

Learning Assessment Guide

Unit Standard 22238 – Version 2

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

Level 3 – 5 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 22238 V2; Level 3

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

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 the importance of planning and evaluation in effective injury preventions practice*
- *Describe an effective approach to working in a community at increased risk of injury*
- *Describe the importance of advocacy in effective injury prevention practice*

This Learning Assessment Guide is made up of:

- Task(s) for you to complete.
- Assessment Guide for you and your assessor to check all the evidence requirements have been met.

Special notes relating to this unit standard:

- 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).

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 are word processing your assessment, continue on, using as much space as you need
- 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.

2. a) There are three main stages in an injury prevention project planning.
What are the three stages?

i)

ii).....

iii)

b) From the list below identify and briefly describe, five components that form part of a **Needs Assessment**

- *Information gathering and analysis*
- *Budget*
- *Programme plan*
- *Review of results*
- *Identifying likely interventions*
- *Consultation*
- *Key risk factors*
- *Expected outcomes*
- *Methods of presenting findings to key audiences*
- *Resources*
- *Team building*
- *Implementation*
- *Types of evaluation*
- *Setting objectives*
- *Ethnic and cultural needs or considerations*
- *Performance indicators*

Needs Assessment

Component	Description
i)	
ii)	
iii)	
iv)	
v)	

3. The following terms are used in effective injury prevention planning.
Give a general description of each one

Key Term	Description
Goal	
Objective	
Strategy	
Outcome	
Performance Indicator	

4. Give **three** reasons why evaluation an important part of injury prevention practice

i)

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ii)

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iii)

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5. Briefly describe the importance of both planning **and** evaluation as part of effective injury prevention processes?

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6. There are four main types of evaluation – formative; process; impact and outcome

Give a brief description of each one

- **Formative Evaluation**

- **Process Evaluation**

- **Impact Evaluation**

- **Outcome Evaluation**

Assessment Task Two

Introduction

This assessment task requires you to describe an effective approach to working in a community at increased risk of injury

The range of communities could include: Māori, Pacific, older adults, youth, low socioeconomic or others as appropriate

Element two

Tasks

Complete the following

1. a) Name a community at increased risk of injury
- b) What is the risk profile of this community?.....
.....
- c) Use the New Zealand Injury Prevention Strategy (2003) to identify the particular needs for this community
- d) Describe four resources that are available to this community

Description of the particular needs of this at risk community (according to NZIPS 2003)	Four resources available to this community
c)	d) i) ii) iii) iv)

2. In the community there are a variety of roles for injury prevention practitioners.

The roles may include:

- **motivator**
- **innovator**
- **networkers**
- **team builder**
- **advocate**
- **communicator**
- **or other practitioner roles**

a) Choose **four** of these roles and in the sections below, describe what a person in this role does as an injury prevention practitioner working with the community

i)

ii)

iii)

iv)

3. There are several approaches to injury prevention in a community at increased risk of injury.

- Describe **one** appropriate approach to injury prevention.
- Include at least **two** ways that this approach benefits the at risk community.

Assessment task three

Introduction

This section focuses on the importance of advocacy in effective injury prevention practice

Element three

Tasks

1. Give a definition of advocacy and a brief description of what it means

Advocacy is defined as ...

Advocacy, in effective injury prevention practice, means...

Note: Remember to cite your source of reference for definitions and any other quotations

2. Give **two** examples of the importance of advocacy in effective injury prevention practice?

Advocacy is important in effective injury prevention practice because...

i)

ii)

3. Who are **four** important public policy decision makers for the injury prevention sector?
Why are they important?

Key decision makers may include those in:

Local Government Central Government District Health Boards

i) Who?

This role is important because...

ii) Who?

This role is important because...

iii) Who?

This role is important because...

iv) Who?

This role is important because...

4. The six key steps used in advocacy include:

- i) ***Knowing your issue***
- ii) ***Setting clear objectives***
- iii) ***Selecting your targets***
- iv) ***Framing the issue***
- v) ***Choosing the appropriate approach***
- vi) ***Getting your message across***

In the chart below state the six key steps and then identify what is involved in each step

Key steps in advocacy	Description of what is involved

Assessment Guide

This is the assessment guide for you and your assessor to check all the requirements have been met for unit standard 22238 V2

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

Element / Task	Evidence required	Judgement	Checklist
<p><i>Element 1/ Task 1</i></p> <p>Describe the importance of planning an evaluation in effective injury prevention practice</p>	<p>1. A brief outline of the planning process and its importance in effective injury prevention is given</p> <p><i>P.C 1.2</i></p>	<p>All questions are completed</p> <p>Evidence requirements are met</p>	Yes/ No
	<p>2. The main components of the planning process are placed in the appropriate section of the planning process and a short description given about the importance of each component</p> <p><i>P.C 1.1</i></p>		Yes/ No
	<p>3. A general description is given of the meanings of the four terms used in planning – goal; objective; strategy and performance indicator</p> <p><i>P.C 1.3</i></p>		Yes/ No
	<p>4. Description of the importance of evaluation in injury prevention planning</p> <p><i>P.C 1.3</i></p>		Yes/ No
	<p>5. <i>P.C 1.5</i></p> <p>A description is given about the importance of both planning and evaluation in effective injury prevention processes</p>		Yes/ No
	<p><i>P.C 1.4</i></p> <p>6. A brief description is given for each of the four main types of evaluation – formative; process; impact and outcome</p>		Yes/ No

Element / Task	Evidence required	Judgement	Checklist
<p><i>Element 2 / Task 2</i></p> <p>Describe an effective approach to working in a community at increased risk of injury</p>	<p><i>P.C 2.1</i></p> <p>1. a) An at risk community is named – either from the recommended list or another as appropriate</p> <p>b) The specific needs of the named community are described, using the NZIPS 2003</p> <p><i>P.C 2.2</i></p> <p>c) Four resources available to this particular community are identified</p> <p><i>P.C 2.3</i></p> <p>2. Four injury practitioner roles (from the list provided or others as appropriate) are described as they relate to working in the named community</p> <p><i>P.C 2.4</i></p> <p>3. One approach to injury prevention is briefly described and</p> <p>Two ways this approach benefits the named community are given</p>	<p>All questions are answered</p> <p>All evidence requirements are met</p>	<p>Yes / No</p> <p>Yes / No</p> <p>Yes / No</p> <p>Yes / No</p> <p>Yes / No</p> <p>Yes / No</p>
<p><i>Element 3 / Task 3</i></p> <p>Describe the importance of advocacy in effective injury prevention practice</p>	<p><i>P.C 3.1</i></p> <p>1. A definition of the term advocacy is given and a short explanation of the meaning of advocacy is given</p> <p><i>P.C 3.3</i></p> <p>2. Two examples of the importance of advocacy in injury prevention practice are given</p> <p><i>P.C 3.2</i></p> <p>3. Four important public policy decision makers are identified from either local/central government or district health boards</p>	<p>.All questions are completed</p> <p>All evidence requirements are met</p> <p>Any quotations are cited and referenced</p>	<p>Yes / No</p> <p>Yes / No</p> <p>Yes / No</p>

Element / Task	Evidence required	Judgement	Checklist
	<i>P.C 3.4</i> 4. Complete the chart with the six key steps used in advocacy A description of each step is given		Yes / No



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

Learner guide for Unit standard number: 22238 Version 2:

Unit Name: *Describe the skills required by an injury prevention practitioner to work in the community*

Feedback:

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Thank you very much – tena rawa atu koe