

UNIVERSITY  
OF MINNESOTA

**School of  
Public Health**

**PubH 6123:**

**Violence Prevention and Control: Theory,  
Research, and Application**

(2 credits)

### I. Course and Instructor Information

**Meeting day/time:** Mondays, 3:35 PM-5:30 PM

**Meeting location:** D-199 Mayo Building

**Instructors:**

**Starr Kelly Sage, Ph.D.**

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**Office Hours:** Please feel free to arrange appointments to discuss any course-related concerns.

### II. Course Description and Learning Objectives

This course is intended to guide students through analyses and critiques 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. Discussions, readings, and speakers will emphasize the interdisciplinary nature of efforts to prevent and control violence. The course may appeal to students with interest in violence prevention and control from various disciplines including public health, nursing, law, medicine, social work, law enforcement, education, and psychology. Ultimately, this course provides a foundation that is essential to the field of violence prevention and control.

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

- I. Identify the magnitude of the violence problem to the degree that it is known, based on peer-reviewed literature and other resources.
- II. Identify and discuss perspectives on the identification and characteristics of violence and relevant risk factors.
- III. Analyze theory and research pertinent to violence.
- IV. Describe and critique procedures used in the reporting and treatment of various types of violence.
- V. Discuss potential intervention efforts and community initiatives pertinent to violence prevention and control.
- VI. 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.

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### III. Course Readings and WebCT

All required readings are available electronically through the University's e-reserve system: <http://eres.lib.umn.edu/eres/>

To access the readings, browse for PubH 6123 and enter password: **vioLpreV**

NOTE: Additional course readings (i.e., articles and/or websites may be assigned or distributed throughout the course).

Please also access the course WebCT site for announcements, and other pertinent course information. Access the course website from: [www.myu.umn.edu](http://www.myu.umn.edu) > 'My courses' link > Select PH 6123.

### IV. Course Expectations and Disability Accommodations

#### *Student Expectations*

In addition to completing all course assignments, participation in this course is critical. Please arrive on time each week and participate fully. During weeks in which we have guest speakers, be prepared to pose thoughtful questions to them.

If the situation should arise such that you need to miss a class period, or leave early, notify the instructor (via email) before the class you will miss.

#### *Course Workload*

According to University policy, graduate and professional school students can expect to contribute more than three hours of work per week for each credit earned. For more information, and to read the University policy: <http://www.fpd.finop.umn.edu/groups/senate/documents/policy/gradesacadwork.html>

#### *Classroom Conduct*

The instructor is responsible for ensuring that all students are made to feel comfortable in the classroom environment. On occasion, a situation may occur such that a student is disruptive to the classroom environment (e.g., speaking out of turn or repeatedly interrupting, making off-the-topic comments, displaying a bad temper, etc.). The instructor will address such disruptive behavior with the individual student. Students whose behavior is disruptive to either the instructor or other students may be referred to their college office or University Counseling and Consulting Services. The Student Conduct Code applies to all students at this institution: [http://www1.umn.edu/regents/policies/academic/Student\\_Conduct\\_Code.html](http://www1.umn.edu/regents/policies/academic/Student_Conduct_Code.html).

#### *Sexual Harassment*

University policy prohibits sexual harassment (i.e., unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature). Policies and procedures regarding sexual harassment are available online at: [www1.umn.edu/regents/policies/humanresources/SexHarassment.html](http://www1.umn.edu/regents/policies/humanresources/SexHarassment.html). Complaints about sexual harassment in the classroom or elsewhere on campus may be reported to the University's Office of Equal Opportunity and Affirmative Action: <http://www.coaffact.umn.edu/services/reporting.html>.

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### *Students with Disabilities*

It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact the instructor to discuss their individual needs for accommodations. Students may also contact Disability Services at 612-626-1333 (voice or TTY) for facilitate academic accommodations <http://ds.umn.edu/students/index.html>

### *Student Mental Health*

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 or reduce a student's ability to participate in daily activities. University of Minnesota services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via: <http://www.mentalhealth.umn.edu>

## **V. Course 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:

<b>Assignments</b>	<b>Percent of Final Grade</b>
1. Midterm exam (take home)	25%
2. Final exam	25%
3. Final paper and Website project	30%
4. Presentation of paper/website	10%
5. Class attendance/participation	10%

NOTE: All papers and take-home examinations must be typewritten.

Final grades will be assigned based on the following criteria:

<b>A</b> = 97 - 100 points	<b>A-</b> = 93 - 96 points	
<b>B+</b> = 89 - 92 points	<b>B</b> = 85 - 88 points	<b>B-</b> = 81 - 84 points
<b>C+</b> = 77 - 80 points	<b>C</b> = 73 - 76 points	<b>C-</b> = 69 - 72 points
<b>D+</b> = 65 - 68 points	<b>D</b> = 61 - 64 points	<b>D-</b> = 57 - 60 points
<b>F</b> = 56 points or below		

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 accumulate 70 points (70%) over the course of the semester.

### *Late Work Policy*

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.

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*Academic Dishonesty*

Please be aware that academic dishonesty in any portion of the academic work for a course shall be grounds for awarding a grade of F (or N) for the entire course. You must also familiarize yourself with the University's policy regarding academic dishonesty and plagiarism;

[http://www1.umn.edu/regents/policies/academic/Student\\_Conduct\\_Code.html](http://www1.umn.edu/regents/policies/academic/Student_Conduct_Code.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/> 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.

*University Senate Grading Policies*

<b>A</b>	Achievement that is outstanding relative to the level necessary to meet course requirements.
<b>B</b>	Achievement that is significantly above the level necessary to meet course requirements.
<b>C</b>	Achievement that meets the course requirements in every respect.
<b>D</b>	Achievement that is worthy of credit even though it fails to meet fully the course requirements.
<b>S</b>	Achievement that is satisfactory, which is equivalent to a C- or better (achievement required for an S is at the discretion of the instructor but may be no lower than equivalent to a C-.)
<b>I</b>	(Incomplete) Assigned at the discretion of the instructor when, due to extraordinary circumstances, e.g., hospitalization, a student is prevented from completing the work of the course on time. Requires a written agreement between instructor and student.
<b>F or N</b>	Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.

NOTE: An incomplete (I) will only be given under extreme circumstances (i.e., see example above), in which the student was prevented from completing the work of the course on time. The assignment of an incomplete requires a written agreement between the instructor and student specifying the time and manner in which the student will complete the course requirements. The student must contact the instructor to make arrangements prior to the end of the semester.

## VI. Course Assignments

There are three major assignments associated with this course: two exams, and a final paper/website project. The midterm and final exams will require short answer and essay responses. Familiarize yourself with the paper/project requirements and grading criteria below:

### Guidelines for Final Paper and Website Project:

1. Each student will select a specific violence-related problem (e.g., work-related violence, domestic or sexual violence, suicide, youth violence, sports violence, collective violence, race-based violence or hate crimes, religious violence, etc.) pertinent to their area of interest. Be creative in the examination of the specific violence problem; include local or current problems - as appropriate.
2. Identify the magnitude of the problem to the degree that it is known, based on peer-reviewed literature and other resources. Utilize existing peer-reviewed literature (via Medline, PubMed, National Library of Medicine, etc.), internet information, and/or community-based resources, etc.
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:
    - o The Federal Role
    - o The State Role
    - o Collaborating community services/community initiatives/interdisciplinary collaboration, etc.
4. Apply Haddon's Matrix and Haddon's Ten Strategies:
  - Utilize an epidemiological approach in developing strategies for prevention and control of the violence problem:
    - o Apply Haddon's Matrix to examine various violence-control options pertinent to the violence problem under consideration (refer to Robertson);
    - o Specify Haddon's Ten Strategies and identify the most appropriate corresponding strategies for the violence problem you have selected--based on your knowledge of the most successful approaches and/or approaches that you feel are warranted. Justify your position.
5. Critique current available research and available data pertinent to the violence problem; and identify specific data and research needs.

The above points can be presented in the form of a written paper that is appropriate for website presentation. The paper/website 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. Citing of references can be completed using a journal format from your selected discipline (preferably an alphabetical format).

**Length of Paper:** Approximately seven to ten typed pages (quality, not quantity, is important). **Also include relevant pictures or illustrations (for the website).** Be very careful not to use

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**copyrighted material without written permission. (Check with Michelle Mansfield regarding such questions.)**

NOTE: Previous experience developing websites is not required. Students will utilize the University's 'UThink' blog program to develop their website (<http://blog.lib.umn.edu/>). The Environmental Health Sciences Web Coordinator, Michelle Mansfield ([mans0010@umn.edu](mailto:mans0010@umn.edu)), will provide additional instructions and support to assist you in uploading content/media to your websites.

For examples of website projects that were developed for the Spring 2009, PubH 6120: 'Injury Prevention in the Workplace, Community and Home,' go to:  
<http://enhs.umn.edu/current/websites.htm>

At least ten (peer-reviewed) references should be cited (e.g., those accessed through Medline are peer-reviewed); utilize the PubMed Advanced Free Medline and various resources pertinent to violence on the internet, including linkages, as appropriate. If this is a problem, contact Dr. Gerberich or Dr. Sage. In addition you may utilize personal resources as necessary and cite accordingly (e.g., contact legislators relevant to the specific violence problem to facilitate development of a comprehensive program).

**Students will present (approximately 15 minutes in length) their paper/website utilizing a format of their choosing. This presentation accounts for 10% of your final course grade.**

**Grading criteria for final paper/website project** (25% of final course grade):

Content	75%
Organization, Grammatical Construction, and Rhetoric	10%
References and Resources	10%
Meet all deadlines for paper/website [Refer to weekly course schedule below]	5%

**Final Due Date for Paper/website project: Week 14 - April 26<sup>th</sup>**

<b>VII. Weekly Course Schedule</b>
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**NOTE:** Topics, activities, and guest speakers are subject to change. The order of the assigned readings may also change slightly. Assignment due dates will NOT change.

<b>Date</b>	<b>Topic</b>	<b>Faculty</b>
Week 1: January 25th	Overview of course; Year 2010 Objectives	Sage
Week 2: February 1 <sup>st</sup>	Violence Prevention Overview	Gerberich
Week 3: February 8 <sup>th</sup>	Haddon's Matrix; In-class exercise	Sage
Week 4: February 15th	Domestic and sexual violence (on campus) <b>DUE: Identification of Paper/Website Topic</b>	Gibbons
Week 5: February 22 <sup>nd</sup>	Work-related Violence	Sanders
Week 6: March 1 <sup>st</sup>	Child Abuse and Elder Abuse MIDTERM EXAM DISTRIBUTED	Findorff
Week 7: March 8 <sup>th</sup>	Violence and the Law <b>DUE: MIDTERM EXAMS, AT START OF CLASS</b> <b>DUE: Comprehensive Outline of Paper/Website</b>	Benson
<b>Week 8: March 15<sup>th</sup></b>	<b>SPRING BREAK – NO CLASS</b>	<b>NO CLASS</b>
Week 9: March 22 <sup>nd</sup>	Domestic Violence	Hadley
Week 10: March 29 <sup>th</sup>	School Violence	Sage
Week 11: April 5 <sup>th</sup>	Youth Violence <b>DUE: Near-Final Draft of Paper/Website</b>	Musicant and Zanjani
Week 12: April 12 <sup>th</sup>	Violence on Campus	TBD
Week 13: April 19 <sup>th</sup>	Genocide and Collective Violence	Ellen Kennedy
Week 14: April 26 <sup>th</sup>	Review key concepts Student Presentations <b>DUE: FINAL PAPERS/WEBSITES, AT START OF CLASS</b>	Sage

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Week 15: May 3 <sup>rd</sup>	Student Presentations	N/A
	FINAL EXAMS DISTRIBUTED	

**FINAL EXAM DUE BY 12:30 P.M., WEDNESDAY, MAY 12, 2010.**

Leave exams at EnHS main office (1260 Mayo) and sign exam register.



## **VIII. Required Course Readings**

### **Week 1: January 25<sup>th</sup> (Sage)**

#### **Violence Prevention: Overview**

Dahlberg, L., and Krug, E. (2002). Violence – A Global Health Problem. In Krug, E., Dahlberg, L., Mercy, J, Zwi, A., & Lozano, R. (Eds.) (pp. 3-21) World Report on Violence and Health. Geneva: World Health Organization.

### **Week 2: February 1<sup>st</sup> (Sage)**

#### **Violence Prevention: Introduction**

Christoffel, T. and Gallagher, S.S. (2006). Intentional Injury, in Injury Prevention and Public Health: Practical Knowledge, Skills, and Strategies, 2<sup>nd</sup> edition. Sudbury, MA: Jones and Bartlett Publishers, pages 101-146.

### **Week 3: February 8<sup>th</sup> (Sage)**

#### **Violence Prevention: Haddon's Matrix**

Hemenway, D. (2009). Violence. In While We Were Sleeping: Success Stories in Injury and Violence Prevention (p. 95-110), Berkeley and Los Angeles: University of California Press.

Robertson, L.S. (2006). Injury and the role of epidemiology. In Injury Epidemiology: Research and Control Strategies, 3rd edition (p. 3-13), New York: Oxford University Press, Inc.

Runyan, C. (2003). Introduction: Back to the Future – Revisiting Haddon's Conceptualization of Injury Epidemiology and Prevention. *Epidemiologic Reviews*, 25; 60-64.

### **Week 4: February 15<sup>th</sup> (Gibbons)**

#### **Domestic and Sexual Violence**

Gibbons, R.E. (2009) The role of the rape care advocate. In Campus Sexual Assault Teams: Program development and ongoing operations (p. 1-20). Barry D.M. & Cell, P.M, eds. Kingston, NJ: Civic Research Institute.

Krebs, C., Lindquist, C., Warner, T., Fisher, B., & Martin, S (2007). Campus Sexual Assault (CSA) Study. Final report submitted to the National Institute of Justice, December 2007, NCJ 221153. <http://www.ncjrs.gov/pdffiles1/nij/grants/221153.pdf>

Review Aurora Center for Advocacy and Education website: <http://www1.umn.edu/aurora/>

### **Week 5: February 22<sup>nd</sup> (Sanders)**

#### **Work-related Violence**

Gerberich, S., Church, T., McGovern, P., et al. (2004). An epidemiological study of the magnitude and consequences of work related violence: the Minnesota Nurses' Study, *Occupational and Environmental Medicine*, 61: 495-503.

Loomis, D., Marshall, S., Wolf, S., Runyan, C., and Butts, J. (2002). Effectiveness of safety measures recommended for prevention of workplace homicide, *JAMA*, 287(8): 1011-1017.

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National Institute for Occupational Safety and Health (NIOSH). (2006). Workplace Violence Prevention Strategies and Research Needs. U.S. Department of Health and Human Services, Publication No. 2006-144, September 2006. <http://www.cdc.gov/niosh/docs/2006-144/>

Review National Institute for Occupational Health and Safety (NIOSH) website on Occupational Violence: <http://www.cdc.gov/niosh/topics/violence/>

**Week 6: March 1<sup>st</sup> (Findorff)**  
**Child Abuse and Neglect; Elder Abuse**

Cooper, C., Selwood, A., Livingston, G. (2008). The prevalence of elder abuse and neglect: a systematic review, *Age and Ageing*, 37: 151-160.

Mikton, C., Butchart, A. (2009). Child maltreatment prevention: a systematic review of reviews, *Bulletin of the World Health Organization*, 87; 353-361.

Pless, I. (2009). Round table: Three basic convictions: a recipe for preventing child injuries, *Bulletin of the World Health Organization*, 87; 395-401.

Review Department of Health and Human Services (DHHS) website on Preventing Child Abuse & Neglect: <http://www.childwelfare.gov/preventing/>

**Week 7: March 8<sup>th</sup>**  
**Violence and the Law (Benson)**

To be determined ...

**Week 9: March 22<sup>nd</sup> (Hadley)**  
**Domestic Violence**

Bensley, L., Van Eenwyk, J., and Simmons, K.W. (2003). Childhood family violence history and women's risk for intimate partner violence and poor health. *Journal of Preventive Medicine*, 25(1): 38-44.

Hadley, S.M., Short, L.M., Lezin, N, Zook, E. (1995). WomanKind: An Innovative Model of Health Care Response to Domestic Abuse, *Women's Health Issues*, 5(4): 189-198.

U.S. Preventive Services Task Force. (2004). Screening for family and intimate partner violence: recommendation statement. *Annals of Internal Medicine*, 140(5): 382-6.

**Week 10: March 29<sup>th</sup> (Sage)**  
**School Violence**

Centers for Disease Control and Prevention (2008). Understanding School Violence, Fact Sheet 2008. Available online at: <http://www.cdc.gov/ViolencePrevention/youthviolence/schoolviolence/index.html>

Sage, S. Gerberich, S., Ryan, A., Nachreiner, N., Church, T., Alexander, B., Mongin, S. (2010). School resources, resource allocation and risk of physical assault against Minnesota educators, *Accident Analysis and Prevention*, 42: 1-9. (doi:10.1016/j.aap.2009.04.019)

Review Centers for Disease Control Website on School and Youth Violence: <http://www.cdc.gov/ViolencePrevention/youthviolence/schoolviolence/index.html>

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**Week 11: April 5<sup>th</sup> (Musicant and Zanjani)**  
**Youth Violence**

Blueprint for Action, Quarterly Report, July-September 2009  
Available: <http://www.ci.minneapolis.mn.us/dhfs/yvpreport.asp>

Blueprint for Action: Preventing Youth Violence in Minneapolis, January 7, 2008  
Available: <http://www.ci.minneapolis.mn.us/dhfs/yvpreport.asp>

Review City of Minneapolis, Youth Violence Prevention Program website:  
<http://www.ci.minneapolis.mn.us/dhfs/yv.asp>

**Week 12: April 12<sup>th</sup>**  
**Violence on Campus**

To be determined ....

**Week 13: April 19<sup>th</sup>**  
**Genocide, War, and Collective Violence (Kennedy)**

Harff, B. (2003) No Lessons Learned from the Holocaust? Assessing Risks of Genocide and Political Mass Murder since 1955. *American Political Science Review* 97: 57-73.

Additional reading to be assigned ...

Review Center for Genocide and Holocaust Studies website: [www.chgs.umn.edu](http://www.chgs.umn.edu)

## IX. GUEST FACULTY

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### **Susan Goodwin Gerberich, Ph.D.**

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**Bass Zanjani**

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