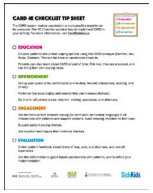
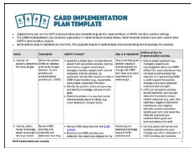
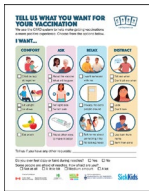
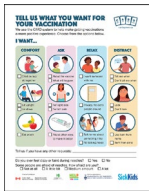
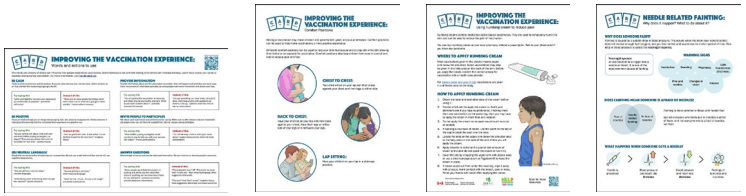
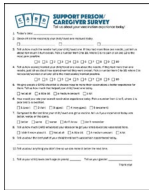
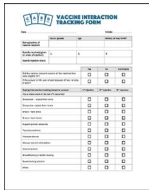
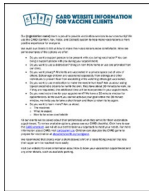
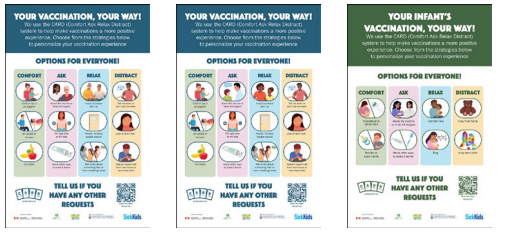
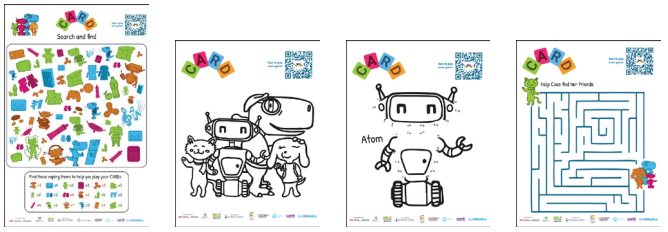
CARD TOOLKIT:

A general process checklist for CARD implementation for vaccination

- This toolkit may be updated. Go to https://www.aboutkidshealth.ca/globalassets/assets/card_toolkit.pdf for the most recent version and links to updated resources.
- This toolkit supports CARD implementation and is intended for staff who plan, conduct, and evaluate vaccination services.
- The toolkit provides specific practice change steps and activities and corresponding tools and resources. The toolkit can be used to plan and track implementation. Adapt CARD to your vaccination context, population and resources, while maintaining fidelity to the principles of CARD (see '*4E checklist tip sheet*' below).
- *Tick off the checkboxes in the table below to track completion of recommended steps/activities.*
- *To display a key tool, click its icon in the column on the right.*
- *The table is divided into two sections: Preparation and Vaccination day.*
- All CARD resources are available for free to download and use. Visit our website at www.cardsystem.ca.

Key steps and activities	Key tools/resources for this step/activity
Preparation – what you do ahead of time	
1. Prepare the organization and staff	
Plan for implementation ☐ Review CARD educational resources, including this toolkit document, the '*4E checklist tip sheet*', and the *CARD training e-module** ☐ Identify areas for practice change	**4E checklist tip sheet** 
☐ Use the *'CARD implementation plan template'* to develop a customized plan to guide implementation of CARD in your practice setting. This includes selecting the change (implementation) strategies that can be used to promote the use of CARD and integrating CARD into program delivery and evaluation	**Implementation plan template** 
☐ Include key tools for vaccine recipient populations in your practice setting (e.g., age-appropriate CARD coping *'checklists')*	**Checklists**  

Key steps and activities	Key tools/resources for this step/activity
☐ Include key tools for staff in your practice setting (e.g., *'coping intervention guides')*	Coping intervention guides 
☐ Include data collection to track implementation. This includes: • Monitoring activities (Are we doing it?). Use this toolkit and any other process checklists relevant to your practice setting to track compliance with activities • Evaluating outcomes (e.g., Are experiences improving?). Use '*vaccine recipient survey*', '*support person survey*', '*vaccine interaction tracking form*' and '*staff feedback'* survey to collect feedback about impact • Implementation outcomes (e.g., Is this feasible? Do staff like it?). Select items from the *'staff knowledge attitudes and behaviours'* surveys to use to inform your implementation	Vaccine recipient survey Support person survey  Vaccine interaction tracking form  Staff feedback Staff knowledge attitudes and behaviours
2. Prepare vaccine recipients and their support persons	
Consider your vaccine recipient population and the potential benefit of prior education ☐ Educate vaccine recipients and support persons (e.g., post *'website information'* or provide information for the next vaccination). Leverage usual communication approaches (e.g., children getting vaccinated at school can receive in class instruction about CARD) • Provide link to CARD web game for school-age children (5-12 years)**	Website information 

Key steps and activities	Key tools/resources for this step/activity
☐ Provide '*appointment reminder*' with information about CARD	**Appointment reminder**
3. Prepare the clinic environment	
Set up all clinic areas (waiting, vaccination, aftercare) to be inviting and comfortable ☐ Create separate spaces and flow using '*directional signage*' and physical barriers ☐ Remove clutter ☐ Provide seating for vaccine recipients and their support persons to be able to sit together	**Directional signage**
☐ Hang up age-appropriate '*education posters*' and '*distraction posters*' on clinic walls for people to learn about CARD and to be distracted	**Education posters**  **Distraction posters**
☐ Display age-appropriate distraction items (e.g., '*activity pages*', toys). Items can be contained in movable carts/bins and positioned so that vaccine recipients can self-select from among them. One-time use and/or reusable items can be included	**Activity pages** 

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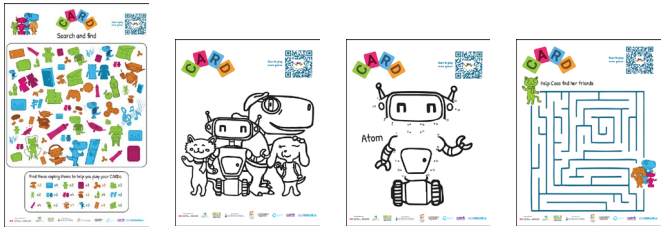
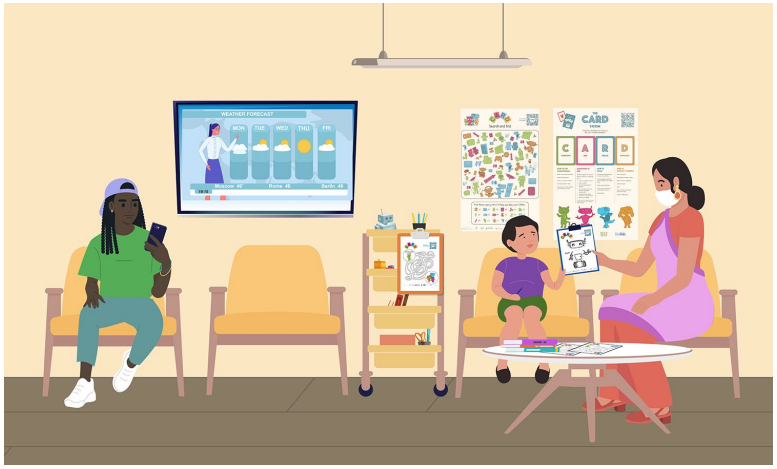
Additional set-up information for vaccination area ☐ Minimize visual and auditory fear cues (e.g., use a private space for vaccination with a door that closes; position furniture to allow vaccine recipients to face distraction items and activities rather than workstations and equipment; prepare and store vaccine syringes out of view). See example 'before and after' pictures for pharmacy-based vaccinations ☐ Provide furniture that allows vaccine recipients to lie down (e.g., examination table, exercise mat) and counter-stimulation devices that provide vibration or pressure (e.g., Buzzy™, Shotblocker™) for those that want to use them during vaccination	**Before and after**
Ensure items that require re-stocking are available to support vaccine recipient coping during vaccination ☐ Age-appropriate CARD coping '*checklists*' for distribution to vaccine recipients and their support persons at appointment check-in ☐ Coping strategies such as; '*distraction posters*' and '*activity pages*' and toys, topical anesthetics (e.g., Maxilene™) for vaccine recipients that want to use them	**Checklists** **Distraction posters** **Activity pages** 

Key steps and activities	Cartoon Illustration for this step/activity
Vaccination day	
1. Appointment check-in	
Educate vaccine recipients to prepare them for vaccination ☐ Distribute CARD coping '*checklists*' to vaccine recipient at check-in and ask them to complete it. Support persons can assist young children (e.g., under 5 years) ☐ Review vaccine recipient characteristics (e.g., level of fear of needles, history of dizziness and fainting) and coping preferences (e.g., preferred positioning, support person presence, topical anesthetics) selected from the checklist to prepare for vaccination. For example, the order of vaccination may be adjusted to allow a more fearful person to go first; or an extra chair to be added to the vaccination room for a support person ☐ Invite vaccine recipient to ask any questions they have ☐ Invite vaccine recipient to take off extra sweaters and coats, and to engage with distraction items/activities while waiting	
2. During waiting	
Prepare for vaccination ☐ Set-up vaccination spaces to match the vaccine recipient coping selections. For example, arrange seating according to the limb being vaccinated so that the vaccine recipient faces distraction items and activities rather than fear cues. This may involve turning recipient chairs away from the workstation ☐ Apply/assist with topical anesthetic application to the injection site(s) for the requisite waiting time for those that want it ☐ Plan to vaccinate the most fearful individual first, and to vaccinate individuals separately from one another. This includes groups (e.g., children from a classroom/school, and children within a family) as fear escalates when watching others getting vaccinated. This does not apply to some vaccination contexts (e.g., young children undergoing vaccination who are accompanied by a parent/caregiver)	

Key steps and activities	Cartoon Illustration for this step/activity
3. During vaccination	
Support vaccine recipient choices and promote coping during vaccination ☐ Minimize fear cues and stressors (e.g., provide and maintain privacy during vaccination; conceal/obscure needles and other frightening equipment such as sharps containers with plastic table-top poster display boards) ☐ Use behaviours that promote coping (e.g., neutral language, calm voice, positive tone) ☐ Display distractions (e.g., '*distraction posters*', '*activity pages*', physical items) in view and within reach of vaccine recipient ☐ Sit beside vaccine recipient during vaccination ☐ Confirm coping strategies selected by the vaccine recipient from their CARD checklist (sometimes people change their mind) and invite them to ask any questions they have ☐ Support vaccine recipient coping selections during vaccination ☐ Use injection techniques that promote coping (e.g., do not aspirate prior to injection; inject vaccine quickly (less than 2 seconds)) ☐ Omit alcohol skin antisepsis from the injection process, unless the vaccine recipient wants to use it***	
4. After vaccination	
Evaluate and use data to fine-tune/improve implementation ☐ Monitor use of CARD (e.g., track adherence to process checklists) ☐ Evaluate implementation outcomes for staff/organization (e.g., '*staff knowledge attitudes and behaviours*' surveys) ☐ Evaluate outcomes for vaccine recipients and support persons (e.g., track feedback from different user groups) • '*Vaccine recipient survey*' • '*Support person survey*' • '*Vaccine interaction tracking form*' • '*Staff feedback'* debrief survey, considering vaccine recipient feedback	

* CARD e-module
** CARD web game
*** For practice settings that routinely use alcohol swabs, vaccine recipients can be informed that they are not needed and asked to specify their preferences for use.