

# TEACH-VIP 2

## users' manual



World Health  
Organization

training

# TEACH-VIP 2

Training, Educating and Advancing  
Collaboration in Health on Violence  
and Injury Prevention

users' manual

WHO Library Cataloguing-in-Publication Data

TEACH-VIP 2.

1 CD-ROM + user manual.

1. Violence – prevention and control. 2. Wounds and injuries – prevention and control. 2. Curriculum. 4. Teaching materials. 5. Manuals. I. World Health Organization. II. Title: Training, Educating and Advancing Collaboration in Health on Violence and Injury Prevention.

ISBN 978 92 4 150346 4

(LC/NLM classification: HV 6625)

© **World Health Organization 2012**

All rights reserved. Publications of the World Health Organization are available on the WHO web site ([www.who.int](http://www.who.int)) or can be purchased from WHO Press, World Health Organization, 20 Avenue Appia, 1211 Geneva 27, Switzerland (tel.: +41 22 791 3264; fax: +41 22 791 4857; e-mail: [bookorders@who.int](mailto:bookorders@who.int)).

Requests for permission to reproduce or translate WHO publications – whether for sale or for noncommercial distribution – should be addressed to WHO Press through the WHO web site ([http://www.who.int/about/licensing/copyright\\_form/en/index.html](http://www.who.int/about/licensing/copyright_form/en/index.html)).

The designations employed and the presentation of the material in this publication do not imply the expression of any opinion whatsoever on the part of the World Health Organization concerning the legal status of any country, territory, city or area or of its authorities, or concerning the delimitation of its frontiers or boundaries. Dotted lines on maps represent approximate border lines for which there may not yet be full agreement.

The mention of specific companies or of certain manufacturers' products does not imply that they are endorsed or recommended by the World Health Organization in preference to others of a similar nature that are not mentioned. Errors and omissions excepted, the names of proprietary products are distinguished by initial capital letters.

All reasonable precautions have been taken by the World Health Organization to verify the information contained in this publication. However, the published material is being distributed without warranty of any kind, either expressed or implied. The responsibility for the interpretation and use of the material lies with the reader. In no event shall the World Health Organization be liable for damages arising from its use.

Designed by Inís Communication – [www.iniscommunication.com](http://www.iniscommunication.com)

Printed in Italy

# Contents

Foreword	v
Acknowledgements	vii
<b>1. Introduction</b>	<b>1</b>
1.1 Injury and violence: the scale of the problem	1
1.2 What is TEACH-VIP 2?	1
1.3 Why was TEACH-VIP developed?	2
1.4 Who is TEACH-VIP 2 for?	3
<b>2. The TEACH-VIP 2 training curriculum: structure and contents</b>	<b>5</b>
2.1 General overview	5
2.2 TEACH-VIP 2 training materials	6
2.2.1 Core and advanced curricula contents and structure	7
2.2.2 PowerPoint slides	8
2.2.3 Supporting documentation – lesson notes and student hand-outs	8
<b>3. Using TEACH-VIP 2 most effectively</b>	<b>11</b>
3.1 Adding locally relevant content	11
3.2 Customizing content for different training audiences	14
3.3 Making training sessions more interactive	16
3.4 Managing appropriate time for training sessions	18
3.5 Preparing for different class sizes	19
3.6 Course certification, evaluation and follow-up	20
<b>4. TEACH-VIP 2 and the wider context of capacity building for injury prevention</b>	<b>23</b>
<b>5. Conclusion</b>	<b>27</b>
References	28
<i>Appendix 1. TEACH-VIP core and advanced curricula</i>	<i>29</i>
<i>Appendix 2. Examples of successful TEACH-VIP training sessions</i>	<i>31</i>



# Foreword

Capacity building for injury prevention is one of the main challenges facing the injury prevention area today. The need is very obvious – injuries are a major global public health problem that has largely been overlooked. Reports of the World Health Organization (WHO) such as the *World report on violence and health*, the *World report on road traffic injury prevention*, and the *World report on child injury prevention* have done much to raise awareness about the magnitude of the problem, its impact and the potential for prevention. In a large number of settings this increased awareness has been followed up by specific commitments on the part of governments and an increased willingness to engage with the prevention of injury.

And yet, engaging with injury prevention is inherently challenging. Due to the historical neglect of the area of injury, many countries do not have the experts needed to address the issues based on the best available evidence. Public health students generally receive only a very rudimentary exposure to topics related to injury prevention. Doctors and nurses learn about the management of trauma and injuries but rarely have exposure to the latest knowledge on prevention. Government staff working in sectors relevant to the prevention of injury have not always benefited from such training either. Channels and mechanisms for sharing information across different sectors of government are often insufficient, and personnel and funding required to support basic needs such as injury surveillance are usually absent.

In short, there is a wide variety of needs in terms of developing the capacities required to prevent injury. In order to define its contribution to meeting these needs, WHO held an international consultation meeting in 2002. The primary recommendation emerging from this meeting was that WHO should coordinate the development of a global curriculum for injury prevention and control. The curriculum, known as TEACH-VIP (Training, Educating and Advancing Collaboration in Health on Violence and Injury Prevention), was launched in 2005. In 2007 additional material was added to the curriculum to address the areas of disability and rehabilitation. TEACH-VIP 2 is the first major revision and update of the original TEACH-VIP curriculum, and is provided here in its entirety on CD-ROM with its use described further in this manual. Some of the areas of revision in this edition include: newer case examples, updated data, newer graphics, and new lesson content addressing areas such as child injury, alcohol and violence, intimate partner and sexual violence, and policy.

TEACH-VIP 2 can be used as a basis for training a variety of audiences ranging from students in schools of public health or medicine to officials from government and nongovernmental organizations. Some of TEACH-VIP's many assets are its modular form and the fact that it is provided

electronically, thereby allowing for easy modification to adapt to local conditions and environment.

The TEACH-VIP potential will be better realized if the TEACH-VIP 2 curriculum is used in conjunction with other steps to develop national capacity for injury prevention. Other elements to consider are the existence of a national strategy and plan of action, data collection systems, platforms to share information and coordinate action, prevention programmes and efforts to assist victims and survivors. This users' manual also discusses some other areas in which specific capacity building needs and opportunities exist.

The TEACH-VIP 2 manual is the latest iteration to result from a considerable global effort. The original version of TEACH-VIP was developed over a period of three years in collaboration with more than 60 experts across 19 countries. It is my hope that TEACH-VIP 2 will help in efforts for local, national and regional capacity building and thereby contribute to reducing the unacceptable toll of injuries and violence.

**Dr Etienne Krug**

Director

Department of Injuries and Violence Prevention

World Health Organization

# Acknowledgements

*The World Health Organization gratefully acknowledges the contributions of the following individuals for having developed the TEACH-VIP 2 training content.*

*Core curriculum:*

Carmen Aldinger, Amanda Atkinson, Mark Bellis, Jeanne Breen, Cinnamon Dixon, Karen Hughes, Andrés Villaveces Izquierdo, Mary Lyons, Ian McManus, David Meddings, Christopher Mikton, Margie Peden, Ian Roberts, and Elizabeth Towner.

*Advanced curriculum:*

Carmen Aldinger, Amanda Atkinson, Kidist Bartolomeos, Mark Bellis, Sarah Bott, Jeanne Breen, Nancy Cardia, Cinnamon Dixon, Israel Doron, Andrea Gielen, Alessandra Guedes, Karen Hughes, Andrés Villaveces Izquierdo, Meleckizedeck Khayesi, Mary Lyons, Ariela Lowenstein, Nora Machado, Kara McGee, Ian McManus, David Meddings, John Melvin, Marcellina Mian, Christopher Mikton, Charles Mock, Joan Ozanne-Smith, Jonathon Passmore, Margie Peden, Ian Roberts, Saloni Sharma, David Titelman, Elizabeth Towner, Danuta Wasserman and Tova Winterstein.

*Inputs from the following individuals on the overall development and thematic focus of the training material are gratefully acknowledged:*

Ameena Dennis, Andrea Gielen, Adnan Hyder, Claudia Jinich-Aronowitz, Arthur Kellermann, Charles Mock, Iman Nuwayhid, Philippa Sully and Leif Svanström.

*The World Health Organization also gratefully acknowledges the thoughtful reviews and further inputs to these curricular materials from the following reviewers: Simon Biggs, Marie-Charlotte Bouësseau, Aruna Chandran, Alberto Concha-*

预览已结束，完整报告链接和二维码如下：

[https://www.yunbaogao.cn/report/index/report?reportId=5\\_28563](https://www.yunbaogao.cn/report/index/report?reportId=5_28563)

