UNIVERSITY OF KENTUCKY
APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR & MINOR

1. Submitted by College of  Medicine ______________________________________________________________________ Date 2/2/01

Department/Division offering course  School of Public Health ______________________________________________________________________

2. Changes proposed:
   (a) Present prefix & number  SPH 810 Proposed prefix & number  SPH 610
   (b) Present Title  Injury Epidemiology and Control
       New Title  SAME
   (c) If course title is changed and exceeds 24 characters (Including spaces), include a sensible title (not to exceed 24 characters) for use on transcripts:
       Injury Epi and Control
   (d) Present credits:  3 Proposed credits:  SAME
   (e) Current lecture: laboratory ratio  N/A Proposed:
   (f) Effective Date of Change: (Semester & Year)  Fall 2003

3. To be Cross-listed as: ______________________________________________________________________

4. Proposed change in Bulletin description:
   (a) Present description (including prerequisite(s):  NO CHANGE
   (b) New description:  NO CHANGE
   (c) Prerequisite(s) for course as changed:  Change prerequisite from PM 521 to PM 620.

5. What has prompted this proposal?
The MPH degree was originally submitted as a professional degree, however, the degree is now a Graduate School degree. The 600 number is needed to reflect this change. Refer to the cover letter for details.

6. If there are to be significant changes in the content or teaching objectives of this course, indicate changes:
   NO CHANGE

7. What other departments could be affected by the proposed change?
   N/A

8. Will changing this course change the degree requirements in one or more programs?*  ☐ Yes  ☒ No
   If yes, please attach an explanation of the change.*

9. Is this course currently included in the University Studies Program?  ☐ Yes  ☒ No
   If yes, please attach correspondence indicating concurrence of the University Studies Committee.

10. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted.

*NOTE: Approval of this change will constitute approval of the program change unless other program modifications are proposed.
11. Is this a minor change?  □ Yes  🆒 No
   (NOTE: See the description on this form of what constitutes a minor change. Minor changes are sent directly from the Dean of the College to the Chair of the Senate Council. If the latter deems the change not to be minor, it will be sent to the appropriate Council for normal processing.)

12. Within the Department, who should be consulted for further information on the proposed course change?
   Name: Joel Lee, Dr.P.H.  Phone Extension: 323-5059 x285

**Signatures of Approval:**

Department Chair  
Date

Dean of the College  
Date

Date of Notice to the Faculty

**Undergraduate Council  
Date

**Graduate Council  
Date

**Academic Council for the Medical Center  
Date

**Senate Council  
Date of Notice to University Senate

**If applicable, as provided by the Rules of the University Senate.

*****

**ACTION OTHER THAN APPROVAL**

The Minor Change route for courses is provided as a mechanism to make changes in existing courses and is limited to one or more of the following:

a. change in number within the same hundred series;
b. editorial change in description which does not imply change in content or emphasis;
c. editorial change in title which does not imply change in content or emphasis;
d. change in prerequisite which does not imply change in content or emphasis;
e. cross-listing of courses under conditions set forth in item 3.0;
f. correction of typographical errors. [University Senate Rules, Section III - 3.1]

Rev 11/98
TITLE: Injury Epidemiology and Control

COURSE NO: SPH 610

TIME: Mondays 5:00-8:00 PM, Jan 24 to April 24, 2000

CREDIT: 3 semester hours

FACULTY: Robert McKnight, MPH, ScD
Associate Professor, Preventive Medicine
Office: Suite 102, 1141 Red Mile Rd
Phone: 606-323-6836
Email: rmcknig@pop.uky.edu

And Guest Speakers

OVERVIEW: The epidemiologic basis for understanding the distribution and determinants for injury and poisonings including both intentional and unintentional events. Topics include sources of data, methodological approaches to studying injuries, evaluation of injury interventions and the link between epidemiology and public health policy impacting injuries. A wide variety of injury settings are discussed including home, transportation, occupational, recreational, plus violence, suicide, and homicide. The continuum of injury using the pre-event, event, and post-event concepts of Haddon’s matrix is also emphasized.

1. Describe the relationship of epidemiology to factors that impact the cause and severity of injuries, including the psycho-social, political, economic and physiological variables.

2. Effectively use the injury literature to articulate research topics and relevant research questions in injury epidemiology and control.

3. Expand epidemiological approaches to choose investigatory strategies that are appropriate to measure the burden of injury as a public health problem.

4. Recall the significant fatal and non-fatal injuries within different at-risk groups based on chronological age, gender, occupation, socioeconomic status, and rural/urban distinctions, etc..

5. Focus on an injury epidemiology topic that culminates in a comprehensive report and oral presentation to fellow students.
COURSE EVALUATION

Injury Topic Paper & Presentation: 40%
Injury in the media: 15%
Case presentation: 15%
Epi methods discussion(s): 15%
Haddon Matrix control discussion(s): 15%
TOTAL: 100%

COURSE GRADING

A = 90-100
B = 80-89
C = 70-79
D = 69 or below

Course grading will be based upon the criteria stated in the University Bulletin.
REFERENCE MATERIALS

Required Textbooks:

Christoffel, T. & Gallager, S.C.

Robertson, Leon

Rockett, I.

Supplementary Textbooks:


Baker, S.P., O’Neill, B., Ginsberg, M.J., Li, G.

Berger, L.R. & Dinesh, M.

Christoffel, T. & Teret, S.P.

Evans, L.

Rice, D.P., MacKenzie, E.J.

Rosenberg, M., Findley, M.A.
1993 Oxford University Press


Most Frequently Used Journals:


American Journal of Public Health

Journal of the American Medical Association

American Journal of Trauma

Annuals of Emergency Medicine
Methodology of Injury Epidemiology

Guidelines

The purpose of this exercise is to gain an understanding of how epidemiologic methods have been applied to injury as reported in the peer review literature. For this semester, six methodologic approaches will be highlighted. These include:

- Surveillance
- Cohort studies
- Case control
- Clinical or community trial
- Qualitative research
- Ecological studies

Depending upon class size, 2 or 3 students will be assigned to one or more of the six methodologies by the second class. Working as a group, students will prepare a 20-minute presentation in which the following items are discussed during class:

- A brief 2-3 minute summary of the methodology
- Discussion of at least one article in which the methodology has been used
- Strengths and limitations of methodologies in studying injuries
- Suggestions of how this methodology could address unanswered questions in injury epidemiology

The maximum value will be 15 points, given as a joint grade. Use of audiovisuals is expected. Following the presentations, students and faculty will spend approximately 10-15 minutes discussing the presentation and the methodologies that are used.

Presenters should prepare a one-page handout with the title of their presentation and the citations of the articles to be discussed, along with a brief 3-4-sentence summary of the article being discussed.
Intervention Cells of the Haddon Matrix

Guidelines

The nine cells of the Haddon Matrix represent a unique intersection of injury chronology and intervention factors. Far too much emphasis has been given to the cell labeled “Pre-Event Human”. In order to expand the placement and timing of injury interventions, all nine basic cells of the Haddon Matrix will be presented in class, as part of an in-depth 15-20 minute discussion throughout the semester. This will be an individual activity, not a joint activity. Students will be assigned one or more of the nine cells, for which they are to prepare a 15-20 minute overview that includes the following:

- A definition of the cell
- At least three examples from the literature of where the cell has been the intervening area for injury prevention and control
- Suggestions on how to evaluate interventions placed at that part of the cell
- Difficulties, complexities, and problems with intervening within that cell

Use of audiovisuals is encouraged. Class discussion about the cell will be led by the student presenter after the 15-20 minute presentation. A brief 3-4 page paper summarizing the report will be distributed at the end of the student’s presentation. Maximum value = 15 points.

<table>
<thead>
<tr>
<th>Date</th>
<th>Haddon Cell</th>
<th>Presenter</th>
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<tbody>
<tr>
<td>Feb 7</td>
<td>Pre-event – Human</td>
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<tr>
<td>Feb 14</td>
<td>Pre-event – Vehicle</td>
<td></td>
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<tr>
<td>Feb 21</td>
<td>Pre-event – Environment</td>
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<tr>
<td>Feb 28</td>
<td>Event – Human</td>
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<tr>
<td>Mar 6</td>
<td>Event – Vehicle</td>
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<tr>
<td>Mar 20</td>
<td>Event – Environment</td>
<td></td>
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<tr>
<td>Mar 27</td>
<td>Post-event – Human</td>
<td></td>
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<tr>
<td>Apr 3</td>
<td>Post-event – Vehicle</td>
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<tr>
<td>Apr 10</td>
<td>Post-event – Environment</td>
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Presentation of Case Studies

Guidelines

The purpose of this presentation is to encourage discussion and exploration into why certain injuries seem to be persistently intractable to prevention. Depending upon class size, at least 4 case discussions will occur during the semester. Students will be paired in teams and will present cases based on real, imagined, or partially fictionalized scenarios. The 4 cases include the following examples of injuries prone to dismissal of prevention activities:

1. “That’s a freak event.” Nobody can prevent something that’s a “freak accident”.
2. “It’s just a domestic situation between two people.” We can’t prevent things between partners. It’s gone on since Cain and Abel.
3. “That type of injury is inevitable.” It’s going to happen regardless of what you do.
4. “That person did it to himself/herself.” Anybody who is that stupid and dumb and does that is going to be injured.

These 4 categories are often viewed as injuries that both professionals and society “dismiss” as being things that can’t be prevented. One challenge of injury control is to overcome the beliefs that certain injuries are not preventable, even though strong social stigma and historical factors tend to be barriers to prevention.

Gather information from your clinical experience, written reports, etc. to present an injury that fits the appropriate category for your presentation. Present the “facts” of the situation, how it occurred, and then, using your knowledge of injury control, propose methods that the injury can indeed be prevented. Lead the class in a discussion. Value: 15 points.

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Presenters</th>
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<tbody>
<tr>
<td>Feb 7</td>
<td>Freak Event</td>
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<tr>
<td>Feb 21</td>
<td>Domestic Injury</td>
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<tr>
<td>Mar 20</td>
<td>Inevitable Injury</td>
<td></td>
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<tr>
<td>Apr 17</td>
<td>Did it to Themselves</td>
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Injury in the Media Reports

Guidelines

Two times during the semester, students will work as teams to present their impressions of how injuries, injury control, injury policies, etc. have been discussed in the media, especially in national magazines, Lexington Herald-Leader, and other local newspapers. An emphasis on Kentucky-specific issues and news is encouraged. You will be starting your own “clipping service” in which obituaries, newspaper articles, policy issues and anything related to injuries, poisonings, etc. in the media need to be kept on file 2-3 weeks before the presentation. The primary purpose of this activity is to become more aware of how injury is a daily part of media and how injuries are reported and communicated in the popular press. Depending upon class enrollment, students will work in teams of 2-3 to collect the information for their media discussion.

At the time of the presentation, students will consider the following issues in an oral report to the class. No written report is due. These issues might include:

• Lay versus professional understanding of injuries
• Use of the word “accident”
• Perceptions of causation and prevention
• Significant, unusual, or interesting injuries or events which occurred during the 2 to 3 week review period
• What would you change if you were the newspaper or magazine editor, given your professional understanding of injuries?
• Perceived validity of the information on injuries contained in the media
• Research topics that need to be addressed
• Any other interesting, peculiar, or notable components

Not all of the above issues need to be addressed. The idea is just to be looking for the information and be able to interpret the way injuries are presented to the general public. Maximum value of the joint presentation is 15 points.

<table>
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<tr>
<th>Media Review Date</th>
<th>Presenters</th>
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<tr>
<td>Jan 31</td>
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<td>Feb 28</td>
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<td>Mar 27</td>
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**TOPIC PAPER GUIDELINES**

**What is it?**
A paper based on previously published findings containing your synthesis and analysis.

**Purpose:**
To apply this semester’s epidemiologic concepts and control issues to a specific injury topic of the student’s interest.

**Length & Format:**
Generally, 8 to 12 pages typewritten and double spaced.

**Due Date:**
Monday, April 24, 5:00 PM

**Topic Selection:**
This can be varied and approached several ways. For example, you can write about the epidemiology of a particular injury, or epidemiology of injuries in population groups, or some other epidemiologic-based perspective that is approved.

**OR**
You can approach the paper from an injury control perspective, i.e., policy analysis, intervention effectiveness, the control issues of a particular injury, etc.

Please – no duplicate papers on the same topic

**Grade:**
Maximum of 40 points for the paper

**Oral Presentation:**
Monday, April 24. Visuals are suggested (i.e., overhead or slides, handouts, etc.

**Attach:**
A one page abstract which also includes title of paper and your name.

**EVALUATION CRITERIA:**

<table>
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<tr>
<th>Criteria</th>
<th>Points</th>
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<tbody>
<tr>
<td>Scientific thoroughness and accuracy</td>
<td>9</td>
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<tr>
<td>Overall ability to synthesize and analyze the issues(s)</td>
<td>15</td>
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<td>Quality of references</td>
<td>4</td>
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<tr>
<td>Clarity of synthesis and analysis</td>
<td>7</td>
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<tr>
<td>Quality of oral presentation</td>
<td>5</td>
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<tr>
<td>Total</td>
<td>40</td>
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**TOPIC**

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<th>Course Overview</th>
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<tr>
<td>Jan 24</td>
<td>Course Overview</td>
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<td></td>
<td>History of Injury Control</td>
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<thead>
<tr>
<th>Date</th>
<th>Course Overview</th>
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<tbody>
<tr>
<td>Jan 31</td>
<td>Basics of Injury Control</td>
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<td>Injury in the Media #1</td>
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<thead>
<tr>
<th>Date</th>
<th>Course Overview</th>
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<tbody>
<tr>
<td>Feb 7</td>
<td>Method: Surveillance</td>
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<tr>
<td></td>
<td>Haddon Box: Pre-event – Human</td>
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<td></td>
<td>Case #1: Freak Event</td>
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<tr>
<th>Date</th>
<th>Course Overview</th>
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<tbody>
<tr>
<td>Feb 14</td>
<td>Method: Cohort</td>
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<td>Haddon Box: Pre-event – Vehicle</td>
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<td></td>
<td>Guest Speaker: Carl Spurlock, PhD, Kentucky Injury Prevention and Research Center, on Injury Surveillance and Data Source</td>
</tr>
</tbody>
</table>
Feb 21  Haddon Box: Pre-event – Environment  
Case #2: “Domestic Injury”  
Guest speaker: Lt. Col. John Stea, MD, MSPH, Chief, Preventive Mental Health, Wright-Patterson AFB, on Suicide, Mental Health and Injury

Feb 28  Method: Case Control  
Haddon Box: Event – Human  
Media Review #2  
Guest Speaker: Mary Davis, JD, Professor of Law, UK College of Law, on Product Liability and Injuries from Consumer Products

Mar 6  Haddon Box: Event – Vehicle  
Guest Speaker: Rick Spiller, MS, Kentucky Regional Poison Center, Louisville, on Poisonings

Mar 13  SPRING BREAK – NO CLASS

Mar 20  Haddon Box: Event – Environment  
Case #3: “Inevitable Injury”  
Method: Clinical and Community Trial  
Guest Speaker: Hank Cole, EdD, Professor, Preventive Medicine and Education, on Community Intervention Research for Agricultural Injuries

Mar 27  Haddon Box: Post-event – Human  
Media Review #3  
Guest Speaker: Sue Billings, DVM, MSPH, Medical Epidemiologist, Kentucky Department for Health Services, on Injuries to Kentucky Veterinarians

Apr 3  Method: Qualitative  
Haddon Box: Post-event – Vehicle  
Guest speaker: Carl Spurlock, PhD, Kentucky Injury Prevention and Research Center, on Domestic Violence

Apr 10  Method: Ecological  
Haddon Box: Post-event – Environment

Apr 17  Case #4: “The Injured Themselves”  
Course Review  
The Future of Injury Epidemiology and Control

Apr 24  Paper Presentations and Discussions