



## 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.

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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      |

John Molson Building : 1600 Boulevard de Maisonneuve Ouest  
Sherbrooke Building: 200 Rue Sherbrooke Ouest  
Adrien-Pinard Building : 100 Rue Sherbrooke Ouest

## 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           |
| Susan Czajkowski, PhD | National Cancer Institute, USA          |
| Kim Lavoie, PhD       | Université du Québec à Montréal, Canada |
| Paul Montgomery, PhD  | University of Birmingham, UK            |
| Grégory Ninot, PhD    | Université de Montpellier, France       |
| 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               |
| 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 the reporting of behavioural trials 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 Czajkowski    |
| 4       | Wednesday AM   | Feasibility and piloting                                 | Dr. Bacon                    |
| 5       | Wednesday PM   | Evaluation   | Drs. Lavoie and Campbell     |
| 6       | Thursday AM    | Implementation   | Drs. Presseau and Montgomery |
| 7       | Thursday PM    | Group presentations                                      | Dr. Alberga                  |
| 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.

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### **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**  
**INDI 820/1 GA (3 credits)**

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

The course is offered through the Individualized Program and Concordia University will use the following course code and details:

**INDI 820/1 GA Advanced Topics in Health and Exercise Science: Intervention Module (3 credits)**

**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).

| <b>Numerical Grade</b> | <b>Letter Grade</b> | <b>Concordia GPA</b> |
|------------------------|---------------------|----------------------|
| 90-100                 | A+                  | 4.30                 |
| 85-89                  | A                   | 4.00                 |
| 80-84                  | A-                  | 3.70                 |
| 77-79                  | B+                  | 3.30                 |
| 73-76                  | B                   | 3.00                 |
| 70-72                  | B-                  | 2.70                 |
| 60-69                  | C                   | 2.00                 |
| 0-59                   | F                   | 0.00                 |
| F/DNW                  | Fail/Did Not Write  | 0.00                 |
| NR                     | No record           | 0.00                 |

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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.