



## The TIDieR (Template for Intervention Description and Replication) Checklist\*:

Information to include when describing an intervention and the location of the information

Item number	Item	Where located **	
		Primary paper (page or appendix number)	Other † (details)
1.	<p><b>BRIEF NAME</b></p> <p>A video designed for dissemination on social media to increase people's confidence becoming more active despite back pain.</p> <p><b>WHY</b></p>	1	_____
2.	<p>A carefully considered, engaging social media message could provide a low-cost alternative to deliver a media campaign about low back pain.</p> <p><b>WHAT</b></p>	3, 4	_____
3.	<p><b>Materials:</b> The scientists involved in this study met to identify the most important message to be communicated to the general public about low back pain. Next, the scientists met with designers at an advertising agency to discuss and formalise a brief for the intervention. The advertising agency produced three initial storyboards to satisfy the brief for the video intervention, of which, one idea was refined over a series of meetings between the scientists and designers to form two video interventions used in this study.</p> <p>Before deciding on the final content and format the researchers presented the proposed video interventions to a consumer group for review. The consumer group recommend some changes to the language used in the superimposed text in both videos.</p>	4, 5	_____
4.	<p><b>Procedures:</b></p> <p>The final version of each video intervention is between 2 and 3 minutes long. Both follow the same narrative, that scientists would like to reassure the public that low back pain is common, but evidence suggests that it is safe to move despite back pain. The featured scientists report that they are unsure of how to convey this message to the public, which leads to the introduction of designers at the advertising agency brainstorming how to help deliver the message that it is safe to move. The advertising agency personnel suggest a dance. The video cuts back to the scientists who are</p>	5	_____

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	reluctant to endorse one specific movement, such as dance and conclude that it does not matter what you do as long as you move. The video concludes with the text, "It's safe to move", "Your backbone has backbone". The second video is exactly the same as the first, except when the advertising agency recommends the dance, the scientists try it out and to add humour, there are some video clips of the scientists dancing.		
	<b>WHO PROVIDED</b>		
5.	Participants will access the survey via an email or an anonymous link on social media.	7	
	<b>HOW</b>		
6.	The video will run as an item in the survey, that the participant will click to access as part of survey process.	7	
	<b>WHERE</b>		
7.	Each intervention will be delivered online.	7	
	<b>WHEN and HOW MUCH</b>		
8.	Each intervention will be delivered, immediately after obtaining consent. Participants will have access to the allocated video intervention once.	8	
	<b>TAILORING</b>		
9.	The researcher team will conduct a qualitative evaluation to enable tailoring of the intervention in future.	9	
	<b>MODIFICATIONS</b>		
10.*	If the intervention was modified during the course of the study, describe the changes (what, why, when, and how).	NA	
	<b>HOW WELL</b>		
11.	Planned: If intervention adherence or fidelity was assessed, describe how and by whom, and if any strategies were used to maintain or improve fidelity, describe them.	NA	
12.*	Actual: If intervention adherence or fidelity was assessed, describe the extent to which the intervention was delivered as planned.	NA	

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**\*\* Authors** - use N/A if an item is not applicable for the intervention being described. **Reviewers** – use ‘?’ if information about the element is not reported/not sufficiently reported.

† If the information is not provided in the primary paper, give details of where this information is available. This may include locations such as a published protocol or other published papers (provide citation details) or a website (provide the URL).

‡ If completing the TIDieR checklist for a protocol, these items are not relevant to the protocol and cannot be described until the study is complete.

\* We strongly recommend using this checklist in conjunction with the TIDieR guide (see *BMJ* 2014;348:g1687) which contains an explanation and elaboration for each item.

\* The focus of TIDieR is on reporting details of the intervention elements (and where relevant, comparison elements) of a study. Other elements and methodological features of studies are covered by other reporting statements and checklists and have not been duplicated as part of the TIDieR checklist. When a **randomised trial** is being reported, the TIDieR checklist should be used in conjunction with the CONSORT statement (see [www.consort-statement.org](http://www.consort-statement.org)) as an extension of **Item 5 of the CONSORT 2010 Statement**. When a **clinical trial protocol** is being reported, the TIDieR checklist should be used in conjunction with the SPIRIT statement as an extension of **Item 11 of the SPIRIT 2013 Statement** (see [www.spirit-statement.org](http://www.spirit-statement.org)). For alternate study designs, TIDieR can be used in conjunction with the appropriate checklist for that study design (see [www.equator-network.org](http://www.equator-network.org)).

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