

Making Connections for public health practice, policy,  
and research.

Connecting with Others:

Creating “*communicating communities*” for  
public health.



The function of protecting and developing health must rank even above that of restoring it when impaired - Hippocrates

# Sport for Life Centre





Manitoba Dental Association

Department of Physical Therapy, School  
of Medical Rehabilitation

Manitoba Medical Association

Manitoba Sport Nutritionists

Sport Physiotherapy Canada, Manitoba  
Division

Manitoba Athletic Therapists Association

Canadian Association of Sport Medicine

Faculty of Medicine

Faculty of Kinesiology and Recreation  
Management

College of Registered Nurses of Manitoba

Manitoba Chiropractic Association

Sport Psychology Manitoba

Coaching Manitoba

Winner's Foundation of Canada Inc.

Canadian Sport Centre Manitoba

# Substance Use in Sport and Health Committee

Addiction Foundation of Manitoba

RCMP

City of Winnipeg Police

Medical Officer of Health - Winnipeg Regional Health Authority

Faculty of Medicine, University of Manitoba

Faculty of Pharmacy, University of Manitoba

Kinesiology and Applied Health, University of Winnipeg

Manitoba High Schools Athletic Association

Doping Prevention – Team Manitoba

Coaching Manitoba

Canadian Sport Centre Manitoba

Winner's Foundation of Canada Inc.



S P O R T M E D I C I N E & S C I E N C E

C O U N C I L O F M A N I T O B A

# Applying lessons from public health and other disciplines ...

- Sport embraces many disciplines in the development of sport in Manitoba. Outward seeking. Open and inclusive.
- Sport is open to (“selling”) sport as a model to enhance the health of the entire population.
- Sport can be viewed to be a microcosm of life.
- Sport understands the value of *communication* among its memberships - hard lessons, struggles continue.

# Physical Literacy

- The ability to comprehend and proficiently execute movement skills that are requisite to participate fully in life.
- Physical literacy obligatory to participation in physical active pursuits in both vocational and leisure time settings.
- Physical literacy important for holistic development of the child.

The lack of a motor skill deficiency does not equal physical literacy.

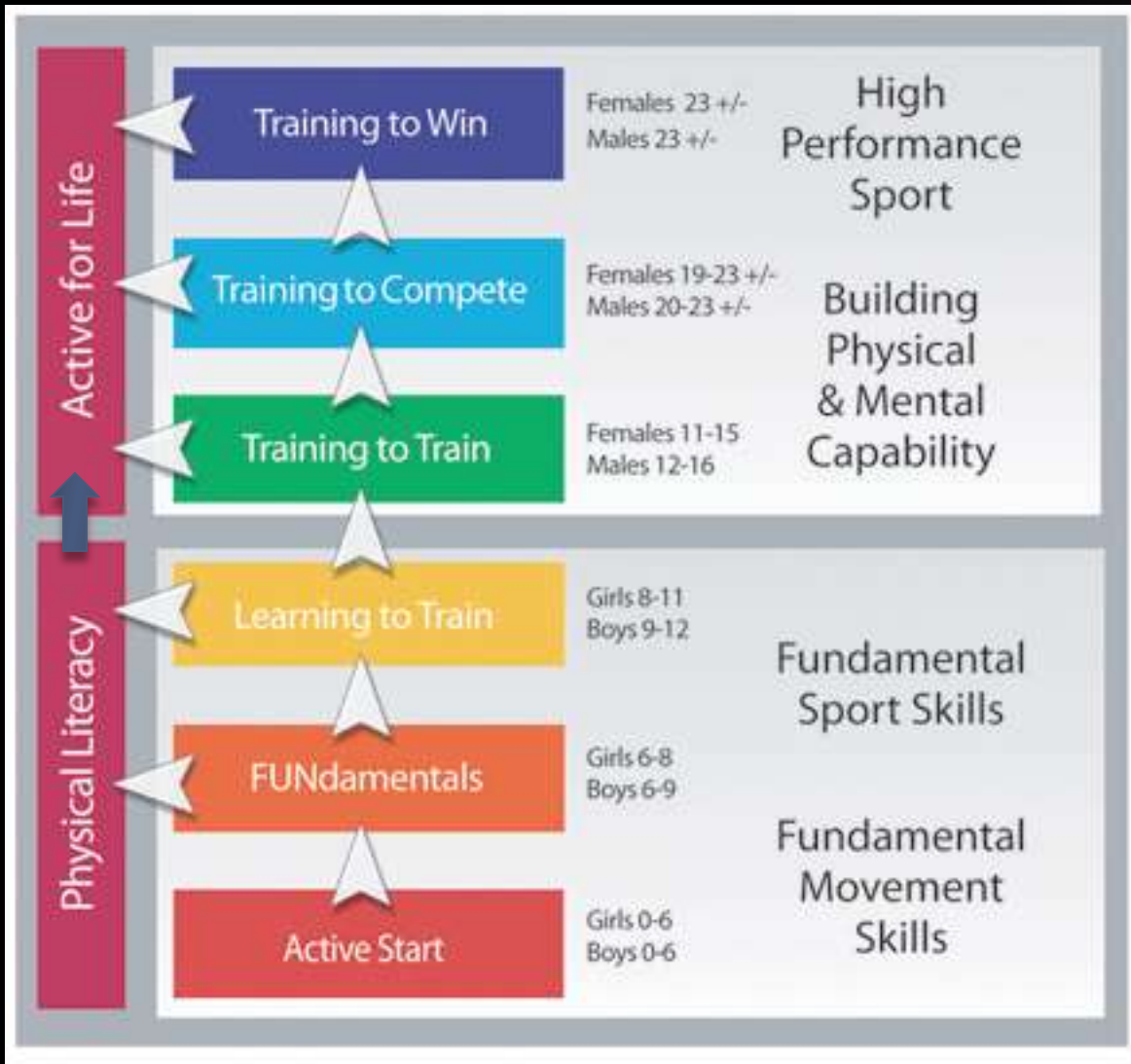
Zero disability does not equal ability.

Hence, individuals who are physically literate have the knowledge, skills, and attitudes to lead healthy lifestyles for themselves, and also assist others in acquiring these skills as well.



# LTAD Model

## Long Term Athlete Development



Almost all Canadians feel it is important for children to learn fundamental movement skills in order to have a foundation to engage in life-long physical activity. But, only half feel children are actually developing these skills. (Decima, 2008)

## Basic Movement Skills –Existing Manitoba PE/HE Curriculum

*It is expected that the student will:*

K	Grade 1	Grade 2	Grade 3	Grade 4
<p><b>Develop a movement vocabulary by responding to verbal and visual cues with the corresponding body movements</b></p>	<p><b>Recognize the basic movement skills (i.e., transport, manipulation, balance) used in different physical activities</b></p>	<p><b>Observe and name the basic movement patterns performed by other students (i.e., running, galloping, hopping, jumping, skipping, rolling, throwing, catching, kicking, striking, bouncing, balancing)</b></p>	<p><b>Show an understanding of how the movement patterns should be performed (e.g., opposite foot forward to throwing hand; two-foot take-off and landing in jumping...)</b></p>	<p><b>Show an understanding of the main characteristics of the mature patterns of the basic movement skills from the three categories (i.e., transport, manipulation, and balance) in self and in others</b></p>

## Basic Movement Skills –Existing Manitoba PE/HE Curriculum

*It is expected that the student will:*

Grade 5	Grade 6 .....>	Grade 10
<p>Detect, analyze, and correct errors in personal movement patterns (i.e., transport, manipulation, and balance skills)</p>	<p>Recognize that there are different applications of the basic movement skills to different physical activities (e.g., striking skill used in baseball, hockey, paddle ball...)</p>	<p>Analyze own level of performance of selected movement skills according to proper form/ technique (e.g., use peer-coaching or video tape to analyze tennis serve for placement of toss, preparatory swing, transfer of weight, contact point, and follow through...)</p>

# The Next Steps in effecting change in Public Health.

Knowledge translation and translational research needed.

Communication Frameworks

Common goals

Common language

Knowledge distribution systems – communicating communities

- information is not communication.
- membership does not mean communication.
- who is not at the table?

# Blend the **silos** or at least cross-cut them.

**Health** is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity (WHO).

Public health is "the science and art of preventing disease, prolonging life and promoting health through the organised efforts and informed choices of society, organizations, public and private, communities and individuals."

Achieving enhanced (or reversing the regression in) **Public Health** requires cross-cutting the silos we have created or exist in.

Creating effective and comprehensive *communicating communities*.



# Interpreting the ICF of WHO

ICF is a negatively framed document

- Impairment of Body Function
- Impairment of Body Structure
  - *No impairment means the person has no problem (ICF checklist)!!!!*
- Participation restriction
- Activity Limitation
- Environmental Factors: Barriers and Facilitators



# Learning Objectives – Lessons in Sport

- Discuss the importance of Connecting with Others in public health
  - Delivery of sport to the public impossible without a multidisciplinary team.
  - Delivery of health related messaging to public impossible without the trans-disciplinary approaches.
  - Models we can all stand behind! Physical literacy, HE/PE curriculum?
- Understand and integrate connection strategies from other disciplines
  - Who are we not talking to that we should be? Physical educators.
  - Break down traditional barriers.
  - Sports strategies – LTAD!
- Discuss the most efficient way of connecting in public health
  - Sport is a significant vehicle for public health – did ya know that!
- Encourage networking, both in this session and throughout Summer Institute
  - Let me tell you about silos - break them down – make true communicating public health communities – required for effective prevention.
  - Let me tell you about public health workers you may not know! PE, EP, Coaches,

We are knowledge ...



... but we are not yet enlightened.

