Table of Contents

1. Executive Summary ................................................................. 1
2. Introduction ............................................................................ 2
3. Methodology ......................................................................... 3
4. General Findings ................................................................... 4
   Comprehensive Approaches to Injury Prevention in Schools .............. 4
   Demographic Student Groups at Higher Risk for Injury .................. 5
   Targeted Injury Prevention ...................................................... 7
5. Conclusion ........................................................................... 11
6. Definitions ........................................................................... 12
7. References ........................................................................... 14
8. Appendix A: Injury Prevention Resources and Programs .................. 16
   Comprehensive Approaches .................................................... 16
   Injury Prevention Curricula and Teaching Resources .................... 17
   Evaluation of Injury Prevention Strategies and Programs ................. 25
   Demographic Student Groups at Higher Risk for Injury .................. 28
   Targeted Injury Prevention ..................................................... 34
   General Injury Prevention ..................................................... 53
9. Appendix B: Organizations and Experts .................................... 61
   Injury Prevention and Control Research .................................... 61
   Injury Prevention and Control Non-Governmental Organizations .......... 64
   Injury Prevention and Control Government Agencies ..................... 71
   Youth and Health Organizations ............................................. 76
   Experts and Informants in Injury Prevention ............................. 81
The aim of this report is to provide a quick scan of comprehensive school approaches to the prevention of unintentional and intentional injuries in Canadian school age children. The findings are of relevance to educators, educational administrators, and practitioners and researchers in the field of injury prevention.

Literature, programs and activities relevant to this report were identified through the use of electronic databases, hand searching of journals, scanning reference lists and consulting with key informants in the field of injury prevention.

Comprehensive approaches to injury prevention in schools have been effective primarily because of their two primary foci: health and learning. A wide variety of curricula, programs and activities exist that are beneficial to those involved in comprehensive approaches to injury prevention, including the well known TD ThinkFirst for Kids and ThinkFirst for Teens programs, along with a number of equally effective, albeit lesser known, curricula, including the Alberta Alcohol and Drug Abuse Commission's new set of lesson plans for the prevention of drug and alcohol abuse. Demographic groups at higher risk for injury than the general population have been identified, and include the disabled, First Nations students, male students and students of low socioeconomic status. A significant number of injury prevention documents, curricula, activities and programs focus on the prevention of specific injuries. These foci include bicycle safety, bullying, pedestrian safety, suicide, substance use and abuse, and violence related injury.

In addition to these foci, comprehensive approaches to injury prevention in schools should be mindful of governmental legislation policy and the enforcement thereof. Comprehensive injury prevention approaches, due to their nature, can be more effective than single exposure educational programs because comprehensive approaches include the strengthening of individual knowledge and skills, thereby increasing students' resources and their capacity for preventing injury (Cohen & Swift, 1999). It is essential that educators and researchers be able to identify the specific aspects of educational and skills training programs that are most effective in eliciting the behavioural changes that are necessary to promote safer behaviour in order that a set of best practices for comprehensive approaches to injury prevention can be established. There is an urgent need for evidence based prevention programming, which suggests that a high priority should be placed on the translation of empirical findings into programs that address Canadian injury prevention and control (Morrongiello, 2003).
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2 Introduction

There is little question that injury, particularly to children and adolescents, should be prevented to the best of our ability. The 2005 SMARTRISK report, *Ending Canada’s Invisible Epidemic: A Strategy for Injury Prevention*, identifies injury as an invisible epidemic, primarily because it is the leading killer of Canadians in the prime of their lives, and kills more youth and young adults than all other causes combined. In addition to this, injury also places a tremendous economic burden on this country, a burden that is conservatively estimated at $14.7 billion annually in direct and indirect costs. For vulnerable groups, including children and youth, injury is their most significant health threat; however, evidence suggests that not only do successful injury prevention strategies exist, but also, once implemented, these strategies can effectively reduce injury rates (SMARTRISK, 2005).

Injury prevention strives to teach individuals how to assess and manage risks so that injury preventing behaviours can be adopted; more simply, it teaches living in healthy ways that minimize the risk of injury (Canadian injury prevention strategy: Developing a Canadian injury prevention strategy, CCCIPC). According to the Canadian Collaborative Centres for Injury Prevention and Control (CCCIPC), injury prevention means making positive choices to minimize risk at all levels of society while maintaining healthy, active and safe communities and lifestyles. These choices are influenced by a number of factors, including:

- Knowledge of behaviours that will increase safety and wellbeing and minimize risk of injury, including knowledge gained from exposure to injury prevention programs;
- Skills to carry out injury preventing behaviours and manage risk;
- Motivation to feel good about engaging in injury preventing behaviours and managing risk effectively, thereby enhancing self esteem;
- Opportunity and access to reasonable opportunities to carry out injury preventing behaviours;
- Supportive environments to make it easier to engage in injury preventing behaviours with the minimum of risk, which involves both supportive policies and environments.

Comprehensive approaches to injury prevention in schools provide the necessary tools for students to become more safety conscious in their decision making processes. These approaches encompass a wide range of material, whose purpose is to prevent injury not only today, but also to instill safety education into children in order to prevent future injuries.
3 Methodology

For the purposes of this project, relevant literature was identified by means of searches of computerized databases, including ERIC (Ovid), ProQuest Education Journals, Education: A SAGE Full Text Collection and MEDLINE® (Ovid). This collection of research literature was supplemented by searching the archives of relevant journals, including Injury Prevention and The Journal of School Health. In addition, the reference lists of recently published articles and books were hand searched for relevant literature. Relevant websites and on-line documents were identified by means of searches of the Internet conducted via Google’s search engine. This collection of on-line material was supplemented by searching the websites of providers of injury prevention material for pertinent links. In addition, several prominent websites were hand searched for relevant documents and links to other websites. The criteria for inclusion of literature, websites, and on-line documents were: the item was related solely or in part to the prevention of injuries in schools; the item targeted school age children/youth; and/or the item related solely or in part to injury prevention education. Experts were identified by the following means: authorship of a number of relevant books and/or articles; position(s) within prominent injury prevention organizations (e.g., Alberta Centre for Injury Control and Research); and/or names suggested for inclusion by other experts in the field of injury prevention.

During the course of this project, a number of limitations were encountered that could have lead to potential bias. The first of these was under representation of certain areas (e.g., legislation and product safety). However, as has been found by previous researchers in the field of injury prevention, the studies that have been published are not evenly spread across the various injury types and, therefore, do not accurately reflect the injury burden. In light of this lack of evenness, the bias that is present in the literature may reflect the fact that some injury areas can be researched relatively easily compared with others. Injuries where there is a simple, single intervention (such as a bicycle helmet) that can be evaluated relatively simply within closed systems (for example, schools) are more likely to receive research attention (Towner, Dowswell & Jarvis, 2001). The second of these limitations was time constraint. As the scope of this particular project warranted a relatively small amount of time to be allocated to research, avenues that could otherwise have been pursued were abandoned due to lack of time for proper investigation. As a result, only searches that led to the highest volume of results were used to find literature and resources. A more comprehensive study of the relevant literature is warranted, particularly in light of the extensive list of documents that has been compiled in the short time that was allocated to research in this project. An extensive review of literature and resources relating to comprehensive approaches to injury prevention in schools is suggested.
Comprehensive Approaches to Injury Prevention in Schools

Comprehensive approaches to injury prevention in schools incorporate a wide variety of injury prevention strategies. While these approaches vary widely in scope, content and means of implementation, they all focus on health and learning, and strive to be as successful as possible in their goal to prevent injuries from occurring. Injury prevention is much more than education, and goes beyond the individual, as attempts to prevent childhood injuries with only medical interventions or educational materials can be expensive and insufficient (Cohen & Swift, 1999). According to Cohen and Swift (1999), education, particularly that which is aimed solely at changing specific behaviours, is not the only answer. Comprehensive approaches to injury prevention include the strengthening of individuals’ knowledge and skills, which involves transferring information and know how to increase their resources and capacity for preventing injury or disease. In addition, these approaches incorporate the promotion of community education, which aims to reach groups of people with information and resources for improving health. Effective community education not only alerts individuals to new information, but also builds a critical mass of support for healthier behaviour, norms and policy changes. Comprehensive injury prevention also includes educating providers, which creates both highly effective advocates for policy changes that relate to their work experiences, as well as providers who not only have a better understanding of injury prevention, but are also able to transmit prevention messages to large numbers of people, which heightens public awareness of injury problems. As Cohen and Swift state at the conclusion of their article, a good injury prevention strategy “solves multiple problems, saves lives and money, reduces suffering, and enhances the prospects for community well being”. These are goals that can be accomplished by the implementation of comprehensive approaches to injury prevention in schools.

Injury Prevention Curricula

There is a variety of curricula available in a number of formats that deal with injury prevention. In addition, there is also a significant volume of information that relates to the development and effective implementation of injury prevention curricula. One of the problems with injury prevention curricula lies in the fact that many previous attempts to prevent injuries through educational methods have been disappointing. However, many educators believe that ongoing school-based education is more likely to be effective than single exposure presentations. In addition, teaching prevention minded safety habits to elementary school aged children may also have effects that extend to older age groups. Many comprehensive curricula that focus on injury prevention are based on applied learning and behavioural and socialization theories which indicate that repeated, spaced messages using interrelated themes and varied modes of delivery best increase understanding, knowledge and sustained behaviour change. As a result, these curricula are designed to increase knowledge, skills and awareness of injuries, as well as risk factors, causes, consequences and protective measures, while attempting to instil the belief that children have the capability to develop safety habits (Azeredo & Stephens-Stidham, 2003). Noteworthy amongst injury prevention curricula are the TDIThinkFirst for Kids (K8) and ThinkFirst for Teens curricula, and the new alcohol and drug abuse prevention lesson plans developed by the Alberta Alcohol and Drug Abuse Commission.
Evaluation of Injury Prevention Strategies and Programs

According to injury prevention researchers Dowswell and Towner (1996), unintentional injury encompasses a range of injury types occurring in a number of settings, for example on the roads, at home and in play/leisure environments. In different injury settings, and for different injury types, there may be a number of potential countermeasures that can achieve reductions in either the frequency of events or the severity of the injuries that occur. Hence, there is no single measure that can solve the ‘problem’ of injury or any single target group on which to focus interventions. Thus, evaluation of past and present programs and activities is essential to ensure the effectiveness of comprehensive approaches to injury prevention in schools.

Demographic Student Groups at Higher Risk for Injury

Disability and Injury Prevention

Among the demographic student groups at higher risk for injury are disabled children, whom the American National Pediatric Trauma Registry reported sustain 17% of all school related injuries while representing fewer than 2% of the student population in the United States (Ramirez, et al., 2004). Creating and maintaining safe school environments is challenging enough, and becomes even more so when the needs of disabled students have to be taken into account. Even if structural modifications are incorporated into schools to increase their accessibility, students with disabilities may still be at high risk of injury. This is due to the fact that language, cognitive and motor skill limitations can complicate the processing of physical hazards at school. In addition, the design of suitable school environments for these children is further complicated by their varying functional levels. Autistic and deaf children, for example, differ in their behavioural, social and physical capacities, which may lead to differential risk of injury. However, risk in this population has neither been measured nor compared. Thus, Ramirez, Peek-Asa and Kraus’ article, “Disability and Risk of School Related Injury” (2004), seeks to describe the epidemiology of school related injury among children enrolled in 17 special education schools in one large, urban school district.

Their article provides a great deal of insight into the rate of injury among students with disabilities; the nature and characteristics of school injuries; and risk of injury due to various disabling conditions. The authors found that risk of injury was highest among students with multiple disabilities, other disabled (students with established medical disability, other health impairments, undetermined disability and/or traumatic brain injuries), and students with physical disabilities. The article concludes with a discussion of the implications of the authors’ research with regards to injury prevention, and comments that existing prevention programs may or may not be tailored to special needs children. Thus, the authors take a first step by providing baseline scientific information about patterns of injury, which is needed for assessing safety needs and structuring interventions. The data contained within this particular article may be of significant value for educators who find it necessary to tailor existing injury prevention curricula to a diverse group of students, including those with disabilities. The authors specifically suggest that before implementation, preventative measures should first incorporate a child’s functional impairment and then be evaluated for appropriateness and effectiveness. They also stress that, by teaching children with disabilities how to navigate their school environment safely, they may be better equipped to manage physical challenges in the outside world.

First Nations and Injury Prevention

Injury prevention is a significant priority for First Nations people and communities, particularly considering the following facts:

- Injury is one of the leading causes of death amongst First Nations people, responsible for nearly 25% of all deaths and over 50% of potential years of life lost;

- First Nations people are at nearly four times greater risk of severe trauma than non-First Nations members of the Canadian public;

- There exists a significant disparity between First Nations and non-First Nations rates of disability, which corresponds to disparities in rates of injury, violence, self-injury and illness, many of which can result in permanent disability. (Resources for First Nations on injury prevention: Annotated bibliography, 2006)

While rates of injury amongst First Nations peoples and communities in Canada are significantly higher than those of the general Canadian public, working toward injury prevention with First Nations individuals, communities and organizations also provides unique opportunities.

Many indigenous people recognize the importance of injury prevention, both from personal experience and from familiarity with the data on injury rates. Their communities bring their cultural and intellectual wealth and their willingness to implement and evaluate community based interventions. There is often a commitment to addressing the underlying causes of injury, to consider both categorical interventions and a community development approach. The latter involves building local skills in community development, strengthening support systems for people and families in crisis, increasing access to mental health services, fostering healthy early childhood development, ensuring meaningful community participation in government decisions affecting their lives and promoting economic development (Berger, 2002).

Although little recent research has focused specifically on injury prevention school programming that is directed specifically at First Nations children and youth, many of the practices and models developed for use within First Nations communities can be adapted for use within the school setting. One of the most significant and useful documents in the area of injury prevention programming and research is the National Aboriginal Health Organization’s Resources for First Nations, Injury Prevention: Annotated Bibliography. Published in October 2006, this extensive bibliography provides an introduction to the impact of injury on First Nations peoples and communities, a definition of injury and an extensive bibliography, organized into Provincial/Territorial, National and International/Global sections of information relevant to injury prevention directed at First Nations peoples and communities. Also of particular interest is the Alberta Centre for Injury Control and Research’s Injury Prevention: A Guide for Aboriginal Communities (1995), a nationally distributed resource manual that outlines the need for capacity building in injury prevention through education. Central to this guide are the ten steps that it outlines regarding the development of community based injury prevention education, which are illustrated, in part, by the descriptions of two community based initiatives, one on suicide prevention and the other on preventing drowning.
Gender and Injury Prevention

There is a clear relationship between gender and injury, as illustrated by J. Richard Udry’s comment that “[e]verybody who works in the field of injuries knows that after infancy, and before old age, males engage in more behaviour that exposes them to the risk of injury, experience more injuries, and die more frequently from injuries.” (Udry, 1998). While there is debate in some circles as to the exact causes of the discrepancy in injury rates between males and females, the fact remains that there is a marked gender difference with regard to injury rates. For example, in the United States, among 15 to 19 year olds, males are 2.5 times more likely than females to die of unintentional injury, and about five times more likely to die from homicide or suicide (Udry, 1998). While there is little explicit research on the difference in rates of unintentional injury between males and females, this difference between the genders is significant enough that it warrants at least some degree of special attention when undertaking the development or instruction of injury prevention curricula.

Low Socioeconomic Status (SES) and Injury Prevention

A wide variety of research studies over the years have shown a significant correlation between socioeconomic status and health. Regardless of the means used to measure SES, underprivileged people living in low socioeconomic areas, have higher mortality rates and poorer health status, with health status worsening the lower down the income and social hierarchy they go. Children from low SES families not only have higher injury rates, but their injuries also tend to be more severe and are more likely to be fatal. The Alberta Centre for Injury Control and Research’s “Socioeconomic Status and Injury” provides good background on the links between SES and injury, explains why socioeconomic inequalities in injury exist and, most importantly, provides a particularly useful list of suggestions that policy and program planners can use to take SES into account when designing injury prevention policies and programs. SES should be given careful consideration at both the individual and community level. These suggestions include the following:

- SES influences injury risk and the effectiveness of particular interventions;
- The impact of SES on injury operates at multiple levels;
- There is limited information on best practices, in injury prevention, that take SES into consideration;
- A multi-faceted approach is most effective; and,
- A comprehensive community approach has proven advantages. (Alberta Centre for Injury Control and Research, Socioeconomic Status and Injury, 2006)

If these suggestions are taken into account during the creation and delivery of comprehensive approaches to injury prevention in schools, it is likely that the impact of low SES will be mitigated, at least to some extent.

Targeted Injury Prevention

A significant portion of injury prevention activities, documents and curricula are aimed at the prevention of very specific types of injury. This separation of injury prevention
resources reflects the fact that, for certain types of injuries, there are very specific prevention measures that can be undertaken to decrease the rate of occurrence of these injuries. The following section outlines the specifics of a number of the activities, documents and curricula aimed at preventing specific types of injuries.

**Bicycle Safety**

Bicycle safety education is often included in comprehensive approaches to injury prevention in schools, primarily because bicycle injuries are a preventable cause of disability and death in children for whom bicycling is a popular means of transportation, exercise and recreation. In Ontario, the rate of bicycle related fatalities in children under 15 years is approximately 1/100,000 per year, while the rate of emergency department attendance (in children 10 – 14 years) is approximately 1500/100000 per year (Macarthur et al., 1998). Injury prevention strategies that are aimed specifically at preventing bicycle related injuries focus on two areas: the use of approved bicycle helmets and bicycle safety education programs. It is important to note that research (e.g., Macarthur et al., 1998) has indicated that brief, one time, educational interventions are not effective at improving hazardous behaviours. In light of this, educational prevention strategies should be coupled with attention to health beliefs, barriers to the intervention and the ability of the individual to perform a task. Legislation regarding bicycle helmets and school policies regarding their use should be kept in mind when developing injury prevention strategies and should include all school children and teachers wearing helmets while on school property and on school bicycling trips.

**Bullying**

In the last few years bullying in school has received increasing exposure in the media, particularly because of on-line forms of bullying and the explicit connections that have been made between bullying and school violence (especially homicide and suicide cases such as the now infamous Columbine incident). While bullying has been the focus of intense research in Scandinavia and the UK, research into bullying in North America was rare until the 1990s. There are a number of established anti-bullying methods, which include peer involvement (O’Connell, Pepler, & Craig, 1999), peer intervention (Salmivalli, 2001), whole school approaches (Garrity, Jens, Porter, et al., 1997), mentoring (Twemlow, Fonagy, Sacco, et al., 2001) and zero tolerance policies. Charach, Pepler and Ziegler’s article, “Bullying at School: A Canadian Perspective,” (1995) provides a uniquely Canadian perspective on the problem of bullying and provides both a survey of problems related to the prevention of bullying and a series of suggestions for effective intervention. Their comprehensive intervention strategies focus on an ecological perspective, where “the behaviours of the bullies, victims and peers are interrelated and unfold within the wider system of the school” (Charach, Pepler, & Ziegler, 1995). Within the ecology of a school, it is particularly important to ensure that safe physical and social environments are cultivated by including zero tolerance policies for violence and bullying, appropriate supervision of students, encouragement of students to report incidents involving violence and bullying, and the development and maintenance of a culture wherein students who are bullied or threatened are supported by their peers.

**Pedestrian Injury**

Pedestrian injuries are a significant cause of injury in children and youth in Canada. Pedestrian fatalities account for 20.4% of all fatalities in children ages 5 – 9, and 27.4% of all fatalities in children ages 10 – 14. In addition, pedestrian injuries account for
16.1% of all injuries in children ages 5 – 9, and 18.3% of all injuries in children ages 10 – 14 (Transport Canada, 2004, Pedestrian fatalities and injuries, 1992 – 2001). Most child pedestrian injury prevention programs and activities take place in the classroom, with the aim of increasing children’s knowledge of traffic and their attitudes towards safety. The assumption is that, by building their knowledge of how to manage traffic and encouraging appropriate attitudes towards safety, children will be able to generalize what they learn in the classroom to real life traffic situations (Schieber & Vegega, 2002). Educational and environmental strategies also need to be developed since knowledge alone is not sufficient to result in road safety. Road safety education programs should promote the development of skills and their application in a wide variety of traffic contexts. Unlike knowledge based methods, which may (at best) change a child’s attitude or ability to correctly answer questions about road safety, practical skills training methods lead to measurable changes in children’s behaviour in traffic (Schieber & Vegega, 2002).

Playground Injuries

Playground injuries are a common cause of childhood injury throughout the developed world, and primarily affect school-aged children due to their higher exposure to playground equipment at home, schools and parks. The most common cause of playground injuries is falls, and most playground related injuries are not serious enough to cause permanent disability; playground related fatalities are quite rare. More serious playground injuries are related to the height of playground equipment, which has implications for both the type and depth of surfacing that is installed beneath equipment. Equipment should, therefore, be both age range specific (e.g., closer to the ground for younger children) and meet CSA standards. Evidence suggests that there is a significantly higher risk of injury to children from equipment that does not meet existing safety standards. In addition, equipment should be regularly maintained and inspected to ensure that it (and its surfacing) continues to meet CSA standards (Mackay, 2003).

Suicide

Suicide is a significant problem in the field of injury prevention, particularly with regards to children and adolescents. Between 1979 and 1998, the number of suicide deaths amongst children ages 10 – 14 more than doubled, going from 22 deaths in 1979 (1.1 suicides per 100,000) to 45 deaths in 1998 (2.2 deaths per 100,000) (King, 2001). Schools are the ideal setting for suicide prevention education. School suicide prevention programs include programs and activities aimed at decreasing student suicide thoughts, attempts and completions. Comprehensive school approaches to the prevention of suicide should include the following three components: primary prevention (prevention), secondary prevention (intervention) and tertiary intervention (postvention). King’s article, “Developing a Comprehensive School Suicide Prevention Program,” (2001) offers a concise, yet detailed summary of the specific factors involved in the development of comprehensive school suicide prevention programs.

Substance Use and Abuse

Substance use and abuse present a significant problem to Canadians, with total costs estimated at $18.4 billion and direct costs at $6.6 billion annually (King, 2001). The non-monetary costs of substance use and abuse are, however, far more serious and problematic. Millar in, “A Time for Everything: Changing Attitudes and Approaches to Reducing Substance Abuse,” (1998) states the following non-monetary costs to be of primary importance:
• Tobacco use continues to be the leading lifestyle related cause of death in Canada.

• Alcohol abuse causes high rates of disease, disability and death from cirrhosis, various types of cancer, injuries and congenital defects.

• In some jurisdictions in Canada, narcotics overdose has become the leading cause of death among adults aged 30 – 49 years. The leading risk factor for new cases of HIV infection in BC is injection drug use, which is also responsible for current epidemics of hepatitis Band C.

Approaches to substance use and abuse prevention play an integral role in comprehensive approaches to injury prevention in schools, and usually focus on a four part approach to prevention: safety, healthy alternatives and choices, building resilience and understanding addictions. Health Canada, the Alberta Alcohol and Drug Abuse Commission, and the BC Partners for Mental Health and Addictions Information, among others, provide extensive libraries of research, curricula and fact sheets that can be used by teachers to develop and teach substance abuse prevention.

**Violence Related Injury**

Violence, whether in the school, home or community, has serious health implications for school age children and adolescents. As Day et al. (1995) state in, *School-Based Violence Prevention in Canada*, there is a growing perception in our society that aggressive and antisocial behaviour among children and youth has become more confrontational, violent and commonplace. Youth violence is also seen as more likely to involve weapons and gangs, to be more destructive, more virulent and to involve more females and younger children than ever before. While there is a lack of hard evidence in support of actual increases in the prevalence and severity of youth violence, there is a growing sense of urgency to address the facets relating to this complex social issue. […] Clearly, violence among children and youth is an issue that needs to be examined, understood and ameliorated through effective, concerted and sustained efforts.

Their report concludes with the idea that schools need to promote a healthy, pro-social environment, have clear, comprehensive policies, a range of developmentally appropriate consequences for inappropriate and unacceptable behaviour, and multifaceted violence prevention programming (Day, et al., 1995). With school violence, as with bullying, it is important to ensure that safe physical and social environments are cultivated, which should include school policies of zero tolerance for violence and bullying and encouragement of students to report incidents involving violence and bullying. As with injury prevention strategies targeted at other injuries, the prevention of violence, both in schools and outside of schools, requires a broad, comprehensive strategy that utilizes educational, environmental and technological approaches to injury prevention.
Comprehensive approaches to injury prevention in schools have the potential to have a significant impact on the number of injuries to children and adolescent in Canada. Education that is aimed solely at changing specific behaviours is not the only answer. Comprehensive approaches to injury prevention should include the observance and enforcement of governmental legislation and policy, and the development and maintenance of safe physical and social environments within the ecology of the school. Comprehensive injury prevention approaches can be more effective than single exposure educational programs because they include the strengthening of individuals’ knowledge and skills, thereby increasing students’ resources and their capacity for preventing injury (Cohen & Swift, 1999). In order for such comprehensive approaches to be most effective, it is essential that educators and researchers be able to identify the specific aspects of educational and skills training programs that are most effective in eliciting the behavioural changes that are necessary to promote safer behaviour. In addition to this, there is an urgent need for evidence based prevention programming. At present there is a gap between research and the knowledge translation that is necessary for research to become practice. Specifically, a high priority should be placed on the translation of empirical findings into programs that address Canadian injury prevention and control, programs that should be subject to rigorous evaluation so that modifications can be made to maximize their effectiveness (Morrongiello, 2003). Comprehensive approaches to injury prevention should include the observance and enforcement of governmental legislation and policy, and the development and maintenance of safe physical and social environments within the ecology of the school.
Bullying

At present, the commonly used definition of bullying is that of Dan Olweus, the Scandinavian bullying research pioneer, who describes bullying as, “A student is being bullied or victimized when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other students.” Dake et al. (2003) expand upon this in their article “The Nature and Extent of Bullying in School,” stating: Negative actions include attempted or actual intentional affliction of injury or discomfort perpetrated upon another person. These actions can consist of physical contact, by words, through facial or obscene gestures, or through intentional exclusion from a group. For these actions to be considered bullying, an imbalance in strength must exist between the people harassing and the student being harassed. Bullying does not apply to a conflict between two students of nearly equal physical or mental strength.

Comprehensive School Health

Comprehensive school health, sometimes referred to as “health promoting schools”, is a “multifaceted approach that includes teaching health knowledge and skills in the classroom, creating health enabling social and physical environments and facilitating links with parents and the wider community to support optimal health and learning.” The comprehensive school health approach is extremely useful for the purposes of injury prevention because in relation to injury prevention, it can have lifelong effects, including influencing health related knowledge, attitudes and behaviours of students, and alleviating factors that compromise health. Such approaches rely upon integration of health and health messaging into all aspects of school activities and incorporate four central themes: teaching and learning, health and other support services, supportive social environment and a healthy physical environment (Canadian Association for School Health, 2006).

Disability

The most commonly used definition of disability is that of the World Health Organization, which defines disability as “[a]ny restriction or lack (resulting from an impairment) of ability to perform an activity in the manner or within the range considered normal for a human being.” (World Health Organization, 2001)

Health Promoting Schools

Health promoting schools are a product of the World Health Organization’s Global School Health Initiative. WHO (2006) defines a health promoting school as “one that constantly strengthens its capacity as a healthy setting for living, learning and working.” As such, a health promoting school:

- Fosters health and learning with all the measures at its disposal.
- Engages health and education officials, teachers, teachers’ unions, students, parents, health providers and community leaders in efforts to make the school a healthy place.
• Strives to provide a healthy environment, school health education, and school health services along with school/community projects and outreach, health promotion programmes for staff, nutrition and food safety programmes, opportunities for physical education and recreation, and programmes for counselling, social support and mental health promotion.

• Implements policies and practices that respect an individual’s well being and dignity, provide multiple opportunities for success, and acknowledge good efforts and intentions as well as personal achievements.

• Strives to improve the health of school personnel, families and community members as well as pupils; and works with community leaders to help them understand how the community contributes to, or undermines, health and education.

Injury

The World Health Organization’s definition is the one that is most frequently used in the realm of injury research. It states, quite simply, that an injury is “physical damage to the body.” While injury can result from a variety of different causes, it stems from “acute exposure to various kinds of energy – mechanical, thermal, electrical, chemical or radiant – in amounts that exceed the threshold of physiologic tolerance.” Injuries are divided into two categories for classification: unintentional injuries and intentional injuries (which result from deliberate acts of violence). Injuries are not described as accidents which suggests that they cannot be avoided; they are preventable events (WHO, 2000).

Socioeconomic Status (SES)

The Alberta Centre for Injury Control and Research defines socioeconomic status as “an individual’s position in society measured in terms of education, income, occupation, residence, and/or ethnicity.” (Alberta Centre for Injury Control and Research, 2006)
References


Comprehensive Approaches

Title: An Audit of Health Promoting Schools Policy Documentation

Title: Community Based Prevention Programs Targeting All Injuries for Children

Title: Comprehensive School Health
Website: http://www.phac-aspc.gc.ca/dca-dea/7-18yrs-ans/comphealth_e.html

Title: Injury Prevention and Public Health: Practical Knowledge, Skills and Strategies

Title: Preventing School Injuries: A Comprehensive Guide for School Administrators, Teachers, and Staff

Title: Protocols and Guidelines for Health Promoting Schools

Title: Ready to Learn: How Schools Can Help Kids Be Healthier And Safer

Title: School Policy and Environment: Results from the School Health Policies and Programs Study 2000

Title: School Safety Check Book
### Comprehensive Approaches

**Title:** An Audit of Health Promoting Schools Policy Documentation  

**Title:** Community Based Prevention Programs Targeting All Injuries for Children  

**Title:** Comprehensive School Health  
**Organization:** Public Health Agency of Canada (2005)  
**Website:** [http://www.phac-aspc.gc.ca/dca-dea/7-18yrs-ans/comphealth_e.htm](http://www.phac-aspc.gc.ca/dca-dea/7-18yrs-ans/comphealth_e.htm)

**Title:** Injury Prevention and Public Health: Practical Knowledge, Skills and Strategies  
**Organization:** Christoffel, T., & Gallagher, S. S. (1999). Gaithersburg, MD: Aspen

**Title:** Preventing School Injuries: A Comprehensive Guide for School Administrators, Teachers, and Staff  

**Title:** Protocols and Guidelines for Health Promoting Schools  
**Organization:** International Union for Health Promotion and Education (2006)  

**Title:** Ready to Learn: How Schools Can Help Kids Be Healthier And Safer  

### School Policy and Environment

**Title:** School Policy and Environment: Results from the School Health Policies and Programs Study 2000  

### Injury Prevention Curricula and Teaching Resources

**Title:** School-Site Health Promotion for Faculty and Staff: A Key Component of the Coordinated School Health Program  

**Title:** The Spectrum of Prevention: Developing a Comprehensive Approach to Injury Prevention  

**Title:** What is the Evidence on School Health Promotion in Improving Health or Preventing Disease and, Specifically, What is the Effectiveness of the Health Promoting Schools Approach?  
**Website:** [http://www.euro.who.int/Document/E88185.pdf](http://www.euro.who.int/Document/E88185.pdf)

**Title:** What is a Health Promoting School?  

**Title:** A Grad to Remember  
**Organization:** Alberta Alcohol and Drug Abuse Commission (2003), Edmonton, AB  
**Description:** This guide is intended as a resource for parents, teachers and students interested or involved in organizing an alcohol and drug free (dry) graduation. It answers important questions, describes how to get things done and guides dry grad planning from start to finish. There are recommendations and suggestions for a successful dry grad.  
**Grade(s):** Senior High School  
**Language:** English

**Title:** A Million Messages  
**Organization:** Capital Health, Edmonton, AB  
**Website:** [http://www.calgaryhealthregion.ca/hecomm/IPC/amm/](http://www.calgaryhealthregion.ca/hecomm/IPC/amm/) Also available in a different format, at [http://www.capitalhealth.ca/YourHealth/Campaigns/Kidsafe/A_Million_Messages.htm](http://www.capitalhealth.ca/YourHealth/Campaigns/Kidsafe/A_Million_Messages.htm)  
**Description:** *A Million Messages* is a comprehensive plan to standardize the message given to parents during every contact with a community health nurse. Each message is simple, consistent and routine and targets an issue that affects children at the appropriate stage in their development. Includes resources for parents and teachers.  
**Language:** English
Title: Administration and Supervision of Safety Education

Title: Be an Action Hero!
Organization: Public Health Agency of Canada
Description: Provides safety information for children and parents. It teaches kids how to take charge of their own safety and how to protect themselves from injuries. This site was developed for children of lower socioeconomic status, between the ages of eight and nine years of age and skewed towards boys as they tend to take more risks. The goal of the site is to develop critical thinking skills and empower children about safety issues.
Grade(s): 3 – 6
Language: English and French

Title: Be Bright – Think Right
Organization: Scouts Canada
Website: http://www.scouts.ca/bbtr/ba.htm
Description: Provides school bus safety tips for grades K – 2 as well as Internet safety for grades 4 – 6. It provides information on bullying, school bus safety and Internet safety for educator and parents.
Grade(s): K – 2, 4 – 6
Language: English

Title: Be Your Own HERO (Health, Education, Resiliency, Opportunity)
Website: http://www.aadac.com/552_612.asp
Description: Be Your Own HERO was developed in support of the Alberta Learning Program of Studies, 2002. It consists of six lessons that support best practice in addictions prevention. Each lesson is 80 minutes in length and can be extended or taught as two separate classes. The lessons are: Process of Addictions, Binge Drinking, Alcohol and Drug Injuries, Dependency and Cessation, Resiliency – Thriving in Adversity and Transitions – Embracing Change.
Grade(s): Senior high school
Language: English

Title: Checklist/Guidelines for School Health Programs to Prevent Injury
Organization: McCall, D. S. author. Canadian Association for School Health
Title: Child and Adolescent Injury Prevention: A WHO Plan of Action 2006–2015

Title: Child Safety Education and the World Wide Web: An Evaluation of the Content and Quality of Online Resources

Title: Childhood Injury Prevention Programme
Organization: Government of Singapore
Website: http://www.hpb.gov.sg/web/chipp/homepage.htm
Description: An interactive website that provides games, comic strips and colouring pages, all focused on teaching children about accident prevention. Also provides information for adults.
Grade(s): K – 5
Language: English

Title: Children’s Acquisition and Retention of Safety Skills: The Lifeskills Program

Title: Creating a Virtual Materials and Resources Index for Health Education Using the World Wide Web

Title: Critical Lessons from a Schools-Based Injury Surveillance Initiative

Title: Design and Implementation of a Child Injury Prevention Resource Pack for Primary Schools

Title: Design and Implementation of Injury Prevention Curricula for Elementary Schools: Lessons Learned

Title: Developing an Integrated Canadian Injury Prevention Strategy
Organization: Insurance Bureau of Canada & SMARTRISK
Website: http://www.injurypreventionstrategy.ca/downloads/IP_Strat_bckgrnd.pdf

Title: Developing Effective Drug Education Programs
<table>
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<tr>
<th>Title</th>
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<tbody>
<tr>
<td>This is an eight-step approach to guide schools in developing,</td>
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<td>implementing and evaluating a substance use and gambling policy.</td>
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<tr>
<td>Using these eight steps as a reference provides a comprehensive and</td>
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<td>strategic approach that draws upon the strengths of the school.</td>
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<tr>
<td>English</td>
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<tr>
<td>Education versus Environmental Countermeasures</td>
<td>Schieber, R., &amp; Veiga, M. (2002). Injury Prevention, 8, i10–i11</td>
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<td>for Primary Students</td>
<td>Prevention, 8, 257–258</td>
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<td>Preventive Measures</td>
<td>Services Canada</td>
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<td>(supplement), S26–S33</td>
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<td>British Columbia</td>
<td>Victoria, BC.</td>
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<td>Injury Prevention in the Information Age: The Injury and Violence</td>
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<td>Prevention Library</td>
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Title: *Issues in Safety Education Interventions*

Title: *Kids CAN-BIKE*
Organization: Canadian Cycling Association. Ottawa, ON
Website: [http://www.canadian-cycling.com/cca/education/canbike.shtml](http://www.canadian-cycling.com/cca/education/canbike.shtml)
Description: Kids CAN-BIKE programs are oriented toward recreational and utilitarian cycling and cover all aspects of cycling safely. The CAN-BIKE cycling safety program provides a nationally standardized set of courses that can be taught through a variety of organizations that are interested in education, safety and health.

Grade(s): 3 – 7
Language: English and French

Title: *Leaps and Bounds, Grade 5, Grade 6*

Description: These teachers’ resources include eight lessons that are planned to meet specific outcomes of the Health and Life Skills curriculum for grade 5 and 6 in Alberta. The intention is to encourage children to make sound decisions about drug, alcohol use and gambling. The lessons provide accurate information, help students develop life skills and emphasize healthy lifestyle choices. The lessons are flexible and can be adapted to meet the needs of teachers and students. The activities are engaging, involve experiential learning and appeal to different learning styles.

Grade(s): 5, 6
Language: English

Title: *Meeting Injury Prevention Curricular Expectations: The Canadian Experience*

Title: *M. O. V.E. – Mind Over Violence Everywhere Program Curriculum*
Organization: Canadian Public Health Association (2002). Ottawa, ON
Website: [http://acsp.cpha.ca/move.htm](http://acsp.cpha.ca/move.htm)
Description: This program includes a series of youth-directed workshops that uses art, improvisational theatre, sports, music and group work to deal with themes of violence prevention. Participants develop skills in critical thinking, communication and peer mediation. Using a variety of engaging techniques, the program stresses rights and responsibilities, assertiveness training and community relations.
Grade(s): Teens
Language: English and French

Title: No-Bullying Curriculum

Title: No-Bullying Curriculum

Title: No Putdowns: Character Building Violence Prevention Curriculum

Title: Own Your Own Zone
Organization: Alberta Alcohol and Drug Abuse Commission. Edmonton, AB: Author

Title: P.A.R.T.Y. Program (Prevent Alcohol and Risk-related Trauma in Youth)
Organization: RBC First Office for Injury Prevention, Sunnybrook Health Sciences Centre
Website: [http://www.partyprogram.com/home.html](http://www.partyprogram.com/home.html)
Description: The P.A.R.T.Y. (Prevent Alcohol and Risk-related Trauma in Youth) Program is a one day, in hospital, injury awareness and prevention program for youth age 16 and older. Developed in 1986 at Sunnybrook and Women’s, in Toronto this program is a vital component of the growing community effort to reduce death and injury in alcohol, drug and risk-related crashes and incidents. Many resources targeting teens are available on the website.

Grade(s): 10 and up
Language: English

Title: Prevention of Disabilities

Title: The Prevention of Disabilities Program for Grades 7, 8, 9

Title: ProgramsThatWork: CDC’s Guide to Effective Programs that Reduce Health-Risk Behaviour of Youth

Title: The Rad Rider
Organization: Inland Empire Health Plan, San Bernardino, California
Website:  http://www.radrider.com/
Description:  Website includes a comic book and other materials teaching bicycle safety and the importance of wearing helmets.
Grade(s):  4 – 7
Language:  English

Title:  Raising Our Children to be Resilient: A Guide to Helping Children Cope with Trauma in Today’s World

Title:  Risk Watch
Organization:  National Fire Protection Association (US)
Website:  http://www.riskwatch.org/
Description:  Website provides activities and classroom curriculum on injury prevention.
Grade(s):  K – 8
Language:  English

Title:  School Accidents to Children – Time to Act

Title:  School Health Resource Manual: Kindergarten – Grade 6
Organization:  KidSafe Connection & Capital Health (2007). Calgary, AB

Title:  School Health Resource Manual: Grade 7 – 9
Organization:  KidSafe Connection & Capital Health (2007). Calgary, AB
Description:  This resource manual was designed to support the Program of Studies for Health and Life Skills, in the area of Safety and Responsibility (kindergarten to grade 9) within the Capital Health Region (Edmonton, AB). It provides a streamlined listing of resources best suited to each learner outcome contained within the Program of Studies for Health and Life Skills. The final product contains contact and background information, costs associated with each resource and samples, where applicable.
Grade(s):  7 – 9
Language:  English

Title:  SMARTRISK
Organization:  SMARTRISK
Website:  http://www.smartrisk.ca/
Description:  SMARTRISK helps people see the risks in their everyday lives and shows them how to take those risks in the smartest way possible so that they can enjoy life to the fullest. Provides resources for teachers and youth.
Grade(s):  High school
Language:  English
Title: Catalogue of Ontario Injury Prevention Programs
Organization: SMARTRISK
Website: http://207.35.157.107/programs/
Description: A database of injury prevention programs in Ontario. Includes program outlines and contact information.
Grade(s): All
Language: English

Title: Sparky the Fire Dog
Organization: National Fire Protection Association (US)
Website: http://www.sparky.org/
Description: Website with fun activities that educate kids in fire prevention. Information for parents as well.
Grade(s): K – 6
Language: English

Title: Sports and Recreation Injury Prevention Strategies: Systematic Review and Best Practices

Title: Stay Alert . . . Stay Safe
Organization: Administered by Child Find Ontario
Website: http://www.sass.ca/kmenu.htm
Description: Canada’s leading street proofing program for children age 7 – 10.
Grade(s): 2 – 5
Language: English and French

Title: Substance Use Prevention in the Classroom

Title: TD ThinkFirst for Kids (K – 8)
Organization: ThinkFirst Foundation of Canada, Toronto, ON
Website: http://www.thinkfirst.ca/curriculum_program.asp
Description: This curriculum resource provides lesson plans on preventing brain and spinal cord injury through healthy behaviours in children and youth. The curriculum binders (1 set per school) are available free of charge to Canadian schools.
Grade(s): K – 8
Language: English and French
Title: Teaching Agricultural Health and Safety to Elementary School Students

Title: Teaming Up for Tobacco-Free Kids

Title: ThinkFirst National Injury Prevention Foundation
Organization: ThinkFirst for Teens (US) Warrenville, IL
Website: [http://www.thinkfirst.org/teens/](http://www.thinkfirst.org/teens/)
Description: Brain injury prevention video and presentation resources.
Grade(s): Teens
Language: English

Title: The Tipping Point: How Little Things Can Make a Difference

Title: Unintentional Injury Prevention – Priorities for Research, Capacity Building, and Knowledge Translation
Organization: Morrongiello, B. A. (2003). Ottawa, ON: Canadian Institutes of Health Research and the Canadian Injury Research Network
Description: This resource manual was designed to support the Program of Studies for Health and Life Skills, in the area of Safety and Responsibility (kindergarten to grade 9) within the Capital Health Region (Edmonton, AB). It provides a streamlined listing of resources best suited to each learner outcome contained within the Program of Studies for Health and Life Skills. The final product contains contact and background information, costs associated with each resource and samples, where applicable.
Grade(s): K – 6
Language: English

Title: Unintentional Injury Prevention Programs for Children and Youth (Ages 0 – 24)
Organization: British Columbia Ministry of Health Services, Office for Injury Prevention (2001) Victoria, BC.

**Evaluation of Injury Prevention Strategies and Programs**

Title: Demonstrating Your Program’s Worth: A Primer on Evaluation for Programs to Prevent Unintentional Injury
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<th>Title</th>
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<tr>
<td>Evaluations of ThinkFirst Programs</td>
<td>Provvidenza, C., &amp; Tator, C. (2004). Toronto, ON: ThinkFirst</td>
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Title: Preventing Unintentional Injuries in Childhood and Young Adolescence. The Effectiveness of Health Promotion Interventions

Title: Reducing Childhood Accidents: The Effectiveness of Health Promotion Interventions: A Literature Review

Title: The Scientific Basis of Injury Prevention and Control

Title: Selected Methodological Issues in Evaluating Community-Based Health Promotion and Disease Prevention Programs

Title: The Theory of Community Based Health and Safety Programs: A Critical Examination

Title: Updating the Evidence. A Systematic Review of What Works in Preventing Childhood Unintentional Injuries: Part 1

Title: Updating the Evidence. A Systematic Review of What Works in Preventing Childhood Unintentional Injuries: Part 2

Title: What is the Evidence on School Health Promotion in Improving Health or Preventing Disease and, Specifically, What is the Effectiveness of the Health Promoting Schools Approach?
Website: http://www.euro.who.int/Document/E88185.pdf

Title: What Makes Community Based Injury Prevention Work? In Search of Evidence of Effectiveness
Demographic Student Groups at Higher Risk for Injury

Disability and Injury Prevention

Title: Disability and Risk of School Related Injury

Title: Injuries in Young People with Developmental Disabilities: Comparative Investigation from the 1988 National Health Interview Survey

Title: Injury in Young People with Intellectual Disability: Descriptive Epidemiology

Title: Injury Prevention for Children with Disabilities

Title: Injury Risk in Young People with Intellectual Disability

Title: Sensory Deficits and the Risk of Pedestrian Injury

Title: Strategies for Teaching Safety Education to Children with Special Needs

First Nations and Injury Prevention

Title: A Combination of Traditional Wisdom and Public Health Could Help
Organization: Berger, L. R. (1999). Western Journal of Medicine, 171, 14–15

Title: Acting on What We Know: Preventing Youth Suicide in First Nations

Title: An AFN Handbook for Injury Prevention for First Nations Communities

Title: Health Status and Health Needs of Aboriginal Children and Youth: Literature Review

Title: Injuries in Aboriginal Children

Title: Injury Prevention Fact Sheets

Title: Injury Prevention and First Nations: A Strategic Approach to Prevention

Title: Injury Prevention for First Nations: Press Kit

Title: Injury Prevention and Indigenous Peoples

Title: The National Aboriginal Injury Prevention Conference 2004: Towards Community Action on Aboriginal Injuries

Title: Promoting Social Health in Northern Saskatchewan

Title: Resources for First Nations on Injury Prevention: Annotated Bibliography

Title: Urban Aboriginal Injury and Injury Prevention Study
Organization: Many Guns Traditional Consulting (2002). Calgary, AB: Region 3 Aboriginal Community Health Council, Calgary Health Region
Gender and Injury Prevention

Title: Adolescent Assault Injury: Risk and Protective Factors and Locations of Contact for Intervention

Title: Age and Gender Differences in School-Aged Children’s Appraisals of Injury Risk

Title: Children’s Risk-Taking Behaviour: Implications for Early Childhood Policy and Practice

Title: Epidemiology of Childhood Injuries. II. Sex Differences in Injury Rates

Title: Exposure to Violence and Associated Health-Risk Behaviors Among Adolescent Girls

Title: Gender and Childhood Injury

Title: Gender Differences Among Young Drivers in the Association Between High-Risk Driving and Substance Use/Environmental Influences

Title: Gender Differences in Health Risk Behaviors and Physical Activity Among Middle School Students

Title: Maternal Reports of Child Injuries in Canada: Trends and Patterns by Age and Gender

Title: The Nature of Gender
Socioeconomic Status and Injury Prevention

Title: Childhood Injury Rates in Manitoba: Socioeconomic Influences

Title: Cross National Study of Injury and Social Determinants in Adolescents


Title: Equalisation of Socioeconomic Differences in Injury Risks at School Age? A study of Three Age Cohorts of Swedish Children and Adolescents

Title: How Useful are Sociodemographic Characteristics in Identifying Children at Risk of Unintentional Injury?

Title: Poverty and the Health of Children and Adolescents
Title: Recreational Injury and its Relation to Socioeconomic Status Among School Aged Children in the US.

Title: The Social Context of Childhood Injury in Canada: Integration of the NLSCY Findings

Title: Socioeconomic Inequities in Injury: Critical Issues in Design and Analysis

Title: Socioeconomic Status and Injury

Title: Socioeconomic Variation in Injury in Children and Older People: A Population Based Study

Title: Systematic Review of the Relationship Between Childhood Injury and Socio-economic Status

**Risk Behaviours**

Title: Accidental Injury – Risk and Preventative Interventions

Title: Age and Gender Differences in School-aged Children’s Appraisals of Injury Risk

Title: Children’s Perspectives on Injury and Close Call Experiences

Title: Children’s Views of Accident Risks and Prevention: A Qualitative Study
Title: Decreasing Children’s Risk Taking on the Playground

Title: Development of the Student Attitudes Toward School Safety Measure (SATSSM) Instrument

Title: Gradients in Risk for Youth Injury Associated with Multiple Risk Behaviours: A Study of 11,329 Canadian Children
Organization: Pickett, W., Garner, M., King, M. A. et al. (2002). Social Science and Medicine, 55, 1055–1068

Title: The Influence of Peers on Children’s Judgements About Engaging in Behaviors That Threaten Their Safety

Title: Influence of Safety Gear on Parental Perceptions of Injury Risk and Tolerance for Children’s Risk Taking

Title: Injury and Lifestyle Factors Among South African Grade 8 Learners in the Limpopo Province

Title: Judgements Regarding Appropriate Child Supervision to Prevent Injury: The Role of Environmental Risk and Child Age

Title: Multiple Risk Behaviours and Injury: An International Analysis of Young People

Title: Preventing Brain and Spinal Cord Injuries: An Assessment of Injury-Related Behavioural Intentions in Primary School Children Using HealthScope
Organization: Cusimano, M., Aziz, B., Kalnins, I. et al. Toronto, ON: Injury Prevention Research Office, St. Michael’s Hospital, University of Toronto

Title: Risky Business: Safety Regulations, Risk Compensation, and Individual Behavior
Title: Youth Speak Out: Attitudes and Behaviours Related to Youth a Risk in Saskatchewan

**Targeted Injury Prevention**

**Bicycle Safety**

Title: Age Dependence of Attitudes and Knowledge in Cyclists

Title: Attitudes Toward Bicycle Helmet Ownership and Use by School-Age Children

Title: Barriers to Bicycle Helmet Use Among Children

Title: The Bicycle: A Developmental Toy Versus a Vehicle

Title: Bicycling Exposure and Severe Injuries in School-Age Children: A Population-Based Study

Title: Bicycle Helmet Laws and Educational Campaigns: An Evaluation of Strategies to Increase Children’s Helmet Use

Title: Bicycle Helmet Use by Children: Evaluation of Community-Wide Helmet Campaign

Title: Bicycle Safety Knowledge and Behavior in School Age Children

Title: Bicycle Use and Hazard Patterns in the United States
Title: Bike Ed Instructors Manual

Title: Bike Injury/Bike Rodeos
Organization: National PTA. Chicago, IL

Title: Correlates of Children’s Bicycle Helmet Use and Short-Term Failure of School-Level Interventions

Title: Epidemiology of Bicycle Injury, Head Injury, and Helmet Use Among Children in British Columbia: A Five Year Descriptive Study

Title: Evaluation of a Bicycle Skills Training Program for Young Children: A Randomized Controlled Trial

Title: Evaluation of Promotional Strategy to Increase Bicycle Helmet Use by Children

Title: How Can Physicians Get Kids to Wear Bicycle Helmets? A Prototypic Challenge in Injury Prevention

Title: Injury Control Recommendations for Bicycle Helmets


Title: Measuring the Effectiveness of a Teaching Module Designed to Demonstrate Helmet Use as a Method to Reduce Head Trauma and MTBI. IPALS Studentship Proposal
Organization: McPherson, M., Zerpa, C., & Montelpare, W. Ottawa, ON: NSERC

Title: The MORE HEALTH Bicycle Safety Project
Title: The Pertinence of Promoting the Use of Bicycle Helmets for 8 to 12 Year-Old Children

Title: Physician’s Resource Guide for Bicycle Safety Education
Organization: American Academy of Pediatrics. Elk Grove Village, IL

Title: Predicting and Reinforcing Children’s Intentions to Wear Protective Helmets While Bicycling

Title: Promoting Bicycle Helmets to Children: A Campaign that Worked

Title: Promotion of Bicycle Helmet Use Among Schoolchildren: A Randomized Clinical Trial

Title: A Review of Educational and Legislative Strategies to Promote Bicycle Helmets

Title: SAFE KIDS CYCLE SMART
Organization: National SAFE KIDS Campaign. Washington, DC

Title: School-based Bicycle Safety Education and Bicycle Injuries in Children: A Case-Control Study

Title: A School-Based Intervention to Increase the use of Bicycle Helmets

Title: Training Young Cyclists to Cope with Dynamic Traffic Situations

**Bullying**

Title: A Longitudinal Study of Bullying, Dominance, and Victimization, During the Transition from Primary School Through Secondary School
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<th>Title</th>
<th>Organization</th>
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Title: Bully-Proofing Your School. 2nd Edition

Title: Bully Proofing Your School: Creating a Positive Climate

Title: Bully /Victim Problems Among Schoolchildren: Basic Facts and Effects of a School Based Intervention Program

Title: Bullying and Harassment in Schools and the Rights of Children

Title: Bullying at School: A Canadian Perspective

Title: Bullying at School: Basic Facts and Effects of a School-Based Intervention program

Title: Bullying at School: What We Know and What We Can Do

Title: The Bullying Prevention Program: Blueprints for Violence Prevention, Vol. 10

Title: Childhood Bullying and Teasing

Title: Cliques, Phonies, and Other Baloney

Title: Confronting Bullying: Literacy as a Tool for Character Education

Title: Countering Bullying at an Australian Secondary School with Students as Helpers
Title: Creating a Peaceful School Learning Environment: A Controlled Study of an Elementary School Intervention to Reduce Violence

Title: Dealing with Bullying

Title: Educate, Medicate, or Litigate? What Teachers, Parents, and Administrators Must Do About Student Behaviour

Title: The Effects of an Anti-Bullying Intervention Programs on Peers’ Attitudes and Behavior

Title: Getting Equipped to Stop Bullying: A Kid’s Survival Kit for Understanding and Coping with Violence in the Schools

Title: Help Seeking Amongst Child and Adolescent Victims of Peer-Aggression and Bullying: The Influence of School-Stage, Gender, Victimization, Appraisal, and Emotion

Title: How to Handle Bullies, Teasers, and Other Meanies: A Book That Takes the Nuisance Out of Name Calling and Other Nonsense

Title: How to Make Yourself Bully-Proof

Title: Implementation of the Olweus Bullying Prevention Program: Lessons Learned from the Field

Title: The Long-Term Effectiveness of Anti-Bullying Work in Primary Schools
Title: The Olweus Bullying Prevention Programme: Design and Implementation Issues and a New National Initiative in Norway

Title: The Nature and Extent of Bullying at School

Title: The Nature of School Bullying: A Cross National Perspective

Title: Nobody Knew What to Do: A Story About Bullying

Title: No-Bullying Curriculum (1998)
Organization: Chattanooga, TN: Star

Title: No-Bullying Curriculum

Title: No Putdowns Character Building Violence Prevention Curriculum (1998)
Organization: Chattanooga, TN: Star

Title: Peer Involvement in Bullying: Insights and Challenges for Intervention

Title: Peer-Led Intervention Campaign Against School Bullying: Who Considered it Useful, Who Benefited?

Title: Safe School Initiative: An Interim Report on the Prevention of Targeted Violence in School

Title: School Bullies, Victims, and Aggressive Victims: Factors Relating to Group Affiliation and Victimization in Early Adolescence
Pedestrian Safety

Title: Active/Safe Routes to School: A Literature Review and Summary of Key Informant Interviews on Child/Youth Risk Factors Associated with Active Transportation To and From School and Recommendations to Promote Safe Routes

Title: A Developmental and Training Study of Children’s Ability to Find Safe Routes to Cross Roads

Title: A Review of Risk Factors for Child Pedestrian Injuries: Are They Modifiable?

Title: Behavioral and Parental Expectations of Child Pedestrians

Title: Behavioural Group Training of Children to Find Safe Routes to Cross the Road

Title: Behavioural Observations of Adult-Child Pairs at Pedestrian Crossings

Title: Child Development and the Aims of Road Safety Education – A Review and Analysis

Title: Children’s Attentional Skills and Road Behaviour
Title: Crossing the Road is Not Child’s Play – Traverser c’est pas un jeu!

Title: Cutting Pedestrian Casualties: Cost-Effective Ways to Make Walking Safer

Title: Effectiveness of Virtual Reality for Teaching Pedestrian Safety

Title: Measuring Community/Environmental Interventions: The Child Pedestrian Injury Prevention Project

Title: Non-traffic Child Pedestrian Injuries

Title: Pedestrian Exposure and the Risk of Child Pedestrian Injury

Title: Preventing Child Pedestrian Injury: Pedestrian Education or Traffic Calming?

Title: Prevention of Pedestrian Injuries to Children: Effectiveness of a School Training Program

Title: Primary Grade Teachers’ Perceptions and Practices Regarding Pedestrian Safety Education

Title: Recommendations: Reducing Childhood Pedestrian Injuries (2002)
Organization: Injury Prevention, 8, i9–i10

Title: Reducing Childhood Pedestrian Injuries
Organization: Schieber, R., & Veiga, M. (2002). Injury Prevention, 8, (supplement), i3–i8
Title: Safety Education of Pedestrians for Injury Prevention: A Systematic Review of Randomized Controlled Trials

Title: Social Differences in Traffic Injury Risks in Childhood and Youth – A Literature Review and a Research Agenda

Title: Training Children in Road Crossing Skills Using a Road Crossing Simulation

Title: Young Children in Traffic

Title: Young Children’s Learning on Road – Crossing Simulations

**Playground Safety**

Title: Decreasing Children’s Risk Taking on the Playground

Title: Does Play Equipment Conform to the Canadian Standard?

Title: Patterns of Injuries to Children on Public Playgrounds

Title: Playground Equipment Hazards Associated Injuries in Kingston and Area

Title: Preventing Injuries in Public Playgrounds Through Partnerships Between Health Services and Local Authority
Poison Prevention

Title: A Comparison of Pediatric Poisoning Hazards – An Analysis of 3.8 Million Exposure Incidents

Title: Community Based Programs to Prevent Poisoning in Children 0 – 15 years

Title: Evaluation of a Poison Prevention Lesson for Kindergarten and Third Grade Students

Title: To Guard is Hotter Than to Heal – The Prevention of Accidental Poisoning and Injury of Children

Suicide

Title: Acting on What We Know: Preventing Youth Suicide in First Nations

Title: “Before-the-Fact” Interventions: A Manual of Best Practices in Youth Suicide Prevention

Title: Developing a Comprehensive School Suicide Prevention Program

Title: Hurting Yourself

Title: It Couldn’t Happen Here: Recognizing and Helping Desperate Kids
Title: The Power to Prevent Suicide

Title: Preventing Youth Suicide

Title: School Counselors and Student Self-Injury

Title: Suicide in Children and Adolescents

Title: Suicide Prevention in Schools

Title: Suicidal Youth: School-Based Intervention and Prevention

Title: Using Path Analysis to Examine Adolescent Suicide Attempts, Life Satisfaction, and Health Risk Behavior

Title: Teenage Suicide

Title: Youth Suicide: What the Educator Should Know

Title: Youth Suicide: A Comprehensive Manual for Prevention and Intervention

Title: Youth Suicide Prevention in British Columbia: Putting Best Practices into Action. Evaluation Report
**Substance Use and Abuse**

**Title:** A Sport-Based Intervention for Preventing Alcohol Use and Promoting Physical Activity Among Adolescents  

**Title:** A Time for Everything: Changing Attitudes and Approaches to Reducing Substance Abuse  

**Title:** Adolescents and Anabolic Steroids: A Subject Review  

**Title:** The Adolescents Training and Learning to Avoid Steroids (ATLAS) Program: Preventing Drug Abuse and Promoting Health Behaviors  
**Organization:** Goldberg, L., MacKinnion, D., Elliott, D. et al. (2000). *Archives of Pediatric and Adolescent Medicine, 154*, 332–338

**Title:** The Adolescents Training and Learning to Avoid Steroids (ATLAS) Program: Background and Results of a Model Intervention  
**Organization:** Goldberg, L., Elliott, D., Clarke, G. et al. (1996). *Archives of Pediatric and Adolescent Medicine, 150*, 713–721

**Title:** Alcohol  
**Organization:** BC Partners for Mental Health and Addictions Information (2004). Vancouver, BC: Author

**Title:** Alcohol Attitudes and Beliefs Related to Actual Alcohol Experience in Fifth-Grade Cohort  

**Title:** Alcohol: No Ordinary Commodity  

**Title:** Anabolic-Androgenic Steroids: Medical Assessment of Present, Past, and Potential Users  

**Title:** Cannabis  
**Organization:** BC Partners for Mental Health and Addictions Information (2004). Vancouver, BC: Author
Title: *Clicking With Kids: Alcohol Marketing and Youth on the Internet*
Organization: Center on Alcohol Marketing and Youth (2004). Washington, DC: Georgetown University

Title: *Combined Synthetic/Regression Estimation of Youth Smoking Indicators Among Canadian Youth*

Title: *Developing Effective Drug Education Programs*

Title: *The Costs of Substance Abuse in Canada in 2002*
Organization: Rehm, J., Baluinas, D., Brochu, S. et al. (2006). Ottawa, ON: Canadian Centre on Substance Abuse

Title: *Does Elementary School Alcohol, Tobacco, and Marijuana Use Increase Middle School Risk*

Title: *Drinking, Cannabis Use and Driving Among Ontario Students*

Title: *Drug Education Resources Directory*

Title: *Effects of a Multidimensional Anabolic Steroid Prevention Intervention: The Adolescents Training and Learning to Avoid Steroids (ATLAS) Program*

Title: *Factors Influencing the Implementation of the Ban on Smoking on School Property within Ontario*

Title: *Handbook of Adolescent Health Risk Behavior*

Title: *The House That Crack Built*
Title: I Can Say No

Title: Methamphetamine

Title: My Big Sister Takes Drugs

Title: National Survey Results on Drugs Use from the Monitoring the Future Study, 1975–1997, Volume 1, Secondary School Students

Title: Overexposed: Youth a Target of Alcohol Advertising in Magazines, 2001 to 2004
Organization: Center on Alcohol Marketing and Youth (2002). Washington, DC: Georgetown University

Title: Preventing Addictions

Title: Preventing Substance Use and Disordered Eating: Initial Outcomes of the ATHENA (Athletes Targeting Health Exercise and Nutrition Alternatives) Program

Title: Preventing Drug Abuse Through the Community: Multi component Programs Make the Difference

Title: Preventing Substance Use Problems Among Young People – A Compendium of Best Practices

Title: Project Northland: Long-Term Outcomes of Community Action to Reduce Adolescent Alcohol Use
Title: Protecting You/Protecting Me: Effects of an Alcohol Prevention and Vehicle Safety Program on Elementary Students

Title: Reducing Alcohol Related Harm in Canada: Toward a Culture of Moderation

Title: Steroids: Play Safe, Play Fair
Website: http://www.aap.org/family/steroids.htm

Title: Still Growing After All These Years: Youth Exposure to Alcohol Advertising on Television, 2001 to 2005

Title: Straight Facts About Drugs and Drug Abuse

Title: Straight Talk About Marijuana

Title: Substance Use Prevention in the Classroom

Title: Teen Drug Abuse – High School and Youth Trends

Title: The Toronto Drug Strategy: A Comprehensive Approach to Alcohol and Other Drugs

Title: Treatment and Rehabilitation for Youth with Substance Use Problems

Title: Underage Drinking in the United States: A Status Report, 2005
Title: Using Psychoactive Substances  

Title: What Is Addiction?  

Title: Youth and Substance Abuse  

Title: Youth and Road Crashes: Reducing Risks from Inexperience, Immaturity, and Alcohol  

Title: Youth and Tobacco in Ontario: A Cause for Concern  

Title: Youth Exposure to Alcohol Advertising in Magazines, 2001 to 2004: Good News, Bad News  

**Violence-Related Injury**

Title: 50 Ways to a Safer World  

Title: A National Directory of Exemplary School – Based Police Programs to Combat Youth Violence  

Title: A Primer on School Violence Prevention  

Title: A Whole-School Approach to Safety and Belonging: Preventing Violence and Bullying  
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<td>London Family Court Clinic</td>
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<td>School Violence</td>
<td>Peter Lang</td>
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<td></td>
<td>Disruptive Behaviour and Violence. Edmonton, AB: Duval House Publishing</td>
</tr>
<tr>
<td>Violence Prevention Programs</td>
<td>School Health, 67, 165–170</td>
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<tr>
<td>CPHA Safe School Study (2005)</td>
<td>Ottawa, ON: Canadian Public Health Association and the National Crime</td>
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<td>Prevention Strategy</td>
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<td>Parents, and Administrators Must Do About</td>
<td>Federal Activities Addressing Violence in Schools</td>
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<td>Health, 70, 119–140</td>
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<td>Violence</td>
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Title: Learning about School Violence: Lessons for Educators, Parents, Students, and Communities

Title: Maintaining Safe Schools

Title: Making Schools Safe for Students: Creating a PROACTIVE School Safety Plan

Title: M. O. V.E. – Mind Over Violence Everywhere Program Curriculum (2002)
Organization: Ottawa, ON: Canadian Public Health Association

Title: Nurses’ Logs as an Evaluation Tool for School-Based Violence Prevention Programs

Title: Perceived Risk of Fighting and Actual Fighting Behavior Among Middle School Students

Title: Peer Modeling in a Violence Prevention Newsletter

Title: Preventing School Violence: A Time for Hard, Solid Thinking

Title: Preventing Violence A Guide to Implementing the Recommendations of the World Report on Violence and Health

Title: Responding to Student Violence and Problem Behaviour: Engaging the Community

Title: Restorative Action in the Elementary School: A Community-Based Approach to Peace Building and Conflict Resolution
Organization: Keet, M. author (2006). Saskatoon, SK: Dr. Stirling McDowell Foundation for Research into Teaching
Title: *School Violence: Fears Versus Facts*

Title: *School-Based Violence Prevention in Canada: Results of a National Survey of Policies and Programs*

Title: *Urban Elementary School Students’ Perceptions of Fighting Behavior and Concerns for Personal Safety*

Title: *Violence in the Schools: How to Proactively Prevent and Defuse It*

Title: *Violence Prevention Materials in the Schools: A National Listing (1992)*
Organization: Winnipeg, MB: The Manitoba Women’s Directorate

**General Injury Prevention**

Title: *2005 Annual Report: Road Safety Vision 2010*

Title: *Accidental Death and Disability: The Neglected Disease of Modern Society*

Title: *Accidental Injury-Risk and Preventative Interventions*

Title: *A Million Messages: Injury Prevention Information for Parents (2007)*
Organization: Calgary, AB: Capital Health

Title: *An Approach to the Epidemiology of Childhood Injuries*

Title: *Appropriate Indicators for Injury Control?*
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Title: Community Based Prevention Programs Targeting all Injuries for Children

Title: Community Safety
Organization: Shield, J. (2002). Injury Prevention, 8, 9

Title: Drownings and Other Water-Related Injuries in Canada: 10 Years of Research
Organization: Canadian Red Cross (2006). Ottawa, ON: Author

Title: The Economic Burden of Injury in Canada
Organization: SMARTRISK (in press). Toronto, ON: Author

Title: The Economic Burden of Injury in Ontario

Title: The Economic Burden of Unintentional Injury in Canada

Title: The Economic Burden of Unintentional Injury in Canada

Title: Ending Canada’s Invisible Epidemic: A Strategy for Injury Prevention

Title: The Epidemiology and Causes of Childhood Injuries

Title: The Facts About Childhood Injuries

Title: Facts About Injuries: Preventing Global Injuries

Title: Focal Point Issue: Injury Prevention and Control

Title: Generic Crisis Intervention Procedures
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<td><em>Injuries in Saskatchewan</em></td>
<td>Hader, J. M., &amp; Seliske, P. (1993). Saskatoon: Health Status Research Unit, University of Saskatchewan</td>
</tr>
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</table>
Title: *Injury Prevention: An International Perspective*

Title: *Injury Research and Prevention: A Text*

Title: *Inventory of Injury Data Sources and Surveillance Activities*

Title: *Maternal Reports of Child Injuries in Canada: Trends and Patterns by Age and Gender*

Title: *Measuring Up: A Health Surveillance Update on Canadian Children and Youth*


Title: *The Nature of Safety Culture: A Review of the Theory and Research*

Title: *Nonfatal Childhood Injuries: A Survey at the Children’s Hospital of Eastern Ontario*

Title: *Ontario Trauma Registry 2006 Report: Injury Deaths in Ontario*
Organization: Canadian Institute for Health Information (2007). Ottawa, ON: Author

Title: *Ontario Trauma Registry Analytic Bulletin, Sports and Recreation Injury Hospitalizations in Ontario, 2002–2003*
Organization: Canadian Institute for Health Information (2004). Ottawa, ON: Author

Title: *Playing Smart Soccer*
Organization: ThinkFirst Canada and Canadian Soccer Association. (2006). Toronto, ON: ThinkFirst Canada

Title: *Preventing Childhood Injury: Developmental and Mental Health Issues*
Title: Preventing Unintentional Injuries Among Children

Title: Prevention is Primary: Strategies for Community Well-Being

Title: Prevention of Injuries to Children and Adolescents

Title: Reconsidering Community Based Interventions

Title: Reducing Accidental Death and Injury in Children
Organization: Popay, J., & Young, A. (1993). Manchester: North Western Regional Health Authority

Title: Safer Homes for Children: A Guide for Communities

Title: Saving Children: A Guide to Injury Prevention

Title: School Health Guidelines to Prevent Unintentional Injuries and Violence

Title: School Injuries: What We Know, What We Need

Title: The Scientific Basis of Childhood Injury Prevention. A Review of the Medical Literature

Title: Sensitivity and Representativeness of a Childhood Injury Surveillance System

Title: Staying Safe around Trains
Organization: Safe Kids Canada and CN Rail. Toronto, ON: Author

Title: Trauma Registry 2006 Report: Major Injury in Ontario
Organization: Canadian Institute for Health Information (2006). Ottawa, ON: Author
Title: Unintentional Injuries in Childhood: Results from Canadian Health Surveys  

Title: Video and Computer Games: Effect on Children and Implications for Health Education  

Title: What is an Injury?  

Title: World Report on Violence and Health  

Title: Youth Injury Data Collected by the Canadian Hospitals Injury Reporting and Prevention Program: Do They Represent the Canadian Experience?  

Research Agendas

Title: A Research Agenda for Injury Prevention and Control  

Title: A Research Agenda for Injury Prevention and Control: Canadian Injury Research Network  
Organization: CIRNet report. (2002). Winnipeg, MB: University of Manitoba, Health Sciences Centre

Title: Accident Prevention Research – An Overview. A Selective Review of the Health Literature, with Special Reference to Scotland  

Title: Turning Points: Canadians From Coast to Coast Set a New Course for Healthy Child and Youth Development. The National Goals for Healthy Child and Youth Development  

Title: Unintentional Injuries in Childhood: Analysis and Recommendations  
Title: Unintentional Injury Prevention – Priorities for Research, Capacity Building, and Knowledge Translation

Organization: Morrongiello, B. A. author (2003). Ottawa, ON: Canadian Institutes of Health Research and the Canadian Injury Research Network
This report was developed on behalf of the Joint Consortium for School Health by the Saskatchewan Prevention Institute

Injury Prevention and Control Research

**Canadian**

Organization: 2007 Canadian Injury Prevention and Safety Promotion Conference
Website: [http://207.35.157.99/natconf/](http://207.35.157.99/natconf/)

Organization: Alberta Centre for Injury Control and Research
Website: [http://www.acicr.ualberta.ca/](http://www.acicr.ualberta.ca/)

Organization: BC Injury Prevention Centre
Website: [http://www.injuryfreezone.com/](http://www.injuryfreezone.com/)

Organization: BC Injury Research and Prevention Unit
Website: [http://www.injuryresearch.bc.ca/](http://www.injuryresearch.bc.ca/)

Organization: Canadian Institutes of Health Research

Organization: Canadian School Health Research Network
Website: [http://www.schoolhealthresearch.org/](http://www.schoolhealthresearch.org/)

Organization: Canadian Teachers’ Federation
Website: [http://www.ctf-fce.ca/](http://www.ctf-fce.ca/)

Organization: Health in Action

Organization: IMPACT: The Injury Prevention Centre of Children’s Hospital, Winnipeg
Website: [http://www.hsc.mb.ca/impact/](http://www.hsc.mb.ca/impact/)

Organization: Injury Prevention Research Office, St. Michael’s Hospital
Website: [http://www.injuryprevention.ca/](http://www.injuryprevention.ca/)

Organization: Saskatchewan Prevention Institute
Website: [http://www.preventioninstitute.sk.ca/](http://www.preventioninstitute.sk.ca/)
Organization: Birmingham Injury Control Research Centre – University of Alabama
Website: http://www.uab.edu/icrc/

Organization: Centre for Injury Research and Control (CIRCL) – University of Pittsburgh (Injury Control Resource Information Network)
Website: http://www.injurycontrol.com/icrin/

Organization: Centres for Disease Control and Prevention
Website: http://www.cdc.gov/

Organization: Children’s Hospital of Philadelphia
Website: http://www.chop.edu/consumer/index.jsp

Organization: Colorado Injury Control Research Center – Colorado State University
Website: http://psy.psych.colostate.edu/CICRC/

Organization: Harborview Injury Prevention and Research Center (HIPRC) – University of Washington
Website: http://depts.washington.edu/hiprc/

Organization: Harvard Injury Control Center – Harvard University
Website: http://www.hsph.harvard.edu/hicrc/

Organization: Injury Control and Emergency Health Services Section, APHA
Website: http://www.icehs.org/
Organization: Injury Control Training and Demonstration Center (ICTDC) – West Virginia University
Website: http://www.hsc.wvu.edu/crem/

Organization: Injury Prevention Research Center – University of North Carolina
Website: http://www.iprc.unc.edu/

Organization: Johns Hopkins Center for Injury Research and Policy
Website: http://www.jhsph.edu/Research/Centers/CIRP/

Organization: Medical College of Wisconsin Injury Research Center (IRC–MCW)
Website: http://www.mcw.edu/irc/

Organization: National Center for Injury Prevention and Control (CDC Injury Center)
Website: http://www.cdc.gov/ncipc/
Organization: Prevention Institute
Website: http://www.preventioninstitute.org/

Organization: SafetyLit.org – San Diego State University
Website: http://safetylit.org

Organization: San Francisco Injury Center for Research and Prevention – University of California
Website: http://www.surgery.ucsf.edu/sfic/

Organization: Society for Advancement of Violence and Injury Research (SAVIR)
Website: http://www.savirweb.org/

Organization: Southern California Injury Prevention Research Center (SCIPRC) – UCLA
Website: http://www.ph.ucla.edu/sciprc/sciprc1.htm

Organization: University of Iowa Injury Prevention Research Center & Midwestern Injury Prevention Consortium
Website: http://www.public-health.uiowa.edu/iprc

International

Organization: Australia National Injury Surveillance Unit
Website: http://www.nisu.flinders.edu.au/

Organization: Cochrane Injuries Group, Great Britain
Website: http://www.cochrane-injuries.lshtm.ac.uk

Organization: Collaboration for Accident Prevention and Injury Control, Wales
Website: http://www.capic.org.uk/

Organization: Injury Control of Western Australia
Website: http://www.iccwa.org.au/

Organization: Injury Issues Monitor – Flinders University, Australia

Organization: Injury Prevention Research Unit, New Zealand
Website: http://www.otago.ac.nz/ipru

Organization: International Classification of External Causes of Injuries (ICECI)
Website: http://www.iceci.org/
Injury Prevention and Control
Non-Governmental Organizations

Canadian

Organization: Alberta Safety Council
Website: http://www.safetycouncil.ab.ca/
Scope: AB

Organization: British Columbia Safety Council
Website: http://www.safetycouncil.bc.ca/
Scope: BC

Organization: Calgary Safety Council
Website: http://www.calgarysafetycouncil.com/
Scope: Calgary, AB

Organization: Canada Safety Council
Website: http://www.safety-council.org/
Scope: National

Organization: Canadian Association for Health, Physical Education, Recreation and Dance
Website: http://www.cahperd.ca/
Scope: National

Organization: Canadian Association of Family Resource Programs
Website: http://www.frp.ca/
Scope: National

Organization: Canadian Association of Principals
Website: http://www.cdnprincipals.org/
Scope: National

Organization: Canadian Association of School Administrators
Website: http://www.casa-acas.ca/
Scope: National

Organization: Canadian Association of School Psychologists
Website: http://www.cpa.ca/CASP/
Scope: National

Organization: Canadian Association of Student Activity Advisors
Website: http://www.casaaleadership.ca/
Scope: National

Organization: Canadian Centre for Substance Abuse
Website: http://www.ccsa.ca
Scope: National

Organization: Canadian Collaborating Centre for Injury Prevention and Control
Website: http://www.canadianinjurycurriculum.ca/CCCIPC.htm
Scope: National

Organization: Canadian Home and School Federation
Website: http://www.canadianhomeandschool.com/
Scope: National

Organization: The Canadian Injury Prevention and Control Curriculum (CIPCC)
Website: http://www.canadianinjurycurriculum.ca/
Scope: National

Organization: Canadian Injury Prevention Strategy
Website: http://www.injurypreventionstrategy.ca
Scope: National
Organization: Canadian Playground Safety Institute
Website: http://www.cpра.ca
Scope: National

Organization: Canadian Teachers’ Federation
Website: http://www.ctf-fce.ca/
Scope: National

Organization: Canada’s National Centre for Occupational Health and Safety Information
Website: http://www.ccohs.ca
Scope: National

Organization: Centre for Addiction and Mental Health
Website: http://www.camh.net/
Scope: National

Organization: Centre for Suicide Prevention
Website: http://www.suicideinfo.ca/
Scope: National

Organization: Child and Family Canada
Website: http://www.cfc-efc.ca/
Scope: National

Organization: Child Safety Link
Website: http://www.childsafetylink.ca/default_en.asp
Scope: National

Organization: Children’s Hospital of Eastern Ontario Research Institute
Website: http://www.cheori.org/
Scope: Eastern ON

Organization: Chronic Disease Prevention Alliance of Canada
Website: http://www.cdpac.ca/
Scope: National

Organization: Community Action Program for Children
Website: http://www.capc.hamilton.on.ca/
Scope: Hamilton, ON
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<tr>
<th>Organization</th>
<th>Website</th>
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<tr>
<td>Crisis Intervention and Suicide Prevention Centre of British Columbia</td>
<td><a href="http://www.crisiscentre.bc.ca">http://www.crisiscentre.bc.ca</a></td>
<td>BC</td>
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<tr>
<td>Institute for Clinical and Evaluative Sciences (ICES)</td>
<td><a href="http://www.ices.on.ca/webpage.cfm">http://www.ices.on.ca/webpage.cfm</a></td>
<td>National</td>
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<td>Kelowna and District Safety Council</td>
<td><a href="http://www.kdsc.bc.ca/">http://www.kdsc.bc.ca/</a></td>
<td>Kelowna, BC</td>
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Description: A promising new journal, which includes a section devoted to “Health and Learning.” First issued April 2007.
Organization: Kids First – Parents Association of Canada  
Website: [http://www.kidsfirstcanada.org](http://www.kidsfirstcanada.org)  
Scope: National

Organization: Kidsafe Connection – Stollery Children’s Hospital  
Website: [http://www.capitalhealth.ca/YourHealth/Campaigns/Kidsafe/default.htm](http://www.capitalhealth.ca/YourHealth/Campaigns/Kidsafe/default.htm)  
Scope: Edmonton, AB

Organization: Laligue de sécurité du Québec (Québec Safety League)  
Website: [http://www.aqtr.qc.ca/cgi-ole/cs.waframe.singlepageindex](http://www.aqtr.qc.ca/cgi-ole/cs.waframe.singlepageindex)  
Scope: QC

Organization: National Youth in Care Network  
Website: [http://www.youthincare.ca](http://www.youthincare.ca)  
Scope: National

Organization: New Brunswick Safety Council  
Website: [http://www.nbsafety.com/](http://www.nbsafety.com/)  
Scope: NB

Organization: Newfoundland and Labrador Safety Council  
Website: [http://www.safetycouncil.net/](http://www.safetycouncil.net/)  
Scope: NL

Organization: Nova Scotia Safety Council  
Website: [http://www.nssafety.ns.ca/](http://www.nssafety.ns.ca/)  
Scope: NS

Organization: Ontario Injury Prevention Resource Centre  
Website: [http://www.oninjuryresources.ca/home/](http://www.oninjuryresources.ca/home/)  
Scope: ON

Organization: Ontario Neurotrauma Foundation  
Website: [http://www.onf.org/](http://www.onf.org/)  
Scope: ON

Organization: Ontario Provincial Trauma Network  
Website: [http://www.lhsc.on.ca/trauma/index.htm](http://www.lhsc.on.ca/trauma/index.htm)  
Scope: ON
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<td>Ontario Safety League</td>
<td><a href="http://www.osl.org/links.asp?flash=no">http://www.osl.org/links.asp?flash=no</a></td>
<td>ON</td>
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<tr>
<td>Prince Edward Island Safety Council</td>
<td>Email: <a href="mailto:stjohnamb.peisc@pei.sympatico.ca">stjohnamb.peisc@pei.sympatico.ca</a></td>
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<tr>
<td>Safe &amp; Caring Schools and Communities Society</td>
<td><a href="http://www.sacsc.ca/">http://www.sacsc.ca/</a></td>
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<td>Safe Communities Canada</td>
<td><a href="http://www.safecommunities.ca/">http://www.safecommunities.ca/</a></td>
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<td>Safe Kids Canada</td>
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<td>Safety Services Manitoba</td>
<td><a href="http://www.safetyservicesmanitoba.ca/">http://www.safetyservicesmanitoba.ca/</a></td>
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<td>Saskatchewan Safety Council</td>
<td><a href="http://www.sasksafety.org/">http://www.sasksafety.org/</a></td>
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<td>SMARTISK</td>
<td><a href="http://www.smartrisk.ca/">http://www.smartrisk.ca/</a></td>
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Organization: Thrive! The Canadian Centre for Positive Youth Development!
Website: http://www.thrivecanada.ca/
Scope: National

Organization: Vancouver Island Safety Council
Website: http://www.visafetycouncil.com
Scope: Vancouver Island, BC

**US**

Organization: Bicycle Helmet Safety Institute
Website: http://www.helmets.org/

Organization: The Connecticut Childhood Injury Prevention Center
Website: http://www.ccmckids.org/ipc

Organization: Farm Safety 4 Just Kids
Website: http://www.fs4jk.org/

Organization: Kidproof Safety
Website: http://www.kidproofusa.com/

Organization: Kids and Cars
Website: http://www.kidsandcars.org/

Organization: National Academy of Sciences
Website: http://www.nasonline.org/

Organization: National Fire Protection Association
Website: http://www.nfpa.org/

Organization: Partners in Information Access for the Public Health Workforce
Website: http://phpartners.org/cehir/index.html

**International**

Organization: The Alliance for Safe Children (TASC)
Website: http://www.tasc-qcipf.org/

Organization: Child Accident Prevention Trust
Website: http://www.capt.org.uk/
Injury Prevention and Control Government Agencies

### Canadian

**Organization:** Alberta Health and Wellness  
**Website:** [http://www.health.gov.ab.ca/](http://www.health.gov.ab.ca/)  
**Scope:** Provincial

**Organization:** Alberta Public Health Association  
**Website:** [http://www.cms.apha.ab.ca/](http://www.cms.apha.ab.ca/)  
**Scope:** Provincial

**Organization:** L’Association Pour la Santé Publique du Québec  
**Website:** [http://www.aspq.org/](http://www.aspq.org/)  
**Scope:** Provincial
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<td>British Columbia Ministry of Health</td>
<td><a href="http://www.gov.bc.ca/health/">http://www.gov.bc.ca/health/</a></td>
<td>Provincial</td>
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<td>Canadian Public Health Association</td>
<td><a href="http://www.cpha.ca">www.cpha.ca</a></td>
<td>National</td>
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<tr>
<td>Centre of Excellence for Youth Engagement</td>
<td><a href="http://www.tqmag.ca/centres/">http://www.tqmag.ca/centres/</a></td>
<td>National</td>
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Organization: First Nations and Inuit Health Branch (Health Canada)
Website: http://www.hc-sc.gc.ca/fnihb/index.htm
Scope: National

Organization: Health and Community Services, Newfoundland and Labrador
Website: http://www.health.gov.nl.ca/health/
Scope: Provincial

Organization: Health and Social Services Northwest Territories
Website: http://www.hlthss.gov.nt.ca/
Scope: Territorial

Organization: Health and Social Services, Nunavut
Website: http://www.gov.nu.ca/hsssite/hssmain.shtml
Scope: Territorial

Organization: Health Canada
Website: http://www.hc-sc.gc.ca/
Scope: National

Organization: Manitoba Health
Website: http://www.gov.mb.ca/health/index.html
Scope: Provincial
Organization: Manitoba Healthy Living
Website: http://www.gov.mb.ca/healthyliving/
Scope: MB

Organization: Manitoba Public Health Association
Website: http://www.manitobapha.ca/
Scope: Provincial

Organization: New Brunswick Department of Health
Website: http://www.gnb.ca/0051/index-e.asp
Scope: Provincial

Organization: New Brunswick / Prince Edward Island Branch, Canadian Public Health Association
Scope: Provincial
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<td><a href="http://www.mto.gov.on.ca/english/safety/topics.htm">http://www.mto.gov.on.ca/english/safety/topics.htm</a></td>
<td>ON</td>
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<tr>
<td>Ontario Public Health Association</td>
<td><a href="http://www.opha.on.ca/">http://www.opha.on.ca/</a></td>
<td>Provincial</td>
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Organization: Public Health Agency of Canada  
Website: http://www.phac-aspc.gc.ca/new_e.html  
Scope: National

Organization: Public Health Association of British Columbia  
Website: http://www.phabc.org/  
Scope: Provincial

Organization: Public Health Association of Nova Scotia  
Website: http://www.phans.ca/  
Scope: Provincial

Organization: Santé et Services sociaux Québec  
Scope: Provincial

Organization: Saskatchewan Health  
Website: http://www.health.gov.sk.ca/  
Scope: Provincial

Organization: Saskatchewan Public Health Association  
Website: http://www.cpha.ca/en/about/provincial-associations/saskatchewan.aspx  
Scope: Provincial

Organization: Yukon Health and Social Services  
Website: http://www.hss.gov.yk.ca/  
Scope: Territorial

Organization: Yukon Public Health Association  
Scope: Territorial

US

Organization: Indian Health Services Injury Prevention Program  
Website: http://www.ihs.gov/MedicalPrograms/InjuryPrevention/index.cfm

Organization: National Highway Traffic Safety Administration  
Website: http://www.nhtsa.gov/portal/site/nhtsa/menuitem.5928da45f99592381601031046108a0c/
Youth and Health Organizations

Canadian

Organization: Canadian Alliance of Community Health Centre Associations
Website: http://www.cachca.ca/
Scope: National

Organization: Canadian Association for School Health
Website: http://www.cash-aces.ca/
Scope: National

Organization: Canadian Association of Paediatric Health Centres
Website: http://www.caphc.org/
Scope: National

Organization: Canadian Centre on Community and School Health also known as Communities and Schools Promoting Health
Website: http://www.safehealthyschools.org/
Scope: National

Organization: Canadian Health Network
Website: http://www.canadian-health-network.ca/
Scope: National

Organization: Canadian Institute of Child Health
Website: http://www.cich.ca/
Scope: National

Organization: Canadian Institute for Health Information
Website: http://secure.cihi.ca/cihiweb/splash.html
Scope: National

Organization: Canadian Institutes of Health Research
Website: http://www.cihr-irsc.gc.ca/index.html
Scope: National

Organization: Canadian Paediatric Society
Website: http://www.cps.ca/
Scope: National
<table>
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<th>Organization</th>
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<tr>
<td>Canadian Partnership for Children’s Health and Environment</td>
<td><a href="http://www.healthyenvironmentforkids.ca/english/">http://www.healthyenvironmentforkids.ca/english/</a></td>
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<tr>
<td>Chronic Disease Prevention Alliance of Canada</td>
<td><a href="http://www.cdpac.ca/">http://www.cdpac.ca/</a></td>
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<td>Community Health Nurses Association of Canada</td>
<td><a href="http://www.chnac.ca/">http://www.chnac.ca/</a></td>
<td>National</td>
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<td>Electronic Child Health Network</td>
<td><a href="http://www.echn.ca/">http://www.echn.ca/</a></td>
<td>National</td>
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<tr>
<td>National Association of Children’s Hospitals and Related Institutions</td>
<td><a href="http://www.childrenshospitals.net/">http://www.childrenshospitals.net/</a></td>
<td>National</td>
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<tr>
<td>National Longitudinal Survey on Children and Youth (Human Resources Development Canada)</td>
<td><a href="http://www.chass.utoronto.ca/datalib/codebooks/cstdli/nlsy.htm">http://www.chass.utoronto.ca/datalib/codebooks/cstdli/nlsy.htm</a></td>
<td>National</td>
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<tr>
<td>Shriners Hospitals for Children–Canada</td>
<td><a href="http://www.shrinershq.org/Hospitals/Canada/">http://www.shrinershq.org/Hospitals/Canada/</a></td>
<td>National</td>
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<tr>
<td>Thrive! The Canadian Centre for Positive Youth Development!</td>
<td><a href="http://www.thrivecanada.ca/">http://www.thrivecanada.ca/</a></td>
<td>National</td>
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<tr>
<td>Alberta Children’s Hospital</td>
<td><a href="http://www.calgaryhealthregion.ca/ACH/">http://www.calgaryhealthregion.ca/ACH/</a></td>
<td>Provincial</td>
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<td>Alberta Research Centre for Child Health Evidence</td>
<td><a href="http://www.ualberta.ca/ARCHE/">http://www.ualberta.ca/ARCHE/</a></td>
<td>Provincial</td>
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<td>Organization</td>
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<tr>
<td>Bloorview MacMillan Children’s Centre</td>
<td><a href="http://www.bloorviewmacmillan.on.ca">www.bloorviewmacmillan.on.ca</a></td>
<td>Provincial (ON)</td>
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<td>British Columbia Children’s Hospital</td>
<td><a href="http://www.bcchildrens.ca/default.htm">http://www.bcchildrens.ca/default.htm</a></td>
<td>Provincial</td>
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<td>Child Health BC</td>
<td><a href="http://www.bcchildrens.ca/Professionals/ChildHealthBC/Child+Health+BC.htm">http://www.bcchildrens.ca/Professionals/ChildHealthBC/Child+Health+BC.htm</a></td>
<td>Provincial</td>
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<tr>
<td>British Columbia Child and Family Research Institute</td>
<td><a href="http://www.bcricwh.bc.ca">http://www.bcricwh.bc.ca</a></td>
<td>Provincial</td>
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<tr>
<td>British Columbia Research Institute for Children’s and Women’s Health Centre</td>
<td><a href="http://www.cw.bc.ca">www.cw.bc.ca</a></td>
<td>Provincial</td>
</tr>
<tr>
<td>Children’s Health Foundation of Saskatchewan</td>
<td><a href="http://www.chhf.sk.ca">http://www.chhf.sk.ca</a></td>
<td>Provincial</td>
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<tr>
<td>Children’s Hospital at Hamilton Health Sciences Centre</td>
<td><a href="http://www.mcmasterchildrenshospital.ca">www.mcmasterchildrenshospital.ca</a></td>
<td>Regional (Hamilton, Niagara area, ON)</td>
</tr>
<tr>
<td>Children’s Hospital of Eastern Ontario (CHEO) Institute</td>
<td><a href="http://www.cheori.org/">http://www.cheori.org/</a></td>
<td>Regional (Eastern ON)</td>
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<tr>
<td>Children’s Hospital of Western Ontario</td>
<td><a href="http://www.chwo.org">www.chwo.org</a></td>
<td>Regional (Western ON)</td>
</tr>
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<td>Organization</td>
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<tr>
<td>Children’s Hospital Foundation of Manitoba, Inc.</td>
<td><a href="http://www.goodbear.mb.ca/">http://www.goodbear.mb.ca/</a></td>
<td>Provincial</td>
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<tr>
<td>The Hospital for Sick Children, Toronto</td>
<td><a href="http://www.sickkids.ca/default.asp">http://www.sickkids.ca/default.asp</a></td>
<td>Provincial</td>
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<tr>
<td>IWK Health Centre</td>
<td><a href="http://www.iwk.nshealth.ca/">http://www.iwk.nshealth.ca/</a></td>
<td>Regional (Maritime Provinces)</td>
</tr>
<tr>
<td>Montréal Children’s Hospital</td>
<td><a href="http://www.thechildren.com">www.thechildren.com</a></td>
<td>Provincial</td>
</tr>
<tr>
<td>Queen Alexandra Centre for Children's Health</td>
<td><a href="http://www.queenalexandra.org/home.html">www.queenalexandra.org/home.html</a></td>
<td>Regional (Vancouver Island, BC)</td>
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</table>
Organization: Southern Alberta Child and Youth Health Network  
Website: [http://www.sacyhn.ca/](http://www.sacyhn.ca/)  
Scope: Regional (Southern AB)

Organization: Stollery Children’s Hospital, Edmonton  
Website: [http://www.capitalhealth.ca/HospitalsandHealthFacilities/Hospitals/StolleryChildrensHospital/default.htm](http://www.capitalhealth.ca/HospitalsandHealthFacilities/Hospitals/StolleryChildrensHospital/default.htm)  
Scope: Regional (Edmonton, AB)

Organization: Sunny Hill Health Centre for Children  
Website: [www.sunny-hill.bc.ca](http://www.sunny-hill.bc.ca)  
Scope: Provincial (BC)

Organization: Winnipeg Children’s Hospital  
Website: [http://www.wch.ca/](http://www.wch.ca/)  
Scope: Regional (Winnipeg, MB)

Organization: University of Manitoba, Department of Pediatrics and Child Health  
Website: [http://www.umanitoba.ca/faculties/medicine/units/pediatrics](http://www.umanitoba.ca/faculties/medicine/units/pediatrics)  
Scope: Provincial

**US**

Organization: American Academy of Pediatrics – Child Health and Safety  
Website: [http://www.aap.org/default.htm](http://www.aap.org/default.htm)

Organization: Archives of Pediatrics and Adolescent Medicine  

Organization: Bristol-Myers Squibb Children’s Hospital  
Website: [http://www.bmsch.org/](http://www.bmsch.org/)

Organization: The Center for Health and Health Care in Schools  
Website: [http://www.healthinschools.org/](http://www.healthinschools.org/)

Organization: Children’s Safety Zone  
Website: [http://www.sosnet.com/safety/safety1.htm](http://www.sosnet.com/safety/safety1.htm)

**International**

Organization: World Health Organization, Child Health  
Website: [http://www.who.int/topics/child_health/en/](http://www.who.int/topics/child_health/en/)
### Experts and Informants in Injury Prevention

<table>
<thead>
<tr>
<th>Name</th>
<th>Position/Organization</th>
<th>Location / Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>Feely, Shawn</td>
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<td>Froelich, Kelly</td>
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</tr>
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<td>Fuselli, Pamela</td>
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</tr>
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</tr>
<tr>
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</tr>
<tr>
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</tr>
<tr>
<td>Hagel, Brent</td>
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<tr>
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</tbody>
</table>
| Herbert, Margaret | Epidemiologist and Senior Advisor, Injury and Child Maltreatment Section, Health Surveillance and Epidemiology Division, Public Health Agency of Canada | Building #7, A.L. 0701D, Tunney’s Pasture, Ottawa, ON K1A 0L2  
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allyson.hewitt@sickkids.ca |
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Tel. (506) 648 – 7303  
hogaan@reg2.health.nb.ca |
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Tel. (416) 813 – 6430  
andrew.howard@sickkids.ca |
| Jarvis, Stephen  | Community Child Health (head of sub-department), University of Newcastle.              | Tel. 0191 477 9000  
s.u.jarvis@ncl.ac.uk |
| Johnson, Karin    | Community Health Programs, First Nations and Inuit Health Branch, Health Canada.       | Tel. (613) 954 – 2463  
Karin_Johnson@nc-sc.gc.ca |
| Lang, Joy         | Senior Nursing Consultant, Injury Prevention, Chronic Disease Prevention & Health Promotion Branch, Ministry of Health Promotion | 5700 Younge St., 8th Floor, Toronto, ON, M2M 4K5  
Tel. (416) 327– 7228  
Joy.Lang@mhp.gov.on.ca |
| Langill, Corrine  | Interim Program Manager, Plan–it Safe. Manager, Health Promotion and Injury Prevention, Children's Hospital of Eastern Ontario (CHEO) | 401 Smyth, Ottawa, ON, K1H 8L1  
Tel. (613) 737– 7600, ext. 2502  
clangill@cheo.on.ca |
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<tr>
<td>Lefebvre, John</td>
<td>Manager, Road Safety Marketing Office, Road User Safety Branch, Ministry of Transportation</td>
<td>Building A, Room 212, 1201 Wilson Ave., Downsview, ON, M3M 1J8 Tel. (416) 235 – 4787 <a href="mailto:john.lefebvre@mto.gov.on.ca">john.lefebvre@mto.gov.on.ca</a></td>
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<tr>
<td>Locke, Laynni</td>
<td>Child Injury Prevention Program Coordinator, Saskatchewan Prevention Institute.</td>
<td>Tel. (306) 655 – 4077 <a href="mailto:ilocke@preventioninstitute.sk.ca">ilocke@preventioninstitute.sk.ca</a></td>
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<tr>
<td>Lockhart, Sally</td>
<td>Spectrum Solutions</td>
<td>209 Terry Boylan Rd., Coleman, PE, COB 1H0 Tel. (902) 859 – 2500 <a href="mailto:sally@spectrumsolutions.com">sally@spectrumsolutions.com</a></td>
</tr>
<tr>
<td>Macarthur, Colin</td>
<td>Director; Vice President of Research, Bloorview MacMillan Children’s Centre</td>
<td>150 Kilgour Rd., Toronto, ON, M4G 1R8 Tel. (416) 425 – 6220</td>
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<tr>
<td>Macpherson, Alison</td>
<td>Assistant Professor, School of Kinesiology and Health Science, York University.</td>
<td>Tel. (416) 736 – 2100, ext. 77216 <a href="mailto:amacph@yorku.ca">amacph@yorku.ca</a></td>
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<tr>
<td>McCall, Douglas</td>
<td>Coordinator, School Health Research Network</td>
<td>16629 – 62A Ave., Surrey, BC, V3S 9L5 Tel. (604) 575–3199 <a href="mailto:dmccall@schoolfile.com">dmccall@schoolfile.com</a></td>
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<tr>
<td>Montelpare, Bill</td>
<td>Associate Professor, School of Kinesiology, Lakehead University,</td>
<td>955 Oliver Rd., Thunder Bay, ON, P7B 5E1 Tel. (807) 343 – 8481 <a href="mailto:william.montelpare@lakeheadu.ca">william.montelpare@lakeheadu.ca</a></td>
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<tr>
<td>Morency, Patrick</td>
<td>Head, Programme de prévention des traumatisme, Direction régionale de santé publique de Montréal</td>
<td><a href="mailto:pmonrency@santepub-mtl.qc.ca">pmonrency@santepub-mtl.qc.ca</a></td>
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<tr>
<td>Morrongiello, Barbara A.</td>
<td>Professor, Psychology Department, University of Guelph</td>
<td>Guelph, ON, N1G 2W1 Tel. (519) 824 – 4120, ext. 53086 <a href="mailto:bmorrong@uoguelph.ca">bmorrong@uoguelph.ca</a></td>
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<tr>
<td>Mustard, J. Fraser</td>
<td>Founders’ Network</td>
<td>401 Richmond St. West, Suite 281, Toronto, ON, M5V 3A8 Tel. (416) 593 – 5999 <a href="mailto:webinfo@founders.net">webinfo@founders.net</a></td>
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<tr>
<td>Newton, Sandra</td>
<td>Coordinator, Child Safety Link, IWK Health Centre</td>
<td>5850/5980 University Avenue Halifax, NS, B3J 3G9&lt;br&gt;Tel. (902) 470 – 6492&lt;br&gt;<a href="mailto:sandra.newton@iwk.nshealth.ca">sandra.newton@iwk.nshealth.ca</a></td>
</tr>
<tr>
<td>Oakley, Heather</td>
<td>NB Injury Prevention Coalition, Trauma Program Coordinator, Atlantic Health Sciences Corp,</td>
<td>400 University Ave., Saint John, NB, E2L 4L2&lt;br&gt;Tel. (506) 648 – 7303&lt;br&gt;<a href="mailto:oakhe@reg2.health.nb.ca">oakhe@reg2.health.nb.ca</a></td>
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<tr>
<td>Pickett, William</td>
<td>Associate Professor, Department of Community Health and Epidemiology, Abramsky Hall, Queen’s University</td>
<td>Tel. (613) 549 – 6666 ext3788&lt;br&gt;<a href="mailto:pickettw@post.queensu.ca">pickettw@post.queensu.ca</a></td>
</tr>
<tr>
<td>Pike, Ian</td>
<td>Director of Fund Development, Canadian Red Cross, Western Canada, Lower Mainland Office,</td>
<td>3400 Lake City Way, Burnaby, BC, V5A 4Y2&lt;br&gt;Tel. (604) 709 – 6616&lt;br&gt;<a href="mailto:ipi@redcross.ca">ipi@redcross.ca</a></td>
</tr>
<tr>
<td>Pless, I. Barry</td>
<td>Director of Clinical Research, Epidemiology, Biostatistics and Occupational Health PURVIS Hall, McGill University</td>
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</tr>
<tr>
<td>Rivara, Fred P.</td>
<td>Professor, Pediatrics Injury Prevention; Adjunct Professor of Epidemiology, University of Washington</td>
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</tr>
<tr>
<td>Russell, Jim</td>
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</tr>
<tr>
<td>Scott, Vicky</td>
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</tr>
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<tr>
<td>Stanwick, Richard</td>
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