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### **Intervention Checklist** **Developing a comprehensive checklist to guide the design of interventions**

The initial idea for the Intervention Checklist (ICL) was devised during the CREATE 2005 workshop “*Designing and evaluating theory based interventions*”, facilitated by Charles Abraham, Susan Ayers, and Susan Michie at EHPS Conference in Galway, Ireland. The participants within this innovative workshop identified a need for an integrated perspective framework, that would allow for both theory testing and provide concrete strategies on “How To” design, plan, implement and evaluate theory based interventions.

A focus group was formed comprising members of the original workshop, whose goal was to bring the initial idea to fruition. A key initial area of consideration was the dissemination of the final “product”. It was decided very early on that a web-based forum would be needed to aid access for those people that would consider using the ICL. With this in mind the focus group split into two teams. The first of which would design the website and the second would develop the content of each section, both being overseen by an editor-in-chief. Within the content team, a brain storming exercise ensued. While still in Galway, we decided the outline of the points that we would need to incorporate in the website. Each person was then in charge of doing a comprehensive literature review on their specific sub-section. Over the proceeding months, this was compiled by the editor-in-chief into a coherent order. Slowly the Intervention Checklist began to emerge. However, being in separate countries proved to be a consistent stumbling block. We kindly received funding from the EHPS for four of us to meet in a central location to facilitate the final phase of the project. This proved to be integral to advancing the ICL nearer to its completion and we are very grateful to EHPS for this opportunity.

It is envisaged that the ICL will have a three layered approach, representing different levels of specificity depending on the users' needs. Level 1 will form the "Checklist at a glance", Level 2 will be the "Procedures" and Level 3 will be "In-depth information". Broadly, Level 1 will display a global iterative approach to the designing, planning, implementation and evaluation of an intervention. This will incorporate steps such as "specify research aims and conditions"; analyse problem and define clear objectives for behaviour and/ or environmental change. An iterative next step within this level would be to "select theory and review evidence". With this, a formulation "of testable hypotheses and research questions" will be employed. The "designing the study" section within Level 1 has a number of subsections such as, "translate strategies and research questions into material and measures"; "anticipate effects" and "sampling", any constraints that may need to be considered and finally to "anticipate the implementation" of the intervention. Another point to consider when taking the global Level 1 view within the ICL would be "preparation for and piloting of the interventions itself". Data analyses is also contemplated and finally how best to communicate the findings of the intervention plus any long-term follow up would need to be given due thought. Level 2 of the Intervention Checklist will comprise of specific content on each of the topics mentioned within Level 1. This will allow those users that require more detail, to have that available to them. Level 3 of the ICL will encompass relevant references to the literature and also relevant links to websites of similar topics.

The strengths of the ICL are that it is an integrated framework for interventions. It allows for both theory testing and theory application. It will provide concrete strategies and "How To's" for specific stages of an intervention design and implementation. The web-based format will also allow for flexibility in application and for further development of the checklist.

The Intervention Checklist will be available within the EHPS website and members of the focus group will be presenting it at EHPS Conference 2006. It is hoped that the ICL will also have a link to Wikipedia, whereby using these features, visitors will be allowed to comment on the ICL and offer suggestions on how best to improve the website. The CREATE 2005 participants hope that the Intervention Checklist will become a tool for all researchers to utilise when designing, planning, evaluating and implementing their interventions. It is hoped that the ICL will be available very soon - so keep checking! We encourage you to visit the EHPS website, use it and please make any suggestions that could improve the design and content of the Intervention Checklist.

## **CEU Summer School "Gender, health and inequality"**

July, 18–26, 2006, Budapest

From July 18<sup>th</sup> to 26<sup>th</sup>, the Central European University (CEU) sponsored an intensive summer course on "**Gender, health and inequality**". Located in Budapest, the CEU is an international university, accredited both in the USA and in Hungary. It offers a wide range of courses, targeting issues of social change and the policy implications of transitions to open societies. The CEU *summer university program (SUN)* was established in 1996 in order to host interdisciplinary, research-oriented, academic courses and workshops for professional development in the humanities and social sciences. These courses are designed to attract both young scholars (i.e. Ph.D. students, junior researchers) and professionals (e.g. representatives of NGO's) from all over the world, but especially from the emerging democracies of the former Soviet and East and Central European countries. The courses cover a wide spectrum of disciplines, from legal studies and international relations to public policy, anthropology and cultural studies.

The "**Gender, health and inequality**" course examined the complex interrelations between health, gender and inequality. The program included a variety of topics such as: reproduction and public policy, sex trafficking, private violence and complicity, the anthropology of health policy, reproductive disruptions and reproductive technologies,

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