

## **Proficiency Levels**

### **To accompany the Core Competencies for Injury and Violence Prevention National Injury and Violence Prevention Training Initiative (NTI)**

This tool was developed to enhance the use of the core competencies for injury and violence prevention. Its intended purpose is for use in assessing organizational capacity and competency.

Injury and violence prevention practitioners at entry-, mid- and senior levels of a program/agency/organization may use this tool to assess their current standing regarding proficiency in the knowledge and skill areas outlined by the core competencies. These individual self-assessments can then be used to identify gaps in proficiency for individuals within specific areas or across the program/agency/organization as a whole. The document may also be used to plan strategically for program growth, advocate for additional resources, identify proficiencies needed in community partners, assess training needs of staff, prioritize professional development resources, and for assistance in evaluating potential applicants for positions in the organization.

Ultimately, it is anticipated that identification of the variance in knowledge and skills among an organization's workforce can be leveraged to achieve organizational competency and to create an organization that is competent in the range of skills required to best serve injury and violence prevention programs.

The document was developed to illustrate knowledge and skill areas where the listed professionals should be proficient. In this sense, the document identifies current suggested benchmarks for injury programs<sup>1</sup>. Empty cells indicate that knowledge in this area does not have to be at an advanced level. Injury programs are not identical. Thus, higher or lower levels of proficiency could be applied to each cell depending upon the maturity of a particular program.

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<sup>1</sup> The benchmarks of proficiency specified in the document were identified by the NTI Sub-committee on Core Competencies, and with the assistance of the following program managers: Barb Alberson, California Dept. of Health, and Ann Thatcher, Rhode Island Dept. of Health.

## **Definitions**

**Proficient:** Advanced level of mastery of the competency. Individuals are able to synthesize, critique or teach the skill.

**Entry-Level Injury Prevention Program Staff:** Personnel with less than two years of experience who work at the state, local, or tribal level in an injury prevention program and are paid to conduct injury prevention activities.

**Mid-Level Injury Prevention Program Staff:** Personnel with two or more years of experience who work at the state, local, or tribal level in an injury prevention program and are paid to conduct injury prevention activities.

**Injury Prevention Program Directors/Managers/Coordinators:** Personnel who are paid to be responsible for the overall direction of an injury prevention program at the state, local, or tribal level.

## Injury and Violence Prevention Competencies

### Suggested Areas of Proficiency by Workforce Segment

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

<b>Injury and Violence Prevention Learning Objectives</b>	<b>Health Department Workforce</b>		
	<b>Entry-Level Injury Prevention Program Staff</b>	<b>Mid-Level Injury Prevention Program Staff</b>	<b>IP Program Directors/ Managers/ Coordinators</b>
1a. Define injury and describe the concepts of intentionality and mechanism as they relate to injury and/or violence.	Proficient	Proficient	Proficient
1b. Describe the biomechanics which underlie how injuries occur.			
1c. Describe how injury and/or violence compare with other leading causes of morbidity and mortality and with regard to burdens on the population.		Proficient	Proficient
1d. Explain how injuries and/or violence are preventable.	Proficient	Proficient	Proficient
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 interventions.			Proficient
1f. Explain the continuum of injury and/or violence prevention, from primary prevention to acute care and rehabilitation.	Proficient	Proficient	Proficient
1g. Explain the importance of cross-agency collaboration and the role that different agencies, organizations and disciplines play in prevention.			Proficient
1h. Describe how conceptual models (e.g. Haddon Matrix, social ecological model, etc.) are used to portray the multiple factors underlying injury and/or violence.		Proficient	Proficient

<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>Proficient</p>	<p>Proficient</p>
<p>1j. Describe the influence of a variety of factors (e.g. age, gender, race, ethnicity, education, place, access to economic resources, sexual orientation, creed, community norms, access to health care services and the environment, etc.) on the risks of injury and/or violence prevention.</p>			<p>Proficient</p>

## Injury and Violence Prevention Competencies

### Suggested Areas of Proficiency by Workforce Segment

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

Injury and Violence Prevention Learning Objectives	Health Department Workforce		
	Entry-Level Injury Prevention Program Staff	Mid-Level Injury Prevention Program Staff	IP Program Directors/Managers/Coordinators
2a. Describe key sources of data at the national, state and community level and describe their strengths and weaknesses.	Proficient	Proficient	Proficient
2b. Describe the strengths and weaknesses of the International Classification of Diseases (ICD) system and its use.			
2c. Describe the differences between primary (“self-collected”) and secondary data (“existing data”) and provide examples of appropriate uses of each method.			Proficient
2d. Describe how data can be used to identify disparate populations.		Proficient	Proficient
2e. Explain how data can be used to identify emerging issues in injury and/or violence.			
2f. Identify the ethical and legal issues involved in the collection and use of data.		Proficient	Proficient
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.			Proficient
2h. Define quantitative and qualitative forms of data and give examples of their use in constructing and/or evaluating injury and/or violence prevention programs. Describe the benefits and limitations of each kind of data.			
2i. Explain the importance of data for use in priority setting, program planning, quality improvement, evaluation and advocacy in injury and/or violence prevention.	Proficient	Proficient	Proficient

<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>2k. Demonstrate the ability to present data in a clear and understandable manner for different audiences.</p>		<p>Proficient</p>	<p>Proficient</p>

## Injury and Violence Prevention Competencies

### Suggested Areas of Proficiency by Workforce Segment

#### Competency 3. Ability to design and implement injury and/or violence prevention activities.

<b>Injury and Violence Prevention Learning Objectives</b>	<b>Health Department Workforce</b>		
	<b>Entry-Level Injury Prevention Program Staff</b>	<b>Mid-Level Injury Prevention Program Staff</b>	<b>IP Program Directors/Managers/Coordinators</b>
3a. Identify and explain the roles of national, state and local level agencies and organizations that can serve as resources for prevention efforts.			Proficient
3b. Explain the role and benefits of multi-disciplinary collaboration in prevention efforts.			Proficient
3c. Identify types/examples of current and potential stakeholders/partners across multiple disciplines and their current prevention activities.			
3d. Describe how to identify and prioritize injury and violence problems.	Proficient	Proficient	Proficient
3e. Describe how to locate and evaluate the best sources of information (or “evidence”) available on which to base intervention decisions.		Proficient	Proficient
3f. Describe various levels where prevention activities can be focused (e.g. individual, community, public policy).	Proficient	Proficient	Proficient
3g. Demonstrate the use of a conceptual model (e.g. Haddon Matrix, social ecological model, etc.) for identifying intervention opportunities.		Proficient	Proficient
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 together to create a comprehensive program.	Proficient	Proficient	Proficient

<p>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, framework (e.g., Intervention Decision Matrix), or theory (e.g. social ecological model, stages of change, etc.) and 4) evidence related to “best practice.”</p>			<p>Proficient</p>
<p>3j. Design an implementation plan, to include a description of the intended audience, goals and objectives, culturally appropriate proposed activities, evaluation component, timeline and resources.</p>			<p>Proficient</p>
<p>3k. Describe how cultural, socio-economical, political and physical environment factors may influence intervention design and implementation.</p>			

## Injury and Violence Prevention Competencies

### Suggested Areas of Proficiency by Workforce Segment

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

<b>Injury and Violence Prevention Learning Objectives</b>	<b>Health Department Workforce</b>		
	<b>Entry-Level Injury Prevention Program Staff</b>	<b>Mid-Level Injury Prevention Program Staff</b>	<b>IP Program Directors/Managers/Coordinators</b>
4a. Describe the importance of evaluation and why and when evaluation should be done.	Proficient	Proficient	Proficient
4b. Describe how evaluation should be integrated into intervention design and implementation.		Proficient	Proficient
4c. Describe formative, process, impact and outcome evaluation and describe when and how to use each.		Proficient	Proficient
4d. Describe the use of qualitative and quantitative methods in evaluation and explain the benefits and limitations of each method.			
4e. Communicate 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.			Proficient
4f. Identify potential stakeholders/partners and resources to assist in conducting an evaluation.			Proficient
4g. Identify potential barriers to specific types of evaluation and approaches to overcome these.			
4h. Develop an evaluation plan for an intervention.			Proficient

## Injury and Violence Prevention Competencies

### Suggested Areas of Proficiency by Workforce Segment

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

<b>Injury and Violence Prevention Learning Objectives</b>	<b>Health Department Workforce</b>		
	<b>Entry-Level Injury Prevention Program Staff</b>	<b>Mid-Level Injury Prevention Program Staff</b>	<b>IP Program Directors/ Managers/ Coordinators</b>
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).		Proficient	Proficient
5b. Develop a long-range plan for injury and/or violence prevention and identify issues that may impact program goals and sustainability.			Proficient
5c. Identify key funding sources for injury and/or violence prevention activities.			Proficient
5d. Prepare a proposal for funding from an external source.		Proficient	Proficient
5e. Demonstrate the ability to create, justify and manage a budget.			Proficient
5f. Demonstrate the ability to prioritize the allocation of resources (e.g. personnel, financial, space, time, equipment, etc.).			Proficient
5g. Develop a plan for hiring, supervising and promoting the professional development of staff.			Proficient
5h. Demonstrate knowledge of ethical issues that may arise in injury and/or violence prevention practice.			Proficient
5i. Describe ways that injury and/or violence prevention can be integrated into other programs (e.g., programs within the agency, outside the agency, other injury prevention programs) and identify common barriers to integration.			Proficient

5j. Demonstrate the ability to leverage program success to further program growth.			
5k. Demonstrate the ability to develop and use performance standards to monitor program success.			Proficient

## Injury and Violence Prevention Competencies

### Suggested Areas of Proficiency by Workforce Segment

**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	Health Department Workforce		
	Entry-Level Injury Prevention Program Staff	Mid-Level Injury Prevention Program Staff	IP Directors/ Managers/ Coordinators
6a. Identify and differentiate the components and methods of designing and delivering effective messages for different audiences.			
6b. Demonstrate the ability to prepare different types of culturally appropriate 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.			
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 sources.	Proficient	Proficient	Proficient
6d. Demonstrate the ability to be effectively interviewed by both broadcast and print media on an injury and/violence topic.			
6e. Participate in the preparation of a professional report or publication that addresses an injury and/or violence prevention finding or theory.			

## Injury and Violence Prevention Competencies

### Suggested Areas of Proficiency by Workforce Segment

**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	Health Department Workforce		
	Entry-Level Injury Prevention Program Staff	Mid-Level Injury Prevention Program Staff	IP Program Directors/ Managers/ Coordinators
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.).			
7b. Describe the differences between educating, lobbying and advocacy as tools to stimulate change in the community.		Proficient	Proficient
7c. Identify key prevention policies, laws or regulations that address injury and/or violence.	Proficient	Proficient	Proficient
7d. Identify gaps in policies, laws, regulations and enforcement that, if addressed, could reduce injury and/or violence in the community.		Proficient	Proficient
7e. Identify potential partners and opponents in influencing policies, laws, regulations and enforcement and distinguish their roles.			
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.			
7g. Identify information on the cost of injury and/or violence and be able to describe its application in policy making.			

7h. Demonstrate the ability to work effectively with advocacy/survivor groups (e.g. MADD, etc.) to advance the injury and/or violence prevention policies, laws or regulations.			
7i. Demonstrate the ability to use research and evaluation to develop culturally appropriate policy, advocacy and education initiatives.			
7j. Demonstrate the ability to translate policy into organizational plans and programs.			Proficient
7k. Understand how policy change can have positive or negative effects on injury and/or violence outcomes.			Proficient

## Injury and Violence Prevention Competencies

### Suggested Areas of Proficiency by Workforce Segment

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

Injury and Violence Prevention Learning Objectives	Health Department Workforce		
	Entry-Level Injury Prevention Program Staff	Mid-Level Injury Prevention Program Staff	IP Program Directors/ Managers/ Coordinators
8a. Demonstrate the ability to access and use key journal and electronic resources to obtain updated information regarding injury and/or violence prevention.	Proficient	Proficient	Proficient
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.		Proficient	Proficient
8c. Identify a potential mentor/advisor who has experience in injury and/or violence prevention and can assist with professional development.			
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.		Proficient	Proficient

## Injury and Violence Prevention Competencies

### Suggested Areas of Proficiency by Workforce Segment

**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.**

Injury and Violence Prevention Learning Objectives	Health Department Workforce		
	Entry-Level Injury Prevention Program Staff	Mid-Level Injury Prevention Program Staff	IP Directors/ Managers/ Coordinators
9a. Describe the causes and characteristics of the specific injury and/or violence topic.	Proficient	Proficient	Proficient
9b. Identify major sources of data related to the problem.	Proficient	Proficient	Proficient
9c. Identify at-risk populations and stakeholders (e.g., potential partners and opponents).		Proficient	Proficient
9d. Describe major risk and protective factors.	Proficient	Proficient	Proficient
9e. Demonstrate the ability to apply varied approaches to prevention, including the use of evidence-based information and/or best practices.			Proficient