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
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corinne-peek-as@uiowa.edu

Carri Casteel, MPH, PhD
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(319) 384-4388
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**

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/.
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
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| 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 |
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<th>Date</th>
<th>Topic</th>
<th>Speaker(s)</th>
<th>Notes</th>
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<tr>
<td>September 26</td>
<td>Road Safety for Older Drivers</td>
<td>Jon Davis, Postdoctoral Scholar, Injury Prevention Research Center</td>
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<td>September 28</td>
<td>Incidence and Biomechanics of Head Injury</td>
<td>Cori Peek-Asa</td>
<td>Hand out legislative language assignment</td>
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<td>October 3</td>
<td>Advocacy and Public Policy</td>
<td>Lisa Roth, BS Outreach Coordinator, Injury Prevention Research Center</td>
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<td>John Lundell, MA Mayor Coralville</td>
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<td></td>
<td>Book chapters 9 and 10</td>
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<tr>
<td>October 5</td>
<td>Brain Development and Trauma</td>
<td>Cori Peek-Asa</td>
<td>Legislative language assignment due</td>
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<td>October 10</td>
<td>Discuss legislative language</td>
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<td>In class discussion of legislative language</td>
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<td>October 12</td>
<td>Intimate Partner Violence</td>
<td>Kari Harland, PhD Research Coordinator, Emergency Medicine</td>
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<td>October 17</td>
<td>Adverse Childhood Experiences and Trauma Informed Care</td>
<td>Resmiye Oral, MD Professor, Department of Pediatrics</td>
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<td>Armeda Wojciak, PhD Assistant Professor, College of Education</td>
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<td>October 19</td>
<td>Suicide or firearms</td>
<td>Cori Peek-Asa</td>
<td>Database Assignment Due</td>
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<td>October 24</td>
<td>Workplace Violence and Occupational Injuries</td>
<td>Carri Casteel, PhD Associate Professor, OEH</td>
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<td>Guest/Presenter</td>
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<td>October 26</td>
<td><strong>State Response to Reduce Violence</strong></td>
<td>Binnie LeHew&lt;br&gt;Director, Program in Injury Prevention and Rehabilitation Iowa Department of Public Health</td>
<td>Book chapter 11</td>
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<td>October 31</td>
<td><strong>Total Worker Health</strong></td>
<td>Diane Rohlman, PhD&lt;br&gt;Associate Professor, OEH</td>
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<td>November 2</td>
<td><strong>Global injury surveillance</strong></td>
<td>Razvan Chereches, PhD&lt;br&gt;Diana Dulf, PhD&lt;br&gt;University of Babes-Bolyai&lt;br&gt;Cluj School of Public Health</td>
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<td>November 7</td>
<td><strong>Designing and Evaluating Interventions</strong></td>
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<td>Hand out Logic Model Assignment</td>
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<td>November 9</td>
<td><strong>Trauma Care</strong></td>
<td>Jim Torner, PhD&lt;br&gt;Department Head and Professor, Epidemiology&lt;br&gt;Tracy Young&lt;br&gt;IPRC Epidemiologist</td>
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<td>November 14</td>
<td><strong>Evaluation continued</strong></td>
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<td>November 16</td>
<td><strong>Unintentional Poisonings</strong></td>
<td>Carri Casteel, PhD&lt;br&gt;Associate Professor, OEH</td>
<td>Logic Model Assignment Due</td>
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<td>November 21-23</td>
<td><strong>Thanksgiving Break</strong></td>
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<td>November 28</td>
<td><strong>Advocacy</strong></td>
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<td>November 30</td>
<td><strong>TBD – class request</strong></td>
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<td>December 5 - 7</td>
<td><strong>Student debates</strong></td>
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<td>Final advocacy piece due December 7</td>
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