



The Inaugural IBTN Summer School 2018 Provisional Course Outline

The IBTN Summer School is an academic program held over six days exploring how to breakthrough current obstacles in behavioural trial methodologies and expand the reach, capacity, and impact of trials in the field of behavioural medicine.

The IBTN Summer School program can be taken as a PhD level 3-credit course (see Official Course Outline on page 7) or as a non-credit educational activity. All participants are expected to complete the entire course (including evaluations) whether they are taking the course for credit, or not.

A certificate of completion will be provided to all participants.

Course Days/Time:

Online activities:

Online activities to take place between March 1 and April 30, 2018.

On-site activities:

On-site activities to take place Monday, May 21, 2018, 5 p.m. to Saturday, May 26, 2018, 5 p.m.

Course Locations:

May 21-24	Concordia University, John Molson Building (SGW campus)	Room MB 10.121
May 24-25	Université du Québec à Montréal, Sherbrooke Building	Room SH-2800
May 26	Université du Québec à Montréal, Adrien-Pinard Building	Rooms TBA

The Inaugural IBTN Summer School 2018 - Provisional Course Outline

Faculty:

Core Faculty Members	Institution
Angela Alberga, PhD	Concordia University, Canada
Simon Bacon, PhD	Concordia University, Canada
Molly Byrne, PhD	NUI Galway, Ireland
Tavis Campbell, PhD	University of Calgary, Canada
Kim Lavoie, PhD	UQAM, Canada
Paul Montgomery, PhD	University of Birmingham, UK
Justin Presseau, PhD	Ottawa University, Canada

Adjunct Faculty Members	Institution
Jean Bourbeau, PhD	McGill University, Canada
David Buckeridge, PhD	McGill University, Canada
Linda Carlson, PhD	University of Calgary, Canada
Linda Collins, PhD	Pennsylvania State University, USA
Susan Czajkowski, PhD	National Cancer Institute, USA
Karina Davidson, PhD	Columbia College of Physicians and Surgeons, USA
Ken Freedland, PhD	Washington University, USA
Jeremy Grimshaw, MD, PhD	University of Ottawa, Canada
Robert Kaplan, PhD	Stanford University, USA
Ian Kronish, PhD	Columbia University, USA
Susan Michie, PhD	University College London, UK
Lynda Powell, PhD	Rush University, USA
Bonnie Spring, PhD	Northwestern University, USA
Elaine Toomey, PhD	NUI Galway, Ireland
Robert West, PhD	University College London, UK

Learning Outcomes

By the end of this course, participants should be able to:

- 1) Identify positive and negative aspects of behavioural trials which are reported in the extant literature;
- 2) Prepare a research protocol for the development and/or testing of a behavioural intervention, including identifying where in the behavioural intervention development process it is appropriate to incorporate stakeholders, qualitative methods, and implementation science frameworks;
- 3) Compare and contrast novel behavioural intervention research designs;
- 4) Effectively communicate concepts and ideas relating to the development and testing of behavioural interventions.

Course Content

In general, the following issues will be covered in the Summer School program:

- 1) What makes behavioural interventions and trials unique and complex?
- 2) How to appropriately develop a behavioural intervention, including the use of multiple research designs and the integration of stakeholders in the process.
- 3) The role of pilot and feasibility studies for your behavioural intervention.
- 4) The different kinds of evaluations that need to be conducted throughout the development and testing of your behavioural intervention.
- 5) How to build effective implementation strategies into your intervention development process.

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Pre-course Requirements:

Between March 1 and April 30, participants will have access to an online course site. This site will contain a series of key articles which participants will need to read. In addition, several published trials will be made available from which participants must demonstrate both positive and negative aspects of behavioural intervention testing. This part of the course will take between 10-20 hours to complete.

On-Site Course Timetable:

Session	Date	Topic	Lead faculty members
1	Monday evening	Introductions and welcome meal	Drs. Bacon and Alberga
2	Tuesday AM	Basic concepts and unique elements of behavioural trials	Drs. Bacon and Lavoie
3	Tuesday PM	Intervention development and stakeholder engagement	Drs. Byrne and Alberga
4	Wednesday AM	Feasibility and piloting	Drs. Byrne and Czajkowski
5	Wednesday PM	Evaluation	Drs. Lavoie and Campbell
6	Thursday AM	Implementation	Drs. Pesseau and Montgomery
7	Thursday PM	Group presentations	Dr. Bacon
8	Friday*	IBTN Conference plenaries	
9	Saturday AM*†	IBTN Conference workshops	
10	Saturday PM*†	IBTN Conference workshops	

*Attendance at the IBTN conference is an integral part of the Summer School program.

† Several workshops will be given as part of the 2018 IBTN Conference program. Summer School participants will be contacted before the conference to select their preferred workshops.

Instructional Method

Sessions 2-6 are generally 3-hour blocks comprised of a short introductory lecture, group work, general discussion, and then a follow-up small group discussion.

Course Materials

A variety of published papers and other resources will be made available to participants on the online course site before, during, and after the course.

Course Evaluations

1) Comparison of the MRC and ORBIT models for behavioural intervention development and testing (10%)

The predominant models of behavioural intervention development and testing are the MRC complex intervention guideline and the NIH's ORBIT model. Both of these have similarities and differences. Participants will need to write a brief (approximately 2 pages) paper highlighting the key similarities and differences between these two frameworks and what positive and negative aspects they perceive with both. The use of bullet points is recommended. This assignment will need to be completed by April 30, prior to the start of the Summer School. All required information will be provided to participants through the online course site.

2) Apply the CONSORT guidelines to a previously published randomised control trial (10%)

The CONSORT guidelines were created so that journals could have a consistent approach to assessing the merits of randomised control trials (RCTs) prior to publication. Details of the consort guidelines can be found at: <http://www.consort-statement.org/>. A list of published behavioural RCTs will be provided to participants. Participants will need to pick one paper to assess against the CONSORT guidelines. They will need to indicate where the paper meets the guidelines, and where it does not meet the guidelines and why. This assignment will need to be completed by April 30, prior to the start of the Summer School. All required information will be provided to participants through the online course site.

3) Development of an intervention development and testing protocol (35%)

As part of the Summer School, participants will be placed in groups with similar interest areas. During the Summer School program, groups will be expected to develop a research protocol which leverages the key aspects which are being covered during the week. Each group will have a core faculty member assigned to them to help guide them through the process. The final group protocol will need to be submitted within 2 weeks after the end of the Summer School.

The Inaugural IBTN Summer School 2018 - Provisional Course Outline

4) **Group presentation of the development and testing protocol (25%)**

During the Thursday afternoon session, groups will present their work on the development and testing protocol. It is anticipated that this will be a high-level overview of the key aspects that will be covered. The presentation will be approximately 30 minutes including questions, and all members of the team will be expected to contribute. This assessment is focused on presentation skills and will be used to provide the groups feedback on their evolving protocol.

NB: This presentation will be videotaped, so that participants will be able to review their performance.

5) **Self-reflection evaluation (20%)**

Within 2 weeks of the end of the Summer School each participant will be expected to submit a short reflection paper (approximately 2 pages) explaining the main messages they took away and how this might change their approach moving forward. To aid in this process, during each day of the Summer School participants will be encouraged to keep a 'diary' of their key observations from that day.

Format for Assessments

For assessments, please use the following formatting guidelines:

- Typed, using 11-point Calibri or Arial font
- 2 cm margins
- 1.5 spacing
- Indicate your name at the top right of the first page

Official Course Outline

Behavioural Intervention Module: IBTN Summer School

HEXS 811 (3 credits)

Participants attending the IBTN Summer School for course credit may be charged tuition fees.

The course is offered through the Department of Exercise Science and Concordia University and will use the following course code and details:

HEXS 811 Advanced Topics in Health and Exercise Science: Intervention Module (3 credits)

This course examines concepts in the rehabilitation process from exercise adherence to tissue healing, and introduces students to various exercise protocols specific to the selected area of study. Students learn how to implement safe and effective rehabilitation protocols to address dysfunction and functional recovery. This course focuses on recent research outcomes and new issues in rehabilitation specific to prevention, assessment, and rehabilitation of injuries. The course content varies depending on the area of rehabilitation.

Prerequisites: None

Grading: Students will be provided with a letter grade (student not taking the course for credit will receive a certificate of completion once all evaluations are completed).

Numerical Grade	Letter Grade	Concordia GPA
90-100	A+	4.3
85-89	A	4.0
80-84	A-	3.7
77-79	B+	3.3
73-76	B	3.0
70-72	B-	2.7
67-69	C+	2.3
63-66	C	2.0
60-62	C-	1.7
57-59	D+	1.3
53-56	D	1.0
50-52	D-	0.7
Below 50	F	0

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Academic Policies / Code of Conduct

Article 1 of the Code of Conduct (Academic) states that “the integrity of University Academic life and of the degrees, diplomas and certificates the University confers is dependent upon the honesty and soundness of the instructor-student learning relationship and, in particular, that of the evaluation process. As such, **all students are expected to be honest in all of their academic endeavours and relationships with the University.**”

Source: Undergraduate Calendar, section 16.3.14, or

<http://www.concordia.ca/content/dam/common/docs/policies/official-policies/AcademicCodeConduct2011.pdf>

The most common offense under the Academic Code of Conduct is plagiarism which the Code defines as “**the presentation of the work of another person as one’s own or without proper acknowledgement.**”

This could be material copied word for word from books, journals, internet sites, professor’s course notes, etc. It could be material that is paraphrased but closely resembles the original source. It could be the work of a fellow student, for example, an answer on a quiz, data for a lab report, a paper or assignment completed by another student. It might be a paper purchased through one of the many available sources. Plagiarism does not refer to words alone – it can also refer to copying images, graphs, tables, and ideas. “Presentation” is not limited to written work. It also includes oral presentations, computer assignments, and artistic works. Finally, if you translate the work of another person into French or English and do not cite the source, this is also plagiarism.

In simple words: **DO NOT COPY, PARAPHRASE, OR TRANSLATE ANYTHING FROM ANYWHERE WITHOUT SAYING FROM WHERE YOU OBTAINED IT!**

Source: The Academic Integrity Website:

<http://www.concordia.ca/students/academic-integrity/plagiarism.html>

For information on how to research and write papers and how to cite sources, please consult:

<http://www.library.concordia.ca/help/howto/>

<http://cdev.concordia.ca/our-services/learning-support/> <http://graduatestudies.concordia.ca/gradproskills/>

Please Note: This course outline is an important document and should be saved for future reference. It may be needed for credit transfer, certification, or employment. It might not be possible to obtain copies of this in the future.