



Jack Trial Steering Committee Meeting 1

9th October 2014 16:30 – 18:00

Newark Room, Lanyon, QUB

MINUTES

Apologies: Dr Darrin Barr¹; Ms Lisa Barr and Prof Hannah-Rose Douglas²

Present: Prof. Vivien Coates (Chair); Ms Grace McCarthy; Ms Chloe Templeton³; Dr Liam O'Hare; Mr. Patrick Lynn, Dr Maria Lohan; Dr Áine Aventin; Dr Suzanne Guerin (by telephone)

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| | ACTIONS |
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AGENDA ITEMS

1. Role of steering committee

We began the meeting by talking through the role of the steering group committee. A welcome note with the roles of the group was also provided in writing to all of the members. The roles were outlined as follows:

- To provide advice, through its Chair, to the Chief Investigator, the Project Sponsor, the Project Funder on all appropriate aspects of the project
- To agree proposals for substantial protocol amendments
- To concentrate on progress of the project, adherence to the protocol & participant safety (The rights, safety and well-being of the participants are the most important considerations and should prevail over the interests of science and society)
- To ensure appropriate ethical and other approvals are obtained.

There was discussion about the extent to which the group was primarily a monitoring group or primarily an advisory group.

The Chair explained that it was mainly advisory – and would be mainly asked to advise on matters that the research team would bring to the meetings. For example, the group would not have to examine finances on the research project. However, all members were invited to ask questions of

the research team to ensure the study was conducted according to ethical standards for conducting research with schools, parents and pupils.

¹ Darrin was unable to attend but offered a follow-up phone call with the primary researcher Áine Aventin. As a school principal Darrin was able to advise on ways to succeed in recruiting schools and was hugely helpful.

² Hannah-Rose who is the Health Economics expert on the steering group was unable to attend. However Hannah-Rose sent a commentary to the research team on the health economics component of the trial, which we include here as Appendix 3.

³ Chloe also previously provided comments on the electronic version of the questionnaire in response to an e-mail communication with her.

2. Introductions

Maria informally introduced all members of the group. The objective of this introduction was to outline that each member brings a different type of expertise e.g. educational expertise, methodological expertise, experience of being a pupil in a similar school to those in the trial.

In short, the following points were noted:

- Vivien Coates as Chair is experienced Randomised Controlled Trial (RCT) Researcher and an expert in health research
- Grace McCarthy co-ordinates the Personal Development (PD which includes relationship and sexuality education (RSE)) programme at a post-primary school and is a member of the Board of Governors of another school
- Chloe Templeton is 16 years old and a 6th form pupil at Victoria College (single sex grammar school in Belfast)
- Liam O'Hare is a Senior Research Fellow at the Centre for Effective Education at QUB and a methodological expert in RCTs in educational settings
- Patrick Lynn is a 5th Form pupil at Methody College (co- educational, grammar school in Belfast)
- Suzanne Guerin is an experienced Chair of steering committees overseeing RCTs and is also an experienced RCT researcher
- Lisa Barr is a parent of teenage children.

- Darrin Barr is a Principal of a large second level girls school in Belfast and parent
- Hannah-Rose Douglas is a Health economist based in London.

Maria explained that the success of the project, in part, depended on being able to access these types of expertise and thanked each member individually for taking time to become involved.

3. Overview of project & overall progression (Maria)

Maria presented an overview of the project and progress to date. The overview of the project addressed the following questions:

- What is the intervention? (educational resource)
 - Who designed the resource and what was the participation of statutory stakeholders?
 - What are its qualities and why are we evaluating it?
- What is the research design and what is the rationale behind this design?
- An overview of progress to date. See Copy of these Slides Appendix 1

Vivien sought to ensure that everyone around the table gained an understanding of the research project and encouraged all members of the steering group to ask as many questions as necessary in order to understand the research design. A good discussion of some of the pertinent research issues ensued.

Discussion

Grace raised the question of whether recruiting at a Relationship and Sexuality Education (RSE) day presented a particular bias in the study. This bias was acknowledged but it was explained that this did not especially bias the results, because schools would be randomised independently after recruitment (to the intervention or control (comparison) group). Also, the research design depended upon schools taking the resource on – so it was normal to try and recruit schools which showed an interest.

There was also a concern raised about differences in all schools across NI in terms of the delivery of RSE and, therefore, the difficulty of comparing like with like. The two pupils commented that they had received very little RSE in each of their schools. It was covered, for example in biology, and perhaps through thinking about careers.

Maria acknowledged this variation also. She explained that part of the remit of this study was to collect information on what was normally delivered in each of the seven schools (largely through qualitative research methods) and this would help explain any variation in implementation and then also possibly the tentative results on impact of the resource. This component of the research would also tell us what types of schools we recruited based on their current delivery of RSE (referring back to previous question). Liam added that at this stage we are just capturing a picture of the variability that exists. In a larger effectiveness trial the numbers in both arms of the study

would be based on balancing out some of that variability across the two comparison groups (control and intervention).

Grace raised the concern that this intervention was a very major project for us and asked - What happens if it is not effective? Maria explained that we were happy to have the opportunity to study the intervention further in this study.

Vivien explained that the success of this study was not necessarily about the effectiveness of the intervention but more in terms of what we learn from this feasibility trial about how best to recruit schools and how best to deliver the intervention in classrooms. The effectiveness of the intervention would be studied in a larger trial – but depended first of all on the team’s success in recruiting and implementing the intervention in this study in seven schools. Everything we learn in this first study (feasibility trial) will be very valuable in informing the optimal delivery of RSE in schools and also how researchers might introduce and evaluate this and other interventions. The Steering Committee members are vital to helping the research team access and better understand schools. In other words, the study will not be a failure as long as the researchers conduct this study in the way they said they would (on time and within budget). The results of the study are not as important as what we learn from the process.

4. Discussion items:

Recruitment of schools (Áine)

Áine presented an overview of the recruitment of schools to date. This was provided in writing and is attached as Appendix 2.

The main points covered were:

- Recruitment of schools in NI is designed to capture key differences in schools in NI in terms of management type (religion) and socio- economic profile of pupils attending (area based and level of free school meals).
- Recruitment strategy so far was through an RSE training day.
- Recruitment so far had progressed well but we were beginning to have concerns that we would find it difficult to recruit two ‘Catholic grammar schools’ and advice was sought on this point especially.

Discussion

Members of the steering group made very helpful suggestions as to how we might approach more schools and in particular Catholic grammar Schools.

Among the suggestions were:

- Check school websites for those with published RSE policy (e.g. Assumption Ballynahinch), as an indication of those who are interested in delivering RSE
- Try RC schools further south (out of cities e.g. Newry/Armagh – other border counties of Northern Ireland)
- Develop a flyer about the resource to go with the letter of invitation
- Contact (selectively) members of RC management of Schools
- Contact VP for pastoral care/PD co-ordinator in first instance.
- Dominican Portstewart as a possible contact.
- Telephone contact with schools is time consuming but good for recruitment of schools into research.

It was also acknowledged, especially by Suzanne and Liam, that this was still early days of recruitment and that there was no real sign of failure with any of the types of schools as yet.

Everyone was keen to be kept posted and to offer further advice as the need arose which was hugely appreciated by Áine and Maria on behalf of the research team.

Next meeting

A doodle poll of a small number of dates will be sent by email shortly to all members to arrange a next meeting for April 2015.

ACTIONS

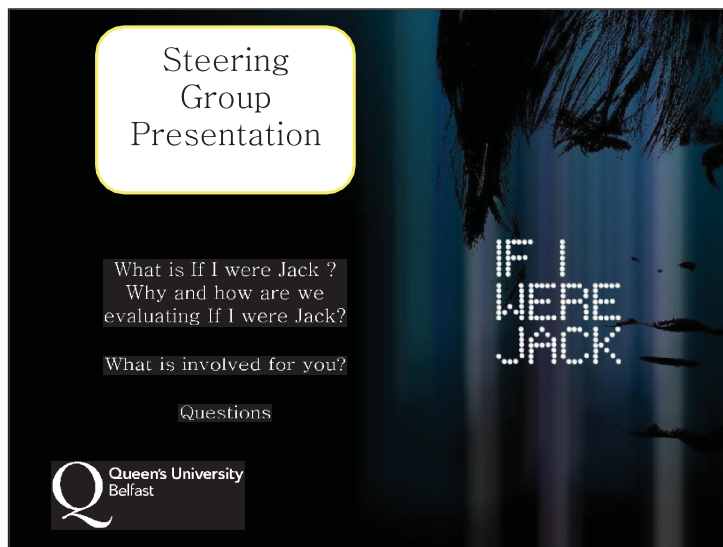
Maria to provide a copy of the study questionnaire to members of the steering group.

Áine to send list of RC schools in NI to Grace for further comment.

Maria to contact Laura Lundy re contacts at high level RC management advice.

APPENDIX 1: Presentation Slides

Slide 1




Steering
Group
Presentation

What is If I were Jack ?
Why and how are we
evaluating If I were Jack?

What is involved for you?

Questions

 Queen's University
Belfast

IF I
WERE
JACK

The slide features a dark background with a close-up of a person's face on the right side. The text is arranged in a structured layout with a yellow-bordered box for the title and a grey-bordered box for the main content. The Queen's University Belfast logo is positioned in the bottom left corner.

Slide

2



Slide 3

Who produced this educational resource?



3

Slide 4

Is it any good?

- Evidenced based
- Appropriate
- Engaging and Informative



Slide 5

But...it needs to be tested in a trial,


so that we can test whether these new methods are good for teachers and effective for pupils

Slide 6

How are we evaluating Jack ? Study Design

A Randomised Controlled Trial has 2 stages:

- Stage 1 tests how well a resource works in the classroom
- Stage 2 tests for effectiveness in educational outcomes



At stage 1 we need 7 schools


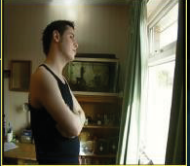
- 4 Intervention schools
- 3 Comparison Schools

Study Design

To start: We gained ethical approval
& went to an RSE Training Day to inform teachers

Intervention schools:



- Deliver If I Were Jack during 4 RSE lessons
- Over a one year period Year 11 pupils complete a survey 3 times (during an RSE lesson) + an interview with teacher & some pupils



Study Design

Control Schools:


- RSE business as usual
- Over a one year period Year 11 pupils complete a survey 3 times (during an RSE lesson) + an interview with RSE teacher and some pupils



Study Design

Aim: Compare results of control and intervention arm

- 1) Use results to calculate a sample size for large trial
- 2) Access acceptability and optimal conditions for delivery




9

What are the benefits of getting involved?

- Evidenced based education
- Supported by QUB with all the necessary information sheets for parents, pupils and ethical approval etc.
- Pupils will love it and teachers have said they really like it

Podcasts



Teacher

What we do in our classrooms has a huge impact on our children's lives

10

What do Schools do if they are interested?

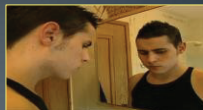
- Give Research fellow contact details
- If school fits criteria we will send you more information and arrange to come and see RSE teacher & school principal)



IF I WERE JACK

What is the role of the steering Group?


- To provide advice, through its Chair, to the Chief Investigator, the Project Sponsor, the Project Funder on all appropriate aspects of the project
- To agree proposals for substantial protocol amendments



IF I WERE JACK


What is the role of the steering Group?

- To concentrate on progress of the project, adherence to the protocol & participant safety
- The rights, safety and well-being of the participants are the most important considerations and should prevail over the interests of science and society
- To ensure appropriate ethical and other approvals are obtained.

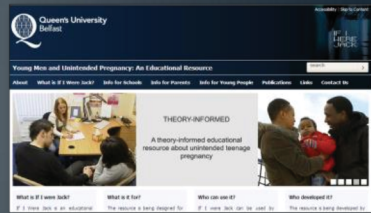


What is expected?

- Meet 4 times over study (May 2014- May 2016) (Next meeting May 2015)
- Research team will bring issues of concern to you (project operation or ethical issues)
- We will take a record of meeting and provide to you and NIHR (through Chair)



Acknowledgement of Research Funders



www.qub.ac.uk/IfIWereJack

Appendix 2

Overview of Recruitment

Jack Feasibility
Trial
Steering Committee
Meeting

Setting

Northern Ireland (NI) has a unique post-primary school system. Schools are categorised as ‘secondary’ and ‘grammar’ with the latter using academic ability to select pupils. Various *management structures* exist with ‘controlled’ schools managed by one of the five NI Education and Library Boards and ‘voluntary’ schools managed by a board of trustees (usually local churches). The Catholic Church manages a significant number of voluntary (‘maintained’) schools. Although religion is not a criterion for attendance at NI schools, most pupils at controlled schools are from Protestant denominations and most of those attending maintained schools are Catholic. There are also a number of ‘integrated’ schools, which aim to provide a religiously mixed environment.

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| TOTAL registered post-primary schools in NI 2013/14 | 210 |
| Schools excluded: | 9 |
| 1 was Irish language medium (secondary other maintained) | |
| 8 < 30 Year 11 pupils in 2013/14 (5 secondary controlled; 3 RC maintained) | |
| Schools meeting inclusion criteria: | 201 |
| <i>Secondary</i> (133) | |
| Controlled (48) | |
| Controlled Integrated (5) | |
| Grant maintained Integrated (15) | |
| Roman Catholic maintained (65) | |
| <i>Grammar</i> (68) | |
| Controlled (17) | |
| Voluntary – Roman Catholic Managed (29) | |
| Voluntary – Other Managed (22) | |
| Schools approached (May- June '14): | 8 |
| Controlled Integrated (1) | |
| Controlled Grammar (1) | |
| Voluntary RC Managed (2) | |
| Voluntary ‘other management’ (2) | |
| RC Maintained Secondary (deprived area) (1) | |
| Schools recruited (May- June '14): | 4 |

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|---|---|
| Controlled Integrated (1) Controlled Grammar (1) RC Maintained Secondary (deprived area) (1) Grant Maintained Integrated (deprived area) (1) <u>Voluntary RC Managed (0)</u> Voluntary 'other management' (0) | |
| Schools still to be recruited (Sept '14): | 2 |
| 2 Voluntary RC Managed 1 Voluntary 'other management' | |

Recruitment Target: 7 post-primary schools

In order to capture diversity, and reflecting the organisation of education in the unusual circumstances of NI, we aimed to recruit the following schools:

- 1 Controlled Integrated
- 1 Controlled Grammar
- 1 Voluntary 'Other' management
- 2 Voluntary Catholic Grammar
- 2 Secondary (any management type) in deprived areas

One of the aims of the feasibility study was to examine the acceptability of the intervention in different school types. Our preliminary research suggested that there may be challenges with implementation of a pregnancy related intervention in Catholic schools due to the fact that some may perceive the intervention not to be in line with the Catholic ethos. Conversely, we anticipated that there may be higher uptake of the intervention in deprived areas where teenage birth rates are higher. For this reason we aimed to recruit two of each kind of school and randomly assign one of each to the control group and the other to the intervention

group. Identification of Schools:

Strategy 1: RSE Training day (11 schools in attendance; 6 eligible for first round; 4/6 recruited) Recruitment as of end June 2014

- 1 Controlled Integrated ✓
- 1 Controlled Grammar ✓
- 1 Voluntary 'Other' management X
- 2 Voluntary Catholic Grammar X
- 2 Secondary (any management type) in deprived areas ✓

Reasons for non-participation

- 1 Catholic Grammar – Already involved in a research project
- 1 Catholic Grammar – Issues with intervention
- 1 Voluntary 'Other' management – Staff changes
- 1 Voluntary 'Other' management – Already involved in a research project

Schools still to be recruited (Sept/Oct '14)

1 Voluntary 'Other' management

2 Voluntary Catholic Grammar

Identification of schools (potential strategies)

Strategy 1: RSE training day, Strategy 2: Personal contact, Strategy 3: Principal/VP event,

Strategy 4: Invitation to all schools, Strategy 5: Ideas welcomed

Appendix 3

Comments from Hannah-Rose Douglas re Health economics questionnaire

If I were Jack: Comments on the economic protocol and questionnaire - Hannah-Rose Douglas

Economic evaluation section part of the protocol

1. My first comment is on the approach to collecting data on intervention costs. I assume the main cost driver will be teachers' time. I also assume that this intervention will be taking place during school hours and replace other RSE interventions that would otherwise have taken place. If so, the staff time to be included in the evaluation will be any additional time spent delivering this intervention over and above usual RSE lessons. I am sure you are aware of this, but wanted to make sure you were taking this marginal approach (looking at the additional costs and benefits of the intervention compared with usual practice rather than compared with no RSE intervention). I have seen this happen too often to presume it if it isn't explicitly stated so apologies if I am stating the obvious! If usual practice is to offer no RSE intervention, then the intervention should be compared with the activity that would otherwise have taken place during school hours. (If this were an out-of- hours activity, then the cost is the loss of teachers' leisure time but I don't think this is the case here). If the intervention replaces, say, a biology class, then the benefit of an RSE class using If I were Jack teaching tools would have to be compared with the loss of a biology lesson.

2. As you are aware, there are specific difficulties in economic evaluation when looking at interventions that affect fertility. If I put myself in the shoes of a decision-maker, I might ask myself, what is an acceptable cost to the public purse for an avoided teenage pregnancy? IN health care, there are now clear decision rules about the acceptable cost threshold for a quality-adjusted life

year (an additional £20,000 per additional QALY is sufficient for an intervention to be recommended by NICE for example). Teenage STIs avoided could be translated into QALYs, but this calculus does not take into account the additional (and more substantial) welfare gain for teenagers and society in postponing pregnancy. There are no easy answers to how to capture this welfare gain in economic evaluation, but I raise it now at the beginning of the

research process because ultimately decision-makers will have to address this issue when considering whether to spend scarce resources on this or similar interventions.

3. My final point is more of a plea. I have read many reports on the effectiveness of contraception and other interventions that reduce pregnancy that conclude that “for every £X spent, the health system will save £Y in unwanted pregnancy.” This way of reporting is beloved of decision-makers

but is a complete fallacy. If this were the case, then the entire taxation budget should be invested in

pregnancy prevention and we would all be millionaires. Economic evaluation considers cost-effectiveness at the margin. At the start of any new public health education programme there are likely to be relatively more gains than at a later stage when extended to cover a larger population because those people who are more likely to change behaviour are likely to do so at relatively less cost. The wider the programme, the more of the population that is less likely to change their behaviour will be covered, reducing the relative effectiveness of the programme overall. In short,

costs and benefits change with expansion and over time. The cost-benefit ratio will also change. Therefore, any concluding statement that claims there will always be savings to the public purse from expansion of a specific programme is false. At some point, the benefit of expansion will be less than the benefit of expansion of another programme for the same cost. So I would be delighted if the research team could avoid the temptation of thinking about teenage pregnancy prevention in these simplistic terms (as I sure they never would anyway!)

Resource use questionnaire

1. This looks thorough. My overall reflection relates to point 1 above. At this stage, and without further background knowledge I assume that the time and resources required to deliver the If I were Jack intervention should be compared with usual RSE class preparation. If the intervention is planned to take place outside usual classroom teaching then it is not displacing any other activity (accept the teachers' leisure) that is fine, but if not, I think that you need to develop another (very similar) questionnaire to collect data on usual RSE lesson preparation to compare this intervention with.

2. You are not including the time cost to parents/carers of participating in feedback about the intervention which is fine but this could be stated in the protocol for clarity.

3. The time sheets only record time spent by the teacher alone preparing for and presenting the RSE class. There may also be some discussion between teachers in staff meetings, with the school senior management team and/or with the research team. This may be a substantial amount of time during the start-up phase and it may be helpful to have a prompting question about time spent in discussion with others on the form.



Jack Trial Steering Committee Meeting 2

11th May 2015 16:30 – 18:00

Newark Room, Lanyon, QUB

MINUTES

Present: Professor Vivien Coates (Chair); Dr Áine Aventin; Dr Darrin Barr; Ms Lisa Barr; Professor Hannah-Rose Douglas; Dr Suzanne Guerin; Dr Maria Lohan; Ms Grace McCarthy; Dr Liam O’Hare; and Ms Chloe Templeton.

Apologies: Mr. Patrick Lynn

| AGENDA ITEMS | ACTIONS |
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| <p>1. Introductions</p> <p>Led by the Chair, members introduced themselves and reminded colleagues of their role on the steering committee. In short, the following points were noted:</p> <ul style="list-style-type: none">• Vivien Coates as Chair is experienced Randomised Controlled Trial (RCT) Researcher and an expert in health research• Áine Aventin is a post-doctoral research fellow at the School of Nursing & Midwifery and Trial Manager of the Jack Feasibility Trial• Hannah-Rose Douglas is a Health economist based in London• Chloe Templeton is a 6th form pupil at an all-girls grammar school in Belfast• Lisa Barr is a parent of teenage children• Darrin Barr is a parent and Principal of a large second level girls school in Belfast• Grace McCarthy a parent of teenage boys and co-ordinates the relationship and sexuality education (RSE) programme at a post-primary school and is a member of the Board of Governors of another school• Liam O’Hare is a Senior Research Fellow at the Centre for | |

Effective Education at QUB and a methodological expert in RCTs in educational settings

- Suzanne Guerin is an experienced Chair of steering committees overseeing RCTs and is also an experienced RCT researcher
- Maria Lohan is a senior lecturer at the School of Nursing and Midwifery and Chief Investigator of the Jack Feasibility Trial

2. Progress Update (Maria)

Maria provided the group with a brief reminder of the role of the steering committee members and continued with an overview of progress since the last meeting in September 2016.

Key points were:

- The project is now half way through its two year duration.
- We have met all project milestones to date.
- At the last meeting recruitment was the biggest challenge. Maria informed the group that in the end we successfully recruited all schools with some minor adjustment to our stratification definitions so that we sought to recruit Catholic schools of any type rather than just Catholic Grammar schools. An overview of recruitment and summary tables were provided to the group (see Appendix 1).
- Maria indicated that baseline data collection and implementation was complete in all schools and that we are currently planning the first follow-up data collection for June.
- Aine has also completed all qualitative data collection in intervention schools.
- Maria noted that one of the intervention schools almost withdrew from the study because the teacher who was to lead implementation had to go on long term sick leave. We were able to negotiate with the school so that one of their seven class groups used the intervention.
- Maria thanked the steering group again for the help they provided in overcoming the challenges of recruitment and emphasised that this was

very valuable support.

4. Discussion items:

Engaging Parents in School-based Activities (Áine)

Áine presented an overview of a core challenge that we have experienced in engaging parents in the parental components of the intervention (parents' information and discussion session and parent/pupil homework exercise) (see Appendix 2 for overview)

Discussion

- Liam raised the issue that if uptake of the parental components were extremely low or not being properly implemented that there was always the possibility that they could cause harm (i.e. have a negative impact on parent-child communication).
- Suzanne shared that in her experience running parent sessions at different times of the day was more successful. She also thought that 'marketing' the event with a flyer rather than a letter might be more successful. Additionally she wondered of the requirement to send back a slip had put parents who never sent it back off attending.
- Grace and Darrin agreed that it would be best placed tagged onto another event such as Year 11 parents evening or the welcome assembly style event for parents held at some schools at the start of the year.
- Darrin recalled that his wife had attended a Love for Life parents' session at their child's school and it had been very well attended. He thought that it had taken place at 7pm.
- Members agreed that the Video was a good idea and agreed that providing parents with information via video (and the option to engage in conversation with their child) rather than suggesting directly that they engage with the intervention directly might be more beneficial.
- Members agreed that animations and short videos worked best.

Darrin to report back time and possible incentives for parents attending Love for Life parents' session

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| <p>Suzanne suggested that a feedback video at the end of the study might also be good for parents.</p> <ul style="list-style-type: none"> - Suzanne suggested that having an external person deliver the parents session might be more beneficial as the parents might not like the idea of their child’s teacher speaking to them about RSE. | |
| <p>AOB</p> <p>Hannah-Rose, Lisa, Darrin and Grace said they would like to see the IVD.</p> <p>Hannah-Rose said that it would be useful to have a discussion about ‘definitions of success’ (i.e. outcomes) for a future trial</p> <p>Suzanne asked if the group could have an update on retention before the next meeting.</p> <p>Suzanne suggested that a possible means of conducting the parents’ survey would be via text message. Darrin and Grace agreed, however, that it was not possible to reply to the school text messaging system.</p> | <p>Áine to send link to If I Were Jack IVD to members and asked them not to circulate it any wider than of themselves.</p> <p>Maria to add discussion of outcomes to agenda of October meeting</p> <p>Áine to forward retention figures to group ASAP following first follow-up.</p> |
| <p>Next meeting</p> <p>A doodle poll of a small number of dates will be sent by email shortly to all</p> | <p>Áine to send Doodle poll to members</p> |

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| members to arrange a next meeting for October 2015. | |
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APPENDIX 2: Discussion Item – Engaging Parents

JACK FEASIBILITY TRIAL

STEERING COMMITTEE MEETING

11th May 2015

Engaging Parents in Schools-based Activities

Background

- *A one-hour long parents' and guardians' information and discussion session is a core component of the If I Were Jack intervention.*
- *We sought to recruit at least one parent or guardian of each participating Year 11 pupil in the intervention group to attend a session at their child's school.*
- *Parents of pupils in the comparison group were not recruited to the study.*
- *Based on anecdotal evidence from teachers regarding difficulties engaging parents in non-academic activities, we estimated that parent/guardian representatives of approximately 50% of Year 11 pupils would attend these sessions, which should have resulted in around 200 participating parents from 4 schools.*

Results

- Three of the four intervention schools held the session. Late implementation start and teacher sick leave reasons for lack of session in one school.
- Recruitment of parents and guardians to attend the sessions was extremely low with an overall recruitment rate of 14.5% (n=10/292).
- Three schools held session in early evening (3.30/3.45/4.30 start)
- *In response to poor attendance at these sessions we recorded a six-minute information video which contained the key points from information session. This was posted on a locked YouTube channel and parents were sent a link to access it via email or text message.*
- 45 parents viewed the information session video on the YouTube channel.

Reasons for non-participation

- Parents' survey planned

- Parents difficult to engage in general
- Subject matter – embarrassing; hypocritical; judgmental
- Practicalities - time of session; distance from school; child care arrangements
- Video – hyperlink not accessible; too long; text message not sent

Future Possibilities

- Incentives for travel, child minding etc.
- Increasing perceptions of benefits: video for parents that explained the significance of helping teenagers avoid teenage pregnancy and the impact that an unintended pregnancy might have on their lives
- Highlight non-judgmental nature of the intervention session
- Shorter video
- Child accompanies parent to session
- Other ideas?



Jack Trial Steering Committee Meeting 3
24th November 2015 16:00 – 18:00
School of Nursing and Midwifery, QUB
MINUTES

Present: Professor Vivien Coates (Chair); Dr Áine Aventin; Dr Darrin Barr; Dr Maria Lohan; Ms Grace McCarthy; Dr Liam O’Hare; Ms Chloe Templeton and Mr. Patrick Lynn

Apologies: Ms Lisa Barr; Dr Suzanne Guerin, Professor Hannah-Rose Douglas

| AGENDA ITEMS | ACTIONS |
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| <p>1. Chair’s Welcome</p> | |
| <p>2. Progress Update (Maria)</p> <p>Key points were:</p> <ul style="list-style-type: none">- The project is nearing completion with all data collection completed and analysis, write-up and dissemination are underway- We presented a report to NIHR on October 20th which reported that we had successfully met all progression rules to a Phase III effectiveness trial.- We expect to submit this application by December 18th 2015.- We have also obtained funding for the HSC R& D office to allow us to alter the parental component of the intervention for a face to face session to online engaging videos.- Maria thanked the steering group again for the help they provided thus far in advising on how we might overcome the | |

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| <p>barriers to engaging with parents.</p> | |
| <p>3. Next Meeting</p> <p>It was decided that a further meeting was not necessary since the trial was now essentially in a write-up phase</p> | <p>Maria to send out results summary on completion of report in May 2016</p> |
| <p>4. Appreciation</p> <p>The Chair and Chief Investigator sincerely thanked all of the members of the Steering Group for their contribution to the study.</p> <p>The members said they had enjoyed contributing to the study and wished Áine all the best with the forthcoming birth of her baby.</p> | |