

A Million Messages (AMM) Case Studies Questions for Discussion

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As a supplement to the A Million Messages (AMM) Online Learning Modules, the AMM case studies provide an opportunity for a level of learning that is key to best practice: the application of knowledge, critical thinking and communication skills in a real-world context. **Suggested answers to the case studies are provided below.** Though not exhaustive, these give ideas to spark discussion and enrich the groups' understanding of injury prevention in practice.

Coping with Infant Crying Case Study - Ethan

Rachel is 22 with a son, Ethan. Rachel brings him in for his 2-month immunization visit. She looks tired. She says she didn't realize Ethan would cry so much. He cries every day, sometimes for an hour or more and doesn't seem to settle. She tries to comfort him but finds it frustrating when she can't get him to stop crying, she thinks maybe Ethan doesn't like her. She and Ethan live with her boyfriend, Cody, 19, in a one-bedroom apartment. Cody works days and it seems all Ethan does most evenings is cry. She's worried he cries too much, or she's doing something wrong but doesn't chance a babysitter and doesn't want people to think she's too young to be a good mom. Her parents live in the city.

- 1. What challenges does Rachel face with Ethan's crying? Developmentally, how does crying change through infancy?**
- 2. What key messages from AMM can you discuss with Rachel to help reinforce her existing skills and develop other ways to cope with Ethan's crying?**
- 3. What resources are available to Rachel about coping with infant crying? Where would you suggest she could get these resources?**

Coping with Infant Crying Case Study - Garrett

Josh, 23, brings six-week-old Garrett, into the clinic to get weighed and stays for the Parent Drop-In. Josh says Garrett is always fussy, cries a lot, and he just doesn't know how to deal with him. He says he feels bad because Garrett's crying sometimes makes him angry when the things he's doing don't seem to help. Josh is currently unemployed and his girlfriend, Julia, went back to work so they'll have some money. He's happy to be a stay-at-home dad but says he didn't think it would be like this. He says that when Garrett is screaming, he sometimes doesn't know if he can stay sane. Josh's older sister, Andrea, and her husband live in the same apartment building as Josh, and Julia's mom lives across town.

- 1. What risk factors may increase the risk of Garrett becoming a victim of Abusive Head Trauma? What strengths within the family could you focus on to provide support?**
- 2. What key messages and resources from AMM about coping with infant crying might be useful to help Josh and his family? What might you say or ask to open the conversation?**
- 3. How could you use the Crying Plan resource in this situation? Work through the Crying Plan as you would if you were facilitating the Parent Drop-In session that Josh may attend.**

Transportation Safety Case Study - Liam

During a December postpartum home visit, you meet Jon, Melissa and their newborn son, Liam. Liam was born at 34 weeks gestation with a birth weight of 2.5 kg (5 lbs. 8 oz). In the foyer you see a rear-facing-only car seat with a bunting bag added. Jon volunteers that he added the bunting bag for warmth, but mainly because Liam slouched so much without it and didn't stay centred. He eagerly puts Liam in the car seat to show you. Once Jon buckles his son up, you see that the shoulder harnesses are loose, and they are not staying on Liam's shoulders.

- 1. What risks exist for Liam's safety in the vehicle? How can Jon and Melissa improve Liam's position and safety in the seat, particularly now when he's a smaller newborn?**
- 2. What information could you give them about keeping Liam warm during travel? Is there any difference in safety if the bunting bag came with the car seat compared to if it was purchased as an after-market product?**
- 3. What key messages and resources from AMM about the use of Liam's car seat are important for Jon and Melissa? How could you continue the conversation to address the key messages? Where would you suggest they get the resources?**

Transportation Safety Case Study - Amina

Amina, a public health nurse (PHN), was seeing a four-month-old baby and her mother in clinic for a regular immunization appointment. The baby was brought to the clinic in an infant car seat and Amina could see that the straps were far too loose. Despite attempts to engage the parent about car seat safety, the mom made no attempt to adjust or tighten the car seat straps. Amina felt she was in a difficult position and worried about potential concerns if she, as a PHN, made the car seat adjustments. Primarily Amina was worried about the infant's safety. Once the baby was back in the car seat, Amina tightened the car seat straps herself. Based on her concerns, Amina reported the incident to her manager. The clinic manager wondered whether a referral to a car seat inspection might have helped.

- 1. How could you respond in a similar situation?**
- 2. What car seat inspection services are available in your area? Are they recommended?**

Transportation Safety Case Study - Mikaela

At her six-month immunization visit, Mikaela weighs 9.5 kg (21 lbs.) and is 71.5 cm (28 in.) long. Her mom, Vania, tells you she'll soon need a new car seat because the current one only takes her baby to 10 kg (22 lbs.) and 74 cm (29 in.). Vania asks for information about choosing the next car seat and wants to know how she can keep Mikaela safest. She has seen several used seats available locally on-line and wants to buy second-hand to save money.

- 1. How long should a child remain in a rear-facing car seat? What challenges might PHNs encounter when providing this information to parents and caregivers?**
- 2. What types of car seats are available for this child? If you're unsure, refer to *Tips for Buying a Car Seat or Booster Seat* for more information. Are second-hand seats safe to use? Why or why not?**
- 3. What AMM resources could you provide to Vania about car seats? Where would you suggest she get these resources?**

Transportation Safety Case Study - Macy

Monica, a mother of three, comes in for routine immunization appointments for her 18-month-old, Macy, and five-year-old, Emma. Monica's oldest child, Ben, is eight. Monica says Macy has reached the rear-facing height limit so it's time to turn the seat around and use it forward-facing. She would like to know where she could go to have Macy's car seat installed as a forward-facing seat. She says doesn't feel confident and her husband works full-time. She tells you the family bought a new minivan two years ago. She's not sure about using the UAS or seat belt to secure the seat, wonders if it's best to use both. Emma and Ben are in booster seats, which she says are easy.

1. **Based on what you learned in the AMM Online Learning Module, how would you approach this question with Monica? How could you use the [Forward-facing car seat](#) resource in this situation?**
2. **Is it safer to use the UAS (Universal Anchorage System) or the seat belt to secure the base of the forward-facing car seat?**
3. **What other resources could you provide to Monica about installing Macy's car seat? Where would you suggest she get these resources?**

Transportation Safety Case Study - Jet

James comes to clinic with his son, Jet, for his 4-6-year immunization appointment. Jet is 4 1/2 years old, up to date on his immunizations, weighs 18.5 kg (41 lbs.) and is 113 cm (44.5 in.) tall. When you ask James about how Jet is buckled up in the vehicle, James says Jet's too big for their forward-facing seat, but the seatbelt doesn't fit him.

1. **What is a safe restraint for Jet?**
2. **The use of booster seats is not required by law in Alberta. In fact, Alberta is the only Canadian province without booster seat legislation. Discuss the following in your small group:**
 - **Should booster seats be required by law in Alberta? Why or why not?**
 - **What role, if any, could parents and/or PHNs have in the introduction of booster seat legislation?**
3. **What resources could you provide to James about booster seats and/or forward-facing car seats? Where would you suggest he get these resources?**

Falls Prevention Case Study - Hannah

At the one-year immunization visit, Adrian brings in his 12-month-old daughter, Hannah. Adrian says he and his wife, Mira, live with Hannah in a two-storey townhouse. There is a long set of stairs from the main floor to the second level, and another set going down to the basement. He says Hannah is always on the go, loves to climb and it's tough to keep track of her. If he or Mira turn their back for a second, Hannah bolts away and is heading up the stairs. Adrian says he's scared Hannah is going to fall as she climbs. When she started to crawl, he installed a stair gate at the top of the stairs. He's not worried about the basement stairs since they keep the door closed.

1. **What developmental factors contribute to falls among toddlers? Would you consider Hannah at risk for a fall down the stairs in her home?**

2. What key messages and resources can you provide to Adrian to help prevent Hannah from falling in their home? Where would you suggest he could get these resources?