☑ Quality Checklist for Blogs

A tool for appraising the quality of online health professions education resources

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This tool exists to assist podcast producers, editors, curators, users and researchers in assessing and improving the overall quality of online health professions educational resources.

It does not replace common sense – still consider your clinical gestalt!

Producers

- Use the checklist to prompt you to consider elements you may have overlooked.
- Use the checklist as a guide when creating an educational resource.
- Note on the blog post whether the checklist was applied and met.

Editors & curators

- Compare your blog to the points in the list. Can you make any improvements?
- Apply checklist before publishing resources.
- Encourage producers and users to utilize the checklist.

Users

- Assess the quality of a blog using the checklist.
- Determine if you trust the information and content enough to change your practice.
- Engage with producers and editors. Ask questions, and suggest improvements.

Note: Users may answer "Yes", "No" or "Unclear" (Y/N/U) in order to facilitate overall interpretation of quality.

Credibility

Is the resource credible?

Bias and conflict of interest		Criteria met?
B1	Is the editorial process independent from sponsors, conflict of interest, and other sources of bias?	Y ☐ N ☐ U ☐
B2	Do the creators (authors, editors, publisher) list their conflicts of interest?	Y ☐ N ☐ U ☐
B3	Are the creators (authors, editors, publisher) free of any financial conflict of interest?	Y ☐ N ☐ U ☐
B4	Does the resource clearly differentiate between advertisement and content?	Y ☐ N ☐ U ☐
Authors		Criteria met?
B5	Is the identity of the resource's author clear?	Y ☐ N ☐ U ☐
B6	Is the resource transparent about who was involved in its creation and does it list all entities that contributed?	Y ☐ N ☐ U ☐
B7	Is the author well qualified to provide information on the topic?	Y ☐ N ☐ U ☐
Scholarship		Criteria met?
B8	Does the resource cite its references?	Y ☐ N ☐ U ☐
B9	Are there comments from other learners/contributors that endorse or refute the information presented in the resource?	Y ☐ N ☐ U ☐

Content

Is the content of this educational resource of good quality?

Accuracy		Criteria met?
B10	Is the information presented in the resource accurate?	Y ☐ N ☐ U ☐
B11	Does the resource make a clear distinction between fact and opinion?	Y ☐ N ☐ U ☐
B12	Are the resource's statements consistent with its references?	Y ☐ N ☐ U ☐
B13	Does the resource use correct grammar and spelling?	Y ☐ N ☐ U ☐
Didactic approach		**Criteria met?**
B14	Is the content of the resource presented in a logical, clear and coherent way?	Y ☐ N ☐ U ☐
B15	Is the topic of the resource well defined and labeled appropriately?	Y ☐ N ☐ U ☐
B16	Does the content meet generally accepted standards for journalistic professionalism?	Y ☐ N ☐ U ☐

Design

Is the resource well designed?

Accessibility & layout		Criteria met?
B17	Is the information presented in the resource of a consistent quality?	Y ☐ N ☐ U ☐
B18	Is the resource stable (i.e., does not crash, links work, etc.)?	Y ☐ N ☐ U ☐
Didactic value		**Criteria met?**
B19	Is the resource useful and relevant for its intended audience?	Y ☐ N ☐ U ☐

Additional notes:	Overall gestalt:

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