

## PUBHEPI 4432-0010—Injury: A Public Health Problem

3 Credits – Spring 2026

Tuesdays and Thursdays | 2:20pm - 3:40 pm (Virtual Synchronous Sessions on Zoom)

<https://osu.zoom.us/j/93085094449?pwd=VMFA1xG9Hk9Uxq7QIG00XfvuJsDddu.1>

### Course Instructor

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### Instructor’s Office Hours

By appointment

### Faculty Feedback & Response Time:

The following gives you an idea of my intended availability during the course:

- **Grading:** You can generally expect feedback within 7 days.  
If you have a question about a grade, please email me. Grade appeals must be received within one week of when the grade is posted.
- **E-mail:** I will reply to e-mails within 24 hours on school days.  
If you wish to schedule an appointment to talk with me, please email me using both my primary and secondary email addresses. Email inquiries sent Monday through Friday will typically receive a reply within 24 business hours of receipt. Emails received on the weekend may not be answered until Monday, so please plan accordingly.
- **Virtual meeting:** If you have a question(s) and would like to meet with the instructor in person or virtually, please email the instructor to set up a meeting.

### Course Description

This course involves critical analysis of injury prevention and control and is designed for undergraduates. We will cover 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

PUBHEPI 2410 and PUBHHBP 3510, or permission of instructor

### Course Learning Objectives

- Define the problem of injury and understand how it is similar and different from other public health issues. Describe how injury prevention fits within the broader context of public health.
- State major theoretic models for injury, such as the epidemiologic triad/triangle and Haddon Matrix.

- Quantify the magnitude of the burden of injury (e.g., cost, years of life lost, emergency department visits, hospitalizations, health care costs, days of work/school lost).
- Discuss approaches to injury reduction (e.g., legal, public policy, environmental, technological, behavioral interventions) and prevention strategies (primary/secondary/tertiary prevention).
- Describe and assess risk/protective factors for specific types of injuries.
- Describe different injury surveillance systems.
- Name top three strategies to evaluate injury prevention programs and interventions.
- Critically review research findings and summarize results into messages to be disseminated to an identified audience (e.g., parents, legislators).

## Competencies

### Profession and science of public health

- Explain public health history, philosophy and values
- List major causes and trends of morbidity and mortality in the United States or other community relevant to the school or program
- Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc.
- Explain the critical importance of evidence in advancing public health knowledge

### Factors related to human health

- Explain effects of environmental factors on a population's health
- Explain behavioral and psychological factors that affect a population's health
- Explain the social, political and economic determinants of health and how they contribute to population health and health inequities

## Text/Readings:

Students will be expected to read articles from textbooks or peer-reviewed literature if the speaker provides. You will be responsible for the information covered in these materials. Students who desire to do additional reading may wish to consider the following textbooks (encouraged but not required, 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.

## Carmen:

There is a Carmen site for this course: <https://carmen.osu.edu>. All course materials are available via Carmen.

You will need to use BuckeyePass ([buckeyepass.osu.edu](http://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 (<https://admin.resources.osu.edu/buckeyepass/adding-a-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 (<https://admin.resources.osu.edu/buckeyepass/installing-the-duo-mobile-application>) 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 Format: How this course works**

- **Mode of delivery:** This course is 100% online delivery with synchronous sessions. We will meet twice per week via Zoom session during our scheduled class meeting time. Attendance is required.
- **Pace of online activities:** This course is divided into weekly modules. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.
- **Credit hours and work expectations:** This is a **3-credit-hour course**. According to Ohio State policy ([go.osu.edu/credithours](http://go.osu.edu/credithours)), students should expect around 3 hours per week of time spent on direct online 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:
  1. Students are expected to attend each class and actively participate in class discussions and engage with lecturers by asking questions or making thoughtful comments.
  2. Active participation also includes providing evaluation feedback to speakers via Carmen following each lecture. If a student misses a class, it is their responsibility to get the information they have missed. Lectures will not be recorded.
  3. Students are expected to complete all required readings before class and to come to class prepared to engage in discussions of the readings.
  4. **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, please discuss it with the main instructor (Dr. Henry Xiang) *as soon as possible*.
- **Office hours: OPTIONAL.** Office hours are available by appointment. The instructor is happy to schedule a virtual meeting with you if you have any questions about the course content or assignments. Please send the instructor an email to request a meeting time.
- **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.

### **Course Technology**

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

- Basic computer and web-browsing skills
- Navigating Carmen ([go.osu.edu/canvasstudent](http://go.osu.edu/canvasstudent))
- CarmenZoom virtual meetings ([go.osu.edu/zoom-meetings](http://go.osu.edu/zoom-meetings))

#### ***Required equipment***

- **Computer:** current Mac (Mac OSX) 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 365 Copilot (formerly Office 365)**

**All Ohio State students are now eligible for free Microsoft 365 Copilot (formerly Office 365). Full instructions can be found at [go.osu.edu/office365help](http://go.osu.edu/office365help). 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](http://ocio.osu.edu/help/hours), and support for urgent issues is available 24/7.

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

### **Assignments/Assessments Exams**

There will be a cumulative final exam that will be based on the lecture material, readings, discussions, and assignments. The final exam will have short-answer and essay-type questions. Students who miss the exam will not be allowed to take a make-up exam unless there is a valid excuse, as determined by the instructor. The final exam must be completed without the help of others.

### **Assignments**

Students will be asked to complete seven assignments:

1. Syllabus Quiz
2. Watch the News
3. WISQARS Query
4. SOCOs/Social Math
5. Advocacy
6. Press Release
7. Self-Reflection

Specific length of each assignment will vary but in general, assignments should be 1-2 single-spaced pages (unless otherwise stated), with 12-point font and 1-inch margins. Assignments should be submitted electronically on Carmen. If your assignment will be submitted late, let the instructor know in advance. Points will be deducted for late assignments and assignments will not be accepted if they are more than 1 week late. Required components of each assignment will be provided and discussed in class. Each assignment will be graded on a 1-5 scale, with the following rubric as a guide for the scores:

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

#### **Assignment #1 Syllabus Quiz**

Please read this syllabus carefully and then use it to complete a short syllabus quiz in Carmen to check your understanding.

#### **Assignment #2 Injury in the News**

Your assignment is to find and post to the Carmen discussion board a recent print news article (i.e., within the past 6 months) that relates to an injury topic of your choice (e.g., motor vehicle crash, opioid overdose,

firearms, child abuse, or other injury topic). The link to the news story must be posted **at least 48 hours** before the day you are assigned to present your news story to the class to allow the instructors and other students time to read it before the discussion. On your assigned presentation day, you will lead the class in a brief (15-20 min) discussion of the new story. Questions you may wish to cover in your discussion include:

1. What injury topic was discussed in the news article?
2. What was the source of the story? Is the source credible?
3. What was the main message of the story?
4. What was the impetus for the story (e.g., recent injury or death, new research publication)? If the study was prompted by recent research, was a link to the source material provided in the article?
5. Was personal story featured (i.e., a person or family who was affected by this condition)?
6. Were risk factors or numeric risk estimations presented?
7. Were prevention recommendations made?
8. Did you detect any bias in the reporting of the story?
9. What are the implications of the story for you? For others? For policymakers?

*Assignment #3 CDC Web-based Injury Statistics Query and Reporting System (CDC WISQARS™)*

Access the CDC WISQARS™ available <https://wisqars.cdc.gov/>. Perform a query of your choice (fatal, nonfatal, leading cause of deaths, choose one). After you retrieve your query results, answer the following questions (1-2 pages total):

1. What do these numbers represent?
2. Where and how are these data collected?
3. Describe two ways that these results could be used in injury prevention and policy making.
4. Find 2 research articles related to your topic. Provide a citation and 1-2 sentence summary for each article.
5. Name 2 limitations of the CDC WISQARS™.

*Assignment #4 SOCOs/Social Math*

Using the research article provided, complete the Single Overriding Communication Objective (SOCO) worksheet. Provide 2 final messages for your audience, at least one of which should use social math. Determine the Flesch-Kinkaid reading grade level of your final messages and report the score for each (you should aim for a 6<sup>th</sup> grade reading grade level).

**Papers:**

*Assignment #5 Advocacy*

Public policy is an important strategy for preventing injuries and injury-related deaths. For this assignment, you will identify an injury topic that is important to you and develop a policy action letter OR letter to the editor. For extra credit, you may wish to submit your finished product to a policymaker or newspaper editor.

1. Identify an injury topic that is important to you.
2. Research the subject to gain a better understanding of the burden of the problem, who is most impacted by it, and evidence-based prevention strategies to prevent morbidity and mortality related to your injury topic.
3. Then choose Option A **OR** Option B, below.

**Option A.**

Write a 1-page policy action letter to a policymaker related to your injury topic of interest. Your letter should briefly describe the injury topic and its importance and clearly state at least 1 specific action you would like the policymaker to take or support to prevent future injuries. Explain why the injury topic is relevant to you and other constituents and why the policymaker should care about your topic. Include citations and references to justify your request. If there is pending legislation that you would like the

policymaker to support/not support, mention it specifically. If there is not pending legislation related to your topic, provide information on an evidence-based policy recommendation that your policymaker could introduce to address the issue. The letter should be written professionally and follow standard guidelines for formal letters.

**Option B.**

Write a brief (< 300 words) letter to the editor related to your topic of interest. Your letter should very briefly describe the injury topic and its importance, citing relevant facts/data to support your position. You should grab the readers’ attention by connecting your injury topic to something timely that is going on in your community/state (e.g., social justice issue, proposed legislation, community event or project/process). Explain why others should care about the issue and clearly describe at least 1 specific action you would like others to take to prevent future injuries. The letter to the editor should be written professionally and for a broad audience.

**Extra credit for Assignment #5**

After your policy action letter or letter to the editor is returned to you with feedback from the instructor, you may wish to revise your letter and submit it to a policymaker or newspaper, as applicable. Upon receiving proof of submission (e.g., screenshot of you submitting your letter through a legislator’s or newspaper’s online submission portal, or, if you want to go old school, a photo of you putting your policymaker letter in the mail!), you will receive up to 5 points of extra credit toward this assignment.

*Assignment #6 Write a Press Release*

You will be provided/assigned a research article. Your assignment is to write a press release that could 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 and a quote or quotes from the study authors. Don’t forget to consider literacy level when crafting your press release.

*Assignment #7: Self-Reflection*

Write a 1-2 page self-reflection addressing something new you learned in the course. See below for some helpful prompts/suggestions you may wish to use:

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. What injury topics have impacted you or those around you?
4. What do you think is the strongest injury prevention strategy we discussed this semester?

**Grading**

Evaluation and grades will be based on class attendance (10%), seven assignments (5%-15% each), a self-reflection (5%), and a final exam (25%).

Class attendance, preparation, and participation		10%
Assignment #1	Syllabus Quiz	5%
Assignment #2	Injury in the News	10%
Assignment #3	CDC WISQARS™ Query	10%
Assignment #4	SOCOs/Social Math	10%
Assignment #5	Advocacy	15%
Assignment #6	Press Release	10%
Assignment #7	Self-Reflection	5%
Final Exam	Final exam	25%
		100%

<b>Final percentage</b>	<b>Final letter grade (grading will not be on a curve)</b>
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 Policies**

*Attendance.* Each student is expected to attend the course zoom sessions each week. Only three absences will be allowed. If a student misses more than three course zoom sessions, the final grade will be lowered by 5% for each additional absence (e.g., if a student has three excused absences 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. *Tone and civility* are important for a supportive learning community, where everyone feels safe and can disagree amicably. *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. *Citing your sources* for any written assignments is required. Please follow APA (American Psychological Association) style.

### **Copyright Statement**

This syllabus and all course materials (e.g., homework assignments, solution keys, course materials) are under copyright by the instructor and cannot be posted elsewhere without written permission.

### **Generative AI Policy**

Generative AI tools (such as ChatGPT, Claude, or others) are **not permitted** in this course. All submitted work must represent your own original thinking and effort. Using AI to generate or edit responses, code, or written assignments will be considered a violation of academic integrity.

### **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 ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; or [slds.osu.edu](http://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](https://ccs.osu.edu) or calling [614-292-5766](tel: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](tel:614-292-5766) and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

## **Religious Beliefs or Practices Accommodations**

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Civil Rights Compliance Office](#). (Policy: [Religious Holidays, Holy Days and Observances](#))

## **Academic Misconduct**

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 3335-5-48.7 \(B\)](#)). For additional information, see the [Code of Student Conduct](#).

### **Intellectual Diversity**

Ohio State is committed to fostering a culture of open inquiry and intellectual diversity within the classroom. This course will cover a range of information and may include discussions or debates about controversial issues, beliefs, or policies. Any such discussions and debates are intended to support understanding of the approved curriculum and relevant course objectives rather than promote any specific point of view. Students will be assessed on principles applicable to the field of study and the content covered in the course. Preparing students for citizenship includes helping them develop critical thinking skills that will allow them to reach their own conclusions regarding complex or controversial matters.

### **Grievances and Solving Problems**

A student who encounters a problem related to his/her educational program has a variety of avenues available to seek resolution. According to University Policies, if you have a problem with this class, you should seek to resolve the grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, you may take your case to the department chairperson. Specific procedures are outlined in [Faculty Rule 3335-8-23](#), the [CPH Graduate Student Handbook](#), and the [CPH Undergraduate Student Handbook](#). Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department.

### **Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct**

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Civil Rights Compliance Office:

Online reporting form at <http://civilrights.osu.edu/>,

Call 614-247-5838 or TTY 614-688-8605,

Or Email [civilrights@osu.edu](mailto:civilrights@osu.edu)

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Civil Rights Compliance Office to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.

The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

## Course Outline

Week	Class	Date	Topics	Readings	Presenter
1	1	Tues. 1/13	Injury: A Public Health Problem— Overview of Course	[optional reading] Gielen AC, Frattaroli S, Pollack KM, et al. How the science of injury prevention contributes to advancing home fire safety in the USA: successes and opportunities. <i>Injury Prevention</i> 2018;24:i7-i13.	Henry Xiang Host (H. Xiang)
	2	Thurs. 1/15	Principles of Injury Prevention	[optional reading] 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.	Gary Smith Host (H. Xiang)
2	3	Tues. 1/20	Pediatric Poisoning	[optional reading] 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.	Gary Smith Host (H. Xiang)
	4	Thurs. 1/22	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.	Ginger Yang Host (H. Xiang)
3	5	Tues. 1/27	Injuries Occurring in the Home (“They wouldn’t sell it if it weren’t safe and other myths parents believe”)	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).	Lara McKenzie Host (H. Xiang)
	6	Thurs. 1/29	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.	Motao Zhu Host (H. Xiang)
4	7	Tues. 2/3	Drug overdoses and harm reduction	Collins AB, Kaplowitz E, Bastani P, McKee H, Whitaker D, Hallowell BD, McKenzie M. "I Don't Go Overboard": Perceptions of Overdose Risk and Risk Reduction Strategies among People Who Use Drugs in Rhode Island. <i>Subst Use Misuse</i> . 2023 Dec 20:1-7. doi: 10.1080/10826084.2023.2294968.	Nichole Michaels Host (H. Xiang)
	8	Thurs. 2/5	Infobugs- Agent theory for contagious spread of violence and other social events	Xiang H. Infobugs: agent for contagious transmission of violence, suicide and other social events. <i>Inj Prev</i> . 2022 Feb;28(1):1-2. doi: 10.1136/injuryprev-2021-044485. Epub 2021 Dec 15. PMID: 34911727.	Henry Xiang Host (H. Xiang)

Week	Class	Date	Topics	Readings	Presenter
5	9	Tues. 2/10	Agricultural injury prevention	The National Institute for Occupational Safety and Health (NIOSH) Agricultural Safety <a href="https://www.cdc.gov/niosh/topics/aginjury/default.html">https://www.cdc.gov/niosh/topics/aginjury/default.html</a>	Dee Jepson Host (G. Smith)
	10	Thurs. 2/12	Social Media Toolkit and Injury Prevention	Video: <a href="https://www.cirtc.org/videos-trainings/changing-the-way-we-talk-about-research">https://www.cirtc.org/videos-trainings/changing-the-way-we-talk-about-research</a>  Reading: de Vere Hunt I, Linos E Social Media for Public Health: Framework for Social Media–Based Public Health Campaigns J Med Internet Res 2022;24(12):e42179	Katrina Boylan  Host (Dani Armstrong)
6	11	Tues. 2/17	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.	Julie Mansfield  Host (H. Xiang)
	12	Thurs. 2/19	Injury Advocacy	[optional reading] 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. <a href="https://www.cdc.gov/injury/pdfs/framing/CDCFramingGuide-a.pdf">https://www.cdc.gov/injury/pdfs/framing/CDCFramingGuide-a.pdf</a>	Nichole Michaels  Host (H. Xiang)
7	13	Tues. 2/24	Child Maltreatment	TBA	Farah Brink  Host (H. Xiang)
	14	Thurs. 2/26	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.	Lara McKenzie  Host (H. Xiang)
8	15	Tues. 3/3	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.	Donna Ruch  Host (H. Xiang)
	16	Thurs. 3/5	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.	Henry Xiang  Host (H. Xiang)

Week	Class	Date	Topics	Readings	Presenter
9	17	Tues. 3/10	Pediatric Firearm-related injuries	Wilson RF, Xu L, Betz CJ, et al. Firearm Homicides of US Children Precipitated by Intimate Partner Violence: 2003-2020. <i>Pediatrics</i> . 2023;152(6):e2023063004. doi:10.1542/peds.2023-063004  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.	Johnathan Groner  Host (H. Xiang)
	18	Thurs. 3/12	Substance use disorder trends and treatment among adolescents and young adults	Volkow ND, Gordon JA, Koob GF. Choosing appropriate language to reduce the stigma around mental illness and substance use disorders. <i>Neuropsychopharmacology</i> . 2021;46:2230–2232.  Simon KM, Levy SJ, Bukstein OG. Adolescent substance use disorders. <i>NEJM Evidence</i> . 2022;1(6).	Laura Chavez  Host (H. Xiang)
10	x	Tues. 3/17	Spring Break	Spring Break	
	x	Thurs. 3/19	Spring Break	Spring Break	
11	19	Tues. 3/24	Pediatric cannabis exposures	Required: Dharmapuri S, Miller K, Klein JD. Marijuana and the Pediatric Population. <i>Pediatrics</i> . 2020;146(2):e20192629. doi:10.1542/peds.2019-2629  Required: Ladegard K, Thurstone C, Rylander M. Marijuana Legalization and Youth. <i>Pediatrics</i> . 2020;145(Suppl 2):S165-S174. doi:10.1542/peds.2019-2056D  Optional: Schauer GL. Cannabis Policy in the United States: Implications for Public Health. <i>J Natl Cancer Inst Monogr</i> . 2021;2021(58):39-52. doi:10.1093/jncimonographs/lgab016	Chris Gaw  Host (H. Zhu)
	20	Thurs. 3/26	AI in Injury and Trauma Research	Osong B, Sribnic E, Groner J, Stanley R, Schulz L, Lu B, Cook L, and Xiang H. Development of clinical decision support for elderly patients with fall-related TBI using artificial intelligence modeling. <i>PLOS One</i> 2025; 20(2): e0316462.	Biche Osong  Host (Dani, Armstrong)
12	21	Tues. 3/31	Sports-related injuries	Ritzer EE, Yang JZ, Kistangari 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.	Ginger Yang  Host (H. Xiang)

Week	Class	Date	Topics	Readings	Presenter
	22	Thurs. 4/2	Virtual Reality for Pain Management During Trauma Care	Xiang H, Shen J, Wheeler KK, Patterson J, Lever K, Armstrong M, Shi J, Thakkar RK, Groner JI, Noffsinger D, Giles SA, Fabia RB. Efficacy of Smartphone Active and Passive Virtual Reality Distraction vs Standard Care on Burn Pain Among Pediatric Patients: A Randomized Clinical Trial. <i>JAMA Netw Open</i> . 2021 Jun 1;4(6):e2112082.	Henry Xiang Host (H. Xiang)
13	23	Tues. 4/7	Social determinants of injury	TBA	Lindsay Sullivan Host (H. Xiang)
	24	Thurs. 4/9	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.	Leah Middelberg Host (H. Xiang)
14	25	Tues. 4/14	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	Ginger Yang Host (H. Xiang)
	26	Thurs. 4/16	Careers in injury prevention	None	Henry Xiang Host (H. Xiang)
15	x	Tues. 4/21	READING DAY—NO CLASS	None	
	x	Thurs. 4/23	In Class Review Day	None	
16	x	Tues. 4/28	READING DAY—NO CLASS		
	x	Wed. 4/29	FINAL EXAM	FINAL EXAM	

## Alignment of Competencies with Assessments

<b>Competencies</b>	<b>Assessment 2 (Injury in the news)</b>	<b>Assessment 3 (CDC ISQARS™)</b>	<b>Assessment 5 (Advocacy)</b>	<b>Assessment 7 (Self-Reflection)</b>
Explain public health history, philosophy and values	X			X
List major causes and trends of morbidity and mortality in the United States or other community relevant to the school or program	X	X		X
Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc.		X	X	X
Explain the critical importance of evidence in advancing public health knowledge		X	X	X
Explain effects of environmental factors on a population's health		X		X
Explain behavioral and psychological factors that affect a population's health	X	X		X
Explain the social, political and economic determinants of health and how they contribute to population health and health inequities	X	X	X	X