

Department of Health Care and Epidemiology

SPPH 580A 2009

Course: PRINCIPLES AND PRACTICES OF INJURY PREVENTION

Time: WEDNESDAY 1:00 – 4:30 pm

Location: ROOM 153 – MATHER BUILDING

Instructors:

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Office hours

BY APPOINTMENT, also available after class for those working during the day and by email/phone.

General Overview

Unintentional and intentional injury is the leading cause of death for Canadians aged 1 to 44 years. Injuries cost Canadians \$19.8 billion (2004) annually in health care costs and lost productivity, ranking third, after cardiovascular and musculoskeletal diseases and before cancer. Like diseases, however, most injuries follow a distinct pattern and are, therefore, predictable and preventable. Injuries are the result of many complex factors; hence any effort to prevent or reduce the severity of injuries must involve many sectors, disciplines and approaches. During the last fifteen years, awareness about injuries, their magnitude and their social and economic impact has increased. Along with this awareness has come the realization that most injuries are predictable and, therefore, preventable – they are not accidents.

SPPH 580 course content has been designed to prepare students for the responsibilities they will acquire when entering an academic, research or health care delivery work setting. Throughout the term, students will learn from the practical experiences of the instructor, guest speakers, and fellow students.

Course Content

The course is based on the Canadian Injury Prevention Curriculum (CIPC), a curriculum focused solely on injury prevention and control theory and practice. For more information, please visit www.canadianinjurycurriculum.ca.

Course Objectives

1. Gain knowledge of the magnitude of major injury causes, types and other classifications of injury.
2. Describe the social, economic, behavioral and environmental contexts in which injuries occur.
3. Become familiar with the strengths and limitations of research methods and data sources available for investigating and monitoring injuries.
4. Understand the roles of public health, medicine, engineering, education, regulation, and economics in the prevention and treatment of injuries.
5. Assess the effectiveness and unintended consequences of various public health approaches in the prevention of injuries.
6. Strengthen students' understand of the development, implementation and evaluation of injury prevention interventions.
7. Gain practical experience addressing a specific injury issue using the tools and concepts introduced in class.

Upon receiving a passing grade in the course, students will receive a **Certificate of Completion from the Canadian Collaborating Centres for Injury Prevention (CCCIP).**

Injury prevention is a very broad concept and covers a very wide spectrum of specific topics, issues, and subpopulations (i.e. fall-related injuries, injuries to children, seniors, or workers, poisonings, violence, suicide, car crashes, etc) – it is therefore not possible to cover all “content areas” during a single course. The major course assignment (Final Project), however, will give students the opportunity to study a more specific injury issue of their choice (further details below).

Required Text

The required text is:

McClure RJ, Stevenson M, McEvoy S. (2004). The scientific basis of injury prevention and control. (Eds) IP Communications, Melbourne

On the first day of class, students will be provided with a course manual called the Canadian Injury Prevention Curriculum – Participant Guide.

Evaluation

One mid-term examination and one final examination. The mid-term will cover Module 1 and the final examination will cover Module 2. The team project, including oral presentation and written report, will be due at the end of the semester. Class participation will be evaluated and considered as part of your final grade. Breakdown of grading system is as follows:

- Midterm Examination (25% of total)
- Final Presentation (15% of total)
- Paper from Final Project (30% of total)
- Final Examination (25% of total)
- Class Participation and Discussion (5% of total)

Missed Classes

Students who do not attend a class are responsible for obtaining any handouts, notes, or other materials from fellow students. It is preferred that students email the instructor in advance of the class if they are unable to attend.

FINAL PROJECT – Community-Based Resource in Injury Prevention

Purpose

To provide you with an opportunity to apply concepts learned in class to a real-world situation.

Objectives

1. To strengthen your understanding of an injury issue and the application of preventive measures
2. To gain experience in providing community-based education and resources
3. To utilize a multi-disciplinary approach to problem-solving

Injuries are prevalent in every community; some injuries occur more often, for example, research has shown that seniors are prone to injurious falls and youth are at risk of motor vehicle-related injuries. Pick a topic that you have an interest in, are currently involved in or from an example used in class. Utilizing relevant and current literature, data reports and publications, synthesize the information and develop a community-based tool or resource that could be applied in a real-world setting.

*The Final Project will be discussed, and further information provided, on the first day of class.

Project Example

Youth are inclined to risk-taking behaviour, for example, taking part in extreme sports with minimal protective gear. Develop a behavioural survey that measures the habitual use, or non-use, of protective equipment and distribute amongst youth. Compile the results, perform a literature search and provide evidence-based recommendations that reflect best practices. In addition, include information on how policy could be affected and changed using your information.

Our goal in assigning this project is to allow you to become familiar with current injury issues and ways of addressing them. Ultimately, we hope that the information you gather/develop will be used in a public manner, such as a scientific publication, report or conference proceedings, and you and your work will be recognized. Therefore, it is important that, when choosing your topic, please discuss it with the instructor(s). We, the instructors, are eager to work with you so that your work in this course will enhance your injury prevention experience and profile.

Final Written Report

Written reports should be in a publication format, including background, purpose and objectives, methods, results, conclusions and references.

Final Presentation

Final presentations will take place on December 2, 2009. You are expected to present why you chose your topic, what you did, how you progressed and your results. Presentations should be 20-minutes, including a 5-minute Q & A period.

COURSE OVERVIEW (SUBJECT TO CHANGE)

Date	Topic	Reading(s) [*]	Instructor
Sep 9, 2009	<ol style="list-style-type: none"> 1. Welcome and introductions 2. Course structure and overview 3. Jeopardy Game 4. Introduction to the Course Material & Evaluation 5. Explanation of final project 6. Introduction to Module 1 & Lesson 1: Introduction to Injury Prevention and Control 7. Discussion: Brainstorming examples of injury prevention, Injury No Accident, Davis & Pless article 	<ol style="list-style-type: none"> 1. Davis, Ronald M., and Pless, Barry. (2001) BMJ Bans "Accidents": Accidents are not unpredictable. <u>British Medical Journal</u> 322(2): 1320-1321, June 	<ol style="list-style-type: none"> 1. Brussoni 2. Pike 3. Babul
Sep 16, 2009	<ol style="list-style-type: none"> 1. Review Lesson 1 2. Lesson 2: Impact and Classification of Injuries 3. Guest Lectur: ICD-9 and ICD-10 coding system presentation (Fahra) 4. Exercise 2.1: Analysis of Canadian injury data 5. Discussion: <u>The Scientific Basis for Injury Prevention and Control</u> chapters 4 and 5 	<ol style="list-style-type: none"> 1. McClure, R., Stevenson, M. & McEvoy, S. (2004). Injury classification systems. In McClure, Stevenson and McEvoy (Eds.) <u>The Scientific Basis of Injury Prevention and Control</u>[†] (pp 51-61). Victoria, Australia: IP Communications. 2. McClure, R., Stevenson, M. & McEvoy, S. (2004). Trauma Scoring Systems. In <u>The Scientific Basis of Injury Prevention and Control</u> (pp 62-74). Victoria, Australia: IP Communications. 	<ol style="list-style-type: none"> 1. Babul 2. Brussoni <p>Guest: Fahra Rajabali, MSc</p>

^{*} Readings that are listed should be read by students before class in order to engage in discussion after the lesson is introduced.

[†] Book or scanned copy of the chapter will be provided

<p>Sep 23, 2009</p>	<ol style="list-style-type: none"> 1. Review Lesson 2 2. Lesson 3: Defining the Problem 3. Presentation on CHIRPP, ACCESS and other surveillance activities (Mariana) 4. Discussion: <u>The Scientific Basis for Injury Prevention and Control</u> chapter 7 	<ol style="list-style-type: none"> 1. McClure, R., Stevenson, M. & McEvoy, S. (2004). Injury Surveillance. In <u>The Scientific Basis of Injury Prevention and Control</u> (pp 87-109). Victoria, Australia: IP Communications. 	<ol style="list-style-type: none"> 1. Brussoni 2. Babul
<p>Sep 30, 2009</p>	<ol style="list-style-type: none"> 1. Review Lesson 3 2. Lesson 4: Identifying the Risk & Protective Factors 3. Determinants of Health (Mariana) 4. Developmental/Age Group Specific Considerations and Injury Prevention (Mariana) 5. Discussion: <u>The Scientific Basis for Injury Prevention and Control</u> Section III 	<ol style="list-style-type: none"> 1. McClure, R., Stevenson, M. & McEvoy, S. (2004). Section III: Risk Factor Identification. In <u>The Scientific Basis of Injury Prevention and Control</u> (pp 119-168). Victoria, Australia: IP Communications. 	<ol style="list-style-type: none"> 1. Pike 2. Brussoni 3. Babul
<p>Oct 7, 2009</p>	<ol style="list-style-type: none"> 1. Review Lesson 4 2. Lesson 5: Selecting an Intervention 3. Psychological Theories 4. Working with communities, particularly First Nations communities 5. Discussion: <u>Handbook of Violence and Injury Prevention</u> chapter 2 	<ol style="list-style-type: none"> 1. Doll, L., Bonzo, S., Mercy, J. & Sleet, D. (2007). Injury and Violence Prevention Interventions: An Overview. In <u>Handbook of Violence and Injury Prevention</u> (pp 21-36). New York, New York: Springer Science+Business Media. 	<ol style="list-style-type: none"> 1. Brussoni 2. Babul
<p>Oct 14, 2009</p>	<p>MID TERM (20% of total)</p>		<p>Babul or Brussoni</p>

<p>Oct 21, 2009</p>	<p>Guest Lecturers: Ministry of Health: Lori Wagar and Robin Yates (policy change and advocacy); & ThinkFirst: Shannon Piedt (community outreach)</p>		<p>1. Brussoni 2. Babul</p>
<p>Oct 28, 2009</p>	<p>1. Review Lesson 5 2. Lesson 6: Implementing and Evaluating (PART I) 3. Discussion: <u>The Scientific Basis of Injury Prevention and Control</u> Section V</p>	<p>1. McClure, R., Stevenson, M. & McEvoy, S. (2004). Section V: Program Development, Implementation and Evaluation. In <u>The Scientific Basis of Injury Prevention and Control</u> (pp 259-390). Victoria, Australia: IP Communications.</p>	<p>1. Babul 2. Brussoni</p>
<p>Nov 4, 2009</p>	<p>1. Lesson 6: Implementing and Evaluating (PART II) 2. Discussion: <u>W.K. Kellogg Logic Model Development Guide</u></p>	<p>1. W.K. Kellogg Foundation. (2004). <u>Logic Model Development Guide</u>. Retrieved from http://www.wkkf.org/Pubs/Tools/Evaluation/Pub3669.pdf</p>	<p>1. Pike 2. Brussoni 3. Babul</p>
<p>Nov 11, 2009</p>	<p>REMEMBRANCE DAY NO CLASS</p>		
<p>Nov 18, 2009</p>	<p>1. Review Lesson 6 2. Guest Lecturers: The Community - Khairun Jivani, Kevin Le Freniere and Pauline Hadley-Beauregard 3. Course wrap up & review</p>		<p>1. Pike 2. Babul 3. Brussoni</p>
<p>Nov 25, 2009</p>	<p>READING DAY</p>		

Dec 2, 2009	1. Review Lesson 7 2. Individual Presentations to Class 3. CERTIFICATION 4. Questions & Evaluation		1. Pike 2. Babul 3. Brussoni
Dec 9, 2009	FINAL EXAMINATION (25% of total)		Babul or Brussoni