

INJURY AS A PUBLIC HEALTH PROBLEM

FALL 2014

EPID /MHCH /HBHE 625

**GILLINGS SCHOOL OF GLOBAL PUBLIC HEALTH
UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL**

McGavran-Greenberg 2304

Instructors:

Steve Marshall, PhD

Professor, Department of Epidemiology
Director, Injury Prevention Research Center
Office: 137 E. Franklin St., Ste 500, Bank of America Bldg
Campus Box 7505
Phone: 919-966-3916
Email: smarshall@unc.edu

Mike Bowling, PhD

Research Associate Professor, Department of Health Behavior
Associate Director for Research & Assistant Director for Education and Training, Injury
Prevention Research Center
Office: 137 E. Franklin St., Ste 500, Bank of America Bldg
Campus Box 7505
Phone: (919) 302-8166
jbowling@email.unc.edu

Meghan Shanahan, PhD

Research Assistant Professor, Department of Maternal and Child Health
Research Scientist, Injury Prevention Research Center
Office: 137 E. Franklin St., Suite 500, Bank of America Bldg
Campus Box 7505
Phone: 919-843-1673
shanahan@unc.edu

Teaching Assistant:

[Apostolos Alexandridis](#)

Email: aaa@unc.edu

Office hours: immediately after class or by appointment

Course Description: This course considers the causes and consequences of traumatic injury within and dilemmas in injury research and prevention. Injuries associated with transportation, violence, and the home and occupational environments are included. Each of the three modules is a stand-alone, 1 credit course. EPID/MHCH/HB 625 consists of 9 class sessions of 75 minutes each over the first five weeks of the semester. EPID/MHCH/HB 626 and EPID/MHCH/HB 627 run concurrently for the next 10 weeks. EPID/MHCH/HB 625 is a prerequisite for EPID/MHCH/HB 626 and EPID/MHCH/HB 627.

Teaching Objectives:

Through varied instructional strategies including lectures, large group discussion, small group problem-solving and individual presentations, we aim to:

1. Provide a conceptual framework within which to consider injury and violence as a public health problem;
2. Examine injury occurrence and prevention in terms of biological, psychological, socio-cultural, and political elements;
3. Present the epidemiology of major injury and violence problems;
4. Examine critically alternative interventions for injury and violence prevention and the effectiveness of various prevention strategies; and
5. Stimulate interest in the field of injury and violence prevention.

Learning Objectives:

As a result of completing the readings and engaging in critical thinking in activities both in class and out of class, students will be able to:

1. Identify and describe, in epidemiologic terms, the nature and magnitude of major injury and violence problems;
3. Give examples of the major biological, psychological, socio-cultural, and political aspects of injury and violence; and
4. Critically evaluate types and effectiveness of strategies for injury and violence prevention.

Course Expectations and Requirements:

A. Required Readings:

Hemenway D. While we were sleeping. Success stories in injury and violence prevention. University of California Press. May 4, 2009.

All course readings are accessible through the Sakai site for this course.

B. Optional books and recommended readings:

A number of books are recommended for review by students. However, none are required. In addition, students are encouraged to review: www.safetylit.org to learn about newly published papers in the field. All these resources can be a source of ideas and background.

Christoffel T, Gallagher SS. (2006). Injury Prevention and Public Health. Sudbury MA: Jones and Bartlett Publishers.

Christoffel T, Teret S. (1993). Protecting the Public: Legal Issues in Injury. New York: Oxford University Press.

Doll LS, Bonzo SE, Mercy JA, Sleet DA. (Eds). (2007). Handbook of Injury and Violence Prevention. New York: Springer.

Gielen, AC; Sleet, DA; DiClemente, RJ. (Eds). (2006). Injury and Violence Prevention Behavioral Science Theories, Methods, and Applications. San Francisco, CA: Jossey Bass.

- Liller KD. (2012). Injury Prevention for Children and Adolescents – Research, Practice and Advocacy, 2nd Ed. Washington, DC: American Public Health Association.
- McClure R, Stevenson M, McEvoy S. (Eds). (2004). The Scientific Basis of Injury Prevention and Control. Melbourne, Australia: IP Communications.
- Rivara FP, Cummings P, Koepsell TD, Grossman DC, Maier RV. (2001). (Eds). Injury Control: A Guide to Research and Program Evaluation. New York: Cambridge University Press.
- Robertson L. (1998). Injury Epidemiology. (2nd Ed.). New York: Oxford University Press.
- Smith, G; Baker, S; Mohan, D; Barss, P. (1998). Injury Prevention: An International Perspective. New York: Oxford University Press.
- World Health Organization. World Report on Traffic Safety (see <http://www.who.int/en/>)

C. Reading Assignments:

All required reading assignments are listed in the syllabus that follows. There will be some additions noted throughout the semester. You are expected to read the assigned readings before each class session and come prepared to engage in critical discussion of the readings. A list of recommended readings is available for those who want to dig deeper on a specific topic. Students will take turns leading the discussion for each session. A sign-up list will be circulated at the start of each module.

D. Written Assignment: See end of each section’s class schedule. *No late papers accepted without prior approval. Approval only for dire and documented circumstances.*

E. Class Participation

All students are expected to participate actively in the learning process. This requires attending class sessions on time, completing the readings prior to class, preparing for class discussions, and completing assignments on time. We have structured the class to incorporate varied instructional methods including lectures, small group discussions, individual presentations, and larger group discussions.

F. Grading

There will be no final examination. Instead, there will be a written assignment based on the Haddon matrix and countermeasures (module 1) or written assignment and presentation (modules 2 and 3).

Adequate performance, which includes attendance, good participation, and on-time and satisfactory completion of papers, results in a “P” and generally is the norm for the class. A grade of an “H” reflects performance that is exceptional.

Criteria for grading: Grading in this class is, by definition, subjective. However, the following factors are considered:

Written Assignments: Logic of arguments; clarity of expression; scholarliness of approach, including appropriate use of references; extent to which the paper addresses the topic of the assignment. Proper grammar is expected. However, students for whom English is not their first language will be given lenience. Note that while the web is an appropriate source for some types of information (e.g., about governmental organizations), it is not considered an appropriate source for all types of information and should not replace the kind of information gleaned from peer-reviewed papers or books.

Discussion: Thoughtfulness of comments, demonstrating evidence of careful preparation and understanding of material; demonstration of ability to understand, appreciate, and critique alternative viewpoints; demonstration of active listening as well as participation; asking insightful questions; helping to move the discussion along and keep it on track; being on time. Quality of discussion is much more highly valued than quantity, but everyone is expected to contribute.

As previously mentioned, all students are expected to facilitate multiple discussions with their classmates. These discussions will focus on the required readings for that day. As part of the facilitator role, the student will post 2-4 discussion questions on the Sakai site 24 hours before their assigned facilitation day. These discussion questions should facilitate and stimulate discussion among the class. The facilitator will be expected to lead a discussion with his/her classmates based on these questions. A sign-up sheet will be available on the first day of class. There will be multiple facilitators per day with each facilitator leading a discussion of one of the assigned readings.

Grade computation: Grading is done on a four point scale, with the total grade computed based on weights for each assignment. The seven point scale is: H/A = 4; P+/B = 3; P = 3; P/C = 2; L/D = 1; F = 0.