

Learning Assessment Guide

Unit Standard 22237 – Version 2

Describe key concepts and models of injury prevention

Level 3 – 3 Credits

Assessment Summary			
Learner to complete			
Learner's name:			
Employer:			
NSN no. (ROL):		DOB:	
Signed:		Date:	
Assessor to complete			
<input type="checkbox"/> Meets requirements <input type="checkbox"/> More training required <input type="checkbox"/> More evidence required			
Assessor's name:		Assessor's No.	
Signed:		Date:	

Statement of Authenticity

I confirm that all written work produced as evidence for assessment of:

Unit Standard 22237 V2; Level 3 *Describe key concepts and models of injury prevention*

is all my own work.....

(Learner's name & signature)

Date:

Before you begin...

- As well as this Learning Assessment Guide, you may also want to refer to the unit standard from the NZQA website (<http://www.nzqa.govt.nz>).
- Check the learning resources available for this unit standard on the Learning State website (<http://www.learningstate.govt.nz>) under Learners, then Learning Assessment Guides.

The tasks in this assessment are designed to show your assessor that you can:

- *Describe a key injury prevention concept, that injuries are predictable and preventable*
- *Describe an injury prevention framework and effective approaches to prevention*
- *Describe a Māori model of Hauora and its relevance to injury prevention*

This Learning Assessment Guide is made up of:

- Task(s) for you to complete.
- An evidence guide summary for you and the assessor to use to check all the evidence requirements have been met.

Special notes relating to this unit standard:

Definitions:

- *The five Es* are a range of strategies for controlling or preventing injuries. These are education, enforcement engineering, environment and evaluation.
- *Hauora* in the context of this unit standard means the appropriate or right ways or practices that are associated with the holistic well being of an individual as a member of a hapū, whānau and iwi. Definitions of Māori words will be those relevant and in common usage (local iwi and or hapū can verify the local dialect).
- *Mechanism* in this context means types of injury and how they are caused.
- *The Spectrum of Prevention* outlines a continuum of strategies, and is a 'practical, working model' for creating the sort of strategic social change required for successful injury prevention available from Safekids (1990), NZ, unpublished notes, and further information available at <http://www.safekids.org.nz>
- *Haddon's matrix* is a model used to describe the causal chain of events involved in an injury over time.

Resources include but are not limited to:

- World Health Organisation 2004, *Training, Educating, and Advancing Collaboration in Health on Violence and Injury Prevention (TEACH-VIP) Programme*, Geneva: World Health Organisation.
- R R Pere, *Te Wheke: A Celebration of Infinite Wisdom*, 2nd ed (New Zealand: Ako Ako Global Learning Ltd, 1997);
- Mason Durie, *Whaiora: Māori Health Development*, 2nd ed (Auckland: Oxford University Press, 1998);
- Mason Durie, *Te Pae Mahutonga: a model for Māori health promotion*, Unpublished paper (Palmerston North: School of Māori Studies, Massey University, 1999).

Instructions

- Read through all the information contained in this Learning Assessment Guide
- Make sure you understand what is required for each assessment task
- Clarify anything you are unsure about with your assessor, trainer or supervisor
- It is important that you read and are familiar with, the terms and definitions contained in the special notes
- Sources of evidence may include:
 - Written evidence
 - Oral answers recorded by the assessor.
- For written evidence, please complete your answers in the spaces provided
- If you mail your assessment to your assessor, make sure to keep a copy of the completed assessment for your own records
- Assessment for this unit standard must be carried out under controlled, supervised conditions
- All evidence provided for assessment for this unit standard, must be your own work
- Any material copied or taken from another source must be properly acknowledged and referenced.

Kia Kaha and Good Luck

Assessment Task One

Introduction

This assessment focuses on explaining a key injury prevention concept - that injuries are predictable and preventable events

Element One

Tasks

Complete the following

1. Describe how the terms '**accident**' and '**injury event**' are different:

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2. The chart below represents a **Haddon's Matrix**.
 - i) Name the three phases of an injury event over time.
 - ii) Identify a type of injury event and complete the following chart / matrix to show injury as a causal chain of events over time. What are the contributing risk factors for this type of injury?

Type of Injury Event.....

Phases	Risk factors		
	Host (person injured)	Agent / Physical hazard	Environment
.....			
.....			
.....			

Assessment Task Two

Introduction

This assessment focuses on describing an injury prevention framework and effective approaches to injury prevention.

Element two

Tasks

1. Refer to the seven layers of the ***Spectrum of Prevention*** framework (www.safekids.org.nz/index.php/pi_pageid/30) and explain why each layer is a useful and important injury prevention strategy.

Layers of Spectrum of Prevention	Explanation for usefulness and importance
1.	
2.	
3.	
4.	
5.	
6.	
7.	

2.

- a) Identify the **Five E's** of injury prevention
- b) Describe how each of the **Five E's** are applied to prevent a road crash injury

Five E's	Application to road crash injury prevention

3. Compare the effectiveness of **active** and **passive** strategies as approaches to injury prevention

- a) Complete the chart below making sure you use examples to illustrate each point

Description of an Active Strategy	Description of a Passive Strategy

- b) Which of these strategies is considered the most effective?
Give at least one reason to support your statement

Thestrategy is the most effective because

.....

Assessment Task Three

Introduction

This assessment focuses on describing a Maori model of hauora and its relevance to injury prevention.

Range includes but is not limited to: *Te Whare Tapa Wha; Te Pae Mahutonga; Te Wheke*

Element Three

Tasks

Complete the following

1. Traditional Māori health practices work with the 'whole' person (hauora)

a) Choose one Māori model of hauora.....

b) Describe the main concept and principles of the model you have chosen for injury prevention.

Include the four beliefs or cornerstones of traditional Māori health as appropriate
(*You can use the information provided from the pre course reading on Te Whare Tapa Wha*)

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Assessment Guide

This is the assessment guide for you and your assessor to check all the requirements have been met for unit standard 22237 V2; level 3; credit 3. *Describe key concepts and models of injury prevention.*

Element / Task	Evidence required	Judgement	Checklist
<p><i>Element 1 / Task 1</i></p> <p>A key injury prevention concept, that injuries are predictable and preventable is described.</p>	<p>P.C 1.1</p> <p>1. A description of predictable and preventable events will include an outline of the differences between the terms 'accident' and 'injury event'.</p>	<p>1. The description provided includes a clear, accurate difference between 'accident' and 'injury event'</p>	<p>Yes / No</p>
	<p>P.C 1.2</p> <p>2. Using Haddon's Matrix, describe a casual chain of events for a specific injury event.</p>	<p>2. Use of Haddon's matrix to describe a casual chain of events for a specific injury event.</p>	<p>Yes / No</p>
	<p>P.C 1.3</p> <p>Using Haddon's matrix to outline the risk factors for a specific mechanism of injury.</p>	<p>Must include the identified risk factors for a specific mechanism of injury</p>	<p>Yes / No</p>
<p><i>Element 2 / Task 2</i></p> <p>Describe an injury prevention framework and effective approaches to injury prevention.</p>	<p>1.</p> <p>A description of the selected framework is included</p>	<p>1. A complete written description is provided of an injury prevention framework:</p>	<p>Yes / No</p>
	<p>P.C 2.1</p> <p>The usefulness and importance of the injury prevention framework is described</p> <p>Range: Framework may include but is not limited to: <i>The Spectrum of Prevention.</i></p>	<p>A description of the usefulness and importance of the framework is provided.</p>	<p>Yes / No</p>
	<p>P.C 2.2</p> <p>2. The application of the five E's as an approach to injury prevention.</p>	<p>2. The application of the five E's to an injury prevention event is described.</p>	<p>Yes / No</p>

Element / Task	Evidence required	Judgement	Checklist
	<p>P.C 2.3 3. Comparison of the effectiveness of active and passive strategies as approaches to injury prevention.</p>	<p>3. Comparison of the effectiveness of active and passive strategies as approaches to injury prevention is described.</p>	<p>Yes/No</p>
<p><i>Element 3 / Task 3</i></p> <p>A Maori model of hauora and its relevance to injury prevention is outlined</p>	<p>1. a) A Maori model of hauora is selected</p> <p>The relevance to injury prevention is described:</p> <p>The description must include:</p> <p>P.C 3.1 b) An outline of the main concepts and principles of the model.</p> <p>Range: includes but is not limited to <i>the four beliefs or cornerstones of traditional Maori health</i>.</p> <p>P.C 3.2 2. An outline of the practical application of the model in injury prevention practice.</p>	<p>1. a) An appropriate model is selected.</p> <p>A written description is provided of the model that includes</p> <p>b) a description/outline of the main concept and principles of the model</p> <p>2. The description of how the model can be practically applied to injury prevention practice is outlined.</p>	<p>Yes/No</p> <p>Yes / No</p> <p>Yes / No</p>

Learner Assessment Guide

Feedback Form

You have just completed another assessment – well done! Now, can you help us?

We are looking at improving the quality of these learner guides. If you came across anything in this pack that could be improved, we'd like to know about it please.

Tell us what the problem was, and if possible, tell us your solution. It may be that there was unnecessary repetition, or instructions were not clear. If you found it really worked well for you – then we'd also like to know that.

To provide feedback please do one of the following:

- You can email us on feedback@learningstate.govt.nz
- Write your feedback onto the learner guide and return it.
- Complete this form (using more paper if you need to) and return it.
- Complete this form or write your feedback on to another piece of paper and give it to your trainer or assessor who will return it to Learning State

Return address: Research & Development, Learning State, P.O. Box 10243, Wellington 6143

Learner guide for Unit standard number: 22237 Version 2:

Unit Name: Describe key concepts and models of injury prevention

Feedback:

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Thank you very much – tena rawa atu koe