2016 ThinkFirst Conference on Injury Prevention Course Information All sessions held at: The Westin Chicago River North 320 N. Dearborn St. Chicago, IL 60654	**Intended Audience:** All those involved with ThinkFirst injury prevention programming, including Nurses, Occupational Therapists, Physical Therapists, Injury Prevention Specialists, Voices for Injury Prevention, Educators, ThinkFirst Staff, Physicians. Content is appropriate for introductory, intermediate and advanced learners. ****Special needs requests should be emailed to:* thinkfirst@thinkfirst.org

Pre-conference Training Day: Saturday, April 30, 2016. Chapter Training Application approval and pre-registration required. Attendance of full contact hours required for CEUs and attendance certification. Those not seeking CEUs or new chapter director requirements are not required to attend the full day. Contact thinkfirst@thinkfirst.org with questions.

Conference Days: Sunday-Tuesday, May 1-3, 2016. Pre-registration required online; registration onsite cannot be guaranteed. Session attendance required for CEUs and attendance certification.

Saturday, April 30, 2016

Contact Hours: An application has been submitted to the American Association of Neuroscience Nurses (AANN) for approval of 6.5 contact hours. The American Association of Neuroscience Nurses is accredited as an approver of continuing nursing education by the American Nurses Credentialing Center's COA.
An application has been submitted to the AOTA for 6.0 contact hours.

Time/Contact Hours	Presentation Title, Speakers, Objectives, Outline	Educational Level	Assigned Room Location
7:30am-8:15am .75 Contact Hours	**Think First History and Overview** Speakers: Kelli Jankens and Jill Braselton Learning Objectives: 1. Describe the overall history and infrastructure of the ThinkFirst program. 2. Evaluate networking opportunities within the local, state and national arenas. 3. Review national injury statistics 4. Explain the significant impact of ThinkFirst educational programs in preventing traumatic injury Outline: 45 minutes # 1 Review ThinkFirst history and infrastructure # 2 Outline different government levels of networking resources # 3 Review National Perspective # 4 Review impact	Introductory	Jackson Park Room
8:15am-9:00am .75 Contact Hours	**ThinkFirst For Teens** Speaker: Kelli Jankens Learning Objectives: 1. Build a basic understanding of the education components required to reach a teen audience. 2. Instruct on new and creative ways to learn curriculum. 3. Review engagement strategies for unique teen population. Outline: 45 minutes # 1 Teen curriculum content # 2 Explore venue options to reach teen audiences. # 3 Age appropriate learning strategies	Introductory	Jackson Park Room

9:15am-10:00am .75 Contact Hours	**ThinkFirst For Youth** Speaker: Jill Braselton Learning Objectives: 1. Build a basic understanding of the education components required to reach a middle school age children. 2. Instruct on new and creative ways to learn youth curriculum. Outline: 45 minutes # 1 Youth curriculum content # 1 Explore venue options # 2 Explore creative instruction # 2 Age appropriate learning strategies	Introductory	Jackson Park Room
10:00am-10:45am .75 Contact Hours	**ThinkFirst For Kids** Speaker: Jill Braselton Learning Objectives: 1. Build a basic understanding of the education components required to reach elementary age children. 2. Instruct on new and creative ways to learn kids curriculum. Outline: 45 minutes # 1 Kids curriculum content # 2 Explore venue options # 2 Explore creative instruction # 2 Age appropriate learning strategies	Introductory	Jackson Park Room
10:45am-11:am .25 Contact Hours	**ThinkFirst About Concussion** Speaker: Jill Braselton Learning Objectives: 1. Build a basic understanding of concussion and why prevention is so important to our youth. 2. Instruct on new and creative ways to reach student athletes with ThinkFirst concussion prevention tips. Outline: 15 minutes # 1 Concussion impact on student athletes # 2 Explore venue options and creative ways to reach the audience.	Introductory	Jackson Park Room
11:00am-11:15am .25 Contact Hours	**ThinkFirst to Prevent Falls** Speaker: Jill Braselton Learning Objectives: 1. Identify falls as a public health problem. 2. Illustrate why older adults are vulnerable to falls. 3. Review key ThinkFirst prevention programs aimed at reducing falls in older adults. Outline: 15 minutes #1. Overview statistics on number of falls and the cost to society. # 2 Describe what leads to increased falls in older adults; i.e. muscle weakness, poor balance and medications. #3 Apply ThinkFirst curriculum to reduce falls.	Introductory	Jackson Park Room
12:00-12:45pm .75 Contact Hours	**Research & Evaluation; Public Policy Support, ThinkFirst Website, and Logo Guidelines** Speaker: Kelli Jankens Learning Objectives: 1. Illustrate local, state and national policy support for injury prevention. 2. Instruct on gathering statistical data to support chapter programs. 3. Examine information and resources to be found on national	Introductory	Jackson Park Room

	ThinkFirst website. 4. Instruct on the required guidelines of logo usage. Outline: 75 minutes **Research & Evaluation; Public Policy Support** 15 minutes # 1 Overview of local, state and national policies and resources. # 2 Describe ways to use the statistical data to impact community injury prevention programs. **ThinkFirst Website** 15 minutes # 3 Review organization and content of website. # 3 Review key ways to utilize website resources within individual ThinkFirst programs. **Logo Guidelines** 15 minutes # 4 How to access and utilize the ThinkFirst logo. #4 Review the restrictions and guidelines for logo use.		
12:45pm-1:45pm 1.0 Contact Hours	**Strategic Planning, Networking and Coalition Building - Chapter Development, Marketing, Budgeting and Funding** Speaker: Kelli Jankens Learning Objectives: 1. Identify methods to form coalitions and partnerships to benefit program development. 2. Examine variety of stakeholders involved in networking. 3. Review marketing strategies to benefit program development. 4. Explain the benefits of philanthropy and grants to help fund programs. 5. Review submission of grants. Outline: 60 minutes **Strategic Planning, networking and coalition building - chapter development** 30 minutes # 1 Methods # 1 Partnerships # 2 Review stakeholders # 2 Means to engage stakeholders **Marketing** 15 minutes # 3 Demonstrate strategies # 3 Collecting statistics **Budgeting and funding** 15 minutes # 4 Explore operational versus philanthropic funding. # 5 Overview of general grant process.	Introductory	Jackson Park Room
1:45pm-2:45pm 1.0 Contact Hours	**VIPS: Voices for Injury Prevention** Speakers: Kelli Jankens and Dale Spencer, BA Learning Objectives: 1. Illustrate history of voices for injury prevention (VIP) 2. Recognize benefit of having VIP spokesperson on your team. 3. Identify three challenges in providing relevant VIP presentatons. 4. Explain VIP messaging included in ThinkFirst pertaining to concussion. 5. Review variety of methods to use the VIP program to successfully reach teen audiences. Outline:	Introductory	Jackson Park Room

	60 minutes # 1 Components of VIP # 2 Benefit of VIP to individual programs #3 Review challenges #4 VIP messaging details #5 Explore successful strategies to reach teen audiences.		

Sunday, May 1, 2016

Contact Hours: An application has been submitted to the American Association of Neuroscience Nurses (AANN) for approval of 5.5 contact hours. The American Association of Neuroscience Nurses is accredited as an approver of continuing nursing education by the American Nurses Credentialing Center's COA.
An application has been submitted to the AOTA for 5.0 contact hours.

Time/Contact Hours	Presentation Title, Speakers, Objectives, Outline	Educational Level	Assigned Room Location
8:30am-9:30am 1.0 Contact Hours	**Keynote Address** GHSA: Governor's Highway Safety Association** Speaker: Harris Blackwood, Chairman Elect, GHSA Learning Objectives 1. Examine national highway safety statistics. 2. Identify the role of fatigue in transportation crashes and identify potential strategies to reduce those safety risks.. 3. Review components of the national Mayor's Challenge. Outline: 60 minutes #1 Identify current trends in highway, pedestrian and bicycle safety #2 Understand the need for injury prevention programs #3 List the key factors that contribute to driver fatigue #4 Describe how NHTSA's mayoral challenge will help to promote safer cities and streets.	Introductory, Intermediate, Advanced	Astor Room
9:30am-10:30am 1.0 Contact Hours	**ThinkFirst History: A Thirty Year Perspective** Speakers: Mark Spatola, MD and Jeffrey M. Lobotsky, MD, E. Fletcher Eyster, MD, Michael Turner, MD, David Cavanaugh, MD, Russell Amundson, MD, Daniel Michael, MD, PhD Learning Objectives: 1. Illustrate ThinkFirst experience from a from a historical point of view. 2. Examine current national injury statistics. 3. Review types and numbers of ThinkFirst programs that are provided nationwide. 4. Explain potential significance educational programs have in preventing traumatic injuries. Outline: 60 minutes # 1 Relay historical information from a physician's perspective. #2 Relay how national injury statistics can be modified through injury prevention. # 3 Overview of programs within the U.S. and abroad and how to best use these programs to impact injury prevention. # 4 Impact on traumatic brain and spinal cord injuries	Introductory, Intermediate, Advanced	Astor Room

10:30am-11:00am .5 Contact Hours	**Trauma Coordinators Focus on Injury Prevention** Speakers: Dawn Daniels, PhD Learning Objectives: 1. Describe the injury prevention requirements for trauma centers 2. Describe injury prevention education and resources.. Outline: 30 minutes # 1 Levels of Trauma Centers #1 Designation vs Verification of Trauma Centers #1 Injury Prevention Requirements for Trauma Centers #2 On-line educational programs #2 Summer programs #2 Resources #2 American Trauma Society two-day program	Introductory, Intermediate, Advanced	Astor Room
1:00pm-2:00pm 1.0 Contact Hours	**CAP for Improved Concussion Reporting** Speakers: Antonio Martino, MD, Ashley Marass, DNP and Mary Wilstrup, RN, MSN Learning Objectives: 1. Examine current national status for concussion, concussion education and concussion reporting. 2. List how CAP addresses and improves current barriers to concussion identification and reporting in the US. Outline: 60 minutes #1 Review current national status of concussion education and reporting #1 Discussion of Health Belief Model, as it pertains to concussion education #1 Discussion of the efficacy of comprehensive concussion management program #2 Review of CAP module in regards to improving concussion identification and reporting #2 Discussion: how CAP's impact also improves the efforts of ThinkFirst.	Introductory, Intermediate, Advanced	Astor Room
2:00pm-3:15pm 1.25 Contact Hours	**Studies in Helmet Use** Speakers: Margie Williams, PhD, RN, Heather Sudduth, OTR/L, CCM, CEAS, David Estorage, BS, MBA, Jill Braselton, RN, BSN Learning Objectives: 1. Describe study survey and accompanying tools utilized to complete evaluation on long term helmet usage rates among middle schoolers. 2. Learner will outline study results including when participants report wearing helmets most frequently and their attitude toward the importance of protecting their brain. 3. Learner will compare/contrast helmet usage rates to parental usage rates and recognize challenges to the study and lessons learned from outcomes 4. Participants will identify the barriers to student and parent non-compliance of bicycle and car safety practices post ThinkFirst presentations. 5. Participants will acquire beneficial information to modify future presentations to increase compliance of student and parent follow through post ThinkFirst presentations. Outline: 75 minutes #1 Helmet Usage Statistics Local, State, National #1 Helmet Usage and Interventions: Review of the Literature Historical Research Current Research #2 Best Practices in Health promotion related to helmet usage	Introductory, Intermediate, Advanced	Astor Room

	#3 Helmet Research Study – Illinois 2015; Purpose, Research Questions, Research Methods, Results #3 Next Steps – May 2016 – 2nd data collection #4 Discuss survey and tools used in study, including the decision process for school selection and question choice. #5 Review research findings for self-reported helmet behavior using various modes of sporting equipment, reasons for non-use and stated importance of head protection when riding a bike.		
3:15pm-3:45pm .5 Contact Hours	**ThinkFirst Review of the Literature** Speaker: Edward Neuwelt, MD Learning Objectives: 1. Describe ThinkFirst's role in TBI research. 2. Examine past ThinkFirst TBI research. 3. Identify current ThinkFirst TBI research and future trends. Outline: 30 minutes # 1 Examine brief history and time line for ThinkFirst as it relates to research; 10 minutes # 2 Review past research statistics; 5 minutes # 3 Identify current research studies, 10 minutes # 3 Review anticipated future trends in TBI research; 5 minutes	Introductory, Intermediate, Advanced	Astor Room

Monday, May 2, 2016

Contact Hours: An application has been submitted to the American Association of Neuroscience Nurses (AANN) for approval of 6.5 contact hours. The American Association of Neuroscience Nurses is accredited as an approver of continuing nursing education by the American Nurses Credentialing Center's COA.
An application has been submitted to the AOTA for 6.0 contact hours.

Time/Contact Hours	Presentation Title, Speakers, Objectives, Outline	Educational Level	Assigned Room Location
8:00am-9:15am 1.25 Contact Hours	**Programs for Preventing Falls in Older Adults** Speakers: Stephanie Lambers, OTR/L, M.Ed, Krista Jones, BS, Amanda Rist, RN, BSN, Jill Castor, RN, BSN Learning Objectives: 1. Explain research steps and methods utilized in TriHealth Fall Prevention Pilot Research study. 2. Illustrate results of TriHealth Fall Prevention Pilot Research Study. 3. Communicate implications of research on injury prevention practice. 4. Describe how to establish organize and implement a hospital-based fall prevention event based on available hospital and community resources. 5. Interactive review of two activities throughout the presentation (Low vision simulation and Fall risk Assessment Tools) 6. Explain new ThinkFirst Falls Program 7. Review how to implement "ThinkFirst to Prevent Falls" event for the community. Outline: 75 minutes #1 Explain study design. #1 Review research procedures. #1 Outline challenges in research. #2 Review study results. #3 Discuss study implications on injury prevention practice. #4 Describe key risk factors to focus on, how to get started, who to	Introductory, Intermediate, Advanced	Riverfront Room

	involve in the planning process, strategies for planning, what activities to incorporate and who to invite. #5 Review examples of interactive activities targeting key risk factors and how to involve key stakeholders in your community. #5 Facilitate activities and solicit feedback. # 5 Identify the need for community falls prevention programs. #6 Explain the physical decline in the older adult that leads to higher incidence of falls. #6 Explain key components of ThinkFirst falls program. #7 Review societal benefits of ThinkFirst falls program.		
9:15am-9:45am .5 Contact Hours	**Involvement of Nursing Students in ThinkFirst Prevention Efforts** Speaker: Margie Williams, PhD, RN Learning Objectives: 1. Recognize and create new partnerships nursing students. 2. Identify how to build and maintain relationships with nursing students. 3. List how to make community events and booth participation engaging and educational. Outline: 30 minutes #1 Learner will describe the different types of ThinkFirst activities that are best suited for professional nursing students to volunteer with a Think First chapter. #2 Learner will describe different levels of nursing students from a curricular point of view and their skill sets to match Think First Chapter activities. #3 Learner will list examples of methods to involve nursing students in their chapter's activities based on examples given in the seminar.	Introductory, Intermediate, Advanced	Riverfront Room
10:00am-11:00am 1.0 Contact Hours	**Bingocize®: A Mobile Application for Reducing Fall Risk in Older Adults** Speaker: Jason Crandall, PhD, HFS Learning Objectives 1. Outline how to establish, organize and implement a hospital-based fall prevention event for the community. 2. Distinguish how to customize a fall prevention event with the available hospital and community resources. 3. Demonstrate how to utilize two interactive activities throughout the presentation Outline: 45 minutes #1 Review the planning process, to include who to have on the planning committee, strategies for planning, what activities to incorporate and who to invite to program. #2 Describe key risk factors to focus on and illustrate examples of interactive activities targeting key risk factors and how to involve stakeholders within your community. #3 Review ways to utilize the low vision simulation tool and the Fall Risk Assessment Tool.	Introductory, Intermediate, Advanced	Riverfront Room

12:30pm-1:45pm 1.25 Contact Hours	**Presenting: ThinkFirst for Teens** Speakers: Kelli Jankens, MBA, Sam Howell, VIP, Maureen Howell, RN, Jim Howell Learning Objectives: 1. Demonstrate how the ThinkFirst for Teens program is presented in schools. 2. Distinguish the importance of the VIP role during teen presentations, including the perspective from the parents of the VIP speaker. 3. Illustrate adaptions that can be made such as adding national news stories, showing anatomical slides and including the parents of the VIP speaker. Outline: 90 Minutes # 1 Overview of the teen high school program. #2 Review VIP's life before accident. #2 Review details of the accident and initial hospitalization. #2 Review rehabilitation and continuing recovery from VIP and parent's points of view. #2 VIP Video is shown. # 3 Review slideshow which addresses risky activities and anatomy of a TBI (traumatic brain injury). #3 Engage audience in open dialogue about life after the injury.	Introductory, Intermediate, Advanced	Riverfront Room
1:45pm-2:45pm 1.0 Contact Hours	**Social Media: Learn the Basics** Speakers: Thomas Bukowski, MPA Learning Objectives: 1. Describe the social media efforts behind the National Safety Council's MyCarDoesWhat campaign and other campaigns 2. Review a variety of techniques to engage audiences and break through the clutter. Outline: 60 Minutes #1 Benefit of social media. #2 Getting started with social media and leveraging resources. #2 Breaking through the clutter. #2 Encouraging interaction with the target audience.	Introductory, Intermediate, Advanced	Riverfront Room
3:00pm-3:45pm .75 Contact Hours	**VIP Panel: Answering Some Tough Questions** Speakers: Joey Johnson, Darcy Keith, Patrick Severin, Catana Philipps, RN, BSN, Jill Castor, RN, BSN Learning Objectives: 1. Identify questions that may arise and be difficult for VIP's to answer 2. Identify barriers and processes for directors in assisting and preparing VIP's for the tough questions. 3. Describe various approaches in answering the tough questions. Outline: 45 minutes #1 Discuss bowel and bladder program. #1 Discuss sexual function. #1 Discuss suicide questions. # 1 Review how to handle inappropriate questions from the audience. #2 Discuss ways to get to know your VIP and their personal preferences. #2 Review how to prep your VIP for the inevitable. #2 Identify ways to help your VIP tailor their responses to fit both the needs of the student and themselves. #3 Examine different depths of details a VIP can give..	Introductory, Intermediate, Advanced	Riverfront Room

	#3 Illustrate how to tailor VIP responses to the audience. #3 Discuss what to do if a VIP does not want to or does not know how to answer a question.		
3:45pm-4:15pm .5 Contact Hours	**Art Therapy** Speaker: Sophie Canade Learning Objectives: 1. Examine the healing qualities of art therapy. 2. Review how art therapy specifically benefits traumatic brain injury patients 3. Identify patients most likely to benefit from art therapy. Outline: 30 minutes #1 Discuss background of art therapy and uses in both inpatient and outpatient setting. #2 Examine various forms of art therapy and specific treatments used with TBI and SCI. #3 Provide advantages to the healing process for both patient and family members.	Introductory, Intermediate, Advanced	Riverfront Room

Tuesday, May 3, 2016

Contact Hours: An application has been submitted to the American Association of Neuroscience Nurses (AANN) for approval of 3.25 contact hours. The American Association of Neuroscience Nurses is accredited as an approver of continuing nursing education by the American Nurses Credentialing Center's COA.
An application has been submitted to the AOTA for 3.0 contact hours.

Time/Contact Hours	Presentation Title, Speakers, Objectives, Outline	Educational Level	Assigned Room Location
9:00am-9:45 am .75 Contact Hours	**AAA: Distracted Driving** Speaker: Charlene Slighting, MPA Learning Objective: 1. Define what is distracted driving. 2. Demonstrate multi-tasking is a myth. Explain how hands-free technologies pose hidden dangers to drivers. 3. Describe the impairment of distracted driving and ways attendees can apply knowledge gained to be part of solving the epidemic of distracted driving. Outline: 45 minutes #1 Review how distracted driving affects teens and adult drivers. #1 Discuss various ways distractions impair drivers. Examples will include distractions inside and outside of the vehicle. #2 Provide examples of distracted driving with hands on application to show attendees are unable to multi-task. #2 Examine how research findings reveal mental distractions can persist long after completing a task. #3 Discuss how to prevent and manage distractions. #3 Address audience questions and answers.	Introductory, Intermediate, Advanced	Riverfront Room

9:45am-10:30am .75 Contact Hours	**Know Your NHTSA Resources** Speaker: Sue Gorcowski, MPA Learning Objectives: 1. Participant will be able to describe difference between marketing and public relations. 2. Learner will identify resources and major traffic safety campaigns available on NHTSA website. 3. Learner will be able to list benefit from utilizing NHTSA resources. Outline: 45 minutes #1 Define and give background to marketing and public relations and different aspects of use. #2 Show audience how to navigate website and locate available resources. #2 Discuss focused traffic safety campaigns, when they are observed and showcase marketing materials readily available on website. #3 Provide applications and advantages to knowing and using NHTSA website resources.	Introductory, Intermediate, Advanced	Riverfront Room
11:00am-12:00pm 1.0 Contact Hours	**Addressing Marijuana Questions** Speaker: Daniel Stafiej, Police Office and Certified DRE, Kim Greene Learning Objectives: 1. Define Drug Recognition Expert (DRE) and describe their role in traffic safety. 2. Identify qualification to become DRE and maintain certification. 3. Review resources and tools used to assess drugged driving and how specific drugs are identified in the field. 4. Review the effectiveness of ThinkFirst programs in Colorado. Outline: 60 minutes #1 Discuss brief history and current state of drugged driving toad and need for DRE's within the State of IL and nationally if applicable, including available drugged driving statistics. Provide job description and duties once trained. #2 Provide information on education experience and requirements needed to retain DRE certification. #3 Specify drugs that are most commonly used today and explain instruments needed for drug detection. Supply ways specific drugs are identified, giving anecdotal examples as needed #4 Identify how ThinkFirst Colorado adapted it's program to address the legalization of marijuana and injury prevention.	Introductory, Intermediate, Advanced	Riverfront Room
12:00pm-12:30pm .50 Contact Hours	**Moving Forward: Toward Zero Injuries** Speaker: Debby Gerhardstein, RN, MA Learning Objective: 1. Identify 2 main strengths and 2 main weaknesses of ThinkFirst programs that in studies presented at this conference. 2. Explain two goals the ThinkFirst Foundation is encouraging chapters to work toward in order to improve outcomes. Outline: 30 minutes #1 Review the strengths of ThinkFirst and the impact of curriculum and programs on injury prevention. # 1 Review ThinkFirst weaknesses and the obstacles to overcome. # 2 Discuss ThinkFirst future goals.	Introductory, Intermediate, Advanced	Riverfront Room