

## Term Information

Effective Term Spring 2024  
*Previous Value Autumn 2022*

## Course Change Information

### What change is being proposed? (If more than one, what changes are being proposed?)

To offer the course as a GE Theme: Health and Well-Being, update course description and remove prerequisites.

### What is the rationale for the proposed change(s)?

The College aligned the course to be a fit with the Health and Well-Being GE Theme

### What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

none

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

## General Information

Course Bulletin Listing/Subject Area	Pub Hlth: Epidemiology
Fiscal Unit/Academic Org	College of Public Health - D2505
College/Academic Group	Public Health
Level/Career	Undergraduate
Course Number/Catalog	4432
Course Title	Injury: A Public Health Problem
Transcript Abbreviation	Injury: PH Problem
Course Description	This course involves critical analysis of injury prevention and control. Students will be exposed to and will learn to develop skills such as summarizing research findings, translating and communicating these findings to an identified audience, and utilizing policy and advocacy for initiating public health change as it relates to injury prevention and control.
<i>Previous Value</i>	<i>This introductory course in injury prevention &amp; control is designed primarily for upper-division undergraduates. Students will be exposed to/learn to develop skills such as summarizing research findings, translating &amp; communicating these findings to an identified audience, &amp; utilizing policy &amp; advocacy for initiating public health change as it relates to injury prevention and control.</i>
Semester Credit Hours/Units	Fixed: 3

## Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never

**Campus of Offering** Columbus, Lima, Mansfield, Marion, Newark, Wooster  
*Previous Value* Columbus

## Prerequisites and Exclusions

**Prerequisites/Corequisites**  
*Previous Value* Prereq: 2410, and PubHHBP 3510; or permission of instructor.  
**Exclusions**  
**Electronically Enforced** Yes

## Cross-Listings

Cross-Listings

## Subject/CIP Code

**Subject/CIP Code** 26.1309  
**Subsidy Level** Baccalaureate Course  
**Intended Rank** Sophomore, Junior, Senior

## Requirement/Elective Designation

Health and Well-being  
The course is an elective (for this or other units) or is a service course for other units

*Previous Value*

*The course is an elective (for this or other units) or is a service course for other units*

## Course Details

**Course goals or learning objectives/outcomes**

- Define the problem of injury (how it is different from other diseases or public health issues/problems); and understand how injury prevention fits within the broader context of public health
- List the risk and protective factors for injury (epi triad, Haddon Matrix, how and where people get injured)
- Describe different surveillance systems used for injury and methods used to study injury (e.g., experimental, epidemiologic, qualitative)
- Discuss approaches to injury reduction (e.g., legal, public policy, environmental, technological, behavioral, interventions) and prevention strategies (successful and unsuccessful)
- Characterize strategies for dissemination of injury prevention information and public health policy

Identify challenges to the field of injury prevention—the broader implications, unintended consequences, missteps and success stories

- Demonstrate knowledge and understanding of injuries as a major public health problem (e.g., by comparing to other leading causes of death)

Identify leading causes of morbidity and mortality from injury

- Quantify the magnitude of the burden of injury and how it is quantified (cost, years of life lost, emergency department visits, hospitalizations, health care costs, days of work/school lost, etc.)
- Rank injury compared with other health concerns/diseases  
Describe risk and protective factors for specific types of injury  
Assess risk/protective factors and determinants of a range of specific injuries
- Detail types of strategies to prevent injuries  
Identify prominent sources of injury  
Access and interpret web-based, public-access injury databases
- Compare the rationale, strengths & limitations of competing injury control strategies (pros/cons, strengths/weaknesses, etc.)
- Critically review research findings; and summarize results into messages to be disseminated to an identified audience (e.g., parents, legislators, etc.)

**Content Topic List**

- Principles of Injury Prevention
  - The Epidemiology and Societal Impact of Unintended Injuries
  - Public Health approach to prevention of pediatric poisoning
  - Behavioral approaches to Injury Prevention
  - Injury Data Systems & Large Data Sets
- Biomechanics of Injury
  - Evaluating Injury Prevention Programs
  - Injury Advocacy
  - Trauma Systems and Injury Severity
  - Motor Vehicle Occupant Protection: An Injury Prevention Success Story
- Innovations in Approaches to Home Safety
  - Social Media and Public Health
  - Assessing Public Health Law Impact on Youth Traumatic Brain Injuries
  - Epidemiology of Suicide in Children and Adolescents
  - Careers in Injury Prevention

**Sought Concurrence**

No

**Attachments**

- PUBHEPI 4432 submission-health-well-being final.pdf: GE Rationale: Health and Well-Being Theme  
*(Other Supporting Documentation. Owner: Droesch, Kynthia Ellen)*
- PUBHEPI 4432 Injury A Public Health Problem.pdf  
*(Syllabus. Owner: Droesch, Kynthia Ellen)*

**Comments**

- revised syllabus to reflect correct meeting patterns. *(by Droesch, Kynthia Ellen on 07/11/2023 08:11 AM)*
- Returned to department at their request to correct an error. RLS *(by Steele, Rachel Lea on 07/11/2023 07:33 AM)*
- Please select another effective term. The panels are not meeting over the summer & thus an AU23 effective term is not possible. Many thanks. *(by Vankeerbergen, Bernadette Chantal on 05/31/2023 11:32 AM)*

**COURSE CHANGE REQUEST**  
4432 - Status: PENDING

Last Updated: Bisesi, Michael Salvatore  
07/11/2023

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Droesch, Kynthia Ellen	04/19/2023 03:50 PM	Submitted for Approval
Approved	Anderson, Sarah Elizabeth	04/27/2023 12:54 PM	Unit Approval
Approved	Bisesi, Michael Salvatore	05/09/2023 03:02 PM	College Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	05/31/2023 11:33 AM	ASCCAO Approval
Submitted	Droesch, Kynthia Ellen	05/31/2023 12:36 PM	Submitted for Approval
Approved	Anderson, Sarah Elizabeth	05/31/2023 01:06 PM	Unit Approval
Approved	Bisesi, Michael Salvatore	06/13/2023 08:56 AM	College Approval
Revision Requested	Steele, Rachel Lea	07/11/2023 07:33 AM	ASCCAO Approval
Submitted	Droesch, Kynthia Ellen	07/11/2023 08:11 AM	Submitted for Approval
Approved	Anderson, Sarah Elizabeth	07/11/2023 08:39 AM	Unit Approval
Approved	Bisesi, Michael Salvatore	07/11/2023 09:11 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	07/11/2023 09:11 AM	ASCCAO Approval

**The Ohio State University College of Public Health, Division of Epidemiology  
PUBHEPI 4432—Injury: A Public Health Problem  
Spring, 2024 (3 credits)**

**Course Director:** Lara McKenzie, PhD

**Course Coordinator:** TBD

**Office location and phone number:** Abigail Wexner Research Institute at Nationwide Children's Hospital, 575 Children's Crossroad, RB3, Room WB5409, 614-355-5855 (P)

**E-mail:** [Lara.McKenzie@nationwidechildrens.org](mailto:Lara.McKenzie@nationwidechildrens.org) or [mckenzie.293@osu.edu](mailto:mckenzie.293@osu.edu)

**Class time and location:** 2 Days/Week (80 min each) Virtual

**Instructor's office hours:** By appointment

**Course Description:** This course involves critical analysis of injury prevention and control is designed for undergraduates. We will touch on many different injury topics during the semester using a multi-level focus. Students will be exposed to and will learn to develop skills such as summarizing research findings, translating and communicating these findings to an identified audience, and utilizing policy and advocacy for initiating public health change as it relates to injury prevention and control.

**Prerequisites (undergraduates):** None.

**Mode of delivery:** This course is 100% online. We will meet for twice per week via Zoom session during our scheduled class meeting time.

**Pace of online activities:** This course is divided into weekly modules. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

**Credit hours and work expectations:** This is a **3-credit-hour course**. According to Ohio State policy ([go.osu.edu/credithours](http://go.osu.edu/credithours)), students should expect around 3 hours per week of time spent on direct instruction (class meetings) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

**Attendance and participation requirements:** Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of students' expected participation:

- **Weekly Zoom Sessions: REQUIRED.** All live, scheduled class sessions for the course are required. If you have a situation that might cause you to miss a class session, discuss it with me *as soon as possible*.
- **Office hours and live sessions: OPTIONAL.** You are encouraged to note my office hours in your weekly schedule and attend as you have questions, but these sessions are optional.
- **Participating in online activities for attendance: AT LEAST TWICE PER WEEK.** You are expected to log in to the course in Carmen at least twice each week to engage with course readings, videos, and assignments. During most weeks you will probably log in many times.

**Big Rocks:** What are the big take away points that learners will have after taking this class?

- Injury is NOT an accident; most injuries are preventable.
- A public health approach is appropriate for injury prevention and can be addressed like other public health problems.
- What are the emerging issues in the field of injury prevention and control?
- Prevention strategies vary (e.g., education, enforcement, engineering), and can be multi-level.
- Injury prevention has a local, regional, national, and global focus.
- What are the careers options in the field of injury prevention and control?

**Course Objectives:** *Upon completion of this course, students will be able to:*

1. Define the problem of injury (how it is different from other diseases or public health issues/problems); and describe how injury prevention fits within the broader context of public health
2. Understand theoretic models for injury (epi triad, Haddon Matrix)
3. Quantify the magnitude of the burden of injury (cost, years of life lost, emergency department visits, hospitalizations, health care costs, days of work/school lost, etc.)
4. Discuss approaches to injury reduction (e.g., legal, public policy, environmental, technological, behavioral interventions) and prevention strategies (primary/secondary/tertiary prevention, successful and unsuccessful)

5. Describe and assess risk/protective factors for specific types of injury
6. Describe different surveillance systems used for injury
7. Understand strategies to evaluate injury prevention programs and interventions
8. Critically review research findings; and summarize results into messages to be disseminated to an identified audience (e.g., parents, legislators, etc.)

**Core Competencies for Undergraduate Students:**

**BSPH Public Health Foundational Competencies (Both Specializations)**

- 1) Summarize the historic milestones in public health.
- 2) Compare and contrast types of major domestic and international public health issues.
- 3) Discuss various approaches/strategies for identification, response and intervention to address and attempt to resolve common public health issues.
- 4) Identify social, political, cultural, behavioral, socioeconomic, demographic and ethical factors and relationships to domestic and international public health issues and determinants of health.
- 5) Apply the fundamental principles of the epidemiology to domestic and international population health issues.

**BSPH: Public Health Sociology Public Health Specialization Competencies**

- 1) Develop quantitative awareness.
- 2) Summarize major factors that contribute to human disease and compromised quality of life.
- 3) Not applicable.
- 4) Not applicable.
- 5) Calculate, analyze and interpret fundamental statistical and epidemiological data.
- 6) Communicate ideas and results that solve community-based public health problems.
- 7) Summarize intervention and disease prevention strategies to sustain and improve quality of life.

**GE Health and Wellbeing Theme**

***Goal 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.***

- 1.1 Engage in critical and logical thinking about the topic or idea of health and wellbeing.
- 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of health and wellbeing.

Activities to achieve goal: Watch the News (Assignment # 2), National Electronic Injury Surveillance System Query (Assignment #4) Advocacy (Assignment # 5), Write a Press Release (Assignment #6)

***Goal 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.***

- 2.1 Identify, describe, and synthesize approaches or experiences as they apply to health and wellbeing.
- 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

Activities to achieve goal: Self-Assessment Quiz (Assignment #1), National Electronic Injury Surveillance System Query (Assignment #4), Advocacy (Assignment # 5), Self-Reflection (Assignment #7)

***Goal 3: Students will explore and analyze health and wellbeing through attention to at least two dimensions of wellbeing. (Ex: physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.).***

- 3.1 Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives.
- 3.2 Identify, reflect on, and apply the skills needed for wellbeing.

Activities to achieve goal: Self-Assessment Quiz (Assignment #1), SOCOs/Social Math (Assignment # 3), Self-Reflection (Assignment #7)

**Course Webpage:** There is a Carmen site for this course, and you can find the syllabus, lecture handouts, readings, assignments, webinars, and supplemental readings, quizzes, and a drop box for assignments. Login with your OSU username and password and go to <https://carmen.osu.edu/>.

**Text/Readings:** In addition to the assigned textbook chapters, students will be expected to read articles from the peer-reviewed literature. You will be responsible for the information covered in these articles. Selected chapters will be assigned from the following textbooks (purchase of these textbooks is not required):

1. *Injury Research: Theories, Methods, and Approaches*. Li G, Baker SP (editors). Springer. 2012.
2. *Handbook of Injury and Violence Prevention*. Doll LS, Bonzo SE, Mercy JA, Sleet DA (editors). Springer. 2007.
3. *Injury and Violence Prevention: Behavioral Science Theories, Methods, and Applications*. Gielen AC, Sleet DA, DiClemente RJ (editors). Jossey-Bass. 2006.
4. Centers for Disease Control and Prevention, National Center for Injury Prevention and Control. National Action Plan for Child Injury Prevention. Atlanta (GA): CDC, NCIPC; 2012

**Grading:** Evaluation and grades will be based on class participation and attendance (10%), a self-assessment quiz and self-reflection (5% each) five assignments (10% each), and a final exam (30%).

Class participation and attendance		10%
Assignment #1	Self-Assessment Quiz	5%
Assignment #2	Watch the News	10%
Assignment #3	SOCOs/Social Math	10%
Assignment #4	NEISS Query	10%
Assignment #5	Advocacy	10%
Assignment #6	Press Release	10%
Assignment #7	Self-Reflection	5%
Final Exam	Final exam	30%
		100%

Final percentage	Final letter grade (grading will not be on a curve)
93-100%	A
90-92%	A-
87-89%	B+
83-86%	B
80-82%	B-
77-79%	C+
73-76%	C
70-72%	C-
67-69%	D+
60-66%	D

**Class Participation and Attendance:** Students are expected to attend each class and participate in class discussions (making comments, asking questions, etc.) and in-class assignments (contributing to the in-class activity). If a student misses a class, it is his/her responsibility to get the information they have missed.

**Syllabus Quiz (ungraded):** Students will complete a short syllabus quiz. Students will have unlimited attempts but must earn 100% before they can access the course content.

**Assignments:** Students will be asked to complete seven assignments:

- 1) Self-Assessment Quiz
- 2) Watch the News;
- 3) SOCOs/Social Math;
- 4) NEISS Query;
- 5) Advocacy;
- 6) Press Release;
- 7) Self-Reflection



Specific length of each assignment will vary but in general, assignments should be 1-2 pages, single-spaced, font of 12 points, 1-inch margins. Assignments should be submitted electronically on Carmen. Points will be deducted for late assignments. Examples of each assignment will be provided or discussed in class. Each assignment will be graded on a 1-5 scale, with the following rubric as a guide for the scores:

<b>5</b>	<b>Exceptional.</b> Exceptionally strong and correct responses with essentially no errors, omissions, or extraneous information.
<b>4</b>	<b>Excellent.</b>
<b>3</b>	<b>Very Good.</b>
<b>2</b>	<b>Satisfactory.</b>
<b>1</b>	<b>Marginal/poor.</b>

**Assignment #1 Self-Assessment Quiz:** Students will complete a short self-assessment quiz regarding injury and public health at the start of the semester on Carmen.

### Assignment #2 Watch the News.

Your assignment is to watch the news (TV, online, local/national) and answer the following questions (1-2 pages total):

- 1) What injury related stories were covered?
- 2) What do you remember about what was presented?
- 3) Were recommendations made?
- 4) Were resources or other sources of information provided?
- 5) Were risk factors or numeric risk estimations presented?
- 6) Was personal story featured (i.e., a person or family who was affected by this condition)?

Identify at least two citations and/or sources (journal article, government report, etc.) related to the topic and summarize in a short paragraph

### Assignment #3 SOCOs/Social Math.

Describe the importance of having a Single Overriding Communication Objective (SOCO). Select 2 research findings (results) from a pre-reviewed article, copy and paste these exactly as they are stated in the article; re-write these to be talking points/SOCOs; at least one example should use social math; use Flesch-Kincaid reading grade level to determine the reading grade level of your SOCOs and report the score for each (you should aim for a 6<sup>th</sup> grade reading grade level).

### Assignment #4 National Electronic Injury Surveillance System Query.

Using the NEISS Highlights, Data and Query Builder available at <https://www.cpsc.gov/cgibin/NEISSQuery/home.aspx>. Perform a query for Top 20 Product Injury Estimates by Sex and Age (2022). After you retrieve your query results, answer the following questions (1-2 pages total):

- 1) For females aged 75-84 years what is the 4<sup>th</sup> ranked product group?
- 2) What is the estimated number of injuries, coefficient of variation (CV), and the estimated rate of injury per 100,000 population in the United States for #1 above?
- 3) What do these numbers represent?
- 4) Where and how are these data collected?
- 5) Describe one way that consumers, manufacturers or policy makers could utilize these results.
- 6) What strategies could be used to prevent injuries due to the 4<sup>th</sup> ranked product group among this age group?
- 7) Find and summarize 2-3 sources related to this product group and/or type of injuries sustained.

### Assignment #5 Advocacy.

**PART A.** Go visit a local park in your community. Drive by, park, hang out, have a picnic. Yes, this is part of your assignment. Select an injury prevention issue or topic related to use of your park or some recreation activity performed at your park (e.g., hiking, playground, biking, etc.). Write a **policy action letter** to your city council about the need for a specific injury prevention measure at your local park. Use compelling language appropriate for a policy action letter, include citations and references to justify your request. An example of a policy action letter will be discussed in class prior to this assignment.

**PART B (also complete Part B written assignment 1 or 2).** Attend a community meeting in your neighborhood/community. Find out when the group meets and attend one of their public meetings (a virtual meeting is fine if they are only meeting virtually). Complete option 1 or 2 below.

**Part B-Written assignment OPTION 1.** Summarize the health and safety topics discussed during the meeting. Write a 1-page report including your suggestions and/or recommendations for solving one of the issues that was discussed. If none were discussed, please complete Option 2 instead.

**Part B-Written assignment OPTION 2.** Read and review the editorial in Concussion on helmets in women's lacrosse, "Helmets in women's lacrosse: what the evidence shows". Your role: You have been selected as the designated speaker/presenter in favor of implementing a policy requiring helmets in women's lacrosse—**write a 1 to 2 page speech/presentation/infographic** that you will present to the council before the final vote. Support your position with research findings and data as needed to make your argument compelling and persuasive. **Extra credit**—video tape yourself giving your speech/presentation or explaining your infographic.

### **Assignment #6 Write a Press Release.**

You will be provided/assigned a research article. Your assignment is to write a press release that will be distributed over the news wire service about the results of this article. Your press release should follow the example format provided and discussed in class for word length, spacing/margins, font size/type, etc. Don't forget to include affiliations as to where the media/reporters should go for more information about the study or to speak with the study authors. Include an attention grabbing headline; include a quote or quotes from the study authors, etc.

### **Assignment #7: Self-Reflection**

Write a reflection addressing something new you learned in the course, see below for some helpful prompts/suggestions:

1. What information discussed during the course was most *interesting* to you?
2. What prevention strategy or strategies addressed during the course were *novel and/or innovative*?
3. How have these injury topics *impacted you* or those around you?
4. What do you think is the *strongest (most effective) injury prevention strategy* we discussed this semester?

**Final Exam:** There will be an online final exam that will be based on the lecture material, readings, discussion, and assignments. The final exam will have short-answer and essay-type questions. Students who miss an exam will not be allowed to take a make-up exam unless there is a valid excuse. The final exam must be completed without the help of other individuals.

### **Course Technology**

#### *Technology support*

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at [ocio.osu.edu/help/hours](https://ocio.osu.edu/help/hours), and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** [ocio.osu.edu/help](https://ocio.osu.edu/help)
- **Phone:** 614-688-4357(HELP)
- **Email:** [servicedesk@osu.edu](mailto:servicedesk@osu.edu)
- **TDD:** 614-688-8743

#### *Technology skills needed for this course*

- Basic computer and web-browsing skills
- Navigating Carmen ([go.osu.edu/canvasstudent](https://go.osu.edu/canvasstudent))
- CarmenZoom virtual meetings ([go.osu.edu/zoom-meetings](https://go.osu.edu/zoom-meetings))
- Recording a slide presentation with audio narration ([go.osu.edu/video-assignment-guide](https://go.osu.edu/video-assignment-guide))
- Recording, editing, and uploading video ([go.osu.edu/video-assignment-guide](https://go.osu.edu/video-assignment-guide))

#### *Required equipment*

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

#### *Required software*

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at [go.osu.edu/office365help](https://go.osu.edu/office365help).

#### *Carmen access*

You will need to use BuckeyePass ([buckeyepass.osu.edu](https://buckeyepass.osu.edu)) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions ([go.osu.edu/add-device](https://go.osu.edu/add-device)).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application ([go.osu.edu/install-duo](https://go.osu.edu/install-duo)) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

### **Class Policies**

**Attendance.** Each student is expected to attend the course zoom sessions each week. Only one excused miss will be allowed. If a student misses more than one course zoom session, the final grade will be lowered by 5% for each absence (e.g., if a student has one excused absence and two absences after that, the final grade will be lowered by 10%).

**Communication.** The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful. **Writing style** for any written assignments should use good grammar, spelling, and punctuation. Lack of attention to writing style detracts from the message you are communicating and will influence your grade on that assignment. **Tone and civility** are important for a supportive learning community, where everyone feels safe and can disagree amicably. **Citing your sources** for any written assignments is a must. Please follow APA (American Psychological Association) style. **Backing up and saving your work** is a necessity, consider composing your assignments and saving your data files in a word processor where you can save and format your assignments before submission.

**Questions to Instructor:** In most cases you may email me questions about the course or use the discussion board on Carmen. If you want to schedule an appointment or if you have a question about a grade, you may email or call me in my office.

**Office of Student Life: Disability Services:** Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Office of Student Life: Disability Services at 614-292-3307 in Room 098 Baker Hall 113 W. 12<sup>th</sup> Ave. to coordinate reasonable accommodations for students with documented disabilities (<http://www.ods.ohio-state.edu/>).

**Mental Health Services:** As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting <http://ccs.osu.edu> or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org).

**Academic integrity:** Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University, the College of Public Health, and the Committee on Academic Misconduct (COAM) expect that all students have read and understood the University's *Code of Student Conduct* and the School's *Student Handbook*, and that all students will complete all academic and scholarly assignments with fairness and honesty. The *Code of Student Conduct* and other information on academic integrity and academic misconduct can be found at the COAM web pages (<http://oaa.osu.edu/coam/home.html>). Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct*, the *Student Handbook*, and in the syllabi for their courses may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Please note that the use of material from the Internet without appropriate acknowledgement and complete citation is plagiarism just as it would be if the source were printed material. Further examples are found in the *Student Handbook*. Ignorance of the *Code of Student Conduct* and the *Student Handbook* is never considered an "excuse" for academic misconduct.

If I suspect a student of academic misconduct in a course, I am obligated by University Rules to report these suspicions to the University's Committee on Academic Misconduct. If COAM determines that the student has violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in the course and suspension or dismissal from the University. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Week	Session	Topic	Suggested Reading	Assignment
1	1	Injury: A Public Health Problem—Overview of Course	Runyan CW. Introduction: Back to the Future—Revisiting Haddon’s Conceptualization of Injury Epidemiology and Prevention. <i>Epidemiologic Reviews</i> . 2003;25:60-64.	Introduction Due Assignment #1 will be explained
	2	Principles of Injury Prevention	Sleet DA, Schieber RA, Gilchrist J. Health Promotion Policy and Politics: Lessons from Childhood Injury Prevention. <i>Health Promotion Practice</i> . 2003; 4(2):103-108.	Syllabus Quiz Due
2	3	Evaluation of Injury Prevention Programs	Doll L, Bartenfeld T, Binder S. Evaluation of interventions designed to prevent and control injuries. <i>Epidemiol Rev</i> . 2003;25:51-9.	Assignment #1 Due
	4	The Societal Impact of Unintentional Injuries	Sattin RW, Corso PS. The Epidemiology and Costs of Unintentional and Violent Injuries. In <i>Handbook of Injury and Violence Prevention</i> . Doll LS, bonzo SE, Mercy JA, Sleet DA (editors). Springer, pgs. 3-20.	Review Assignment #1
3	5	Social Media Toolkit and Injury Prevention	The Health Communicator’s Social Media Toolkit. Centers for Disease Control and Prevention. Electronic Media Branch, Division of News and Electronic Media, Office of the Associate Director of Communication (2011). <a href="http://www.cdc.gov/socialmedia/tools/guidelines/pdf/socialmediatoolkit_b m.pdf">http://www.cdc.gov/socialmedia/tools/guidelines/pdf/socialmediatoolkit_b m.pdf</a>	Assignment #2 will be explained
	6	Injury Surveillance	Owens PL, M. L. Barrett, et al. Emergency department care in the United States: a profile of national data sources. <i>Ann Emerg Med</i> . 2010;56(2):150-165.	
4	7	Trauma Systems and Injury Severity	Vickers BP, Shi J, Lu B, Wheeler KK, Peng J, Groner JI, Haley KJ, Xiang H. Comparative study of ED mortality risk of US trauma patients treated at Level 1 and Level II vs nontrauma centers. <i>Am J Emerg Med</i> . 2015 Sep; 33(9): 1158-65.	Assignment #2 Due
	8	A Global Perspective of Injury Prevention	Franklin RC, Sleet DA. Injury prevention and health promotion: A global perspective. <i>Health Promot J Austr</i> . 2018 Aug;29(2):113-116.	Assignment #3 will be explained
5	9	Injury Advocacy	Adding Power to Our Voices: A Framing Guide for Communicating About Injury. Centers for Disease Control and Prevention, National Center for Injury Prevention and Control, 2010 (version 2).	Review Assignment #2
	10	Injuries Occurring in Home	McKenzie LB, Roberts KJ, McAdams RJ, Abdel-Rasoul M, Kristel O, Szymanski A, Keim SA, Shields WC. Efficacy of a mobile technology-based intervention for increasing parents’ safety knowledge and actions: a randomized controlled trial. <i>Inj Epidemiol</i> . 2021;8(56).	Assignment #3 Due
6	11	Innovations in Approaches to Home Safety	McKenzie LB, Ahir N, Stolz U, Nelson NG. Household cleaning product-related injuries treated in US emergency departments in 1990-2006. <i>Pediatrics</i> . 2010 Sep; 126(3): 509-16.	Assignment #4 will be explained
	12	Injury in Infancy	Task Force on Sudden Infant Death Syndrome. SIDS and other sleep-related infant deaths: updated 2016 recommendations for a safe infant sleeping environment. <i>Pediatrics</i> . 2016 Nov;138(5):e20162938.	Review Assignment #3
7	13	Pediatric Poisoning	Valdez AL, Casavant MJ, Spiller HA, Chounthirath T, Xiang H, Smith GA. Pediatric exposure to laundry detergent pods. <i>Pediatrics</i> . 2014 Dec;134(6):1127-35.	Assignment #4 Due
	14	Pediatric Firearm-related Injuries	Lee LK, Fleegler EW, Goyal MK, Doh KF, Laraque-Arena D, Hoffman BD, Injury Violence And Poison Prevention CO. Firearm-Related Injuries and Deaths in Children and Youth. <i>Pediatrics</i> . 2022 Oct 8. doi: 10.1542/peds.2022-060071. Epub ahead of print. PMID: 36207778.	Assignment #5 will be explained
8	15	Sports-related injuries	Ritzer EE, Yang JZ, Kistamgari S, Collins CL, Smith GA. An epidemiologic comparison of acute and overuse injuries in high school sports. <i>Inj Epidemiol</i> . 2021 Aug 11;8(1):51.	Review Assignment #4
	16	Policy Approach to Distracted Driving	Zhu M, Shen S, Redelmeier DA, Li L, Wei L, Foss R. Bans on Cellphone Use While Driving and Traffic Fatalities in the United States. <i>Epidemiol</i> . 2021;32(5):731-739.	
9	17	Driving Automation and Traffic Safety	Kyriakidis M, de Winter JC, Stanton N, Bellet T, van Arem B, Brookhuis K, Martens MH, Bengler K, Andersson J, Merat N, Reed N. A human factors perspective on automated driving. <i>Theoretical Issues Ergonomics Sci</i> . 2019;20(3):223-49.	Assignment #5 Due
	18	Agricultural Injury Prevention	The National Institute for Occupational Safety and Health (NIOSH) Agricultural Safety <a href="https://www.cdc.gov/niosh/topics/aginjury/default.html">https://www.cdc.gov/niosh/topics/aginjury/default.html</a>	Assignment #6 will be explained
10		SPRING BREAK		

11	19	Child Restraint and Crash Safety	McMurry TL, Arbogast KB, Sherwood CP, Vaca F, Bull M, Crandall JR, Kent RW. Rear-facing versus forward-facing child restraints: an updated assessment. <i>Inj Prev.</i> 2018;24(1):55-59.	Review Assignment #5
12	20	Drug Overdoses and Harm Reduction	Yeo Y, Johnson R, Heng C. The Public Health Approach to the Worsening Opioid Crisis in the United States Calls for Harm Reduction Strategies to Mitigate the Harm From Opioid Addiction and Overdose Deaths. <i>Mil Med.</i> 2022;187(9-10):244-247.	
	21	Traumatic Brain Injury and Concussion	Yang JZ, Comstock RD, Yi HG, Harvey HH, Xun PC. New and recurrent concussions in high-school athletes before and after traumatic brain injury laws, 2005-2016. <i>Am J Public Health.</i> 2017;107(12):1916-1922.	Assignment #6 Due
13	22	Suicide in Children and Adolescents	Cha CB, Franz PJ, M. Guzmán E, Glenn CR, Kleiman EM, Nock MK. Annual Research Review: Suicide among youth—epidemiology, (potential) etiology, and treatment. <i>Journal of Child Psychology and psychiatry.</i> 2018 Apr;59(4):460-82.	Assignment # 7 will be explained
	23	Final Review		Review Assignment #6
	24	Panel Discussion: Careers in Injury Prevention and Control-Variou Speakers		Assignment #7 Due
14	25	Final Exam (last day of class)	Final Exam	Final Exam

**Template for List of Topics/Course Schedule for Course Syllabus:  
Alignment of Course Topics, Course Learning Objectives and Foundational/Specialization Competencies**

**NOTE: The purpose is to explicitly show students which of the “course learning objectives” are aligned with each topic (i.e. session module or lesson etc.). And, in addition, which core and degree specialization competencies are aligned with each course topic and course learning objectives.**

Session No.	Topics	Aligned Course Learning Objective(s)	Aligned OSU CPH Competencies	Aligned CEPH Foundational Domains & Competencies	Aligned CEPH Concepts & Experiences	Student Evaluation for Assessment
1	Injury: A Public Health Problem—Overview of Course	2.Understand theoretic models for injury (epi triad, Haddon Matrix)	Foundational: #1: Summarize historic milestones Sociology: # 2: Summarize major factors for injury	Domain #1: history; #2: basic concepts, methods;	#10: research methods	Syllabus Quiz, Final Exam
2	Principles of injury prevention	4.Discuss approaches to injury reduction	Sociology #7: intervention, prevention strategies	Domain #3: concepts of interventions	#11: systems thinking	Assignment #1, Final Exam
3	Evaluation of injury prevention programs	7.evaluation	Sociology # 5: calculate, interpret data	Domains: #6: concepts: project implementation, evaluation	#10: research methods	Assignment #1, Final Exam
4	The societal impact of unintentional injuries	3.Quantify the burden of injury	Foundational #5: apply the epidemiology principles	Domain #2: basic concepts, methods	#10: research methods	Assignment #2, Final Exam
5	Social Media Toolkit and Injury Prevention	8.Dissemination	Sociology #6: communicate ideas	Foundational competencies #1: communicate	#1: advocacy	Assignment #3, Assignment #6
6	Injury surveillance	6.Describe surveillance systems	Sociology #1: quantitative awareness	Foundational competencies #2: locate, use public health information	#10: research methods	Assignment #4, Final Exam
7	Trauma systems and injury severity	5.Assess risk and protective factors	Sociology #1: quantitative awareness	Foundational competencies #2: locate, use public health information	#10: research methods	Assignment #4, Final Exam
8	A global perspective of injury prevention	1.Define the problem of injury	Foundational #2: compare domestic and international injury issues	Domain #5: socioeconomic, behavioral, environmental factors	#4: cultural contexts	Assignment #7, Final Exam
9	Injury advocacy	8.Dissemination	Sociology #6: communicate ideas	Foundational competencies #1: communicate	#1: advocacy	Assignment #5, Assignment #6
10	Injuries occurring in home	4.Behavioral approach to injury reduction	Foundational #3: approach for identification and intervention for injuries	Domain #3: concepts of approaches and interventions	#11. Systems thinking	Assignment #7, Final Exam
11	Innovations in approaches to home safety	4.Technological approach	Foundational #3: approach for identification and intervention for injuries	Domain #3: concepts of approaches and interventions	#10. Research methods	Assignment #7, Final Exam
12	Injury in infancy	6.Surveillance	Sociology #1: quantitative awareness	Foundational competencies #2: locate, use public health information	#10: research methods	Assignment #7, Final Exam
13	Pediatric poisoning	4.Legal and technological approach to injury reduction	Foundational #3: approach for identification and intervention for injuries	Domain #3: concepts of approaches and interventions	#11: systems thinking	Assignment #7, Final Exam
14	Pediatric firearm-related injuries	6.Describe surveillance systems	Sociology #1: quantitative awareness	Foundational competencies #2: locate, use public health information	#10: research methods	Assignment #7, Final Exam
15	Sports-related injuries	7.evaluation	Sociology # 5: calculate, interpret data	Domains: #6: concepts: project implementation, evaluation	#10: research methods	Assignment #7, Final Exam
16	Policy approach to distracted driving	4.Policy approach to injury reduction	Foundational #3: approach for identification and intervention for injuries	Domain #3: concepts of approaches and interventions	#11. Systems thinking	Assignment #7, Final Exam
17	Driving automation and traffic safety	4.Technological approaches	Foundational #3: approach for identification and intervention for injuries	Domain #3: concepts of approaches and interventions	#11: systems thinking	Assignment #7, Final Exam

18	Agricultural injury prevention	4. approach to injury reduction	Sociology #1: quantitative awareness	Domain #3: concepts of approaches and interventions public health information	#10: research methods	Assignment #7, Final Exam
N/A	SPRING BREAK					Assignment #7, Final Exam
19	Child restraint and crash safety	5. Describe risk and protective factors	Sociology #2: major factors for injury	Domain #4: Underlying science of injury	#10: research methods	Assignment #7, Final Exam
20	Drug Overdoses and harm reduction	6. Surveillance	Sociology #1: quantitative awareness	Foundational competencies #2: locate, use public health information	#10: research methods	Assignment #7, Final Exam
21	Traumatic brain injury and concussion	4. approach to injury reduction	Foundational #3: approach for identification and intervention for injuries	Domain #3: concepts of approaches and interventions public health information	#10: research methods	Assignment #7, Final Exam
22	Suicide in Children and Adolescents	5. Describe risk and protective factors	Foundational #5: apply the epidemiology principles	Domain #2: basic concepts, methods	#10: research methods	Assignment #7, Final Exam
23	Final review					Final Exam
24	Panel discussion: careers in injury prevention and control				#7: networking	
25	Final Exam/Project					Final Exam

# GE Theme course submission worksheet: Health & Wellbeing

## Overview

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Courses in the GE Themes aim to provide students with opportunities to explore big picture ideas and problems within the specific practice and expertise of a discipline or department. Although many Theme courses serve within disciplinary majors or minors, by requesting inclusion in the General Education, programs are committing to the incorporation of the goals of the focal theme and the success and participation of students from outside of their program.

Each category of the GE has specific learning goals and Expected Learning Outcomes (ELOs) that connect to the big picture goals of the program. ELOs describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for **all** GE Themes and those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course. All courses in the GE must indicate that they are part of the GE and include the Goals and ELOs of their GE category on their syllabus.

The prompts in this form elicit information about how this course meets the expectations of the GE Themes. The form will be reviewed by a group of content experts (the Theme Advisory) and by a group of curriculum experts (the Theme Panel), with the latter having responsibility for the ELOs and Goals common to all themes (those things that make a course appropriate for the GE Themes) and the former having responsibility for the ELOs and Goals specific to the topic of **this** Theme.

Briefly describe how this course connects to or exemplifies the concept of this Theme (Health & Wellbeing)

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In a sentence or two, explain how this class “fits’ within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

*(enter text here)*



## Connect this course to the Goals and ELOs shared by *all* Themes

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Below are the Goals and ELOs common to all Themes. In the accompanying table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing “readings” without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

**Goal 1:** Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

**Goal 2:** Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

	Course activities and assignments to meet these ELOs
<b>ELO 1.1</b> Engage in critical and logical thinking.	
<b>ELO 1.2</b> Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.	
<b>ELO 2.1</b> Identify, describe, and synthesize approaches or experiences.	
<b>ELO 2.2</b> Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.	

*Example responses for proposals within “Citizenship” (from Sociology 3200, Comm 2850, French 2803):*

<b>ELO 1.1</b> Engage in critical and logical thinking.	<i>This course will build skills needed to engage in critical and logical thinking about immigration and immigration related policy through: Weekly reading response papers which require the students to synthesize and critically evaluate cutting-edge scholarship on immigration; Engagement in class-based discussion and debates on immigration-related topics using evidence-based logical reasoning to evaluate policy positions; Completion of an assignment which build skills in analyzing empirical data on immigration (Assignment #1)</i>
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	<p>Completion 3 assignments which build skills in connecting individual experiences with broader population-based patterns (Assignments #1, #2, #3)</p> <p>Completion of 3 quizzes in which students demonstrate comprehension of the course readings and materials.</p>
<p><b>ELO 2.1</b> Identify, describe, and synthesize approaches or experiences.</p>	<p>Students engage in advanced exploration of each module topic through a combination of lectures, readings, and discussions.</p> <p><u>Lecture</u>  Course materials come from a variety of sources to help students engage in the relationship between media and citizenship at an advanced level. Each of the 12 modules has 3-4 lectures that contain information from both peer-reviewed and popular sources. Additionally, each module has at least one guest lecture from an expert in that topic to increase students' access to people with expertise in a variety of areas.</p> <p><u>Reading</u>  The textbook for this course provides background information on each topic and corresponds to the lectures. Students also take some control over their own learning by choosing at least one peer-reviewed article and at least one newspaper article from outside the class materials to read and include in their weekly discussion posts.</p> <p><u>Discussions</u>  Students do weekly discussions and are given flexibility in their topic choices in order to allow them to take some control over their education. They are also asked to provide information from sources they've found outside the lecture materials. In this way, they are able to explore areas of particular interest to them and practice the skills they will need to gather information about current events, analyze this information, and communicate it with others.</p> <p>Activity Example: Civility impacts citizenship behaviors in many ways. Students are asked to choose a TED talk from a provided list (or choose another speech of their interest) and summarize and evaluate what it says about the relationship between civility and citizenship. Examples of Ted Talks on the list include Steven Petrow on the difference between being polite and being civil, Chimamanda Ngozi Adichie's talk on how a single story can perpetuate stereotypes, and Claire Wardle's talk on how diversity can enhance citizenship.</p>
<p><b>ELO 2.2</b> Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.</p>	<p>Students will conduct research on a specific event or site in Paris not already discussed in depth in class. Students will submit a 300-word abstract of their topic and a bibliography of at least five reputable academic and mainstream sources. At the end of the semester they will submit a 5-page research paper and present their findings in a 10-minute oral and visual presentation in a small-group setting in Zoom.</p> <p>Some examples of events and sites:  The Paris Commune, an 1871 socialist uprising violently squelched by conservative forces</p>

	<p><i>Jazz-Age Montmartre, where a small community of African-Americans—including actress and singer Josephine Baker, who was just inducted into the French Pantheon—settled and worked after World War I.</i></p> <p><i>The Vélodrome d’hiver Roundup, 16-17 July 1942, when 13,000 Jews were rounded up by Paris police before being sent to concentration camps</i></p> <p><i>The Marais, a vibrant Paris neighborhood inhabited over the centuries by aristocrats, then Jews, then the LGBTQ+ community, among other groups.</i></p>
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**Goals and ELOs unique to Health & Wellbeing**

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Below are the Goals and ELOs specific to this Theme. As above, in the accompanying Table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

**GOAL 3:** Students will explore and analyze health and wellbeing through attention to at least two dimensions of wellbeing. (Ex: physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.).

	Course activities and assignments to meet these ELOs
<b>ELO 3.1</b> Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives.	
<b>ELO 3.2</b> Identify, reflect on, or apply strategies for promoting health and well-being.	