Practical Application of the Standards and Indicators for Model Level I and II Trauma Center Injury and Violence Prevention Programs

A Workshop by Safe States Alliance
Welcome & Introductions

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Introducing a five-step process to identify program strengths and opportunities for growth

**Learning Objectives:**

- DESCRIBE the 5-step process for applying the Standards and Indicators for Model level I and II Trauma Center IVP Programs
- APPLY the 5-step process to strategic planning and program assessment efforts
- IDENTIFY effective strategies for disseminating assessment findings and strategic plan
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Describe your experience the last two days in one word
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Topics of interest
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Experience in the room?

- Injury Prevention Professional
- Program Manager
- Hospital Administrator
- Work in an Adult Trauma Center
- Work in a Pediatric Trauma Center
- Work in both adult and pediatric
- Have used the Standards & Indicators
- Have never heard of the Standards & Indicators
- Excited to be here!
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Which statement best describes YOUR experience with the Standards & Indicators?

- 0 This is all NEW to me
- 0 I have HEARD of or SEEN them
- 0 I have USED them to assess my program
Conceptualizing the Hospital IVP Program

**PROGRAM:** The organizational structure/department within the hospital (differs by institution)

**PROGRAMMATIC INTERVENTION:** The specific IVP-related work that the program’s staff implement
Introduction to the Standards and Indicators, Tools, Steps
CORE COMPONENTS

- Leadership
- Partnerships
- Resources
- Effective Interventions
- Data
Components, Standards, & Indicators

<table>
<thead>
<tr>
<th>Core Components</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resources</td>
</tr>
<tr>
<td>Data</td>
</tr>
<tr>
<td>Effective Interventions</td>
</tr>
<tr>
<td>Partnerships</td>
</tr>
</tbody>
</table>

**Standards**
Brief description of the standard for each core component

**Indicators**
Markers that demonstrate whether or not the standard is being met

**Levels**
Core  Enhanced

**STANDARD**
noun: a level of quality or attainment; a required or agreed level of quality or attainment; a model.

**INDICATOR**
noun: a thing, especially a trend or fact, that indicates the state or level of something; a gauge or meter of a specified kind.
Five Steps for Practically Applying the Standards and Indicators for Model Level I and II Trauma Center Injury and Violence Prevention Programs

1. Describe purpose for the assessment
2. Identify and engage stakeholders
3. Collect examples of indicator function
4. Identify program strengths and opportunities
5. Summarize and disseminate findings
1. Describe purpose for the assessment
Describe the Purpose

- Determine the current state of the program
- Identify gaps in data/programs/evaluation
- Facilitate priority setting
- Provide direction for program improvement and growth
  - The assessment is a means to determine a baseline status/condition
  - Creates a foundation for strategic thinking and planning
2. Identify and engage stakeholders
Identifying Stakeholders

**stakeholder**

*noun*

stake·hold·er | ˈstāk-,hōl-dər

**Definition of stakeholder**

1: a person entrusted with the *stakes* of bettors
2: one that has a *stake* in an enterprise
3: one who is involved in or affected by a course of action

Who benefits from a successful HIVP program?
Identifying Stakeholders

**Internal**
- Trauma program management
- Hospital administration
- Community relations department
- Who are your internal stakeholders?

**External**
- Community partners
- Coalition members
- Donors and funders
- Advocacy groups
- Who are we missing?
Engaging Stakeholders

- Make a list
- Start with the obvious
  - Supervisors
  - Those with vested interest
  - Proven champions
- Identify leverage, buy-in or “hook” (why should they help?)
- Know exactly what you need from them (refer to purpose)
- Approach with a clearly defined ask
- Build social capital along the way
Take a break.
You deserve it!
3. Collect examples of indicator function
Select Indicators and Collect Examples of their Function

- Review the Standard
- Review the corresponding indicators (Core or Enhanced)
- Select the indicators that best align with the type of program (All core indicators at minimum)
Examine How Your Program is Functioning for Each Indicator

- Brainstorm exploratory questions to answer what the indicator is asking.
- Provide examples of activities that align with the specific indicator and/or answer your exploratory questions.
  - You may not have examples for everything, that is okay.
  - Examples should be easy to identify and/or think of.
  - Examples should reflect the unit/department function, not a specific intervention.
- Consider the level of functionality:
  1. None/Rarely
  2. Some/inconsistent
  3. Regularity/sustainable
### Example

**STANDARD** The program has adequate resources (e.g., staff and funding) to carry out injury prevention activities, and it is overseen by an injury prevention professional who has and continually updates his or her expertise in injury and violence prevention and ensures that staff have access to relevant training and professional development opportunities.

**STEP 1** Read the indicators below and identify whether the Core (C) or Enhanced (E) indicators are appropriate for your IVP program. Try to determine current examples of how your IVP program is currently functioning in respect to each indicator listed. Be realistic in your response. Avoid trying to create an example if one does not easily come to mind (It is very likely you will have some blanks).

**STEP 2** Indicators rating instructions on page 2

**STEP 3** Assess your current program regarding each indicator below and identify any perceived barriers or opportunities that impact the indicators function. Identifying what helps or hinders an indicators function will help staff with determining solutions to begin moving the indicator towards a higher functionality.

<table>
<thead>
<tr>
<th>EVIDENCE OF CURRENT INDICATOR FUNCTION</th>
<th>C</th>
<th>E</th>
<th>RATING</th>
<th>WHAT IS HELPING</th>
<th>WHAT IS HINDERING</th>
</tr>
</thead>
<tbody>
<tr>
<td>R-1</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>R-2</td>
<td>X</td>
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<td>R-3</td>
<td>X</td>
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<td>R-4</td>
<td>X</td>
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<tr>
<td>R-5</td>
<td>X</td>
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<tr>
<td>R-6</td>
<td></td>
<td>X</td>
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</table>
4. Identify program strengths and opportunities
Identifying Program Strengths

- Refer back to the purpose of your assessment
- Remember this is about the big P
- Highlight contributions to hospital mission, strategic plan, CHNA, etc
- Get input from stakeholders
- It’s ok to brag a little
Identifying Opportunities for Growth

- Choose your battles wisely
- Be realistic about change
- Leverage opportunity for contributions to mission, goals, CHNA
- Get input from stakeholders
- It’s ok to ask for help sometimes
5. Summarize and disseminate findings
Summarize Findings

- Prepare a report that:
  - Showcases program successes
  - Explains how the program contributes to:
    - Community Health Needs Assessment
    - Population Health Initiatives
    - Community Benefit
  - Identifies areas for program improvement
  - Outlines possible solutions and realistic timelines for implementation
Disseminate Findings

- Prior to dissemination:
  - Obtain leadership input for the report
  - Obtain stakeholder input for the report
- Design the report so that it is easily accessible and in a user-friendly format
- Disseminate the report/findings through various and appropriate channels
- Use the report in the verification process
Resources Available!

Welcome to the Injury and Violence Prevention ORIENTATION TOOLKIT

The Safe States Alliance’s Injury and Violence Prevention (IVP) Orientation Toolkit is a free, online resource to assist IVP program managers and staff establish a foundational skillset in the IVP practice.

www.safestates.org/traumalVP
Thank You!!

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### Meeting Evaluation

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I learned something today I can immediately apply to my work</td>
<td></td>
</tr>
<tr>
<td>I plan to use the tools to conduct an assessment on my program within the next year</td>
<td></td>
</tr>
<tr>
<td>I feel well equipped to disseminate findings following an assessment</td>
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<tr>
<td>I feel like I need additional training/support on applying the standards &amp; indicators</td>
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