

# SPPH 555: Principles and Practices of Injury Prevention 2023S1 Syllabus

## ACKNOWLEDGEMENT

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UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəyəm (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.

## COURSE INFORMATION

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Course Title	Course Code Number	Credit Value
Principles and Practices of Injury Prevention	SPPH 555 (941)	3 credits

## PREREQUISITES

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None

## COREQUISITES

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None

## CONTACTS

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Course Instructor(s)	Contact Details	Office Location	Office Hours*
Dr. Mariana Brussoni	<a href="mailto:mbrussoni@bcchr.ubc.ca">mbrussoni@bcchr.ubc.ca</a>	BC Children's Hospital Research Institute F508, 4480 Oak Street	By appointment. Feel free to reach out to any instructor with queries or to set a time to meet.
Dr. Ian Pike	<a href="mailto:ipike@bcchr.ca">ipike@bcchr.ca</a>		
Dr. Shelina Babul	<a href="mailto:sbabul@bcchr.ca">sbabul@bcchr.ca</a>		
TA: TBD			

*\*Students are invited to use office hours to discuss specific course content, competencies and assignments. In addition, you are invited to dialogue about career aspirations, and the role of this course or your degree more generally in advancing your career objectives. Office hours can also be used to consider how the course content may illuminate practicum or thesis opportunities that you may wish to pursue.*

## COURSE INSTRUCTOR BIOGRAPHICAL STATEMENT

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**Dr. Mariana Brussoni** is the Director of the Human Early Learning Partnership and a Professor in the UBC Department of Pediatrics and the School of Population and Public Health. She is an investigator at the BC Children's Hospital Research Institute and the BC Injury Research and Prevention Unit. She is a developmental psychologist and her research focuses on child injury prevention, children's outdoor risky play, adult risk perceptions and child-friendly design. Mariana's research shifts injury prevention's approach from focusing on keeping children as safe as possible, to as safe as necessary – making space for risk taking in play. Mariana's work spans the knowledge construction to mobilization cycle. She has developed and tested behaviour change tools for parents, early childhood educators and teachers found at <https://OutsidePlay.ca>. Mariana is on the leadership team of [Outdoor Play Canada](#). She was awarded the 2019 Outdoor Play Canada award and the UBC Faculty of Medicine 2020 Distinguished Achievement Award for Excellence in Clinical or Applied Research. More information on her research program can be found at <https://PlayOutsideUBC.ca>.

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**Dr. Ian Pike** completed his PhD at the University of Alberta where he investigated the effects of corporate health and fitness/wellness programs on injury and health outcomes, and corporate return on investment. He is a Professor of Pediatrics at UBC; Investigator and Co-Lead of the Evidence to Innovation Research Theme at the Research Institute at BC Children's Hospital; Director of the [BC Injury Research and Prevention Unit](#), and Co-executive Director, The Community Against [Preventable Injuries](#). In 2019 he was awarded the UBC President's Award for Education through the Media, and the recipient of the 2019 Canadian Association of Fire Chiefs Researcher of the Year Award. His current research is focused on the determinants of injury, including deprivation and risky play; linkages between unintentional and inflicted injury as a means to creating a safety-oriented culture; child passenger safety; and, the efficacy of a social marketing campaign to reduce serious injury and death.

**Dr. Shelina Babul** completed her PhD at the University of British Columbia in the area of Sports Medicine, specifically focusing on Hyperbaric Medicine in Sport. She is a Clinical Professor in the Department of Pediatrics at UBC; Associate Director at the BC Injury Research and Prevention Unit; and Director of the Canadian Hospitals Injury Reporting & Prevention Program at BC Children's Hospital. Her program of research focuses primarily on sport and recreational evidence-based research and knowledge implementation, with a particular specialization in concussions/traumatic brain injuries (TBI) and their prevention, recognition, treatment and management. She developed the Concussion Awareness Training Tool (CATT) with the aim to increase knowledge around the recognition, diagnosis, treatment and management of concussions among various audiences including medical professionals, athletes, coaches, school professionals and workers/workplaces. Shelina was nominated for the 2019 YWCA Women of Distinction Award and has also received the safety and service awards by BC Hockey and the prevention and awareness award by the Brain Injury Association of Canada.

### COURSE STRUCTURE

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**Year/Term:** Summer 2022, Term 1

**Course Schedule:** The course will be offered Mondays and Wednesdays from May 16<sup>th</sup> to June 15, 2022.

**Monday classes will be online from 9-10:30am.**

**Zoom connection information:**

<https://ubc.zoom.us/j/68169506862?pwd=Z0hPcUEvTCs3UnZHb1BDbm1lU1k5dz09>

Meeting ID : 681 6950 6862

Passcode : 445997

**Wednesday classes will be in person in SPPH room B104, 9am-12pm.**

**PLEASE NOTE: On Monday June 19<sup>th</sup>, we will be meeting in person in B104 and may extend the class time to accommodate the number of students in the course.**

**Course Description:** SPPH 555 is based on the Canadian Injury Prevention Curriculum (CIPC), a curriculum focused solely on injury prevention and control theory and practice

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(<http://www.cccip.ca/introduction/>). We build on this curriculum with deeper dives into material, guest lectures, class discussions, and assignments. Upon receiving a passing grade in the course, students will receive a Certificate of Completion from the Canadian Collaborating Centres for Injury Prevention (CCCIP).

**Course Structure:** SPPH 555 will be delivered entirely online with synchronous and asynchronous material. We strongly believe that students have as much to learn from each other as from the instructors and the course is designed to support diverse ways of learning, the exchange of ideas, and building on those ideas through collaboration. Four pre-recorded lessons offer the foundation of learning material. These will be supplemented by additional independent readings/videos. Online synchronous class time will be dedicated to lectures with interactive components to facilitate discussion and learning of materials. Class discussion is a critical component of the course and you will be expected and encouraged to share your ideas and opinions. Regular attendance is expected.

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).

### SCHEDULE OF TOPICS

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**Any changes to the schedule will be announced on Canvas.** Please be sure you are receiving Canvas announcements for this course. <https://canvas.ubc.ca/>

Schedule	Topic	Online Material & Assignments	Readings
May 15 ONLINE 9-10:30	Introduction and course planning	Lesson 1: Introduction to Injury Prevention Using the Public Health Approach (pre-recorded – watch at your convenience but prior to May 18)	Required Readings in <b>Black</b> (Please read <u>prior</u> to class session) Recommended Readings in <b>Orange</b> <b>Textbook:</b> Pike, I., Richmond, S., Rothman, L., & Macpherson, A. (Eds.). (2015). <a href="#">Canadian Injury Prevention Resource</a> . Toronto, ON: Parachute. (open access) <ul style="list-style-type: none"><li>Section 1: Introduction (Including 1.1 through 1.3)</li></ul>
May 17 B104 9-12 9:15-10:30 Lecture 1	General check-in  Injury prevention in BC, development of injury priorities Megan Oakey (BCCDC/BCIRPU)	Lesson 2: Risk and Protective Factors: Understanding the Key Determinants for Injury (pre-recorded – watch before this session)  <b>Assignment 1 Due – Personal reflection on injuries in your life</b>	Textbook: <ul style="list-style-type: none"><li>Section 2: Canadian Evidence-Informed Practice Model</li><li>2.1: The Public Health Approach</li><li>2.2: The Injury Prevention Spectrum and the 3E's</li><li>2.3.1 Surveillance: Defining the Problem</li><li>2.3.2 Identifying Risk and Protective Factors</li></ul> <b>Recommended:</b>

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<p>10:30-10:45 break</p> <p>10:45-12 Lecture 2</p>			<p>BC Injury Prevention Committee. (2017). Provincial injury prevention priorities. Vancouver, BC CDC. <a href="http://www.bccdc.ca/pop-public-health/Documents/bcipc-provincial-injury-prevention-priorities-2017.pdf">http://www.bccdc.ca/pop-public-health/Documents/bcipc-provincial-injury-prevention-priorities-2017.pdf</a></p> <p>BC Injury Prevention Strategic Policy Framework (2021) <a href="https://www2.gov.bc.ca/assets/gov/health/managing-your-health/injury-prevention/injury_prevention_strategic_policy_framework.pdf">https://www2.gov.bc.ca/assets/gov/health/managing-your-health/injury-prevention/injury_prevention_strategic_policy_framework.pdf</a></p>
	<p>Injury surveillance Fahra Rajabali (BCIRPU)</p>		<p>BCIRPU iDOT tool: <a href="https://www.injuryresearch.bc.ca/idot/">https://www.injuryresearch.bc.ca/idot/</a></p> <p><b>Recommended:</b> Global Burden of Disease data visualization tool: <a href="https://vizhub.healthdata.org/gbd-compare/">https://vizhub.healthdata.org/gbd-compare/</a></p> <p>James et al. (2020). Global injury morbidity and mortality from 1990 to 2017: results from the Global Burden of Disease Study 2017. <i>Injury Prevention</i>, 26, i96-i114. <a href="https://injuryprevention.bmj.com/content/26/Suppl_2/i96.info">https://injuryprevention.bmj.com/content/26/Suppl_2/i96.info</a></p>
<p>May 22</p>	<p><b>No Class – Victoria Day</b></p>		
<p>May 24</p> <p>B104 9-12</p>	<p>General check-in</p> <p>Concussions Dr. Shelina Babul</p>	<p>Lesson 3: Selecting an Intervention (pre-recorded – watch before this session)</p> <p><b>Assignment 2 – Injury Prevention Journal Article Critique due</b></p>	<p>Textbook:</p> <ul style="list-style-type: none"> <li>• 2.3.3 Selecting or Designing an Intervention</li> <li>• 2.3.4 Program and Policy Implementation</li> <li>• 4.8 Concussion</li> </ul> <p><b>Recommended:</b> Beaton et al. (2021). Stakeholder Recommendations to Increase the Accessibility of Online Health Information for Adults Experiencing Concussion Symptoms <a href="https://www.frontiersin.org/articles/10.3389/fpubh.2020.557814/full">https://www.frontiersin.org/articles/10.3389/fpubh.2020.557814/full</a></p> <p>Purcell et al., (2019). What factors must be considered in ‘return to</p>

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			<p>school' following concussion and what strategies or accommodations should be followed? A systematic review <a href="https://bjsm.bmj.com/content/bjsports/53/4/250.full.pdf">https://bjsm.bmj.com/content/bjsports/53/4/250.full.pdf</a></p> <p>Ellis et al. (2018). A Physiological Approach to Assessment and Rehabilitation of Acute Concussion in Collegiate and Professional Athletes <a href="https://www.frontiersin.org/articles/10.3389/fneur.2018.01115/full">https://www.frontiersin.org/articles/10.3389/fneur.2018.01115/full</a></p> <p>McCroory et al. (2018). Consensus statement on concussion in sport—the 5<sup>th</sup> international conference on concussion in sport held in Berlin, October 2016 <a href="https://bjsm.bmj.com/content/51/11/838">https://bjsm.bmj.com/content/51/11/838</a></p>
	<p>Child &amp; adolescent self harm and suicide Dr. Tyler Black (UBC, BCCH)</p>		<p>Textbook:</p> <ul style="list-style-type: none"> <li>4.5 Suicide/Self-Harm</li> </ul> <p><b>Recommended:</b> BC Coroners Service Death Review Panel (2019). <i>Supporting youth and health professionals: A report on youth suicides.</i> <a href="https://www2.gov.bc.ca/assets/gov/birth-adoption-death-marriage-and-divorce/deaths/coroners-service/child-death-review-unit/reports-publications/youth_suicide_drp_report_2018.pdf">https://www2.gov.bc.ca/assets/gov/birth-adoption-death-marriage-and-divorce/deaths/coroners-service/child-death-review-unit/reports-publications/youth_suicide_drp_report_2018.pdf</a></p> <p>McCreary Centre Society (2019). <i>Balance and connection in BC: The health and well-being of our youth.</i> <b>Read section on mental health and well-being, starting on p. 29.</b> <a href="http://www.mcs.bc.ca/pdf/balance_and_connection.pdf">http://www.mcs.bc.ca/pdf/balance_and_connection.pdf</a></p>
<p>May 29 ONLINE 9-10:30</p>	<p>General check-in &amp; walk-through iDOT  Drowning Dr. Audrey Giles (U of Ottawa)</p>	<p><b>Assignment 3 - Haddon's Matrix due</b> Lesson 4: Implementation and Evaluation (pre-recorded – watch before this session)</p>	<p>Textbook:</p> <ul style="list-style-type: none"> <li>2.3.5 Evaluation and Monitoring</li> <li>Section 3 Key Determinants of Injury (along with any subsections that are of interest)</li> <li>3.10.2 Aboriginal Peoples</li> <li>4.9 Drowning in Canada</li> </ul>
<p>May 31</p>	<p>General check-in</p>	<p><b>Assignment 4: Draft logic model due</b></p>	<p>Textbook:</p>

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B104 9-12	Strategy selection and behaviour change techniques Dr. Mariana Brussoni		<ul style="list-style-type: none"> <li>3.2.1 Risk Perception and Risk Mitigation</li> <li>3.5.5 Outdoor Play Environments</li> </ul> <p>Public Health Ontario. (2016) Focus on: Logic model – a planning and evaluation tool. <a href="https://www.publichealthontario.ca/-/media/documents/F/2016/focus-on-logic-model.pdf?la=en">https://www.publichealthontario.ca/-/media/documents/F/2016/focus-on-logic-model.pdf?la=en</a></p>
	Group work on logic model and strategy selection		
June 5  ONLINE 9-10:30	General check-in  Sport & Recreation injury prevention Dr. Sarah Richmond (Ontario Agency for Health Protection & Promotion, U of T)	Assignment 4: Final logic model due	Textbook: <ul style="list-style-type: none"> <li>4.11 Sports and Recreation</li> </ul>
June 7  B104 9-12	General check-in  Fall prevention Denise Beaton (BCIRPU/BC Ministry of Health, UBC SPPH)		Textbook: <ul style="list-style-type: none"> <li>3.7.2 Older Adults</li> <li>4.4 Falls</li> <li>4.4.1 Older Adults</li> </ul> <p>Keall, MD, Tupara, H, Piers N, et al. Home modifications to prevent home fall injuries in houses with Māori occupants (MHIPI): a randomised controlled trial. The Lancet 6:9, E631-E640, (2021). <a href="https://doi.org/10.1016/S2468-2667(21)00135-3">https://doi.org/10.1016/S2468-2667(21)00135-3</a></p> <p>Kwon, J., Lee, Y., Young, T. et al. Qualitative research to inform economic modelling: a case study in older people's views on implementing the NICE falls prevention guideline. BMC Health Serv Res 21, 1020 (2021). <a href="https://bmchealthservres.biomedcentral.com/articles/10.1186/s12913-021-07056-1">https://bmchealthservres.biomedcentral.com/articles/10.1186/s12913-021-07056-1</a></p>
	General check-in  Road safety		Textbook: <ul style="list-style-type: none"> <li>3.5 Physical and Built Environments – Introduction</li> <li>3.5.3 Street Design</li> <li>3.5.4 Rural Environment</li> </ul>

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	Tate HubkaRao & Janet Aucoin (U Calgary)		<ul style="list-style-type: none"> <li>4.2 Transport Injuries</li> </ul>
June 12 ONLINE 9-10:30	Intimate partner violence Karen Mason (SOAR) & Dr. Paul Van Donkelaar (UBCO)	<b>Assignment 5: Intervention planning: Choose your strategy due</b>	Textbook: <ul style="list-style-type: none"> <li>4.6 Violence</li> </ul> <p><b>Recommended:</b> Valera et al. (2019) Correlates of brain injuries in women subjected to intimate partner violence: Identifying the dangers and raising awareness. <i>Journal of Aggression, Maltreatment &amp; Trauma, 28</i>(6), 695-713 DOI: 10.1080/10926771.2019.1581864</p> <p>Evans et al. (2020) A pandemic within a pandemic – intimate partner violence during Covid-19. <i>New England Journal of Medicine, 383</i>, 2302-2304</p>
June 14 B104 9-12	General check-in  Social marketing injury prevention: Preventable Dr. Ian Pike		Textbook: <ul style="list-style-type: none"> <li>2.4 Political and Social Context</li> <li>2.5 Engagement</li> </ul>
	Opportunity to practice presentations other students		
June 19 B104 9-4  <b>**NOTE TIME &amp; LOCATIO N</b>	<b>Student presentations</b>	<b>Regardless of when you present, student presentation slides are due June 18<sup>th</sup>. Please make sure to include automatic 20 second timer on each slide.</b>	
June 21 B104 9-12	<b>Student presentations &amp; Course wrap-up</b>	<b>Final paper due on June 22</b>	

### LEARNING OUTCOMES

1. Gain knowledge of the magnitude of major injury causes, types and other classifications of injury.

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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 of public health approaches in the prevention of injuries.
6. Develop an injury prevention initiative and implementation and evaluation planning.
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.

### LEARNING MATERIALS

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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>

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

### ASSESSMENTS OF LEARNING

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Students will be evaluated through a combination of class participation, group exercises and assignments. 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 in class and via the UBC Canvas online discussion board.

- Assignments 1-3 worth 5% each (15% total)
- Assignments 4-5 worth 10% each (20% total)
- Final Project: Paper worth 30%
- Final Project: Presentation worth 25%
- Class Participation, in-class and on-line worth 10%

If you expect assignments will be late, please discuss with the instructors in advance. Assignments submitted late without a valid excuse will be docked 1 point per day they are late. For example,



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Assignment 4 is marked out of 10 points and, if it is delayed one day, the maximum grade would be 9/10.

### ASSIGNMENTS

Each assignment builds on work completed in previous assignments. We recommend selecting one injury topic and using that same topic across all assignments, the final presentation and paper.

Written assignments should be **1-2 pages** in length and can be in full paragraph or point form. ***Students will post their assignments on the Canvas SPPH 555 platform in the Discussion module. Each assignment has its 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 influence of 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. We recommend you select an article on the injury topic that will be your focus for the remaining assignments.

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:

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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.

Publons (2020). How to write a peer review. <https://publons.com/blog/how-to-write-a-peer-review-practical-templates-expert-examples-and-free-training-courses/>

Risk of Bias tools (available for various study types): <https://www.riskofbias.info/welcome>

UBC Department of Emergency Medicine's Critical Appraisal Checklist: <https://emergency.med.ubc.ca/research/journal-club/critical-appraisal-checklists/>

### 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 (we recommend this be based on your injury interest explored in Assignments 1 and 2) 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:
  - Most amenable to change
  - 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

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- e. Unintended outcomes/consequences
- f. Partnership and community support/interest
- g. Other

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, select one intervention from the ones you outlined in Assignment 3. You will now be fleshing out this injury prevention intervention and developing 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.

We recommend you use the Public Health Ontario logic model planning and evaluation tool (reference provided below), working through the worksheets in steps 2-6 to develop your logic model. Note that there will be elements of the worksheets that are too detailed for your purposes, but they provide some useful guiding questions to work toward the logic model. The draft logic model template is found in Worksheet 6.2. If there is another logic model tool you prefer to use, please discuss with the instructors prior to doing so.

**Your *draft* logic model is due for the class on May 31. You will have an opportunity during that class to pair up with your peers and review your logic models, as well as consider strategies to address your injury issue. You will use this feedback to finalize the assignment for submission on June 5.**

Resources:

Public Health Ontario. (2016) Focus on: Logic model – a planning and evaluation tool.

<https://www.publichealthontario.ca/-/media/documents/F/2016/focus-on-logic-model.pdf?la=en>

Ontario Centre for Excellence for Child & Youth Mental Health. Program Evaluation Toolkit, page 9:

Developing the Program Logic Model <http://www.excellenceforchildandyouth.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,

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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.

Resources:

Textbook: Section 3.2.1 Risk Perception and Risk Mitigation. This chapter includes description of different health promotion and behaviour change models used in injury prevention.

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](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*, 4<sup>th</sup> Edition. Jossey-Bass: San Francisco.

Brussoni et al. (2018) Go Play Outside! Effects of a risk-reframing tool on mothers' tolerance for, and parenting practices associated with, children's risky play: study protocol for a randomized controlled trial. *Trials*, 19, 173. *In particular, Table 1 shows an example of how behaviour change social cognitive theory was operationalized through behaviour change techniques:*

<https://trialsjournal.biomedcentral.com/articles/10.1186/s13063-018-2552-4>

## 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](http://www.phac-aspc.gc.ca/publicat/cdic-mcbc/34-2-3/assets/pdf/CDIC_MCC_Vol34_2-3_02_Lindsay-eng.pdf)

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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

Using the injury prevention topic you have been exploring in assignments and for the final paper, you are expected to present why you chose your topic (injury burden and any other compelling arguments). If you are proposing a policy/intervention, you are expected to present your policy/intervention approach, and, if applicable, the behaviour change theory and techniques that underlie your approach. If you chose to do or propose a study, please describe the methods, actual or expected results and potential implications. Presentations should be in PechaKucha format, 20 slides x 20 seconds (6 minutes 40 seconds total) with primarily image-based (rather than text-based)

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slides. For more information, visit <https://www.pechakucha.com/>. Presentations will be followed by a question period and opportunity to receive constructive critique on the project and presentation.

### 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](http://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action?language=en)

## UNIVERSITY POLICIES

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UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions.

Details of the policies and how to access support are available on [the UBC Senate website](#).

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