Conclusions The exercise fidelity was low with only three out of five exercises observed performed according to instructions. Only half of the total programme exercises were being executed. Only a third of coaches believed IPEP can reduce injury risk; thus current delivery strategies might be insufficient for translating evidence to this key-stakeholder group. Future work is needed to inform evidence-based strategies to better support the implementation of IPEPs in sport settings.

021 THE EFFECT OF A WORKSHOP ON COACHES' ADOPTION AND ADHERENCE TO THE ACTIVATE INJURY PREVENTION EXERCISE PROGRAMME

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Background Educational workshops have been employed in football to positively influence coach perceptions towards injury risk and prevention, and to improve adherence to neuromuscular training programmes. Similar implementation strategies have been used in rugby but their effect on behaviour is unknown.

Objective To assess coaches' perceptions towards injury risk and prevention, and to determine the effect of workshop attendance on their uptake of *Activate*, a rugby-specific injury prevention exercise programme.

Design Prospective cohort study.

Setting English school rugby union (under-12 to under-18).

Participants School rugby coaches and support staff (n=54).

Interventions All coaches completed a baseline questionnaire investigating their perceptions towards injury risk and prevention. Coaches were invited to attend a pre-season *Activate* workshop.

Main outcome measures Participants were grouped by workshop attendance (yes/no). Perceptions towards injury risk and prevention were compared at baseline, prior to workshop attendance (Mann-Whitney-U test). Coaches self-reported adoption (programme use; chi-square test) and adherence (sessions completed per week; Mann-Whitney-U test) at post-season.

Results Thirty-three of 54 coaches attended a pre-season workshop. Prior to the workshop, 72% of coaches were aware of *Activate*. At baseline, attendees were significantly more likely to believe that exercises shown to prevent injuries should be included in rugby training ($z=-2.03$, $p=0.04$) and completing a specific warm-up prior to every match would improve players' physical characteristics ($z=-2.13$, $p=0.03$). Coaches attending a workshop were significantly more likely to adopt *Activate* ($\chi^2=5.05$, $p=0.02$), with 17% greater adherence (≥ 2 times per week; $z=-2.20$, $p=0.03$).

Conclusions Coaches with stronger baseline perceptions regarding injury prevention were more likely to attend a workshop and had significantly greater programme adoption and adherence. If coach perceptions are a determinant of workshop attendance, and subsequently programme uptake, researchers and stakeholders should focus upon strategies to influence coach perceptions towards injury risk and prevention.

022 CAN A MASSIVE OPEN ONLINE COURSE (MOOC) INFORM CONCUSSION PREVENTION KNOWLEDGE TRANSLATION?

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Background To reduce the burden of concussion, effective prevention strategies are required. These should: 1) focus on primary prevention in addition to secondary prevention of recurrence and 2) promote global engagement. A Massive Open Online Course (MOOC) on concussion allows stakeholders to interact with experts while learning about the latest evidence and resources on concussion prevention, and may contribute to enhancing awareness and knowledge of prevention.

Objective To evaluate the feasibility and effectiveness of a MOOC, which includes a focus on concussion prevention, as a global knowledge translation (KT) strategy with multiple stakeholders.

Design De-identified learning analytics were used to assess participation, completion rates, and knowledge gains.

Setting Worldwide web.

Participants Data from 12751 self-registered learners (e.g., health professionals, coaches, sports organisations, athletes, parents, teachers, school administrators) was analysed over 2 iterations of the course.

Intervention The MOOC was available for 9 weeks and included six modules: introduction to concussion, primary prevention, detection (secondary prevention), management, treatment (tertiary prevention) and implementation/revision of protocols. Each module featured interactive learning content/materials and a reflective process supporting KT and evaluations (for more: <https://www.ucalgary.ca/knes/online-concussion-course>).

Main outcome measurements Number of registered learners accessing and completing each module; post-module exam scores; pre-test and post-course exam scores.

Results Of 12751 people who registered, 4195 (33%) successfully completed all evaluations. The modules were highly accessed by participants [introduction=7212 (57%), prevention=5906 (46%), detection=5149 (40%), management=4716 (37%), treatment=4468 (35%), protocols=4241 (33%)]. For the first iteration, the prevention module had the highest mean post-module exam score 92.06% [95% CI; 91.76–92.36] and there was a 12% increase in overall knowledge between pre- and post-course exam scores (mean score increased from 67% to 79%).

Conclusions The sustained engagement of the participants suggests that a MOOC on concussion may be an effective