

**Department of Health Promotion and Behavior  
College of Public Health  
University of Georgia**

**HPRB 3750  
FOUNDATIONS OF INJURY PREVENTION  
Spring Semester 2007**

**Course Information**

Course title:	Foundations of Injury Prevention
Course Number	HPRB 3750
Course Description	An introduction to the significance of injury as a health problem and to the nature of injury prevention programs. This course examines injury from a public health perspective and focuses on the prevention portion of the injury control continuum.
Location	213 Ramsey Center
Meeting Days	Monday, Wednesday, Friday
Times	12:20 – 1:10

**Instructor Information**

Instructor	David DeJoy
Office Location	315 Ramsey Center
Phone	706-542-4368
Email:	<a href="mailto:dmdejoy@uga.edu">dmdejoy@uga.edu</a>
Office Hours	MWF 1:15 – 2:20 or by appointment

**Textbooks and Other Required Course Material**

Christoffel, T., & Gallagher, S.S. (2006). Injury prevention and public health: Practical knowledge, skills, and strategies (2<sup>nd</sup> Ed). Jones and Bartlett, Sudbury, MA.

**Course Learning Objectives**

This course is designed to prepare students to understand the nature of injuries and to develop programs to prevent injuries and promote safety using a public health model.

By the end of the course, students will be able to:

1. Describe and explain injury and violence as a public health problem.

2. Examine the epidemiology of intentional (violence against others and self) and unintentional injuries.
3. Describe the psychosocial and cultural risk and protective factors for injuries.
4. Identify the basic principles of injury prevention, control and safety promotion.
5. Advocate for injury prevention and safety promotion in communities.
6. Diagnose injury problems with a multilevel perspective.
7. Design, implement, and evaluate injury prevention and safety promotion interventions in the community.

### **Course Requirements for Grading Purposes**

Reading Assignments: The core reading assignments are presented in the topical outline. Additional reading assignments may be used to supplement class lectures/discussions and text materials; these assignments will be made in class. Please treat these materials as required reading.

Material presented by guest speakers or featured in videos or other media used or assigned in class should be considered part of course content and subject to inclusion on tests.

Students will also be asked to use various web resources and these should be viewed as equivalent to an assigned reading in the course text.

Examinations: Three exams; mostly multiple choice/short answer questions. Each exam will cover approximately one-third of the course content and will be based on all material covered in class meetings and assigned readings. EXAM 3 will take place at the regularly scheduled time during the final examination period. Make-up examinations will be given only under extraordinary circumstances.

Problem Analysis and Action Priorities (Reports and PowerPoint Slides): Each student will be asked to select a specific injury problem that is relevant to some particular sub-group of the population, for example, children, adolescents, women, the elderly, or minority group members. Applying concepts and tools presented in class, students will be asked to analyze the problem and prepare a written report. Written reports must include the following sections: 1) scope and magnitude of the injury problem; 2) risk factors, risk groups, and causal patterns/models; 3) current status of prevention/intervention activities; 4) priorities for action. Reports should be approximately 10 pages in length (typed: double-spaced 12-point type), not including references and any illustrations. They should be prepared following the outline presented in class. Complete bibliographic information must be provided for all references or other resource materials used in preparing the report. APA format is recommended. When turned in, reports should be accompanied by a set of PowerPoint slides (about 8 to 12 slides) that summarize the main point and conclusions of the paper. Topics must be cleared with the instructor and should be submitted by the end of the third week of the semester. An outline for report preparation will be included as part of topic 4 (see topical outline above)

Students with disabilities who require reasonable accommodations in order to participate in course activities or meet course requirements should contact the instructor or designate during regular office hours or by appointment.

<b>Topical Outline</b>	
TOPIC	ASSIGNMENT
1. Injury as a Public Health Problem <ul style="list-style-type: none"> <li>- Scope and Magnitude</li> <li>- Injury vs. other Health Problems</li> <li>- National Plans and Priorities</li> <li>- Year 2010 Objectives</li> </ul>	Text Chapters 1 & 2 On the web: <a href="http://www.health.gov/healthy/people/">http://www.health.gov/healthy/people/</a> <a href="http://www.cdc.gov/ncipc/">http://www.cdc.gov/ncipc/</a>
2. Conceptual Foundations of Injury Prevention <ul style="list-style-type: none"> <li>- Basic Terminology</li> <li>- Injury Biomechanics</li> <li>- Models of Causation</li> <li>- Prevention Myths</li> <li>- Levels of Prevention</li> </ul>	Text Chapters 2, 6, and 14
3. Epidemiology of Injury <ul style="list-style-type: none"> <li>- Basic Terminology</li> <li>- Descriptive Epidemiology</li> <li>- Analytic Epidemiology</li> <li>- E-codes</li> <li>- Data Sources</li> <li>- Surveillance Systems</li> </ul>	Text Chapters 3 & 12 <a href="http://www.cdc.gov/nccdphp/dash/yrbs/index.htm">http://www.cdc.gov/nccdphp/dash/yrbs/index.htm</a> <a href="http://www-fars.nhtsa.dot.gov/main.cfm">http://www-fars.nhtsa.dot.gov/main.cfm</a> TEST 1 will cover Topics 1 through 3
4. Process of Injury Prevention and Control <ul style="list-style-type: none"> <li>- Control Strategies and Hierarchies</li> <li>- Program Planning</li> <li>- Program Evaluation</li> </ul>	Text Chapters 6, 13, & 14 <a href="http://www.cdc.gov/ncipc/">http://www.cdc.gov/ncipc/</a>
5. Injury Prevention and Control Strategies <ul style="list-style-type: none"> <li>- Education &amp; Behavior Change</li> <li>- Legislative &amp; Regulatory</li> <li>- Engineering &amp; Environmental</li> </ul>	Text Chapters 7 - 9
6. Practical Knowledge and Skills <ul style="list-style-type: none"> <li>- Injury Control Organizations and Agencies</li> <li>- Advocacy</li> <li>- Injury Prevention and Control Resources</li> <li>- Building Partnerships and Coalitions</li> <li>- Recognizing and Overcoming Barriers</li> </ul>	Text Chapters 10, 11, & 14 <a href="http://www.cdc.gov/safeusa/community/safecomm.htm">http://www.cdc.gov/safeusa/community/safecomm.htm</a>  TEST 2 will Cover Topics 4, 5, & 6

7. Unintentional Injury - Context and Trends - Topical Areas: TBS	Text chapter 4 <a href="http://www.highwaysafety.org/">http://www.highwaysafety.org/</a> <a href="http://stats.bls.gov/">http://stats.bls.gov/</a>
8. Intentional Injury - Context and Trends - Topical Areas: TBS	Text Chapter 5 <a href="http://www.ojp.usdoj.gov/bjs/">http://www.ojp.usdoj.gov/bjs/</a> <a href="http://www.mentalhealth.org/suicideprevention/">http://www.mentalhealth.org/suicideprevention/</a>  TEST 3 will cover Topics 7 & 8

**Grading Policy**

<b>POINT VALUES</b>  Examinations (3)            180 Points Project                            70 Points Spot Quizzes/Graded Assignments                    20 Points Participation (includes attendance)        10 Points TOTAL                            280 Points	<b>GRADES-</b> Percent (%) basis A = 90% B = 80%
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**Make-Up Policy**

Due Dates: Examination dates and due dates for written work and presentations will be announced in class. Students are responsible for knowing these dates. Assignments are due in class on the day indicated. Meeting these course obligations should be viewed as a professional responsibility and commitment. In fairness to other students, late work and make-ups will only be accepted under extraordinary conditions.

**Attendance Policy**

Participation & Attendance: Everybody is busy and has competing demands on her or his time; however, regular class participation and attendance are expected and will be factored into the grading process. “Spot quizzes” may be used to assess participation and engagement. If you anticipate having chronic problems attending class for any reason, please enroll at some other time. Five points will be deducted from your point total for each absence in excess of three, and students may be administratively withdrawn for excessive absences.

Tardiness: If you will be late for class, please come late rather than not at all. However, if you think that you will be chronically late, take the class at some other time. If you do arrive late, be sure to check with the instructor or a fellow student about any announcements, handouts, assignments, etc. This is your responsibility. Also, sign the attendance sheet if applicable.

Cell Phones - we would all really appreciate it if you either would not bring your cell phone to class or make sure that it is silenced during the class period.

Other Rudeness - If you want to read the newspaper; prepare for another class; catch-up on sleep; chat with a friend or classmate; write a letter to your mom/dad, etc.; surf cyberspace; reconcile your checkbook; listen to your I-Pod, MP3 player, or whatever, please do it somewhere other than this classroom.

### **University Honor Code and Academic Honesty Policy**

*All academic work must meet the standards contained in "A Culture of Honesty." All students are responsible to inform themselves about those standards before performing any academic work.*

*The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.*