 <p>Winnipeg Regional Health Authority Office régional de la santé de Winnipeg Caring for Health À l'écoute de notre santé Nutrition & Food Services Services de dièteque et d'alimentation</p> <p>BEST PRACTICE GUIDELINE</p>	<p>Client Nutrition Education Resource: Process for Development, Evaluation and Approval</p>	
	Approval Signature:	Practice Guideline #: 50.100.610
	Date: October 2009	Supersedes: October 2008
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1.0 **PURPOSE:**

- 1.1 Establish a process for development, evaluation and approval of client nutrition education resources.
- 1.2 Standardize nutrition practice through development, evaluation and approval of nutrition education resources.
- 1.3 Ensure current evidence-based nutrition information for clients.

2.0 **DEFINITIONS:**

- 2.1 **Database Manager** is the WRHA Clinical Systems Manager. He/she is responsible for processing requests for the development and review of resources.
- 2.2 **Database Administrator** is the Executive Assistant, Nutrition & Food Services responsible for updating the resource database when resources are developed or reviewed.
- 2.3 **Client Education Folder** is a folder consisting of all relevant resources pertaining to a certain topic and is assigned to a folder champion. PEN nutrition education resources are included in the WRHA inventory.
- 2.4 **Folder Champions** are knowledgeable about the contents of their specific education folder and help navigate the process to facilitate the development, evaluation and approval of resources.
- 2.5 **Gap Analysis** is the process of identifying gaps in the current inventory. It identifies need for appropriate/different reading levels and different types of resources (e.g. print, web, posters/displays and PowerPoint).
- 2.6 **Resources** are any print, web-based, poster/display or PowerPoint material used in the nutrition education of clients. This can include brochures, handouts, fact sheets, guidelines, etc.

- 2.7 **External Content Experts** are clinical dietitians (or applicable disciplines), who will be responsible for evaluating resource content based on their areas of expertise.
- 2.8 **SAM Scoring Form** is used to evaluate resources based on six categories. The resource is graded superior, adequate or not adequate.
- 2.9 **SMOG and Flesch-Kincaid Readability Formulas** are tools used to provide a readability level for written material. For resources targeting the general public, aim for a grading level of 6.
- 2.10 **Primary Care Practice Council** is composed of primary care dietitians, who will be responsible for final approval of all client education resources.
- 3.0 **PRACTICE GUIDELINES:**
- 3.1 The Process for Development, Evaluation and Approval of Client Nutrition Education Resource practice guideline will be used by all WRHA Registered Dietitians developing and reviewing client nutrition education resources.
- 3.2 Resources will be reviewed every 3 years or updated as required. Database administrator will notify Database Manager of resources up for review.
- 4.0 **PROCEDURES:** (see flow chart in Appendix A)
- 4.1 Identify Need for Resource
Registered dietitians identify need for resource based on gap analysis (see Appendix D) and environmental scan. Environmental scan includes current WRHA folder, checking PEN, Google search, etc.
The requestor will identify gaps in the current inventory (reading levels (see Appendix F), types of resources available, variety available).
- 4.2 A) Registered Dietitians submit a request for review or development to the database manager via e-mail. Complete section one of the Nutrition Education Resource Review and Approval form (see appendix B).
B) For an existing resource, fill in sections 1 & 2 of Nutrition Education Resource Review and Approval form (see appendix B).
- 4.3 A) If the review or development is already in progress, the process is stopped
- The database manager will communicate same to requestor.
B) If the review or development is not in progress, proceed with procedures 4.4.
- 4.4 Database manager will contact appropriate folder champion(s) and notify Practice Council chairs.
- See Appendix C for folder champion list

4.5 Development Required

- The folder champion will help the requestor navigate the process and determine next steps
- The folder champion and requestor will establish resource lead and/or working group. Complete section three of the Nutrition Education Resource Review and Approval form.
- The folder champion will communicate next steps to database manager.
- The database administrator will update the database based on the request.

If the resource needs to be developed proceed to step 4.6 A

If the resource is already developed (e.g. industry pamphlet) proceed to step 4.6 B

4.6 A) Resource lead/working group will draft the resource based on best evidence

- Assess the resource using the Suitability Assessment of Material (SAM) scoring form (see Appendix D).
- Assess the readability of the resource using the SMOG/ Flesch-Kincaid Readability Formula. (See Appendix F for guidelines on assessing reading levels)
- Complete section two of the Nutrition Education Resource Review and Approval form Submit to the appropriate Folder Champion,.
- Note: For supplemental information to developing a resource see Appendix E

or

B) Resource lead/working group will review existing resource

- Assess the resource using the Suitability Assessment of Material (SAM) scoring form (see Appendix D). (See Appendix F for guidelines on assessing reading levels)
- Complete section two of the Nutrition Education Resource Review and Approval form. Submit to the appropriate Folder Champion.
- If resource meets criteria proceed to 4.9

4.7 Internal Feedback & Revision

- Resource lead/working group will submit draft to folder champion for content review
- Folder champion forwards resource to appropriate WRHA dietitians for review
- Resource lead/working group will revise resource based on feedback
- Folder champion will complete section three of the Nutrition Education Resource Review and Approval form and forward final draft to Database Manager.

4.8 Database Manager will submit to WRHA Communications for further development and recommendations.

Upon receipt of recommendations the Database Manager will forward recommendations to folder champion.

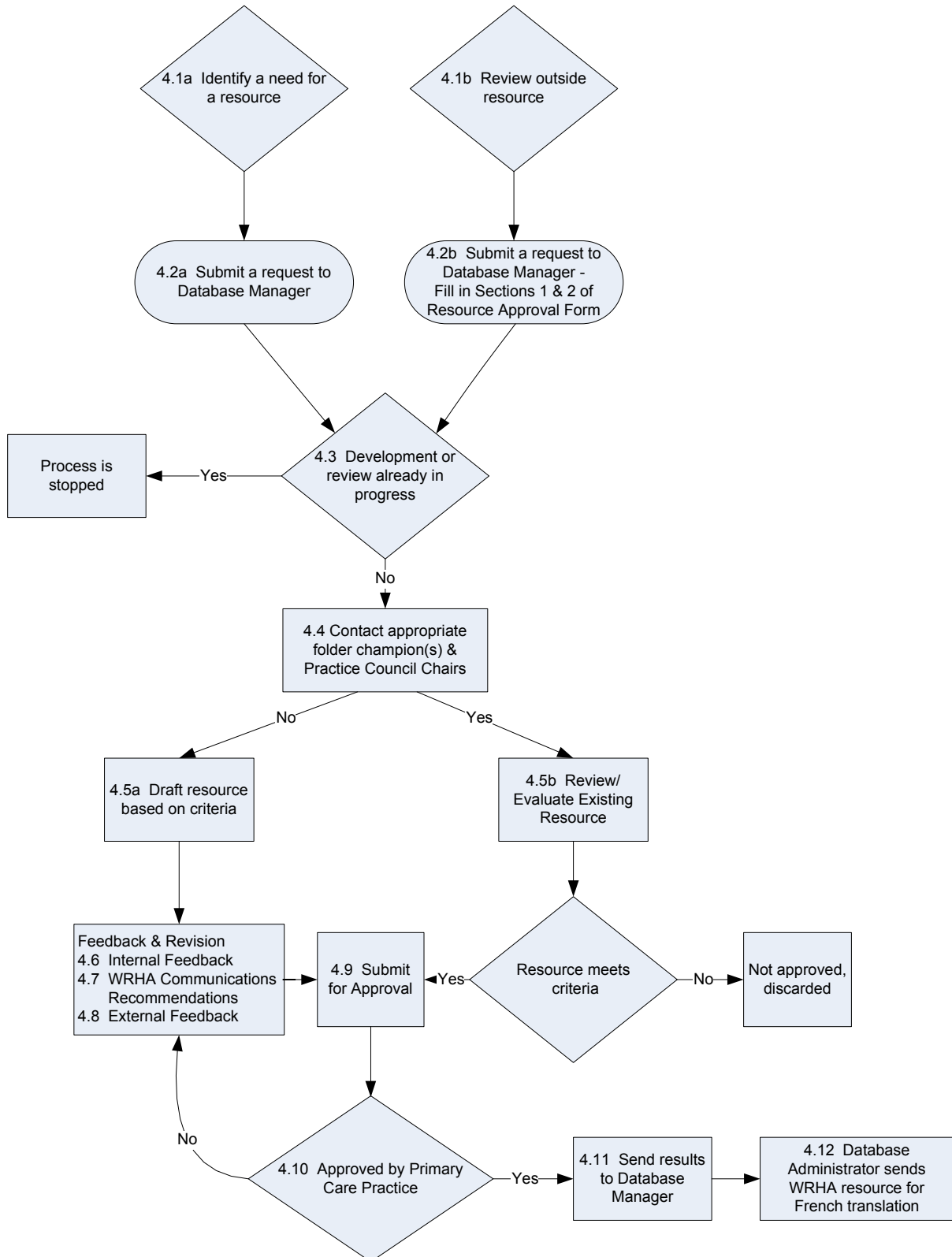
- 4.9 External feedback & Revision
- Folder champions will determine appropriate external content experts
 - Obtain external feedback from external content experts and the general public
 - Use existing groups when conducting a focus group i.e.: prenatal classes, heart health classes, etc. (See Appendix G for evaluation guidelines and focus group sample interview questions)
 - Settings to conduct resource evaluation may include a waiting rooms, community access centres, senior centres, etc.
 - Evaluation can be conducted by volunteers, diet clerks, students, administrative staff, etc.
 - The resource will be revised by the resource lead/working group based on feedback
- 4.10 Submit Resource for Approval
- Folder champion will submit final copy of the resource to the Primary Care Practice Council for approval. Attach the completed Nutrition Education Resource Review and Approval form.
- 4.11 Approval by Primary Care Practice Council
- The Council approves/rejects the resource and completes section four of the Nutrition Education Resource Review and Approval form.
 - If the resource is rejected, return to resource lead/working group for revisions.
 - If the resource is approved, proceed to next steps.
- 4.12 Send results to database manager
- The Primary Care Practice Council will send results to the database manager who will communicate results to Practice Council chairs and database administrator.
 - The database administrator will upload the resource into the database
- 4.13 French Translation
- Database manager sends approved resource for French translation.

5.0 **REFERENCES:**

- 5.1 Health Sciences Centre, Nutrition & Food Services. Patient education folders, 2004.
- 5.2 Dietitians of Canada Practice-Based Evidence in Nutrition. Nutrition education print resource development. Version current 2007. Internet: <http://www.dieteticsatwork.com/pen/KnowledgePathway.asp?kpid=366> (accessed 28 November 2007).
- 5.3 Health Sciences Centre. Development of written patient education material, 2005.
- 5.4 Coyne M, Prince, JT. Patient education and health literacy. *Future Dimensions in Clinical Nutrition Management* 2004; 23: 1-7.
- 5.5 National Cancer Institute. Clear & simple: developing effective print materials for low-literate readers. Version current 27 February, 2003. Internet: <http://www.cancer.gov/aboutnci/oc/clear-and-simple/allpages/print> (accessed 28 November 2007).
- 5.6 Doak, C. C., L. G. Doak, and J. H. Root. 1996. *Teaching patients with low literacy skills*. Philadelphia: J. P. Lippincott Company.

Appendix A

Process for Development, Evaluation and Approval of Client Nutrition Education Resources





NUTRITION EDUCATION RESOURCE REVIEW AND APPROVAL FORM

SECTION 1: Resource Information

Submitted by:

Purpose: _____

Target Audience: _____

Title of Resources: _____

Date of Development: _____

Source: _____ Reproducible yes no

Ordering Information: _____ Cost: _____

Attach resource or link

Submit to Database Manager: Julie Gislason – email: jgislason@wrha.mb.ca

SECTION 2: Assessment of Material (completed by requestor / resource lead)

Reading Level _____

SMOG: Fleish-Kincaid SAM%: _____ SAM RANKING: _____

Overall Impression of Resource: _____

SECTION 3: Development / Review

Folder Champion:

Resource Lead / Working Group Members	Reviewed by :
_____ _____ _____ _____ _____ _____ _____	<input type="checkbox"/> Internal <input type="checkbox"/> WRHA Communications <input type="checkbox"/> External <input type="checkbox"/> Client Feedback <input type="checkbox"/> Yes <input type="checkbox"/> No If no, why _____
Comments: _____ _____	

SECTION 4: Approval (Completed by Primary Care Practice Council)

Approved, forward to _____

Rejected, return to requestor Comment: _____

SECTION 5: Database Maintenance

Client Education Folder _____ Date Approved _____

Appendix C

Patient Education Folder
Allergy
Cancer Care
Cardiac
Diabetes
Gastrointestinal Disease
Label Education
Liver Disease
Nutrition Risk
Nutrition Support
Pediatric Education
Renal Folder
Seniors Nutrition
Texture Modified
Transplant
Vegetarian
Vitamins & Minerals
Healthy Lifestyles
Women's Nutrition
Food Safety
Mental Health

Appendix D

	CRITERIA	SUPERIOR	ADEQUATE	NOT SUITABLE	EXPLANATION
1. Content	a. Purpose	Explicitly stated	Multipurpose	No purpose	If clients don't clearly perceive the purpose they may miss the main point
	b. Content is about behaviour	Most desirable	40% desirable	Most non-behavioral	Clients need action-oriented content to solve their problems. Says "what to do".
	c. Scope is limited	Limited to the essentials	60% essential information	Scope out of proportion	Limit material to essential information that can be learned in the time allowed
	d. Summary or review included	Summary of messages	Some summary	No summary	Summary or review of key messages – clients may miss them the first time
2. Literacy Demands	a. Reading grade level	5 th Grade or lower	6-8 th Grade	9 th Grade or above	The text reading level may be a critical factor. Adults tend to read 2-4 grades lower than last grade completed.
	b. Writing style	Active voice simple sentences	50% active voice 50% simple sentences	Passive voice Complex sentences	Conversational style, active voice personal pronouns make materials easy to understand such as: "Take your medicine everyday."
	c. Vocabulary	1. Nearly all common words 2. Technical or CCJV words explained by example 3. Appropriate imagery CCJV = concept, category, value judgement	1. Frequent use of common words 2. Technical or CCJV words sometimes explained 3. Some jargon, math	1. 2 or more uncommon words used frequently 2. No explanation or example for technical or CCJV words 3. Extensive jargon	1. Use common words (doctor, not physician) 2. Give example of technical words <ul style="list-style-type: none"> • Concept: 15-70, not "normal range" • Category (beans, not "legumes") • Value Judgement (pain that lasts more than 5 minutes, not "excessive pain") 3. Imagery words that people can "see" – runny nose not mucus
	d. Context given first	Context consistently given first	About 50% of sentences have context first	Context last, or no context	Clients learn new facts/behaviours more quickly and context is presented first. "To find out what is wrong with you (context), the doctor will take a sample of your blood for text (new info)."
	e. Learning aids (road signs)	Nearly all have headers	About 50% have headers	Few or no headers	"Headers" or topic captions make text friendlier, prepare the client to think about what is coming next.
3. Graphics	a. Cover graphic factors	1. Is friendly 2. Attracts attention 3. Portrays purpose	1-2 Criteria present	None of the criteria present	Cover image may be the deciding factor in client's attitude towards and interest in the instructions.
	b. Illustrations	1. Are simple, adult appropriate, line drawings 2. Familiar to the client	1 Criteria	None of the criteria	Clients remember illustrations better when they are simple, easily recognizable and familiar. Abstract symbols, medical drawings are not appropriate.
	c. Reference	1. Client can grasp key ideas from illustrations alone 2. No distractions	1. Insufficient illustration 2. Some distractions	1. No illustration or excessive illustrations 2. Confusing or technical illustration	Non-essential details (background, elaborate borders, unneeded color can distract clients
	d. Lists or tables explained	Step by step directions with examples	Directions are too brief for understanding	No directions, lists or tables	Many clients do not understand lists, harts, graphs. If essential they must be explained.
	e. Captions	Explanatory captions on nearly all	Brief captions for some	No captions	A graphic without a caption is a missed learning opportunity.
4. Layout/Typography	a. Layout factors	5 to 8 factors present	3 to 8 factors present	<ul style="list-style-type: none"> • 2 or fewer factors • Material looks hard to read 	Layout has a substantial influence on how materials are perceived. Rate these eight criteria: <ol style="list-style-type: none"> 1. Illustrations are adjacent (same page) as text 2. Information flows logically, in sequence 3. Visual cueing (shading, boxes, arrows) used to direct attention to key content, specific points 4. Adequate white space – uncluttered appearance 5. Color is not distracting to the message. No color codes 6. Line length is 30-50 characters (including spaces) 7. High contrast between type and paper (black type on white paper) 8. Non-gloss or low-gloss surface
	b. Topography	All four factors are present <ol style="list-style-type: none"> 1. Text is upper and lower case serif (with foot) 2. Type size is at least 12 point 3. Bold, color or size of type is used for emphasis 4. Long headers or running text are upper case 	At least 2 factors	1 or more factors or 3 or more font styles and sizes are used on a page	<p>This is 10 point type</p> <p>This is 12 point type, minimum size for most materials</p> <p>This is 18 point type serif type</p>
	c. Subheading or "chunking"	Lists are grouped under subheadings or "chunks"	No more than 7 items are presented without a subheading	More than 7 items are presented without a subheading	<ul style="list-style-type: none"> • Few people can remember more than 7 independent items • For people with low literacy skills, the limit may be 3-5 items • Material should be divided into "chunks"
5. Learning, Stimulation/Motivation	a. Motivation	Complex topics subdivided into small parts so clients can experience small success	Some topics are subdivided	No subdividing	<ul style="list-style-type: none"> • Clients are more motivated to learn when they believe they can do the task/behaviors • Subdivided or participation allows client to experience small success which leads to self-efficacy
	b. Interaction (text and/ or graphic)	Problems or questions are presented for responses	Questions and answer format is used to discuss problem and solutions	No interactive learning stimulation provided	<ul style="list-style-type: none"> • When the client interacts with the instructor/material, chemical changes take place in the brain to enhance retention in long term memory. • Clients should be asked to solve problems, make choices and demonstrate
	c. Behaviour Model	Material models specific behaviour/skills	Material is a mix of technical and common language that clients may not be able to interpret	Material presented in non-specific or category terms	<ul style="list-style-type: none"> • Clients learn more readily by observation, by performance than by reading or lecture • Specific, familiar, concrete examples are more effective than abstract or general ones
6. Cultural Appropriateness	Logic Language Experience (LLE)	General concepts appear culturally similar to LLE of target culture	Neutral presentation of cultural images	Negative images such as exaggerated characters	A valid measure of cultural appropriateness of material is how well the logic, language and experience (LLE) inherent in the material match the LLE of the intended audience. Test with identified target model.

SAM Scoring Form

Name of Material:
 SAM Completed by:

Factor to be rated	Score	Comments
1. Content		
a. Purpose is evident	_____	_____
b. Content about behavior	_____	_____
c. Scope is limited	_____	_____
d. Summary or review included	_____	_____
2. Literacy		
a. Reading grade level	_____	_____
b. Writing style, active voice	_____	_____
c. Vocabulary uses common words	_____	_____
d. Context is given first	_____	_____
e. Learning aids via "road signs"	_____	_____
3. Graphics		
a. Cover graphics show a purpose	_____	_____
b. Type of graphics	_____	_____
c. Relevance of illustrations	_____	_____
d. List, table, etc. explained	_____	_____
e. Captions used for graphics	_____	_____
4. Layout		
a. Layout factors	_____	_____
b. Typography	_____	_____
c. Subheads ("chunking") used	_____	_____
5. Learning stimulation, motivation		
a. Motivation - self-efficacy	_____	_____
b. Behaviors are modeled & specific	_____	_____
c. Interaction used	_____	_____
6. Cultural appropriateness		
a. Match in logic, language, experience	_____	_____
b. Cultural image and example	_____	_____
Total SAM Score		_____

2 points – Superior
 1 point – Adequate
 0 points - Not Suitable
 N/A - Not applicable

Total SAM Score	_____
Total Possible	_____
Percent Score	_____

SAM percentage results:
 70 to 100% - Superior
 40 to 69% - adequate material
 0 to 39% - material is not suitable

	Approved _____	Declined _____
Signature from Council	_____	
Comments from Council	_____	

How to use the SAM Scoring Form

Follow these six easy steps:

- 1) Read the SAM fact list and the evaluation criteria
- 2) Read the material you wish to evaluate. As you read, make notes, such as the purpose of the material
- 3) For short pieces, of material, evaluate the entire piece. For booklets, select three pages that deal with topics central to the purpose of the material and evaluate
- 4) Evaluate and score each of the SAM factors
- 5) Calculate the total suitability score
- 6) Determine the impact of the deficiencies and what action to take

Used from Future Dimensions in Clinical Nutrition Management, Spring 2004

Appendix E

Developing a Resource

Prior to developing a resource, consider the following points:

- Determine the Need/Purpose
 - Is there a need for this resource?
 - Determine the purpose of the resource
 - Determine the intended outcome of the resource

- Identify the Specific Target Audience
 - Determine the target audience
 - Consider feedback from former clients about the information that was given on this topic

- Review Existing Patient Education Resources
 - Determine if there are resources available on this topic which could meet your needs
 - Check with DC PEN and other associations/facilities for available resources

- Collaborate with Relevant Disciplines
 - Contact other disciplines which could help in the development of this resource

- Determine the Length
 - Determine the amount of information that will be included in the resource
 - If there are numerous key messages, more than one resource (or booklet) might need to be developed

- Ensure Funding Availability
 - Assess the amount of preparation/development time needed to develop this resource as well as cost associated with the development
 - Ensure that the resource can be completed within the allotted time if funding opportunities are available

The five basic steps to develop a resource for print and web:

- Step 1: Determine your target audience
 - Determine their age, sex, marital status, educational background, occupation, income, race, religion, ethnicity, language, geographic location, lifestyle, health-related attitudes, behaviors, etc.
 - Determine the best way to reach your target audience

- Step 2: Conduct target audience research
 - Review/gather data on the audience's physical, behavioral, demographic and psychographic characteristics and expectations

- Step 3: Develop a concept for your resource
 - Determine your target audience's needs and preferences to help you decide on the format and presentation of the resource
 - Determine what the education resources is intended for
 - Outline the objectives, style, format and approach that you will use in your resource
 - Determine the key messages that the reader needs to understand
 - Select the type of resource that will be used
 - Decide on the most appropriate reading level
 - Organize your messages in a logical matter

- Step 4: Develop your resource
 - 1) Content
 - Content needs to be evidence based.
 - Key messages are limited. Key messages should be limited to three per resource. If there are more than three key messages, more resources should be developed.
 - Organize your information: most important messages should be listed first and last with information supporting each message. There should only be one key message pre paragraph
 - Have clear and accurate messages
 - Create more than one format and based on pilot testing, decide which version suits your target audience best
 - Explain "how to" behaviors and desired actions with a verb
 - Using behavioral strategies to make your resource more cost-effective

 - 2) Layout
 - Have your information sequenced in an organized matter using headers and subheaders
 - List important points with bullets
 - Print quality is clear
 - Type size and font are appropriate for your audience
 - Have sufficient white space to ensure that information is not crowded
 - Lines and paragraph are spaced consistently throughout the resource (left justification is easier to read)
 - Use maximum contrast between paper and print colors
 - Paper and print color should complement the messages in the resource (eg: green paper for vegetables, brown paper for fibre, etc.)
 - Paper quality is appropriate for the resource. This will depend on the wear and tear expected with the resource and how/who will print the resource.
 - Number of pages: keep pages in multiples of two. Web resources might not have the same restrictions unless the are intended to be formatted into a pdf document
 - Page orientation: landscape or portrait
 - Paper size: regular sized paper (8.5 x 11) or specialty paper
 - Decide if the resource will be folded or stapled
 - Type size: at least 12 point font, use larger print for children and older audiences

- Font style: may depend on the reader's ability to read, a serif font is usually a better idea, and use upper and lower case (avoid using all capital letters)
- Color coding: only use when it is needed to understand the content
- Color choices: easy to read and enough contrast with the background
- Use highest possible contrast between light and dark
- Restrict use of different colors for larger or highlighted text
- For web resources ensure maximum amount of contrast, black and white are the clearest combinations
- Shading: Ensure that it does not interfere with clarity of the resource
- For websites, ensure a site map or table of contents to ease navigation
- Include the name of the organization where resource was developed
- Include the name of the authors and contact information
- Include space to record personal information if resource is intended for client interaction
- Include the date the resource was developed and date for review

3) Visuals

- Positioned to help clarify or illustrate points or to beautify and fill up space on the page.
- Cues (arrows, circles) point out key information
- Colors are appealing to the audience
- Illustrations and photographs are free from clutter and distraction
- Label all illustrations, charts, graph, etc.
- Graphics and visuals support the messages listed
- Graphics are positioned appropriately with the text

4) Comprehension

- Comprehension is assessed during pilot testing
- Limit the use of slang, idioms and medical terms
- Avoid the use of symbols
- Use terminology that is appropriate for the audience
- Use the active voice when writing
- Personalize the message
- Be positive
- Use questions to help the reader focus their attention
- Deliver clear messages appropriately
- Message is explained clearly, positively and directly
- Message is focused on what the client needs to know
- Key messages are focused to prevent giving too much information
- Terms and phrases are consistent throughout

5) Readability

- Limit each line to 60-70 characters
- Use horizontal print
- Reading level ranges from grade 5-9 depending on the target audience, grade six is the usual choice

- Reading level is usually assessed at two to five grades lower than the highest reading grade of your audience and assessed using:
 - o Simple Measure of Gobbledygook (SMOG) formula
 - o Flesch-Kincaid formula
- Avoid words with more than three syllables
- When having the choice between synonyms, use the word with the less syllables
- Avoid letter combinations that are not pronounced the way they are written (eg. “tion”, “ough”)
- Limit sentences to 10-15 words
- Limit paragraphs to three sentences
- Assess the reading level of your draft:
- Compare the reading level of your draft with the reading level of your target audience

➤ Step 5: Develop guidelines for use

- Gives insight into:
 - How the resource was intended to be used
 - The target audience
 - Printing and copying recommendations
 - Stakeholder information
 - Comprehension and utility assessment findings
 - Recommended review date

Appendix F

Assessing Reading Levels

Reading levels and readability formulas are useful aids in targeting publications to an audience. Yet the Flesch-Kincaid and the SMOG formulas were not designed to be used as writing guides. They were designed originally to rank the difficulty of books to be used at a specific grade in school. Thus, using such formulas in product development is no guarantee of producing well-written, understandable text. In fact, their creators acknowledge that using the formulas as writing guides can have serious negative consequences. For example, one writer is concerned that the formulas' emphasis on short sentences and short words may produce a choppy text that leaves out familiar terms because they are polysyllabic. In addition, some formulas were tested on children rather than on adults, limiting their applicability to adult low-literate readers.

Pichert and Elam suggest three principles for using readability formulas effectively:

- Use readability formulas only in concert with other means of assessing the effectiveness of the material.
- Use a formula only when the readers for whom a text is intended are similar to those on whom the formula was validated.
- Do not write a text with readability formulas in mind.

Reference: <http://www.cancer.gov/aboutnci/oc/clear-and-simple/page4>

Flesch-Kincaid formula


This method assesses reading level based on the number of syllables and words and uses the following formulas (2):

$$\text{Grade Level} = (L \times 0.39) + (N \times 11.8) - 15.59$$

L: average sentence length (the number of words/number of sentences)

N: average number of syllables per word (the number of syllables/number of words)

This formula can also be calculated in Word:

- 1) Go to the Tools menu, click Options, and then click the Spelling & Grammar tab
- 2) Select the Check grammar with spelling check box
- 3) Select the Show readability statistics check box and then click OK.
- 4) On the Standard toolbar, click Spelling and Grammar 

When Word finishes checking spelling and grammar, it displays information about the reading level of the document (steps taken from Microsoft Office Word Help).

SMOG Readability Formula

The SMOG Readability Formula can also be used to assess reading levels using the following steps (3):

To test a text that has **more than 30 sentences**:

- 1) Count off 10 consecutive sentences near the beginning, in the middle and near the end of the text.
- 2) From this sample of 30 sentences, circle all of the polysyllabic words (words with more than 2 syllables), including repetitions of the same word and abbreviations of words. Then add up the number of circled words.
- 3) Use conversion Table I.

To test a text that has fewer than 30 sentences, but not less than 10 sentences:

1. Count the total number of sentences in the material.
2. Count the number of words with 3 or more syllables.
3. Find the total number of sentences and the corresponding conversion number in SMOG Conversion Table II.
4. Multiply the total number of words with 3 or more syllables by the conversion number. Use this number as the word count to find the correct grade level from Table I.

SMOG Conversion Table I

(for longer materials)

<u>Word Count</u>	<u>Grade Level</u>
0-2	4
3-6	5
7-12	6
13-20	7
21-30	8
31-42	9
43-56	10
57-72	11
73-90	12
91-110	13
111-132	14
133-156	15
157-182	16
183-210	17
211-240	18

SMOG Conversion Table II

(use on material with < 30 sentences)

<u># of Sentences</u>	<u>Conversion #</u>
29	1.03
28	1.07
27	1.1
26	1.15
25	1.2
24	1.25
23	1.3
22	1.36
21	1.43
20	1.5
19	1.58
18	1.67
17	1.76
16	1.87
15	2.0
14	2.14
13	2.3
12	2.5
11	2.7
10	3.0

Appendix G

Evaluation Guidelines

The purpose of evaluating a resource is to determine if:

- The client is able to understand, use and apply the information explained in the resource
- The resource is appropriate, attractive, attention-getting,
- The resource is compatible and acceptable for the target audience

Setting-up the evaluation

➤ Audience and Environment:

- Chose an audience demonstrating the same characteristics as your target group, especially when looking at reading level
- Chose the proper environment: clinic, hospital, doctor's office, client's home, community facility, adult basic education class, agency/organization's facilities, etc.
- Test the resource in the same environment in which the client will be using the material eg: noisy office, busy clinic, etc.

➤ Method:

- Individual interview: 10-20 minutes
- Interviews are more effective, especially with a low-literacy audience
- Group interview: 8-10 people, 30-60 minutes

➤ Number of participants:

- Usually 25-50 participants are chosen (although 5-10 can be appropriate with a low budget)
- Have fewer participants if the resource is simple, short and directed at a specific group
- Have greater participants if the resource is complex, long and directed at a greater population

➤ The session:

- Develop an agenda with specific questions and follow the agenda
- Ensure equal participation from everyone
- Hold the session on neutral grounds
- Make the session convenient for people attending
- Seat participants in a "U" formation
- Provide comfort drinks
- Always have two facilitators (one asking questions, the other writing notes)
- Only test one resource at a time
- When conducting the session:
 - Introduce yourself
 - Have participants introduce themselves
 - Note the audiences interest
 - Ask participants to be honest

- Ensure participants know that the resource is being tested and not them personally
 - Explain how the information gathered will be used
 - Minimize your involvement
 - Avoid judgment
 - Manage the group
 - Use exact words, do not change notes into your own words
 - Note reactions and verbal cues
- Following the session:
- Review your notes immediately following the session
 - Record any insights or ideas not previously noted
 - Prepare a summary

Focus Group Sample Interview Questions

Comprehension

- 1) Was there anything that you didn't understand in the resource?

Attraction

- 2) a) What did you like about the resource?

b) What didn't you like about the resource?

Acceptability

- 3) What was the key message of the resource?

Design

- 4) a) What did you like about the design of the resource?

b) What didn't you like about the design of the resource?

- 5) What are you (honestly) going to do with the resource once you leave?

- 6) How can we make this resource more useful for you?