

An analysis of the dissemination strategies used and information shared during a peer-led concussion education program in Canadian high schools

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Background

- Concussions represent a significant concern for Canadian youth.¹
- Concussion education has the potential to improve concussion outcomes in youth by improving concussion knowledge and promoting more positive concussion behaviours.² • Peer-led education programs may be particularly beneficial as they allow youth to engage
- with and adapt concussion education in a way that is relevant to them.³
- The Youth Concussion Awareness Network (You-CAN) program, a school-based peerled concussion education program, was developed to provide students with the opportunity to teach their peers about concussions through a concussion campaign.³
- Exploring information shared by peers during the You-CAN program can provide insights into:
 - **How** youth want to learn about concussions
 - What concussion information youth think is important to share

Research Objectives

The objectives of this study were to:

- Explore the **information shared** within three high schools' peer-led concussion awareness campaigns.
- Describe the **dissemination strategies** applied by students to share concussion 2 information with peers.

Additionally, the research team worked to identify how findings may support future concussion education programs and knowledge mobilization (KMb) activities within the high school setting.

Methods & Procedure

• Three Canadian high schools delivered peer-led concussion awareness campaigns within their schools during the 2021-2022 school year as part of the You-CAN program.

Student leaders had access to a list of 33 concussion resources vetted by the research team using a systematic search strategy.⁴

Campaign details and materials were provided from the schools through email and an online campaign details form.

Data Analysis

- A content analysis was performed to evaluate the:
 - Major content topics shared by students during their awareness campaigns.
 - **Dissemination strategies** students used to share concussion content with peers.
- Two research team members independently coded campaign details and materials to identify content topics.
- Coding was guided by a coding scheme comprised of **eight concussion topics**.

Concussion Topics			
What is a concussion	How concussions happen	Concussion management	Concussion prevention
Signs and symptoms of concussions	Return to school protocols	Return to sport protocols	Social support

• Topics covered by each school and the dissemination strategies used by students during their concussion awareness campaigns, were summarized using **descriptive statistics**.

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Results

1 Information Shared

- The campaigns covered an average of **42%** of concussion topics within their concussion awareness campaigns.
- All schools' campaigns included information about how concussions happen and the signs and symptoms of concussions.
- sport protocols.

Concussi

What is a concussio How concussions ha Concussion manage Signs and symptoms Return to school pro Return to sport proto Social support Prevention

Conclusions & Implications

- Concussion education interventions self-directed by high school students may only address some topics related to concussions. There is variability in what information high-school students share during their concussion education interventions.
- - Additional program guidance, such as content checklists, may be needed to support students and school staff in creating more comprehensive and standardized concussion education interventions.
- Two schools used multiple dissemination strategies delivered across several sessions. Using more than one dissemination strategy over numerous sessions may be beneficial as it can integrate a range of learning styles.⁵
- No schools used the same dissemination strategies to share concussion education.

• Research should continue to explore which dissemination strategy or combination of strategies are most effective for promoting knowledge and behaviour change in the school setting.

References

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- None of the schools' campaign details explicitly referenced
- concussion prevention strategies, social support, or return to

Table 1. Percentage of schools that addressed each concussion topic.

on Topics	Schools that addressed the topic (%)
n	33.3%
appen	100.0%
ement	66.7%
s of concussions	100.0%
otocols	33.3%
ocols	0.0%
	0.0%
	0.0%

> Education programs directed at schools should continue to encourage schools to tailor content and dissemination strategies to their unique environment as school context and students' learning needs and preferences can vary. KMb initiatives are most effective when they account for the local environment and are adapted to meet the target audience's needs.⁶

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Dissemination Strategies

- In total, students used **six** different dissemination strategies to share concussion information with
 - their schools.
- Dissemination strategies included:
 - Videos
- **V** Printed posters
- **V** Class lessons/units on concussions
- ✓ Online learning modules
- School announcements
- **V** Concussion awareness booths
- Schools used, on average, two different
- dissemination strategies.
- None of the campaigns utilized the
 - same dissemination strategies.

Some schools created their own resources, while others shared preexisting resources.





