

VANCOUVER SAFE SHARPS DISPOSAL

EDUCATION PROGRAM



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Executive Summary

The Vancouver Safe Sharps Disposal Education Plan outlines future action the City of Vancouver in partnership with Vancouver Coastal Health can implement based on the findings of the Safe Sharps Research Report prepared by the BCIT IAP team. An overall lack of education about safe sharps disposal was one of the leading points of stigma for Vancouver residents towards sharps. It was also evident that there is a high level of willingness to learn more about sharps disposal options and current initiatives in place by the City of Vancouver (CoV).

Through researching concerns with sharps, children safety was a recurring response and is one of the top concerns as well as being fundamental for the educational program. One of the recommendations is that the CoV further implement actions to educate children and their guardians about safe sharps disposal practices. The Business Team recommends implementing an optional safe sharps program for elementary schools led by trained nursing staff for DTES schools. The program would run in the fall and spring annually and be targeting children between grades one through seven. The educational plan would work in partnership with the Vancouver School Board in the development of appropriate material development, scheduling, and implementation. Educational material will be prepared for both students and their guardians about how to respond to finding discarded sharps specifically in playgrounds and parks. Guardians should receive information on how to safely dispose of sharps, disposal options provided by the stakeholders, and continued child education.

The elementary school education program would work in conjunction with an educational program to train public health workers in school and harm reduction facilities in the DTES. The program would be distributed through the public health online training platform LearningHub and focus on the benefits of harm reduction, facts and steps of safe sharps disposal, and educating others to dispose of sharps safely. The course would take approximately 15-20 minutes and be mandatory for all public health workers in the DTES. While LearningHub currently offers courses that combine sharps and other waste materials, it does not provide sufficient information about sharps. There should be additional information regarding sharps found in public spaces. Also, the course should align with the messaging of other health organizations and made available to the public.

Additional educational material includes a list of Frequently Asked Questions for use in both the education program and stakeholder websites. The FAQ address concerns found in the Qualitative and Quantitative Research sections of the Safe Sharps Disposal Research Report. Implementation

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Overview

The Safe Sharps Education Plan is an actionable deliverable created in partnership with research gathered from the Safe Needle Disposal and Education IAP. This report will outline both the marketing and nursing teams' recommendations for implementing educational material for public health workers and elementary school students in and around the downtown east side (DTES).

A significant factor that contributes to the stigma of discarded sharps is the lack of education about discarded sharps. It is evident that health authorities are the preferable source of information by non-IVDUs. Some of the health professionals are missing essential information about discarded sharps. They are afraid of contracting diseases and sharps injuries. However, they are not aware that contracting diseases from sharps is relatively low that is proven by the Centre for Disease Control. By providing public health workers with the proper education outside of internet resources, they are equipped with the knowledge to educate others and dispose of sharps correctly.

From the research, it is evident the safety of children poses an immense level of concern within the community. There are multiple news articles where adults express their worries and outrage about finding IVDUs, discarded sharps, and other drug paraphrenia in areas where children play. With the factors combined with discarded sharps and the unawareness of VCH and CoV's initiatives, non-IVDUs are unsatisfied with the two organizations efforts with discarded sharps. Because it is an on-going problem, non-IVDUs believe CoV and VCH are not doing enough to tackle the situation. The educational component is an interactive educational plan that teaches children what to do when they encounter a sharp, the risks associated, and ask questions about sharps and other found objects to receive honest answers from public health workers.

Public Health Workers

Audience

This certificate would require for all public health workers that interact with individuals in the DTES and public schools. Through the quantitative research phase, it was evident that respondents prefer receiving sharps information from people within the health sector. Public health workers are a logical, unbiased, and credible source of information.

Project Purpose

Public health employees have experience working with sharps for different purposes. However, the research findings collected from the Nursing Team discovered that the majority of health authorities would not personally dispose of a discarded sharp if found. The reason for not picking up the discarded sharps is because they are afraid of contracting a disease and needlestick injuries. It is evident that there is a lack of education regarded discarded sharps because there is a low risk of contracting diseases from a needle stick injury. These negative perceptions should be addressed to increase the knowledge around safe sharps disposal and reduce the stigma associated with discarded sharps.

Project Overview

The IAP teams recommend the CoV and VCH look to develop and implement a LearningHub certificate to train health workers about safe needle disposal practices. The certificate would cover three main topics and be mandatory for all public health workers that work in the DTES and Schools. The estimated completion time would be between 15-20 minutes through the online platform LearningHub.

LearningHub is an online education platform where healthcare professionals can take courses to gain knowledge in a wide range of healthcare related topics. The benefits of implementing a LearningHub course for safe needle disposal are healthcare (focusing on Public Health Nurses), and possibly the general public can complete the course wherever and whenever they want. It will also provide them with a step to step guide, pictures and games to make learning more interactive and engaging. The course can also provide them with resources and be updated if the information changes. The LearningHub records certifications and will let the participant know when the course has expired/updated. Therefore, healthcare professionals can keep a record of their education.

After evaluation of eLearning LearningHub course, the closest sharps-related programs included:

- “Infection Prevention and Control Practices for Health Care Personnel Not Involved in Direct Clinical Care”
- “Neutral Zone in the Operating Room: Sharps Management and Injury Prevention – Clinical Policy (PAQ)”
- Disposal: Acute Care – Pharmaceutical Wastage – Clinical

The programs listed above are essential for health care personnel in different fields. These practices are not in direct relation to sharps safety for the public. For the Disposal “Pharmaceutical Wastage – Clinical” and “Neutral Zone in the Operating Room: Sharps Management and Injury Prevention – Clinical Policy (PAQ),” the two programs involve the overall types of waste in a hospital and surgery tools. It does not include information about sharps.

For the “Infection Prevention and Control Practices for Health Care Personnel Not Involved in Direct Clinical Care.” The first and third module revolves around risk management of infections and precautions. However, it does not contain information on sharps specifically and its minimum risks. The second module has one slide that covers minimal information around sharps. The information contradicts information that is available within online channels such as Fraser Health. For example, the slide states to “never pick up any sharps with your hands. Use a dustpan and broom.” Whereas, Fraser Health state that it’s okay to pick up sharps by the centre of the barrel. It is evident that the two different organizations having information that contradicts each other can cause confusion and discomfort in picking up discarded sharps.

Two classroom courses that include information about sharps are:

- “Harm Reduction 101: For organizations providing harm reduction services”
- “Overdose Response for Organizations”

Fraser Health sponsors both classes and operates by monthly at different locations across the Lower Mainland. Harm Reduction 101 takes 3.5 hours and is only available to public health workers. Similarly, Overdose Response for Organizations take 6 hours and focuses on the importance of harm reduction,

how to prevent an overdose, and the importance of education. While it is an in-class program, it is available to the general public.

Hosting an educational workshop seems like the most efficient way of teaching health personnel and the public about safe sharps disposal. However, it is evident that through quantitative research, educational workshops are the least preferable way of educating others about discarded sharps. However, online channels are the most preferred. Using a required online platform is recommended to create a program that explicitly involves discarded sharps found in public environments. Sharps are easily overlooked by health personnel when information combines with other categories. All health organizations are recommended to develop consistently and provide information that is in sync with each other.

Self-Education

The first section would outline proper disposal measures for disposing of sharps that are in public spaces. It would include:

- Step-by-step procedure for disposing of discarded sharps
- Safe needle disposal options available in Vancouver
- Steps to take if they get a needle stick injury

Facts and Statistics

The second section would contain facts related to the relative level of risk associated with disposing of discarded needles and benefits of harm reduction. This section will aim to provide a factual approach to sharps disposal aimed at reducing the stigma of discarded needles.

Training Others

The final section would be designed to prepare the health personnel to educate others on proper safe sharp disposal options. These would include giving the public health care worker examples of audio clips or videos on how one would educate another individual. The sample audio or video clips should contain a strategy on how to approach educating others. For example, the public health care worker could start with the facts and the paranoia surrounding sharps, then the benefits of harm reduction, followed by the steps to dispose of it.

Implementation

For further implementation of the sharp safety program, more research is required to ensure the best and most standardized strategy on how public health workers should approach and teach others. It is crucial that all the information that is available across online channels, face to face interactions, and other informational content has consistent messaging to avoid misperception on how to deal with sharps.

Summary

Through evaluating the programs available for health care workers on the LearningHub, there was not a sufficient amount of information around the safety of sharps. Many of the modules spoke on “infection prevention” within hospitals, rather than general information on how to deal with sharps when encountered in public spaces. With minimal information covered on the safety of sharps from LearningHub, it is understandable as to why a majority of the nurses surveyed were not comfortable

with dealing with discarded sharps. An educational program specific to this topic is crucial for health care workers to educate themselves as well as others.

Elementary Schools

There is a high quantity of discarded sharps that are present in children areas. While adults do playground and field sweeps, there are instances where they do not discover sharps or children go to playgrounds unsupervised. By educating children with a standardized procedure on what to do when they encounter a sharp, it reduces their chances of a needle stick injury and their safety. For a sample educational plan that BCIT Fall 2018 Nursing Students implemented, refer to the Appendix.

Project Purpose

Sharps are often in locations where children play with their peers. Prime spots like parks and school grounds that IVDUs litter their sharps and harm reduction supplies that enrages non-IVDUs. Sharps education in elementary schools aims to reduce the risk of accidental NSI injuries among children and reduce the overall level of concern for children's safety. Research conducted by the Canadian Pediatric Society indicates that education in children between the ages of five to eight would be the most effective way to reduce public NSI (Moore, 2018). While the risk of contracting an infectious disease is extremely low, level of concern for this age group, respondents ranked children's safety as their primary concern in *Chapter 4 of the Safe Sharps Disposal Program*.

Research collected showed that most cases of child NSI are preventable through educating children about not engaging with discarded needles (Makwana, 2015). Preventable instances include children reaching into sharps disposal bins and picking up discarded sharps in public places. Through proper sharps education for this age group, the stakeholders can effectively target an at-risk audience and work to reduce the overall level of concern from the public.

Time Frame of Sharps Education Program

Between September and October and March to May are the recommended months for the Safe Sharps Education Plan. The time frame suggested is when children return to school from summer and spring breaks. It is outside of the winter months, so children are engaging in more outdoor activities where they are more likely to encounter sharps. The program is recommended to begin during school-hours rather than an optional after-school workshop.

Education program would take place in DTES elementary schools for children from grade one to seven. The project is recommended to be conducted in class to ensure effective message delivery. Implementing the program through school assemblies is not recommended. Children do not have the opportunity to engage with the program as it is a sit actively and observe the activity. Using roleplay activities allows them to remain active and to engage with health workers. The educational program is suggested to take place in a physical education or health component in science class. It ensures relevancy and does not reduce other class activities.

Seven Steps of the Sharps Educational Program

The foundation of the educational program consists of Seven-steps Sample Teaching Plan written by the Fall 2018 BCIT Nurse, located in Appendix A. Elementary students are educated on sharps safety and identifying other harm reduction supplies. Primary school children are taught not to touch or how to pick up a sharp safely. The teaching plan consists of the following components:

1. Understand the importance of recognizing unsafe objects
2. Recognize what the hazardous objects are in the playground
3. Understand the consequences of touching the hazardous objects.
4. Understand the implication and context of hazardous objects.
5. Understand the steps taken when the student notices an unsafe object
6. Understand the steps to take if the student accidentally or plays with the hazardous object
7. Recap of learning material and playground safety.

There should be a small question and answer period for children to express their curiosity. The answers should be tailored depending on the age groups. The objective of this education program is to inform students about the proper steps for safe needle disposal. It will work to keep children safe when encountering a discarded sharp and prevent or reduce the development of future stigmas towards sharps and IVDU.

Children, Parents and Guardians

The education plan includes the primary audience of school students between grades one to seven and the secondary audience of the children's guardians. Both audiences will have targeted messaging on education for safe sharps disposal.

Primary Audience – Children

The primary audience of school children was selected based on the overall level of concern for children's safety with discarded sharps. CoV and VCH are recommended to have designated messaging on what to do when encountering a sharp and safe disposal measures for students from grades one to seven. Findings by the nursing students indicate that there should be separate messaging created for students in secondary school. The decision was made based on the level of maturity and willingness to dispose of discarded sharps. It is recommended the stakeholders conduct further information before implementing a safe sharps education class for this audience.

Secondary – Guardians

The Safe Sharps Educational Program appeals to parents and guardians as the secondary audience. They have a direct connection and a high level of concern for the primary audience's safety. A week before the program starts, parents and guardians will receive an email notification or notice regarding their consent for the child to participate in the Safe Sharps Educational Program. Prior class information is subject to change but should include:

- Email notification from the school
- Unenrollment form
- Class overview and learning objectives

- List of frequently asked questions (FAQ)
- Contact information to VCH or school health worker

The email to guardians should be sent at least one week prior to the class to allow guardians to unenroll their student if necessary. Materials presented to guardians should outline the following topics.

Importance of the Safe Sharps Education Plan

Information should cover figures indicating the level of concern for children's safety, figures about NSI, and current initiatives the city is taking regarding harm reduction. Messaging should identify the guardian's level of concern and offer solutions to ensure their child is safe while at school.

If the guardian does not wish for their child to participate in this training, they will be required to fill out an attached form and submit it to the class instructor before the program starts. Parents and guardian's education regarding sharps are imperative. If they do not wish the child to partake in the program, they are recommended to communicate the procedures their children should take when they encounter a sharp. However, parents and guardians must responsibly teach their children should refrain from direct contact with sharps.

Program Material

A brief overview of course material should be included to educate the guardians on how to react to discarded sharps in areas with children and reassure that course material is appropriate for their child.

Additional Program Material

Additional material such as a list of FAQs should be included to reduce the number of guardians contacting the school for further information (See Appendix B). Additionally, the FAQ will provide supporting information on measures for safe sharps disposal. Point of contact information should include for any additional inquiries for the class.

Implementation

There should be a standardized program amongst all elementary students. It ensures that there is no mix up of information between the groups. If different groups of children receive different sets of data, it could create a mix-up of information that is being shared, resulting in inconsistency. It can create confusion on what the children should or should not do. However, children should not be responsible for picking up the sharp but instead report to an adult.

Before delivering the educational program to schools, it needs approval from the Vancouver School Board. Since health authorities are the reliable and preferred source of information by non-IVDUs, the school nurse or dedicated group of health professionals (e.g., student nurses) should carry out the program.

Parents should have the option to opt their children out of the program if they are uncomfortable with it. However, previous BCIT nurses taught elementary school children about sharps and condom safety. It received positive support and reviews from the schools that encounter sharps on its property. The program is beneficial to children and parents as school and playgrounds tend to be their first experience with discarded sharps. By teaching children how to manage the situation, it can potentially give parents

peace of mind. They know that their children are aware of the procedures of not touching the object and immediately getting an adult.

Depending on the severity of the discarded sharps present at certain schools, the school have taught children about sharps safety. Some of the past initiatives are teachers teaching their classes, bringing in school nurses, or police liaison officer. For example, a Montessori teacher in False Creek performs sweeps during park visits. When he picks up a discarded sharp, he shows it to the children and warns them not to touch it (Hutchinson, 2016).

Summary

Stakeholders are recommended to develop a standardized format for Safe Sharps Educational Program across all Vancouver school districts. The program should educate both children and their guardians and look to reduce the fear and stigma around discarded sharps. The program should remain optional but strongly advised to elementary schools in the DTES. Material development should incorporate both public health authorities and the Vancouver School Board before course implementation to ensure accurate information and tactics are incorporated.

Outcomes

The outcome of the Safe Sharps Educational Program is to provide the correct information to the public with the expected result to decrease the stigma around harm reduction supplies. With the two educational programs in place, it is expected to increase the number of sharps disposed of safely and adequately. However, more research is necessary to create an effective and efficient educational program for health authorities, elementary school children, and their parents and guardians.

Future Interprofessional Applied Project (IAP) Programs

It is recommended based on the findings from the Research Report, additional work on Safe Needle Disposal and Education would be beneficial to the City of Vancouver and Vancouver Coastal Health. Utilizing student teams from CityStudio Vancouver, further work should be carried out based on the recommendations outlined in both the Research and Education Reports. The following student faculties should be considered for the continuation of this project:

- Business Students
 - Marketing
 - Operations Management
- Nursing Students
 - Harm Reduction
 - Pediatrics
- Educational Students

Education Program Checklist criteria include:

1. Develop contacts at Vancouver Coastal Health and the Vancouver School Board
2. Conduct research on sharps disposal options in Vancouver
3. Establish stakeholder responsibilities for implementation
4. Develop program structure

5. Conduct pilot program testing
6. Establish program deliverables
7. Establish program awareness

The implementation of educational programs to the audiences expects to increase the number of safely disposed of sharps and reduce the stigma towards sharps and IVDU.

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Appendix A

Sample Teaching Plan

The following sample plan was Needle and Condom Teaching Plan made by the Fall 2018 BCIT Nursing Students. It was created to teach kindergarten class children who are five to six years old. The duration of the teaching plan is 15 to 30 minutes long. It is subject to change depending on the environment. The following methods and rationale are supported by research that is found at the end of the sample plan.

Step 1: Understand the Importance of Recognizing Unsafe Objects on the Playground and Community

Learning Goal

The purpose of the goal is to be able to articulate why the students are recipients of this presentation.

Teaching Strategy

1. Ask students if they have seen paraphernalia before and if they know what they are or are used for.
2. Use visual learning by letting them see and recognize the unsafe object by pointing at it. Also, being able to discern it from other unsafe objects.
3. ASK the children questions like:
 - a. *“Can anyone tell me what this [sharp or condom] is called?”*
 - b. *“Tell me what makes a needle or a condom unsafe”*

Step 2: Recognize What Drug Paraphernalia and Condoms Look Like in their Environment (e.g.: playground)

Learning Goal

The purpose of Step 2 is for children to be able to point and state the name of the unsafe object on the display board and photographs.

Teaching Strategy

1. Use visual aids to help the children learn by show and tell with the teaching tools. For example, using poster display boards, passing around photographs taken of their environment.
2. Pass around: “don’t touch” displays and pictures

3. For the older children (Grade 5 and up): pass around packaged syringe and packaged condom for tactile learning.

Step 3: Understand the Consequences of Touching Used Sharps and Condoms

Learning Goal

Children should be able to broadly state the associated risks of touching used sharps and condoms.

Teaching Strategy

1. Explain what a needle stick injury is: "If you touch a needle, it is sharp and might poke you. You could get hurt!"
2. Explain transmission of disease without fear mongering: "It is not safe to touch needles or condoms because they might have other people's germs on them, and you might get sick."
3. Affective learning: attend to the kids' values: "We want to protect you from getting hurt, because that's no fun! Wouldn't you rather be playing outside with your friends than having to go inside to the first aid room?"

Rationale: The integrated "learning through playing" approach (educational tools and games) has been supported in the literature to improve children's knowledge about health lifestyles. This approach can be extrapolated to playground safety teaching, namely emphasizing the importance of play and incorporating fun, enthusiasm, and engagement.

Step 4: Understand the Context and Implications of Unsafe Objects

Learning Goals

The goal of the step is for children to understand the implications and context of the unsafe objects.

Teaching Strategy

For older students or inquisitive students, responses to the following questions may include:

1. Why are there needles in the schoolyards, parks and public spaces?
 - a. *Someone was using that to put something inside their body, but it is not safe to leave it out in the open.*
2. Why do people use needles?
 - a. *People use needles to inject drugs because it makes them feel different, even though they're not healthy for our bodies. They might have started because their brains didn't make the right chemicals to make them feel happy or because they had a tough life like they were hurt or abused. Some drugs can make people feel sick if they stop using them, which makes it hard to think about other things, like throwing needles away properly.*
3. Why do people use condoms?
 - a. *This goes on the penis to keep adults safe when they want to have sex. But it is important to throw condoms away into the garbage because they might have germs that can make us sick.*
 - b. *For kindergarteners: This is something adults use when they don't want to have babies.*

Psychologist's opinion supports starting sexual education talks with children between the ages of 5-8. Children 8+ have the cognitive capacity to understand sexual intercourse + possible consequences. Therefore, it is acceptable to answer children's questions about condom purpose honestly.

Step 5: Understand the Steps Taken if the Student Notices an Unsafe Object

Learning Goal

The purpose of this step is so the children is able to list the steps of contacting an adult while ensuring prevention of injury to self or others.

Teaching Strategy

1. Explain and demonstrate the process for what happens when a student notices an unsafe object on the playground.
 - a. **“Freeze! Hands up! Back away! Find a grown up!”**
 - b. **DO NOT TOUCH:** one student stays beside the object without touching it make sure others don’t try to pick it up.
 - c. **TELL AN ADULT:** second student finds a familiar adult and informs them of the object.
2. Demonstrate to engage students in active learning:
 - a. Student Nurse 1: “I see a needle on the ground!”
 - b. Student Nurse 2: “I am going to get a trusted adult to come and help us.”
 - c. Student Nurse 1: “Ok, thanks! I will stay here and tell our friends to stand back.”
 - d. The responsible adult will put on a pair of disposable gloves, grab some tongs and a plastic container (show yellow or red biohazard container; circulate around the room to show students).
 - e. The adult will take the container TO the needle (NOT carrying the needle around), pick up needle with tongs, place it into container, and place CLOSED container in the garbage.

If time permits, have older student demonstrate this process with a nursing student and responsible adult. The rationale behind this is that children “benefit from action-oriented learning strategies that engage them more fully in the classroom.” (Battersby, 2017)

Step 6: Understand the Steps to Take If the Student Accidentally Touches or Plays with the Unsafe Object

Learning Goal

The purpose of the step is so that children are able to list the steps of contacting an adult while ensuring prevention of injury to self or others

Teaching Strategy

1. **“Freeze! Hands up! Back away! Find a grown up!”**
2. **DO NOT TOUCH:** one student stays beside the object without touching it make sure others don’t try to pick it up.
3. **TELL AN ADULT:** second student finds a familiar adult and informs them of exactly how and where the student touched the object.
4. Played with the Needle on the sharp pointy bit or long plastic part
5. Put it in your mouth, state which object (needle, condom, baggy)
6. *“The adult will help you wash your hands with soap and water and then tell you any next steps to keep you safe.”*

Step 7: Consolidation of Recently or Previously Taught Information on Playground Safety

Learning Goal

The purpose of the learning step is that students will be able to demonstrate that they are able to apply what was taught in our lesson.

Teaching Strategy

Evaluate the students by showing objects and asking students what the objects are and if it is safe. It indicates if the learning strategies were effective in consolidating the taught knowledge.

1. Ask: Is this object safe?
2. Wait for children to answer
 - a. If the object is not safe – have the children stand up
 - b. If the object is safe – have the children remain sitting

The rationale for the method is that children need to remain active especially if they are in kindergarten. They cannot sit still for too long.

Bibliography of the Sample Plan

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Appendix B

Frequently Asked Questions

The Safe Needle Education Plan FAQ has been created for the City of Vancouver to distribute to parents, educational workers, and other stakeholders about safe needle disposal and the City's efforts to dispose of needles. The FAQ is recommended to be made available to all parents and educational staff before the implementation of any safe sharps' disposal programs in elementary schools. Example uses for FAQ include:

- Available on corporate webpages:
 - Participating Elementary Schools
 - Vancouver Coastal Health
 - The City of Vancouver
 - CityStudio Vancouver
 - Portland Hotel Society
- Brochures for guardians of elementary school participants
- Information for the nursing instructor
- Blog or social media content

Student Class Specific

Health authorities are recommended to respond to these questions that parents may have towards the Safe Sharps Educational Program.

1. Who will be conducting the safe needle disposal program?
2. What will be covered during the safe needle disposal program?
3. How often will this program be taking place at the school?
4. What can I do to educate my child at home about needles?
5. What if my child starts playing with the needles after learning that they exist?
6. Do needle boxes near schools increase the number of discarded needles and individuals using intravenous drugs in the area?
7. Is my child safe on school grounds?
8. What if I don't want my child to participate in this educational program?
9. Are there any fees associated with this program?
10. Is my child at risk of contracting a disease if they come in contact with a needle?
11. What should I do if my child comes across a needle?
12. What do I do if my child accidentally gets pricked by a discarded needle?
13. What do I do when I find a discarded needle on a playground?
14. What information should I share with children if they have questions regarding needles?
15. What should I tell children if they are scared of needles?
16. What follow up support is available from the City of Vancouver, Vancouver Coastal Health, and my local school regarding safe needle disposal.
17. Why is my child learning about discarded needles?
18. Is it okay to dispose of needles in waste bins or the recycling?

General Questions

1. Do needle boxes near schools increase the number of discarded needles and individuals using intravenous drugs in the area?
2. What is the City of Vancouver currently doing to reduce the number of needles on school grounds?
3. Is my child at risk of contracting a disease if they come in contact with a needle?
4. What should I do if my child comes across a needle?
5. What do I do when I find a discarded needle on a playground?
6. What information should I share with children if they have questions regarding needles?
7. Is it okay to dispose of needles in waste bins or the recycling?
8. What is the City of Vancouver currently doing to reduce the number of needles on school grounds?
9. Is it safe to pick up a needle with my hands?
10. Where do I throw away the needle?
11. What do I do if I see someone using a needle?