



# University of Maryland School of Public Health

## HLTH 374- Drugged, Drowsy and Distracted Driving: Traffic Safety Issues for the New Millennium

**Semester:** Spring, 2019  
**Classroom and Time:** SPH 0303 SPH; M 4:00 – 6:45 PM  
**Instructor:** Kenneth H. Beck  
**Office:** SPH 1234-S  
**Phone/email:** 301-405-2527 / Kbeck1@umd.edu

**Office Hours:** Tues/Thur: 11:00 – 12:00  
Tues/Thur: 2:00 – 3:30

**Course Description:** An in-depth examination of the current status of research, historical trends and policies regarding impaired driving. Through lecture, reading, and several exercises, students will acquire an understanding of the research process pertinent to impaired driving. Issues include those of experimental and non-experimental designs and data collection. The course is designed to provide exposure to the research process for understanding the behavioral factors that contribute to impaired driving in our society. **Prerequisites: HLTH 200 & HLTH 300**

### Course Learning Objectives:

At the conclusion of this course, the student will be able to:

1. Conduct a scientific literature review
2. Interpret and critique evaluation research
3. Demonstrate an understanding of the importance of driver demographic, cultural and cognitive factors that influence a driver's predisposition to drive while impaired.
4. Apply state-of-the-art approaches gleaned from the scientific literature to analyze a traffic safety problem
5. Use the language of research
6. Identify various data collection procedures and their advantages and disadvantages
7. Demonstrate skill at designing and conducting research by executing an independent investigation of an impaired driving research project

### Required Readings:

Posted on ELMS

### Recommended Readings:

Vanderbilt, T. (2008). *Traffic: Why we drive the way we do (and what it says about us)*. New York, Alfred A. Knopf, ISBN 978-0-307-27719.0

Evans, L. (2004). *Traffic safety*. Bloomfield Hills, Michigan. Science Serving Society. ISBN 0-9754871-0-8

### Course Requirements:

This course is taught through seminar, readings, interactive classroom activities, out-of-class group activities and student presentations. Students are expected to attend class as this will enhance the learning experience for themselves and their peers. Students will be expected to conduct a significant research project that investigates the relationship of a behavioral factor or factors that contribute to some form of impaired driving. Details of this will be presented in class. Students will be required to present their results of their research to the class.

If you are experiencing difficulties in keeping up with the academic demands of this course, contact the Learning Assistance Service, 2202 Shoemaker Building, 301-314-7693. Their educational counselors can help with time management, reading, math learning skills, note-taking and exam preparation skills. All their services are free to UMD students.

### **Course Policies:**

#### Attendance Policy:

Attendance at every class is expected. Class is intended to model a worksite in order to prepare students for the professional world where unexcused absences are unacceptable. In accordance with university policy, if you are absent for a **single** lecture due to illness or some form of personal or family emergency, this absence will be considered “excused” and the instructor will accept a note from you, attesting to the date of the illness/incident, along with an acknowledgement that the information is true. Whenever feasible, you should contact the instructor in advance.

Multiple or prolonged absences, and absences that prevent attendance at a major scheduled grading event like an exam or test, will require written documentation from an appropriate health care provider/organization. Major grading events for this class include the three exams, campaign deliverables and a group presentation.

For complete information on the university’s absence policy see:

<http://www.president.umd.edu/policies/v100g.html>

#### Arriving Late to Class:

Lateness is disruptive to the class and is highly unprofessional. If there is a circumstance in which it will be inevitable for a student to be late, it is the student’s responsibility to let the instructor know ahead of time.

**IN CLASS BEHAVIOR:** Rude, disrespectful or disruptive behavior (e.g., talking when the instructor is lecturing, **using Facebook, Instagram, Twitter (or any other social media platform) or doing coursework for another class**) will not be permitted. All **cell phones** are to be set to **silent mode** and put away during class.

**EXTRA CREDIT: There will be NO extra credit assignments.** Failure to do or turn in the in-class and/or take-home assignments on time can significantly lower one's final grade. *Students who enroll in the class at any time during the drop-add period are responsible for all in-class work to date.*

Be respectful: All student views are expected to add to the specific discussion topics.

Everyone is entitled to their own opinion or point of view. Therefore it is acceptable to disagree, but not to attack or degrade someone for their opinion or point of view. Furthermore, please be respectful to your fellow classmates and your professor.

### Late Work and Missed Exams / Assignments:

All readings and other assignments are due at the beginning of class on the day they are listed on the syllabus. **Any work** not turned in by the beginning of class on the due date will receive a penalty. \*Please see **Penalties for Late Work** on page 4 of this document. Note CANVAS does not accept late assignments, therefore once CANVAS closes the assignment, it will be considered late. Make sure to plan accordingly. If the assignment is late, you must submit it via email to the instructor (please note that at this time, or it will be considered late). In class assignments may not be made up. Exams may be made up with an approved **excuse in advance**.

In accordance with university policy, if you are absent for a single lecture due to illness or some form of personal or family emergency, this absence will be considered “excused,” and I will accept a note from you, attesting to the date of the illness/incident, along with an acknowledgement that the information is true. Whenever feasible, you should contact me in advance. Multiple or prolonged absences, and absences that prevent attendance at a scheduled quiz or exam will require written documentation from an appropriate health care provider/organization. **Make up exams will be given only when the student has a University- recognized absence. If a quiz or exam is to be missed for a legitimate reason the student must contact me (by email ONLY) PRIOR to the exam.** If an exam is missed due to unforeseen circumstances on the day of the exam, the student must contact me **within 24 hours** of the missed exam. Official documentation of the excuse must be provided. I will NOT accept a Health Center honor statement to verify illness. If a student misses an exam for any unauthorized reason he/she will receive a grade of zero for that exam.

Email – The Official University Correspondence:

Verify your email address by going to [www.my.umd.edu](http://www.my.umd.edu).

All enrolled students are provided access to the University’s email system and an email account. All official University email communication will be sent to this email address (or an alternate address if provided by the student). Email has been adopted as the primary means for sending official communications to students, so email must be checked on a regular basis. Academic advisors, faculty, and campus administrative offices use email to communicate important and time-sensitive notices.

**Students are responsible for keeping their email address up to date or for redirecting or forwarding email to another address. Failure to check email, errors in forwarding email, and returned email (from “full mailbox” or “unknown user” errors for example), will not excuse a student from missing University announcements, messages, deadlines, etc.** Email addresses can be quickly and easily updated at [www.my.umd.edu](http://www.my.umd.edu) or in-person at the Student Service Counter on the first floor of the Mitchell Building.

For technical support for University email: [www.helpdesk.umd.edu](http://www.helpdesk.umd.edu) or call 301-405-1400.

Feel free to email questions and concerns to the instructor. Please be sure to send an email--- do not send messages via canvas to the instructor or TA. Please use a courteous and professional manner in your communication, and do not abbreviate messages or words. Please include your (1) name and (2) “HLTH 374” in the subject line of the e-mail. I will try to answer e-mails within 24-48 hours. As for the weekend, I will not be checking emails on Friday beginning at 4pm until Monday 9am unless otherwise stated, however that does not stop you from asking a “burning” question at that time if you need to.

### **Penalties for Late Work:**

- 1 point (10%), turned in within 24 hours after deadline
- 2 points (20%), turned in within 24 – 48 hours after deadline
- 3 points (30%) turned in within 48 – 72 hours after deadline
- 10 (100%) points, turned in beyond 72 hours after deadline

### Late Work and Missed Exams / Assignments:

Late or incomplete work will be made up if a legitimate excuse (determined by University policy and the instructor) is documented at the next class period. No excuses will be accepted after May 1.

Special arrangements for making up missed work must be made in advance with the instructor. If you cannot make class or an exam due to illness or some other legitimate reason, you must contact the instructor in person or by phone before the missed class period.

**There will be no extra credit assignments. Failure to do or turn in the in-class and/or take-home assignments on time can significantly lower one's final grade.**

Students who enroll in the class at any time during the drop-add period are responsible for all in-class work to date.

### Course Evaluation:

Your participation in the evaluation of courses through CourseEvalUM is much appreciated as a member of our academic community. Your feedback is confidential and important to the improvement of teaching and learning at the University as well as to the tenure and promotion process. Please complete course evaluations at ([www.courseevalum.umd.edu](http://www.courseevalum.umd.edu)) at the end of the semester. Religious Observances: The University System of Maryland policy provides that students should not be penalized because of observances of their religious beliefs; students shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious observances. It is the student's responsibility to inform the instructor in advance of any intended absences for religious observance.

### Accommodations for students with disabilities:

If you have a documented disability and wish to discuss academic accommodations for test taking or other needs, please talk to me as soon as possible. You will need documentation from Disability Support Services (301-314-7682). If you intend to take any or all quizzes/exams at DSS it is your responsibility to notify me before the end of schedule adjustment, and to provide me with you TAF form one week prior to the exam date.

### Academic Integrity:

The Department of Behavioral and Community Health has a zero tolerance policy on academic dishonesty of any kind. If a Departmental instructor believes that a student has been involved in academically dishonest activity, he or she will report it to the University's Office of Student Conduct, and is not obligated to disclose the report to the student in question. Once referred, the Office of Student Conduct will contact the student in writing to inform them of the charges.

The University's code of academic integrity is designed to ensure that the principle of academic honesty is upheld. Any of the following acts, when committed by a student, constitutes academic dishonesty:

- **CHEATING**: intentionally using or attempting to use unauthorized materials, information, or study aids in an academic exercise.
- **FABRICATION**: intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- **FACILITATING ACADEMIC DISHONESTY**: intentionally or knowingly helping or attempting to help another to violate any provision of this code.
- **PLAGIARISM**: intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.

For more information see: <http://www.shc.umd.edu/code.html>.

The Honor Pledge is a statement undergraduate and graduate students must follow, and may be asked to write by hand and sign on examinations, papers, or other academic assignments. The Pledge reads:

I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.

The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit <http://www.shc.umd.edu>.

#### Inclement Weather / University Closings:

In the event that the University is closed for an emergency or extended period of time, the instructor will communicate to students regarding schedule adjustments, including rescheduling of examinations and assignments due to inclement weather and campus emergencies. Official closures and delays are announced on the campus website (<http://www.umd.edu>) and snow phone line (301- 405-SNOW), as well as local radio and TV stations.

#### Personal Technology Use Policy:

HLTH 374 permits and encourages the use of laptops and tablets to assist students in taking notes and in seeking further clarification of course material during the lectures. Use of personal technology must be conducive to the learning environment and not a distraction to the instructor and other students.

Classroom rules:

1. Unless required for class content, wireless network adapters should be disabled.
2. Applications not relevant to the class discussion should not be open. This includes but is not limited to: surfing the web, responding to email, Facebook, Instagram, Twitter, Canvas sites of other classes, instant messaging etc.
3. All sounds must be muted before the start of class and for the duration of class.
4. Under no circumstances should personal, non---emergency calls be placed or answered from within a classroom while a class is in session.
5. Under no circumstances should students view or send personal, non---emergency text messages.
6. Individuals who are aware that they may receive notice of an emergency during a class session should speak with the instructor before class. If such a notification is received, either quietly leave the class or wait until a break before responding.

7. In the event that an emergency notification is sent via UMD’s Emergency Notification System, notify the instructor and follow instructions accordingly.
8. Individuals who require video or audio recording devices to satisfy a DSS service should consult with the instructor to make arrangements for the placement and operation of these devices.
9. Individuals who wish to use audio or video recording devices, but are not doing so to satisfy a DSS service, must receive approval from the instructor before utilizing the equipment.

Photo/Video Release Statement:

Occasionally, the Department of Behavioral and Community Health may take photographs of classroom and building activities involving our students. Photographs taken at these events may be published electronically or in print materials. If you do not wish to authorize use of such photos for these materials, please email your professor upon receipt of this syllabus.

Copyright Notice:

Class lectures and other materials are copyrighted. This includes all tangible course materials, including but not limited to written or recorded lecture, PowerPoint presentations, handouts, tests, and other assignments. These materials may not be reproduced (e.g. students may not copy and/or redistribute these materials) for anything other than personal use without my explicit written permission.

<b>Grading Criteria</b>	<b>Point Total</b>	
Examination I: 25%	96 - 100%	A+
Final Examination: 25%	93 – 95.99	A
Research Project Report & Presentation 50%	90 – 92.99	A-
(see research format – Posted on Canvas)	86 – 89.99	B+
	83 – 85.99	B
	80 – 82.99	B-
<b>Penalty Policy for Late Assignments</b>	76 – 79.99	C+
10%, turned in within hours after deadline	73 – 75.99	C
20%, turned in within 24 – 48 hours after deadline	70 – 72.99	C-
30%, turned in within 48 – 72 hours after deadline	66 – 69.99	D+
100%, turned in beyond 72 hours after deadline	63 – 65.99	D
	60 – 62.99	D-
	≤ 59.99	F
	<b>Grades are not rounded up, nor are they negotiable.</b>	

**Course Outline / Course Calendar\***

<b>Course Schedule Summary</b>		
<b>Session</b>	<b>Date</b>	<b>Topic</b>
# 1	1/28	Introduction and Conceptual Perspectives on Traffic Safety
# 2	2/4	History of Impaired Driving Problem – Overview and Current Trends – Beck & Fell
# 3	2/11	Distracted Driving - AT&T application and Trivedi & Beck
# 4	2/18	Research Exercise for Traffic Safety Project – Using Data
# 5	2/25	Deterrence Theory and Strategies to Reduce Impaired Driving –Fell
# 6	3/4	Drowsy Driving – Lee, Beck et al.
# 7	3/11	<b>Examination I</b>
	3/18	<b>No Class - Spring Break</b>
# 8	3/25	Teen Drivers and Intervention – Beck & Kelley-Baker
# 9	4/1	<i>[In class exercise analyzing data from all projects]</i>
# 10	4/8	Methods for Determining Crash Risk – Romano & Beck
# 11	4/15	Cultural and Age Factors in Drinking Decisions and Alcohol Road Risk – Romano & Fell
# 12	4/22	Strategies for Reducing Impaired Driving – Interlocks, SCRAM, etc.
# 13	4/29	<b>Student Reports on their Research Project</b>
# 14	5/5	<b>Student Reports on their Research Project</b>
# 15	5/13	<b>Final Examination – Please note, this date is not official until mid semester</b>

\*Note: Syllabus is subject to change. Any changes will be made on Canvas and also mentioned in class.

<b>Session 1</b>
Topic: Introduction and Conceptual Perspectives on Traffic Safety Required Readings: National Center for Injury Prevention and Control
<b>Session 2</b>
Topic: History of Impaired Driving Problem – Overview and Current Trends Learning Objectives for Session: # 1 & 2 Required Readings: Shults et al., 2001; <a href="http://www.iihs.org/iihs/sr/statusreport/archived/2015">http://www.iihs.org/iihs/sr/statusreport/archived/2015</a> (Vol. 50, # 4);
<b>Session 3</b>
Topic: Distracted Driving – Practical Application & Theoretical Considerations Learning Objectives for Session: # 3 Required Readings: Beck & Watters, 2016 (“Characteristics of college students ...”)
<b>Session 4</b>
Topic: Research Exercise for Traffic Safety Project – Data Analysis & Report Writing Learning Objectives: # 4, 5,6 & 7 Required Readings: SPSS database – In Class Demonstration
<b>Session 5</b>
Topic: Deterrence Theory & Strategies to Reduce Impaired Driving Learning Objectives for Session: # 3 Required Readings: Voas & Fell, 2013; Erickson et al., 2015
<b>Session 6</b>
Topic: Drowsy & Distracted Driving Learning Objectives for Session: # 2 Required Readings: Hill et al., 2015; Lee et al., 2016 (“Intentions and willingness ...”) <a href="http://www.nhtsa.gov/people/injury/drowsy_driving1/Drowsy.html">http://www.nhtsa.gov/people/injury/drowsy_driving1/Drowsy.html</a>
<b>Session 7 - Examination I</b>
<b>Session 8</b>
Topic: Young Drivers and Intervention Learning Objectives for Session: # 3 Required Readings: Barry & Goodson, 2012; Beck & Watters, 2016; Watters & Beck, 2015 (“A qualitative ...”)
<b>Session 9</b>
In class exercise analyzing data from all projects
<b>Session 10</b>
Topic: Methods for Determining Crash Risk Learning Objectives for Session: # 2 & 5 Required Readings: Compton & Berning, 2015 (“Drug and alcohol crash risk”) ; Berning, Compton & Wochinger, 2015 (“Roadside Survey”)
<b>Session 11</b>
Cultural and Age Factors in Drinking Decisions and Alcohol Road Risk Learning Objectives for Session: # 3 Required readings: Caetano et al., 2010
<b>Session 12</b>



Topic: Strategies for Reducing Impaired Driving – Interlocks, SCRAM, etc.

Learning Objective for Session: #4

Required Reading: Voas et al., 2011; Fell et al., 2016 (“Can progress in reducing ... be resumed? ...”)

**Session 13 – Student Reports on Research Project**

**Session 14 – Student Report on Research Project**

**Session 15 – Final Examination**