

**2018 ThinkFirst Conference on Injury Prevention: *Prepare, Teach and Evaluate for Trauma Prevention!***

*At the end of this program, learners will be able to: understand how ThinkFirst curriculum is designed and why these particular injury prevention programs succeed; identify at risk populations; list local, state and national resources; review a variety of opportunities to work with community stakeholders in order to prevent injuries; examine innovative ways to develop and promote events.*

**Educational Planning Table**

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TOPIC and CONTENT OUTLINE (Topics)	TIME FRAME (if live)	PRESENTER/ AUTHOR	TEACHING METHODS/LEARNER ENGAGEMENT STRATEGIES
Provide an outline of the content	Approx. time required	List the Presenter/Author	List the learner engagement strategies to be used by Faculty, Presenters, Authors
<p><b>ThinkFirst History &amp; Overview</b></p> <ul style="list-style-type: none"> <li>• Describe ThinkFirst History</li> <li>• Describe ThinkFirst infrastructure</li> <li>• Analyze ways to network</li> <li>• State different government levels of networking resources</li> <li>• Analyze National Perspective</li> <li>• Describe impact</li> <li>• Describe the overall history and infrastructure of the ThinkFirst program.</li> <li>• Demonstrate networking opportunities within the local, state and national arenas.</li> <li>• Analyze national injury statistics</li> <li>• Examine the significant impact of ThinkFirst educational programs in preventing traumatic injury</li> </ul>	60 Minutes	Jill Braselton	<p>Lecture / PowerPoint / Q&amp;A / Evaluation</p> <p>Evidence-based references used for developing this educational activity:</p> <ol style="list-style-type: none"> <li>1. <a href="http://www.thinkfirst.org">www.thinkfirst.org</a></li> <li>2. <a href="http://www.cdc.gov">www.cdc.gov</a></li> <li>3. <a href="http://www.nhtsa.gov">www.nhtsa.gov</a></li> </ol>
<p><b>Thinkfirst For Teens</b></p> <ul style="list-style-type: none"> <li>• Describe Teen curriculum content</li> <li>• State age appropriate learning strategies</li> <li>• Demonstrate a basic understanding of the education components required to reach a teen audience.</li> <li>• Demonstrate new and creative ways to learn curriculum.</li> </ul>	60 Minutes	Jill Braselton	<p>Lecture / PowerPoint / Q&amp;A / Evaluation</p> <p>Evidence-based references used for developing this educational activity:</p> <ol style="list-style-type: none"> <li>1. <a href="http://www.thinkfirst.org">www.thinkfirst.org</a></li> <li>2. <a href="http://www.cdc.gov">www.cdc.gov</a></li> <li>3. <a href="http://www.nhtsa.gov">www.nhtsa.gov</a></li> <li>4. ThinkFirst for Teens curriculum</li> </ol>

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<ul style="list-style-type: none"> <li>Describe engagement strategies for unique teen population.</li> </ul>			
<p><b>Voices for Injury Prevention:</b></p> <ul style="list-style-type: none"> <li>Describe successful strategies to reach teen audiences. Illustrate history of voices for injury prevention (VIP)</li> <li>State benefit of having VIP spokesperson on your team.</li> <li>Identify three challenges in providing relevant VIP presentatons.</li> <li>State VIP messaging included in ThinkFirst pertaining to concussion.</li> <li>Analyze variety of methods to use the VIP program to successfully reach teen audiences.</li> </ul>	45 Minutes	Kim Greene	<p>Lecture / PowerPoint / Q&amp;A / Evaluation</p> <p>Evidence-based references used for developing this educational activity:</p> <ol style="list-style-type: none"> <li><a href="http://www.thinkfirst.org">www.thinkfirst.org</a></li> </ol>
<p><b>ThinkFirst for Kids</b></p> <ul style="list-style-type: none"> <li>Describe Kids curriculum content</li> <li>State venue options</li> <li>Demonstrate creative instruction</li> <li>Describe age appropriate learning strategies</li> <li>Demonstrate the education components required to reach elementary age children</li> <li>Analyze new and creative ways to learn kids curriculum</li> </ul>	45 Minutes	Kim Greene	<p>Lecture / PowerPoint / Q&amp;A / Evaluation</p> <p>Evidence-based references used for developing this educational activity:</p> <ol style="list-style-type: none"> <li><a href="http://www.thinkfirst.org">www.thinkfirst.org</a></li> <li><a href="http://www.cdc.gov">www.cdc.gov</a></li> <li><a href="http://www.nhtsa.gov">www.nhtsa.gov</a></li> <li>ThinkFirst for Kids curriculum</li> </ol>
<p><b>Strategic Planning, Networking and Coalition Building - Chapter Development</b></p>	30 Minutes	Kayt Zundel	<p>Lecture / PowerPoint / Q&amp;A / Evaluation</p> <p>Evidence-based references used for developing this educational activity:</p>

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<ul style="list-style-type: none"> <li>Identify methods to form coalitions and partnerships to benefit program development.</li> <li>Analyze variety of stakeholders involved in networking.</li> </ul>			<ol style="list-style-type: none"> <li><a href="http://www.thinkfirst.org">www.thinkfirst.org</a></li> <li><a href="http://www.cdc.gov">www.cdc.gov</a></li> <li><a href="http://www.nhtsa.gov">www.nhtsa.gov</a></li> </ol>
<p><b>Marketing; Logo Guidelines; ThinkFirst Website</b></p> <ul style="list-style-type: none"> <li>State marketing strategies to benefit program development</li> <li>Analyze ways to collect statistics</li> <li>State key information and resources to be found on national ThinkFirst website.</li> <li>State required guidelines of logo usage.</li> <li>State helpful resources</li> </ul>	15 Minutes	Jill Braselton	<p>Lecture / PowerPoint / Q&amp;A / Evaluation</p> <p>Evidence-based references used for developing this educational activity:</p> <ol style="list-style-type: none"> <li><a href="http://www.thinkfirst.org">www.thinkfirst.org</a></li> <li><a href="http://www.cdc.gov">www.cdc.gov</a></li> <li><a href="http://www.nhtsa.gov">www.nhtsa.gov</a></li> </ol>
<p><b>The Injury Prevention Professional</b></p> <ul style="list-style-type: none"> <li>Describe the correct terminology</li> <li>Demonstrate multiple ways to work with inpatient partners</li> <li>State why advanced training benefits your program</li> </ul>	15 Minutes	Kayt Zundel	<p>Lecture / PowerPoint / Q&amp;A / Evaluation</p> <p>Evidence-based references used for developing this educational activity:</p> <ol style="list-style-type: none"> <li><a href="http://www.thinkfirst.org">www.thinkfirst.org</a></li> <li><a href="http://www.cdc.gov">www.cdc.gov</a></li> <li><a href="http://www.nhtsa.gov">www.nhtsa.gov</a></li> </ol>
<p><b>Training Evaluation</b></p> <ul style="list-style-type: none"> <li>Analyze presenters and their ability to effectively communicate their materials.</li> <li>Assess training content</li> <li>Assess method of instruction</li> <li>Identify learning objectives</li> </ul>	15 Minutes	Jill Braselton	<p>Evaluation tool / survey monkey to examine presenters and their ability to effectively communicate their materials.</p>

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<p><b>Community Bike Safety and Helmet Fitting Event</b></p> <ul style="list-style-type: none"> <li>• Demonstrate how to prepare for a community event</li> <li>• Demonstrate how to properly fit a helmet</li> <li>• Describe how a ThinkFirst for Kids presentation is given</li> </ul>		<p>Jill Braselton, Kim Greene, Kayt Zundel</p>	<p>Demonstration / Hands on Learning</p> <p>Evidence-based references used for developing this educational activity:</p> <ol style="list-style-type: none"> <li>1. <a href="http://www.thinkfirst.org">www.thinkfirst.org</a></li> <li>2. <a href="http://www.cdc.gov">www.cdc.gov</a></li> <li>3. ThinkFirst for Kids curriculum</li> <li>4. ThinkFirst Bike Safety curriculum</li> </ol>
<p><b>Key Note Address: Fear Not!</b></p> <ul style="list-style-type: none"> <li>• Describe ways to get to know your VIP and their personal preferences</li> <li>• Identify ways to help your VIP tailor their responses to fit both the needs of the student and themselves</li> <li>• Identify questions that may arise and be difficult for VIP's to answer</li> <li>• Identify barriers and processes for directors in assisting and preparing VIP's for the tough questions</li> <li>• Analyze different depths of details a VIP can give</li> <li>• Describe bowel and bladder program, sexual function, suicide questions</li> </ul>	<p>60 minutes</p>	<p>Dale Spencer</p>	<p>Lecture / PowerPoint / Q&amp;A / Evaluation</p> <ol style="list-style-type: none"> <li>1. <a href="http://www.thinkfirst.org">www.thinkfirst.org</a></li> <li>2. <a href="http://www.cdc.gov">www.cdc.gov</a></li> <li>3. ThinkFirst for Teens curriculum</li> </ol>
<p><b>Prepare: Know Your Data</b></p> <ul style="list-style-type: none"> <li>• State why data is important</li> <li>• Analyze State, Local, and Federal Data</li> <li>• Identify where to find the data we need</li> <li>• Demonstrate how we use the data to plan our work</li> </ul>	<p>45 minutes</p>	<p>Dortha Cummins</p>	<p>Lecture / PowerPoint / Interactive Demonstration /Q&amp;A / Evaluation</p> <p>Evidence-based references used for developing this educational activity:</p> <ol style="list-style-type: none"> <li>1. National Cooperative Highway Research Program (NCHRP) Report 667 – Model Curriculum for Highway Safety Core Competencies</li> </ol>

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			2. Louisiana Crash Data Reports, Highway Safety Research Group at LSU
<p><b>Mechanism of Injury</b></p> <ul style="list-style-type: none"> <li>• State the definition</li> <li>• Describe injury biomechanics</li> <li>• Analyze types of injury, blunt force vs, penetrating</li> <li>• Analyze causation of injury i.e. speed, mass, = energy etc.</li> <li>• State social impacts of Injuries</li> </ul>	30 Minutes	Mike Dawson	<p>Lecture / PowerPoint / Q&amp;A / Evaluation</p> <p>Evidence-based references used for developing this educational activity:</p> <ol style="list-style-type: none"> <li>1. <a href="http://www.thinkfirst.org">www.thinkfirst.org</a></li> <li>2. <a href="http://www.cdc.gov">www.cdc.gov</a></li> <li>3. <a href="http://www.nhtsa.gov">www.nhtsa.gov</a></li> </ol>
<p><b>Trauma IVP Standards and Indicators</b></p> <ul style="list-style-type: none"> <li>• State the standards and indicators for Model Level I and II Trauma Center Injury and Violence Prevention Programs</li> <li>• Review the Core Components <ul style="list-style-type: none"> <li>○ Leadership</li> <li>○ Resources</li> <li>○ Data</li> <li>○ Effective interventions</li> <li>○ Partnerships</li> </ul> </li> <li>• Demonstrate Self-Assessment Tool</li> <li>• State Next Steps</li> </ul>	45 Minutes	Christy Adams	<p>Lecture / PowerPoint / Q&amp;A / Evaluation</p> <p>Evidence-based references used for developing this educational activity:</p> <ol style="list-style-type: none"> <li>1. <a href="http://www.thinkfirst.org">www.thinkfirst.org</a></li> <li>2. <a href="http://www.cdc.gov">www.cdc.gov</a></li> <li>3. <a href="http://www.nhtsa.gov">www.nhtsa.gov</a></li> <li>4. <a href="http://www.facs.org/quality-programs/trauma">www.facs.org/quality-programs/trauma</a></li> </ol>
<p><b>ThinkFirst for Youth</b></p> <ul style="list-style-type: none"> <li>• Describe the education components required to reach middle school age children</li> <li>• Outline new and creative ways to learn youth curriculum.</li> <li>• Describe youth curriculum content</li> <li>• State venue options</li> <li>• Identify creative instruction</li> </ul>	45 Minutes	Jill Braselton	<p>Lecture / PowerPoint / Q&amp;A / Evaluation</p> <p>Evidence-based references used for developing this educational activity:</p> <ol style="list-style-type: none"> <li>1. <a href="http://www.thinkfirst.org">www.thinkfirst.org</a></li> <li>2. <a href="http://www.cdc.gov">www.cdc.gov</a></li> <li>3. <a href="http://www.nhtsa.gov">www.nhtsa.gov</a></li> <li>4. ThinkFirst for Youth curriculum</li> </ol>

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<ul style="list-style-type: none"> <li>Instruct on age appropriate learning strategies</li> </ul>			
<p><b>ThinkFirst for Baby</b></p> <ul style="list-style-type: none"> <li>Introduce the program content and the specific ways the program may be presented, and by whom.</li> <li>Demonstrate how to market and present the program as it is intended, discuss format options, materials, and marketing.</li> <li>Increase knowledge and awareness of infant safety injury prevention</li> <li>Educate/Communicate implications of infant safety injury prevention practices</li> <li>Introduce the needs and cultural diversity of potential class attendees, and how to present program materials in a respectful, professional and helpful manner for all</li> <li>Communicate knowledge and awareness of infant safety injury prevention; Child Development, Home Safety, Child Passenger Safety, Family Safety</li> <li>Demonstrate ability to incorporate concepts and identify potential hazards of injury prevention</li> <li>Review core content areas within the Think for Your Baby (TFFYB) program</li> <li>Demonstrate ability to incorporate concepts and identify potential hazards of injury prevention in relation to TFFYB</li> </ul>	180 Minutes	Katie Walro	<p>Lecture / PowerPoint / Q&amp;A / Evaluation</p> <p>Evidence-based references used for developing this educational activity:</p> <ol style="list-style-type: none"> <li>Unsafe from the Start: Serious Misuse of Car Safety Seats at Newborn Discharge, Benjamin D. Hoffman, MD, Adrienne R. Gallardo, MA, and Kathleen F. Carlson, PhD, Journal of Pediatrics 2015</li> <li><a href="http://www.pediatrics.org/cgi/doi/10.1542/peds.2011-2284">www.pediatrics.org/cgi/doi/10.1542/peds.2011-2284</a> SIDS and Other Sleep-Related Infant Deaths: Expansion of Recommendations for a Safe Infant Sleeping Environment</li> <li>Sudden Infant Death Syndrome: An Update R. Moon; L.Fu Pediatrics in Review 2012; 33: 314 DOI;10.1542/pir.33-7-314</li> <li><a href="http://www.thinkfirst.org">www.thinkfirst.org</a></li> <li><a href="http://www.cdc.gov">www.cdc.gov</a></li> <li>ThinkFirst for Baby curriculum</li> </ol>
<p><b>Training Evaluation</b></p> <ul style="list-style-type: none"> <li>Examine presenters and their ability to effectively communicate their materials.</li> </ul>	15 Minutes	Lori Sheridan	Evaluation tool / survey monkey to examine presenters and their ability to effectively communicate their materials.

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<ul style="list-style-type: none"> <li>• Evaluate training content</li> <li>• Evaluate method of instruction</li> <li>• Evaluate meeting of learning objectives</li> </ul>			
<p><b>First Impact: A Parent GDL Awareness Program</b></p> <ul style="list-style-type: none"> <li>• Describe the history of the development of the First Impact GDL program for parents.</li> <li>• Describe First Impact research results</li> <li>• Provide full demonstration of First Impact program model and answer questions about Missouri’s GDL</li> <li>• Explain challenge of recruiting parents to attend the First Impact GDL program</li> <li>• Communicate effective strategies used to schedule programs in schools and businesses</li> <li>• Discuss which types of venues yield a greater number of parents (schools verses cities, safety fairs, private venues)</li> <li>• Discuss ways to promote program statewide</li> </ul>	90 Minutes	Deana Dothage, Michelle Gibler and Dallas Thompson	<p>Lecture / PowerPoint / Video / Q&amp;A / Evaluation</p> <p>Evidence-based references used for developing this educational activity:</p> <ol style="list-style-type: none"> <li>1. (2013) Governors Highway Safety Association (GHSA). “Promoting parent involvement in teen driving.”</li> <li>2. (2009) The Children’s Hospital of Philadelphia Research Institute. “Driving through the eyes of teens.”</li> <li>3. (2015) Fischer, Pamela S. “Under their influence, the new teen safe driving champions.</li> <li>4. <a href="http://www.thinkfirst.org">www.thinkfirst.org</a></li> <li>5. <a href="http://www.cdc.gov">www.cdc.gov</a></li> <li>6. <a href="http://www.nhtsa.gov">www.nhtsa.gov</a></li> </ol>
<p><b>Incorporating Evaluation</b></p> <ul style="list-style-type: none"> <li>• Discuss the need for pre- and post testing</li> <li>• Review when a pre- and posttest is appropriate</li> <li>• Identify what to include in pre- and posttest</li> <li>• Provide participants with an understanding of how to use a Data Link 1200 Apperson scanner to do a pre- and post-test.</li> <li>• Review ways scanner saves time and eliminates the need for manual test scoring.</li> </ul>	60 Minutes	Kathy Boyer, Donna Cavanaugh, Nancy Kryouac	<p>Lecture / PowerPoint / Video / Q&amp;A / Evaluation</p> <p>Evidence-based references used for developing this educational activity:</p> <ol style="list-style-type: none"> <li>1. <a href="http://www.thinkfirst.org">www.thinkfirst.org</a></li> <li>2. <a href="http://www.cdc.gov">www.cdc.gov</a></li> <li>3. <a href="http://www.nhtsa.gov">www.nhtsa.gov</a></li> </ol>



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<p><b>Introduction to Tai Chi</b></p> <p>History of Tai Chi.</p> <p>Participants will gain the understanding of the positive effects of Tai Chi.</p> <p>Positive effects:</p> <ul style="list-style-type: none"> <li>• Lower blood pressure</li> <li>• Build strength</li> <li>• Manage depression</li> </ul>	<p>30 Minutes</p>	<p>Kim Greene</p>	<p>Lecture / PowerPoint / Demonstration / Q&amp;A / Evaluation</p> <p>Evidence-based references used for developing this educational activity:</p> <ol style="list-style-type: none"> <li>1. <a href="https://www.health.harvard.edu/exercise-and-fitness/an-introduction-to-tai-chi">https://www.health.harvard.edu/exercise-and-fitness/an-introduction-to-tai-chi</a></li> <li>2. <a href="https://www.mayoclinic.org/healthy-lifestyle/stress-management/in-depth/tai-chi/art-20045184">https://www.mayoclinic.org/healthy-lifestyle/stress-management/in-depth/tai-chi/art-20045184</a></li> </ol>
<p><b>ThinkFirst to Prevent Falls</b></p> <ul style="list-style-type: none"> <li>• Identify falls as a public health problem.</li> <li>• Illustrate why older adults are vulnerable to falls.</li> <li>• Review key prevention strategies that could reduce falls in older adults</li> <li>• Explain how to utilize ThinkFirst programs to reduce falls in older adult population.</li> <li>• Recruiting participants</li> <li>• Partnering with other organizations</li> <li>• Planning and preparing for presentation</li> <li>• Release forms</li> <li>• Research</li> <li>• Mini Presentation Demo</li> </ul>	<p>75 Minutes</p>	<p>Kayt Zundel</p>	<p>Lecture / PowerPoint / Q&amp;A / Evaluation</p> <p>Evidence-based references used for developing this educational activity:</p> <ol style="list-style-type: none"> <li>1. <a href="http://www.thinkfirst.org">www.thinkfirst.org</a></li> <li>2. <a href="http://www.cdc.gov">www.cdc.gov</a></li> <li>3. <a href="http://www.nhtsa.gov">www.nhtsa.gov</a></li> <li>4. ThinkFirst to Prevent Falls curriculum</li> </ol>
<p><b>ThinkFirst About Concussion</b></p> <ul style="list-style-type: none"> <li>• Build a basic understanding of concussion and why prevention is so important to our youth.</li> <li>• Instruct on new and creative ways to reach student athletes with ThinkFirst</li> </ul>	<p>30 Minutes</p>	<p>Kim Greene</p>	<p>Lecture / PowerPoint / Q&amp;A / Evaluation</p> <p>Evidence-based references used for developing this educational activity:</p> <ol style="list-style-type: none"> <li>1. <a href="http://www.thinkfirst.org">www.thinkfirst.org</a></li> <li>2. <a href="http://www.cdc.gov">www.cdc.gov</a></li> <li>3. <a href="http://www.nhtsa.gov">www.nhtsa.gov</a></li> </ol>

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<p>concussion prevention tips Concussion impact on student athletes</p> <ul style="list-style-type: none"> <li>• Explore venue options</li> <li>• Explore creative instruction</li> </ul>			<p>4. ThinkFirst for Concussion curriculum</p>
<p><b>WFNS – ThinkFirst Neurotrauma Prevention Task Force</b></p> <ul style="list-style-type: none"> <li>• Describe History, Mission and Vision</li> <li>• Describe WFNS partners with ThinkFirst</li> <li>• State Achievements</li> <li>• Analyze Challenges             <ul style="list-style-type: none"> <li>○ Efforts of WFNS in working on prevention of head and spine injuries in countries with limited neurosurgical and rehabilitation centers.</li> </ul> </li> <li>• State Future Goals</li> </ul>	<p>30 minutes</p>	<p>Tariq Khan</p>	<p>Lecture / PowerPoint / Q&amp;A / Evaluation</p> <p>Evidence-based references used for developing this educational activity:</p> <ol style="list-style-type: none"> <li>1. <a href="https://www.wfns.org">https://www.wfns.org</a></li> <li>2. <a href="http://www.thinkfirst.org">www.thinkfirst.org</a></li> </ol>
<p><b>Just When You Thought It Couldn't Be Done – ThinkFirst Navajo</b></p> <ul style="list-style-type: none"> <li>• Analyze facts/statistics related to deaths and traumatic brain &amp; spinal cord injuries on Navajo Nation.</li> <li>• Describe socio-economic factors and challenges of implementing a ThinkFirst chapter.</li> <li>• Describe Native American culture in a historical context</li> <li>• State Geographical/environmental issues and challenges related to chapter presentations</li> <li>• Describe the cultural context and analyze way to integrate ThinkFirst curricula at each age level.</li> </ul>	<p>30 Minutes</p>	<p>Barbara Crowell Roy</p>	<p>Lecture / PowerPoint / Q&amp;A / Evaluation</p> <p>Evidence-based references used for developing this educational activity:</p> <ol style="list-style-type: none"> <li>1. <a href="http://www.thinkfirst.org">www.thinkfirst.org</a></li> <li>2. <a href="http://www.cdc.gov">www.cdc.gov</a></li> </ol>

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<p><b>Creative Additions or Community Outreach</b></p> <ul style="list-style-type: none"> <li>Describe the step-by-step process to conducting a Teddy Bear Clinic in the Emergency Department</li> <li>Analyze methods used in planning and implementing an employee traffic safety challenge</li> </ul>	30 Minutes	Julie Philbrook	<p>Lecture / PowerPoint / Q&amp;A / Evaluation</p> <p>Evidence-based references used for developing this educational activity:</p> <ol style="list-style-type: none"> <li><a href="http://www.thinkfirst.org">www.thinkfirst.org</a></li> <li><a href="http://www.cdc.gov">www.cdc.gov</a></li> </ol>
<p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>Examine presenters and their ability to effectively communicate their materials.</li> <li>Evaluate training content</li> <li>Evaluate method of instruction</li> <li>Evaluate meeting of learning objectives</li> </ul>	15 Minutes	Lori Sheridan	Evaluation tool / survey monkey to examine presenters and their ability to effectively communicate their materials.
<p><b>List the evidence-based references used for developing this educational activity:</b> <i>References are listed individually in the education planning table above.</i></p>			