regional meetings or individual interviews. The way you consult needs to be appropriate for your audience, for example:

- > face-to-face meetings
- > online or text messaging (SMS) surveys for some groups, for example, university students
- > using New Zealand Sign Language interpreters or hearing loops for people with hearing impairments.

For more guidance on running consultation meetings, visit the Office for the Community and Voluntary Sector Good Practice Participate website at:

www.goodpracticeparticipate.govt.nz/techniques/getting-people-together.html

- Prepare questions to ask your audience that will help you understand what you should include in your new resource, for example:
 - > What do you like or dislike about existing health resources or media and why?
 - > What do you already know, feel and believe about the topic of this new resource? What have you already experienced?
 - > What would you like to know about the topic and why (and what can be left out)?
 - > What do you read, watch, listen to?
 - > What type of health resource would you find useful?

- > How do you access resources and information (eg, who do you talk to about the issue or seek advice from – or why don't you talk about the issue)?
- > Is there any way you might be involved in the development process?
- > What are some appropriate cultural examples and information (and anything we need to avoid)?
- Take notes about the language the audience uses when talking about the issue and their experiences and use the same kind of language in your resource.
- Identify the types of resources that will work for your main audience. These could include pictorial resources, videos etc.
- **Keep a detailed record of people you have consulted and what they said. You will need this information as you develop your resource.**

➤ Consult with other stakeholders

- Talk with other stakeholders (eg, community partners, interest and clinical groups, associations or funders involved with the issue or the audience) and work out:
 - > how much and how they will be involved in the resource development process
 - > what they think about the health issue, the audience and what has or hasn't worked and why.
- If you are developing a national resource that contains te reo Māori, find out how the Māori Language Commission might support your resource's development.
- **Keep a record of all discussions with stakeholders.**

➤ Develop a distribution and communication strategy

- Plan how the main audience will find out about the resource (eg, advertising, word of mouth, or conference).
- Plan how the resource will be sent out to the audience (eg, initial delivery, ongoing supply and warehousing).
- If health professionals or health groups are going to help with the distribution, think about what training these people might need.



Stage 3: Health literacy

▶ Work out what health literacy skills your audience need

- Work out what people need to do and know about the health issue that your resource will deal with. This includes:
 - > what processes or procedures people need to work through
 - > what actions people need to take
 - > what parts of the health sector people need to interact with
 - > who people need to meet with/talk to
 - > what people need to talk about and remember
 - > how people will know if they're doing the correct things.
- Work out what literacy skills and knowledge people need in order to complete all the activities and tasks for this health issue. Some examples are:
 - > reading
 - > writing
 - > speaking and listening
 - > numeracy
 - > decision making
 - > problem solving
 - > evaluation and critical thinking.
- Compare what you already know about your audience's current health literacy skills (from the research you did in stages 1 and 2) with the skills they need.

Stage 4: Resource scope

▶ Prepare a plan for developing your resource

- Describe the main audience and any secondary audiences.
- Summarise the resource's purpose and goals (eg, increasing audience knowledge, changing audience behaviour or asking the audience to take action).
- Summarise the information that the audience wants and needs ('must haves').
- Identify the health literacy skills that your resource will develop and how they will be developed.
- Identify the team to be involved in developing the resource (from writing to checking content).
- Describe the form, size and tone of the resource.
- Finalise the key success indicators for your resource and decide how the resource will be evaluated. List the statistics, research, surveys, interviews or consultation you will undertake when you are evaluating your resource's effectiveness.
- Finalise the distribution and communication plan.
- Finalise budget and timeline requirements – make sure you leave enough time for testing and redrafting!
- Obtain sign-off on your resource scope/description (including evaluation, distribution and communication plan), for example, from the client, management team or reference group as per your contract.

Stage 5: Draft and test

► Develop a draft resource

- Develop the structure, key messages, and content of your resource that is appropriate to your audience's needs (see the Plain Language Checklist in Appendix 1 for more advice). Use expert input where appropriate (eg, content experts for technical information, writing/presentation experts for communication advice, education experts for learning approaches, health literacy experts for embedded health literacy requirements).
- Include basic design and graphic elements for testing but, unless you are producing a pictorial resource, don't provide too much design at this stage as audience feedback may suggest a completely different approach.
- Accurately reference any material or sources you are using and seek permission to use others' material.

► Pre-check

- Check the draft to make sure that it is easy to understand and fits the audience's needs.
- Have topic experts check the content of the draft.
- Make sure that the draft follows national and local policies and meets current advertising standards where necessary (see the Advertising Standards Authority website www.asa.co.nz for more information).
- Check the draft with the reference group, local iwi or stakeholders, and the Māori Language Commission where appropriate.

► Pre-test

- Prepare a feedback survey. This may be a formal questionnaire or questions that a facilitator could work through with members of the audience. Below are some examples of questions you might include in your feedback survey.
 - > Does the resource make you want to read/watch/listen to it?
 - > Do you like the design (look, feel, colour, images, size, text style)?
 - > Does the resource contain the information you want (is it useful and why, is anything missing, is there anything you don't need)?
 - > Can you understand the resource (if not, which parts are hard to understand and why)?
 - > Is it easy to find what you need in this resource?
 - > What messages do you get from the resource?
 - > What would you do as a result of reading/watching/listening to the resource?
 - > Pre-test concepts (messages and design) and images, as well as samples of your draft resource with representatives from your audience and independent experts, checking that the resource is appropriate for the audience's culture, region, gender, etc.

► Redraft

- Study your feedback and work out what feedback you can/should include in your resource.
- Depending on your contract requirements, make sure that the reference group or the client agree with any suggested changes to your resource.
- Have experts help with any rewriting or checking as required.
- **Repeat the pre-test activities for further drafts as appropriate.**

► Content and design approval

- Edit and proofread the final draft of your resource.
- Obtain content sign-off (eg, as per contract or Resource Scope, Stage 4).
- Add final design features and graphics.
- Obtain design and final sign-off (eg, as per contract or Resource Scope, Stage 4).

► Final quality assurance

- Make sure that you follow the quality assurance processes of your organisation and contractual requirements.
- Proofread the final draft of your resource before you publish it. Use at least two people who have not seen the resource before to complete this final 'fresh eye' proofread.



Stage 6: Publish and distribute

Add publication information

- Finalise any publication details that need to appear on the published resource (eg, the publisher's imprint, the date of publication, acknowledgments, an ISBN, any code (unique identifier) required by the client or the Ministry of Health, contact details, etc).
- Make sure that all copyright and privacy requirements and advertising standards have been met (keep copies of all supporting documentation).
 - > Health education resources should not contain visual presentations or descriptions of dangerous or illegal practices or situations that encourage unsafe practices.
 - > Information must be truthful, decent, non-offensive and from an identifiable source.
 - > The resource must not promote fear, violence, denigration or social unrest.
The codes can be reviewed on the Advertising Standards Authority website www.asa.co.nz
- Complete any client or management sign-off (other than that described in Draft and Test, Stage 5) that may be required before the resource can be published.

Manage the publication process

- If you are producing the resource, consider contracting professional help to manage production, initial distribution, and warehousing (ongoing supply).
- Carefully check the printer's proofs against the final design file. Show these proofs to the client where appropriate.
- Make sure you leave enough time at the printer's proof stage – rushing now can end in costly mistakes.

Market and distribute

- Send one copy of the resource to the national resource provider, Learning Media Ltd healthed@learningmedia.co.nz
- Distribute and market according to the plan you developed at Stage 2, Audience above.
- Lodge two copies of your resource with the National Library Legal Deposit. For information on what's required go to www.natlib.govt.nz/services



Stage 7: Evaluate

► Use success indicators to evaluate the resource's effectiveness with your main audience

- Identify when the resource will be evaluated (eg, six months after release).
- Record all feedback so it can be used in evaluation.
- Evaluate the resource against its purpose and goals. Some sample check questions to include in your evaluation include:
 - > How widely has the resource been distributed or accessed?
 - > What has been the response from the main audience?
 - > What impact has the resource had on audience awareness, understanding and behaviour?
 - > What change has there been in the audience's health literacy?
- Involve the audience, stakeholders, client and reference group in the evaluation.
- Determine how you will celebrate the success of the resource with your audience, the wider community and stakeholders.

Stage 8: Learn

► Identify what went well, what you learned and what you would do differently next time

- Discuss what happened during the development of the resource, at each stage, including mistakes made, lessons learned and evaluation results.
- Prepare a summary for internal use and to be included in reports to your client or funder(s) according to contractual requirements. Make sure this information is saved where other people in your organisation can easily find it.
- Suggest a timeframe for the next version or review of the resource.

