PubH 6123
Violence Prevention and Control: Theory, Research and Application
Spring / 2014

Credits: 2
Meeting Days: Mondays
Meeting Time: 3:35-5:30
Meeting Place: Jackson Hall, Room 2-137
Instructor: Cari Jo Clark, Sc.D. & Susan Goodwin Gerberich, Ph.D.
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E-mail: Clark: cjclark@umn.edu
Gerberich: gerbe001@umn.edu
Office Hours: By appointment

I. Course Description
This course examines the public health approach to violence prevention and control. The course will cover a range of topics including: definitions and characteristics of various forms of violence, prevalence and risk factors, health effects, and prevention initiatives. Sources and limitations of existing epidemiologic data, analytic challenges, research quality and ethics will be examined throughout the course. Discussions, readings, and lecturers will emphasize the interdisciplinary nature of efforts to prevent and control violence but the focus will be on the public health approach to violence prevention and control. However, the course may appeal to students from various disciplines including nursing, law, medicine, social work, law enforcement, education, and psychology.

II. Course Prerequisites
None

III. Course Goals and Objectives
Upon successful completion of this course, the students will be able to:
1. Describe the typology of violence and violence prevention frameworks.
2. Describe prevalence estimates, risk factors, and health effects of various forms of violence.
3. Identify data sources and limitations, ethical issues, analytic challenges, and methodological shortcomings of existing research.
4. Identify the contributions of various disciplines such as nursing, public health, occupational health and safety, medicine, law enforcement, education, and social work to violence prevention and control.
5. Identify successful models of violence prevention and control as well as ongoing challenges.

IV. Methods of Instruction and Work Expectations
Methods of instruction will include:
   Introduction of topic by instructor or guest expert (typically via lecture);
   Class discussion on topic;
   Small group in-class discussion and peer learning;
   Assigned readings;
   Assigned take-home activities;
   Group work for class debate;
In class presentation of final project;
Feedback on work from instructor(s) and teaching assistant (when applicable).
Class Attendance and Participation: Class attendance is a very important part of the learning process. Students are expected to attend all classes and do all required reading prior to the class to which it is assigned. Active class participation is expected. Forms of participation include attendance, active participation in class, small group activities, polls and quizzes, and contributions to the online forum. The use of a computer or tablet is allowed but its use should contribute to your participation in class, not distract from it. If you are having difficulty participating in or understanding any of the lecture material, readings or class activities, please share this with one of the instructors as soon as possible so that we can work together to resolve the issue(s).

Expected Effort: Per University of Minnesota policy, academic work will exceed three hours per credit hour per week for Graduate School and professional school students.

Other expectations: Students can expect the instructor to facilitate student learning through classroom activities, lectures, constructive feedback on coursework and appointments with students. Feedback on all assignments will be given within 1-2 weeks after the due date. In addition, students can expect timely responses to emails, usually within 24-48 hours. Instructors will strive to create a learning environment that is respectful of diversity and conducive to learning and the safe expression of opinions. Students are expected to contribute to this environment by being respectful, reflective, and open to differences. The instructors will gauge student learning and classroom climate from time to time. Students are encouraged to provide constructive feedback throughout the course.

V. Course Text and Readings
The reading list includes required readings and additional resources you may find useful. All required readings will be available electronically through the course’s website. See reading list at the end of the syllabus.

VI. Course Outline/Weekly Schedule

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Topic</th>
<th>DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/27/2014</td>
<td>Overview of course; typology of violence; frameworks</td>
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<tr>
<td>2</td>
<td>2/3/2014</td>
<td>Study design, research ethics, critical review of the literature</td>
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<td></td>
<td></td>
<td><strong>Self-directed violence</strong></td>
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<tr>
<td>3</td>
<td>2/10/2014</td>
<td>Suicide</td>
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<td></td>
<td></td>
<td><strong>Interpersonal violence</strong></td>
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<tr>
<td>4</td>
<td>2/17/2014</td>
<td>Bullying</td>
<td>Identification of final project topic</td>
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<tr>
<td>5</td>
<td>2/24/2014</td>
<td>Youth violence</td>
<td></td>
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<tr>
<td>6</td>
<td>3/3/2014</td>
<td>Intimate partner violence</td>
<td>Article critique</td>
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<tr>
<td>7</td>
<td>3/10/2014</td>
<td>Child maltreatment</td>
<td>Outline of final project</td>
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<tr>
<td>8</td>
<td>3/17/2014</td>
<td><strong>Spring break</strong></td>
<td></td>
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<tr>
<td>9</td>
<td>3/24/2014</td>
<td>Elder abuse</td>
<td>Violence prevention interview and write up</td>
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<tr>
<td>10</td>
<td>3/31/2014</td>
<td>Class debate: Gun Violence</td>
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<tr>
<td>11</td>
<td>4/7/2014</td>
<td>Violence against GLBTQ individuals</td>
<td></td>
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<tr>
<td>12</td>
<td>4/14/2014</td>
<td>Trafficking</td>
<td></td>
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<td></td>
<td></td>
<td><strong>Collective violence</strong></td>
<td></td>
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<tr>
<td>13</td>
<td>4/21/2014</td>
<td>War</td>
<td>Final project</td>
</tr>
<tr>
<td>14</td>
<td>4/28/2014</td>
<td>Presentations</td>
<td></td>
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<tr>
<td>15</td>
<td>5/5/2014</td>
<td>Presentations / Closing remarks</td>
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VII. Evaluation and Grading
Enrollment options for this course include either the A/F or S/N grade base. Your grade in this course will be based on completion of the following assignments:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>% Final Grade</th>
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</thead>
<tbody>
<tr>
<td>1 Article critique</td>
<td>20</td>
</tr>
<tr>
<td>2 Violence prevention interview and write up</td>
<td>20</td>
</tr>
<tr>
<td>3 Class debate group project</td>
<td>20</td>
</tr>
<tr>
<td>4 Final paper / website project</td>
<td>25</td>
</tr>
<tr>
<td>5 Presentation of the paper / website</td>
<td>5</td>
</tr>
<tr>
<td>Class attendance / participation</td>
<td>10</td>
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</tbody>
</table>

All assignments must be typewritten.

Final grades will be assigned based on the following criteria:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
<td>Outstanding achievement relative to the level necessary to meet course requirements</td>
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<tr>
<td>A-</td>
<td>90-92.9%</td>
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</tr>
<tr>
<td>B+</td>
<td>88-89.9%</td>
<td>Achievement significantly above the level necessary to meet course requirements</td>
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<tr>
<td>B</td>
<td>83-87.9%</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>80-82.9%</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>78-79.9%</td>
<td>Achievement meets the minimum course requirement</td>
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<tr>
<td>C</td>
<td>73-77.9%</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>70-72.9%</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>68-69.9%</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>60-67.9%</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>&lt;60%</td>
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</tbody>
</table>

Refer, also, to the University Senate Grading Policies, identified below. If you choose to register for the course S/N, in order to achieve an S (i.e., satisfactory grade) as your final course grade, you must attain a C-average or better over the course of the semester. Unless arrangements are made with the instructor before an assignment is due, late work will be penalized one grade notch (e.g., A to A-) for each day it is late.

Course Evaluation
The SPH collects student course evaluations electronically using a software system called CoursEval: www.sph.umn.edu/courseval. The system will send email notifications to students when they can access and complete their course evaluations. Students who complete their course evaluations promptly will be able to access their final grades as soon as the faculty member renders the grade in SPHGrades: www.sph.umn.edu/grades. All students will have access to their final grades through OneStop two weeks after the last day of the semester whether or not they completed their course evaluation. Student feedback on course content and faculty teaching skills are an important means for improving our work. Please take the time to complete a course evaluation for each of the courses for which you are registered.

Incomplete Contracts
A grade of incomplete “I” shall be assigned at the discretion of the instructor when, due to extraordinary circumstances (e.g., documented illness or hospitalization, death in family, etc.), the student was prevented from completing the work of the course on time. The assignment of an “I” requires that a contract be initiated and completed by the student before the last official day of class, and signed by both the student and instructor. If an incomplete is deemed appropriate by the instructor, the student in consultation with the instructor, will specify the time and manner in which the student will complete course requirements. Extension for completion of the work will not exceed one year (or earlier if designated by the student’s college). For more information and to initiate an incomplete contract, students should go to SPHGrades at: www.sph.umn.edu/grades.
VIII. Other Course Information and Policies

Privacy
In this class, our use of technology will sometimes make students’ names and U of M Internet IDs visible within the course website, but only to other students in the same class. Since we are using a secure, password-protected course website, this will not increase the risk of identity theft or spamming for anyone in the class. If you have concerns about the visibility of your Internet ID, please contact me for further information.

Grade Option Change (if applicable)
For full-semester courses, students may change their grade option, if applicable, through the second week of the semester. Grade option change deadlines for other terms (i.e., summer and half-semester courses) can be found at onestop.umn.edu.

Course Withdrawal
Students should refer to the Refund and Drop/Add Deadlines for the particular term at onestop.umn.edu for information and deadlines for withdrawing from a course. As a courtesy, students should notify their instructor and, if applicable, advisor of their intent to withdraw. Students wishing to withdraw from a course after the noted final deadline for a particular term must contact the School of Public Health Office of Admissions and Student Resources at sph-ssc@umn.edu for further information.

Student Conduct Code
The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community: that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community. As a student at the University you are expected to adhere to Board of Regents Policy: Student Conduct Code. To review the Student Conduct Code, please see: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf.
Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

Use of Personal Electronic Devices in the Classroom
Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference: http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html.

Scholastic Dishonesty
You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means: plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf) If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see: http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html.

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: http://www1.umn.edu/oscai/integrity/student/index.html. If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular
class—e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an examination.

**Makeup Work for Legitimate Absences**
Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoeanas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see: [http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html](http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html).

**Appropriate Student Use of Class Notes and Course Materials**
Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: [http://www.mentalhealth.umn.edu](http://www.mentalhealth.umn.edu).

**Sexual Harassment**
"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy: [http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html](http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html).

**Equity, Diversity, Equal Opportunity, and Affirmative Action**
The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: [http://policy.umn.edu/Policies/Education/Education/EQUITYDIVERSITY.pdf](http://policy.umn.edu/Policies/Education/Education/EQUITYDIVERSITY.pdf).

**Disability Accommodations**
The University of Minnesota is committed to providing equitable access to learning opportunities for all students. Disability Services (DS) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DS at 612-626-1333 to arrange a confidential discussion regarding equitable access and reasonable accommodations. If you are registered with DS and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course. For more information, please see the DS website, [https://diversity.umn.edu/disability/](https://diversity.umn.edu/disability/).

**Mental Health and Stress Management**
As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: [http://www.mentalhealth.umn.edu](http://www.mentalhealth.umn.edu).

**Academic Freedom and Responsibility: for courses that do not involve students in research**
Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.* Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost. *Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".
IX. Reading List

1. Violence prevention overview, models

**Required**
  - Nice overview of injury and violence epidemiology, skim to get a sense of the field and facts about violence.

**Additional Resources**

2. Study design and critical review of the literature

**Required**
  - For those who need a primer on study design types, read the following:

**Articles for the in class activity**
- Hegarty K et al. (2013). Screening and counseling in the primary care setting for women who have experienced intimate partner violence (WEAVE): a cluster randomized controlled trial. Lancet, 382: 249-258.

3. Suicide

**Required**

**Additional Resources**

4. Bullying

Required

Additional Resources
Bully (Director Lee Hirsch) Trailer: http://www.youtube.com/watch?v=W1g9RV90Khg

5. Youth Violence

Required

Additional Resources

6. Intimate Partner Violence
Required

Additional Resources

7. Child Maltreatment

Required

Additional Resources

8. Spring break: no readings

9. Elder Abuse
10. Gun Violence

Required

Additional Resources

11. Violence Against LGBTQ Individuals

Required

Additional Resources

12. Trafficking

Required

Additional resources

13. War
Required

Additional Resources