

EUPATI

Development of Open Classroom, Toolbox and Training Portfolio Content

Guidelines for authors

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This document provides guidance for authors involved in developing content for the EUPATI Open Classroom, Toolbox and the EUPATI Training Portfolio. For a general overview of content development at EUPATI, please see 'Development of Open Classroom & Toolbox Content – to ensure high quality, accuracy and transparency'.

EUPATI Open Classroom Content - Specific requirements

What is it?

[The EUPATI Open Classroom](#) is a flexible and on-demand e-learning platform providing training modules in medicines R&D and other health technologies. Its main target audience is patients/patient representatives but anyone from anywhere in the world can sign up to the platform. Creating an account and accessing the content is free.

The content is organized in 'modules'¹, which consist of a number of 'courses'. Each course is organized into several 'Lessons'. The platform supports a variety of formats: pages with direct content, books, links to video and audio files and additional resources (articles, webpages etc). It also allows the use of different types of PowerPoint files: presentations without audio, audio

¹ Getting Started, Introduction to Medicines R&D, Non-Clinical Development, Clinical Development, Regulatory Affairs, Health Technology Assessment, Medical Devices (coming soon), Digital Health (coming soon)

(voice) only, audio and presenter (where on the screen & neutral background) and subtitles. Presentations are always supported by a PDF file.

All textual content (except text on slides or PDF-files) is automatically linked to the EUPATI Online Glossary.

What is different?

Developing Open Classroom courses follows the general process of content development, with the following additional steps:

By the authors:

- Defining a 'Module summary' and a 'Course summary'
- Defining Learning Outcomes for lessons and/or courses describing the knowledge or skills learners should acquire when completing the training unit
- Organizing a Table of contents by clearly numbered and titled courses and lessons
- Applying EUPATI templates to PowerPoint presentations and other formats when relevant
- Cross-referencing to other courses/modules where relevant

By the Secretariat:

- E-learning design (redesign the content to fit the EUPATI Open Classroom)
- Uploading content to the platform
- User testing, gathering of feedback and revision (if relevant)
- Publication on the EUPATI Open Classroom

EUPATI Toolbox Content - Specific requirements

What is it?

[The EUPATI Toolbox](#) is an online library on the A-Z of medicines R&D and patient engagement. Its purpose is to provide well-structured, comprehensive, scientifically reliable, and user-friendly educational materials for patients on a variety of topics in these areas. The information is not medicine- or disease-specific, but applicable to majority of diseases and/or medicines.

The Toolbox materials include articles, presentations, videos, webinars, starter kits, factsheets and infographics. The EUPATI Online Glossary is part of the Toolbox. The content is available in 13 languages and is searchable by keyword/category.

What is different?

Developing Toolbox material follows – in overall terms - the general process of content development. However, the process will depend highly on the type and format of content being developed. There are a few additional steps:

By the authors:

- Selecting among existing or defining new Categories
- Selecting among existing or defining new Tags (Keywords)

- Applying EUPATI templates to PowerPoint presentations and other formats when relevant

By the Secretariat:

- Ensuring correct web design and Search Engine Optimization (SEO)
- Publishing content on the Toolbox
- User testing, gathering feedback and revision (if relevant)
- Coordinating translation into other languages (as relevant)

EUPATI Training Portfolio Content - Specific requirements

What is it?

EUPATI Training Portfolio consists of Patient Engagement Trainings, Alumni Trainings and Educational Webinars/Training Sessions for the general public or internal governance bodies of EUPATI.

The trainings vary in scope and focus, from 1-h webinars to workshops extending over several days. The material consists mostly of slide sets and session scripts. EUPATI templates are applied to all presentations.

Annex 1: General checklist for authors – language and format

Language/Style:

- Use short sentences whenever possible
- Aim at academic level but accessible language
- Give priority to wording accessible for 'lay' learners while ensuring that correct technical terms are used when required
- Aim at a neutral tone
- Use passive voice and passive forms
- Provide definitions of key terms included in the text
- Explain all complex words and medical jargon
- Spell out all abbreviations and acronyms (e.g. 'European Patients' Academy for Therapeutic Innovation (EUPATI)') the first time they are mentioned in a course.
- Maintain a consistency in the usage of the terms
- Allow repetition when important for learning outcomes

Language/Spelling:

- Use British English
- Use uppercase for 'EUPATI'
- Use 'patient', 'person living with' or 'participant' - never 'subject(s)'
- Use 'illnesses', 'diseases', 'disorders' – not 'condition' or 'problem'
- Use 'guidelines' – not 'guidance documents'
- Use 'doctor' – not 'GP' or 'physician'
- Use 'medicines' – not 'drugs' (except in the case of ADR and similar)
- Use 'non-clinical' - not 'pre-clinical'
- Consider using 'study' instead of 'trial' when relevant
- Capitalize 'Regulatory Authorities'

Format:

- Use bold text for headings and sub-headings
- Consider the use of bullet points to break down text sections for readability
- Use infographics, illustrations, schematics, tables, photos etc. with concise captions clearly linked to the correct element
- In general, visual materials should be of good quality as they would need to be uploaded on to the Open Classroom or platform
- Use single quotation marks (')
- Only use quotation marks to highlight a new/complicated term the first time it is mentioned
- Use European format for numbers (e.g. 10,000)
- Use 'to' for range of numbers, i.e. '200 to 300'
- Use Euro for monetary values
- Use roman numerals for Phase I, Phase II and Phase III
- Use lowercase for diseases
- Use capital letters for protein and gene names
- Do not use italics for enzymes
- Use lowercase for 'member states'

References:

- Provide references for every citation using the APA style (see Annex 2)
- Always provide full references (including hyperlinks if available) to additional external resources (e.g. videos, audio, recorded presentations, slide-sets etc.) whenever possible and provide 'Retrieved Day Month Year from' for each reference
- Only refer to resources that are Open Access
- Add hyperlinks and cross-references with other EUPATI content whenever possible

Annex 2: APA² style for references

Material Type	In-text Citation	Bibliography
A book	(Sapolsky, 2017)	Sapolsky, R. M. (2017). <i>Behave: The biology of humans at our best and worst</i> . Penguin Books.
Chapter in an <u>edited</u> book (If the chapter is from an authored book, <u>use the book citation</u>)	(Dillard, 2020)	Dillard, J. P. (2020). Currents in the study of persuasion. In M. B. Oliver, A. A. Raney, & J. Bryant (Eds.), <i>Media effects: Advances in theory and research</i> (4 th ed., pp. 115–129). Routledge.
An article in a print journal	(Weinstein, 2009)	Weinstein, J. (2009). "The market in Plato's Republic." <i>Classical Philology</i> , 104(4), 439-458.
An article in an electronic journal	(Grady et al., 2019)	Grady, J. S., Her, M., Moreno, G., Perez, C., & Yelinek, J. (2019). Emotions in storybooks: A comparison of storybooks that represent ethnic and racial groups in the United States. <i>Psychology of Popular Media Culture</i> , 8(3), 207–217. https://doi.org/10.1037/ppm0000185
A website	(Bologna, 2019)	Bologna, C. (2019, October 31). <i>Why some people with anxiety love watching horror movies</i> . HuffPost. https://www.huffpost.com/entry/anxiety-love-watching-horror-movies_l_5d277587e4b02a5a5d57b59e
Video		<p>If both the real name of the person who posted the video and the screen name are known: Author, A. A. [Screen name]. (year, month day). <i>Title of video</i> [Video file]. Retrieved from http://xxxxxxxx</p> <p>If only the screen name of the person who posted the video is known: Screen name. (year, month day). <i>Title of video</i> [Video file]. Retrieved from http://xxxxxxxx The in-text citations include the author name outside of brackets (whichever that may be) and the date.</p>

² Following the Publication Manual of the American Psychological Association, 7th Edition (2020) <https://apastyle.apa.org/products/publication-manual-7th-edition>