Methods in Community Injury Prevention and Control
Department of Health Education & Behavior
Spring 2022
HSC 4663 (UFOI) #22653 UFO

Instructor: Suzanne Sneed-Murphy, PhD
E-MAIL: murphysm@hhp.ufl.edu
Phone: 352-294-1607
Office Hours: **Tuesday 11:00 AM -2:00 PM EST**; alternate dates and times by appointment. Students are encouraged to meet with the instructor at least once during the semester either by phone, e-mail conversation, or in person via Zoom. Phone calls, e-mails, and appointments outside of office hours are welcome. All office hours will be virtual office hours via zoom.

***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 note I much prefer students e-mail me using my hhp.ufl.edu email address instead of using the canvas messaging tool.** E-mails are answered in a timelier manner when students use my hhp.ufl.edu address (due to a Canvas message lag time).

- 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 24 business hours of receipt. If you have not received an email reply within 48 hours (other than the weekends), please resend your inquiry.

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 (3rd ed). Massachusetts: Jones & Bartlett.
    - **ISBN-13: 978-0-7637-5383-2**
- Additional readings (scholarly articles) are located within each module.

Department Chair: Dr. Mildred Maldonado-Molina; FLG 5: mmmm@ufl.edu

Course Website: http://elearning.ufl.edu/

Course Purpose: The focus of the course is on unintentional injury; however, intentional injury will be briefly introduced. Intentionality is an important component in injury prevention and control and therefore cannot be excluded completely. Unintentional injury is defined as an injury judged to have occurred without anyone intending harm be done; in many settings these are termed “accidental injuries” (National Association of Injury Control Research Centers). The goal

of this course is to increase students' knowledge and understanding of unintentional injuries as a public health problem.

Course Description: Injuries are a leading cause of death for Americans of all ages, regardless of gender, race, or economic status. But injury deaths are only part of the picture. Millions of Americans are injured each year and survive. For many of them, the injury causes temporary pain and inconvenience, but for some, the injury leads to disability, chronic pain, and a profound change in lifestyle. The Centers for Disease Control and Prevention (CDC) identify injury prevention as a practice allied with Health Education and Health Promotion (www.cdc.gov/). The complex nature of injuries and injury prevention research is presented as is the health education perspective needed to initiate, develop, and implement successful injury prevention programs. This course is designed to familiarize students with current theory and knowledge in the field of unintentional injury prevention and to prepare students to critically analyze current intervention strategies and explore new directions for unintentional injury prevention and control. Topics include: the importance of injury as a problem, historical and conceptual underpinnings of injury prevention, epidemiology of injury, mechanisms of injury, basic concepts of injury prevention, the role of the law in injury prevention, and the role of injury surveillance on unintentional injuries.

Course Objectives: Upon completion of this course, the student 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 ranges of prevention options
- Explain how injuries are preventable
- 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 journal 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 and will be delivered **ENTIRELY** online through 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.

What You Can Do to Be Successful in HSC 4663:

- **View ALL lecture videos – this is required**
- Take ownership of your education and learning experience.

- Familiarize yourself with all course due dates.
- Read assigned textbook chapters and/or supplementary materials prior to beginning any assessment/assignment or engaging in discussion forums.
    - Be an active participant in course discussion forums and respect the viewpoints & contributions of your instructor and fellow 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 prior to the deadline of a circumstance that may cause a student to miss an assignment, an extension may be granted.**
- **If an emergency arises which causes you to miss a deadline, it is your responsibility to contact the instructor within 24 hours and provide formal documentation (See UF policy for excused absence documentation) within 48 hours. I will not be receptive to retrospective requests for extension.**
- 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 the topics of interest.

Course Requirements, Accessibility:

- Reliable Internet connection (DSL, LAN, or cable connection desirable)
- Access to 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 Eastern Standard Time (EST). Please be sure to set your time for EST.

****Students need to log in and log out of canvas once an assignment is uploaded to double check the following:**

- **The correct assignment uploaded**
- **The assignment uploaded correctly with all parts**
- **Incorrect/incomplete uploads will be graded accordingly**

1. **Introduction Video/Peer Response and syllabus quiz.**

   Introduction video/Peer response – Please submit a recorded video introducing yourself. Answer the following questions:
   1. Name
   2. Why you chose to take this course and
   3. What you hope to learn/gain from taking this course.

   Students are also required to respond to ONE student's introduction in writing with the following:
   1. Hello and your name
   2. Do you hope to learn/gain something similar as they? Not just yes or no – comment on what they hope to learn and speak to what you hope to learn.

   10 points

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

2. **Exams:** There will be **TWO exams (2@100points)** 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 listed in the syllabus unless prior approval for an alternate date has been received.

   Your exams in this course will be proctored using Honorlock. Honorlock is a service that allows students to complete their assessment at any location while still ensuring the academic integrity of the exam for the institution. Using almost any web cam and 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 speakers and microphone.
   - **You will need Google Chrome browser**
     - **To get started, you will need Google Chrome and to download the Honorlock Chrome Extension. You can download the extension at www.honorlock.com/extension/install**
   - 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.
   - 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 review, students have **one week** to appeal the grade with the instructor. After **one week**, a grade will not be changed. **THERE WILL BE NO EXCEPTIONS TO THIS POLICY.**

   MAKE UP 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. This is NOT a final exam. Your grade on this exam will serve as your grade for the missed exam. **The make-up exam will be given on Monday, April 25, 2022. This exam cannot be taken to replace a low score on exam 1 or 2.**

3. **Topic Assignments:** These assignments are designed to provide additional practice relating to areas covered in class lecture. For example, one assignment will involve utilizing the Haddon Matrix to dissect an injury case study for intervention opportunities.

Assignments may also utilize PSAs or educational video materials. 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. **The assignments are due by 11:59 PM on the due date and will be submitted electronically via Canvas. Assignments will not be accepted late.**

4. **Practical Applications/Experiences:** These fun assignments are designed to provide content application to "every day" experiences. For example, students 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 such a 'device'. There will be five application assignments at 10 points each (50 total points). The due dates are indicated on the syllabus. **The assignments are due by 11:59 PM on the due date and will be submitted electronically via Canvas. Assignments will not be accepted late.**

5. 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. **Students are expected to use at least five sentences to answer each question prompt.** Assignments may be submitted early if necessary. **Assignments will not be accepted late.**

6. **Discussion Posts for Book Assignments**: Students will discuss chapter readings throughout the course within the discussion post assignments. Discussion post require a personal post and require 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 previous post by analyzing post). In other words, respond to the first student prompt with five sentences and then the second prompt for the same student with five sentences. The process is repeated for the second student response. **Student responses due on same day as personal post.** There will be five discussion posts at 8 points each (40 total points). See appendix A for more information.

   Rubric for personal post:

5.0 pts **Great Job, that is exactly what I was looking for!** Reflects good understanding of related textbook reading; answers all questions correctly; answers all questions in thorough format (5 sentences).	**4.0 pts** **Not too bad, it is close to what I was looking for.** 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).	**2.0 pts** **Close - but you may wish to consider reading the chapter again.** 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).	**0.0 pts** **Uh oh, what happened here? You missed it completely.** 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

Rubric for replies (1.5 points for each reply – 3 points total)

1.5 pts **Great Job, that is exactly what I was looking for!** 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.,	**.5 pts** **Not too bad, it is close to what I was looking for.** Elaborates on an existing posting with further comment or observation Responds using 3-4 sentences to each prompt. Surface level reply – no depth	**0.0 pts** **Uh oh, what happened here? You missed it completely.** Posts shallow contribution to discussion (e.g., agrees or disagrees); does not enrich discussion. Posts no follow-up responses to others. Late reply to posts also receive 0 points

7. **Instagram (IG) Injury Prevention Education Posts (Two parts)**
   The purpose of this project is to help students briefly practice using social media as a platform to promote health information regarding injury and injury prevention.

   1. Students will choose an unintentional injury topic that most interests them. Students will create an IG handle and page that reflects health education and their topic. **Handle must be approved by instructor prior to student posting.** Students may wish to set their account to private if concerned. Students will post approximately one time every two weeks (based on due dates) and follow guidelines for post located within corresponding canvas assignment shell. The student will upload a screenshot of their IG post. *Note – your injury topic will be maintained the entire semester – students cannot change injury topic from post to post.
   2. Students will complete a 2-paragraph explanation (minimum 5 sentences each paragraph) about their post which must include: writing about any comments on the post, how many likes, why did you choose this information to post, what do you hope individuals will learn from your post? Students may wish to post to their IG prior to 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 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). Students will receive 5 points for their IG post and 5 points for the corresponding explanations. **More information is located within canvas.**

   Rubric for IG post:

5.0 pts **Great Job, that is exactly what I was looking for!** Reflects good understanding of related course material; provides accurate and effective information;	**4.0 pts** **Not too bad, it is close to what I was looking for.** Reflects understanding of related course material; provides accurate and information; provides	**2.0 pts** **Close - but you may wish to consider reading the chapter again.** Does not fully reflect an understanding of course material; provides incorrect or confusing	**0.0 pts** **Uh oh, what happened here? You missed it completely.** Posts information that is off-topic, incorrect, or irrelevant to the course; OR no post submitted. Late

provides good explanation caption on post	adequate explanation caption on post	information; provides limited information caption	assignments also receive 0 points

Rubric for IG response narrative:

5.0 pts **Great Job, that is exactly what I was looking for!** Reflects good understanding of related course material; provides accurate and effective information; provides good explanation of their post; narrative is at least 10 full sentences in length.	**4.0 pts** **Not too bad, it is close to what I was looking for.** Reflects understanding of related course material; provides accurate and information; provides adequate explanation of post; narrative is 7-9 sentences in length.	**2.0 pts** **Close - but you may wish to consider reading the chapter again.** Does not fully reflect an understanding of course material; provides incorrect or confusing information; provides limited information in narrative; narrative is 2-6 sentences in length	**0.0 pts** **Uh oh, what happened here? You missed it completely.** Provides information that is off-topic, incorrect, or irrelevant to the course. OR no narrative submitted. Late assignments also receive 0 points

Course Activities and Evaluation:

Course Requirement	Points	Percent of Total Points
Introduction video	10	2.00%
Syllabus Quiz	10	2.00%
Exams (2 @ 100 points each)	200	43.0%
Topic Applications (5 @ 10 points each)	50	10.0%
Book Assignments (5 @ 12 points each)	60	12.5%
Discussion Posts (5 @ 8 points each)	40	8.0%
Practical Application/Experience	50	10.0%
IG Injury Prevention Education Posts	60	12.5%
Total Points	**480**	100%

Grading Scale Range: *HSC 4663*

Points	Letter Grade	Percentage	GPA Point Value
449 and above	A	93.5 % and above	4.0
432-448.999	A-	90 – 93.49 %	3.67
415-431.999	B+	86.5-89.99 %	3.33
400-414.999	B	83.5-86.49 %	3.0
384-399.999	B-	80.0-83.49 %	2.67
367-383.999	C+	76.5-79.99 %	2.33
352-366.999	C	73.5-76.49 %	2.0
336-351.999	C-	70.0-73.49 %	1.67
319-335.999	D+	66.5-69.99 %	1.33
304-318.999	D	63.5-66.49 %	1.0
288-303.999	D-	60.0-63.49 %	.67
287.999 and below	E	Below 60 %	0

UF Grading Policies. Information related to current UF grading policies and for assignment points can be found at http://ufl.edu/catalog/policies/regulationgrades.html.

Please note: Please understand that 431.999999999999999 points equals a "B+" semester grade. I do not give extra credit assignments, extra points, nor fractions of extra points, so please do not ask.

Respect Policy:
Please read the following respect policy:

"All individuals, regardless of their gender, gender identity, gender expression, sexual identity, sexual orientation, race, ethnicity, religious affiliation, physical or mental ability, political affiliation, or any other perceived generalized differentiator, is welcome in this course. It is expected that we treat each other with respect and as equals. Treat one another as you want to be treated so that we can have valuable discussion in this course. Intolerant, inflammatory, or insulting behavior or speech is not acceptable and may lead to dismissal from the course."

Preferred Pronoun and Name Change in Canvas: It is important to the learning environment that you feel welcome and safe in this class; and that you are comfortable participating in class discussions and communicating with me on any issues related to the class. If your preferred name is not the name listed on the official UF roll, please let me know as soon as possible by e-mail or otherwise. I would like to acknowledge your preferred name, and pronouns that reflect your identity. Please let me know how you would like to be addressed in class if your name and pronouns are not reflected by your UF-rostered name.

You may also change your "Display Name" in Canvas. Canvas uses the "Display Name" as set in myUFL. The Display Name is what you want people to see in the UF Directory, such as "Ally" instead of "Allison." To update your display name, go to one.ufl.edu, click on the dropdown at the top right, and select "Directory Profile." Click "Edit" on the right of the name panel, uncheck "Use my legal name" under "Display Name," update how you wish your name to be displayed, and click "Submit" at the bottom. This change may take up to 24 hours to appear in Canvas. This does not change your legal name for official UF records.

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 in 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 teach 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 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.

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 so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor are 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 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:

- **E-learning technical support:** Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- **Career Connections Center:** Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- **Library Support:** Various ways to receive assistance with respect to using the 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 Student Complaints:** View the Distance Learning Student Complaint Process.

ACADEMIC HONESTY*:* Each student is 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 individual 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: 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/
- 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 the student's ability to meet a deadline.

If these things do occur, let the course instructor know as soon as you know – **prior to the deadline**. **I will not be receptive to retrospective requests for extensions; it is your responsibility to notify me of the circumstance before the deadline.**

Your emails will be responded to within 24 business hours (typically sooner). 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:
Please note **I much prefer students e-mail me using my hhp.ufl.edu email address instead of using the canvas messaging tool.** E-mails are answered in a timelier manner when students use my hhp.ufl.edu address (due to a Canvas message lag time).

- The subject line should indicate content of or reason for the message **and course number**
- 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 Read Carefully:
Students wishing to request a letter of recommendation need to fulfill the following:

- Must contact Dr. Murphy at minimum **FOUR weeks** prior to due date
- Student must be in good standing in Dr. Murphy's classes (good attendance, grade, etc.)
- Student has taken at least **TWO** courses with Dr. Murphy
- Student has met with Dr. Murphy at least **TWICE** in her office or via Zoom
- Student both verbally and electronically requests 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 also provide a discussion post specifically for student questions. Other students may have similar questions – this discussion post allows me to answer for all students to view. Students should review the syllabus and the student discussion post prior to sending an e-mail as the answer may already be answered.

Online Course Evaluation: Students 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 in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Students 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:

- **Listen to all course lectures – imperative toward understanding exam performance**
- Ask questions – as soon as they arise.
- Engage in course discussion and the 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.**

Date	Class Content	To Do	ASSIGNMENT DUE These dates are NOT flexible All due EST
January 5 – January 7	Module 1 – Introduction	• View Introduction Lecture Videos • Read ALL Introduction information • Review and become familiar with syllabus • View All Supplemental Videos • Complete All Assignments	• Begin thinking of Instagram 'name'
January 10 – January 14	Module 1 – Introduction Cont.… Begin Module 2 – Magnitude and Burden	• View Introduction Lecture Videos • Read ALL Introduction information • Review and become familiar with syllabus • Begin Magnitude and Burden Lecture Videos • View All Supplemental Videos • Complete All Assignments	• Intro video– Jan 12 • Intro response – Jan 13 • Syllabus Quiz – Jan 13 • Send instructor Instagram name for approval this week – on or before Jan 14
January 17 – January 21 January 17 – Martin Luther King Day	Module 2- Magnitude and Burden	• View Magnitude and Burden Lecture Videos • View All Supplemental Videos • Read Introduction and chapter 1 in *Unthinkable* • Complete All Assignments	• Topic Assignment 1 – Jan 19 • Book Assignment 1 – Jan 20 • Instagram Post 1 – Jan 21

January 24 – January 28	Module 3 – Choking, Suffocation and Strangulation	• View Choking, Suffocation and Strangulation Lecture Videos • View All Supplemental Videos • Complete All Assignments	• Practical Application 1 – Jan 26 • Discussion Post 1 – Jan 27
January 31 – February 4	Module 4 – Poisoning	• View Poisoning Lecture Videos • View All Supplemental Videos • Read Chapters 2 and 3in *Unthinkable* • Complete All Assignments	• Practical Application 2 – Feb 2 • Book Assignment 2 – Feb 3 • Instagram Post 2 – Feb 4
February 7 – February 11	Module 5 – Drowning	• View all Drowning Lecture Videos • View all Supplemental Videos • Complete ALL Assignments	• Topic Assignment 2 – Feb 10
February 14 – February 18	Catch up on any missed lectures – need to view all for exam Exam 1	• Complete ALL Assignments • **Complete EXAM 1**	• Discussion Post 2 – Feb 16 • Exam 1 – Feb 17 • Instagram Post 3 – Feb 18
February 21 – February 25	Module 6 – Falls	• View all Fall Lecture Videos	• Topic Assignment 3 – Feb 23 • Practical Application 3 – Feb 24 • Book Assignment 3 – Feb 25

		• View all Supplemental Videos • Read Chapters 4 and 5 in *Unthinkable* • Complete ALL Assignments	
February 28 – March 4	Module 7 – Playground Injury	• View all Playground Lecture Videos • View all Supplemental Videos • Complete ALL Assignments	• Practical Application 4 – March 2 • Discussion Post 3 – March 3 • Instagram Post 4 – March 4
March 14 – March 18	Module 8 – Motor Vehicle Crashes (1st two lectures)	• View 1st two Motor Vehicle Crash Lecture Videos • View all Supplemental Videos • Complete ALL Assignments	• NO assignments this week! HOORAY!
March 21 – March 25	Module 8 – Motor Vehicle Crashes (2nd two lectures)	• View 2nd two Motor Vehicle Crash Lecture Videos • View all Supplemental Videos • Complete ALL Assignments	• Topic Assignment 4 – Mach 23 • Instagram Post 5 – March 25
March 28 – April 1	Module 9 – Residential Fire	• View all Residential Fire Videos • View all Supplemental Videos • Read Chapters 6 and 7 in *Unthinkable* • Complete ALL Assignments	• Practical Application 5 – March 30 • Book Assignment 4 – March 31
April 4 – April 8	Module 10 – Intentional Injury	• View all Intentional Injury Lecture Videos • View all Supplemental Videos • Complete ALL Assignments	• Discussion Post 4 – April 6 • Book Assignment 5 – April 7

April 11-April 15	Catch up on any missed lectures (need to view all prior to exam)	• Begin Review for Exam 2 • Read Chapters 8 and 9 in *Unthinkable* • Watch brief Boat Lift Documentary • Complete ALL Assignments	• Topic Assignment 5 – April 13 • Discussion Post 5 – April 14 • Instagram Post 6 – April 15
April 18-Apil 20	Exam 2	• **Complete Exam 2**	• Exam 2 – April 20

**** March 5-12 – UF Spring Break**

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, it is likely that more people will read and respond.** In such 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, or 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 clear and precise.
- **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.