

DIGITAL HEALTH LITERACY TOOLKIT

Module 4 - Checklists and Considerations

GDHP Clinical and Human Engagement Work Stream



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Please note that the information presented in this document does not necessarily represent the views of the individuals or organisations mentioned.

ABOUT THE GLOBAL DIGITAL HEALTH PARTNERSHIP

The Global Digital Health Partnership (GDHP) is a collaboration of governments and territories, government agencies and the World Health Organization, formed to support the effective implementation of digital health services.

Established in February 2018, the GDHP provides an opportunity for transformational engagement between its participants, who are striving to learn and share best practice and policy that can support their digital health systems. In addition, the GDHP provides an international platform for global collaboration and sharing of evidence to guide the delivery of better digital health services within participant countries.



Digital Health Literacy Toolkit: Module 4 - Checklists and Considerations

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1 GLOSSARY

Table 1: Terms Used in This Toolkit

Term	Definition
Caregiver	Individuals who provide support to another individual, including interacting with health care delivery services on their behalf (in some countries, the term <i>carer</i> may be used more frequently).
Digital health	The use of electronic information and technologies to manage health and deliver care.
Digital health literacy	The ability to find, understand, and apply health information, and to manage one's own health, by using electronic tools and information sources such as apps, video conferencing platforms, online portals and web sites.
Digital inclusion	The activities necessary to ensure that all individuals and communities have access to and use of technology.
Global Digital Health Partnership	A collaboration of country governments and global partner organisations formed to support the executive implementation of worldwide digital health services.
Interoperability	The ability for information systems and software to exchange mutually comprehensible and usable data.
Lived/living experience	<p>The firsthand, direct experience, choices, and knowledge of a given individual.</p> <p>Lived/living experience is distinct from second-hand or mediated knowledge (e.g., having knowledge <i>about</i> a community, as opposed to having the knowledge of <i>being from</i> a community).</p>
Patients	Individuals who are actively engaging with health care delivery services to manage or improve their own health.
Person-centered care	An approach to care which prioritizes the individual health needs, goals, and values of the person receiving care.
Personal health information	Any identifying information about a person's health or health care.
The public	The general population, beyond a health care context.
Virtual care	Health care delivered via technology, whether synchronously or asynchronously.

2 EXECUTIVE SUMMARY

Digital health literacy is a foundational element of successful health care transformation. The ability to independently and safely access, understand, and apply health information, and to manage one's own health by using electronic tools and information sources such as apps, video conferencing platforms, and online portals is now essential. As digital tools increasingly support the delivery and management of care, digital health literacy supports patients' autonomy, agency, and participation within the health system, enabling them to:

- Access, manage, and use their own health data to make informed decisions about their health and health care
- Use technology to actively participate in their care
- Use technology to self-manage their health as appropriate
- To the extent possible, choose the modality of care best suited to their individual health needs, goals, and preferences.

This toolkit compiles international learnings and practices to support the advancement of public digital health literacy. Developed by the Clinical and Human Engagement work stream of the Global Digital Health Partnership (GDHP), it is intended for use by anyone seeking to:

- Develop or procure resources to build digital health literacy skills among the general public
- Contextualize their existing digital health literacy work within the international landscape
- Understand the evolving definitions, impacts, and implications of digital health literacy.

The GDHP was founded in 2018 to facilitate cooperation and knowledge exchange in digital health. This toolkit integrates its membership's collective expertise through a members' survey, semi-structured interviews, and consultation at bi-annual summits. Member insights are complemented with a collection of international digital health resources and considerations for developing digital health literacy resources.

This document contains Module 4 - Checklists and Considerations. Download the full Digital Health Literacy Toolkit at www.gdhp.health

3 CHECKLISTS AND CONSIDERATIONS FOR DEVELOPING DIGITAL HEALTH LITERACY RESOURCES

IN THIS SECTION

- What is this Module?
- Checklists and Considerations

3.1. WHAT IS THIS MODULE?

This module is part of the Digital Health Literacy Toolkit developed by the Clinical and Human Engagement work stream of the Global Digital Health Partnership. It contains considerations and guiding questions to aid the development of resources to support patient digital health literacy. Summary checklists are found at the beginning of each section.

3.1.1. How Were These Considerations Developed?

These considerations were developed after analyzing a series of interviews the Clinical and Human Engagement work stream conducted with Global Digital Health Partnership members. To ensure a balanced perspective, interviewees were selected to represent diversity in geography, health system structure and funding, and the format, focus, and function of their respective resources. Each interview discussed:

- The process of creating the resource
- Engagement activities undertaken
- Dissemination of the resource
- Outcomes
- Challenges and lessons learned

The learnings from these interviews have informed the considerations presented below. More information about the interviews can be found in Module 3: Case Examples.

3.1.2. Who Should Read This module?

This module is intended for people involved in creating patient digital health literacy resources, including engagement specialists, education specialists, project managers, and others. These considerations were curated to support organisations without significant experience in developing digital health literacy and/or patient education resources. However, they may also be helpful to organisations holding more experience, particularly to validate project approaches and scope.

3.1.3. How to Use This Module

This module is comprised of five domains:

Domain	Content
1-Planning and Development	<p>Identifying the unmet needs the digital health literacy resource will address, and the desired outcomes of its implementation.</p> <p>Selecting the education areas and learning outcomes the resource will support.</p> <p>Establishing measures and benchmarks.</p> <p>Developing the resource from initial project planning to completed deliverable.</p> <p>Identifying key project milestones, deadlines, requirements, procedures, and roles and responsibilities.</p>
2-Engagement	<p>Determining how external contributors will be involved in the resource's development.</p> <p>Assessing organisational readiness to engage external contributors.</p> <p>Determining logistics to engage external contributors.</p> <p>Ensuring safety, accessibility, and inclusion for external contributors, particularly patient partners.</p>
3- Content and Delivery	<p>The resource's focus, format, and functionalities</p> <p>Items relating to accessibility, privacy, and inclusivity</p> <p>Designing how users will interact with and navigate through the resource.</p>
4-Dissemination	<p>Identifying which media will best deliver your message.</p> <p>Understanding the target audiences' needs and preferences for receiving information.</p> <p>Leveraging community partnerships and networks for greater reach and impact.</p>
5-Evaluation	<p>Assessing whether the resource met its objectives and whether there were any unintended effects.</p> <p>Assessing how well the resource met your organisational standards (e.g., for timeliness, budget, safety, etc.)</p>

Domain	Content
	Gathering and using external feedback.

The considerations in this module are generic. They are intended to apply to a range of digital health literacy resources. Readers are encouraged to customize to their specific project needs and organisational/environmental contexts.

This module is not intended to be exhaustive, nor does it constitute legal or clinical advice. It is presented as-is for informational purposes only.

3.1.4. Terms Used in This Module

Term	Explanation
Digital health literacy resource (DHLR)	A resource to support development of digital health literacy skills, knowledge, and confidence. It is not a digital health tool or platform itself. Rather, it supports capacity-building to use digital health technologies.
External contributors	Individuals who contribute to the project, but who are not employees or contractors, e.g., clinical experts, patient partners, community partners.
Lived/living experience	The first-hand, direct experience, choices, and knowledge of a given individual. Lived/living experience is distinct from second-hand or mediated knowledge (e.g., having knowledge <i>about</i> a community, as opposed to having the knowledge of <i>being from</i> a community).
Patients	Individuals actively using and interacting with health care delivery services to manage or improve their own health.
Caregivers	Individuals who provide support to another individual, including interacting with health care delivery services on their behalf.

The public	The general population, beyond a health care context.

3.2. DOMAIN 1 – PLANNING AND DEVELOPMENT

Planning and Development: Summary Checklist

- ☐ Articulate why the resource is being created.
- ☐ Identify the resource's audience.
- ☐ Establish intended outcomes for the target population/audience
- ☐ Understand where the resource fits within your organisational context.
- ☐ Check for alignment within the greater health ecosystem.
- ☐ Develop a project plan.

1-1 Articulate why the resource is being created.

Early in the planning process, articulate your motivation for creating a DHLR: whether prompted by a specific catalyst, a more general need for digital health literacy capacity-building, or as part of digital citizenship initiatives.

Guiding questions:

- What is the unmet need you will address?
- What is the evidence of this need?
- What are the intended primary and secondary outcomes?
 - What metrics will you use to define success?

1-2 Identify the resource's audience.

To meet your users' needs effectively, you will need to know who they are. Much of your DHLR and its development process will depend on your audience. Clearly identify who will use this resource – and which populations are outside your scope.

Note that you may serve multiple audiences.

Guiding questions:

- Who is your intended user?
- Are there specific populations you want to reach? You might want to consider:
 - Geography

- Age
 - Language
 - Culture
 - Lived/living experiences (e.g., Indigenous, 2SLGBTQIA+, caregiver, visible minority)
 - Health condition (e.g., people with diabetes, heart disease, cancer, etc.)
- What groups are outside of the resource scope?

1-3 Establish intended outcomes for the target population/audience

Digital health literacy is a broad term, with many possible areas of focus. Determine what topics your DHLR will cover, and the knowledge, skills, and values users should acquire through the resource.

Learning outcomes should be realistic, focused on the user, and specific.

For example: “After completing this e-learning, users will be able to view their lab results electronically, and identify results within a reference range.”

Guiding questions:

- What topics will your DHLR cover?
- What are the intended learning outcomes? What knowledge and/or skills do you want users to take away?
- Will your resource focus on a specific digital health tool or platform, or general digital health literacy skills?

1-4 Understand where the resource fits within your organisational context.

Understand how your DHLR supports your broader organisational strategy, and whether it is linked to specific corporate goals or business plan items.

Take stock of other organisational activities to help identify potential resourcing constraints, competing priorities, and opportunities for collaboration.

Guiding questions:

- How does the DHLR align with your organisational strategy and/or business plan?
- Are there opportunities for collaboration with other programmes/projects, for example with a similar target audience or policy outcome?
- What competing priorities may impact resourcing?
- What level of engagement and oversight do senior leaders expect for your DHLR?
- What are the approvals processes?

1-5 Check for alignment within the greater health ecosystem.

Your DHLR will also be deployed within the broader context of your health system. To identify potential opportunities and obstacles, consider whether your DHLR might

support national health priorities (e.g., pandemic preparedness), and other health care resources and/or organisations.

Guiding questions:

- Does this resource align with broader governmental priorities or objectives?
- Does this resource complement or build on existing resources?
- Do you intend to seek partnerships to create your DHLR?
 - What will partners contribute to this resource?
 - Will you need Memoranda of Understanding (MOUs) or formal contracts to pursue these partnerships?

1-6 Develop a project plan.

Develop a plan for the creation, deployment, and evaluation of your DHLR. Determine the resources you will need, your timelines and critical deadlines, and the processes you will use to carry out the work.

Guiding questions:

- What are the timeframes for delivery of key milestones and the completed resource?
- What are the potential risks and mitigations?
- How will you monitor and evaluate progress?
- What are the required financial, human and physical resources?
- What are the roles and responsibilities of the different parties engaged in the project?
- What new or existing communication channels will you use to provide updates and make decisions? Consider meeting type and frequency.

3.3. DOMAIN 2 – ENGAGEMENT

Engagement: Summary Checklist

- ☐ Determine the external contributors and input required.
- ☐ Address any special engagement considerations for your project.
- ☐ Assess your organisation's readiness for effective engagement.
- ☐ Onboard your external contributors.
- ☐ Ensure safety, accessibility, and inclusion for contributors.

2-1 Determine the external contributors and input required

Determine the extent to which external contributors will be involved in developing your DHLR. In particular, be clear about the input you are seeking from them, the level of influence they will have on the project, and the extent to which they can impact the final outcome.

Guiding questions:

- What external contributors need to be engaged in your project?
 - Non-profit/charitable sector
 - Academia
 - Users
 - Clinicians
 - Industry
 - Government partners
- What types of engagement are most appropriate?
 - Public consultation
 - Surveys
 - Workshops
 - Focus groups
 - Governance board representation
- How will you ensure that external contributors are engaged throughout the lifecycle of the resource, from development, to implementation, to evaluation?
- To what extent can external contributors influence the final outcome of the resource?
- What specific inputs are you hoping to receive from external contributors?

2-2 Address any special engagement considerations for your project.

Depending on your DHLR's objectives and your environmental context, you may need specific expertise, relationships, and buy-in to proceed effectively. For example:

- You may need support from community leaders before you can begin engagements.
- You may need input from professionals with specific clinical or research expertise.
- You may need support from political groups (both government partners and organisations with political influence).

Guiding questions:

- Do you already have relationships with these individuals/populations?
- If not, how will you develop these relationships?
- Are there any cultural and/or political sensitivities that you should know about?
- Do you need buy-in from community leaders to proceed with engagement?

2-3 Assess your organisation's readiness for effective engagement.

Assess how ready your organisation is to effectively engage external contributors. Review the procedures, structures, and mechanisms already in place to support engagement, and identify where gaps exist. Similarly, consider how your organisation currently conducts engagement – is it already embedded into the work, or is it done in a more ad hoc manner?

Be particularly mindful that effective engagement is respectful, safe, and meaningful.

Guiding questions:

- Does your organisation currently have an existing engagement strategy, team, and/or point of contact?
- Does your organisation have existing relationships with all the stakeholder groups (including patients) with whom you wish to engage?
- If not, how will you get them involved?
- What is your organisation's overall perception of engagement? Would internal education before engagement practices be beneficial?
- How does your organisation currently engage patients?
- How would you characterize your organisation's relationships with groups/individuals relevant to your DHLR?
 - Is relationship building and management required before engagement begins?

2-4 Onboard your external contributors.

Once selected, your external contributors will need to be onboarded to your project. Background information about your organisation and the DHLR should be provided to them. You should also give an overview of the project team, its processes and procedures, and any other information that will help equip external contributors to participate confidently and effectively. Clarify expectations around time commitments, input required, and regular meetings/communications.

You may also need to gather information from your contributors. If you are providing them with compensation or honoraria, you may need their payment information. Depending on your organisational policies, external contributors may also need to complete additional onboarding paperwork; for example:

- Conflict of Interest Declaration
- Consent form
- Privacy notice
- Ethical approvals form

Guiding questions:

- Do you have onboarding material and/or processes for external contributors?
- Who will be the main point of contact for external contributors?

- Will you provide honoraria/compensation to external contributors?
- Do you need external contributors to sign a consent form, conflict of interest, or other similar documents?
- Have you completed ethical approvals, where necessary?
- Have you developed a privacy notice, where necessary?
- Have you accounted for any accessibility requirements for specific stakeholders?
- Have you drafted a terms of reference agreement (e.g. mode and frequency of meetings, governance, roles and responsibilities)?
- How much time will external contributors need to devote to this project?
- What types of input will they be expected to provide?
- Are there any other expectations that should be made clear before the project begins?

2-5 Ensure safety, accessibility, and inclusion for contributors.

Effective engagement is safe, respectful, and meaningful. Set expectations early around conduct and behaviours for both employees and external contributors. Be clear that harassment, discrimination, and violence will not be tolerated.

Ensure that external contributors know what to do if they are having challenges with the engagement. Some organisations find it helpful to designate a liaison to whom they can take concerns. Where patients, caregivers, and the public are engaged, it is also best practice to include at least two patient partners on a given project (e.g., never a single patient partner alone).

Ensure that you are meeting accessibility requirements and creating an inclusive environment for contributors.

It may be helpful to consider this item in conjunction with:

- 3-4 Ensure compliance with accessibility requirements.
- 3-5 Review your content for inclusivity.

Guiding questions:

- What mechanisms and/or processes do you have in place to ensure safety, accessibility, and inclusion, particularly where vulnerable groups are being engaged?
- To whom can external contributors go if challenges arise that cannot be solved by the project team?
- How will you track and manage feedback and concerns from external contributors?
- What accessibility accommodations are you able to provide to contributors?
- Does your organisation have a code of conduct? If so, would it be useful and appropriate to share with external parties engaged in the project?

3.4. DOMAIN 3 – CONTENT AND DELIVERY

Content and Delivery: Summary Checklist

- ☐ Choose the right medium for your resource.
- ☐ Decide what information to include and how to organize it.
- ☐ Include links to external content, if desired.
- ☐ Review your content for accessibility and inclusivity.
- ☐ Ensure compliance with privacy, security, and consent requirements.

3-1 Choose the right medium for your resource.

Digital health literacy resources can come in many forms, including:

- Web sites
- Webinars
- Training sessions and workshops
- Apps
- E-learning modules
- Hard copy materials (e.g., workbooks, posters, pamphlets)
- Multimedia (e.g., videos, podcasts)

Decide how your DHLR will be delivered. You may wish to focus on one medium, or to employ several in combination, or for different purposes/audiences.

Guiding questions:

- How will users access the DHLR?
- Will it be available on a web site (HTML/PDF), an app, in person...?
- Will the user explore the resource at their own pace (asynchronous learning), or will you include real-time programming like webinars and workshops (synchronous learning)?
- Where will you host online content? Will it be available on your organisation's website, or through a third party?
 - For example: a YouTube channel, an external blog.
- Will you include interactive components?
 - For example: Quizzes, games, assessments.
- Will users have to login or register to use the resource?
- Will any content be downloadable?
 - For example: A checklist that users can download and refer to later.

3-2 Decide what information to include and how to organize it.

Based on your objectives and education goals for your DHLR, decide what information should be included in your resource. Think about the knowledge and skills you want users to take from the DHLR.

In addition to selecting *what* to include, consider *how* you will communicate the information. Information must be complete and accurate, while remaining accessible, relevant, and engaging to your target audience.

A clear, logical structure will help users find the information they need in the DHLR. Identify the key categories of information in your DHLR, and map how you want users to navigate among them.

- What categories or groupings of information will best support your objectives?
 - For example: grouping information by health need, level of proficiency, digital health topic, etc.
- Do you want users to move through information via a set path, or can they explore topics in any order?
 - What navigation features will you have – e.g., menus, site maps, search bars?

3-3 Include links to external content, if desired.

In addition to the content in your DHLR, you may wish to direct users to external content; for example:

- A government webpage
- Resources for additional support (e.g., for mental health, substance use, chronic conditions)
- Deeper dives into related topics (e.g., privacy legislation, internet safety tips, finding a primary care provider)

Determine how you will curate external content, and how you will ensure that any external content remains up to date.

Guiding questions:

- Will you include links to other resources?
 - How will they be chosen?
- How regularly will you check to ensure external resources remain current and available?
 - Who will be responsible for doing so?
- Do you need to include any disclaimers for external content?

3-4 Review your content for accessibility and inclusivity.

In addition to accessibility considerations, think about how *inclusive* your content is. Within your target audience, users may have a broad range of lived and living experiences.

Find the right balance – for your DHLR – between developing content for a general audience and tailoring content for specific experiences.

Your country and/or region may also have specific accessibility requirements. Understand any legislation applicable to your project, and any additional accommodations that may particularly support your audience.

You may wish to consider working with an accessibility specialist, or a vendor experienced in creating accessible products.

Guiding questions:

- Do you have the tools and knowledge to portray diverse lived/living experiences accurately and respectfully?
- Are you using current/preferred terminology when referring to specific populations or groups, or to their lived/living experiences?
- What accessibility features does your country/jurisdiction require?
- How will you implement them in your resource?
- Will your resource include supports and/or alternative options for access?
 - For example: Transcripts or closed captions for video content; a “lite” website version for people with low internet connectivity; incorporation of a teletypewriter (TTY) service.

3-5 Ensure compliance with privacy, security, and consent requirements.

In addition to your organisation’s usual practices, determine what privacy and security measures your resource will need. If your DHLR will access or hold personal/personal health information, privacy and security are critical issues that must be thoroughly addressed.

In addition to privacy and security considerations, you may need to obtain consent to use certain types of content.

Guiding questions:

- Will any personal information or personal health information be held or accessed by the resource? If so, how will you meet the data protection, legal, and ethical standards in your jurisdiction?
 - How will you inform users if a security event occurs?
- Will users be able contribute content to the DHLR (e.g., through discussion forums, posting comments, etc.)? How will you encourage safe behaviours?
- Are you using any “patient stories”? If so, will they be drawn from the experiences of real people, or will they be fictionalized/a composite representation?
 - If any content is based on a real person’s experience, do you have permission to use their story?
 - Are there any details they want anonymized, changed, or omitted?
- Is any content in the DHLR under copyright?
 - For example: Images, quotes, music.

- Do you intend to copyright your content, or will you make it freely available?
 - For example: through Creative Commons, white-labelling, etc.

3.5. DOMAIN 4 – DISSEMINATION

Dissemination: Summary Checklist

- ☐ Understand your target audience, objectives, and messaging.
- ☐ Identify required resources and engagement partners.
- ☐ Choose the right media and channels for dissemination.

4-1 Understand your target audience, objectives, and messaging.

Dissemination is the process of sharing and communicating about your DHLR to your audience. Determine why you are disseminating your resource and to whom. Note any specific objectives and/or indicators that you will need to measure; for example:

- Downloads
- Website visits
- Registrations
- Workshop attendees
- Impressions

Guiding questions:

- What are your objectives in disseminating your DHLR?
 - For example: General awareness, achieving a certain number of downloads or registrations, sharing information with a particular community.
- Who is the target audience?
- What are the most important messages to convey to them about your DHLR?

4-2 Identify required resources and engagement partners.

Assess what you will need to carry out your dissemination plan. Make note of any specialized support, materials, or skills that may be required.

Working with partners outside the health ecosystem may be particularly helpful for disseminating your DHRL to new audiences, including those who have been underserved or excluded by the health system.

Guiding questions:

- What resources (financial, human, physical) and partners do you need to meet your objectives?

- What dissemination products will you need to create (e.g. banners, social media posts, articles, infographics)
- Who will be responsible for dissemination?
- What external partners do you need to engage with to disseminate the resource?
 - For example: Professional groups, advocacy groups, community groups
 - Refer to **Domain 2 - Engagement** for more considerations
- What is the timeline for dissemination?

4-3 Choose the right media and channels for dissemination.

Consider which medium/media best deliver your message. You can also consider where your audience seeks information, and the types of media they consume most frequently.

In addition to creating dissemination products for consumption, you may also wish to consider sharing your DHLR in a live setting; for example:

- Presenting at a conference
- Hosting a talk in a community centre
- Holding a webinar
- Discussing in a radio interview

Guiding questions:

- Which medium will best deliver your message?
 - For example: text (long or short-form), visuals, live presentation/interview.
- What dissemination products will you create?
- For example: Social media posts, print/digital advertisements, articles, infographics, conference presentations.
- Where does your intended audience go for information?
 - For example: social media, traditional media, community/professional events and gatherings.
- Will you have live dissemination, e.g., webinars or presentations?

3.6. DOMAIN 5 – EVALUATION

Evaluation: Summary Checklist

- ☐ Decide what to measure.
- ☐ Identify key outcomes and results.
- ☐ Decide whether (and how) to collect user feedback.
- ☐ Appraise costs and benefits.

☐ Look to the future.

5-1 Decide what to measure.

As your project comes to a close, you will need to appraise its performance and identify whether or not you accomplished your intended goals. Given your objectives for the project, decide what outcomes and/or results you will focus on, and how you will measure the DHLR's success in realizing them.

In addition to selecting outcomes and measures, decide who will be responsible for conducting the evaluation, and what supports may be needed.

Take note of any reporting requirements and timelines and plan your evaluation activities accordingly.

Guiding questions:

- What outcomes and results will you report?
- How will you measure performance?
 - For example: downloads, website visits, user experience surveys, program completion rates, etc.
- Who will be responsible for conducting the evaluation?
- Will you conduct an internal evaluation with the project team?
- Do you have any reporting requirements which must be met?
 - For example: quarterly or annual reports, results reporting to funders, etc.

5-2 Identify key outcomes and results.

What actually happened as a result of your DHLR? Did you accomplish your goals?

Identify any changes that occurred as a result of the project. These outcomes may be positive or negative.

Through this process, you may also identify outcomes which were unintended or unexpected. Understanding the reasons for these additional outcomes can inform future iterations of your DHLR, or other work.

Guiding questions:

- Did you meet your objectives? How do you know?
- Were there any unintended or unexpected outcomes, whether positive or negative?
- To what extent did the DHLR meet the needs of its audience?
- Did you reach the audience you intended to reach? Did you reach additional audiences?

5-3 Decide whether (and how) to collect user feedback.

User feedback can be valuable in assessing whether the DHLR met its goals, and in continuous improvement. Decide whether you will collect user feedback about your DHLR, and the methods you will use; for example:

- User surveys and questionnaires
- Polls
- Interviews
- Messages received by email, phone, and social media platforms
- Ad hoc feedback

Establish criteria for analysing and implementing user suggestions.

You may also wish to gather feedback from external contributors about the DHLR development process and final product.

Guiding questions:

- Will you have a mechanism to collect user feedback?
- How often will you collect the data?
- What will you do with user feedback?
- If you engaged with external contributors, were they satisfied with the engagement process, the DHLR, and its outcomes?

5-4 Appraise costs and benefits.

Beyond determining the overall cost of creating the DHLR, determine whether it represents good value for the time and money spent. In addition to immediate value, remember that there may be cost-savings and/or other benefits that accrue elsewhere.

Through your evaluation, you may also find ways to lower costs and increase benefits. If this is the case, consider whether these changes can be implemented to the DHLR, or if you will use these learnings to inform future work.

Guiding questions:

- Does the DHLR provide sufficient value for the resources invested?
- Have you realized cost-savings or other benefits through your DHLR?
- Are there ways to improve outcomes or lower costs?

5-5 Look to the future.

Appraise your DHLR as a whole: from its objectives, to the development process, to the end product and outcomes. Consider opportunities for improvement, and identify successes that should be replicated in other projects.

Guiding questions:

- Does your DHLR still align with organisational and/or government priorities?
- Have you identified ways to improve the DHLR?
- If so, will you implement them? How?
- What would you change about the process?
- What key learnings should be incorporated into future projects?

3.7. APPENDIX: CHECKLIST FOR ALL DOMAINS

1 - Planning and Development

- ☐ Articulate why the resource is being created.
- ☐ Identify the resource's audience.
- ☐ Establish intended outcomes for the target population/audience
- ☐ Understand where the resource fits within your organisational context.
- ☐ Check for alignment within the greater health ecosystem.
- ☐ Develop a project plan.

2 - Engagement

- ☐ Determine the external contributors and input required.
- ☐ Address any special engagement considerations for your project.
- ☐ Assess your organisation's readiness for effective engagement.
- ☐ Onboard your external contributors.
- ☐ Ensure safety, accessibility, and inclusion for contributors.

3 - Content and Delivery

- ☐ Choose the right medium for your resource.
- ☐ Decide what information to include and how to organize it.
- ☐ Include links to external content, if desired.
- ☐ Review your content for accessibility and inclusivity.
- ☐ Ensure compliance with privacy, security, and consent requirements.

4 - Dissemination

- ☐ Understand your target audience, objectives, and messaging.
- ☐ Identify required resources and engagement partners.
- ☐ Choose the right media and channels for dissemination.

5 - Evaluation

- ☐ Decide what to measure.
- ☐ Identify key outcomes and results.
- ☐ Decide whether (and how) to collect user feedback.
- ☐ Appraise costs and benefits.
- ☐ Look to the future.

