

Safekids Campaign 2010/11: Fire Safety/ Burns Prevention



Burns Prevention Toolkit

Formative Evaluation Report

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Executive Summary

This evaluation report has been produced by Safekids New Zealand for Campaign Key Agencies, Coalitions and sponsors including: Safe Waitakere Injury Prevention (SWIP) - Waitakere City Council, National Burns Centre, New Zealand Fire Service, Burn Support Group Charitable Trust Inc. and the Ministry of Health (MoH).

Safekids New Zealand produced the *Loving Our Children: Safer Homes: Burns Prevention Toolkit* in support of the **Safekids Campaign 2010/11: Fire Safety/ Burns Prevention**. The *Toolkit*, first developed by SWIP was reproduced by Safekids with support from Campaign sponsors and partners. Safekids acknowledges and thanks SWIP and all sponsors and partners for their support.

This evaluation report extends from the *Safekids Campaign 2010/11 Evaluation Plan*; which identified the development of resources as a priority evaluation area. The purpose of the evaluation was to determine the usefulness and value of the *Toolkit* to providers working with whanau/ families.

This report details formative evaluation methods utilised to produce the *Loving Our Children: Safer Homes: Burns Prevention Toolkit*. Evaluation methods adhere to the *National Guideline for Health Education Resource Development in New Zealand*, Ministry of Health, 2002.

Evaluative activities undertaken include:

- Formation of an evidence base to profile child burn injuries and identify key prevention messages;
- National and international search to identify existing burns prevention resources;
- Consultation with national partners to ensure the *Loving Our Children: Safer Homes: Burns Prevention Toolkit* enhanced existing information and resources which promote the prevention of childhood burns;
- Pre-testing of a draft *Toolkit* with providers able to deliver burns prevention messaging to parents of children from birth to five years.

Feedback from pre-testing participants provided strong support for the *Toolkit*; safety messages were universally considered relevant, clear and appropriate to a wide range of cultures and settings. Feedback participants praised the simple, visual design concept and practicality of the *Toolkit*.

Changes and improvements recommended by feedback participants related to minor features and not to key messaging or the design concept.

Participants requested that the resource be produced in a range of languages; this recommendation is subject to the availability of funding.

Safekids extends gratitude to all feedback participants who volunteered valuable time to the development of this resource.

Introduction

Safekids New Zealand has developed a public awareness/ education toolkit in support of the Safekids Campaign theme: **Burns Prevention/ Fire Safety**. *The Loving Our Children: Safer Homes: Burns Prevention Toolkit* has been designed to support the delivery of burns prevention/ fire safety information to families/ whanau with children under five years of age. This report details the results, conclusions and recommendations of formative evaluation activities undertaken as part of the resource development process.

Formative evaluation and pre-testing activities identified in the *Safekids Campaign 2010/11 Evaluation Plan* were utilised through the resource development process. Consultation with Campaign and evaluation stakeholders was undertaken to develop the *Evaluation Plan*. Copies are obtainable from Safekids on request.

Evaluation activities detailed in the *Plan* are consistent with the *National Guideline for Health Education Resource Development in New Zealand*, Ministry of Health (MoH), 2002.

Loving Our Children: Safer Homes: Burns Prevention Toolkit

The *Loving Our Children: Safer Homes: Burns Prevention Toolkit* includes:

- 1 X Flipchart booklet
- 50 X *Hot Cup* magnets (originally designed as an all-purpose, reusable sticker)
- 1 X Practitioners' Guide

The flipchart was first developed by SWIP. Safekids extends thanks and acknowledgement to all members of the coalition who originally produced the resource.

A national burns Key Agency Group (KAG) reproduced the original resource in support of the Safekids Campaign. Members of the burns KAG include SWIP, National Burns Centre, New Zealand Fire Service, Burn Support Group Charitable Trust Inc. and Safekids New Zealand. Safekids extends thanks to members of the KAG for their support of the Safekids Campaign.

Evaluation Purpose

The *Safekids Campaign Evaluation Plan 2010/11* identified formative evaluation of Campaign resources as a priority evaluation area. The purpose of evaluative activity was to ensure the resource development process incorporated measures to check the usefulness and benefit of the final resource.

The value of the *Loving Our Children: Safer Homes: Burns Prevention Toolkit* lies in the assumption that the resource will be acceptable to a wide range of practitioners from the injury prevention and health promotion sectors, home visitors, educators and anyone with the capacity to deliver fire safety and burns prevention information to families/ whanau.

An ineffective resource is unlikely to inspire use by providers and the public may not receive the safety information.

Formative Evaluation Methodology

Local and regional child health and safety experts participated in a consultation process facilitated by SWIP during the development of the original resource. Feedback strongly supported the *Toolkit's* modular design which provides burn prevention information in alignment with ages and developmental stages of children from birth to 5 years. Care was taken to ensure that issues and messaging within each module were relevant to parents of children within the targeted age groups.

A process development report prepared by SWIP was accepted by the Ministry of Health (see Appendix 1). Formative evaluative activities conducted by Safekids have built on SWIP's original work. Activities undertaken by Safekids include: the development of an information and evidence base, a national and international search of burns prevention resources, collaboration with Campaign partners and resource pre-testing.

Information and evidence base

The development of the resource was evidence based. Safekids built a profile of childhood burn injuries through the review and analysis of:

- National fatality data
- National hospital admission data
- National and international research
- National fire safety and burns services
- ACC claims data

A Safekids Factsheet was produced from synthesised information. The factsheet: *Child Burn Injuries* underwent a peer review process with Key Agency partners.

The factsheet identified that childhood burn injuries occur in a variety of ways:

Fatalities: On average, more than five children die from a burn injury each year. Causes of child burn fatalities include: exposure to fire and flame, electric current and to a hot object/ substance.

House fires in which children die are most commonly caused by unattended heaters or someone playing with matches/ lighters or candles.

Hospitalisation: On average, five to six children are hospitalised each week as a result of a burn injury. The main cause of burn related admission is contact with heat and hot substances.

Common causes of heat/ hot substance burns include spilt hot drinks (tea and coffee) and other liquids (soups/ noodles) and hot tap water in baths/ showers/ sinks.

High risk groups: Groups most frequently injured from a burn include:

- Children under five years
- Boys
- Children living with higher levels of socio-economic deprivation
- Children living in urban areas
- Maori and Pacific children

Using this information the *Loving Our Children: Safer Homes: Burns Prevention Toolkit* was redeveloped by Safekids to promote fire safety/ burns prevention messages and to encourage best practice safety measures in the home.

Search of resources

Safekids conducted a search of national fire safety/ burns prevention resources, past and present. The search also included an international internet search which involved making contact with Safe Kids Worldwide and its nineteen member countries.

Discussions with partner agencies revealed the existence of the SWIP Safer Homes: *Loving Our Children* flipchart.

Collaboration with national partners

Safekids collaborated with Key Agency partners to ascertain what fire safety/ burns prevention resources were currently in use in New Zealand. Discussions were also held around what sort of resource would be of most use to those working to promote child safety with New Zealand families.

The creation of the burns KAG, discussed earlier, was a result of this consultation process. The burns KAG provided a forum for exchange of expert information and peer review in support of the *Loving Our Children: Safer Homes: Burns Prevention Toolkit* development process.

Consultation the with wider national Safekids Campaign Key Agency Group indicated support for the *Toolkit*.

Pre-testing

Initial discussions with SWIP revealed that the pre-testing process for the original resource had focused on Well Child Providers and Maori providers. Safekids' work expanded on this process by extending consultation beyond Well Child providers and by collecting feedback from Pacific People's providers.

Pre-testing of the draft *Toolkit* aimed to explore:

1. How the information and design concept was received by providers;
2. How the resource could be improved.

Feedback was collected from 25 participants engaged in the following service areas: maternity services; B4 School Checks; community health, health care and promotion, education, Well Child, Plunket and Pacific Peoples health services. Feedback participants were based in Auckland City, Wellington and Christchurch.

Participants were asked to provide feedback on the draft flipchart and a draft set of design concepts for the magnet. Each participant then completed a self-completion feedback form (see Appendix 2).

Safekids extends thanks and acknowledgement to all those who volunteered time to provide comment.

Feedback on the flipchart

Feedback results were collated and analysed against a success definition rating system (see Appendix 3) developed as part of the *Safekids Campaign 2010/11 Evaluation Plan*:

Clarity of information: 84 percent of participants indicated that the messaging was extremely clear and 12 percent said it was clear. One respondent was unsure.

Utility of flipchart: Of 22 participants who responded to a question on the utility of the flipchart, 59 percent said that they thought the flipchart would be extremely useful for promoting awareness and understanding of the prevention of childhood burn injuries. 36 percent indicated the flipchart would be useful. None of the respondents considered the flipchart not to be useful; three participants did not answer.

What respondents liked about the flipchart: All participants commented on aspects of the flipchart that they liked. Features of the flipchart that were most frequently mentioned include:

Visuals and images: Participants expressed strong support and appreciation for the visual nature of the resource and use of colour. Images were considered appropriate for use with a range of cultures and with families who had English as a second language. Comments also related to the relevance of the images in terms of every day occurrences within homes.

Information and messaging: Participants indicated that messages on the flipchart were clear and easy to understand. The prompts were considered useful to those delivering burns prevention information. Comments also related to the easy link between the messaging and visuals.

User-friendly design: Participants were supportive of the simple design and user-friendliness of the resource.

Ages and stages modules: Participants indicated support for the modular design concept of the flipchart which linked burns prevention information to ages and stages of development.

Size and portability: Participants commented on the handy size of the flipchart and that it would easily fit into resource bags.

Participants also liked that the flipchart would help them in their work, was interactive and could be easily adapted for use in a variety of settings (such as early childhood education centres and Pacific People's communities).

Improvements to the flipchart: Participants offered suggestions of ways the flipchart could be improved. Recommendations related to minor changes rather than to key messaging or the design concept. Seventeen of 25 participants made the following suggestions for improvement:

- **Last module: a change from '5 years' to '4 to 5 years'** was recommended to fit with health checks before the 5th birthday (such as the B4 School check).
- Participants recommended the following **changes to wording and messaging:**
 - Kettle - change to electric jug;
 - Inclusion of a warning against using ovens to heat homes;
 - Use of '1' and '2' instead of 'first' and 'second';
 - Dislike of the word 'severe' (facts page);
 - Stronger wording of message around alcohol and cooking.
- Participants recommended that the flipchart be made **available in other languages.**
- Participants suggested that the flipchart include **something targeted at children.**

Other comments related to the use of colour, use of 3D images such as a pop-up book, a recommendation for more safety information in the generic pages and one suggestion for less messaging per page.

Respondents also commented on the adaptability of the flipchart for use in a variety of setting such as educational settings (parent seminars, early childhood centres and schools).

Feedback on the Hot Cup magnet

Participants were asked to vote for the magnet designs they liked the most from a range of 11 bilingual and single language designs (see Appendix 4). Of a total of 46 votes, 24 percent favoured magnet design 'A' which featured a simple design and only one language (English).

On the whole the magnets were received well by participants; there **was support for the messaging, colour schemes and cup shape** and participants were keen to see magnets made widely available and **used in a variety of ways** (e.g. in preschools and schools, as placemats and coasters). One comment also indicated support for the magnet being made available as **something to leave with whanau**.

A number of participants expressed the need for the **Hot Cup magnet to be made available in a range of languages** including Pacific People's languages but also languages of new migrant and refugee communities, such as Farsi and Arabic.

The **bilingual magnets were felt to be too busy and wordy** and that the messaging did not stand out. In general participants felt there should be only one language per magnet. If a bilingual magnet was produced it was recommended that it be simplistic and clear in its design.

Conclusion

Analysis of feedback results against the Success Definition Table (Appendix 3) gave the *Toolkit* a 'very good' to 'excellent' rating:

- Safety messages were considered relevant, clear and presented in a visual format appropriate for a wide range of families, cultures and settings.
- Participants felt that the *Toolkit* would make a worthwhile and valuable contribution to their work with families.
- The *Toolkit* was found to be user-friendly and of a practical size.
- There was strong support for the *Hot Cup* magnet as a giveaway to leave with families/whanau.
- Recommended for changes/ improvements to the *Toolkit* related to minor adjustments and not to key messages or design concepts.

Recommendations

Based on feedback collected from participants, this report makes the following recommendations:

- **Make changes as per participant recommendations** in relation to '4 to 5 years' and alter wording/ messaging where possible;
- Make pages of the flipchart available on the Safekids website for practitioners and members of the public to download as **colouring sheets for children**. These can also be given to parents as a take-away reminder of information provided;
- Make flipchart available on the Safekids website as a **presentation** for discussion in parent education seminars;
- Make flipchart available on Safekids website formatted to A3 to enable Coalitions to produce **large flipcharts for use in group settings** such as early childhood centres;
- Make alterations to the *Hot Cup* magnet to **retain bilingual messaging but simplify and reduce wording** (see cover page for revised design). Bilingual resources are preferable to single language resources for the following reasons:
 1. More economic to produce a bilingual resource than to produce a resource in two languages;
 2. In general, bilingual resources are acceptable to Te Kohanga Reo, Marae, Kura, whanau and Maori communities. Bilingual resources are seen to be promoting child safety messages and the Maori language.

Safekids recommends that the *Loving Our Children: Safer Homes: Burns Prevention Toolkit* be adjusted to accommodate the above changes and made available for dissemination through Campaign networks.

Safekids suggests that the Flipchart and magnet be translated into a variety of languages should additional funding be made available.

Appendix 1: SWIP Burns and Scalds education resource development 2008/9

MoH Guidelines (Education Resource Development)	
Determine the need for a health education resource or range of resources.	Burns and Scalds cause severe injuries to young children often requiring a long rehabilitation process which impacts on the child and their family for many years. There have been a range of resources developed over many years, one of which was a parent education kit. This resource had been a valuable tool for group education opportunities. At the Safekids planning day in May 2008, there was much interest from community organisations and stakeholders to update this original Burns and Scalds education kit developed by Safe Waitakere.
Determine the type of resource that needs to be developed to meet the identified needs.	It was recognised that the methodology for educating care-givers in the past is not particularly relevant today. The most common format for adult education around child injuries is to create kits which can be delivered to groups of care-givers and which cover all aspects of the issue. In Waitakere, the community agencies and workforce felt that a more targeted approach would better suit both the contracts they are working under and the busy lifestyles of today's families. It was also noted that group education opportunities have diminished and one on one education is preferred by both care-givers and community workers.
Develop a distribution and marketing plan.	Distribution of the new resources would initially be through the member organisations of the Waitakere child safety coalition, many of whom are involved in home visiting programmes which include a safety component.
Determine if a suitable or similar resource already exists.	No similar resource exists currently. There are group education packages available through Child Safety Foundation and Burns Charitable Trust but no home visitor education resource.
Consider adapting an existing resource.	The coalition group decided to utilise the earlier Safe Waitakere group education kit, maintaining the simple illustration format.

<p>Check consistency of the draft content with existing national and local policies.</p>	<p>The development of this resource aligns with goal 9 of the NZ Health Strategy. Under the NZIP Strategy the objectives 5 and 7 deal with the integration of injury prevention through collaboration and implementation of effective interventions. The development of this resource fits into both these objectives and into the first of the outcomes for 2008-11 – addressing serious injuries.</p> <p>Next came the process of reviewing both the content of the original resource and all available information from leading agencies such as NZ Fire Service, SafeKids, Child Safety Foundation etc. A number of messages were adjusted, deleted or incorporated accordingly. It is important to note that we looked for consistency and alignment of messaging to reduce confusion and ensure support for the project.</p>
<p>Get technical accuracy checked.</p>	<p>In the one area where there was a technical component, the coalition group suggested it would be simpler for delivery if we used an alternative. Also there was no consistency internationally for this component. Therefore alternative advice is given rather than a specific hot water temperature.</p>
<p>Check for educational appropriateness.</p>	<p>All representatives from local home visiting programmes were comfortable with the development of the key messages and how they fit into their specific education programmes.</p>
<p>Check for cultural appropriateness (depending on audience).</p>	<p>Utilising a primarily pictorial method for delivery and ensuring that resources left with families have little or no written components was welcomed by local providers. It was acknowledged that this format would not be appropriate for our Pacific project due to the nature and make-up of Pacific families. However the illustrations and information will be utilised in a Pacific resource in 2009 to support burns & scalds education for Pacific families.</p>
<p>Check for relevant consideration of the advertising standards codes.</p>	<p>N/A</p>
<p>Check for regional appropriateness.</p>	<p>The resource was made available through the regional Injury Prevention network for comment from their perspective. Many of the regional IP coordinators attended the subsequent training days.</p>
<p>Consider concept testing the artwork concepts and the main themes of the resource on a focus</p>	<p>Throughout the entire development process all key stakeholders were consulted on the style and content of the artwork. A number of changes were made through this process e.g. baby</p>

group composed of the priority audience.	in cot changed from side sleeping to back sleeping and smoke alarm picture refined. All agencies were comfortable with the non-specific ethnicity of the people in the illustrations.
Check for appropriate content and design characteristics.	As above and we also worked on the layout and the appropriateness of the content for specific age groups.
Pre-test the draft version of the resource on focus group/s composed of the priority audience.	A draft version of the resource was taken to all stakeholders and through them to the audience. Further suggestions on layout and design were made.
Include publication details and the resource code on the resource, if it is intended to be included in the national catalogue for distribution.	N/A
Include linkage details with related resources.	N/A
Send a preproduction copy of the resource to your contract manager in the Ministry of Health for approval.	Included in 6 monthly reports to MoH.
Manage production.	Production was very simple and completed in a short timeframe.
Deposit three copies of the resource with the National Resource Provider.	N/A
Deposit three copies of the resource with the National Library.	N/A
Commence distribution and marketing.	All resources were delivered to the providers along with staff training on delivery of the messages. Both staff and management appreciated this time to discuss and fully understand the key messages to ensure consistent delivery across the Waitakere area.
Undertake the level of evaluation appropriate to the resource.	
Write a report on the development, production and distribution of the resource.	

Appendix 2: Feedback Form

Safekids Campaign 2010/11: Burns Prevention

Provider Self-Completion Feedback Form

- **Safer Homes:** Practitioners burns and scalds education flipchart
- **Hot Cup:** multipurpose coaster/ magnet

1. What organization or sector of the workforce do you represent (eg Well Child, home visitor health promoter)?

2. Please rate the clarity of information and messaging included in the flipchart. Please tick one box.

- Excellent Good Unsure Somewhat clear Unclear

3. As a provider, how useful do you think the flipchart is for promoting awareness and understanding of the prevention of childhood burns? Please tick one box.

- Extremely useful Useful Unsure Somewhat useful Not at all useful

4. What did you like about the flipchart?

5. How could the flipchart be improved?

6. Please share any other information about the usefulness of the flipchart.

7. Please indicate which hot cup sticker designs you like the most. Please circle as many letters as required

A B C D E F
G H I J K

8. Is there anything else you would like to comment on with regard to the stickers?

Thank you

Appendix 3: Success Definition Table

Rating	Explanation
Excellent	All information and messaging promoted by the resource is aligned to information promoted by other safety and injury prevention agencies. 75% or more of recipients of the resource (parents, caregivers, and teachers) understood key information and messaging. 75 % or more of injury prevention coordinators considered the resource to be practical and useful; little change was recommended. The resource was well received by coordinators and recipients.
Very good	All information and messaging promoted by the resource is aligned to information promoted by other safety and injury prevention agencies. 60% or more of recipients of the resource (parents, caregivers, and teachers) understood key information and messaging. 60 % or more of injury prevention coordinators considered the resource to be practical and useful; some change was recommended. The resource was well received by coordinators and recipients.
Good	All information and messaging promoted by the resource is aligned to information promoted by other safety and injury prevention agencies. 50% or more of recipients of the resource (parents, caregivers, and teachers) understood key information and messaging. 50% or more of injury prevention coordinators considered the resource to be practical and useful; a number of changes were recommended. The resource was well received by instructors and recipients.
Poor	The information and messaging on the resource is not aligned to information promoted by other safety and injury prevention agencies. Recipients of the resource (parents, caregivers, and teachers) were confused by the messaging. Injury prevention coordinators questioned the usefulness of the resource and recommended an overhaul of the design concept. Coordinators reported that they would not be inclined to use the resource and recipients indicated that they did not like the resource.

Appendix 4: Hot Cup Magnet Designs

