

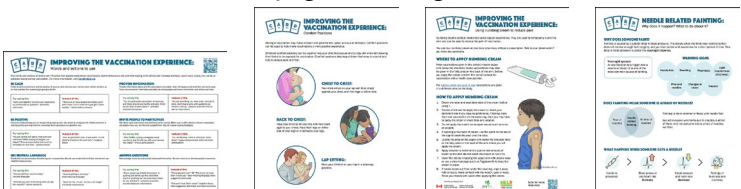
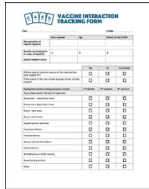


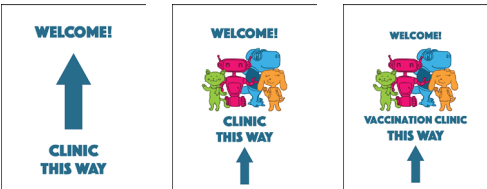
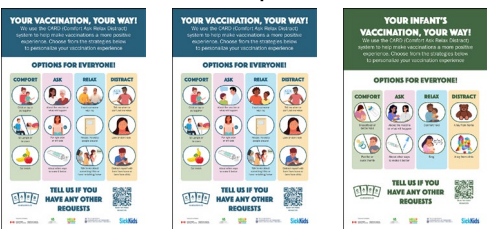
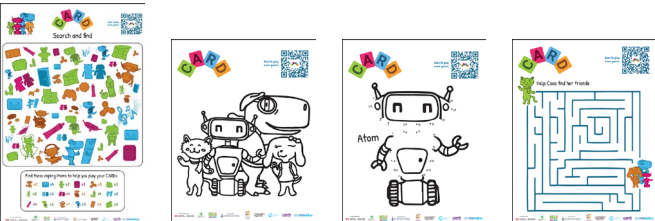
# CARD TOOLKIT:

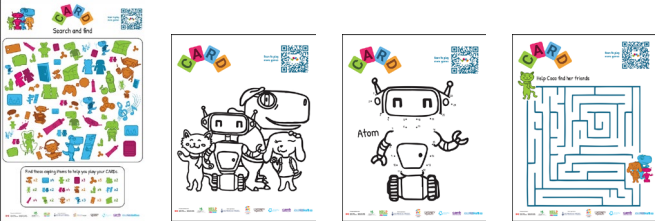
A general process checklist for CARD implementation for vaccination

- This toolkit may be updated. Go to [https://www.aboutkidshealth.ca/globalassets/assets/card\\_toolkit.pdf](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](http://www.cardsystem.ca).

| Key steps and activities                                                                                                                                                                                                                                                                                                | Key tools/resources for this step/activity |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|
| <b>Preparation – what you do ahead of time</b>                                                                                                                                                                                                                                                                          |                                            |
| <b>1. Prepare the organization and staff</b>                                                                                                                                                                                                                                                                            |                                            |
| <b>Plan for implementation</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Review CARD educational resources, including this toolkit document, the '4E checklist tip sheet', and the <i>CARD training e-module*</i></li> <li><input type="checkbox"/> Identify areas for practice change</li> </ul> | <b>4E checklist tip sheet</b><br>          |
| <input type="checkbox"/> Use the ' <i>CARD implementation plan template</i> ' 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                                         | <b>Implementation plan template</b><br>    |
| <input type="checkbox"/> Include key tools for vaccine recipient populations in your practice setting (e.g., age-appropriate CARD coping 'checklists')                                                                                                                                                                  | <b>Checklists</b><br>                      |

| Key steps and activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Key tools/resources for this step/activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><input type="checkbox"/> Include key tools for staff in your practice setting (e.g., ‘<i>coping intervention guides</i>’)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p><b>Coping intervention guides</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <p><input type="checkbox"/> Include data collection to track implementation. This includes:</p> <ul style="list-style-type: none"> <li>Monitoring activities (Are we doing it?). Use this toolkit and any other process checklists relevant to your practice setting to track compliance with activities</li> <li>Evaluating outcomes (e.g., Are experiences improving?). Use ‘<i>vaccine recipient survey</i>’, ‘<i>support person survey</i>’, ‘<i>vaccine interaction tracking form</i>’ and ‘<i>staff feedback</i>’ survey to collect feedback about impact</li> <li>Implementation outcomes (e.g., Is this feasible? Do staff like it?). Select items from the ‘<i>staff knowledge attitudes and behaviours</i>’ surveys to use to inform your implementation</li> </ul> | <p><b>Vaccine recipient survey</b></p>  <p><b>Support person survey</b></p>  <p><b>Vaccine interaction tracking form</b></p>  <p><b>Staff feedback</b></p>  <p><b>Staff knowledge attitudes and behaviours</b></p>  |
| <p><b>2. Prepare vaccine recipients and their support persons</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p><b>Consider your vaccine recipient population and the potential benefit of prior education</b></p> <p><input type="checkbox"/> Educate vaccine recipients and support persons (e.g., post ‘<i>website information</i>’ 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)</p> <ul style="list-style-type: none"> <li>Provide link to CARD web game for school-age children (5-12 years)**</li> </ul>                                                                                                                                                                                                                                      | <p><b>Website information</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

| Key steps and activities                                                                                                                                                                                                                                                      | Key tools/resources for this step/activity                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <input type="checkbox"/> Provide 'appointment reminder' with information about CARD                                                                                                                                                                                           | <p>Appointment reminder</p>                                                                                                                                                                                                                                                                                                                                          |
| <b>3. Prepare the clinic environment</b>                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <p><b>Set up all clinic areas (waiting, vaccination, aftercare) to be inviting and comfortable</b></p> <input type="checkbox"/> Create separate spaces and flow using 'directional signage' and physical barriers                                                             | <p>Directional signage</p>  <p>Education posters</p>  <p>Distraction posters</p>  <p>Activity pages</p>  |
| <input type="checkbox"/> Remove clutter                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <input type="checkbox"/> Provide seating for vaccine recipients and their support persons to be able to sit together                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <input type="checkbox"/> Hang up age-appropriate 'education posters' and 'distraction posters' on clinic walls for people to learn about CARD and to be distracted                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <input type="checkbox"/> 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 |                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

| Key steps and activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Key tools/resources for this step/activity                                                                                                                                                                                                                                                                                                            |
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| <p><b>Additional set-up information for vaccination area</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 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</li> <li><input type="checkbox"/> 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</li> </ul> | <p><b>Before and after</b></p>                                                                                                                                                                                                                                     |
| <p><b>Ensure items that require re-stocking are available to support vaccine recipient coping during vaccination</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Age-appropriate CARD coping ‘checklists’ for distribution to vaccine recipients and their support persons at appointment check-in</li> <li><input type="checkbox"/> Coping strategies such as; ‘<i>distraction posters</i>’ and ‘<i>activity pages</i>’ and toys, topical anesthetics (e.g., Maxilene™) for vaccine recipients that want to use them</li> </ul>                                                                                                                                                                                                                                                  | <p><b>Checklists</b></p>  <p><b>Distraction posters</b></p>  <p><b>Activity pages</b></p>  |

| Key steps and activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Cartoon Illustration for this step/activity                                          |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| <b>Vaccination day</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                      |
| <b>1. Appointment check-in</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                      |
| <p><b>Educate vaccine recipients to prepare them for vaccination</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 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)</li> <li><input type="checkbox"/> 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</li> <li><input type="checkbox"/> Invite vaccine recipient to ask any questions they have</li> <li><input type="checkbox"/> Invite vaccine recipient to take off extra sweaters and coats, and to engage with distraction items/activities while waiting</li> </ul> |   |
| <b>2. During waiting</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                      |
| <p><b>Prepare for vaccination</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 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</li> <li><input type="checkbox"/> Apply/assist with topical anesthetic application to the injection site(s) for the requisite waiting time for those that want it</li> <li><input type="checkbox"/> 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)</li> </ul>                   |  |

| Key steps and activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Cartoon Illustration for this step/activity                                          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| <p><b>3. During vaccination</b></p> <p><b>Support vaccine recipient choices and promote coping during vaccination</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 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)</li> <li><input type="checkbox"/> Use behaviours that promote coping (e.g., neutral language, calm voice, positive tone)</li> <li><input type="checkbox"/> Display distractions (e.g., ‘<i>distraction posters</i>’, ‘<i>activity pages</i>’, physical items) in view and within reach of vaccine recipient</li> <li><input type="checkbox"/> Sit beside vaccine recipient during vaccination</li> <li><input type="checkbox"/> 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</li> <li><input type="checkbox"/> Support vaccine recipient coping selections during vaccination</li> <li><input type="checkbox"/> Use injection techniques that promote coping (e.g., do not aspirate prior to injection; inject vaccine quickly (less than 2 seconds))</li> <li><input type="checkbox"/> Omit alcohol skin antisepsis from the injection process, unless the vaccine recipient wants to use it***</li> </ul> |   |
| <p><b>4. After vaccination</b></p> <p><b>Evaluate and use data to fine-tune/improve implementation</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Monitor use of CARD (e.g., track adherence to process checklists)</li> <li><input type="checkbox"/> Evaluate implementation outcomes for staff/organization (e.g., ‘<i>staff knowledge attitudes and behaviours</i>’ surveys)</li> <li><input type="checkbox"/> Evaluate outcomes for vaccine recipients and support persons (e.g., track feedback from different user groups) <ul style="list-style-type: none"> <li>• ‘<i>Vaccine recipient survey</i>’</li> <li>• ‘<i>Support person survey</i>’</li> <li>• ‘<i>Vaccine interaction tracking form</i>’</li> <li>• ‘<i>Staff feedback</i>’ debrief survey, considering vaccine recipient feedback</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |

\* 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.