I. Course Description

Analyses and critique of major theories and epidemiologic research pertinent to violence, including characteristics of violence and relevant risk factors, reporting and treatment protocols, and current/potential intervention efforts and prevention initiatives; emphasis on interdisciplinary contributions to violence prevention and control. For students with interest in violence prevention and control from various disciplines including public health, nursing, law, medicine, social work, law enforcement, education, and psychology, this course provides a foundation essential to the field.

II. Course Prerequisites

None

III. Learning Objectives

Upon successful completion of this course, the students will be able to:

• identify the magnitude of the problem to the degree that it is known, based on peer-reviewed literature and other resources.
• identify and discuss perspectives on the identification and characteristics of violence and relevant risk factors.
• analyze theory and research pertinent to violence.
• describe and critique procedures used in the reporting and treatment of various types of violence.
• discuss potential intervention efforts and community initiatives pertinent to violence prevention and control.
• identify the contributions of various disciplines such as nursing, public health, medicine, law enforcement, education, and social work to violence prevention and control.
IV. Methods of Instruction and Work Expectations

Course Format:
This interdisciplinary class will meet weekly for two hours throughout the semester. Class formats include lectures and discussion, supported by a variety of media. Experts will present pertinent violence and violence prevention content from their respective areas of expertise including injury epidemiology, law enforcement, community domestic violence programs, nursing, and public health.

Course Expectations:
Students will be expected to:

• participate actively in class lectures, presentations, discussions, and activities;
• work individually with assigned materials, topics, and activities;
• demonstrate understanding, application, and mastery of course content by
  -completing a final paper (see final paper criteria on page 3 of syllabus) and presentation
  -completing a midterm and final examination

V. Evaluation and Grading
Grading: Grading will be based on the student's performance in the following areas:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Midterm exam (Take home)</td>
<td>20%</td>
</tr>
<tr>
<td>Final exam (Take home)</td>
<td>30%</td>
</tr>
<tr>
<td>Final Paper</td>
<td>25%</td>
</tr>
<tr>
<td>Presentation of paper</td>
<td>10%</td>
</tr>
<tr>
<td>Class Participation</td>
<td>15%</td>
</tr>
</tbody>
</table>

The grading system will be A/F and S/N, depending on the requirement of the graduate student/professional.

Please note the following:
- If applicable, students may change grading options during the initial registration period or during the first two weeks of the term. **The grading option may not be changed after the second week of the term.**
- An incomplete grade is permitted only in cases of exceptional circumstances and following consultation with the instructor. In such cases an "I" grade will require a specific written agreement between the instructor and the student specifying the time and manner in which the student will complete the course requirements. Extension for completion of the work will not exceed one year.
REQUIRED PAPER (DUE APRIL 16, 2007)

Guidelines:

1. Each student will select a specific violence-related problem (e.g., hate crimes, men who batter, suicide, sports violence, media violence, sexual violence, dating violence, racial bias, religious violence, or gay/lesbian violence) pertinent to their area of interest.

2. Identify the magnitude of the problem to the degree that it is known, based on peer-reviewed literature and other resources.

3. Discuss:
   - Operational definition;
   - Characteristics;
   - Risk factors for the problem;
   - Effects/outcomes (e.g., health, quality of life, cost);
   - Reporting procedures;
   - Potential strategies for prevention and control of the problem:
     - The Federal Role
     - The State Role
     - Collaborating Community Services/interdisciplinary collaboration

4. Apply Haddon's Matrix and Haddon's Ten Strategies:
   - Identify the most appropriate potential intervention and prevention strategies for the selected violence-related problem, based on your knowledge of the most successful approaches that you feel are warranted.
   - Justify your position.

5. Critique current available research data and identify further research needs and efforts.

The paper will be evaluated for content including completeness of the discussion and analysis related to numbers 2-5 above. In addition, organization, grammatical construction, rhetoric, and appropriate use of references and resources will be considered in the total evaluation.

Length of Paper: Approximately seven to ten pages (quality, not quantity, is important); maximum of ten pages, not including matrix; typed; double-spaced, font size not smaller than 11 point.
Grading of Paper:

- Content: 80%
- Organization, Grammatical Construction, and Rhetoric: 10%
- References/Resources: 10%

Citing of references can be completed using a journal format from your selected discipline. An alphabetical format is typically the easiest; just be consistent.

Students will also do a brief presentation (approximately 15 minutes in length) of the paper utilizing a format of their choosing.

VI. Scholastic Dishonesty and Plagiarism

Students are responsible for knowing the University of Minnesota, Board of Regents' policy on student conduct and scholastic dishonesty: [http://www.umn.edu/regents/policies/academic/StudentConduct.html](http://www.umn.edu/regents/policies/academic/StudentConduct.html).

Scholastic dishonesty as defined in the policy and will be reported to the Office of Student Judicial Affairs: [http://www.sja.umn.edu/](http://www.sja.umn.edu/) and will result in a grade of "F" or "N" for the entire course.

Plagiarism is an important element of this policy. It is defined as the presentation of another's writing or ideas as your own. Serious, intentional plagiarism will result in a grade of "F" or "N" for the entire course. For more information on this policy and for a helpful discussion of preventing plagiarism, please consult University policies and procedures regarding academic integrity: [http://cisw.cla.umn.edu/plagiarism/uofmpolicies.html](http://cisw.cla.umn.edu/plagiarism/uofmpolicies.html).

Students are urged to be careful that they properly attribute and cite others' work in their own writing. For guidelines for correctly citing sources, go to [http://tutorial.lib.umn.edu/](http://tutorial.lib.umn.edu/) and click on "Citing Sources".

In addition, original work is expected in this course. It is unacceptable to hand in assignments for this course for which you receive credit in another course unless by prior agreement with the instructor. Building on a line of work begun in another course or leading to a thesis, dissertation, or final project is acceptable.

If you have any questions, consult the instructor.

VII. Course Withdrawal

School of Public Health students may withdraw from a course through the second week of the semester without permission. No "W" will appear on the transcript. After the second week, students are required to do the following:

- The student must contact and notify their advisor and course instructor informing them of the decision to withdraw from the course.
- The student must send an e-mail to franc004@umn.edu in the SPH Student Services Center (SSC). The email must provide the student name, ID#, course number, section number, semester, and year with instructions to withdraw the student from the course, and acknowledgement that the instructor and advisor have been contacted.
- The advisor and instructor must email the SSC acknowledging the student is canceling the course. All parties must be notified of the student's intent.
- The SSC will complete the process by withdrawing the student from the course after receiving all emails (student, advisor, and instructor). A "W" will be placed and remain on the student transcript for the course.
- After discussion with their advisor and notification to the instructor, students may withdraw up until the eighth week of the semester. There is no appeal process.
VIII. Course Readings

REQUIRED READINGS (course packet):

VIOLENCE PREVENTION: OVERVIEW (Week 1)

VIOLENCE PREVENTION: Introduction (Week 2)

VIOLENCE PREVENTION: Haddon’s matrix (Week 3)

WORK-RELATED VIOLENCE (Week 4)

CHILD ABUSE AND NEGLECT (Week 6)

ELDER ABUSE (Week 6)
DOMESTIC VIOLENCE (Week 7)


FIRARMS AND ALCOHOL AS RISK FACTORS (Week 9)


SCHOOL VIOLENCE (Week 10)

SELF-DIRECTED VIOLENCE (Week 12)

## IX. Course Outline/Weekly Schedule

<table>
<thead>
<tr>
<th>Day/Date</th>
<th>Topic</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon., Jan 22</td>
<td>Overview of Course; Year 2010 Objectives; History</td>
<td>Findorff</td>
</tr>
<tr>
<td>Mon., Jan 29</td>
<td>Violence Prevention: Overview</td>
<td>Gerberich</td>
</tr>
<tr>
<td>Mon., Feb. 5</td>
<td>Haddon’s matrix: skills building exercise</td>
<td>Findorff</td>
</tr>
<tr>
<td>Mon., Feb. 12</td>
<td>Work-related violence</td>
<td>Findorff</td>
</tr>
<tr>
<td>Mon., Feb. 19</td>
<td>Violence and the Law</td>
<td>Benson</td>
</tr>
<tr>
<td>Mon., Feb. 26</td>
<td>Child abuse/Elder abuse</td>
<td>Findorff</td>
</tr>
<tr>
<td></td>
<td><strong>MIDTERM EXAM DISTRIBUTED</strong></td>
<td></td>
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<tr>
<td>Mon., Mar. 5</td>
<td>Domestic Violence</td>
<td>Hadley</td>
</tr>
<tr>
<td></td>
<td><strong>MIDTERM EXAM DUE AT BEGINNING OF CLASS</strong></td>
<td></td>
</tr>
<tr>
<td>Mon., Mar. 12</td>
<td>No class—SPRING BREAK</td>
<td></td>
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<tr>
<td>Mon., Mar. 19</td>
<td>Impact of violence on victims</td>
<td>Sinclair, Jezierski, Moe</td>
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<tr>
<td>Mon., Mar 26</td>
<td>Firearms/alcohol</td>
<td>Findorff</td>
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<tr>
<td>Mon., Apr 2</td>
<td>School/youth violence</td>
<td>Findorff</td>
</tr>
<tr>
<td>Mon. Apr. 9</td>
<td>Child abuse</td>
<td>Gunter</td>
</tr>
<tr>
<td>Mon., Apr. 16</td>
<td>Collective violence/self-directed violence</td>
<td>Findorff</td>
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<tr>
<td></td>
<td><strong>FINAL PAPER DUE</strong></td>
<td></td>
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<tr>
<td>Mon., Apr. 23</td>
<td>Student presentations</td>
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<tr>
<td>Mon., Apr. 30</td>
<td>Student presentations</td>
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<tr>
<td></td>
<td>Wrap-up/ Course evaluation</td>
<td>Findorff</td>
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<tr>
<td></td>
<td><strong>FINAL EXAMINATION DISTRIBUTED</strong></td>
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</tr>
</tbody>
</table>

**FINAL EXAM DUE BY 12:30 P.M., WEDNESDAY, MAY 9, 2007.** They may be turned into me in my office (6-153 WDH) or left in the EnHS office (1260 Mayo).
GUEST FACULTY

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Lt. Gwen Gunter
Minneapolis Police Department
4th Pct Sector 2
1925 Plymouth Ave North
Minneapolis, MN 55411
Phone: 612-673-5606

It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have a documented disability (e.g., physical, learning, psychiatric, vision, hearing, or systemic) that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact Disability Services to have a confidential discussion of their individual needs for accommodations. Disability Services is located in Suite 180 McNamara Alumni Center, 200 Oak Street. Staff can be reached by calling 612/626-1333 (voice or TTY).