

School of Public Health

Syllabus and Course Information



UNIVERSITY OF MINNESOTA
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PubH 6120-001/3120-001

Injury Prevention in the Workplace, Community, and Home **Spring 2018**

Credits: 2 credits
Meeting Days: Mondays
Meeting Time: 1:25 PM – 3:20 PM
Meeting Place: Mayo Memorial Building 1250
Instructor: Susan Goodwin Gerberich, PhD, MSPH and guest faculty
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Teaching Assistant	Webmaster	YouTube / IT Expertise
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I. Course Description

Injury Epidemiology: Analyses of major injury problems, affecting the public in the workplace, community, and home, using the epidemiologic model and conceptual framework; emphasis on strategies/program development for prevention and control. For students involved in the field of Occupational Health and Safety,

this course provides a foundation essential to the development of programs for Occupational Injury Prevention and Control.

II. Course Prerequisites

Basic epidemiology course preferred but not required

III. Course Goals and Objectives

At the completion of this course (PubH 6120; PubH 3120), the student will be able to:

- A. identify major injury problems in the workplace, community, and home;
- B. analyze variables (exposures) related to injury problems using the epidemiologic model;
- C. develop strategies for prevention and control of selected injury problems, utilizing a comprehensive framework.

IV. Methods of Instruction and Work Expectations

Lectures; Participation by Students: Discussions/Completion of **Paper/Website or YouTube Video Project/Presentation**

Class Attendance and Participation: Class attendance is a very important part of the learning process. *Students are expected to attend all classes and do all required reading prior to the class to which it is assigned.* If you are having difficulty understanding any of the lecture material, readings or class activities, please share this with the instructor or teaching assistant, so that we can assist you. *Students are expected to actively and frequently participate in class discussion.* If a student has a legitimate excuse for missing a class session, s/he should seek approval from the instructor prior to that class. Such excuses include, but are not necessarily limited to, verified illness, participation in athletic events or other group activities sponsored by the University, serious family emergencies, subpoenas, jury duty, military service, and religious observances. It is the responsibility of the student to notify the instructor of such circumstances as far in advance as possible to avoid loss of points toward class participation. *Students are expected to arrive to class on time* and to support the creation of a respectful environment that is conducive to learning and the safe expression of opinions.

Expected Effort: University of Minnesota policy states that work expectations per credit hour are fixed at a ratio of 1:3. That is, a single credit course assumes three hours of work per week including class attendance. So, a two-credit course, such as this one, assumes that you will work an average of six hours per week, including about two hours in class and four hours in outside study. The course had been designed with this expectation in mind; however, this is an average. Some weeks may require more time, other weeks less.

Meeting deadlines: Students are expected to complete assignments and exams thoughtfully and on time **[5 points per day will be deducted for late submissions]**. All assignments are due at the beginning of class. Students who miss class for an excused absence may submit their assignments before the beginning of class that week.

Other expectations: Students can expect the instructor to facilitate student learning through classroom activities, lectures, constructive feedback on coursework and appointments with students. Students can expect to be dismissed from class on time as long as students arrive to class on time and are ready to begin working at the scheduled start time. The instructor encourages constructive feedback about the course. In addition, students can expect timely responses to emails, usually within 24-48 hours.

Feedback on all assignments will be given within one-two weeks after the due date. The instructor will keep all final assignments through the fourth week of the next semester. Students are welcome to pick up their work or review their final examinations/assignments; please contact the instructor to make arrangements to do so.

V. Course Text and Readings

REQUIRED TEXT:

***TEXT:** Robertson, Leon S. Injury Epidemiology: Fourth Edition, Lulu Books (Formerly, New York: Oxford University Press), 2015. *This text contains major concepts and theories that are critical to the study of injury and relevant control of this major public health problem.* **Purchase in the Coffman Bookstore, Ground Floor (paperback).** See, also: <http://www.nanlee.net/> and Class Moodle contents.

REQUIRED READINGS:

* **Required readings are noted below; many are classics that are integral to the field.** These readings, in addition to required text chapters, with associated dates for completion, are included on the following pages:

Readings: **ALL READINGS ARE LOCATED ON MOODLE** Required Due Date

- Robertson, Chapter 1, Foreword / Injury and the Role of Epidemiology
- Robertson, Chapter 2, Energy Characteristics and Control Strategies
- Wigglesworth, Eric C. The fault doctrine and injury control, Journal of Trauma.18(12): 789-794, 1978.
- Haddon, William, Jr. Advances in the epidemiology of injuries as a basis for public policy, Public Health Reports. September/October 1980.
www.ncbi.nlm.nih.gov/pmc/aHaddon/PMC1422748/pdf/pubhealthrep00127-0003.pdf (copy and paste address directly into your browser – get full pdf)
- Rivara, Frederick P., Introduction: The scientific basis for injury control, Epidemiology Reviews 2003; 25: 20-23. <http://epirev.oxfordjournals.org/content/25/1/20.full> (copy and paste address directly into your browser – get full pdf)
- Injury-Related and other Fatalities (Colored Chart) 2015:
http://webappa.cdc.gov/sasweb/ncipc/leadcaus10_us.html (See pdf on Moodle site.)
- Top 10 Causes of Death – Injury/Other

January 29
(Gerberich)

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- Robertson, Chapter 14, Evaluation of Post-Injury Treatment and Rehabilitation
 - National Safety Council. The Cold Truth about Hidden Costs: Worker's Comp is Just the Tip of the Iceberg Injury Facts, 2013 Edition, Itasca, IL: National Safety Council.
http://cdn2.hubspot.net/hub/278353/file-378850152-pdf/National_Safety_Council_Hidden_Costs_Workplace_Injuries_Infographic.pdf
 - Utterback and Schnorr, Editors. Use of Workers' Compensation Data for Occupational Safety and Health: Proceeding from, DHHS, CDCP, NIOSH, Proceedings from June 2012 Workshop, NIOSH Publication Number 2013-147, May 2013.
<http://www.cdc.gov/NIOSH/docs/2013-147/pdfs/2013%E2%80%93147.pdf>
[Scan only for content and for use as a resource]

February 5
(Zaidman)

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- Robertson, Chapter 3, Research Objectives and Usable Data
 - Robertson, Chapter 4, Injury Severity
 - Robertson, Chapter 5, Injury Statistics
 - Centers for Disease Control and Prevention. Traumatic Occupational Injuries (general information/specific occupational injury topics and publications/data/research/prevention, etc.; click on various types of information, as appropriate.)
<https://www.cdc.gov/niosh/injury/> (copy and paste address directly into your browser)

- Occupational Injuries and Illnesses: <https://www.bls.gov/news.release/osh.nr0.htm> See 2016 news release (Moodle). Updated November 09, 2017
- Estimated Lifetime Medical and Work-Loss Costs of Fatal Injuries — United States, 2013, CDC MMWR Weekly October 2, 2015 / 64(38);1074-1077, Retrieved January 14, 2018.

February 12
(Gerberich)

- Robertson, Chapter 15, Injury Epidemiology and Economics
- Orrenius and Zavodny. Do immigrants work in riskier jobs? *Demography* 46(3): 535-551, 2009. www.ncbi.nlm.nih.gov/pmc/articles/PMC2831347/pdf/dem-46-0535.pdf
- Pransky et al. Occupational risks and injuries in non-agricultural immigrant Latino workers. *American Journal of Industrial Medicine* 2002;42:11723. <http://onlinelibrary.wiley.com/doi/10.1002/ajim.10092/epdf>
- Seabury SA, Terp S, Boden L. Racial and ethnic differences in the frequency of workplace injuries and prevalence of work-related disability. *Health Affairs* 36(2): <https://doi.org/10.1377/hlthaff.2016.1185>, February 2017 (pdf).
- ^a Minorities, Latino Immigrants Face Greatest Risk of Workplace Injuries, Disability (posted February 8, 2017; pdf)
- Wikipedia, Structural Integrity and Failure (Last modified September 20, 2017) https://en.wikipedia.org/wiki/Structural_integrity_and_failure

February 19
(Green / W. Gerberich)

- Robertson, Chapter 13, Evaluation of Agent, Vehicle, and Environmental Modifications
- Peek-Asa and Zwering: Role of environmental interventions in injury control and prevention, *Epidemiology Reviews*, 25: 77-89, 2003. <http://epirev.oxfordjournals.org/content/25/1/77.full.pdf+html> [scroll down to authors' names – *get full pdf*]
- National Institute for Occupational Safety and Health Research and Practice for Fall Injury Control in the Workplace: Proceedings of International Conference on Fall Prevention and Protection Research DHHS (NIOSH) Publication No. 2012-103. <http://www.cdc.gov/niosh/docs/2012-103/> [Obtain pdf: Download Report – FYI - **Scan only:**]
- National Institute for Occupational Safety and Health, Fall Injuries Prevention in the Workplace: <https://www.cdc.gov/niosh/topics/falls/pubs.html> (multiple publications and websites, FYI) Last updated April 12, 2017.

February 26
(Gerberich)

- McGuire A. and others: advocacy regarding fire prevention; this reference provides a concise and informative synopsis: http://en.wikipedia.org/wiki/Fire_safe_cigarette (last modified November 30, 2017)
- McLoughlin E. The cigarette safety act, *Journal of Public Health Policy* 3(2):226-228, 1982. <http://www.jstor.org/stable/pdf/3342038.pdf?acceptTC=true>
- Runyan CW, Bangdiwala SI, Linzer MA, Sacks JJ, and Butts J. Risk factors for fatal residential fires, *The New England Journal of Medicine* 327(12):859-863, 1992. <http://www.nejm.org/doi/pdf/10.1056/NEJM199209173271207> (pdf via U of MN Library)
- History of Fire-Safe Cigarettes: <https://www.nfpa.org/Public-Education/By-topic/Top-causes-of-fire/Smoking/Coalition-for-Fire-Safe-Cigarettes/History> - pdf.
- Burn Incidence and Treatment - 2016: http://www.ameriburn.org/resources_factsheet.php

March 5
(Gerberich)

SPRING BREAK

March 12

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- Robertson, Chapter 10, Human Factors
 - Robertson, Chapter 11, Evaluation of Programs to Change Human Factors Voluntarily
 - Human Factors and Ergonomics https://en.wikipedia.org/wiki/Human_factors_and_ergonomics (last modified January 14, 2018)
(copy and paste address directly into your browser; on Moodle also) pdf

March 19
(Schwartz)

- Robertson, Chapter 12, Evaluation of Laws and Rules Directed at Individual Behavior
- CDC (2015). Unintentional Drowning: Get the Facts. Updated April 2016; retrieved January 22, 2017:
<https://www.cdc.gov/homeandrecreationalafety/water-safety/waterinjuries-factsheet.html>
- Brenner R A, Taneja GS, Haynie DL, Trumble AC, Qian C, Klinger RM, & Klebanoff MA. Association between swimming lessons and drowning in childhood: A case-control study. Archives of Pediatrics and Adolescent Medicine 163(3):203-210, 2009. <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC4151293/>
- Smith GS, Keyl PM, Hadley JA, Bartley CL, Foss RD, Tolbert WG, McKnight J. (2001). Drinking and recreational boating fatalities: a population-based case-control study. JAMA, 286(23), 2974-2980. Retrieved January 22, 2017:
<http://jama.jamanetwork.com/article.aspx?articleid=194480>
- World Health Organization. (2014). Executive Summary: Global report on drowning: preventing a leading killer. World Health Organization. Retrieved Feb. 2, 2017:
http://apps.who.int/iris/bitstream/10665/144002/1/WHO_NMH_NVI_14.1_eng.pdf?ua=1&ua=1
- Yuen L: [2014] Dangerous water: Blacks less likely to swim, more likely to drown. Minnesota Public Radio. Retrieved January 22, 2017, from <http://www.mprnews.org/story/2014/09/08/swimming-disparities>

For your information and resource – only:

- 2015 Recreational Boating Statistics, COMDTPUB P16754.29, US Department of Homeland Security, US Coast Guard, Office of Auxiliary and Boating Safety, Updated: May 13, 2016; retrieved January 22, 2017. <https://www.uscgboating.org/library/accident-statistics/Recreational-Boating-Statistics-2015.pdf> [**Scan only**]
- Minnesota Department of Natural Resources, Minnesota yearly watercraft and water “accident” record: 2015 Data: Updated May 2016; retrieved January 22, 2017.
files.dnr.state.mn.us/education_safety/safety/boatwater/accident_summary15.pdf [**Scan only**]:

**March 26 [Draft – Readings;
Update forthcoming**
(Sage)

- Doll, Bartenfeld, and Binder: Evaluation of interventions designed to prevent and control injuries, Epidemiology Reviews 25:51-59, 2003. <http://epirev.oxfordjournals.org/content/25/1/51.full>
- Paulson, Gerberich, Alexander, Ryan, Renier, Zhang, French, Masten, Carlson: Fall-related injuries among agricultural household members: Regional Rural Injury Study II (RRIS-II), Journal of Occupational and Environmental Medicine 48(9):959-968, 2006.
- CDC/NIOSH: Agricultural Safety <https://www.cdc.gov/niosh/topics/aginjury/default.html> (Updated June 6, 2017)

April 2
(Gerberich/Van Beek)

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- Robertson, Chapter 8, The Use and Abuse of Causal Analysis
 - Robertson, Chapter 9, Research Designs and Data Analysis
 - Phillips JP. Workplace violence against health care workers in the United States. The New England Journal of Medicine 374(17):1661-1669. <https://www.ncbi.nlm.nih.gov/pubmed/27532855>
 - Workplace Violence <http://www.osha.gov/SLTC/workplaceviolence/index.html> (copy and paste directly into your browser)
 - World Health Organization, Global Status Report on Violence, Geneva Switzerland, 2014. (**Scan only**)
 - Injury and violence prevention (interventions):
<http://www.healthypeople.gov/2020/topics-objectives/topic/injury-and-violence-prevention>
 - Gerberich, Nachreiner, Ryan, Church, McGovern, Geisser, Watt, Feda, Pinder, Sage. Violence against educators: a population-based study. Journal of Occupational and Environmental Medicine 53(3):294-302, 2011. Erratum Journal of Occupational and Environmental Medicine 2011;53(5):585. (**Scan only**)
 - Gerberich, Nachreiner, Ryan, Church, McGovern, Geisser, Watt, Feda, Pinder, Sage. Case-control study of student-perpetrated physical violence against educators. Annals of Epidemiology 24:325-332, 2014. (**Scan only**)

April 9
(S. Gerberich)

Readings:

- Robertson, Chapter 6, National Injury Surveillance
- Robertson, Chapter 7, Local Injury Surveillance and Risk Factor Surveys
- M Steenkamp L Frazier N Lipskiy S Deberry D Thomas Barker Karch, The National Violent Death Reporting System: an exciting new tool for public health surveillance. Injury prevention, 2006;12(Suppl 2): ii3-ii5.
- Horan, John M. and Mallonee S, Injury surveillance, Epidemiologic Reviews. 2003; 25: 24-42 - get full pdf:
<http://epirev.oxfordjournals.org/content/25/1/24.full>

Resources:

- Consumer Product Safety Commission (CPSC) National Electronic Injury Surveillance System (NEISS) **For information on a unique data set of product-related injuries that can be accessed for research, use (January 2018):**
<http://www.cpsc.gov/en/safety-education/safety-guides/general-information/national-electronic-injury-surveillance-system-neiss/>
- CPSC National Electronic Injury Surveillance System-All Injury Program - Expansion on site above to include a representative sample of **all injuries** treated in US Emergency Departments
<https://www.healthypeople.gov/2020/data-source/national-electronic-injury-surveillance-system-all-injury-program>
(Years available: 2001-Present)

Refer to the **Inventory of National Injury Data Systems** (Fatal and Non-Fatal Injury Data)
<http://www.cdc.gov/injury/wisqars/InventoryInjuryDataSys.html> (This provides a list of 45 different federal data systems operated by 16 different agencies and three private injury registry systems that provide nationwide injury-related data. Each data system is listed along with the agency or organization and associated web sites.)

- Minnesota Department of Health, Injury and Violence Program website: <http://www.health.state.mn.us/injury/>
(Comprehensive Website)

April 16
(Ramirez)

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- Sheu, Chen, Hedegaard, Sports- and Recreation-related injury episodes in the United States, 2011-2014, USDHHS, CDC, National Center for Health Statistics, November 18, 2016.
 - Shephard, Can we afford to exercise, given current injury rates? *Injury Prevention* 2003;9:99-100 - *get full pdf*: (2 pages, combined with article, below) <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1730963/?tool=pubmed>
 - Marshall and Guskiewicz, Sports and recreational injury: The hidden cost of a healthy lifestyle. *Injury Prevention* 2003; 9(2):100-102 – *get full pdf (combined with above pdf)* <http://injuryprevention.bmj.com/content/9/2/100.full>
 - Gerberich, Priest, Boen, Straub, Maxwell. Concussion incidences and severity in **secondary school varsity football players**, *American Journal of Public Health* 73(12):1370-1375, 1983 – *get full pdf*: <http://ajph.aphapublications.org/doi/pdf/10.2105/AJPH.73.12.1370>
 - Centers for Disease Control and Prevention. Traumatic brain injury in the United States: Fact Sheet, Retrieved January 22, 2017. http://www.cdc.gov/traumaticbraininjury/get_the_facts.html Updated April 27, 2017.
 - Sahler, Greenwald. Traumatic Brain Injury in Sports: A Review, Rehabilitation Research and Practice, 10 pages, 2012. <http://www.hindawi.com/journals/rerp/2012/659652/> (**Scan only**)

April 23
(Gerberich)

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- Robertson, Chapter 16, Summation of Principles
 - Review Readings, Course Presentations and Notes/Student Presentations

April 30
(Gerberich)
(Students)

VI. Course Outline/Weekly Schedule

NOTE: The following lectures *provide content that facilitate analysis of injury problems and development of strategies for prevention and control*. Using a *conceptual approach* that incorporates examples of injury problems, programs that consider the worker and others can be developed. Based on the model identified in *Injury in America*, a *multidisciplinary approach* that includes Epidemiology, Bioengineering, Acute Care, Rehabilitation and Health Promotion is included. Injury problems presented during this course serve as examples for *applying an epidemiologic approach and considering appropriate strategies* (e.g., engineering, education, legislation) for prevention and control.

SCHEDULE:

Day/Date	Topic	Faculty	Time (pm)
Monday January 22	Course Introduction Overview: Historical Perspective; Basic Theory, Epidemiological Approach; Injuries: A National Perspective	S. Gerberich	1:25 – 3:20
Monday January 29	Injuries: A National Perspective (continued): Variables of Injury Frequency, Severity, and Type; Sources and Quality of Data; Analysis/Strategies for Prevention - Considerations for Development of Occupational Injury Prevention/Safety Programs	S. Gerberich	1:25 – 3:20

Monday February 5	Workers' Compensation: Implications for Injury Prevention	Zaidman	1:25 – 3:20
Monday February 12	Injuries: A National Perspective (continued); Transportation Injuries Types of Studies-Interpretation; Data Quality Issues Due: Identification of Project Topic	S. Gerberich	1:25 – 3:20
Monday February 19	Immigrant Workers: Considerations for Occupational Health and Safety Material and Structural Failure: Potential for Injury (The Titanic and other examples)	Green W. Gerberich	1:25 – 2:20 2:20 – 3:20
Monday February 26	Falls: An Example in Developing Strategies for Injury Prevention and Control DUE: Comprehensive Outline of Paper/Website Project	S. Gerberich	1:25 – 3:20
		TAKE-HOME MIDTERM HANDED OUT (Covers all material 01/22/18–02/26/18)	
Monday March 5	Fire /Heat-Related Injuries (Why America Burns) DUE: TAKE-HOME MIDTERM	S. Gerberich	1:25 – 3:20
Monday March 12	SPRING BREAK		
Monday March 19	Ergonomics: The Relation to Injury	Adam Schwartz	1:25 – 3:20
Monday March 26	Watercraft Injuries/Drowning: Strategies for Prevention	Sage	1:25 – 3:20
Monday April 2	Identifying the Magnitude of the Problem and Associated Risk Factors – Agricultural Injuries Traumatic Injuries Incurred in the Farming Community: An Approach to Injury Prevention and Control Due: Near-Final Draft of Paper/Website Project	S. Gerberich Van Beek	1:25 – 2:20 2:25 – 3:20

Monday April 9	Intentional Injuries/Violence: Strategies for Prevention	S. Gerberich	1:25 – 3:20
Monday April 16	The Importance of Surveillance: Development of Injury Surveillance Systems with Examples	Ramirez	1:25 – 3:20
Monday April 23	Sports/Recreational Injuries	S. Gerberich	1:25 – 3:20
	Final Take-Home Examination Disseminated		
Monday April 30	Student Presentations – Discussions of Papers/Websites or YouTube Video Projects	S. Gerberich/ Students	1:25 – 3:20
	Due: Final Paper/Website Project		
Tuesday May 8	FINAL EXAMINATION Final Take-Home Examination is due		4:00 p.m.

FACULTY

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VII. Evaluation and Grading

The University utilizes plus and minus grading on a 4.000 cumulative grade point scale in accordance with the following:

Enrollment options for this course include either the A/F or S/N grade base.

A/F

- 4.000 = A Represents achievement that is outstanding relative to course requirements
- 3.667 = A-
- 3.333 = B+
- 3.000 = B Represents achievement that is significantly above course requirements
- 2.667 = B-
- 2.333 = C+
- 2.000 = C Represents achievement that meets course requirements in every respect
- 1.667 = C-
- 1.333 = D+
- 1.000 = D Represents achievement that fails to meet fully the course requirements but is worthy of credit
- 0 = F* Represents failure and signifies that the work was either completed but at a level of achievement not worthy of credit or was not completed and no agreement was made between the instructor and the student to award an Incomplete (I)

S/N

- S = 1.667 or above
- N* = below 1.667

Incomplete Contracts

A grade of incomplete "I" shall be assigned at the discretion of the instructor when, due to extraordinary circumstances (e.g., documented illness or hospitalization, death in family, etc.), the student was prevented from completing the work of the course on time. The assignment of an "I" requires that a

contract be initiated and completed by the student before the last official day of class, and signed by both the student and instructor. If an incomplete is deemed appropriate by the instructor, the student in consultation with the instructor, will specify the time and manner in which the student will complete course requirements. Extension for completion of the work will not exceed one year (or earlier if designated by the student's college). For more information and to initiate an incomplete contract, students should go to SPHGrades at: www.sph.umn.edu/grades.

University of Minnesota Uniform Grading and Transcript Policy

A link to the policy can be found at onestop.umn.edu.

Course Evaluation

The SPH will collect student course evaluations electronically using a software system called CourseEval: www.sph.umn.edu/courseval. The system will send email notifications to students when they can access and complete their course evaluations. Students who complete their course evaluations promptly will be able to access their final grades just as soon as the faculty member renders the grade in SPHGrades: www.sph.umn.edu/grades. All students will have access to their final grades through OneStop two weeks after the last day of the semester regardless of whether they completed their course evaluation or not. Student feedback on course content and faculty teaching skills are an important means for improving our work. Please take the time to complete a course evaluation for each of the courses for which you are registered.

Course Grade Components:

Your grade in this course will be based on completion of the following assignments:

Midterm examination 25%

Final examination 25%

**Paper/Website Project/
YouTube Video
Presentation**

25% Guidelines for paper/website project are identified below (Separate guidelines are identified for PubH 6120 and PubH 3120.)

Participation

25% Students are expected to be on time for class, attend all classes for the entire time allocated, and participate in discussions/presentation of paper/website project. NOTE that 10% of this participation grade will be associated with quizzes that will be given on random weeks within the first FIVE minutes of class time.

Required Paper/Website Project and Presentation (1-3 persons):

Guidelines (PubH 6120):

- 1. Select an injury problem related to the workplace, community, or home;**
- 2. Identify the magnitude of the problem to the degree that it is known;**
- 3. Discuss:** a) trends in related injuries and fatalities; b) the variables (exposures) potentially related to the injury problem/known risk factors; c) estimated costs of the injury problem; and d) factors that have limited progress in the reduction of injuries and fatalities pertinent to this problem.
- 4. Utilize an epidemiological approach in developing strategies for prevention and control of a Specific Example of the injury problem (for example, from a recent/current news event related to this problem):** a) incorporate an injury-control options analysis using Haddon's matrix of pre-event, event, and post-event phases (refer to Robertson); identify specific data and research needs; b) specify Haddon's Ten Strategies and identify the most appropriate corresponding strategies for the injury problem you have selected--based on your knowledge of the most successful approaches and/or approaches that you feel are warranted. Justify your position.

The **paper/website project** will be evaluated for content including completeness of the discussion and analysis related to numbers 2-4. In addition, organization, grammatical construction, rhetoric, and appropriate use of references and resources will be considered in the total evaluation.

Length/Format of Paper/Project: Approximately seven to ten pages (quality, not quantity, is

important); typed; double-spaced/incorporated into website. Establish appropriate links for this project. A **final presentation** will utilize the website and/or PowerPoint Presentation (approximately 5-10 minutes) or YouTube Video Presentation (maximum 5 minutes; convey the final message, "**injuries are not Accidents**"), depending upon the course level for which you are registered.

Website Set-Up: go to google.umn.edu and select the Sites option; then click the red "Create" button to begin creating your site. (If access through Google is a problem, alternatives are: outside third party systems like blogger.com or Wordpress.com. For additional assistance, contact Joy Archibald, Webmaster (identified on page 1 of syllabus).

YouTube Video assistance: Deirdre Green, PhDC and Division of Environmental Health Sciences IT personnel

Required Project (1-3 persons):

Guidelines (PubH 3120):

1. **Select an injury problem related to the workplace, community, or home;**
2. **Identify the magnitude of the problem to the degree that it is known;**
3. **Discuss:** a) trends in related injuries and fatalities; b) the variables (exposures) potentially related to the injury problem/known risk factors; c) estimated costs of the injury problem; and d) factors that have limited progress in the reduction of injuries and fatalities pertinent to this problem.
4. **Utilize an epidemiological approach in developing strategies for prevention and control of a Specific Example of the injury problem (for example, from a recent/current news event related to this problem):** a) incorporate an injury-control options analysis using Haddon's matrix of pre-event, event, and post-event phases (refer to Robertson); identify specific data and research needs; b) specify Haddon's Ten Strategies and identify the most appropriate corresponding strategies for the injury problem you have selected--based on your knowledge of the most successful approaches and/or approaches that you feel are warranted. Justify your position.

A **final presentation** will utilize a PowerPoint Presentation/other media (approximately 5-10 minutes) or YouTube Video Presentation (maximum 5 minutes; convey the final message, "**injuries are not Accidents**"). This presentation will be evaluated for content including completeness of the discussion and analysis related to numbers 2-4. In addition, organization of, grammar used, and inclusion of relevant references and resources will be considered in the total evaluation. **YouTube Video assistance:** Deirdre Green, PhDC and Division of Environmental Health Sciences IT personnel

YouTube Video Example by Deirdre Green, PhDC (Refer to project guidelines for this class, as this is only an example; follow the guidelines above):

https://drive.google.com/file/d/1VVHBAMGVA9ICMzKTc_GLKp-Rou3X002O/view

Examples of previous student website projects (These are identified only as examples; be sure to follow the guidelines above.)

- **Speeding Contributes to Motor Vehicle Injury and Death**
<https://sites.google.com/umn.edu/speedkills>
- **Injuries from Laundry Detergent Pods**
<https://sites.google.com/a/umn.edu/injuries-from-laundry-detergent-pod/>
- **Office Injuries**
<https://sites.google.com/a/umn.edu/office-injuries/haddon-s-strategies>
- **Transportation Injury Associated with the Hangover Effect of Alcohol Drinking**
<https://sites.google.com/site/alcoholhangover/>
- **Hospital Workplace Safety**

<http://lizortiz74.wix.com/hospital-safety>

- **Recreational downhill Injuries**

<https://sites.google.com/site/sportsrelatedtbi/>

- **Workplace violence against nurses in the US**

<https://sites.google.com/a/umn.edu/workplaceviolence/home>

- **Epidemiology, Prevention, and Control of TBI: Example, Sport-Related TBI in Adolescents**

<https://sites.google.com/site/sportsrelatedtbi/>

Additional website projects for which access is not currently available:

- **Examining the Use and Effectiveness of Personal Flotation Devices on Commercial Fishing Rig**

- **Unintentional drug poisoning deaths**

- **Injury Prevention Regarding Electrical Injury in the Workplace**

- **Back Injuries in Nursing**

- **Motorcycle Rider Fatalities**

- **Unintentional Drowning**

- **Grain Engulfment in Agricultural Operations**

- **Child Sexual Abuse in K-12 Schools in the US**

- **Workplace Safety and Health: Falls**

- **Low Back Injuries in Inpatient Healthcare Facilities**

- **Traumatic Brain Injury Associated with Motor Vehicle Injuries**

- **Spinal Cord Injuries**

- **Motor-Vehicle-Related Fatalities in North Dakota Oil and Gas Industry Workers**

- **Occupational Risks among Emergency Medical Service Providers**

- **Occupational Fatalities among Hispanic Immigrants**

- **Unintentional Firearm Injuries**

- **Musculoskeletal Disorders in the Workplace**

- **Occupational Injuries among oil and gas workers**

Also, refer to:

Additional Resources:

Refer to the **Inventory of National Injury Data Systems** (Fatal and Non-Fatal Injury Data)

<http://www.cdc.gov/injury/wisqars/InventoryInjuryDataSys.html> (This provides a list of 45 different federal data systems operated by 16 different agencies and three private injury registry systems that provide nationwide injury-related data. Each data system is listed along with the agency or organization and associated web sites.)

WISQARS: <https://www.cdc.gov/injury/wisqars/index.html>

You can generate relevant injury data reports from this website.

Grammar/Writing: Strunk, William, Jr., *The Elements of Style*. Value Classic Reprints, 2016, or other texts/literature pertinent to grammar/writing; *take advantage of grammar/spelling component of word processing program*. Apply American Journal of Public Health, American Journal of Epidemiology, or other journal format for reference citations. Citing references, using an alphabetical format, is typically the easiest; just be consistent.

Methods/Process:

This project will involve heterogeneous group efforts of two or three persons, negotiated with the instructor/teaching assistants, in concert with the relevant students; single-person projects may be negotiated, as appropriate. Each group will be responsible for assigning/completing responsibilities in an equitable manner; this includes all aspects of development and completion of the project and identification of a presenter(s) to provide a summary of the highlights/key findings of the project during informal presentation sessions at the end of the class. Each project will be allocated at least 10 minutes for this presentation.

Be creative in the examination of a specific problem, including local/current problems - as appropriate; utilize: existing peer-reviewed literature, via Medline, PubMed (National Library of Medicine) etc.; internet information; community-based resources; etc.

Grading of Paper/Website Project/Presentation:

Content	75%
Organization, Grammatical Construction, and Rhetoric	10%
References/Resources	10%
Meet all deadlines for project	5% [Refer to course schedule]

Ideally, at least ten (peer-reviewed) references should be cited (e.g., those accessed through Medline are peer-reviewed); utilize the PubMed Advanced Free Medline and various resources pertinent to injury on the internet, including linkages, as appropriate. If this is a problem, contact Dr. Gerberich. In addition you may utilize personal resources as necessary and cite accordingly (e.g., contact legislators relevant to the specific injury problem to facilitate development of a comprehensive program).

NOTE: All papers and take-home examinations must be typewritten.

Resource for Website:

Joy Archibald, Webmaster, Division of Environmental and Occupational Health (Telephone: 612-626-1440; E-mail: archi009@umn.edu) will meet with students to discuss and facilitate incorporation of a project onto a website.

VIII. Other Course Information and Policies

Grade Option Change (if applicable)

For full-semester courses, students may change their grade option, if applicable, through the second week of the semester. Grade option change deadlines for other terms (i.e. summer and half-semester courses) can be found at onestop.umn.edu.

Course Withdrawal

Students should refer to the Refund and Drop/Add Deadlines for the particular term at onestop.umn.edu for information and deadlines for withdrawing from a course. As a courtesy, students should notify their instructor and, if applicable, advisor of their intent to withdraw. Students wishing to withdraw from a course after the noted final deadline for a particular term must contact the School of Public Health Office of Admissions and Student Resources at sph-ssc@umn.edu for further information.

Student Conduct Code:

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community. As a student at the University you are expected adhere to Board of Regents Policy: *Student Conduct Code*. To review the Student Conduct Code, please see: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf. Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The

classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

Use of Personal Electronic Devices in the Classroom:

Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference:

<http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>. **To ensure respect for all participants in this course, all electronic devices are limited in the classroom to class note-taking only.**

Scholastic Dishonesty:

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf) If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see:

<http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html>. The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: <http://www1.umn.edu/oscai/integrity/student/index.html>. If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

Makeup Work for Legitimate Absences:

Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see:

<http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html>.

Appropriate Student Use of Class Notes and Course Materials:

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see:

<http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>.

Sexual Harassment

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy:

<http://regents.umn.edu/sites/default/files/policies/SexHarassment.pdf>

Equity, Diversity, Equal Opportunity, and Affirmative Action:

The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please

consult Board of Regents Policy:

http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf.

Disability Accommodations:

The University of Minnesota is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center Student Services is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DS at 612-626-1333 or ds@umn.edu to arrange a confidential discussion regarding equitable access and reasonable accommodations.

If you are registered with DS and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course. For more information, please see the DS website,

<https://diversity.umn.edu/disability/>.

Mental Health and Stress Management:

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 and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: <http://www.mentalhealth.umn.edu>.

The Office of Student Affairs at the University of Minnesota:

The Office for Student Affairs provides services, programs, and facilities that advance student success, inspire students to make life-long positive contributions to society, promote an inclusive environment, and enrich the University of Minnesota community. Units within the Office for Student Affairs include, the Aurora Center for Advocacy and Education, Boynton Health Service, Central Career Initiatives (CCE, CDes, CFANS), Leadership Education and Development –Undergraduate Programs (LEAD-UP), the Office for Fraternity and Sorority Life, the Office for Student Conduct and Academic Integrity, the Office for Student Engagement, the Parent Program, Recreational Sports, Student and Community Relations, the Student Conflict Resolution Center, the Student Parent HELP Center, Student Unions & Activities, University Counseling & Consulting Services, and University Student Legal Service. For more information, please see the Office of Student Affairs at <http://www.osa.umn.edu/index.html>.

Academic Freedom and Responsibility: *for courses that do not involve students in research:*

Academic freedom is a cornerstone of the University. Within the scope and content of the course as clear by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.*

OR:

Academic Freedom and Responsibility, *for courses that involve students in research:*

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom and conduct relevant research. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.* When conducting research, pertinent institutional approvals must be obtained and the research must be consistent with University policies. Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the

Department Chair, your adviser, the associate dean of the college, (Dr Kristin Anderson, SPH Dean of Student Affairs), or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

** Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students."*

Student Academic Success Services (SASS): <http://www.sass.umn.edu>:

Students who wish to improve their academic performance may find assistance from Student Academic Support Services. While tutoring and advising are not offered, SASS provides resources such as individual consultations, workshops, and self-help materials.

Template update 09/2014

REQUIRED TEXT AND READINGS

* **TEXT:** Robertson, Leon S. Injury Epidemiology: Fourth Edition, Lulu Books (Formerly, New York: Oxford University Press), 2015. *This text contains major concepts and theories that are critical to the study of injury and relevant control of this major public health problem.* **Purchase in the Coffman Bookstore, Ground Floor (paperback). See, also: <http://www.nanlee.net/>**

Refer to syllabus for additional required readings for respective class dates.

SUPPLEMENTARY TEXTS/READINGS – For your information and resource only – may also serve as a basis for identifying an injury problem to address

Note: In the following, articles from the classic as well as the more recent literature in the injury prevention and control field are identified. (Underlined names are former injury program students and post-doctoral fellows.)

Baker S, O'Neill B, Haddon W. Jr. The injury severity score: A method for describing patients with multiple injuries and evaluating emergency care, Journal of Trauma 14:187-196, 1974.

Baker SP and Teret S. Freedom and protection: A balancing of interests, American Journal of Public Health 71(3):295-297.

Baker SP. Determinants of injury and opportunity for intervention, American Journal of Epidemiology. 101(2):98-102.

Barry PZ. Individual versus community orientation in the prevention of injuries, Preventive Medicine 4:47-56, 1975.

Blumstein A. Violence: A new frontier for scientific research, Science 289:545, 2000.

Bonnie RJ, Fulco CE, and Liverman CT. Editors, Institute of Medicine, Committee on Injury Prevention and Control, Reducing the Burden of Injury: Advancing Prevention and Treatment Washington, D.C.: National Academy Press, 1999.

Boyle D, Gerberich SG, Gibson RW, Maldonado G, Robinson A, Martin F, and Renier CM. Case-control study of dairy-operation related injuries: Rate ratios associated with dairy activities, Epidemiology 8(11): 37-41, 1997.

Braun BL, Tekawa IS, Gerberich SG, and Sidney S. Marijuana use and medically attended injury events, Annals of Emergency Medicine 32(3): 353-360, 1998.

Brown MZ and Gerberich SG. Injuries to childcare workers-Minnesota, 1985-1990: An Analysis of Potential Risk Factors, Journal of Occupational Medicine 35(12): 1236-1243, 1993.

Carlson KF, Gerberich SG, Alexander B, Church TR, Ryan AD, Mongin SJ, Renier CM, Zhang X, French LR, Masten AS. Tractor-Related Injuries: Regional Rural Injury Study-II, American Journal of Industrial Medicine 47(3): 254-264, 2005.

Carr WP, French LR, Gerberich SG, Gibson RW, Gunderson PD, Renier CM. Supplemental ICD-9-CM external cause codes for agricultural injuries, In H.H. McDuffie, J.A. Dosman, K.M. Semchuk, S.A. Olenchock, A. Senthilselvan, Human Sustainability in Agriculture: Health, Safety, Environment, Proceedings, Third International Symposium: Issues in Health, Safety and Agriculture, Saskatoon, Canada, May 1992, 1995.

Christoffel T, Gallagher SS. Injury Prevention and Public Health: Practical Knowledge, Skills and Strategies. Second Edition. Sudbury, Massachusetts: Jones and Bartlett Publishers, Inc. 2006: Chapter 5, pp. 101-146.

- Committee on Trauma Research, Commission on Life Sciences, National Research Council, Institute of Medicine, *Injury in America: A Continuing Public Health Problem*, Washington, D.C.: National Academy Press, 1985.
- Dahlberg L, Ikeda RM, and Kresnow M. Guns in the home and risk of a violent death in the home: Findings from a national study. *American Journal of Epidemiology* 160:929-936, 2004.
- Data and Research Committee (Gerberich, Member), Minnesota's Health Care Coalition on Violence; *A Review of the Research on Gun Injuries: Promising Prevention Strategies for Health Care*, St. Paul: 2000 Health Care Coalition on Violence, 2000.
- Daven J, O'Connor JF, and Briggs R. The consequences of imitative behavior in children: the "Evel Knievel Syndrome." *Pediatrics* 57(3):418-419, March 1976.
- Davidson RJ, Putnam KM, and Larson CL. Dysfunction in the neural circuitry of emotion regulation -- a possible prelude to violence, *Science* 289:591-594, 2000.
- DeHaven H. Mechanical analysis of survival in falls from heights of fifty to one hundred and fifty feet, *War Medicine* 2:586-596, 1942.
- Dershewitz RA and Williamson JW. Prevention of childhood household injuries: A controlled clinical trial. *American Journal of Public Health* 67(12):1148-1153, 1977.
- Erkal S, Gerberich SG, Ryan AD, Alexander BH, and Renier CM. Animal-Related Injuries: A Population-Based Study of a Five-State Region in the Midwest (Regional Rural Injury Study II), *Journal of Safety Research* 39:351-363, 2008. [SGG: Post-Doctoral Advisor/Mentor]
- Feck G and Baptiste M. The epidemiology of burn injury in New York, *Public Health Reports* 94(4):312-318, 1979.
- Feck G, Baptiste M, and Greenwald P. The incidence of hospitalized burn injury in upstate New York, *American Journal of Public Health* 67(10):966-967, 1977.
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- French LR, Carr P, Gerberich SG, Gunderson P, Gibson R, Melton LJ III, and Elkington J. Reliability of "E"-coding farm-related injuries using the *International Classification of Diseases, Ninth Revision (ICD-9)* and a modified version of ICD-9, *American Journal of Epidemiology* 130(4):826, 1989.
- French MT. Estimating the full cost of workplace injuries. *American Journal of Public Health*, 80(9):1118-1119, 1990.
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- Gerberich SG, Finke R, Priest JD, Aamoath G, Murray K, and Madden M. An epidemiological study of high school hockey injuries. *Child's Nervous System*, 3: 59-64, 1987.
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- Gerberich SG, Church TR, McGovern PM, Hansen H, Nachreiner NM, Geisser M, Ryan AD, Mongin SJ, Watt GD. An epidemiological study of the magnitude and consequences of work-related violence: The Minnesota nurses' study, *Occupational and Environmental Medicine* 61:495-503, 2004.
- Gerberich SG, Church TR, McGovern PM, Hansen H, Nachreiner NM, Geisser M, Ryan AD, Mongin SJ, Watt GD, Jurek A. Risk factors for work-related assaults on nurses, *Epidemiology* 16(5):704-709, 2005.
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http://defendingscience.org/sites/default/files/Leigh_Low-wage_Workforce.pdf
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