

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 & control is designed primarily for upper-division undergraduates. Students will be exposed to/learn to develop skills such as summarizing research findings, translating & communicating these findings to an identified audience, & utilizing policy & 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
- No

Sought Concurrence

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)
- Cover Letter GE Theme Course PUBHEPI 4432.pdf
(Cover Letter. Owner: Droesch, Kynthia Ellen)
- GE Theme Course PUBHEPI 4432_ELOs_3.7.23.pdf: original ELO's
(Other Supporting Documentation. Owner: Droesch, Kynthia Ellen)
- GE Theme Course PUBHEPI 4432_ELOs_Revised changes highlighted.pdf: revised ELO's
(Other Supporting Documentation. Owner: Droesch, Kynthia Ellen)
- GECourseCompetency_3.7.23.pdf
(Other Supporting Documentation. Owner: Droesch, Kynthia Ellen)
- PUBHEPI 4432 Injury Epidemiology Syllabus.revised.pdf: revised syllabus
(Syllabus. Owner: Droesch, Kynthia Ellen)

Comments

- At the request of ASC, we are attaching a cover letter, the original and revised changes to ELO's, a course competency document and revised syllabus. *(by Droesch, Kynthia Ellen on 11/06/2023 03:23 PM)*
- Returned to department at their request to correct an error. RLS
Please see feedback email sent 10-09-2023 RLS *(by Steele, Rachel Lea on 10/09/2023 04:01 PM)*
- 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
11/06/2023

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
Revision Requested	Steele, Rachel Lea	10/09/2023 04:01 PM	ASCCAO Approval
Submitted	Droesch, Kynthia Ellen	11/06/2023 03:23 PM	Submitted for Approval
Approved	Anderson, Sarah Elizabeth	11/06/2023 03:24 PM	Unit Approval
Approved	Bisesi, Michael Salvatore	11/06/2023 04:24 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	11/06/2023 04:24 PM	ASCCAO Approval

November 3, 2023

James A. Fredal, PhD, M.Div, MA
Professor

Chair, Arts and Sciences Curriculum Committee

Health and Wellbeing Theme Advisory Group and the Themes I Subcommittee of the ASC Curriculum Committee reviewed a course proposal for Public Health Epidemiology 4432

Dear Dr. Fredal and Committee Members,

We thank the Health and Wellbeing Theme Advisory Group and the Themes I Subcommittee of the ASC Curriculum Committee for the thoughtful review and consideration of the proposed GE Theme Course "Public Health Epidemiology 4432, Injury Prevention: A Public Health Problem." We have responded to the committee's comments listed below and have made corresponding changes (highlighted) in the GEN Submission Form and Course Syllabus.

- i. The reviewing faculty ask that the division include more information in the syllabus regarding how the course assignments, readings, and other activities will help students to achieve ELOs 3.1 and 3.2.
 - More information on how course assignments, readings, and other activities will help students achieve ELOs 3.1 and 3.2 has added.
- ii. The reviewing faculty recognize that the course is well aligned with the field of health, but they request that the instructor elaborate (on both the syllabus and the GEN Submission Form) about how the course assignments, readings, and other activities connect more broadly with the identified dimensions of wellbeing (career and intellectual).
 - More detail was added to the syllabus and GEN Submission Form about how the course assignments, readings, and other activities connect more broadly with the identified dimensions of wellbeing.
- iii. The reviewing faculty are unable to determine how this course, in its current form, asks students to engage in critical or logical thinking about the material. They ask that the department revise the readings, assignments, and other course activities so that the course is a more advanced and scholarly study of the topics and GEN Theme.
 - Descriptions of how students are asked to engage in critical and logical thinking about the material has been added.
- iv. The reviewing faculty ask that the division include in the syllabus a short paragraph that explains how this course, in particular, will meet the goals and ELOs of the GEN category. While they note and appreciate the mapping of particular assignments to the goals and ELOs, they ask that the department provide a more in-depth statement of what lens(es) will be used to



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examine the theme and how the course will accomplish this. This explanation should follow the listing of the Goals and ELOs on pg. 2 of the syllabus.

- A course description that explains how this course meets the goals and ELOs of the GEN category has been added.
- v. The reviewing faculty ask that the instructor's non-OSU email address be removed from the syllabus (pg. 1), as only Ohio State email addresses can be used to correspond with students per the university's Information Security Policy.
- Course instructor's non-OSU email address has been removed.
- vi. The Arts and Sciences Curriculum Committee recently updated the list of required syllabus statements for all syllabi to include a statement on religious accommodations. This new, required statement is a result of a directive by the Executive Vice President and Provost and [can be found here on the ASC Curriculum and Assessment Services website](#). The Subcommittee thanks you for adding this statement to your course syllabus.
- Religious accommodations statement has been added.
- vii. The reviewing faculty recommend that the division use the most recent version of the Student Life Disability Services Statement (syllabus pg. 6), which was updated to reflect the university's new COVID-19 policies in August 2023. The updated statement can be found in an easy-to-copy/paste format on the [Arts and Sciences Curriculum and Assessment Services website](#).
- The updated Student Life Disability Services Statement has been added.
- viii. The reviewing faculty suggest that the department use the most recent version of the Mental Health Statement (syllabus pg. 6), as the name and phone number of the Suicide/Crisis hotline have changed. The updated statement can be found in an easy-to-copy/paste format on the [ASCCAS website](#).
- The most recent version of the Mental Health Statement has been added.

Sincerely,

Lara McKenzie

Lara McKenzie, PhD, MA, FAAHB
Associate Professor of Pediatrics
The Ohio State University, College of Medicine

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

Course Director: Nichole Michaels, PhD

Course Coordinator: TBD

Office location and phone number: Abigail Wexner Research Institute at Nationwide Children's Hospital, 575 Children's Crossroad, RB3, Room WB5447, 614-355-5870 (P)

E-mail: michaels.136@osu.edu

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

Instructor's office hours: By appointment

Course Description: This course connects to and/or exemplifies the concept of the Health & Wellbeing Theme in the following ways: by referencing dimensions of wellbeing and human health outlined in the "nine dimensions of wellness" model (career wellness—synthesizing data, creating reports, writing press releases; intellectual wellness—learning about topics related to daily life activities and injury risks and prevention strategies; and social wellness—working with classmates and instructors in group discussions, lectures and journaling). Further this course inspires critical thinking and innovation in public health and injury prevention through participation in discussions, readings, and real-world applications. 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), 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.

There are several ways in which students engage in critical thinking in this class. First, students complete a data analysis project, the Querying the National Electronic Injury Surveillance System Dataset for Injury Trends “NEISS Query”—Assignment #4, using a query builder from the U.S. Consumer Product Safety Commission. Students will reflect on consumer product-related injuries and how injury surveillance systems are used by consumers, manufacturers, and policy makers. Their ideas about what constitutes safe products and how injuries are tracked and reported will be challenged early on, when they learn about product standards, child resistant testing, and product recalls. This assignment challenges students to think critically and logically about the global economy, product development and testing, voluntary and mandatory safety standards

especially related to child products, to connect what they are reading and seeing to the material discussed in class.

Second, Write a Policy Action Letter Advocating for Injury Prevention Measures “Advocacy” (Assignment # 5) requires students to conduct research on a local public health topic and how it impacts their community. Writing a policy action letter requires students to make connections between global and national injury prevention topics and local solutions to the same public health issue; this activity challenges them to critically advocate for change on a topic they have learned about by engaging with local government and community issues.

Third, students engage in a Critical Analysis of the News Related to Injury Prevention “Watch the News” (Assignment # 2). This activity requires students to select a current injury news story, summarize it, and describe what recommendations were made, what resources were provided. They will also discuss what risk factors or other risk information was presented, and whether a personal story was featured. Students will discuss their assignments and are prompted to connect what they are learning about in class to current events. Course objectives that align with ELO 1.1 are objectives 1, 3, and 8.

Activities to achieve goal: Assignments # 2, 4, 5, 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 2.1

The Critical Analysis of the News Related to Injury Prevention “Watch the News”, NEISS Query, Advocacy, and Communicating Injury Findings through the Media “Press Release” are the four activities that require students to identify, describe and synthesize approaches to an injury prevention topic. Students select an injury prevention topic (of interest to the student) for these four assignments.

Activities to Achieve 2.2

At the start of the term students complete a Self-Assessment Quiz. This Self-Assessment and reflection paper requires them to think about what they know about injury prevention topics and identify three ways in which they are currently protected by (or not) by injury prevention and public health regulations, policies, safety standards, etc. They also must submit a photo to illustrate one of the interactions. At the end of the semester, after students complete this activity they reflect on how their knowledge of injury prevention and public health has changed throughout the semester and how their diary/journal entries, at beginning and end of course, have changed as a result of the greater knowledge of public health. Course objectives that align with ELO 2.2 are objectives 1, 4, 5, 7, and 8.

Activities to achieve goal: Assignments #1, 4, 5, 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 3.1

The perspectives covered to the greatest extent in this course are the **theoretical, scientific, cultural, and policy. Theories** related to injury prevention, as well as health-related behaviors are discussed in the beginning modules and are USED throughout the course. Examples include: The **science** behind injury prevention is an additional a major focus across many of the course lectures, as most discuss aspects of

research that have contributed to what we know about these various injury topics and what gaps need to be filled. This is particularly true for the modules addressing injury data systems and large data sets as well as the **NIESS Query—Assignment #4. Cultural aspects** of public health are also a theme of the course modules, as how cultural practices and norms impact injury is an important consideration. Finally, **policy** is also a prevalent theme throughout this course. Much of what we do in public health is at the societal level and students learn about **policy approaches** to addressing public health issues in nearly every lecture and incorporate what they have learned in the **Advocacy assignment—Assignment #5**. Please refer to Alignment of Course Topics, Course Learning Objectives and Foundational/Specialization Competencies table which indicates lecture titles, aligned course learning objectives, competencies, and assignments.

Activities to achieve 3.2

Injury impacts various population levels, locally, regionally, nationally, and globally. Through readings about incidence, risk/protective factors, and health consequences of various injuries, students gain an understanding of how injury can impact health and wellbeing at the community level. Through the Develop a Single Overriding Communication Objective for Injury Results “SOCOS/Social Math” – **Assignment #3**, students identify and apply communication strategies for promoting community health and well-being. In the **Advocacy assignment – Assignment #5**, students apply what they have learned throughout the course to address a local injury concern they have observed and write a policy action letter and a 1-page report or speech/presentation on how to address this injury concern. Finally, the **Self-assessment quiz (Assignment #1)** and **Injury Learning and Wellbeing Self-Reflection “Self-Reflection” (Assignment #7)** allows students to reflect on how their knowledge of injury prevention and public health has changed throughout the semester and how their entries have changed because of the greater knowledge of public health. Course objectives that align with ELO 1.2 are objectives 3, 4, 7, and 8.

Addendum:

The “unit of analysis” for wellbeing in the field of public health is a “population” vs individuals. Public health aims to provide the maximum benefit (wellbeing) for the largest number of people using multidisciplinary scientific evidence. Prevention is the aim. To achieve well-being for populations, problems are defined, risk and protective factors are identified, strategies are developed, tested and revised, and widespread implementation and evaluation of strategies are pursued. Through readings about incidence, risk/protective factors, and health consequences of various injuries, students gain an understanding of how injury can impact health and wellbeing at the community level as well as strategies and skills for promoting health and wellbeing at various population levels, locally, regionally, nationally, and globally.

At the individual level, students will expand both their career and intellectual well-being. Students will attain an understanding of the “world of work” (career) in public health and expand their knowledge and skills in the field of public health injury prevention (intellectual).

Activities to achieve goal: Assignments #1, 3, 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 Critical Analysis of the News Related to Injury Prevention "Watch the News"	10%
Assignment #3 Develop a Single Overriding Communication Objective for Injury Results "SOCOS/Social Math"	10%
Assignment #4 Querying the National Electronic Injury Surveillance System Dataset for Injury Trends "NEISS Query"	10%
Assignment #5 Write a Policy Action Letter Advocating for Injury Prevention Measures "Advocacy"	10%
Assignment #6 Communicating Injury Findings through the Media "Press Release"	10%
Assignment #7 Injury Learning and Wellbeing Self-Reflection "Self-Reflection"	5%
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) Critical Analysis of the News Related to Injury Prevention;
- 3) Develop a Single Overriding Communication Objective for Injury Results;
- 4) Querying the National Electronic Injury Surveillance System Dataset for Injury Trends;
- 5) Write a Policy Action Letter Advocating for Injury Prevention Measures;
- 6) Communicating Injury Findings through the Media; and
- 7) Injury Learning and Wellbeing 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:

5	Exceptional. Exceptionally strong and correct responses with essentially no errors, omissions, or extraneous information.
4	Excellent.
3	Very Good.
2	Satisfactory.

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 Critical Analysis of the News Related to Injury Prevention.

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 or wellbeing initiatives 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 particular 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. Develop a Single Overriding Communication Objective for Injury Results.

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; rewrite 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 6th grade reading grade level).

Assignment #4 Querying the National Electronic Injury Surveillance System Dataset for Injury Trends.

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 4th 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 4th 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 Write a Policy Action Letter Advocating for Injury Prevention Measures.

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 Communicating Injury Findings through the Media.

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: Injury Learning and Wellbeing 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 your health and wellbeing or that of those around you?**
4. What do you think is the strongest injury prevention or wellbeing 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, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** 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)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)
- Recording a slide presentation with audio narration (go.osu.edu/video-assignment-guide)
- Recording, editing, and uploading video (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.

Carmen access

You will need to use BuckeyePass (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).
- 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) 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

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the Safe and Healthy Buckeyes site for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.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 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 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Academic integrity

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Religious accommodations

It is Ohio State's policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief. Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.

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). http://www.cdc.gov/socialmedia/tools/guidelines/pdf/socialmediatoolkit_bm.pdf	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	Ritner 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 https://www.cdc.gov/niosh/topics/aginjury/default.html	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
	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.	
12	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
	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
13	23	Final Review		Review Assignment #6
	24	Panel Discussion: Careers in Injury Prevention and Control- Various 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

GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. Please briefly identify the ways in which this course represents an advanced study of the focal theme.

Students are required to read selections from an online textbook, articles from the peer-reviewed literature, and government reports. They are also asked to write reflections on the material, describing how what they learned has challenged their thinking and views of health, injury, wellbeing, and public health. Through lectures, discussions with experts, and readings they are challenged to deeply engage with these experiences to confront what “doing” injury work means from a multi-level perspective and with a global lens. Finally, through two projects, students are required to research an injury prevention and consumer product-related injury topic and a locally driven injury prevention issue, synthesize their findings and communicate about that issue using written and creative forms (e.g., a recorded video of a speech/presentation, or an infographic). All these activities represent advanced study of the selected critical issues in injury prevention and public health.

ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme.

There are several ways in which students engage in critical thinking in this class. First, students complete a data analysis project, **Querying the National Electronic Injury Surveillance System Dataset for Injury Trends—“NEISS Query”—Assignment #4**, using a query builder from the U.S. Consumer Product Safety Commission. Students will reflect on consumer product-related injuries and how injury surveillance systems are used by consumers, manufacturers, and policy makers. Their ideas about what constitutes safe products and how injuries are tracked and reported will be challenged early on, when they learn about product standards, child resistant testing, and product recalls. This assignment challenges students to think critically and logically about the global economy, product development and testing, voluntary and mandatory safety standards especially related to child products, to connect what they are reading and seeing to the material discussed in class.

Second, Write a Policy Action Letter Advocating for Injury Prevention Measures “Advocacy” (Assignment # 5) requires students to conduct research on a local public health topic and how it impacts their community. Writing a policy action letter requires students to make connections between global and national injury prevention topics and local solutions to the same public health issue; this activity challenges them to critically advocate for change on a topic they have learned about by engaging with local government and community issues.

Third, students engage in a **Critical Analysis of the News Related to Injury Prevention "Watch the News" in (Assignment # 2)**. This activity requires students to select a current injury news story, summarize it, and describe what recommendations were made, what resources were provided. They will also discuss what risk factors or other risk information was presented, and whether a personal story was featured. Students will discuss their assignments and are prompted to connect what they are learning about in class to current events. Course objectives that align with ELO 1.1 are objectives 1, 3, and 8.

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.

There are four assignments that require students to engage in advanced scholarly exploration. The first is a "Watch the News" assignment. This project requires students to examine an injury prevention issue, as well as solutions, risk mitigation, and recommendations, featured in the news locally, regionally, nationally, or internationally. For the second, the NEISS Query assignment, students conduct literature searches, read papers in the peer-reviewed literature, read government reports, seek out statistics, communicate through data-based analysis of a consumer product-related topic and engage in reflection and critical thinking about their findings. The third way is through the Advocacy assignment. This module requires students to visit a park, attend a community meeting to identify an injury risk topic and issue of public health importance and write a policy action letter to the city council or other governing body outlining the need for action including an understanding of the scholarly literature, relevant policies/standards, recommendations, and prevention strategies related to the issue they observed firsthand. The final way is through the "Write a Press Release" assignment, which requires students to write a press release that will be distributed over the news wire service about the results of an injury research study. This assignment requires students to select a current injury topic, summarize it, and connect it

to class content in a specific news-worthy format. Course objectives that align with ELO 1.2 are objectives 2, 4, and 5.

ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.

The Watch the News, NEISS Query, Advocacy, and Press Release are the four activities that require students to identify, describe and synthesize approaches to an injury prevention topic. Students select an injury prevention topic (of interest to the student) for these four assignments.

For the paper, they report on the burden and solutions in Columbus and the global burden in a chosen country and solutions. This requires them to reach out to local organizations to learn about how the issue is examined and addressed in Columbus. Students describe common approaches to addressing the problem globally and locally, but also the ways in which the local culture impacts the approach to reducing the problem. For the creative endeavor, they must learn how to communicate a public health problem and solution in a brief format, using more figures and graphs than text. The Advocacy and Press Release assignments are particularly important for their future careers, as one rarely has the ability to discuss an issue using a long form of communication, such as a research paper. Course objectives that align with ELO 2.1 are objectives 4, 6, and 7.

ELO 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

At the start of the term students complete a self-assessment quiz. This quiz and reflection paper requires them to think about what they know about injury prevention topics and identify three ways in which they are currently protected by (or not) by injury prevention and public health regulations, policies, safety standards, etc. They also must submit a photo to illustrate one of the interactions. At the end of the semester, after students complete this activity they reflect on how their knowledge of injury prevention and public health has changed throughout the semester and how their diary/journal entries, at beginning and end of course, have changed as a result of the greater knowledge of public health. Course objectives that align with ELO 2.2 are objectives 1, 4, 5, 7, and 8.

ELO 1.1 Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives.

The perspectives covered to the greatest extent in this course are the theoretical, scientific, cultural, and policy. **Theories** related to injury prevention, as well as health-related behaviors are discussed in the beginning modules and are USED throughout the course. Examples include: The **science** behind injury prevention is an additional a major focus across many of the course lectures, as most discuss aspects of research that have contributed to what we know about these various injury topics and what gaps need to be filled. This is particularly true for the modules addressing injury data systems and large data sets as well as the NEISS Query assignment—Assignment #4. **Cultural** aspects of public health are also a theme of the course modules, as how cultural practices and norms impact injury is an important consideration. Finally, policy is also a prevalent theme throughout this course. Much of what we do in public health is at the societal level and students learn about **policy** approaches to addressing public health issues in nearly every lecture and incorporate what they have learned in the advocacy assignment—Assignment #5. Please refer to Alignment of Course Topics, Course Learning Objectives and Foundational/Specialization Competencies table which indicates lecture titles, aligned course learning objectives, competencies, and assignments.

Through readings, lectures, assignments, reflections (Assignment #1 and Assignment #7), Watch the News assignment (Assignment #2), the NEISS Query (Assignment #4), and the Advocacy assignment (Assignment #5), students will explore a variety of public health topics from many perspectives. These various assignments require them to write about issues, conduct research about an issue and how it is addressed in Columbus, communicate in oral and written forms about issues, and reflect on their learning. Course objectives that align with ELO 1.1 are objectives 4.

ELO 1.2 Identify, reflect on, or apply strategies for promoting health and well-being.

Injury impacts various population levels, locally, regionally, nationally, and globally. Through readings about incidence, risk/protective factors, and health consequences of various injuries, students gain an understanding

of how injury can impact health and wellbeing at the community level. Through the SOCOs/Social Math assignment, students identify and apply communication strategies for promoting community health and wellbeing. In the Advocacy assignment, students apply what they have learned throughout the course to address a local injury concern they have observed and write a policy action letter and a 1-page report or speech/presentation on how to address this injury concern. Finally, the self-assessment quiz and reflection paper allows students to reflect on how their knowledge of injury prevention and public health has changed throughout the semester and how their entries have changed because of the greater knowledge of public health. Course objectives that align with ELO 1.2 are objectives 3, 4, 7, and 8.

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