

Injury and Violence Prevention

Fall 2017

OEH 4510 / EPID 4510

Time/Location: Tuesdays and Thursdays 11:00 am – 12:20pm
Room C410 CPHB

Instructors:	Corinne Peek-Asa, MPH, PhD	Carri Casteel, MPH, PhD
	S143 CPHB	S314 CPHB
	(319) 335-4895	(319) 384-4388
	corinne-peek-asa@uiowa.edu	Carri-casteel@uiowa.edu

Office Hours: By appointment only

Introduction

Injuries have been the leading killer of children and adolescents in the United States for decades, and are among the leading causes of death for all age groups. Injuries have very specific distributions and risk factors by cause and age. Injuries are preventable, and many successful interventions have been introduced. However, the changing environment will continue to produce new injury risks. The best approach for implementing prevention strategies lies in understanding the incidence, distribution, and risk factors for injuries. The class will be based on this approach, and will include discussion of the incidence and causes of injuries, risk factor distributions, and approaches to prevention.

Course Objectives

This course has two objectives: (1) to familiarize students with the incidence and causes of injuries, and (2) to understand public health approaches to research and prevention of these injuries. Students will learn about the distribution of injuries by age, the risk factors and types of injuries sustained by different causes of injury, and will learn how prevention efforts have reduced injuries from many causes. New risk factors for injuries, as well as new efforts in injury control, will be discussed. Students will learn to:

- Understand and apply concepts of injury control and prevention
- Access and interpret web-based and public-access injury data bases
- Identify and prioritize injury problems based on specific sub-populations
- Quantify and prioritize risk factors within communities and sub-populations
- Identify strategies to prevent injuries
- Understand the implementation and evaluation of effective injury prevention control measures
- Monitor the results of intervention efforts
- Understand the relationship between multiple and simultaneous injury prevention programs

Expectations of Student Performance

1. Regular class attendance is required. Attendance is required and will be taken during each class period. Students are responsible for assuring their attendance is properly recorded. **Students are also asked to turn cell phones off during class.**
2. Students are expected to complete all readings before class and actively participate in class discussions. The readings and subsequent class discussion are essential to achieve the objectives of this course. Readings are posted on the ICON course site.
3. Assignments must be turned in on time at the beginning of the class, unless otherwise negotiated with the course instructors.

4. Class communication will be handled through the ICON course site. Students are expected to regularly check the site for updates, schedule changes and announcements. If you use an e-mail address other than that listed in ICON, please provide it to the instructors.

Student Absences

It is the responsibility of the student to inform the instructor of absences and the reasons for them. If at all possible, this notification should occur **before** class. If a student is absent, they must read the course materials and provide a summary (1/2 to one page) of the lecture materials.

Expectations of Course Assignments

All assignments will be evaluated using the following criteria:

1. The extent to which the stated requirements of the assignment are met; students will receive an outline for each assignment that articulates the required components of the assignment;
2. Clarity and quality of organization and writing; written assignments should be double-spaced with 1-inch margins and proofread for typographical, spelling and grammatical errors;
3. Appropriate application, analysis and synthesis of course content;
4. Use of citations, where appropriate, to avoid plagiarism. If you are not sure how to properly cite material, please consult with the course instructors.

Required Reading

1. Text: Gallagher and Christoffel. Injury Prevention and Public Health: Practical Knowledge, Skills, and Strategies. Aspen Publications. 1999 or 2004 editions are both fine.
2. Readings will be available on the course's ICON site

Grading

Grading will be based on homework assignments, projects and presentations, and class participation. Letter grades will be assigned as follows: A= 90-100%, B= 80-89%, C= 70-79%, D= 60-69%, F= < 60%. A final exam will not be given. Grading rubrics will be used for each assignment, with different rubrics used for graduate and undergraduate students.

Assignments:

Participation	5 points
Haddon Matrix	10 points
WISQARS	5 points
Legislative Language	10 points
Database Assignment	20 points
Logic Model	10 points
Debate	20 points
Advocacy Piece	20 points

Availability of Accommodations for Students with Disabilities

Any student eligible for and needing academic adjustments or accommodations under the Americans with Disabilities Act is requested to notify the instructor as soon as possible to make appropriate arrangements.

Additional Required UI and Policy and Procedures

Administrative Home

This course is given by the College of Public Health. This means that class policies on matters such as requirements, grading, and sanctions for academic dishonesty are governed by the College of Public Health. Students wishing to add or drop this course after the official deadline must receive the approval of the Associate Dean for Academic and Student Affairs in the College of Public Health. Details of the University policy of cross enrollments may be found at: <http://www.uiowa.edu/~provost/deos/crossenroll.doc>

Electronic Communication

University policy specifies that students are responsible for all official correspondences sent to their standard University of Iowa e-mail address (@uiowa.edu). Students should check this account frequently unless a different email address is provided on the ICON site.

Academic Misconduct

Academic misconduct is defined by the University of Iowa in its Code of Student Conduct:

<http://dos.uiowa.edu/policy-list/current/student-responsibilities-6/academic-misconduct-6/>. Please take the time to read this short description. Academic misconduct refers primarily to plagiarism or cheating. **It is the student's responsibility to seek clarification from the course instructor of any situation in which he/she is uncertain whether academic misconduct is/has been involved.**

Plagiarism includes but is not limited to the following:

- presentation of ideas of others without credit to the source;
- use of direct quotations without quotation marks and without credit to the source;
- paraphrasing without credit to the source;
- failure to provide adequate citation for material obtained through electronic research;
- downloading and submitting work from electronic databases without citation;
- submitting material created/written by someone else as one's own, including purchased research papers.

Cheating includes but is not limited to the following

- copying from someone else's homework assignments or research paper;
- allowing someone to copy or submit one's work as his/her own;
- submitting the same paper in more than one course without the knowledge and approval of the instructors involved;

Academic misconduct is a serious matter and is reported to the departmental DEO and to the Associate Dean for Education and Student Affairs. Instructors and DEOs decide on appropriate consequences at the departmental level while the Associate Dean enforces additional consequences at the collegiate level. For example, an incident involving plagiarism will result in consequences to the student ranging from a grade of 0 for that assignment to being terminated from his/her graduate program. Additional details concerning the consequences associated with acts of plagiarism, including a student appeals process, is provided in the Graduate College Manual section IV.F.

Concerns about Faculty Actions

At the beginning of each course, students should be informed of departmental and collegiate complaint procedures and services of the Office of the University Ombudsperson. Complaints should be initiated at the faculty or departmental level. If a complaint cannot be resolved at the faculty, departmental and/or collegiate level, students may file a formal complaint utilizing the procedure specified in II-29.7. *Students who have a concern about a faculty action should first address the issue with the instructor, then the course supervisor (if there is one), and then the departmental DEO. Students may also contact the Associate Dean for Education and Student Affairs in the College of Public Health. Another resource for students is the Office of the University Ombudsperson. If a complaint cannot be resolved at the departmental and/or collegiate level, students may file a formal complaint utilizing the procedure specified in the Operations Manual (II-29.7).*

Understanding Sexual Harassment

Sexual harassment subverts the mission of the University and threatens the well-being of students, faculty, and staff. All members of the UI community have a responsibility to uphold this mission and to contribute to a safe environment that enhances learning. Incidents of sexual harassment should be reported immediately. See the UI Operations Manual for the full University Policy: <http://www.uiowa.edu/~our/opmanual/ii/04.htm>.

Reacting Safely to Severe Weather

In severe weather, class members should seek appropriate shelter immediately, leaving the classroom if necessary. The class will continue if possible when the event is over. For more information on Hawk Alert and the siren warning system, visit <http://hawkalert.uiowa.edu/>.

2017 Schedule of Topics (subject to change)

Date	Topic	Assignments
August 22	Course Introduction Introduction to the Injury Prevention Research Center Overview of Injury Problem Cori Peek-Asa	
August 24	Introduction to Injury Control Theory Cori Peek-Asa Book chapters 1 and 6	Hand out Haddon Matrix Assignment
August 29	Scope, magnitude, and cost of injuries Cori Peek-Asa Book chapter 2	
August 31	Data Sources and Coding Cori Peek-Asa Book chapter 12	Hand out WISQARS assignment
September 5	Introduction to Injury Epidemiology Carri Casteel, PhD Book chapter 3	Haddon Matrix Due
September 7	Development, Aging, and Injury Risk Cori Peek-Asa Book chapter 4	
September 12	Older Adult Falls Carri Casteel, PhD Associate Professor, OEH Book chapter 7	WISQARS assignment due
September 14	Vulnerable Road Users Guest: Cara Hamann , PhD Faculty Associate, Department of Epidemiology	
September 19	National Crash Reconstruction: Influence on Prevention Dr. Deb Bruce National Transportation Research Board	
September 21	Global Road Traffic Safety Cori Peek-Asa Book chapter 8	Database Assignment hand out

September 26	Road Safety for Older Drivers Guest: Jon Davis Postdoctoral Scholar: Injury Prevention Research Center	
September 28	Incidence and Biomechanics of Head Injury Cori Peek-Asa Book chapter 5	Hand out legislative language assignment
October 3	Advocacy and Public Policy Guest: Lisa Roth, BS Outreach Coordinator, Injury Prevention Research Center John Lundell, MA Mayor Coralville Book chapters 9 and 10	
October 5	Brain Development and Trauma Cori Peek-Asa	Legislative language assignment due
October 10	Discuss legislative language	In class discussion of legislative language
October 12	Intimate Partner Violence Kari Harland, PhD Research Coordinator, Emergency Medicine	
October 17	Adverse Childhood Experiences and Trauma Informed Care Guests: Resmiye Oral, MD Professor, Department of Pediatrics Armeda Wojciak, PhD Assistant Professor, College of Education	
October 19	Suicide or firearms Cori Peek-Asa	Database Assignment Due
October 24	Workplace Violence and Occupational Injuries Carri Casteel, PhD Associate Professor, OEH	

October 26	<p>State Response to Reduce Violence Guest: Binnie LeHew Director, Program in Injury Prevention and Rehabilitation Iowa Department of Public Health</p> <p>Book chapter 11</p>	Hand out final debate and advocacy piece assignment
October 31	<p>Total Worker Health Guest: Diane Rohlman, PhD Associate Professor, OEH</p>	
November 2	<p>Global injury surveillance Razvan Chereches, PhD Diana Dulf, PhD University of Babes-Bolyai Cluj School of Public Health</p>	
November 7	<p>Designing and Evaluating Interventions Book chapter 13 and 14</p>	Hand out Logic Model Assignment
November 9	<p>Trauma Care Jim Torner, PhD Department Head and Professor, Epidemiology Tracy Young IPRC Epidemiologist</p>	
November 14	<p>Evaluation continued</p>	
November 16	<p>Unintentional Poisonings Carri Casteel, PhD Associate Professor, OEH</p>	Logic Model Assignment Due
November 21-23	<p>Thanksgiving Break</p>	
November 28	<p>Advocacy</p>	
November 30	<p>TBD – class request</p>	
December 5 - 7	<p>Student debates</p>	Final advocacy piece due December 7