

School of Population and Public Health (SPPH)

SPPH 555 (DL) 2019

Course: PRINCIPLES AND PRACTICES OF INJURY PREVENTION

Distributed Learning Format

Location: SPPH

Instructors:

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BY APPOINTMENT

INTRODUCTION

Unintentional and intentional injury is the leading cause of death for Canadians aged 1 to 44 years. Injuries cost Canadians \$27 billion annually in health care costs and lost productivity, ranking third, after cardiovascular and musculoskeletal diseases and before cancer. Like diseases, however, most injuries follow a distinct pattern and are, therefore, predictable and preventable. Injuries are the result of many complex factors; hence any effort to prevent or reduce the severity of injuries must involve many sectors, disciplines and approaches. More recently, awareness about injuries, their magnitude and their social and economic impact has increased. Along with this awareness has come the realization that most injuries are predictable and, therefore, preventable – they are not accidents.

SPPH 555 course content has been designed to prepare students for the responsibilities they will acquire when entering an academic, research or health care delivery work settings. Throughout the term, students will learn from the practical experiences of the instructor, guest speakers, and fellow students.

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Course Content

The course is based on the Canadian Injury Prevention Curriculum (CIPC), a curriculum focused solely on injury prevention and control theory and practice. For more information, please visit <http://www.cccip.ca/introduction/>. The Canadian Collaborating Centres for Injury Prevention offer certification for course completion.

COURSE OBJECTIVES

1. Gain knowledge of the magnitude of major injury causes, types and other classifications of injury.
2. Describe the social, economic, behavioral and environmental contexts in which injuries occur.
3. Become familiar with the strengths and limitations of research methods and data sources available for investigating and monitoring injuries.
4. Understand the roles of public health, medicine, engineering, education, regulation, and economics in the prevention and treatment of injuries.
5. Assess the effectiveness and unintended consequences of various public health approaches in the prevention of injuries.
6. Strengthen students' understanding of the development, implementation and evaluation of injury prevention interventions.
7. Gain practical experience addressing a specific injury issue using the tools and concepts introduced in class.
8. Apply a critical perspective to injury prevention theory and practice.

Students can receive a *Certificate of Completion from the Canadian Collaborating Centres for Injury Prevention (CCCIP)*. *If you are interested in receiving certification, please make sure to complete the pre-test prior to beginning any of the modules and the post-test at the end of the course. You will not receive certification without completing these tests at the appropriate times.*

Injury prevention is a very broad concept and covers a very wide spectrum of specific topics, issues, and subpopulations (i.e. fall-related injuries, injuries to children, seniors, or workers, poisonings, violence, suicide, car crashes, etc) – it is therefore not possible to cover all “content areas” during a single course. The course assignments, however, will give students the opportunity to study a more specific injury issue of their choice (further details below).

COURSE STRUCTURE

SPPH 555 is a mixed mode, or blended, course. This means that students will be working with instructors and fellow students both online and face-to-face in the classroom. It is necessary for students to participate fully in all parts of this course to successfully complete the course. Lectures by the instructor, guest lectures and online material, combined with pre-assigned readings, will outline key issues and concepts in injury prevention. All components of this course have been designed to provide an opportunity for application of these concepts.

The face-to-face component of the course takes place over three days and includes guest lectures, group discussions and student presentations. Ample time will be provided throughout for discussion and questions. As the majority of students are from the health sector, or will be a part of the health sector in the future, participants will be encouraged to speak about their own experiences and challenges with the health care system in the context of injury prevention.

The online component will include a series of four pre-recorded lesson, pre-recorded webinars and additional readings to supplement classroom material. Students can access the pre-recorded lessons under the heading “**Recorded Lessons & Required Readings**”. Note that there are recommended dates for completion of these lessons.

In order to develop a comprehensive understanding of the concepts and issues raised in this course, five assignments have been developed based on the content from each learning module. These assignments will be discussed with classmates and instructors openly via the UBC Canvas online discussion board.

Please see the Course Schedule for a summary of important dates.

REQUIRED TEXT

Required readings will supplement both the classroom and on-line material. It is expected that students will have read all the required readings for each module at the appropriate times.

The required text is available online without charge:

Pike I, Richmond S, Rothman L, Macpherson A (eds.) (2015). *Canadian Injury Prevention Resource: An evidence-informed guide to injury prevention in Canada*. Parachute, publisher: Toronto, ON. <http://www.parachutecanada.org/cipr>

Pre-recorded Webinars

The BC Injury Research and Prevention Unit has a rich archive of pre-recorded webinars on select injury topics. Students are **highly encouraged** to visit the archive and view webinars of interest to them. The webinars are presented by expert practitioners and academics and provide a unique opportunity to learn about the latest research and practice relevant to specific injury issues.

<https://www.injuryresearch.bc.ca/education/bcirpu-webinars/webinar-archive/>

See also Dr. Brussoni’s lab website for links to webinars that she has done and the Nature of Things episode on her research: <https://brussonilab.ca/resources/> This material will not be covered in class.

THE LEARNING ENVIRONMENT

In this course you are directed in your learning through modules that describe issues related to injury prevention. By discussing these questions as a class you will be learning from each other and acquiring knowledge and understanding of the pertinent issues.

The course’s online learning platform is UBC Canvas. The student’s guide to Canvas can be accessed here: <https://students.canvas.ubc.ca/>

Communication

In addition to the face-to-face sessions, much of the communication will be among the class using the Canvas Discussion Forum. When the instructor or tutor wants to send a message to the whole class, we will either use the email function within the course or we will post it in the 'Announcements' tool. Canvas also allows the instructors to send private emails to individual students. When you log in to Canvas, you will receive a message letting you know that you have received a private email. Students can also send a private email to the instructors by using the Canvas mail tool or using email addresses provided.

EVALUATION

Students will be evaluated through a combination of class participation, group exercises and a written assignment and will be graded according to the following criteria.

Grading (from *the UBC Department of Educational Studies, Graduate Course Grading Policy*):

A+ is from 90% to 100%: It is reserved for exceptional work that greatly exceeds course expectations. In addition, achievement must satisfy all the conditions below.

A is from 85% to 89%: A mark of this order suggests a very high level of performance on all criteria used for evaluation. Contributions deserving an A are distinguished in virtually every aspect. They show that the individual significantly shows initiative, creativity, insight, and probing analysis where appropriate. Further, the achievement must show careful attention to course requirements as established by the instructor.

A- is from 80% to 84%: It is awarded for generally high quality of performance, no problems of any significance, and fulfillment of all course requirements.

B Level (68% to 79%). This category of achievement is typified by adequate but unexceptional performance when the criteria of assessment are considered. It is distinguished from A level work by problems such as: One or more significant errors in understanding, superficial representation or analysis of key concepts, absence of any special initiatives, or lack of coherent organization or explanation of ideas. The level of B work is judged in accordance with the severity of the difficulties demonstrated. B+ is from 76% to 79%, B is from 72% to 75%, and B- is from 68% to 71%

C Level (55% to 67%). Although a C+, C, or C- grade may be given in a graduate course, the Faculty of Graduate Studies considers 68% as a minimum passing grade for doctoral graduate students.

SUMMARY OF ASSESSMENT

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- Assignments 1-5 (Assignments 1-3 worth 5% each; Assignments 4 & 5 worth 10%: 35% total)
- Reflective Journal (10%)
- Final Project: Paper (25%)
- Final Project: Presentation (20%)
- Class Participation, in-class and on-line (10%)

Expectations for Student and Instructor

You are expected to fulfill your module objectives, assignments, and discussions in a timely manner, and to contact the TA and/or instructors via course mail whenever you need help. We will, in most cases, return your communication within 24 to 48 hours. Should we be away and offline for an extended period (i.e., for more than a few days) we will notify the class in advance.

Spend enough time on the background resources for each module in order to make the most of the face-to-face sessions. It is very important that you have finished the online components of the course prior to attending the web-conference and face-to-face sessions.

You may choose to use the Discussion Forums on the website to discuss the readings and assignments in the modules. These discussion groups will provide you with an opportunity to share your knowledge, to seek feedback from fellow students as well as your instructor on your ideas, and to ask for help when you need it. The use of this forum will be required for the assignments, but should also be checked regularly for postings and online discussions.

Missed Classes

Students are expected to attend all classes and complete all on-line and face-to-face components of the course. If a student is unable to attend a class, please discuss this with the TA or instructor in advance. You will be responsible for obtaining any handouts, notes, or other materials from fellow students.

Late Assignments

If you expect assignments will be late, please discuss with the TA or instructor in advance. Assignments submitted late without a valid excuse will be docked 1% per day they are late.

Plagiarism

Students are expected to know what constitutes plagiarism and that plagiarism is a form of academic misconduct. As such, plagiarism is subject to penalty. Please review the Plagiarism and Student Discipline sections of the UBC Calendar, available at <http://www.calendar.ubc.ca/Vancouver/index.cfm?tree=3,54,111,959>

ASSIGNMENTS

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Written assignments should be **1-2 pages** in length and can be in full paragraph or point form. They can be attached as either a Word document or PDF file, or pasted directly into the body of the Wiki page. ***Students will post their assignments on the Canvas SPPH 555 platform in the Discussion module. Each assignment has it's own discussion thread. For each assignment, students are required to comment on at least one other student's assignments, and respond to other students' posts to their item. Please ensure comments are respectful and supportive, while providing constructive critique.***

Assignment 1: Personal reflection on injuries in your life

Consider why injury is important to you or how injury has impacted you. It could be to reflect on your interest in taking this course or thinking through a personal injury experience, the experience of someone you know, or something in your community. Using photos or videos, you will be sharing your story about this injury issue. For example, take at least two photographs that reflect your injury interest and provide a short narrative description for what the photograph reflects for you. You could also develop a video (2 minutes maximum) or a podcast that reflects this story. Creativity is encouraged. The injury issue identify in this assignment can inform the injury case scenario you'll be developing in future assignments.

Assignment 2: Injury prevention journal article critique

A research critique involves a formal analysis and evaluation of a journal article based on a set of known criteria. It involves questioning the information and opinions available in the text while evaluating both the strengths and weaknesses of the study. Critical appraisal is an important part of evidence-based practice, which uses the best available evidence and applies it to clinical decision-making. The ability to objectively critique research is an essential skill in order for health care professionals to use research evidence reliably and effectively.

For this assignment, you are to act like you are a reviewer for a journal and you have been asked to critique a scientific article prior to its publication. Select **one** injury-related academic article and review its scientific and practical merit.

A successful submission will clearly evaluate the validity, limitations, strengths and relevance of the study. Your critique should relate to the different themes, frameworks and approaches to injury prevention that are discussed in the course. Assignments should include the following components: introduction, summary of the key points of the study, critique of the article and conclusion.

Additional resource:

Greenlagh, T. (2010). How to read a paper: The basics of evidence-based medicine. Oxford: Wiley & Sons.

Golash-Boza, T. (2012). How to write a peer review for an academic journal: Six steps from start to finish. <http://www.phd2published.com/2012/05/09/how-to-write-a-peer-review-for-an-academic-journal-six-steps-from-start-to-finish-by-tanya-golash-boza/>

Raff, J. (2013). How to become good at peer review: A guide for young scientists
<http://violentmetaphors.com/2013/12/13/how-to-become-good-at-peer-review-a-guide-for-young-scientists/>

Publons. (2018) Review a manuscript like a pro: 6 tips from Publons Academy supervisor
<https://publons.com/blog/6-tips-to-writing-a-great-manuscript-review/>

Assignment 3: Haddon's Matrix

Haddon's Matrix tool can help increase our understanding of the multiple factors that are present during the event of an injury. For this assignment:

1. Develop an injury case scenario based on your injury interest explored in Assignment 1 and apply the Haddon Matrix tool to it. Think broadly and push the envelope in terms of all of the factors that might influence the event. Of the factors you list, identify (use highlight tool on Word or some other method of identifying them) which are:

- o Most amenable to change
- o Would have the greatest impact on the injury problem if changed

By identifying which are amenable to change, and would have the greatest impact, it will help identify possible types of interventions.

2. Using the factors that you choose as amenable to change from the Haddon's Matrix, develop an intervention (very brief description) for each of Haddon's 10 countermeasures (refer to Haddon's 10 Countermeasures handout) for the scenario. Consider who your target group is for the intervention you will be creating.
3. Identify one possible intervention that fits into each of the following types of strategies:
 - a. Education
 - b. Engineering
 - c. Enforcement
 - d. Economic
4. Think about each intervention in terms of the following factors as a guide, and select the intervention that is, on balance, the most appropriate to carry out.
 - a. Effectiveness of intervention
 - b. Affordability/cost
 - c. Resources
 - d. Sustainability and acceptability
 - e. Unintended outcomes/consequences
 - f. Partnership and community support/interest
 - g. Other

Note: The intervention you select will be used for Assignments 4 & 5 below.

When you respond to other students' assignments/posts, consider what is the most creative injury prevention strategy that you feel has emerged from this exercise and your vote for the most appropriate intervention choice that they have suggested.

Assignment 4: Injury Prevention Intervention & Logic model

For this assignment, return to the case scenario and select one intervention from the ones you outlined in Assignment 3. You will now be fleshing out this injury prevention intervention and develop a logic model.

A successful submission will clearly express the intervention's goal, activities, audience, time frame, resources, outputs and outcomes (objectives). Moreover, it will consider the situational context, assumptions, external factors, and strategies. Please express your implementation plan as a logic model with a short written summary. Your audience includes members of the community as well as health and policy experts.

At our second face-to-face meeting, you will have time to present your logic model draft to your peers and receive constructive feedback. You will use this feedback to finalize the assignment for final submission.

Resources:

Public Health Ontario. (2016) Focus on: Logic model – a planning and evaluation tool.
<https://www.publichealthontario.ca/-/media/documents/focus-on-logic-model.pdf?la=en>

Public Health Ontario. (2018). Planning Health Promotion Programs Workbook, Step 3, p. 35-52.
<https://www.publichealthontario.ca/en/health-topics/public-health-practice/program-planning-evaluation/planning-programs>

Ontario Centre for Excellence for Child & Youth Mental Health. Program Evaluation Toolkit, page 9: Developing the Program Logic Model
<http://www.excellenceforchildand youth.ca/resource-hub/program-evaluation-toolkit-tools-planning-doing-and-using-evaluation>

Assignment 5: Intervention planning: Choose your strategy

Building on your logic model, you will dig deeper into the strategies and activities that address the goals and objectives you identified in the logic model. You will have decided the audience and the level you are targeting (individuals, community, environment, public policy). For this assignment, you will select the health promotion or behaviour change model that your intervention will be grounded in and the strategies or techniques you will use to address elements of the model.

At our second face-to-face meeting, you will have time to start on your assignment. You will have an opportunity for group work and brainstorming ideas with peers, as well as receiving support from the instructors.

Resources:

Public Health Ontario. (2018). Planning Health Promotion Programs Workbook, Step 4
<https://www.publichealthontario.ca/en/health-topics/public-health-practice/program-planning-evaluation/planning-programs>

Kok et al., (2016) A taxonomy of behaviour change methods: An intervention mapping approach, *Health Psychology Review*, 10(3), 297-312.

<https://www.tandfonline.com/doi/full/10.1080/17437199.2015.1077155>

In particular, please look at the Supplemental Material as it has tables that may help you select techniques based on what you want to target:

https://www.tandfonline.com/doi/suppl/10.1080/17437199.2015.1077155/suppl_file/rhpr_a_1077155_sm9693.pdf

Bartholomew et al. (2016). *Planning health promotion programs: An intervention mapping approach*, 4th Edition. Jossey-Bass: San Francisco.

REFLECTIVE JOURNAL (or video, podcast, etc)

Reflective journal writing can be helpful in reflecting on new knowledge, solidifying learning by recording evolving thought processes, forming new perspectives, and can help develop creative and reflective thinking. It can be an effective way to help make connections between theory and practice, identify what you do and do not understand, and promote deeper thinking.

You will keep a written, photographic, video or audio journal where you reflect on your learnings in the course and how it is influencing you. This could include your public health practice, personal behaviours, or any other influences. Or it could include positive or negative experiences relevant to the course or course content, what they meant to you and what you learned. Students will be encouraged to comment on peers' submissions. You will be required to post your reflections on Canvas at minimum once per month, such that at the end of the course you would have at least 3 entries (deadlines have been set but feel free to submit earlier or more frequently). In addition, once the course is complete, you will collate these reflections into a final paper (or video, podcast, album, etc) to be submitted in early December. **Final written submissions should be limited to 2 pages (not including photographs or figures, if applicable) and videos/podcasts should be no longer than 2 minutes.** Creativity in methods is encouraged. Note that the journal entries will be evaluated only on content, not form, spelling or grammar.

Some reflective questions to consider (though please do not feel limited to these):

- What have you learned so far that you found surprising? Why?
- What have you learned that has led or will lead to changes in your work or your personal life? Why?
- Who did you share what you learned about injury prevention with? What made you want to share with them?

General reflective questions to consider:

- Reflect on your thinking, learning, and work today. What were you most proud of?
- Where did you encounter struggle today, and what did you do to deal with it?
- What about your thinking, learning, or work today brought you the most satisfaction? Why?
- What is frustrating you? How do you plan to deal with that frustration?
- What lessons were learned from failure today?

- Where did you meet success, and who might benefit most from what you've learned along the way? How can you share this with them?
- What are your next steps? Which of those steps will come easiest? Where will the terrain become rocky? What can you do now to navigate the road ahead with the most success?
- What made you curious today?
- How did the instructors help you? How did we hinder you? What can we do to help you more?
- How did you help the class today? How did you hinder the class today? What can you do to help other learners more?

FINAL PAPER

Purpose

To provide an opportunity to apply concepts learned in class to a real-world situation.

Using the injury topic you have been exploring through the assignments, write either a journal article OR a policy brief on that topic. **Maximum length of the paper is 3,000 words, excluding abstract/executive summary and references. Please contact Dr. Brussoni to review your project idea prior to beginning this work, to ensure that it meets the needs of this course.**

Journal article manuscript: Considering the injury topic you've been exploring through the assignment, develop a manuscript that describes your research project or proposed project using the author submission guidelines for the journal [Injury Prevention](#).

Published examples of previous student work:

Lindsay, H., & Brussoni, M. (2014). Injuries and helmet use related to non-motorized wheeled activities in pediatric patients. *Chronic Diseases and Injuries in Canada*, 34, 74-81. http://www.phac-aspc.gc.ca/publicat/cdic-mcbc/34-2-3/assets/pdf/CDIC_MCC_Vol34_2-3_02_Lindsay-eng.pdf

Pan, S. W., Hsu, C., Brussoni, M., & Pike, I. (2015). Indigenous ethnicity as a social determinant of exposure to riskier modes of transport: A survey study in Taiwan. *Journal of Transport and Health*, 2(4), 595-601. <https://www.sciencedirect.com/science/article/pii/S2214140515006830>

Policy Brief: A policy brief is a medium for exploring an issue and distilling lessons learned from the research. It is a vehicle for providing the rationale for a particular policy. The brief should be a stand-alone document focusing on advocating for a single policy or service. You should select an audience for their brief, such as policy makers, practitioners, media, etc. and tailor the message to their audience. A sample brief outline includes:

- Executive summary (maximum length = 1 page)

- Distill the essence of the brief (Describe the problem, outline why current approaches aren't working, prescribe a new action)
- Provide an overview for busy readers
- Entice readers to go further
- Context and Importance of the Problem: This should convince the reader that the problem is urgent and requires action
 - Clearly state the problem
 - Provide overview of root causes
 - Describe policy implications of the problem
- Critique of policy option(s)
 - Detail shortcomings of the current approach (or lack thereof) to show the need for change
 - Outline policy options
 - Describe why the current approach doesn't work.
- Policy recommendations:
 - Describe policy approach
 - Rationalize your recommendation with evidence
- Policy actions:
 - Suggest concrete actions to address the issue
 - Breakdown the specific practical steps/measures needed to implement and by whom.
 - Make sure to include information on jurisdiction, potential cost, evaluation metrics, sustainability and feasibility
 - Consider potential unintended outcomes of the policy and how to mitigate them
 - Consider potential challenges/barriers and solutions

Final Presentation

Final presentations will take place during the final in-person session. You are expected to present why you chose your topic, what you did, how you progressed and your results. Presentations should be in PechaKucha format, 20 slides x 20 seconds (6 minutes 40 seconds total) with primarily image-based (rather than text-based) slides. For more information, visit <https://www.pechakucha.com/>. Presentations will be followed by a question period and opportunity to receive constructive critique on project and presentation.

The presentation takes place before your final paper is due. While your presentation should reflect your project in its entirety, please use the discussion and feedback during your presentation to build upon what you have done and to fine tune the write up of your project.

Presentation Resources:

- TED Talk: Simon Sinek "How great leaders inspire action"
http://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action?language=en

THE COURSE WEBSITE

Navigating the Course Website

You'll notice that there are a number of Modules on the Home Page as well as under Modules. All course assignments, materials and resources can be found under Content Home or Modules.

Content Home includes introductory materials and explanations.

Recorded Lessons & Required Readings contains recorded lessons 1-4 for the course along with the necessary readings.

Face-to-face Sessions & Required Readings includes the agenda for the face-to-face sessions and any required readings.

Webinars includes connection instructions and dates and information for the webinars.

Assignments lists all assignment details, deadlines and, marking rubrics.

Discussion The discussion board area of the course allows you to post assignments, read other students' assignments, and messages posted by other students and your instructor, as well as to post messages of your own. The discussion area is a key area of SPPH 555; much of your online participation and interaction with fellow students and instructor will happen.

The discussion forum is a key location for you to discuss the concepts covered by the course material. Therefore, it is important that you participate in the forums in order to maximize the opportunities to investigate the key concepts and scenarios presented. Much of what you gain from this course is the result of your interactions in the discussions.

A Note on Subject Titles When you post a message, please provide a clear subject header. This is very important as it will give you an easier means to refer back to a discussion and find what you are looking for. Avoid using subjects such as "Question?????" or "My thoughts" as they don't give the reader any indication of the content of the message. Instead, divide your topic into two parts – 1) the main idea and 2) the salient point. For example: "Policy Change | community outreach". By the end of the course there will be hundreds of messages in the discussion board, so using clear subject headers will make everyone's lives much easier and will allow you to easily compile the content for future reference.

Extra Resources You will find helpful handouts and resource material here.

Readings Any difficult-to-locate readings, such as book chapters (excluding textbook) are posted in this folder.

Presentation Slides This folder contains the powerpoint slides for in-class presentations.

Tentative Course Schedule

Module 1:		
Web-based	Sept 3-18, 2019	Readings
<p>Lesson 1: Introduction to Injury Prevention Using the Public Health Approach</p> <p>Assignment 1 – Personal reflection on injuries in your life Due Sept 17</p>		<p><u>Required Readings:</u></p> <p>Pike, I., Richmond, S., Rothman, L., & Macpherson, A. (Eds.). (2015). <i>Canadian Injury Prevention Resource</i>. Toronto, ON: Parachute.</p> <p>Read the following:</p> <ul style="list-style-type: none"> • Section 1: Introduction (Including 1.1 through 1.3) • Section 2: Canadian Evidence-Informed Practice Model • 2.1: The Public Health Approach • 2.2: The Injury Prevention Spectrum and the 3E's • 2.3.1 Surveillance: Defining the Problem <p><u>Recommended Readings:</u></p> <p>Pike, I., Macpherson, A., et al. (2010) Measuring Injury Matters: Injury Indicators for Children and Youth in Canada. Vancouver, BC: UBC. https://www.injuryresearch.bc.ca/docs/3_20090930_130539Injury%20Indicators%20for%20Children%20and%20Youth%20in%20Canada%20Volume%201-%20Sept.4.pdf</p> <p>Child and Youth Health and Well-Being Indicators Project: CIHI and BC PHO Joint Summary Report http://www.health.gov.bc.ca/pho/pdf/child-health-2013.pdf</p> <p>BC's Guiding Framework for Public Health- Promote, Protect, Prevent: Our Health Begins Here http://www.health.gov.bc.ca/library/publications/year/2013/BC-guiding-framework-for-public-health.pdf</p> <p>Health Council of Canada (2011). <i>A Citizen's Guide to Health Indicators</i>. Toronto: Health Council of Canada. http://publications.gc.ca/site/eng/392393/publicatio</p>

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Face to face	Sept 19	
9:00-9:15 In person introductions	ALL	
9:15-10:45 Injury prevention, the Public Health approach in British Columbia & Injury indicators	Megan Oakey	
11:00-12:30 Injury Surveillance	Fahra Rajabali	
1:00-2:00 Playing with injury data	Group work	
2:15-3:45 Social marketing: Preventable	Jennifer Smith	
3:45-4:00 Course logistics & wrap-up		
Module 2:		
Web-based	Sept 20- Oct 16	
Lesson 2: Risk and Protective Factors: Understanding the Key Determinants for Injury		<u>Required Readings:</u>
Lesson 3: Selecting an Intervention		Pike, I., Richmond, S., Rothman, L., & Macpherson, A. (Eds.). (2015). <i>Canadian Injury Prevention Resource</i> . Toronto, ON: Parachute.
Lesson 4: Implementation and Evaluation		Read the following:
Reflective journal entry #1 Due Sept 23		<ul style="list-style-type: none"> • 2.3.2 Identifying Risk and Protective Factors • 2.3.3 Selecting or Designing an Intervention • 2.3.4 Program and Policy Implementation • 2.3.5 Evaluation and Monitoring • 2.4 Political and Social Context • 2.5 Engagement • Section 3 Key Determinants of Injury (along with subsections that are of interest) • 3.10.2 Aboriginal Peoples • 4.5 Suicide/Self-Harm • 4.6 Violence
Assignment 2 – Injury Prevention Journal Article Critique Due Sept 24		
Assignment 3 –		Public Health Ontario. (2016) Focus on: Logic model – a planning and evaluation tool.

<p>Haddon's Matrix Due Oct 8</p> <p>Assignment 4 – DRAFT logic model Due Oct 16</p>		<p>https://www.publichealthontario.ca/-/media/documents/focus-on-logic-model.pdf?la=en</p> <p><u>Recommended Readings:</u></p> <p>Brussoni, M., Olsen, L. L., & Joshi, P. (2012). Aboriginal community-centred injury surveillance: A community-based participatory process evaluation. <i>Prevention Science</i>, 13(2), 107-117.</p> <p>Ishikawa, T. Oudie, E., Desapriya, E., Turcotte, K., & Pike, I. (2014). A systematic review of community interventions to improve Aboriginal child passenger safety. <i>AJPH</i>, 104(S3), e1-e8.</p> <p>Public Health Ontario. (2018). Planning Health Promotion Programs Workbook, Steps 3 & 4, pp. 35-64. https://www.publichealthontario.ca/en/health-topics/public-health-practice/program-planning-evaluation/planning-programs</p> <p>Parachute. (2015). <i>The cost of injury in Canada</i>. Toronto, ON: Parachute. http://www.parachutecanada.org/downloads/research/Cost_of_Injury-2015.pdf</p> <p>Doll, L.S., Saul, J. R., & Elder, R. W. (2007). Injury and violence prevention interventions: An overview. In Doll, L.S., Bonzo, S.E., Mercy, J.A. & Sleet, D.A. (Eds). <u>Handbook of Violence and Injury Prevention</u> (pp 21-36). New York, New York: Springer Science+Business Media.</p> <p>Sleet, D. A., Trifiletti, L. B., & Gielen, A. C. (2006). Individual-level behavior change models: Application to injury problems. In A. C. Gielen, D. A. Sleet & R. J. DiClemente (Eds.). <u>Injury and Violence Prevention. Behavioral Science Theories, Methods and Applications</u> (pp. 19-40). San Francisco, CA: Jossey-Bass.</p> <p>Kok et al., (2016) A taxonomy of behaviour change methods: An intervention mapping approach, <i>Health Psychology Review</i>, 10(3), 297-312. https://www.tandfonline.com/doi/full/10.1080/17437199.2015.1077155</p>
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Face to face	Oct. 17	
<p>9:00-10:30 Intentional injury</p> <p>10:45-12:30 Indigenous community injury prevention</p> <p>1:00-2:30 Strategy selection and behaviour change techniques</p> <p>2:45-4:15 Work on Assignment 4 – Logic model & Assignment 5 - Choose your strategy</p> <p>4:15-4:30 Course Q&A, logistics, wrap-up</p>	<p>TBC Judith Fairholm</p> <p>TBC</p> <p>Mariana Brussoni</p> <p>Group work</p>	
Module 3:		
Web-based	Oct. 18- Nov 13	
<p>Reflective journal entry #2 Due Oct 21</p> <p>Assignment 4: Final logic model Due Oct 22</p> <p>Assignment 5: Intervention planning: Choose your strategy Due Nov 5</p>		
Face to face	Nov. 14	

9:00-12:00 Student presentations and discussion		
Web-based	Nov. 15 – Dec 6	
Reflective journal entry #3 Due Nov 18 Final paper Due Dec 2 Final Reflective Journal Due Dec 6 Course wrap-up Injury Prevention Post-test		