Introduction

The Injury and Violence Prevention (IVP) Orientation Toolkit is a compilation of training resources for those working in health and injury prevention to focus development of the Core Competencies for Injury and Violence Prevention.

It is not an exhaustive list of IVP trainings, but rather a source of key trainings and resources that can help state and local health departments, hospitals, and other prevention organizations to orient and train new members of their IVP program and/or help existing staff to further develop their skills/competencies in specific areas.

A 2016 survey among members of Safe States membership and professional development committees found that most IVP programs do not conduct any type of skills and/or competency assessment (79% for new/entry level staff; 83% for existing staff). Only 25% said their injury and violence prevention program conducts a formal orientation for new/entry level staff, and 45% said their injury and violence prevention program conducts formal or informal training and/or mentoring for existing staff.
Purpose
This toolkit was developed by Safe States Alliance to address a challenge often experienced among injury and violence prevention programs in a variety of settings – a lack of formal injury and violence prevention orientation package or materials.

Key Users
Individuals interested in developing their knowledge and skills can explore the Core Competencies for Injury Prevention wheel, take assessments, and access the toolkit’s online self-studies and other resources. These steps can also be completed in consultation with an individual’s IVP program director and/or program manager as part of an IVP program orientation, staff development plan, and/or continuing education (see below).

IVP Program Directors/Program Managers – from state and local health departments to hospital, non-governmental organizations, private, and other IVP settings – can use the toolkit to orient new staff or help existing staff further develop skills/competencies. Staff members can complete individual assessments and training on their own or in consultation with a program director/manager. Results from assessments can be printed/downloaded for file/record keeping.

Key Features
The IVP Orientation Toolkit was developed to include key features recommended by IVP practitioners and program directors. They include:

• Online access to self-studies and resources
• Standard content relevant to IVP practitioners and programs in numerous settings (e.g., state health department, hospital/trauma center) and varied staff sizes
• Option to tailor and/or add to standard content to include information specific to an individual or a specific IVP program (e.g., organization chart, information on specific programs, state hot topics/challenges, state- or hospital-specific policies/legislation)
• Content reflective of the Core Competencies for Injury and Violence Prevention
Navigation

Keep the following online hierarchy in mind as you navigate through the toolkit:

**Dark blue bar:** Safe States website level
- Includes About Us, Programs, Tools, Education, Policy, Members, Publications
- Click on Education to first access Training Center and IVP Orientation Toolkit

**Small blue text:** Lets you know where you are within toolkit, allows you to move up ≥ 1 level

**Turquoise box:** Training Center level
- Includes turquoise buttons for Training Center Home, searchable Training Database, IVP Orientation Toolkit, Learning Profile

**Light blue bar:** IVP Orientation Toolkit level
- Includes buttons to Explore Core Competencies, Take an Assessment, Set Up a Learning Profile

**Exhibit A: Injury and Violence Prevention Orientation Toolkit Menu Options**
Getting Started

Navigate the homepage using the blue buttons on the right (as seen in Exhibit B):


- **Explore Core Competencies**: The Core Competencies for Injury and Violence Prevention encompass knowledge and skills that are widely considered necessary to work in the field of injury and violence prevention. These competencies provide a basis for workforce development in this field and are intended to guide workforce and curriculum development efforts. This can be accessed via the wheel as well.

- **Take an Assessment**: Assessment 1 assesses knowledge of key Core Competencies while Assessment 2 measures an individual’s level of knowledge for each IVP core competency, as well as each competency’s relevance to one’s job/position.

- **Set up a Learning Profile**: To set up your Learning Profile, you need to create a username and password. Once completed, the Learning Profile will recommend resources for you based on the results of one or both online assessments.

Exhibit B: Injury and Violence Prevention Orientation Toolkit Homepage
Core Competencies Wheel

The Core Competencies for Injury and Violence Prevention encompass essential knowledge and skills that are widely considered necessary to work in the field of IVP.

To Use the Wheel: Click on one of the numbered competencies in the wheel to explore a curated list of recommended training, tools and resources to strengthen proficiency in that competency.

• As seen in Exhibit C on the next page, once in a specific competency, you can view that competency description in dark blue (e.g., Ability to DESIGN and IMPLEMENT injury and/or violence prevention activities).

• Clicking on the blue link, “Click to View Sub-Competencies,” will cause the relevant sub-competencies to appear in a drop-down format.

• Scroll down to view the trainings and other resources for a competency.

• As seen in Exhibit D on the next page, trainings and resources for some competencies will be organized by just “General Resources” (blue sub-heading), while others will have this “General Resources” section and other topic-specific sections (turquoise sub-headings, e.g. Evidence-based approach to prevention).

Keep in mind that an individual is not expected to be an expert in all competencies to be effective in a job. The intent is to be competent in the mix of skills required to best serve IVP programs in their setting.
Exhibit C: Viewing Core Competency Descriptions

Viewing Toolkit Resources for Competency 3

Ability to DESIGN and IMPLEMENT injury and/or violence prevention activities

* Click to View Sub-Competencies

- Identify and explain the roles of national, state and local level agencies and organizations that can serve as resources for prevention efforts.
- Explain the role and benefits of collaboration in prevention efforts.
- Identify types/examples of current and potential stakeholders/partners and their current prevention activities.
- Describe how to identify and prioritize injury and violence problems.
- Describe how to locate and evaluate the best sources of information (or “evidence”) available on which to base intervention decisions.
- Describe various levels where prevention activities can be focused (e.g., individual, institutional, community, public policy).
- Demonstrate the use of a conceptual model (e.g., Haddon Matrix, social ecological model, etc.) for identifying intervention opportunities.

Exhibit D: Core Competency 3 - List of Sub-Competencies and General Resources

Ability to DESIGN and IMPLEMENT injury and/or violence prevention activities

* Click to View Sub-Competencies

**Topic: General Resources**

<table>
<thead>
<tr>
<th>TITLE</th>
<th>FOCUS</th>
<th>TYPE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preventing Violence: A Primer</td>
<td>IVVP</td>
<td>Publication</td>
</tr>
<tr>
<td>Setting Standards to Advance Injury and Violence Prevention in Local Health Departments</td>
<td>IVVP</td>
<td>Publication, Webinar</td>
</tr>
<tr>
<td>Systems Thinking for Injury &amp; Violence Prevention</td>
<td>IVVP</td>
<td>Course</td>
</tr>
<tr>
<td>The Spectrum of Prevention - Developing a Comprehensive Approach to Injury Prevention</td>
<td>IVVP</td>
<td>Publication, Tool</td>
</tr>
</tbody>
</table>

**Topic: Evidence-based approach to prevention**

<table>
<thead>
<tr>
<th>TITLE</th>
<th>FOCUS</th>
<th>TYPE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Road Map to Implementing Evidence-Based Programs</td>
<td>Cross-cutting</td>
<td>Course</td>
</tr>
</tbody>
</table>
Assessments

The toolkit offers two online assessment, both of which are intended to help individuals determine their IVP practice strengths and development opportunities.

You can take an assessment more than once, and if a Learning Profile is created, each completed assessment will be saved, with the date and Quiz Percentage Grade indicated.

It is recommended to first set up a Learning Profile so that your results may be easily saved and/or shared. See Learning Profile section below for more information.

Exhibit E: Accessing Assessments in the Injury and Violence Prevention Orientation Toolkit
Assessment #1

Description
Quiz of 35 multiple choice questions to assess knowledge of key Core Competencies.

Taking the assessment
Once you begin the assessment, you can stop and resume later by using the “Save and Continue Later” link at the bottom of the page. Click the “Submit” button at the bottom of the quiz when you are done.

Results
When “Submit” button is clicked, results will appear. Correct answers and the percent correct answers are shown at the top. When scrolling down - the correct answers are indicated with a green check mark and incorrect answers are indicated with a red X with the correct answer indicated in bold. Results can be shared and saved by the Email, Share or Print buttons at the top of the results page.

Exhibit E: Example of Assessment 1 results with recommended competencies for further study

Entry Date: June 27, 2018 | Entry ID: 237

You answered 25 questions correctly and scored 74%.

Based on your results, we recommend further study in the following competencies. If you are logged in to your user account, a study guide has been saved to your learning profile:

- Competency 4
- Competency 6
- Competency 7
- Competency 8
Assessment #2

Assessment #2 is a tool used for measuring an individual’s level of knowledge for each IVP core competency, as well as each competency’s relevance to one’s job/position. For Assessment #2, it may be helpful to have your job description.

This assessment typically takes more time than Assessment #1 to complete.

Exhibit F: Example of Assessment 2 results with recommended competencies for further study

Once you’ve set up a Learning Profile, your results will also be available in your profile. As seen in Exhibit G on the next page, you can click on “Assessment #1 Results” to see results for each time you completed this assessment. Then click on “View Details”.

Note that you can also share your results by clicking on “Share Entry #”, or delete results for an assessment by clicking on “Delete Entry”.

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https://training.safestates.org/ivp-toolkit/learning-profile/assessment-2-results/entry/6/
Setting Up Your Learning Profile

To set up your Learning Profile, you need to create a username and password. Once completed, the Learning Profile will recommend resources for you based on the results of one or both online assessments.

A benefit of creating a Learning Profile is to be able to save assessment results and keep track of the resources you have completed as you learn more about the Core Competencies. As seen on the next page, clicking on the recommended resource provides an overview and associated links.

Also, note that Learning Profile recommendations are saved and able to be shared with colleagues or supervisors.
**Sharing and Using the Toolkit in your Role**

The toolkit provides an opportunity to share with new staff as part of their job orientation along with helping existing staff build knowledge/skills as part of their professional development.

Staff and Managers can use the IVP Toolkit to **Create an Orientation or Development Plan**.

Steps may include:

- Discuss toolkit with staff member
- Ask staff member to set up Learning Profile and complete Assessments
- Review and discuss Assessment results
- Review and discuss automatically-generated recommendations in Learning Profile
- Tailor and/or add to standard content to include information specific to an individual or a specific IVP program (e.g., organization chart, information on specific programs, state hot topics/challenges, state- or hospital-specific policies/legislation, other in-person or online trainings offered/required at the health department/hospital, key partners the staff person should contact and meet – whatever information Program Director/Manager wants to include in orientation or development plan)
Managers and Program Directors may periodically review each staff’s Learning Profile and track progress completion in the recommended trainings and resources. As seen in the example below, the Learning Profile Recommended Trainings and Resources tracker allows staff to track, mark as complete and share with their Manager/Program Director.

**Exhibit I: Learning Profile Recommended Trainings and Resources tracker.**

We hope you find the IVP Toolkit useful and this User Guide helpful.
For questions regarding the IVP Toolkit or this User Guide, please contact Safe States Alliance at 770-690-9000 or email us at info@safestates.org.