



IBTN 2021 Online Summer School Course Outline

The IBTN Summer School is an academic program held over 5 days exploring how to break through 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 Additional Course Outline details on page 6) 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:

Pre & post course activities:

Pre & post course activities to take place starting mid-April till mid-June 2021.

Online course activities:

The online Hub summer school activities will take place from Monday, May 17, 2021, to Friday, May 21, 2021, from 10 am EST to 1:30 pm EST each day.

For satellite sessions and activities, these will be coordinated with your satellite lead.

Faculty:

Core Faculty Members	Institution
Angela Alberga, PhD	Concordia University, Canada
Simon Bacon, PhD	Concordia University, Canada
Molly Byrne, PhD	National University of Ireland Galway, Ireland
Susan Czajkowski, PhD	National Cancer Institute, USA
Declan Devane, PhD	National University of Ireland Galway, Ireland
Kenneth Freedland, PhD	Washington University in St Louis, USA
Kate Guastaferrero, PhD	Pennsylvania State University, USA
Kim Lavoie, PhD	Université du Québec à Montréal, Canada

Mark Parascandola, PhD, MPH	Center for Global Health, US National Cancer Institute, USA
Lynda Powell, PhD	Rush University, USA
Justin Presseau, PhD	Ottawa Hospital Research Institute, Canada
Sherri Sheinfeld-Gorin, PhD	University of Michigan, USA
Sudha Sivaram, DrPH, MPH	Center for Global Health, US National Cancer Institute, USA
Jovana Stojanovic, PhD	Concordia University, Canada
Elaine Toomey, PhD	University of Limerick, Ireland

Satellite Leads

Institution

Angela Alberga, PhD	Concordia University, Canada
Molly Byrne, PhD	National University of Ireland Galway, Ireland
Linda Carlson, PhD	University of Calgary, Canada
Tavis Campbell, PhD	University of Calgary, Canada
Jennifer Gordon, PhD	University of Regina, Canada
Kate Guastaferrro, PhD	Penn State University, USA
Kim Lavoie, PhD	Université du Québec à Montréal, Canada
Mariantonia Lemos, PhD	UEAFIT, Colombia
Sean Locke, PhD	Brock University, Canada
Oonagh Meade, PhD	National University of Ireland Galway, Ireland
Chris Noone, PhD	National University of Ireland Galway, Ireland
Rebecca Seagrave, PhD	Monash University, Australia
Sherri Sheinfeld Gorin, PhD	University of Michigan, USA
Michael Sykes, PhD	Northumbria University, 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 interventions 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.

Pre-course Required Work:

Between **April 12 and May 7**, participants will have access to an online course site. This site will contain a series of key articles that participants will need to read prior to the start of the summer school. These articles will also be required to complete pre-course assignments. This part of the course will take between 10-20 hours to complete.

Hub Course Timetable:

Session	Date	Topic	Lead faculty members
1	Monday Session 1	Welcome Basic concepts and unique elements of behavioural trials	Drs. Bacon and Lavoie
2	Monday Session 2	The clinically significant question and building implementation in from the start	Drs. Bacon and Sheinfield Gorin
3	Tuesday Session 1	Stakeholder engagement and designing for implementation	Drs. Byrne and Alberga
4	Tuesday Session 2	Intervention development models (ORBIT/SOBC)	Dr. Czajkowski

5	Wednesday Session 1	Networking activity	Dr. Stojanovic
6	Wednesday Session 2	Matching your design to the question	Dr. Guastaferro
7	Thursday Session 1	Feasibility and piloting	Drs. Freedland and Powell
8	Thursday Session 2 ₁	Evaluation – match your evaluation to the stage and design	Drs. Devane and Toomey
9	Friday Session 1	Designing Relevant Behavioral Interventions for LMICs	Drs. Sivaram and Parascandola
10	Friday Session 2	Q and A with Panel	

Instructional Method

The sessions are 1.5-hour blocks generally comprised of a short introductory lecture, group work, and general discussions.

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%)

Two of the most 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 **May 7, 2021** prior to the start of the Summer School. All required information will be provided to participants through the online course site.

2) Evaluate the behavioural intervention content of a published trial (10%)

The TIDieR guidelines were created so that authors could have a consistent approach to reporting their behavioural intervention details. Details can be found at: <https://www.equator-network.org/reporting-guidelines/tidier/>. In addition, the Behaviour Change Technique Taxonomy (BCT-T) was developed to identify and report the key underlying intervention components of a behavioural intervention. Details can be found at: <https://www.bct-taxonomy.com/>. A couple of published behavioural RCTs will be provided to participants, from which participants will need to *choose one paper*. Participants will need to assess the paper against the TIDieR guidelines and identify the BCTs used in the intervention. 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 **May 7, 2021**, 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 one or two faculty members assigned to them to help guide them through the process. *This work will be conducted during your satellite sessions.* The final group protocol will need to be submitted within 2 weeks after the end of the Summer School. This assignment will be due on or before **June 4, 2021.**

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

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. You are not expected to have a final protocol at this stage! *This assessment will be conducted during your final satellite session.* 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. This final assignment will be due on or before **June 4, 2021.**

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 Health Interventions: 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 Behavioural Health Interventions (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).

Numerical Grade	Letter Grade	Concordia GPA
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

Technology and Online Policies

Online recordings of classes

Note that, as a part of this course, some or all of the lectures and/or other activities in this course will be recorded. Recordings will be focused on the instructor and teaching assistants and not the students. However, it is possible that your participation may be recorded. Once posted, recordings will not be amended. Also, please note that the recordings will likely form part of the IBTN training offerings and may be posted on the IBTN website or made available to other IBTN members.

Some additional resources

- Concordia Zoom Etiquette: <https://www.concordia.ca/ctl/students/zoom-etiquette.html>
- Concordia Educational Technology Guidelines for Faculty and Students: <https://www.concordia.ca/ctl/technology-guidelines.html>

Ethics/Violations of Academic Integrity

Concordia University places the principle of academic integrity, that is, honesty, responsibility and fairness in all aspects of academic life, as one of its highest values. Instructors, students and administrators are expected to be honest and responsible in their academic conduct and fair in their assessment of academic matters. The university of Concordia's academic code of conduct:

<https://www.concordia.ca/content/dam/common/docs/policies/official-policies/Academic-Code-Conduct-2015.pdf>

It is the responsibility of the university to uphold academic integrity. If a member of the university has reasonable ground to believe that a student has committed an offence according to the Academic Code of Conduct, that member with promptly report his/her findings to the appropriate authority as defined in Articles 29 to 31 or 35 to 36 of this Academic Code of Conduct. <https://www.concordia.ca/conduct/academic-integrity.html>

Any form of cheating, or plagiarism, as well as any other form of dishonest behaviour, intentional or not related to the obtention of gain, academic or otherwise, or the interference in evaluative exercises committed by a student is an offence under this Code. Any attempt at or participation related in any way to an offence by a student is also an offence. (Article 18- Academic Code of Conduct). <https://www.concordia.ca/conduct/academic-integrity/plagiarism.html>

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.