

Describe the skills required by an injury prevention practitioner to work in the community

Level 3

Credits 5

Purpose People credited with this unit standard will be able to describe: the importance of planning and evaluation in effective injury prevention practice; an effective approach to working in a community at increased risk of injury; and the importance of advocacy in effective injury prevention practice.

Subfield Public Health

Domain Injury Prevention

Status Registered

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Entry information Open.

Accreditation Evaluation of documentation and visit by NZQA and industry.

Standard setting body (SSB) The Skills Organisation

Accreditation and Moderation Action Plan (AMAP) reference 0121

This AMAP can be accessed at <http://www.nzqa.govt.nz/framework/search/index.do>.

Special notes

- 1 Definitions
NZIPS stands for New Zealand Injury Prevention Strategy 2003 available at <http://www.nzips.govt.nz>.
Advocacy is the promotion of a cause or course of action in a deliberate attempt to influence policy change.
- 2 Laws and codes of confidentiality and privacy that may be relevant to this unit standard include but are not limited to the Privacy Act 1993, Health and Disability Commissioner (Code of Health and Disability Services Consumers' Rights) Regulations 1996, Health Information Privacy Code 1994.

- 3 Resources include but are not limited to:
Andrew Waa, Francesca Holibar, Carla Spinola, *Planning and Doing Programme Evaluation: An Introductory Guide for Health Promotion* (Auckland; Alcohol and Public Health Research Unit/Whariki, University of Auckland, 1998) available at <http://www.aphru.ac.nz/services/services/manual.htm>;
John Broughton, *Injury to Māori: Does it really have to be like this?* (Te Roopu Rangahau Hauora Māori o Ngai Tahu, 1999).

Elements and performance criteria

Element 1

Describe the importance of planning and evaluation in effective injury prevention practice.

Performance criteria

- 1.1 The description includes an outline of the key terms used in effective injury prevention planning.
- Range key terms must include – goal, objective and strategy, performance indicator.
- 1.2 The description includes the key components in the planning process.
- Range key components include but are not limited to – information gathering and analysis, resources, budget, team building, programme plan, implementation, reviewing of results.
- 1.3 The description includes the purpose and importance of evaluation.
- 1.4 The description includes the main types of evaluation.
- Range evaluation includes – formative, process, impact, outcome.
- 1.5 The description includes the relationship between planning and evaluation.

Element 2

Describe an effective approach to working in a community at increased risk of injury.

Range community could include but is not limited to – Māori, Pacific, low socioeconomic, older adult, youth.

Performance criteria

- 2.1 The description includes the identification of a specific community and its particular needs in accordance with the NZIPS.

- 2.2 The description outlines the resources in the community that are available.
Range evidence of four different resources is required.
- 2.3 The description includes the injury prevention practitioners' roles in working with the community.
Range types of roles may include – motivator, networker, advocate, innovator, team builder, communicator.
Evidence of four different types of roles is required.
- 2.4 The appropriate prevention approach is described in terms of benefits to the community.

Element 3

Describe the importance of advocacy in effective injury prevention practice.

Performance criteria

- 3.1 The description includes a definition of advocacy.
- 3.2 The description includes identification of key public policy decision-makers relevant to the injury prevention sector.
Range key decision makers may include those in – local government, national government, District Health Boards.
- 3.3 The description includes the importance of advocacy in effective injury prevention practice.
- 3.4 The description outlines the six key steps used in advocacy.
Range key steps include the requirements in each of – know your issue, set clear objectives, select your targets, frame the issue, choose the appropriate approach, get your message across.

Please note

Providers must be accredited by NZQA, or an inter-institutional body with delegated authority for quality assurance, before they can report credits from assessment against unit standards or deliver courses of study leading to that assessment.

Industry Training Organisations must be accredited by NZQA before they can register credits from assessment against unit standards.

Accredited providers and Industry Training Organisations assessing against unit standards must engage with the moderation system that applies to those standards.

Accreditation requirements and an outline of the moderation system that applies to this standard are outlined in the Accreditation and Moderation Action Plan (AMAP). The AMAP also includes useful information about special requirements for organisations wishing to develop education and training programmes, such as minimum qualifications for tutors and assessors, and special resource requirements.

Comments on this unit standard

Please contact The Skills Organisation info@skills.org.nz if you wish to suggest changes to the content of this unit standard.