

**Methods in Community Injury Prevention and Control**  
**Department of Health Education & Behavior**  
**Fall 2023**  
**HSC 6646 (2376) # 21541**  
**Tuesday 9:35 AM – 11:30 AM; Thursday 10:40 AM – 11:30 AM**  
**FLG 265**

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**Instructor:** Suzanne Sneed-Murphy, PhD

**E-MAIL:** [murphysm@hnp.ufl.edu](mailto:murphysm@hnp.ufl.edu)

**Phone:** 352-294-1607

**Office Hours: Thursdays 3:00 – 6:00 PM EST;** alternate dates and times by appointment. You are encouraged to meet with the instructor at least once during the semester by phone, by e-mail conversation, or in person in the office or via Zoom. Phone calls, e-mails, and appointments outside of office hours are welcome. You may choose to meet in person in the office or via Zoom. A Zoom link for office hours will be sent via a weekly Canvas announcement. The link will not change during the semester.

**Department Chair:** Dr. Mildred Maldonado-Molina; FLG 5: [mmmm@ufl.edu](mailto:mmmm@ufl.edu)

**Course Website:** <http://elearning.ufl.edu>

**\*I am usually connected to my UF email so that may be the best way to get a timely and clear response.** The instructor will use @ufl.edu email accounts for instructor-initiated communication. **Please email me using the Canvas messaging tool.**

- It is your responsibility to regularly check for course emails and announcements via ufl.edu and Canvas accounts.
- Email inquiries sent Mondays through Fridays will usually receive a reply within twenty-four business hours of receipt. If you have not received an email reply within 48 hours (other than the weekends), please resend your inquiry.

**Course Prerequisite:** Health education and behavior majors junior or senior standing.

**Textbooks and Resources:**

- Required:
  - Ripley, A. (2009). The Unthinkable: Who survives when disasters strike? New York: Crown Publishers.
  - **ISBN – 9780307252897**
- Recommended:
  - Thygerson, A., Thygerson, S. & Thygerson, J. (2008). Injury prevention: Competencies for unintentional injury prevention professionals (3<sup>rd</sup> ed). Massachusetts: Jones & Bartlett.
  - **ISBN-13: 978-0-7637-5383-2**
- Additional readings (scholarly articles) may be assigned periodically throughout the semester.

**UF Catalog Description:** Research-based concepts and theories related to unintentional injury prevention and control. Epidemiology and mechanisms of injury, community health injury surveillance systems, incidence and prevalence rates by category of injury, and role of law in injury prevention. Methods for planning, implementing, and evaluating injury prevention programs. Trends and future directions for research.

**Course Overview:** This is a three-credit-hour lecture course designed to help familiarize you with current theory and knowledge in the field of unintentional injury prevention and to prepare you to critically analyze current intervention strategies and explore new directions for unintentional injury prevention and control.

**Course Objectives:** Upon completion of this course, you will be able to:

- Examine and explain injury and the concepts of intentionality and mechanism as they relate to injury.
- Examine and explain the importance of injuries as a major public health problem.
- List the major risk and protective factors of specific unintentional injuries.
- Apply the Haddon Matrix, countermeasures, planning, and evaluation strategies to generate a range of prevention options.
- Explain how injuries are preventable.
- Explain the continuum of injury prevention, from primary prevention to acute care and rehabilitation.
- Identify and prioritize injury problems.
- Identify levels where injury prevention activities can be focused (e.g., individual, community, public policy)
- Examine and explain how education/behavior change, legislation/enforcement, and technology/engineering work together to prevent injuries and how they can be used to create a comprehensive injury prevention program.
- Select and utilize key journals and electronic resources to obtain updated information regarding injury prevention.

**Class Format:**

- A combination of lectures and class activities will be used in this course.
- Course materials (assignments, exams, class notes) are located online through the University of Florida's E-Learning System, CANVAS <http://elearning.ufl.edu>
- Faulty Internet connections **WILL NOT** be accepted as an excusable reason for any missed assignments, activities, quizzes, and/or exams.

**Attendance:** You are expected to attend all class sessions and be prepared to actively engage in class discussion. It is your responsibility to get a copy of any notes or handouts from a classmate should a class session be missed. University policies regarding attendance will be followed and can be found here: <https://catalog.ufl.edu/ugrad/current/regulations/infor/attendance.aspx>.

- Attendance will be randomly 'taken' via activity completion, etc. No advance notice will be given. The University of Florida excused absence items will be the only 'reasons' accepted to make up the attendance credit.

**Excessive Missing Assignments:**

- The university recognizes the right of instructors to make attendance mandatory and requires documentation for absences, missed assignments, or failing to fully engage in class, including class discussions. After due warning, instructors can prohibit further attendance and subsequently assign a failing grade for the excessive absences. This policy applies to both in-person and online class instruction. Note: If you are missing assignments for any reason, please reach out to me immediately. Failing to communicate with me (respond to emails, discuss progress in the course) could lead to removal from the course for excessive absences and failure to fully engage in the course. I truly dislike having to take such measures. Communication is one of the keys to success in this course.

**ChatGPT Policy:** Information regarding my policy regarding the use of ChatGPT or similar AI tools will be discussed during the first two weeks of class.

**What You Can Do to Be Successful in HSC 6646:**

- Attend all class sessions.
- Watch ALL supplement videos – this is a requirement.
- Take ownership of your education and learning experience.
- Familiarize yourself with all course due dates.
- Read assigned textbook chapters and/or supplementary materials before beginning any assessment and engaging in discussion forums.
  - Be active in course discussion forums and **respect the viewpoints & contributions of your instructor and classmates.**
- **You are expected to adhere to deadlines. Assignments will NOT be accepted late. I do recognize that personal circumstances may interfere with your ability to meet a deadline. I require prior notification when able to do so. If notified before the deadline of a circumstance that may cause a student to miss an assignment, an extension may be granted.**
- **If an emergency arises that causes you to miss a deadline, you must contact the instructor within 24 hours and provide formal documentation (if required) within 48 hours.**
- Inform me whenever there is a problem related to the class, whenever you feel the need to clarify questions, or whenever you desire to further explore topics of interest.

**Course Requirements, Accessibility:**

- Reliable Internet connection (DSL, LAN, or cable connection desirable)
- Access to the University of Florida’s E-Learning System, CANVAS  
<http://elearning.ufl.edu>
- Webcam and some type of speakers and microphone
- Google Chrome browser (for Honorlock test proctoring)

**Course Activities and Evaluations: All assignments are due by 11:59 PM EST.**

1. **Syllabus quiz:** Complete the 10-question syllabus quiz by the due date indicated.  
10 points

2. **Attendance Assignments:** Attendance will be randomly ‘taken’ via activity completion, etc. No advance notice will be given. The University of Florida excused absence items will be the only ‘reasons’ accepted to make up the attendance credit for a missed day in which attendance is recorded. Points for attendance assignments will vary. Total points awarded: 25 points.
3. **Exams:** There will be **TWO exams (2@100 points)** given each semester. The exams will cover material from class lectures, readings, and class activities. Each exam may include multiple choice, matching, short answer, and essay questions. **The exams are not cumulative.** Exams are timed and must be taken on the date and time listed in the syllabus unless prior approval for an alternate date has been received. **Exams will be open only during an eight-hour window on the day stated in the syllabus. The instructor will view exam sessions – please be vigilant in your efforts toward academic honesty.**

Your exams in this course will be proctored using Honorlock. Honorlock is a service that allows you to complete your assessment at any location while still ensuring the academic integrity of the exam for the institution. Using almost any webcam or computer, you can take exams at home, at work, or anywhere you have internet access – if considered a secure location. You DO NOT need to create an account, download software, or schedule an appointment in advance. Review the [Honorlock guide for more information](#).

#### **Honorlock Guidelines:**

- You will need a webcam and some type of speaker and microphone.
- **You will need the Google Chrome browser**
- A stable internet connection is required
- You will need a government-issued photo ID or student ID
- No breaks are allowed during your testing session and cell phones and other devices will not be permitted in the testing area (unless accommodations are provided to the instructor).
- No other people are allowed in the area in which the test is being taken.
- **Any unauthorized notes or other attempts to cheat will abort the test session and will be reported to your instructor – this will result in a zero on the exam and is a student honor code violation.**

**Grade Appeals.** It is your responsibility to review your graded exams when they are visible. After reviewing, you have **one week** to appeal the grade to the instructor. After **one week**, a grade will not be changed. **THERE WILL BE NO EXCEPTIONS TO THIS POLICY.**

**Makeup EXAM:** Students missing an exam will take the general make-up exam given at the end of the semester. This exam will cover material from the entire semester – a cumulative exam. Your grade on this exam will serve as your grade for the missed exam(s). **The make-up exam will be given on Wednesday, December 6, 2022. This exam cannot be taken to replace a low score on exam 1 or 2.**

4. **Topic Applications:** These assignments are designed to provide additional practice relating to areas covered in class lectures. For example, one assignment will involve utilizing the Haddon Matrix to dissect an injury case study for intervention opportunities. There will be five applications at 10 points each (50 total points). The due dates are indicated on the syllabus. It is important to note that quality responses are expected and required for all written work. **Some topic assignments will be completed during class time, and some are due by 11:59 PM on the due date and will be submitted electronically via Canvas. If completion is during class time – you must be present to receive points – if uploaded to Canvas and the class is missed, a score of zero will be assigned. Assignments will not be accepted late.**
5. **Practical Experience/Applications:** These fun assignments are designed to provide a content application to “everyday” experiences. For example, you will be required to create a choke tube and record a brief video or write a narrative explaining how to use the tube and why we should use a choke tube. There will be five experience assignments at 10 points each (50 total points). The due dates are indicated on the syllabus. **Assignments will not be accepted late.**
6. As a class we will read the book, *The Unthinkable: Who Survives when Disaster Strikes and Why*. Chapter writing assignments will be posted to Canvas– each book assignment is based on two chapters. There will be five assignments at 12 points each (60 total points). Due dates are indicated in the syllabus and due dates file. It is important to note that quality responses are expected and required. **You are required to use at least five sentences to answer each question prompt.** Assignments may be submitted early if necessary. **Due by 11:59 PM on the due date and will be submitted electronically via Canvas. Assignments will not be accepted late.**
7. **Discussion Posts for Book Assignments:** You will discuss chapter readings throughout the course within the discussion post assignments. Discussion posts require a personal post based on two chapters and responses to two student posts. It is important to note that quality responses are expected and required. **Required:** Use at least five sentences to answer each prompt in the rubric and at least five sentences to respond to EACH prompt for your student reply (build on the previous post by analyzing the post). In other words, respond to the first student's prompt with five sentences and then the second prompt for the same student with five sentences. The process is repeated for the second student's response. There will be five discussion posts at 8 points each (40 total points). See Appendix A for more information. **Due by 11:59 PM on the due date and will be submitted electronically via Canvas. Assignments will not be accepted late.**  
Rubric for the personal post:

<p><b>5.0 pts</b>  <b>Great Job, that is exactly what I was looking for!</b>  Reflects good understanding of related textbook reading; answers all questions correctly; answers all questions in thorough format (5 sentences).</p>	<p><b>4.0 pts</b>  <b>Not too bad, it is close to what I was looking for.</b>  Provides incorrect answers to one of the questions; lacks full development of concept or thought. Does not answer questions in a thorough format (3-4 sentences).</p>	<p><b>2.0 pts</b>  <b>Close - but you may wish to consider reading the chapter again.</b>  Provides incorrect answers to two of the questions; lacks full development of concept or thought. Does not answer questions in a thorough format (1-2 sentences).</p>	<p><b>0.0 pts</b>  <b>Uh oh, what happened here? You missed it completely.</b>  Posts information that is off-topic, incorrect, or irrelevant to the chapter; answers all questions incorrectly. OR, no post submitted. Late assignments also receive 0 points</p>
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Rubric for replies (1.5 points for each reply – 3 points total)

<p><b>1.5 pts</b>  <b>Great Job, that is exactly what I was looking for!</b>  Demonstrates analysis of others’ posts; extends meaningful discussion by building on previous posts Responds using 5 sentences to each prompt. More than just “I like what you said, etc.,</p>	<p><b>.5 pts</b>  <b>Not too bad, it is close to what I was looking for.</b>  Elaborates on an existing posting with further comment or observation Responds using 3-4 sentences to each prompt. Surface level reply – no depth</p>	<p><b>0.0 pts</b>  <b>Uh oh, what happened here? You missed it completely.</b>  Posts shallow contribution to discussion (e.g., agrees or disagrees); does not enrich discussion. Posts no follow-up responses to others. Late reply posts also receive 0 points</p>
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**8. Instagram (IG) Injury Prevention Education Posts (Two parts)**

The purpose of this project is to help you briefly practice using social media as a platform to promote health information regarding injury and injury prevention. \*Why IG? Instagram is a good ‘middle ground’ social media platform.

1. You will choose an unintentional injury topic that most interests you. You will create an IG handle and page that reflects health education and your topic. **Handle must be approved by the instructor before your posting.** You may wish to set your account to private if concerned. Follow guidelines for posts located within the corresponding Canvas assignment shell. You will upload a screenshot of your IG post. \***Note – your injury topic will be maintained the entire semester – you cannot change injury topics from post to post.**
2. You will complete a 2-paragraph explanation (minimum five sentences each paragraph) about your post which must include: writing about any comments on the post, how many likes, why did you choose this information to post, and what you hope individuals will learn from your post? You may wish to post to their IG before the due date to best complete the second portion of the assignment – allowing time for comments, etc.

There will be **SIX posts at 10 points each (60 total points)**. One post will be related to the background of the injury problem, two related to risk factors, and the final three will correspond with preventive factors using the 3 E’s (the final narrative is expected

to reflect on the overall experience). You will receive 5 points for their IG post and 5 points for the corresponding explanations. **More information and the rubric are located within Canvas.**

**9. Instagram Reflection Presentation (25 points)**

This assignment allows students to reflect on their Instagram health education efforts and communicate basic information regarding the experience. Students need to treat this presentation as if they were presenting in front of an audience (no shorts/t-shirts - business casual would be best) and students should speak clearly and concisely. Students will take the time to record a 5–8-minute presentation detailing/answering the following prompts:

1. Why did you choose your unintentional injury topic? What was the reason behind you selecting your topic to promote?
2. Provide brief information about your chosen unintentional injury. Background, risk, and prevention.
3. What did you learn from this experience? Was the experience positive or negative?
4. Do you believe that social media such as Facebook, Instagram, Tik Tok, Twitter, etc., are good avenues to promote health behavior change/health information? Why or why not?
5. Do you plan to continue to use your Instagram page to post information related to an unintentional injury? Why or why not?

Students will then embed their video to the assignment location within Canvas. More information regarding the assignment is located within Canvas. Please view the rubric when completing your presentation. More information and rubric are located within Canvas.

**Course Activities and Evaluation:**

Course Requirement	Points	Percent of Total Points
Syllabus Quiz	10	2.0 %
Attendance	25	5.0 %
Exams (2 @ 100 points each)	200	38.0 %
Topic Applications (5 @ 10 points each)	50	10.0 %
Book Assignments (5 @ 12 points each)	60	11.5 %
Discussion Posts (5 @ 8 points each)	40	7.0 %
Practical Experience Assignments	50	10.0 %
IG Injury Prevention Education Posts	60	11.5 %
Instagram Reflection Presentation	25	5.0 %
<b>Total Points</b>	<b>520</b>	<b>100 %</b>

**Grading Scale Range: HSC 6646**

Points	Letter Grade	Percentage	GPA Point Value
486 and above	A	93.5 % and above	4.0
468-485.999	A-	90 – 93.49 %	3.67
449-467.999	B+	86.5-89.99 %	3.33
434-448.999	B	83.5-86.49 %	3.0





**Class Recording:** Per the House Bill 233 Intellectual and Viewpoint Diversity Act, students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or preparation for, a criminal or civil proceeding. All other purposes are prohibited. **Specifically, students may not publish recorded lectures without the written consent of the instructor.**

A “class lecture” is an educational presentation intended to inform or instruct enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. **A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.**

**Publication without the permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section.** Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

### **Americans with Disabilities Act (ADA):**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protections for persons with disabilities. Among other entities, this legislation requires that all students with documented disabilities be guaranteed a learning environment that provides for reasonable accommodation for their disabilities. To connect with the Disability Resource Center please visit <https://disability.ufl.edu/students/get-started/>. If you and you need specific accommodations for the course, I will gladly provide those accommodations.

- If you did not register formally, but you know you have behavioral or learning disabilities or other issues that might affect your performance in the course, please tell me and I will help you. If special needs/circumstances arise, it is your responsibility to notify me immediately, not at the course’s end.

### **Health and Wellness:**

- **U Matter, We Care:** Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-

1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

- **Counseling and Wellness Center:** [Visit the Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.
- **Student Health Care Center:** Call 352-392-1161 for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website](#).
- **University Police Department:** [Visit the UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- **UF Health Shands Emergency Room / Trauma Center:** For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).

#### **Academic Resources (additional student resources in Canvas):**

- **E-learning technical support:** Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).
- **Career Connections Center:** Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- **Library Support:** The Department of Health Education and Behavior has a designated librarian to support your research needs. To contact your subject specialist visit: <https://uflib.ufl.edu/specialists/>. There are many ways to receive assistance concerning using libraries or finding resources.
- **Teaching Center:** Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.
- **Writing Studio:** 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- **Student Complaints On-Campus:** [Visit the Student Honor Code and Student Conduct Code webpage for more information](#).
- **On-Line Students Complaints:** [View the Distance Learning Student Complaint Process](#).

**ACADEMIC HONESTY:** You are expected to make an honest effort in this class and to be scrupulous in maintaining academic integrity. Cheating and plagiarism will not be tolerated, and college guidelines on academic misconduct will be enforced.

By formally registering for coursework at the University of Florida, you agreed to abide by the following statements from the University:

- As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity. “You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." It is assumed that you will complete all work independently in each course unless the instructor

provides explicit permission for you to collaborate on course tasks (e.g., assignments, papers, quizzes, exams).

- Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. To avoid misunderstandings on both our parts, please refer to the University of Florida Student Honor Code located at <http://www.dso.ufl.edu/SCCR/honorcodes/honorcode.php>.

**Title IX:** the University of Florida has zero tolerance for sexual discrimination, harassment, assault/battery, dating violence, domestic violence, or stalking. Students are encouraged to report any experienced or witnessed occurrences to law enforcement and/or one of UF's Title IX Coordinators. Students can report incidents or learn more about their rights and options by contacting Student Conduct and Conflict Resolution at 202 Peabody Hall, 352-392-1261; or visit: [www.dso.ufl.edu/sccr/process/incident-report/](http://www.dso.ufl.edu/sccr/process/incident-report/) OR [www.dso.ufl.edu/sccr/process/victim-rights/](http://www.dso.ufl.edu/sccr/process/victim-rights/)

**Assignments: Due by the date specified on the syllabus - EST. Assignments will not be accepted late.** I do recognize that personal circumstances arise that may interfere with your ability to meet a deadline. If these things do occur, let the course instructor know as soon as you know – **before the deadline**. See the emergency information above. Anytime you have a question or problem, email the course instructor immediately.

**E-mail Etiquette: Email Dr. Sneed-Murphy: I prefer the following email etiquette:**

- The subject line should indicate the content of or reason for the message.
- Please begin the message by addressing your recipient with “Dear Dr. Sneed-Murphy, or Dr. Murphy.”
- The message ends with your name (please include your first AND last name).

**Recommendation Letter Policy (please provide 6 weeks prior notice):**

- You must be in good standing in Dr. Murphy's classes (good attendance, grade, etc.)
- You have taken at least **TWO** courses with Dr. Murphy
- You have met with Dr. Murphy at least **TWICE** in her office or via Zoom.
- You both verbally and electronically request the letter of recommendation.

**Course Assistance:** If you have questions about course expectations or the grading procedures, or if you have difficulty with the course content, the readings, the lectures, the class activities, or the assignments, please email the course instructor immediately. **Do not wait until it is too late. I provide a discussion post specifically for student questions. Other students may have related questions – this discussion post allows me to answer for all students to view. Students should review the syllabus and the student discussion post before sending an e-mail as the answer may already be answered.**

**If you are reading this – you have discovered an ‘easter egg’ in the syllabus – please don’t share this with your friends ☺ \*Students will receive 3 points extra credit if I receive a picture of a moose or grizzly bear in my email by Friday, September 1 at 5:00 PM.**

**Online Course Evaluation:** You are asked to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback professionally and respectfully is available at <https://gatorevals.aa.ufl.edu/students/>. You will be notified when the evaluation period opens and can complete evaluations through the email, they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

**Success and Study Tips:**

- Attend class and be an attentive student.
- Ask questions – as soon as they arise.
- Engage in course discussion and course office hours.
- Do not fall behind – ask questions as soon as you think of one.
- Stay organized – post the due dates, place the due dates in your phone calendar – set reminders!
- Check Canvas announcements daily – or twice daily.
- Review all power points and supplemental material weekly.
- Contact the instructor or post to the student question discussion if you need/want further information/clarification.
- Stay motivated and positive – this material is FANTASTIC!

**\*\*\*\*\*Syllabus is subject to change with instructor notification.**

<b>Date</b>	<b>Class Content</b>	<b>To Do</b>	<b>ASSIGNMENT DUE These dates are NOT flexible. All due EST</b>
Aug. 23 - 25	Module 1 – Introduction	<ul style="list-style-type: none"> <li>• Read ALL Introduction information</li> <li>• Review and become familiar with the syllabus</li> </ul>	<ul style="list-style-type: none"> <li>• Begin thinking of Instagram ‘name’</li> </ul>
Aug. 28 – Sept. 1	Module 1 – Introduction Cont.... Begin Module 2 – Magnitude and Burden	<ul style="list-style-type: none"> <li>• Review and become familiar with the syllabus</li> <li>• View All Supplemental Videos</li> <li>• Complete All Assignments</li> </ul>	<ul style="list-style-type: none"> <li>• Syllabus Quiz – Sept 1</li> <li>• Send instructor Instagram name for approval this week</li> </ul>
Sept. 4 – Sept. 8	Module 2- Magnitude and Burden	<ul style="list-style-type: none"> <li>• View All Supplemental Videos</li> </ul>	<ul style="list-style-type: none"> <li>• Topic Assignment 1 – Sept 5</li> <li>• Book Assignment 1 – Sept 7</li> </ul>

Sept. 4 – Labor Day Holiday		<ul style="list-style-type: none"> <li>• Read Introduction and chapter 1 in <i>Unthinkable</i></li> <li>• Complete All Assignments</li> </ul>	
Sept. 11 – Sept. 15	Module 3 – Choking, Suffocation and Strangulation	<ul style="list-style-type: none"> <li>• View All Supplemental Videos</li> <li>• Complete All Assignments</li> </ul>	<ul style="list-style-type: none"> <li>• Practical Application 1 – Sept 12</li> <li>• Instagram Post 1 – Sept 13</li> <li>• Discussion Post 1 – Sept 14</li> </ul>
Sept. 18 – Sept. 22  <b>Sept. 21 – Assignment in place of class. We will NOT meet as a class.</b>	Module 4 – Poisoning	<ul style="list-style-type: none"> <li>• View All Supplemental Videos</li> <li>• Read Chapters 2 and 3 in <i>Unthinkable</i></li> <li>• Complete All Assignments</li> </ul>	<ul style="list-style-type: none"> <li>• Instagram Post 2 – Sept 19</li> <li>• Book Assignment 2 – Sept 20</li> <li>• Practical Application 2* – Sept 21 <b>*In place of class</b></li> </ul>
Sept. 25 – Sept. 29	Module 5 – Drowning	<ul style="list-style-type: none"> <li>• View all Drowning Lecture Videos</li> <li>• View all Supplemental Videos</li> <li>• Complete ALL Assignments</li> </ul>	<ul style="list-style-type: none"> <li>• Topic Application 2 – Sept 28</li> </ul>
Oct. 2 – Oct. 6  <b>Oct. 6 – HC holiday</b>	Finish any lecture material  Exam 1	<ul style="list-style-type: none"> <li>• Complete ALL Assignments</li> <li>• <b><u>Complete EXAM 1</u></b></li> </ul>	<ul style="list-style-type: none"> <li>• Discussion Post 2 – Oct 4</li> <li>• Exam 1 – Oct 5</li> </ul>

Oct. 9 – Oct. 13	Module 6 – Falls	<ul style="list-style-type: none"> <li>• View all Supplemental Videos</li> <li>• Read Chapters 4 and 5 in <i>Unthinkable</i></li> <li>• Complete ALL Assignments</li> </ul>	<ul style="list-style-type: none"> <li>• Topic Assignment 3 – Oct 10 <b>*Completed in class</b></li> <li>• Practical Application 3 – Oct 11</li> <li>• Book Assignment 3 – Oct 12</li> </ul>
Oct. 16 – Oct. 20	Module 7 – Playground Injury	<ul style="list-style-type: none"> <li>• View all Supplemental Videos</li> <li>• Complete ALL Assignments</li> </ul>	<ul style="list-style-type: none"> <li>• Practical Application 4 – Oct 17</li> <li>• Instagram Post 3 – Oct 18</li> <li>• Discussion Post 3 – Oct 19</li> </ul>
Oct. 23 – Oct. 27	Module 8 – Motor Vehicle Crashes (1 <sup>st</sup> two lectures)	<ul style="list-style-type: none"> <li>• View all Supplemental Videos</li> <li>• Complete ALL Assignments</li> </ul>	<ul style="list-style-type: none"> <li>• <b>NO assignments this week! HOORAY!</b></li> </ul>
Oct. 30 – Nov. 3	Module 8 – Motor Vehicle Crashes (2 <sup>nd</sup> two lectures)	<ul style="list-style-type: none"> <li>• View all Supplemental Videos</li> <li>• Complete ALL Assignments</li> </ul>	<ul style="list-style-type: none"> <li>• Topic Assignment 4 – October 31</li> <li>• Instagram Post 4 – Nov 2</li> </ul>
Nov. 6 – Nov. 10  <b>Nov. 9 – Assignment in place of class. We will NOT meet as a class.</b>  <b>Veteran’s Day observed – Nov. 10</b>	Module 9 – Residential Fire	<ul style="list-style-type: none"> <li>• View all Supplemental Videos</li> <li>• Read Chapters 6 and 7 in <i>Unthinkable</i></li> <li>• Complete ALL Assignments</li> </ul>	<ul style="list-style-type: none"> <li>• Book Assignment 4 – Nov 7</li> <li>• Practical Application 5 – Nov 9 <b>*In place of class</b></li> </ul>
Nov. 13 – Nov. 17	Module 10 – Intentional Injury	<ul style="list-style-type: none"> <li>• View all Supplemental Videos</li> <li>• Complete ALL Assignments</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion Post 4 – Nov 14</li> <li>• Instagram Post 5 – Nov 16</li> </ul>
Nov. 20 – Nov. 24  <b>Nov. 22 – 25 TG holiday</b>	Catch up on any lecture material. Course Discussion	<ul style="list-style-type: none"> <li>• Read Chapters 8 and 9 in <i>Unthinkable</i></li> <li>• Complete ALL Assignments</li> </ul>	<ul style="list-style-type: none"> <li>• Book Assignment 5 – Nov 21</li> </ul>
Nov. 27 – Dec. 1	Final Course Material/ Discussion	<ul style="list-style-type: none"> <li>• Continue Review for Exam 2</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion Post 5 – Nov 28</li> <li>• Topic Application 5 – Nov 30 <b>*In place of class</b></li> </ul>

<p><b>Nov. 30 – Assignment in place of class. We will NOT meet as a class.</b></p>		<ul style="list-style-type: none"> <li>• Watch brief Boat Lift Documentary</li> <li>• Complete ALL Assignments</li> </ul>	<ul style="list-style-type: none"> <li>• Instagram Post 6 – Dec 1</li> <li>• Instagram Reflection “Presentation” – Dec 1</li> </ul>
<p>Dec. 4 – Dec. 6</p>	<p>Exam 2</p>	<ul style="list-style-type: none"> <li>• <b><u>Complete Exam 2</u></b></li> </ul>	<ul style="list-style-type: none"> <li>• Exam 2 – Dec 5</li> </ul>

## Appendix A

### Supplemental Information about Discussion Posts & Replies: by Elle O'Keefe

<http://www.rasmussen.edu/student-life/blogs/online-learning/creating-the-perfect-discussion-post-for-online-classes/>

- The discussion area is the foundation for two-way communication with your instructors and classmates. The discussion forum is the heart of the online course as it serves as a platform for learning and engaging.
- As an online learner, you hope that your post will draw other students' attention to validate your opinions, add insight, and build a stronger learning experience. Classmate feedback can be priceless to your learning process as an online student. After you make such an investment, it can be discouraging to see that nobody responded to your discussion post.
- There are a few things online students can do to make your discussion posts stand out to your peers and to your instructors in order to get more responses and help increase your grades. This article will highlight some great tips for creating the perfect discussion post for your online college courses.

#### **Content**

- **Make sure that your posts facilitate comments.** Sometimes in a discussion forum the questions can be worded so that everyone's responses are similar. In this case, you will want to go the extra mile by adding a question at the end of your post, so you are facilitating a question and answer-type conversation among your classmates and instructor.
- **Beyond answering just the questions, incorporate your experiences with a related subject matter.** People love to read stories, because it helps them feel an emotional connection to the content.
- **Current events are an effective way to get people involved in discussion forums.** Local or national news stories may tie in perfectly content discussed in your online classroom's forum. For example, an article about mortgage fraud might be beneficial in a discussion forum about ethical decision-making.
- **Don't be afraid to intertwine the course content learned in different courses to supplement your discussion forums.** Learning is funny: even though we might just think that all courses are taught in isolation, they all really combine as pieces of a larger puzzle.
- **Ask a thought-provoking question or taking a controversial stand.** After you learn the material, you can step back and look how you can apply it in a difficult situation where your original answer might seem counterintuitive. Don't be afraid to ask the "Yeah, but what if..." questions.
- **If you say the same thing everyone else says, you can expect the same results.** Add something different, something of value, and look at the changes to your response rate.

#### **Formatting**

- **If your post is easy to read, more people will likely read and respond.** In such a case, if everyone is using single spacing, use single spacing. If everyone is formatting the text to the left, format it to the left. If everyone uses size 3, use size 3. If everyone is using a specific font and color, use the specific font and color. You want to avoid any distracting colors, fonts, awkward spacing, or other odd formatting. Take a look at your posts, to see how similar they are to your classmates' posts. If they are quite different, then change them.



- **Avoid spelling or grammatical errors.** You lose credibility and your instructors and fellow students may discount the quality of your posts if your posts are riddled with errors. Don't let the reader try to interpret what you are saying: say it clearly and precisely.
- **Replies.** If you want to maximize the number of responses, respond to several peers each week. First, identify a group of peers whose opinions you value (by judging the quality of their posts and responses to other classmates) and make sure to respond to at least one of the members of that group each week.
- **Try to respond to every one of your classmates throughout the course.** When you show that you value your classmates' contributions, they will value yours. Remember the saying; the best way to make a friend is to be one. Well, the best way to be responded to in the discussion forum is by providing good responses to your classmates.