



## Quarterly Meeting

Maryland Institute for Emergency Medical  
Services Systems (MIEMSS)

February 5, 2008  
12:00-3:30

### Moving Injury Prevention Forward Through Unity and Diversity

#### Minutes

**In attendance:** Angel Bivens, Becky Turpin, Brenda Botchway, Carl Soderstrom, Carolyn Fowler, Harry Rhule, Ida Williams, Jane Edwards, Jenny Clarke, Marie Warner-Crosson, Njeri Thuku, Paul Patrick, Rachel Jenkins, Rose Ann Soloway, Sara Cosenza, Saran Martin, Shelia Johnson, Carrie Swarfert, Ben Selassie, Jon Mark Hirshon, Joe Gillian, Jane Talbot.

**Regrets:** James Haan, Maria Prince, Erin B Hill, Cathy McKelvy, John Purgason, Myra Wieman, Lynn Woods, Jackie Milani, Pamela Southall, Kristina Donnelly, Patricia Carroll, Cyndy Wright-Johnson, Tracey Serpi

#### Partnership Updates:

The Partnership for a Safer Maryland will hold its first annual injury prevention award ceremony this upcoming May. The Partnership hopes to recognize business, non-profits, civic and trade organizations that contribute to injury prevention efforts throughout the state of Maryland. Nominations for award recipients will be accepted from any member of the Partnership for a Safer Maryland. Winners will be chosen by the Steering Committee.

Please fax Nomination Award Forms (attachment) no later than **FEBRUARY 19, 2008** to **410-333-5030** or e-mail to **partnership@safermaryland.com**

**Overview of Injury Related Legislation for 2008:** Paul Patrick, DHMH discussed legislation relating to injury prevention that has been proposed for the 2008 General Session that has come through the Center for Preventive Health Services. Please see the list below of this legislation. Please forward any injury/violence related legislation that you see to the Partnership. By keeping a running tally of bills we can strengthen our advocacy efforts as a group and for our individual members. Remember, there is a distinct difference between lobbying and advocacy, and there are few laws or organizational regulations against advocacy.

**Moving Injury Prevention Forward through Unity and Diversity:** Carolyn Fowler, PhD, MPH, Johns Hopkins School of Nursing. Dr. Fowler briefly introduced the Core Competencies for Injury and Violence Prevention, *developed by the SAVIR-STIPDA joint Committee on Infrastructure Development*. After introducing the Core Competencies, Dr. Fowler asked Partnership members to use the Core Competencies Learning Objectives in order to identify a smaller, more unified set of skills training that could be used in future Partnership training sessions. Please find the results of this activity below. The Partnership will be accepting comments on these priority areas until February 25, 2008. If you were unable to attend the meeting but would like your opinion considered for upcoming skills trainings, please email the Partnership before this date.

[www.healthymaryland.org/safermaryland](http://www.healthymaryland.org/safermaryland)

## Overview of Injury Related Legislation for 2008 General Session

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### House Bill 12 – Increase Fines for Not Wearing Seatbelts

**Overview:** Under this bill the fine for not wearing a seatbelt for a person over the age of 16 seated in either of the two front seats would be increased from \$25 to \$50.

**Position:** We provided a letter of information on this bill. The data clearly indicates that a fine increases compliance with a mandatory seatbelt laws. Furthermore, based on data from other states that have increased fines, we felt Maryland could observe a 4 percent increased seatbelt usage as a result of this law.

### House Bill 114 – ATV Helmet Law

**Overview:** This bill requires all ATV riders under the age of 16 must wear a helmet.

**Position:** We have yet to see this bill come through our office yet, but are certain that it will. We will support this bill as we have in the past. Looks to have decent traction in that there are number of co-sponsors.

### House Bill 143 – Safety for Persons on Bicycles, Play Vehicles, EPAMDs and Motor Scooters

**Overview:** Re-establish the rules of the road for these vehicles. A driver of a motor vehicle could not pass one of these vehicles unless they can do so safely and must give the right-of-way to these vehicles if they are in a designated bicycle lane.

**Position:** Again here we provided a letter of information. Our data on the subject was limited only to bicyclist and that limited our ability to determine the full impact of this bill.

### House Bill 204 – Required a Certain Number of Lifeguards On-Duty at Certain Pools

**Overview:** Required that certain pools (mostly those non-private) have one lifeguard on duty for every 25 people in the pool.

**Position:** The Department took no position

#### House Bill 221 – Altering the Definition of a Motorcycle

Overview: Clarified language as to what a motor cycle is and is not.

Position: The Department took no position.

#### House Bill 249 – Accident Reporting

Overview: Allowed an agent or an employee of a hospital who treated a person involved in a motor vehicle crash to access the police accident report under certain circumstances.

Position: The Department took no position.

#### Senate Bill 20 – Clarify Language that Certain Types of School Vehicles Need Not to be Equipped with Seatbelts

Overview: This bill provides an exemption so that certain types of motor vehicles used by nursery schools, camps, day nurseries, or day care centers to transport children are not required to be equipped with seat belts and are not subject to certain regulations.

Position: The department took no position.

#### Senate Bill 28 – Companion to House Bill 114 (ATV Helmets)

Position: We supported this bill and were set to testify on it in early February; however the sponsor realized that she did not have the votes to get the bill out of committee, so she was going to amend the bill in committee to be a Task Force to study all aspects of safety while riding an ATV. She did make the amendment, but nothing more is known at the time.

Results from the core competencies priority setting activity from the February 5, 2008 quarterly meeting of the Partnership for a Safer Maryland: Small groups reviewed each of the Core Competencies for injury and violence prevention professionals (except for number 9) and chose three learning objectives from each that they felt most represented the types of skills members of the Partnership should have. They used their small groups to gain insight to the types of skills already represented in the Partnership and areas where skill building was still needed. These were presented to the whole group and everyone was asked to vote on the learning objectives they thought were most important for the Partnership to focus on. These will be the basis for future Partnership trainings.

<b>Core Competency Top Three Learning Objectives</b>	<b>Votes</b>
<b>Core Competencies #1: Ability to describe and explain injury and/or violence as a major social and health problem.</b>	
E. Describe an approach to prevention that includes the following steps: (1) problem detection/assessment, (2) identification of risk and protective factors, (3) development of interventions and (4) evaluation of the effectiveness of interventions.	13
F. Explain the importance of collaboration and the role that different agencies, organizations, and disciplines play in prevention.	0
J. Describe the influence of a variety of factors (including age, gender, race, ethnicity, education, access to economic resources, sexual orientation, creed, community norms, access to health care services, and the environment) on injury and/or violence prevention.	0
<b>TOTAL</b>	<b>13</b>
<b>Core Competency #2: Ability to access, interpret, use and present injury and/or violence data.</b>	
I. Explain the importance of data for use in priority setting, program planning, quality improvement, evaluation, and advocacy in injury and/or violence prevention.	7
E. Explain how data can be used to identify emerging issues in injury and/or violence.	1
G. Identify how a variety of factors (including age, gender, race, ethnicity, access to economic resources, community norms, etc.) may influence the collection, interpretation, and use of injury and/or violence data.	2
<b>TOTAL</b>	<b>10</b>

<b>Core Competency #3: Ability to design and implement injury and/or violence prevention activities.</b>	
I. For a given injury or violence problem, choose and justify an intervention based on 1) relevant data, 2) characteristics of the intended audience, 3) a conceptual model or theory (e.g. social ecological model, stages of change, etc.) and 4) evidence related to "best practice."	11
J. Design an implementation plan, to include a description of the intended audience, goals and objectives, proposed activities, evaluation component, timeline and resources.	12
E. Describe how to locate and evaluate the best sources of information (or "evidence") available on which to base intervention decisions.	0
<b>TOTAL</b>	<b>23</b>
<b>Core Competency #4: Ability to evaluate injury and/or violence prevention activities</b>	
E. Understand effective means of communicating evaluation results as well as the role of evaluation in identifying the key components of an intervention that are effective, for whom they are effective and under what conditions they are effective.	4
D. Describe the use of qualitative and quantitative methods in evaluation, and explain the benefits and limitations of each method.	2
G. Identify potential barriers to specific types of evaluation and approaches to overcome these.	13
<b>TOTAL</b>	<b>19</b>

<b>Core Competency #5: Ability to build and manage an injury and/or violence prevention program.</b>	
B. Develop a long-range plan for injury and/or violence prevention and identify issues that may impact program goals, implementation, and sustainability.	10
I. Describe ways that injury and/or violence prevention can be integrated into other programs and identify common barriers to integration.	5
K. Demonstrate the ability to develop and use performance standards to monitor program success.	7
<b>TOTAL</b>	<b>22</b>
<b>Core Competency #6: Ability to disseminate information related to injury and/or violence prevention to the community, other professionals, key policy makers and leaders through diverse communication networks.</b>	
A. Identify and differentiate the components and methods of designing and delivering effective messages for different audiences.	2
B. Demonstrate the ability to prepare different types of written documents (e.g. written testimony, public health brief, fact sheet, press release, letter to the editor, policy statement, website content, etc.) to effectively communicate information about injury and/or violence.	0
C. Be able to serve as a resource to the public, media and policy makers when appropriate and be able to provide referrals to other resources.	13
<b>TOTAL</b>	<b>15</b>

<b>Core Competency #7: Ability to stimulate change related to injury and/or violence prevention through policy, enforcement, advocacy and education.</b>	
A. Develop and implement a culturally appropriate marketing plan to promote an injury and/or violence prevention activity (e.g. within an organization, given community, etc.).	13
C. Describe the role the media and other communication channels play in public education and how to utilize these channels to shape public opinion about injury and/or violence prevention.	4
B. Describe the differences between policy, education, lobbying and advocacy as tools to stimulate change in the community.	16
<b>TOTAL</b>	33
<b>Core Competency #8: Ability to maintain and further develop competency as an injury and/or violence prevention professional.</b>	
B. Identify key professional organizations and agencies related to injury and/or violence prevention and describe how these organizations can assist in maintaining and developing skills.	4
C. Identify a potential mentor/advisor who has experience in injury and/or violence prevention and can assist with professional development.	0
D. Identify and describe training resources, conferences and courses that would be appropriate for learning new information on injury and/or violence prevention strategies, research and best practices	6
<b>TOTAL</b>	10

To learn more about the core competencies for injury and violence prevention professionals please visit <http://www.injured.org/competencies.htm>