



## SAVIR–STIPDA Joint Committee on Infrastructure Development

**Our vision is to reduce mortality and morbidity from injury in the United States through enhancement of the training infrastructure for state, local, and tribal health departments and their diverse partners.**

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Chair - *Carol Runyan*, PhD, MPH  
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# National Training Initiative for Injury and Violence Prevention

## Why is injury prevention education needed?

- “Injuries are a leading cause of death for Americans of all ages, regardless of gender, race or economic status.” CDC, (*Injury Fact Book 2001-2002*)
- The Institute of Medicine report, *Reducing the Burden of Injury* (1999), recognized that “... there is a yawning gap between what we already know about preventing and ameliorating injuries and what is being done in our communities, work-places and clinics... *education is the area in which the field of injury has made the least progress...*”
- According to the STIPDA Core Capacity Survey in 2001, ‘Intro to injury prevention’ is a training priority for 40% of the directors and 58% of the staff in state injury prevention units. Also, the state injury units reported staff turnover rates of 84% between 1999 and 2001.
- Nationwide, injury and violence prevention positions remain unfilled due to the lack of qualified applicants.
- Of the 19 schools that responded, only 16% of accredited schools of public health report that students are required to take an injury course as a core requirement for a degree objective according to the Association of Schools of Public Health (2002).
- The Institute of Medicine report, (*Who Will Keep the Public Healthy? Educating Public Health Professionals for the 21<sup>st</sup> Century*, 2002), states “We must also build the framework that will allow us, over the longer term, to ensure that public health professionals are prepared with the skills and knowledge necessary to improve population-level health.”

## Who is the primary audience for the training?

### ***An estimate of over 8,000 participants per year who work on injury and violence prevention can benefit from training***

- More than 300 staff in state health departments and the staff of more than 1,200 local health departments who work in injury prevention, along with staff in 400 tribal health departments
- Diverse partners from other government agencies, local organizations, and community coalitions including professionals in child and adolescent health, traffic safety, emergency medical services, health care, law enforcement, fire prevention, social services, SAFE KIDS coalitions, and many others
- Decision-makers from state, local, tribal governments as well as other organizations

## Who is leading the initiative?

- The State and Territorial Injury Prevention Directors Association (STIPDA) and the Society for Advancement of Violence and Injury Research (SAVIR) are leading the effort to enhance the injury prevention training infrastructure in the United States.
- The Maternal and Child Health Bureau (MCHB) and the National Center for Injury Prevention and Control (NCIPC) at CDC have provided planning funds.
- Other partners include the Education Development Center’s Children’s Safety Network (funded by MCHB), Indian Health Service and the National Highway Traffic Safety Administration.

## Why develop injury and violence prevention competencies?

The field of injury prevention includes a wide variety of professionals focusing on unintentional, intentional and unknown mechanisms of injury. By creating a common understanding of the essential skills and knowledge necessary to excel as injury prevention professionals, we are able to identify areas for future training and strengthen the field as a whole. Ultimately, with increased training, published standards and the consistent implementation of best practices, we can reduce the burden of injury.

## What do injury and violence prevention professionals need to know?

This is a fundamental question that has been discussed by practitioners and researchers for decades. The core competencies below are a first attempt at answering that question. The draft, prepared by the Joint Committee on Infrastructure Development, was reviewed during the fall of 2003 by a panel of approximately 60 injury and violence experts from research and practice. The competencies were also open for public comment during September of 2004 and were released to the public in May 2005. Currently, the Committee is preparing a dissemination strategy. When finished, the general competencies (and their specific measurable objectives) will serve as a foundation for a myriad of workforce development efforts from individual skill assessment to continuing education curriculum development.

## The Essentials of Injury and Violence Prevention: Core Competencies

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- 1) Ability to describe and explain injury and/or violence as a major social and health problem.
- 2) Ability to access, interpret, use and present injury and/or violence data.
- 3) Ability to design and implement injury and/or violence prevention activities.
- 4) Ability to evaluate injury and/or violence prevention activities.
- 5) Ability to build and manage an injury and/or violence prevention program.
- 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.
- 7) Ability to stimulate change related to injury and/or violence prevention through policy, enforcement, advocacy and education.
- 8) Ability to maintain and further develop competency as an injury and/or violence prevention professional.
- 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.

## What are the planned programs and services?

- **Curriculum for Injury and Violence Prevention** to provide a systematic and flexible way to learn the skills and knowledge described in the core competencies. The curriculum will build on existing programs where possible and develop new programs to meet the needs of the diverse audience of injury and violence prevention practitioners. The planned curriculum will tap the best teachers and most helpful learning resources and will be available to everyone who works to prevent injury and violence.
- **Training Resources Guide** to serve as a clearinghouse of all the resources for injury and violence prevention training, professional development and continuing education including workshops, conferences, self-study materials, distance learning, train-the-trainer resources and more. Visit our website—[www.InjuryEd.org](http://www.InjuryEd.org)—to keep up with new resources.
- **Toolkits** for new and experienced practitioners including self-assessment of injury and violence competencies, practical resources (for example sample press releases, checklists, templates for evaluation and orientation of new staff and volunteers), and for partners who want to learn more about injury and violence prevention. When developed, these will be available on the website, [www.InjuryEd.org](http://www.InjuryEd.org).
- **Training Resources Questionnaire**, administered in 2004, collected information on the resources that assist injury and violence prevention practitioners in professional development. More than 600 responses were collected and this insight will be used in the development of the Training Resources Guide.