

Injury and Violence Prevention Competencies

Mapped to Public Health Core Competencies

The core competencies and learning objectives for injury and violence prevention have been developed for an audience of local and regional public health professionals. This document illustrates how this competency set compares and relates to the standard skill set in the public health core competencies created by the Council on Linkages between Academia and Public Health Practice.

As the public health competency set was one of the foundations for the development of the injury and violence prevention competencies, there is considerable overlap between the two competency sets. In those areas of overlap, it is appropriate to consider the injury and violence skills as providing more detail and a clearer definition to the public health core competencies. In other words, the injury and violence prevention skills set gives greater specificity (in the context of injury) to the public health skill of interest.

There also are areas that do not overlap. For example, the injury and violence competencies do not largely address the information technology, health services organization, genetics, community dimension, global health, preparedness and emergency response, and ethics domains addressed in the public health skills set. Issues of culture are addressed in specific learning objectives, but do not stand alone as a distinct competency in the injury and violence prevention competencies.

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Competency 1. Ability to describe and explain injury and violence as a major social and health problem

Injury and Violence Prevention Learning Objectives	Public Health Core Competency Domain	Public Health Specific Competencies
1a. Define injury and/or violence and describe the concepts of intentionality and mechanism as they relate to injury and/or violence.	Domain #1 Analytic Assessment Skills	#1 – Defines a problem. #3 – Selects and defines variables relevant to defined public health problems
1b. Describe the biomechanics which underlie how injuries occur.	Domain #1 Analytic Assessment Skills	#1 – Defines a problem.
1c. Describe how injury and/or violence compare with other leading causes of morbidity and mortality and with regard to burdens on the population (e.g. incidence, cost, YPLL, etc.).	Domain #1 Analytic Assessment Skills	#1 – Defines a problem. #11 – Recognizes how the data illuminates ethical, political, scientific, economic, and overall public health issues.
	Domain #6 Basic Public Health Sciences Skills	#2 – Defines, assesses and understands the health status of populations, determinants of health and illness, factors contributing to health promotion and disease prevention, and factors influencing the use of health services
1d. Explain how injuries and/or violence are preventable.	Domain #1 Analytic Assessment Skills	#1 – Defines a problem. #3 – Selects and defines variables relevant to defined public health problems.
1e. Describe an approach to prevention that includes the following steps: (1) problem detection/assessment, (2) identification of risk and protective factors, (3) development of interventions, and (4) evaluation of the effectiveness of the interventions.	Domain #1 Analytic Assessment Skills	#1 – Defines a problem.
	Domain #6 Basic Public Health Sciences Skills	#2 – Defines, assesses and understands the health status of populations, determinants of health and illness, factors contributing to health promotion and disease prevention, and factors influencing the use of health services #4 – Identifies and applies basic research methods used in public health.
1f. Explain the continuum of injury and/or violence prevention, from primary prevention to acute care and rehabilitation.	Domain #1 Analytic Assessment Skills	#3 – Selects and defines variables relevant to defined public health problems
	Domain #6 Basic Public Health Sciences Skills	#2 – Defines, assesses and understands the health status of populations, determinants of health and illness, factors contributing to health promotion and disease prevention, and factors influencing the use of health services
1g. Explain the importance of collaboration and the role that different agencies, organizations, and disciplines play in prevention.	Domain #5 Community Dimensions of Practice Skills	#3 – Collaborates with community partners to promote the health of the population.
1h. Demonstrate how conceptual models (e.g. Haddon Matrix, social ecological model, etc.) are used to portray the multiple factors underlying injury and/or violence.	Domain #1 Analytic Assessment Skills	#1 – Defines a problem. #3 – Selects and defines variables relevant to defined public health problems.

<p>1h. Demonstrate how conceptual models (e.g. Haddon Matrix, social ecological model, etc.) are used to portray the multiple factors underlying injury and/or violence.</p>	<p>Domain #6 Basic Public Health Sciences Skills</p>	<p>#4 – Identifies and applies basic research methods used in public health.</p>
<p>1i. Describe the disparity in the risks of injury and/or violence (e.g. differences by age, gender, race, ethnicity, education, location, access to economic resources, access to health care services, sexual orientation, creed, community norms, and the environment).</p>	<p>Domain #1 Analytic Assessment Skills</p>	<p>#1 - Defines a problem. #9 – Obtains and interprets information regarding risks and benefits to the community. #11 – Recognizes how the data illuminates ethical, political, scientific, economic, and overall public health issues.</p>
<p>1j. Describe the influence of a variety of factors (including age, gender, race, ethnicity, education, access to economic resources, sexual orientation, creed, community norms, access to health care services, and the environment) on injury and/or violence prevention.</p>	<p>Domain #1 Analytic Assessment Skills</p>	<p>#1 - Defines a problem. #9 – Obtains and interprets information regarding risks and benefits to the community</p>
	<p>Domain #4 Cultural Competency Skills</p>	<p>#2 – Identifies the role of cultural, social, and behavioral factors in determining the delivery of public health services</p>

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Competency 2. Ability to access, interpret, use and present injury and/or violence data

Injury and Violence Prevention Learning Objectives	Public Health Core Competency Domain	Public Health Specific Competencies
2a. Describe key sources of data at the national, state and community level and describe their strengths and weaknesses.	Domain #1 Analytic Assessment Skills	#4 – Identifies relevant and appropriate data and information sources. #5 – Evaluates integrity and comparability of data and identifies gaps in data sources
2b. Describe the strengths and weaknesses of the International Classification of Diseases (ICD) system and its use.	Domain #1 Analytic Assessment Skills	#4 – Identifies relevant and appropriate data and information sources. #5 – Evaluates integrity and comparability of data and identifies gaps in data sources.
2c. Describe the differences between primary (“self-collected”) and secondary data (“existing data”) and provide examples of appropriate uses of each method.	Domain #1 Analytic Assessment Skills	#4 – Identifies relevant and appropriate data and information sources. #5 – Evaluates integrity and comparability of data and identifies gaps in data sources.
	Domain #6 Basic Public Health Sciences Skills	#7 – Identifies the limitations of research and the importance of observations and interrelationships.
2d. Describe how data can be used to identify disparate populations.	Domain #1 Analytic Assessment Skills	#1 – Defines a problem. #9 – Obtains and interprets information regarding risks and benefits to the community. #11 – Recognizes how the data illuminates ethical, political, scientific, economic, and overall public health issues.
2e. Explain how data can be used to identify emerging issues in injury and/or violence.	Domain #1 Analytic Assessment Skills	#1 – Defines a problem. #9 – Obtains and interprets information regarding risks and benefits to the community. #11 – Recognizes how the data illuminates ethical, political, scientific, economic, and overall public health issues.
2f. Identify the ethical and legal issues involved in the collection and use of data.	Domain #1 Analytic Assessment Skills	#6 – Applies ethical principles to the collection, maintenance, use, and dissemination of data and information.
2g. Identify how a variety of factors (including age, gender, race, ethnicity, access to economic resources, community norms, etc.) may influence the collection, interpretation, and use of injury and/or violence data.	Domain #1 Analytic Assessment Skills	#4 – Identifies relevant and appropriate data and information sources. #11 – Recognizes how the data illuminates ethical, political, scientific, economic, and overall public health issues.
2h. Define quantitative and qualitative forms data and give examples of their use in constructing and/or evaluating an injury and/or violence prevention programs. Describe the benefits and limitations of each kind of data.	Domain #1 Analytic Assessment Skills	#2 – Determines appropriate uses and limitations of both quantitative and qualitative data.

<p>2i. Explain the importance of data for use in priority setting, program planning, quality improvement, evaluation, and advocacy in injury and/or violence prevention.</p>	<p>Domain #1 Analytic Assessment Skills</p>	<p>#11 – Recognizes how the data illuminates ethical, political, scientific, economic, and overall public health issues.</p>
	<p>Domain #2 Policy Development/ Program Planning Skills</p>	<p>#1 – Collects, summarizes, and interprets information relevant to an issue.</p>
<p>2j. Describe how qualitative and quantitative data can be used in conducting an assets and needs assessment of a community of interest.</p>	<p>Domain #1 Analytic Assessment Skills</p>	<p>#2 – Determines appropriate uses and limitations of both quantitative and qualitative data. #9 – Obtains and interprets information regarding risks and benefits to the community</p>
	<p>Domain #5 Community Dimensions of Practical Skills</p>	<p>#6 – Identifies community assets and available resources #7 – Develops, implements and evaluates a community public health assessment</p>
<p>2k. Demonstrate the ability to present data in a clear and understandable manner for difference audiences.</p>	<p>Domain #1 Analytic Assessment Skills</p>	<p>#8 – Makes relevant inferences from quantitative and qualitative data</p>
	<p>Domain #3 Communication Skills</p>	<p>#6 - Effect ively presents accurate demographic, statistical, programmatic, and scientific information for professional and lay audiences</p>

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Competency 3. Ability to design and implement injury and/or violence prevention activities		
Injury and Violence Prevention Learning Objectives	Public Health Core Competency Domain	Public Health Specific Competencies
3a. Identify and explain the roles of national, state and local level agencies and organizations that can serve as resources for prevention efforts.	Domain #5 Community Dimensions of Practice Skills	#4 – Identifies how public and private organizations operate within a community. #6 – Identifies community assets and available resources. #8 – Describes the role of government in the delivery of community health services.
3b. Explain the role and benefits of collaboration in prevention efforts.	Domain #8 Leadership and Systems Thinking Skills	#4 – Facilitates collaboration with internal and external groups to ensure participation of key stakeholders.
3c. Identify types/examples of current and potential stakeholders/partners and their current prevention activities.	Domain #3 Communication Skills	#2 – Solicits input from individuals and organizations.
	Domain #5 Community Dimensions of Practice Skills	#4 – Identifies how public and private organizations operate within a community. #6 – Identifies community assets and available resources. #8 – Describes the role of government in the delivery of community health services.
	Domain #8 Leadership and Systems Thinking Skills	#4 – Facilitates collaboration with internal and external groups to ensure participation of key stakeholders.
3d. Describe how to identify and prioritize injury and violence problems.	Domain #1 Analytic Assessment Skills	#11 – Recognizes how the data illuminates ethical, political, scientific, economic, and overall public health issues.
	Domain #2 Policy Development/ Program Planning Skills	#1 – Collects, summarizes, and interprets information relevant to an issue.
3e. Describe how to locate and evaluate the best sources of information (or “evidence”) available on which to base intervention decisions.	Domain #1 Analytic Assessment Skills	#4 – Identifies relevant and appropriate data and information sources.
	Domain #2 Policy Development/ Program Planning Skills	#1 – Collects, summarizes, and interprets information relevant to an issue.
3f. Describe various levels where prevention activities can be focused (e.g. individual, institutional, community, public policy).	Domain #2 Policy Development/ Program Planning Skills	#8 – Develops a plan to implement policy, including goals, outcome and process objectives, and implementation steps.
3g. Demonstrate the use of a conceptual model (e.g. Haddon Matrix, social ecological model, etc.) for identifying intervention opportunities.	Domain #6 Basic Public Health Sciences Skills	#4 – Identifies and applies basic research methods used in public health.
3h. Provide examples of interventions that use education/behavior change, legislation/enforcement and technology/engineering to prevent injuries and/or violence. Describe how they can work	Domain #2 Policy Development/ Program Planning Skills	#3 – Identifies, interprets, and implements public health laws, regulations, and policies related to specific programs.

together to create a comprehensive program.	Domain #6 Basic Public Health Sciences Skills	#4 – Identifies and applies basic research methods used in public health.
3i. For a given injury or violence problem, choose and justify an intervention based on 1) relevant data, 2) characteristics of the intended audience, 3) a conceptual model or theory (e.g. social ecological model, stages of change, etc.) and 4) evidence related to “best practice”.	Domain #1 Analytic Assessment Skills	#4 – Identifies relevant and appropriate data and information sources.
	Domain #2 Policy Development/ Program Planning Skills	#1 – Collects, summarizes, and interprets information relevant to an issue. #3 – Identifies, interprets, and implements public health laws, regulations, and policies related to specific programs.
	Domain #6 Basic Health Sciences Skills	#3 – Understands the historical development, structure, and interaction of public health and health care systems. #4 – Identifies and applies basic research methods used in public health
3j. Design an implementation plan, to include a description of the intended audience, goals and objectives, proposed activities, evaluation component, timeline and resources.	Domain #2 Policy Development/ Program Planning Skills	#8 – Develops a plan to implement policy, including goals, outcome and process objectives, and implementation steps.
	Domain #7 Financial Planning and Management Skills	#1 – Develops and presents a budget. #6 – Prepares proposals for funding from external sources.
3k. Describe and understand how cultural, socio-economical, political, and physical environment factors may influence a prevention effort.	Domain #4 Cultural Competency Skills	#2 – Identifies the role of cultural, social and behavioral factors in determining the delivery of public health services #3 – Develops and adapts approaches to problems that take into account cultural differences

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Competency 4. Ability to evaluate injury and/or violence prevention activities

Injury and Violence Prevention Learning Objectives	Public Health Core Competency Domain	Public Health Specific Competencies
4a. Understand the importance of evaluation and why and when evaluation should be done.	Domain #2 Policy Development/ Program Planning Skills	#1 – Collects, summarizes, and interprets information relevant to an issue.
	Domain #6 Basic Public Health Sciences Skills	#4 – Identifies and applies basic research methods used in public health.
4b. Understand how evaluation should be integrated into intervention design and implementation.	Domain #2 Policy Development/ Program Planning Skills	#1 – Collects, summarizes, and interprets information relevant to an issue. #8 – Develops a plan to implement policy, including goals, outcome and process objectives, and implementation steps.
4c. Describe formative, process, impact and outcome evaluation and describe when and how to use each of these.	Domain #2 Policy Development/ Program Planning Skills	#8 – Develops a plan to implement policy, including goals, outcome and process objectives, and implementation steps. #11 – Develops mechanisms to monitor and evaluate programs for their effectiveness and quality.
4d. Describe the use of qualitative and quantitative methods in evaluation, and explain the benefits and limitations of each method.	Domain #1 Analytic Assessment Skills	#2 – Determines appropriate uses and limitations of both quantitative and qualitative data.
4e. Understand effective means of communicating evaluation results as well as the role of evaluation in identifying the key components of an intervention that are effective, for whom they are effective and under what conditions they are effective.	Domain #2 Policy Development/ Program Planning Skills	#11 – Develops mechanisms to monitor and evaluate programs for their effectiveness and quality.
	Domain #3 Communication Skills	#1 – Communicates effectively both in writing and orally, or in other ways.
4f. Identify potential stakeholders/partners and resources to assist in conducting an evaluation.	Domain #2 Policy Development/ Program Planning Skills	#11 – Develops mechanisms to monitor and evaluate programs for their effectiveness and quality.
	Domain #5 Community Dimensions of Practice Skills	#1 – Establishes and maintains linkages with key stakeholders. #3 – Collaborates with community partners to promote the health of the population.
4g. Identify potential barriers to specific types of evaluation and approaches to overcome these.	Domain #1 Analytic Assessment Skills	#11 – Recognizes how the data illuminates ethical, political, scientific, economic, and overall public health issues.
	Domain #4 Cultural Competency Skills	#3 – Develops and adapts approaches to problems that take into account cultural differences.
4h. Develop an evaluation plan for an intervention.	Domain #2 Policy Development/ Program Planning Skills	#11 – Develops mechanisms to monitor and evaluate programs for their effectiveness and quality.

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Competency 5. Ability to build and manage an injury and/or violence prevention program

Injury and Violence Prevention Learning Objectives	Public Health Core Competency Domain	Public Health Specific Competencies
5a. Describe how to establish and maintain an advisory group to assist with the development and monitoring of goals for injury and/or violence prevention within a population (e.g. a community, a state, among children, among Latinos, etc.)	Domain #5 Community Dimensions of Practice Skills	#1 – Establishes and maintains linkages with key stakeholders. #3 – Collaborates with community partners to promote the health of the population.
5b. Develop a long-range plan for injury and/or violence prevention and identify issues that may impact program goals, implementation and sustainability.	Domain #2 Policy Development/ Program Planning Skills	#8 – Develops a plan to implement policy, including goals, outcome and process objectives, and implementation steps.
	Domain #8 Leadership and Systems Thinking Skills	#3 – Identifies internal and external issues that may impact delivery of essential public health services (i.e. strategic planning).
5c. Identify key funding sources for injury and/or violence prevention activities.	Domain #5 Community Dimensions of Practice Skills	#6 – Identifies community assets and available resources.
5d. Prepare a proposal for funding from an external source.	Domain #7 Financial Planning and Management Skills	#6 – Prepares proposals for funding from external sources.
5e. Demonstrate the ability to create and manage a budget.	Domain #7 Financial Planning and Management Skills	#1 – Develops and presents a budget. #2 – Manages programs within budget constraints. #3 – Applies budget processes. #4 – Develops strategies for determining budget priorities.
5f. Demonstrate the ability to prioritize the allocation of resources (e.g. personnel, financial, space, time, equipment, etc.) to align with program goals.	Domain #7 Financial Planning and Management Skills	#5 – Monitors program performance. #7 – Applies basic human relations skills to the management of organizations, motivation of personnel, and resolution of conflicts.
	Domain #8 Leadership and Systems Thinking Skills	#3 – Identifies internal and external issues that may impact delivery of essential public health services (i.e. strategic planning). #6 – Contributes to development, implementation, and monitoring of organizational performance standards.
5g. Develop a plan for hiring, supervising and promoting the professional development of staff.	Domain #7 Financial Planning and Management Skills	#7 – Applies basic human relations skills to the management of organizations, motivation of personnel, and resolution of conflicts.
	Domain #8 Leadership and Systems Thinking Skills	#2 – Helps create key values and shared vision and uses these principles to guide action. #5 – Promotes team and organizational learning.

5h. Demonstrate knowledge of ethical issues that may arise in injury and/or violence prevention practice.	Domain #1 Analytic Assessment Skills	#6 – Applies ethical principles to the collection, maintenance, use and dissemination of data and information.
	Domain #8 Leadership and Systems Thinking Skills	#1 – Creates a culture of ethical standards within organizations and communities
5i. Describe ways that injury and/or violence prevention can be integrated into other programs and identify common barriers to integration.	Domain #5 Community Dimensions of Practice Skills	#1 – Establishes and maintains linkages with key stakeholders. #3 – Collaborates with community partners to promote the health of the population.
5j. Demonstrate the ability to leverage program success to further program growth.	Domain #5 Community Dimensions of Practice Skills	#4 – Identifies how public and private organizations operate within a community.
	Domain #8 Leadership and Systems Thinking Skills	#4 – Facilitates collaboration with internal and external groups to ensure participation of key stakeholders.
5k. Demonstrate the ability to develop and use performance standards to monitor program success.	Domain #8 Leadership and Systems Thinking Skills	#6 – Contributes to development, implementation, and monitoring of organizational performance standards.

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Competency 6. Ability to disseminate information related to injury and/or violence prevention to the community, other professionals, key policy-makers and leaders through diverse communication networks

Injury and Violence Prevention Learning Objectives	Public Health Core Competency Domain	Public Health Specific Competencies
6a. Identify and differentiate the components and methods of designing and delivering effective messages for different audiences.	Domain #3 Communication Skills	#1 – Communicates effectively both in writing and orally, or in other ways. #2 – Solicits input from individuals and organizations.
6b. Demonstrate the ability to prepare different types of written documents (e.g. written testimony, public health brief, fact sheet, press release, letter to the editor, policy statement, website content, etc.) to effectively communicate information about injury and/or violence.	Domain #2 Policy Development/ Program Planning Skills	#2 – States policy options and writes clear and concise policy statements.
	Domain #3 Communication Skills	#1 – Communicates effectively both in writing and orally, or in other ways. #5 – Uses the media, advanced technologies, and community networks to communicate information.
6c. Be able to serve as a resource to the public, media, and policy makers when appropriate and be able to provide referrals to other resources.	Domain #2 Policy Development/ Program Planning Skills	#1 – Collects, summarizes and interprets information relevant to an issue.
	Domain #3 Communication Skills	#1 – Communicates effectively both in writing and orally, or in other ways. #5 – Uses the media, advanced technologies, and community networks to communicate information. #6 – Effectively presents accurate demographic, statistical, programmatic, and scientific information for professional and lay audiences.
6d. Demonstrate the ability to be effectively interviewed by both broadcast and print media on an injury and/or violence topic.	Domain #3 Communication Skills	#1 – Communicates effectively both in writing and orally, or in other ways. #5 – Uses the media, advanced technologies, and community networks to communicate information.
6e. Participate in the preparation of a professional report or publication that addresses an injury and/or violence prevention finding or theory.	Domain #3 Communication Skills	#1 – Communicates effectively both in writing and orally, or in other ways. #6 – Effectively presents accurate demographic, statistical, programmatic, and scientific information for professional and lay audiences.

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Competency 7. Ability to stimulate change related to injury and/or violence prevention through policy, enforcement, advocacy and education

Injury and Violence Prevention Learning Objectives	Public Health Core Competency Domain	Public Health Specific Competencies
<p>7a. Develop and implement a culturally appropriate marketing plan to promote an injury and/or violence prevention activity (e.g. within an organization, given community, etc.).</p>	<p>Domain #3 Communication Skills</p>	<p>#3 – Advocates for public health programs and resources. #5 – Uses the media, advanced technologies, and community networks to communicate information.</p>
	<p>Domain #4 Cultural Competency Skills</p>	<p>#1 – Utilizes appropriate methods for interacting sensitively, effectively, and professionally with persons from diverse cultural, socioeconomic, educational, racial, ethnic and professional backgrounds, and persons of all ages and lifestyle preferences.</p>
<p>7b. Describe the differences between policy, education, lobbying and advocacy as tools to simulate change in the community.</p>	<p>Domain #3 Communication Skills</p>	<p>#3 – Advocates for public health programs and resources.</p>
	<p>Domain #2 Policy Development/ Program Planning Skills</p>	<p>#3 – Identifies, interprets, and implements public health laws, regulations, and policies related to specific programs.</p>
<p>7c. Identify key prevention policies, laws or regulations that address injury and/or violence.</p>	<p>Domain #2 Policy Development/ Program Planning Skills</p>	<p>#1 – Collects, summarizes and interprets information relevant to an issue. #3 – Identifies, interprets, and implements public health laws, regulations, and policies related to specific programs. #4 – Articulates the health, fiscal, administrative, legal, social, and political implications of each policy option. #5 – States the feasibility and expected outcomes of each policy option.</p>
<p>7d. Identify gaps in policies, laws, regulations and enforcement that, if addressed, could reduce injury and/or violence in the community.</p>	<p>Domain #2 Policy Development/ Program Planning Skills</p>	<p>#1 – Collects, summarizes and interprets information relevant to an issue. #3 – Identifies, interprets, and implements public health laws, regulations, and policies related to specific programs. #4 – Articulates the health, fiscal, administrative, legal, social, and political implications of each policy option. #5 – States the feasibility and expected outcomes of each policy option.</p>
<p>7e. Identify potential partners and opponents in influencing policies, laws, regulations and enforcement and distinguish their roles.</p>	<p>Domain #2 Policy Development/ Program Planning Skills</p>	<p>#3 – Identifies, interprets, and implements public health laws, regulations, and policies related to specific programs. #4 – Articulates the health, fiscal, administrative, legal, social, and political implications of each policy option.</p>
	<p>Domain #5 Community Dimensions of Practice Skills</p>	<p>#4 – Identifies how public and private organizations operate within a community.</p>

<p>7f. Describe the role the media and other communication channels play in public education and how to utilize these channels to shape public opinion about injury and/or violence prevention.</p>	<p>Domain #3 Communication Skills</p>	<p>#5 – Uses the media, advanced technologies, and community networks to communicate information.</p>
<p>7g. Identify information on the cost of injury and/or violence and be able to describe its application in policy making.</p>	<p>Domain #1 Analytic Assessment Skills</p>	<p># 9 – Obtains and interprets information regarding risks and benefits to the community. #11 – Recognizes how the data illuminates ethical, political, scientific, economic, and overall public health issues.</p>
	<p>Domain #7 Financial Planning and Management Skills</p>	<p>#10 – Conducts cost-effectiveness, cost-benefit, and cost-utility analyses.</p>
<p>7h. Demonstrate the ability to work effectively with advocacy/survivor groups (e.g. MADD, National Coalition Against Domestic Violence, etc.) to advance injury and/or violence prevention policies, laws or regulations.</p>	<p>Domain #2 Policy Development/ Program Planning Skills</p>	<p>#3 – Identifies, interprets, and implements public health laws, regulations, and policies related to specific programs #5 – States the feasibility and expected outcomes of each policy option.</p>
	<p>Domain #5 Community Dimensions of Practice Skills</p>	<p>#5 – Accomplishes effective community engagements.</p>
<p>7i. Demonstrate the ability to use research and evaluation to develop culturally appropriate policy, advocacy and education initiatives.</p>	<p>Domain #2 Policy Development/ Program Planning Skills</p>	<p>#3 – Identifies, interprets, and implements public health laws, regulations, and policies related to specific programs #5 – States the feasibility and expected outcomes of each policy option. #8 – Develops a plan to implement policy, including goals, outcome and process objectives, and implementation steps.</p>
<p>7j. Demonstrate the ability to translate policy into organizational plans and programs.</p>	<p>Domain #2 Policy Development/ Program Planning Skills</p>	<p>#9 – Translates policy into organizational plans, structures, and programs.</p>
<p>7k. Understand how policy change can have positive or negative effects on injury and/or violence outcomes.</p>	<p>Domain #2 Policy Development/ Program Planning Skills</p>	<p>#5 – States the feasibility and expected outcomes of each policy option.</p>

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Competency 8. Ability to maintain and further develop competency as an injury and/or violence prevention professional

Injury and Violence Prevention Learning Objectives	Public Health Core Competency Domain	Public Health Specific Competencies
8a. Demonstrate the ability to access and use key journal and electronic resources to obtain updated information regarding injury and/or violence prevention.	Domain #6 Basic Public Health Sciences Skills	#6 – Identifies and retrieves current relevant scientific evidence #8 – Develops a lifelong commitment to rigorous critical thinking
8b. Identify key professional organizations and agencies related to injury and/or violence prevention and describe how these organizations can assist in maintaining and developing skills.	Domain #6 Basic Public Health Sciences Skills	#8 – Develops a lifelong commitment to rigorous critical thinking
8c. Identify a potential mentor/advisor who has experience in injury and/or violence prevention and can assist with professional development.	Domain #6 Basic Public Health Sciences Skills	#8 – Develops a lifelong commitment to rigorous critical thinking
8d. Identify and describe training resources, conferences and courses that would be appropriate for learning new information on injury and/or violence prevention strategies, research and best practices.	Domain #6 Basic Public Health Sciences Skills	#6 – Identifies and retrieves current relevant scientific evidence #8 – Develops a lifelong commitment to rigorous critical thinking

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Competency 9. Demonstrate the knowledge, skills and best practices necessary to address at least one specific injury and/or violence topic (e.g. motor vehicle occupant injury, intimate partner violence, fire and burns, suicide, drowning, child injury, etc.) and be able to serve as a resource regarding that area

NOTE: This is the application of expert knowledge & skills to specific injury topic areas and incorporates the majority of the competencies previously described, in addition to those outlined below.

Injury and Violence Prevention Learning Objectives	Public Health Core Competency Domain	Public Health Specific Competencies
9a. Describe the causes and characteristics of the specific injury and/or violence topic.	Domain #1 Analytic Assessment Skills	#1 – Defines a problem.
9b. Identify major sources of data related to the problem.	Domain #1 Analytic Assessment Skills	#4 – Identifies relevant and appropriate data and information sources.
9c. Identify at-risk populations and stakeholders.	Domain #1 Analytic Assessment Skills	#1 – Defines a problem. #7 – Partners with communities to attach meaning to collected quantitative and qualitative data.
	Domain #6 Basic Public Health Sciences Skills	#2 – Defines, assesses, and understands the health status of populations, determinants of health and illness, factors contributing to health promotion and disease prevention, and factors influencing the use of health services.
9d. Describe major risk and protective factors.	Domain #1 Analytic Assessment Skills	#1 – Defines a problem.
9e. Demonstrate the ability to apply varied approaches to prevention, including the use of evidence-based information and/or best practices.	Domain #2 Policy Development/ Program Planning Skills	#8 – Develops a plan to implement policy, including goals, outcome and process objectives, and implementation steps. #11 – Develops mechanisms to monitor and evaluate programs for their effectiveness and quality.