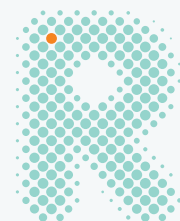




Participant Priority Setting Project

Appendices



the
Raine
Study

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Appendix A: The Survey



The Raine Study Research Priority Setting Project

This 5-minute survey is anonymous. However, it does include a link to **register your interests for the workshop** by providing your contact details. **The feedback from this survey will be used to help us understand what you are interested in, and to help researchers making funding applications** to include questions to the follow-ups and continue conversations with participants about ongoing research. You can read more about this project at the end of the survey.

I understand that by completing the survey I consent to take part in this project.

What area of **health and well-being** would you like The Raine Study to research in the future?

What issues would you like to see given priority, to benefit the wider community as a whole? These issues may or may not be the same as those you raised in the previous question.


Do you have any other comments?

Would you like to express your interest in attending the in-person consensus workshop on Saturday 12th of October?

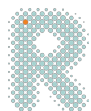
Yes

No

Next

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Appendix B: Final Themes



Raine Study Priority Setting Project Themes for Consensus Workshop

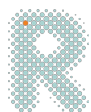
When: Saturday, 12th October from 9:30am to 3.30pm

Where: Clifton Street Building (The University of Western Australia, School of Population & Global Health), Seminar rooms 3 & 4

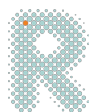
Your Name:

Please spend some time before the workshop reading and thinking about the themes and questions listed below. The themes are from responses to the Priority Setting Survey. We will be discussing the themes at the workshop, so please take the time to make notes about any of the questions, especially if something isn't clear. If you are unable to do this, please don't worry - you will still be able to contribute fully. Please bring this with you on the day, thank you.

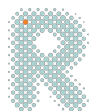
	THEMES	COMMENTS
A.	AGEING & LONGEVITY <ul style="list-style-type: none">• Ageing and mobility• Age-related health issues and diseases• Healthy ageing and protective lifestyle factors	
B.	CARDIOVASCULAR <ul style="list-style-type: none">• Cardiovascular and heart health• Heart disease and its risk and protective factors• High cholesterol	



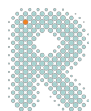
	<ul style="list-style-type: none"> • Hypertension • Risk factors for cardiovascular disease development 	
C.	<p>CANCER</p> <ul style="list-style-type: none"> • Types of cancer: <ul style="list-style-type: none"> ○ Bowel cancer ○ Breast cancer ○ Colon cancer ○ Pancreatic cancer ○ Skin Cancer • Genetic influence on susceptibility, development, and treatment of cancers • Lifestyle risk factors for cancer development • Early screening and testing • Childhood cancer 	
D.	<p>CHRONIC CONDITIONS</p> <ul style="list-style-type: none"> • Factors such as lifestyle, genetics, environment etc., contributing to the development of chronic conditions and long-term illness • Chronic pain conditions and pain management • Chronic fatigue and its effects on health and well-being 	



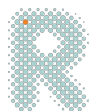
<p>E.</p>	<p>COGNITIVE BEHAVIOUR</p> <ul style="list-style-type: none"> • Behavioural issues and disorders, their causes, and interventions • Brain health and function • Cognitive health and function • Impact of technology and screen use on cognitive development • Memory and memory loss • Prevalence and intervention of behavioural disorders 	
<p>F.</p>	<p>COMMUNICABLE DISEASE</p> <ul style="list-style-type: none"> • Impact of communicable disease on public health • Effects of various viruses on health and potential cures for communicable diseases • Examination of COVID-19 vaccinations on overall health, mental health, social interactions, mortality rates and specific populations such as children and young adults • Impact of mandatory COVID-19 vaccinations on children and young adults, including potential long-term effects 	
<p>G.</p>	<p>DIABETES</p> <ul style="list-style-type: none"> • Type I diabetes in childhood 	



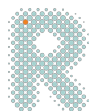
	<ul style="list-style-type: none"> • Gestational diabetes • The relationship between insulin and diabetes • Caring for individuals diagnosed with diabetes 	
H.	DIET <ul style="list-style-type: none"> • Formula use, processed foods and additives, and sugar intake in child diet • Effects of low or zero carbohydrate diet on health • Effects of sugar intake on health • Influence of diet on overall health • Processed foods and their impact on health 	
I.	ENVIRONMENTAL HEALTH <ul style="list-style-type: none"> • The impact of pesticides on health • Built environment, city design and transportation • The effect of industrial agriculture on health and well-being • Microplastics and impacts on health 	
J.	GASTROINTESTINAL HEALTH <ul style="list-style-type: none"> • The influence of gut microbiome health on brain function 	



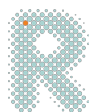
	<ul style="list-style-type: none"> • Understanding Inflammatory Bowel Disease • Understanding Irritable Bowel Syndrome • Impact of diet on gastrointestinal health • Gastrointestinal health as a key factor in overall well-being, with a focus on healthy GI development and function. 	
K.	GENERAL HEALTH <ul style="list-style-type: none"> • Health education and its influence on physical health • Preventative health interventions • The Influence of lifestyle factors on general health 	
L.	GENETICS <ul style="list-style-type: none"> • Hereditary conditions and the corresponding health issues • The effect of the Methylenetetrahydrofolate reductase (MTHFR) Gene mutation on health and wellbeing • Genetic links to body weight and its impact on health • The connection between genetics and cancer • The relationship between genetics and fertility 	
M.	IMPACTS OF SOCIAL MEDIA	



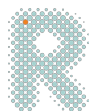
	<ul style="list-style-type: none"> • Examine the impact of social media on mental health, including loneliness, anxiety, and emotional well-being • Addressing issues of social media addiction and obsession • Implications of social media on family relationships and daily interactions • The effects of social media use on children’s development, and mental and physical health. 	
N.	IMPACTS OF TECHNOLOGY <ul style="list-style-type: none"> • Implications of high screen time on health and cognitive development. • Impact of mobile devices on mental health, identity, and overall well-being, including issues of addiction. • Investigate the effects of artificial intelligence on cognitive learning and childhood development, considering its integration into daily activity and education • Concerns relating to technology dependency and its impact on social connections and feelings of loneliness, especially in early childhood 	
O.	MENTAL HEALTH <ul style="list-style-type: none"> • Anxiety prevalence, risk factors, and treatment options • Environmental and lifestyle risk and protective factors for depression 	



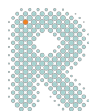
	<ul style="list-style-type: none"> • Mental health support through awareness, resources, and health services • Technological influences on the development of mental health issues • The effects of stress on health, and interventions to manage stress • The social and environmental risk and protective factors of child and adolescent mental health 	
P.	NEURODIVERGENCE <ul style="list-style-type: none"> • ADHD and prevalence in adults • Autism Spectrum Disorder • Autism Spectrum Disorder in women • Early screening and diagnosis for neurodivergence, such as ADHD and Autism Spectrum Disorder • Genetic and environmental factors contributing to ADHD development • Increasing rates of neurodivergence 	
Q.	NUTRITION <ul style="list-style-type: none"> • Nutrients and their effects on health, including the importance of vitamins and nutrition across different stages of life to promote healthy eating • Focus on essential minerals i.e., calcium and iron, the levels, influences and significance in nutrition 	



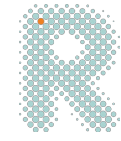
	<ul style="list-style-type: none"> • Discussion of calcium scores in childhood and baseline calcium levels, highlighting the importance of maintaining these levels to prevent hypercalcemia and hypocalcaemia 	
R.	<p>OBESITY</p> <ul style="list-style-type: none"> • The prevalence of obesity and potential interventions • The increasing rates of childhood obesity 	
S.	<p>PHYSICAL ACTIVITY</p> <ul style="list-style-type: none"> • Impacts and benefits of exercise and fitness on overall health • Sport and fitness on lifestyle • Effect of exercise on mental health • Amount of physical activity required for a healthy living 	
T.	<p>PREGNANCY</p> <ul style="list-style-type: none"> • The different stages of pregnancy, childbirth processes, and common interventions • Rise in caesarean sections and their implications • Understanding the risks and complications such as premature birth, stillbirth, miscarriage, and pregnancy loss, along with factors contributing to these outcomes, including genetic risks and parental vocations 	



<p>U.</p>	<p>REPRODUCTIVE HEALTH</p> <ul style="list-style-type: none"> • Age and health-related factors contributing to fertility issues amongst men and women • Causes of endometriosis and its effects on fertility • Contributing factors to birth rate reduction and the decision on not having children • Female reproductive health throughout the lifecycle • The onset of menopause and prolonged menopausal symptoms 	
<p>V.</p>	<p>SOCIOECONOMIC EFFECTS ON HEALTH</p> <ul style="list-style-type: none"> • Impact of the cost of living on well-being and overall health • The impact of remote work on health • The influence of homelessness on overall health • Financial challenges, saving skills, and their effects on mental health 	



W.	WOMEN'S HEALTH <ul style="list-style-type: none">• The impact of hormonal issues and imbalances on women's health• The connection between female anatomy and women's health	
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The Raine Study Priority Setting Project Consensus Workshop

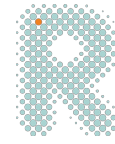
When: Saturday 12th October 2024 9:30am – 3.30pm

Where: Clifton Street Building. Seminar Room 3 & 4, The UWA School of Population and Global Health (25 Stirling Hwy, Nedlands, WA. 6009)

Agenda

Time			By
9.30am		Registration	
9.45am	30 mins	Welcome and Acknowledgement of Country Introductions and housekeeping Getting to know you The workshop process	Rebecca Glauert Rebecca Glauert Anne McKenzie Anne McKenzie
10.15am	15 mins	About the project Questions	Diane Wood
10.30am	50 mins	Small group discussion #1: Review and discussion of themes <ul style="list-style-type: none"> Consider the themes develop so far Are there other items to include? Are there any that can be combined 	Groups
11.20am	15 mins	Break	
11.35am	50 mins	Whole group discussion #1: Sharing feedback from small groups <ul style="list-style-type: none"> General impressions of themes Agreement on any additions 	Anne McKenzie Table facilitators All
12.25pm	30 mins	Lunch	
1.05pm	50 mins	Small group discussion #2: Priority setting <ul style="list-style-type: none"> Ranking the topics 	Groups
1.55pm	15 mins	Break	
2.10pm	50 mins	Whole group discussion #2: <ul style="list-style-type: none"> Prioritising and agreeing on final list 	All
3.00pm	15 mins	Next steps and thanks	Rebecca Glauert Diane Wood
3.15pm		Close	

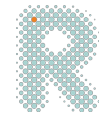
Appendix D: Table Plan



Raine Study Priority Setting Partnership Project Table Plan

PARTICIPANT	GENERATION	GROUP
Participant 1	1	Blue
Participant 2	1	Blue
Participant 3	2	Blue
Participant 4	2	Blue
Participant 5	2	Blue
Participant 6	1	Green
Participant 7	1	Green
Participant 8	1	Green
Participant 9	2	Green
Participant 10	2	Green
Participant 11	1	Orange
Participant 12	1	Orange
Participant 13	1	Orange
Participant 14	2	Orange
Participant 15	2	Orange
Participant 16	1	Red
Participant 17	1	Red
Participant 18	1	Red
Participant 19	2	Red
Participant 20	2	Red
Participant 21	1	Yellow
Participant 22	1	Yellow
Participant 23	1	Yellow
Participant 24	2	Yellow
Participant 25	2	Yellow

Appendix E: Facilitator Pack



The Raine Study Priority Setting Project Consensus workshop

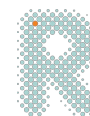
When: Saturday 12th October 2024, 9:30am – 3:30pm

Where: Seminar Room 3 & 4, The UWA School of Population and Global Health
Clifton Street Nedlands.

Agenda

Time			By
9.30am		Registration	
9.45am	30 mins	Welcome and Acknowledgement of Country Introductions and housekeeping Getting to know you The workshop process	Rebecca Glauert Rebecca Glauert Anne McKenzie Anne McKenzie
10.15am	15 mins	About the project Questions	Diane Wood
10.30am	50 mins	Small group discussion #1: Review and discussion of themes <ul style="list-style-type: none"> Consider the themes develop so far Are there other items to include? Are there any that can be combined 	Groups
11.20am	15 mins	Break	
11.35am	50 mins	Whole group discussion #1: Sharing feedback from small groups <ul style="list-style-type: none"> General impressions of themes Agreement on any additions 	Anne McKenzie Table facilitators All
12.25pm	30 mins	Lunch	
1.05pm	50 mins	Small group discussion #2: Priority setting <ul style="list-style-type: none"> Ranking the topics 	Groups
1.55pm	15 mins	Break	
2.10pm	50 mins	Whole group discussion #2: <ul style="list-style-type: none"> Prioritising and agreeing on final list 	All
3.00pm	15 mins	Next steps and thanks	Rebecca Glauert Diane Wood
3.15pm		Close	

1



Roles

Position	Names	Roles and responsibilities
Welcome and introductions	Rebecca Glauert	Acknowledgement of Country, Welcome & introductions
Project Presenter	Diane Wood	<ul style="list-style-type: none"> Presenting the aim of the Priority Setting Project and what it hopes to achieve. Providing support and assistance as required Small group support if needed
Workshop Facilitator	Anne McKenzie	<ul style="list-style-type: none"> Facilitating the workshop Whole group discussions, final consensus process Completing the final table rankings
Co-Facilitator	Belinda Frank	<ul style="list-style-type: none"> Supporting the workshop facilitator Collating data from group discussions
Small Group Facilitators	Michaela De Paolis Saniya Abdul Kira Gugeri-Keevil Elissa Denton Sarah Thompson	<ul style="list-style-type: none"> Facilitate small group discussions Keeping the group on task (whether it is a discussion or ranking the topics) Ensuring maximum participation by the group members to ensuring a fair and equitable discussion

The small group facilitator's role is to:

- Ensure that everyone in your group is present. To facilitate introductions; ask people to please be brief by giving their name and their role in the Raine Study.
- Confirm everyone understands the task and the purpose of the workshop i.e., develop list of Top 10 most important topics for future Raine Study research
- Encourage open dialogue (ensure that people don't talk over each other, use prompts to encourage further discussion if you think they have more to say).
- Manage the more dominant people by asking them to wait to make their point. Purposefully ask all group members to contribute by going around the group.
- Keep the discussion and debate focussed on the topics and sub-points/questions, new ideas being proposed and ranking the topics.
- Make a note on the Small Group Comment Sheet (Comment Sheet) if someone says a theme has already been researched, if they want to collapse or add a new theme.
- Clarify and reflect important statements and ideas back to the group.
- Contact Anne, Di or Bec if help is required in small group discussions.
- **Keep track of time** – it is important each session finishes on time so the workshop can finish at the specified time.



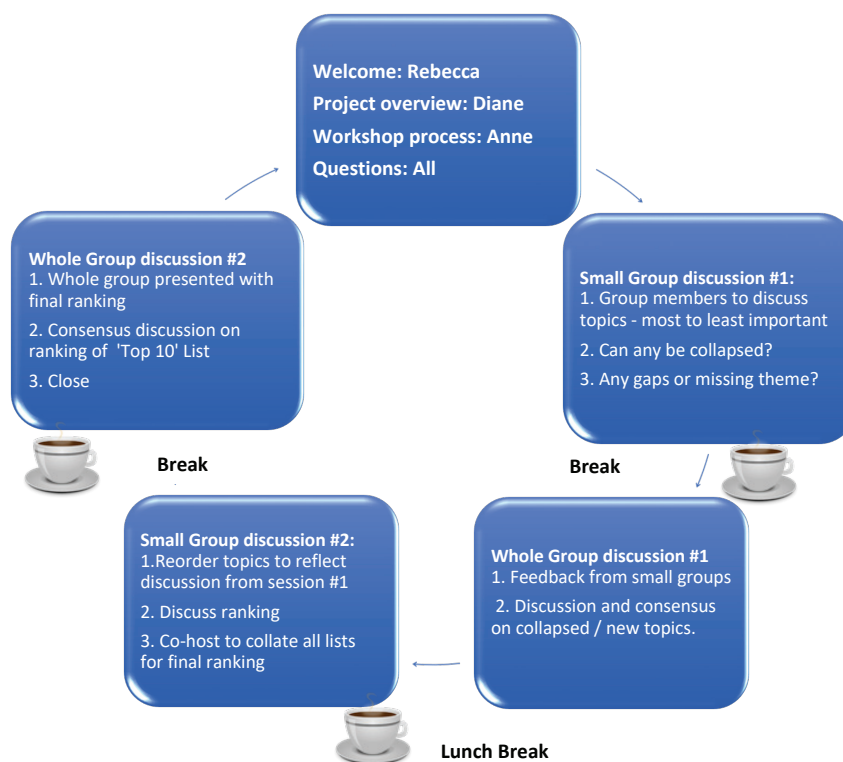
People may be reluctant to openly discuss issues relating to their own or their family’s health or social issues because they may be:

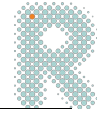
- Uncomfortable to disclose personal issues in a public space.
- Fearful of being judged.
- Worried they will not be understood.
- Unaware of support structures and services available.

Please be aware of these issues and accommodate speakers as much as you can. Previous work suggests the following guidance might be helpful:

- There are no right or wrong answers.
- Permission to disagree.
- It’s important that everyone has a chance to have a say about what’s important to them
- Discussions may be interrupted due to time constraints.
- Ensure any signals of distress from participants are acted on quickly and quietly – let Anne or Di know so the person can be moved to another place.

The workshop processes





Details for each session

The plan is the same for each group. Small groups will be set up before the workshop with different colours and will include 5 attendees and a facilitator.

During each session you will be notified about timing e.g., the session is finishing in 5 minutes. It will be important to wind up the discussions with the group.

Group facilitators: Group 1 – **Saniya**, Group 2 – **Michaela**, Group 3 - **Elissa**, Group 4 - **Kira**, Group 5 - **Sarah**

9.45am – (45 mins) Welcome, introductions, workshop processes, project overview (slide presentations)

10.30am – (50 mins) SMALL GROUP DISCUSSION #1

Prior to the workshop start, you will be provided with the 23 themes, a set of cards with individual topics and facilitator's score sheet ([See Example 1](#)).

Please read before the workshop, so you are ready to discuss topics at the start of the session.

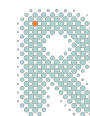
Remember to explain the topics are not ranked and the letters on topics are only to make it easier for people to refer to them during the discussions. You won't make any changes to ranking in this session.

This session allows you to listen to the group's thoughts about what are the most important topics through to the least important. This discussion is formative for the ranking process in discussion #2.

1. **Introductions in your group (8-10 mins max)** - ask people to briefly introduce themselves by giving their name and their involvement in the Raine Study i.e. Gen 1 or Gen 2.
2. **Discussion on the importance of topics (25-30 mins)** - during this session use the Comment Sheet to record the importance of the topics using a +/- sign as each person shares their thoughts.
 - Ask one person to start by providing their top 3 most important topics, confirm with group agreement or disagreement, then move to the next person. Continue until all have had a say.
 - *At the end of the discussion, you may have five positive (+) or negative (-) marks against each theme. The topics that don't have five +/- comments will rank in the middle group of topics. You can add the +/- comments up and number them to show which are the most important – least important topics. (See completed Comment Sheet – Example 1 page 7).*
 - *This activity is important as it sets up preliminary ranking for use in small group discussion #2.*
3. **Comments about gaps, topics/issues that may be missing and introduce any important additional topics** - record any suggestions for these on the Comment Sheet. Explain any additions will be discussed and agreed by the whole group in the next session before a new topic can be added to the list.
 - Read back the new topic/comment to make sure it is captured correctly. If a new suggestion fits with an existing topic, make a note of the topic's letter so it can be added to the dot points under the appropriate topic.
 - 'Keep a lid' on new ideas due to time constraints, suggest limiting to **one or two new topics**.
4. **Collapsing topics**
 - Ask the group if they think any topics that can be collapsed because of similarities. Make a note of these on the Comment Sheet – it will be easier if letters are used.
 - Check if the topic title requires rewording and confirm with group. Don't spend too much time on wording.

At the end of the session give your comment sheet to Belinda.

4



11.20am – (15 MINS) BREAK

11.30am – (50 mins) WHOLE GROUP DISCUSSION #1

Session to be facilitated by Anne.

- Each Facilitator to provide feedback from small groups (3-4 mins only) reporting on:
 - Top 3 topics
 - Suggestions for collapsing any topics including wording changes
 - New topics
- Belinda to update master list during the discussion
- The updated list with suggested changes will be shown to the whole group to support the consensus discussion on accepting any proposed changes.
- An updated list of topics, including changes agreed in this session, will be made available to group facilitators for the next session.

12.25pm – (30 MINS) LUNCH BREAK

During the 'Break' facilitator to group cards with the topics to reflect small group discussion #1. Use the Comment Sheet ([Example 2](#)) to guide order of the cards i.e., important topics ranked 1 or 2 across the top, least important topics ranked 5 or 6 at the bottom. ([See example 3](#))

1.05pm – (50 mins) SMALL GROUP DISCUSSION #2

Ranking the topics - seek confirmation from all group members on ranking of the topics.

1. At the start of this session the cards will reflect the grouped ranking from the first small group discussion and includes additions and/or collapsed topics.
2. It is helpful to work in groups of five topics at a time:
 - Start with the five or six topics at the top of the list, seek agreement on the order of these topics.
 - Go to the topics on the bottom of the list and seek agreement on the ordering of topics that are 'least' important.
 - Concentrate on topics in the middle of the list. Spend majority of this session to reach agreement on ranking this group. Remember to ask where any new topics will be placed.
3. Sometimes groups get stuck on one topic – if this happens 'park' it to one side for a short time, move the discussion along and come back to it.
4. If you end up with equal places for two topics, move them together on the list, and ask the group to vote which one is more important.
5. Make sure by the end of the session your cards reflect the group's final ranking of the topics. This will be collated by the co-host with the other group's lists for the discussion in the final group session.
6. **Keep track of time** - make sure enough time is given to discuss each topics (except where there is overwhelming consensus in which case you can swiftly move to the next).

1.55pm – (15 MINS) BREAK

During the break Belinda will collate each group's ranked list to provide a final list of priorities for discussion in the final session. (See Example 3)

2.10pm – (50 mins) WHOLE GROUP DISCUSSION #2

Session facilitated by Anne.



- A new set of cards showing the combined ranking of topics from the small group discussions will be presented to the whole group at the start of this session.
- This is an open discussion to ensure everyone accepts the combined ranking. Everyone will be given an opportunity to discuss or make suggested re-ordering of any topics. If someone wishes to change the order, they will have an opportunity to put forward their reasons for the change and what topic it will replace. Shifting a topic into the Top 10 means another topic will need to move out of the Top 10. This change can only be made with whole group agreement.
- Changes need to be voted on to make sure that everyone can accept/live with any suggested changes.
- This process is repeated until there is consensus from all members and a decision is made on the Top 10 priorities for future research.

3.00pm – (15 mins) NEXT STEPS AND THANKS

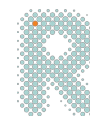
Bec and Di to discuss with group the plans for the reporting on the outcomes of the Priority Setting project and the Top Ten list.

3.15pm close

Extra tips for facilitators

- If people are struggling to articulate their views – ask if any of them are familiar to their own experience/s.
- Try and keep the momentum going, and use time constraints to focus people’s thoughts, *“we need to have agreed on our list before the break”*.
- Remind people of the bigger picture. All these topics are important, but taking a pragmatic view, we need to prioritise them. None of them are off the table; it is just about the order
- If attendees want to tell their story – try and respectfully move them on if there is no connection to the task. If someone raises an issue that is not relevant to the task, please let them know it can be sorted during a break or after the workshop. Ensure you follow-up.
- As you build your ranking list – remind people what you have achieved e.g., *“so we have now agreed on the top 5 – that is great – let’s move on to the next 5”*.
- Good phrases to use in the ranking session are:
“From your perspective which topic would make the biggest change to people’s lives”
“Which is the more important of these two topics in your opinion?”
“We seem to have stalled on this topic – let’s put it to one side and come back to it.”
- Look out for non-verbal disengagement in group members – check in with them at the break to see if there are any issues that can be addressed in the workshop
- You may find that people get very attached to their priorities – remind them that their rank order will be combined with the other group’s result. This may change the ranking for the final session but there will be an opportunity to discuss.

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Example 1:

Raine Study Priority Setting Project

Comments Sheet: score a positive + / negative – for each topic

Facilitator: _____ Saniya _____ Group number: _____ 1 _____

ID	Topics	Add + /- for each topic
A	Ageing & longevity	++++ -
B	Cardiovascular	-- +++
C	Cancer	+++++
D	Chronic conditions	+- -
E	Cognitive behaviour	++++ -
F	Communicable disease	- ++
G	Diabetes	----+
H	Diet	+- - -
I	Environmental health	+++ -
J	Gastrointestinal health	+ - - -
K	General health	- - - - -
L	Genetics	- - - - -
M	Impacts of social media	++++-
N	Impacts of technology	+++ - -
O	Mental health	- - ++
P	Neurodivergence	++++-
Q	Nutrition	+++++
R	Obesity	- - - - -
S	Physical activity	+- -
T	Pregnancy	+- -
U	Reproductive health	+++++
V	Socioeconomic effects on health	- - - - -
W	Women’s health	-- +++

Remember you may not have five comments for each for each topic – these will fit into the middle group of topics

Collapsed themes

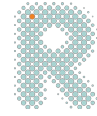
(The group must unanimously agree on the additional theme/s)

X		
Y		

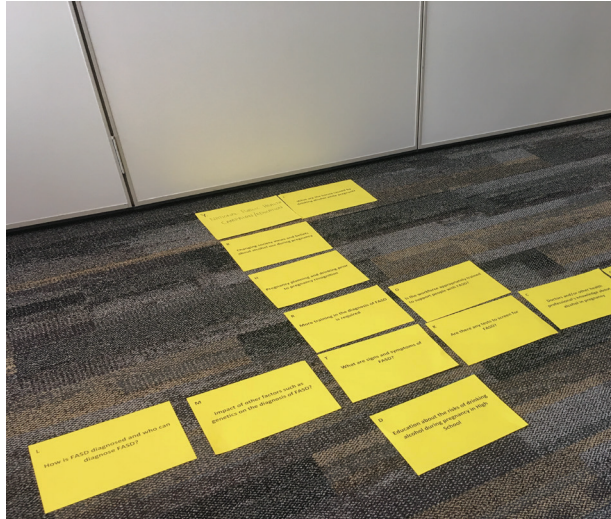
Additional themes (limit to 1-2 new themes only)

(The group must unanimously agree on the additional theme/s)

Z		
AA		
BB		



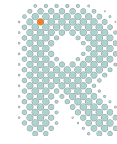
Example 2: Placement of Topic Cards for small group discussion #2



Example 3: Placement of Topic Cards for final session



Appendix F: Scoring Sheet



Raine Study Priority Setting Partnership Project Score sheet for ranking priorities

Facilitator: _____ Group Colour: _____

ID	THEMES	RANK
A	Ageing & longevity	
B	Cardiovascular	
C	Cancer	
D	Chronic conditions	
E	Cognitive behaviour	
F	Communicable disease	
G	Diabetes	
H	Diet	
I	Environmental health	
J	Gastrointestinal health	
K	General health	
L	Genetics	
M	Impacts of social media	
N	Impacts of technology	
O	Mental health	
P	Neurodivergence	
Q	Nutrition	
R	Obesity	
S	Physical activity	
T	Pregnancy	
U	Reproductive health	
V	Socioeconomic effects on health	
W	Women's health	

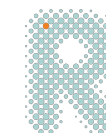
Add any additional themes below:

(The group must unanimously agree on the additional theme(s))

X		
Y		
Z		

AA		
BB		

Appendix G: Final Prioritisation



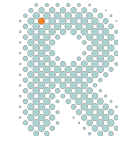
Raine Study Priority Setting Partnership Project Final Prioritisation

Aggregated Group Scores

ID	THEME	BLUE	GREEN	ORANGE	RED	YELLOW	TOTAL
O	Mental health	9	2	8	2	3	24
K	Health education and intervention	2	9	6	3	5	25
U	Reproductive health	1	4	10	13	4	32
E	Cognitive behaviour	4	6	12	11	6	39
X	Generational Impact	5	8	9	9	9	40
P	Neurodivergence	12	5	3	19	2	41
W	Sex specific health	3	15	2	10	12	42
I	Environmental health	17	14	7	4	1	43
Y	Impacts of social media and technology	10	1	21	5	10	47
J	Gastrointestinal health	8	21	1	12	11	53
Z	Diet and nutrition	15	10	14	1	14	54
L	Genetics	7	12	4	16	16	55
V	Socioeconomic effects on health	16	3	15	6	15	55
D	Chronic conditions	13	16	5	7	17	58
T	Pregnancy	20	13	11	14	8	66
C	Cancer	11	17	18	17	7	70

A	Ageing & longevity	6	20	16	8	21	71
F	Communicable disease	18	7	13	15	22	75
R	Obesity	19	19	20	20	13	91
S	Physical activity	22	11	22	18	20	93
G	Diabetes	14	22	17	22	19	94
B	Cardiovascular	21	18	19	21	18	97

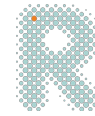
**Raine Study Priority Setting Partnership Project
Final Prioritisation**



Final Prioritisation

PRIORITY	THEME
1	Mental health
2	Health education and intervention
3	Reproductive health
4	Cognitive behaviour
5	Generational Impact
6	Neurodivergence
7	Sex specific health
8	Environmental health
9	Gastrointestinal health
10	Socioeconomic effects on health
11	Impacts of social media and technology
12	Chronic conditions
13	Diet and nutrition
14	Genetics
15	Pregnancy
16	Cancer
17	Ageing & longevity
18	Communicable disease
19	Obesity
20	Physical activity
21	Diabetes
22	Cardiovascular

Appendix H: Evaluation Form



Raine Study Priority Setting Partnership Consensus Workshop – October Workshop Evaluation Form

1. **Did the workshop meet your expectations?**

Not at all Slightly A fair amount Mostly Completely

2. **Was the priority setting process explained clearly to you?**

Not at all Slightly Adequately Mostly Completely

3. **Did the presentations provide enough information?**

Not at all Slightly Adequately Mostly Completely

4. **How well were your questions answered?**

Not at all Slightly Adequately Mostly Completely

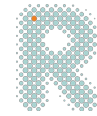
5. **Did you have an opportunity to put forward your ideas / priorities for research?**

Not at all Slightly Adequately Mostly Completely

6. ***Is there anything else you would like to add?***

7. ***The best thing about the workshop was:***

8. ***The worst thing about the workshop was:***



9. *Do you have any suggestions about how we might improve future workshops?*

- Shorter session*
- More time on themes or discussions*
- More pre-information*
- Other (please specify):*

*Thank you for attending and for your valuable feedback.
Please give your completed evaluation form to your facilitator.*