Synchronous (Live) Zoom: Mondays, Start time: 1:00 PM
End time approximately 3:00 PM
Weeks where class will end at 3:50 PM are October 19, November 9, November 23, and December 7
Viewing video materials, testing and projects are asynchronous on-line

Catalog Description: Considers child sexual and physical abuse, maltreatment and neglect, dating violence, date rape, stalking, domestic violence, and abuse of elderly and disabled persons. Addresses frequency, causes, health impacts, cultural forces shaping responses, community services and prevention.

Course Overview: The course focuses on interpersonal violence in families and relationships from the public health perspective. The subject is essential knowledge for the health professional because it is a risk factor increasing the likelihood of disease and death in under-resourced populations.

Course Learning Objectives: The objectives of this course include learning: (1) to use of materials from national and international health bodies and original research to increase factual knowledge and develop critical thinking skills; (2) to increase empathy for victims of intimate violence expand perspective on the causes of interpersonal violence and its roots of social inequality; (3) to increase teamwork skills to collaboratively create innovative public health prevention materials.

Teaching Methods
Active learning and the collaborative classroom methods of adult learning are used. They focus on developing skills in teaching as well as learning, teamwork, openness to other perspectives, empathy, and development of verbal and written communication.

Course Notes: Study guide outlines of each week are found on d2L. These materials are based on the assigned readings.
Informed Consent for the Course: It is essential for health professionals to achieve knowledge and comfort with all forms of intimate partner violence, which directly and indirectly influence human disease, health and well-being. The course material involves lectures, video, discussion, and activities focused on physical, emotional, and sexual violence in childhood and adult relationships. Given the large number of people who have experienced some form of violence and abuse in their past, it is inevitable that many students bring a personal perspective to this class. You may be among those that sought out this course to understand your own experiences better. Many of you will achieve your goal; others may find the material is more upsetting than you anticipated. The course is not required. No disclosure of personal experience is required as part of any course component. If you choose to disclose, however, please be aware that these communications may not remain confidential although we ask you to respect each other’s privacy. Also, the instructors do not interpret a disclosure as a formal report. To accomplish that goal, e-mail one of us privately. The course incorporates teaching aids that contain language that may be offensive to some people and actual victims with visible injuries. This course requires a generalized trigger warning. The videos shown are expected to provoke emotional reactions. Although it is not the aim of the course to engage in political advocacy, all of public health practice rests on a strong social justice perspective. It is not possible to identify harmful policies from the perspective of the under-resourced and under-served people without implicit linkage to public policies enacted by politicians and governmental priorities. What we would like to encourage is that you express your reactions on our course discussion through d2L and collaboratively process them with peers. You are also welcome to come to the instructional staff with your concerns or reactions. We are educators who are non-judgmental. The unique adaptations that Covid has required to adapt a previously in-person course means that many of you will not have the luxury of a private room when participating in lectures and viewing videos. Most of the videos are available on Netflix, YouTube, or Amazon Prime, and are legitimate documentaries. However, most are intended for mature audiences and carry content warnings. The lectures and videos taken out of context could be upsetting both at home or in public places. Most worrisome is exposure of minors to the material. It is expected that you purchase a privacy protector to paste on your screen so it is not viewable from an angle and use earphones or earbuds so that audio is not overheard. This course is not recorded by the instructor and you agree not to make your own recordings.

Completing the quiz on the syllabus qualifies you to log into the second class and documents that you have received informed consent to the full set of learning experiences described above including lecture, activities, demonstrations, videos, on-line exchange of thoughts and feelings, and sharing responsibility with other students for a team project. The instructors maintain a "no questions asked" drop policy for the course at any time during the semester prior to the date when the written component of the team product is due.

Course Prerequisites: Enrollment is limited to majors or graduate students.

Course Notes: Study guide outlines of each chapter are posted on d2L. These materials are based on the assigned reading.

COURSE COMPONENTS

Reading: There is no textbook for this course. The assigned readings include technical reports and resources from the Centers for Disease Control and Prevention (CDC) and the World Health Organization (WHO) as well as original research articles from the peer-reviewed scientific literature. All readings are available on D2L. The course requires viewing videos outside class. You must have a Netflix and an Amazon Prime account and, in some cases, you will have to pay a small fee to view the video. The total does not exceed $25 for the semester. Hopefully, many of you already have subscriptions to streaming services.

Quiz: The syllabus quiz is mandatory. Complete it by 5 PM Sunday August 30th. You will not be logged into the second class without completing the quiz, which is unscored and intended to benefit you. Most of the answers to your questions about the course and assignments can be found in the syllabus. If you find places where you request further elaboration, mark them and email one of your instructors (graduate students e-mail Dr. Lopez, all others please contact Zoe or Dr. Koss).
Tests: For undergraduates, there are five multiple-choice tests administered through d2L. There is no comprehensive final exam. Graduate students are tested differently under the direction of Dr. Lopez.

Project: This course involves a team project. Details are provided in the separate Project Specification document found on d2L.

Activity-based learning: Many classes will include a small group activity in Zoom breakout rooms intended to promote active and collaborative learning. Periodically, class time will also include a Zoom interaction with one of the authors of the assigned readings to help you connect with the humans behind the science.

Self-reflection: You will be assigned to a smaller group of students. Each week you will participate in exchange of reflections and comments through the discussion feature of d2L. The focus of the discussion is on videos you watch after class.

Grading Criteria

Reflections: The window for posting begins after class at 5:00 PM Monday and closes at 5 PM on Friday. Your first reflection is due before midnight on Tuesday meaning you need to watch the video in time to post within this window. In this first post you will express your own thoughts and feelings without being able to see the posts of others. After that, you will be able to read and respond to other students. It helps to start by summarizing how you interpreted what the other person is saying and then express how you reacted or interpreted similarly or differently. You may connect your comments to scientific findings, but the primary aim is to share reactions, opinions, perspectives, emotions and to seek support for videos that were distressing or sing the praises of those that promoted views you endorse. The aim to develop increased capacity to discuss relationship violence openly, to self-reflect on your own emotions and reactions, and to learn from others who may have seen the material from differing viewpoints. We have to recognize that attitudes are intertwined with gender, race/ethnicity, culture, economic background and prior life experience. It would be rare if everyone had identical perceptions of these videos. You may have different views than some other students and should express yourself in a civil but assertive manner. There are no wrong answers. Peer feedback is an effective learning method. Some may find interesting comments to contribute that come from friends and family members in your own life. Please be aware though that sharing of personal trauma is not required and does not constitute reporting to the instructor, so reflections will not be followed up. If you realize that you would benefit from instructor involvement, contact Dr. Lopez or Dr. Koss privately. Also, please be aware that although we request that your group members maintain confidentiality, we cannot guarantee it, so be sure that what you share is something you could live with in the worst-case scenario that it were made known outside your discussion group.

Post 1 comment before Tuesday at midnight, read 9 posts of others and contribute 3 additional entries of your own over the next three days, which may be comments on others’ thoughts or new threads, to earn 5 points weekly for total **75** points towards your final grade. The window for posting closes at 5 PM on Friday. You are not evaluated on whether your ideas agree with those of the instructors or your fellow group members. To receive full credit, you must participate within specified timeframes, write comments longer and more insightful than a typical Tweet, use Standard English with correct grammar and spelling, and dig deeper than generalized feelings, vague statements, or superficial observations including variations of “I liked it,” “It was interesting,” “I found it boring” or “I agree”. If you are not receiving full points, consult Zoe for suggestions. This activity is expected to result, with effort, in each student receiving the maximum points.

Multiple choice tests: Five multiple choice, open-book tests spread across the units are administered through d2L. Each test has 75 questions for a total of **375** points of your final grade from exams. You are allowed to use class notes and refer to the readings during the tests. Be cautious of googling as the information in the assigned readings is governing in determining correct answers. The test window opens Monday at 5:00 PM just
following class and closes at 5 PM on Friday. You will have 3 hours to answer the 75 questions. Once you begin an exam, your clock starts. You are allowed a single attempt to take the exam. You may not exit and return. It is strongly suggested to save after each question. It is still possible to go back and change your answers within the time limit. Use a reliable internet connection that isn’t likely to go down mid-exam. If you are concerned about reliability, take the exam on the campus or at one of the UA designated WiFi hot spots. If you have technical problems with d2L contact Zoe immediately. She will respond as fast as possible. Do not panic. If you save your answers after each question, we can recover your responses to the time of the last save. Everything on d2L is time stamped and we can re-start your test from that point if necessary. Responses submitted after the expiration of the time clock are not counted by d2L. You will receive the score you had at the last save prior to the expiration of the clock. Moral: SAVE OFTEN. As the exam is accessible on-line and is available for five days, there are NO excuses accepted for missed exams and NO alternate assignments to make up the points.

Project: The team project provides **150** total possible. The overall score you receive will be individualized based on peer review. If everyone contributes, everyone’s project score will be the same. If you fail to do your part in the opinion of other group members, you will receive lesser points depending on how much you contributed. One or more of the following behaviors reflects lack of team contribution: failing to attend meetings or return e-mails in a timely manner, not contributing any ideas or stepping forward to complete a portion of the work, not submitting agreed-upon contributions on schedule, and/or doing substandard work that reflects lack of serious effort. If a student is failing to contribute equally to the team effort, designate one of the active members to notify Dr. Koss or Dr. Lopez as early as possible with details. They will attempt an intervention because it is preferable to fix a problem rather than it is to wait until the end when no corrective action is possible. If intervention is unsuccessful in guiding a student towards the right path, you can be assured that those who do not meet expectations will receive fewer points than those who do. The amount of potential points deducted for inadequate team work is at Drs. Lopez and Koss’ discretion and will be proportional to effort.

Final Grade Calculation

The maximum points available are 600. If there are any attendance penalties, they will be deducted. There are NO points for attendance as it is a course requirement. Final grades are assigned as follows based on 600 total points: 90% or higher = A, 80 to 89% = B, and 70 to 79% = C, 60-69% = D, and 59% or below = E. Please email Zoe at the earliest possible time that your grade is not what you desire. We value students who work hard to improve and will coach you. After final grades are posted it is too late to inform us of how hard you worked or obstacles you faced. After posting, grades cannot be changed except for calculation errors. If one is identified and it changes your grade, Dr. Koss will do it. If your objection to your final grade is for other than miscalculation, you can e-mail Dr. Koss, but be aware that all rounding off and curve adjustment will have already been done and you will not be successful presenting an appeal on other grounds.

Course Schedule

Yellow highlights emphasize due dates. Turquoise highlights indicate tentatively scheduled guests who will engage in dialogue regarding the paper of theirs that you have been assigned to read. Each week you will have an assigned reading that is expected to have been completed prior to the class during which it is discussed. There are videos that you are expected to watch in their entirety outside of class. It may not seem necessary to you to watch the whole video to “get the point”. However, we are striving for emotional impact. These are all professionally made documentaries deemed worthy enough that their streaming rights were purchased by Netflix and Amazon. Please trust the film editors that to achieve the director’s vision, you need to view the full film. Your compliance cannot be policed, not would we choose to do so. We are counting on your trust that we use teaching methods with demonstrated effectiveness, of which emotional learning is an essential component. Also, each week you will post interactive reflections on the videos with your discussion group.

Finally, we have scheduled guests for 30 minute Zoom conversations to connect what you read to the real people who did the work. It is expected that you are familiar with the assigned reading and submit questions
to us in advance. If you are really motivated, you would Google the person or Scholar Google them and just glance at the range of their work. These are all prominent and productive scientists, scholars, and policy professionals. It is truly an honor that they will take time for us. They can, of course, discuss anything in their publication history that catches your eye so don’t feel constrained to the particular article we chose to assign. You will submit one question in advance. During the call, Dr. Koss or Dr. Lopez will “call on” as many students as time allows to “spontaneously” ask your previously submitted question. The intention is to have a conversation where up-front preparation ensures that the guest feels appreciated and that the dialogue is free of awkward pauses or the need for the instructors to jump in to fill silences created by reluctance to say your thoughts publicly. HPS 449/549 students are the UA cream of the crop. We want to show our guests the fruits of engaged learning that the course has been designed to nurture.

Week 1 • August 24 • Introduction

Initial reflection to the video must be posted in d2L discussion area by midnight Tuesday August 25th (tomorrow)

Syllabus Quiz on d2L must be completed by 5 PM Friday August 28th.

Using the course syllabus and CDC/WHO infographics, learn to:

- To answer questions based on the syllabus regarding how the course will be taught, what will be expected from you, the components of the course experience, and policies that govern attendance and grading
- Describe relevance of course material to public health, dentistry, medicine, nursing, pharmacy, and veterinary medicine
- Answer questions about the basic factual elements that WHO and CDC communicate to the general public on violence against women through their infographic materials
- Experience the factual material through real life stories in a documentary film

Read before class:

Infographics on violence against women, child maltreatment and elder abuse:
https://www.cdc.gov/violenceprevention/pub/technical-packages/infographic/CAN.html

Video to watch after class:

Post reflections-1: Using the discussion area of d2L, post your initial reflection to the video by midnight tomorrow, Tuesday August 25th. Over the next 3 days, read 9 posts by other students and write 3 comments or new threads of your own by 5 PM Friday August 28th. Bottom line: read 9, post 4 (1 immediate, 3 in subsequent days)

Complete Syllabus Quiz: Complete the mandatory syllabus quiz in the test area of d2L between 5 PM August 24th and 5 PM Friday August 28th.
Using school-based violence as the example, learn to:

- List the stages in the public health method beginning with surveillance and ending with scaling up
- Explain the social-ecological model of prevention (SEM)
- Critically analyze one empirical research study among teens and young adults based on a SEM conceptualization. Be prepared to answer questions on purpose of the study, definitions, theoretical foundation, hypotheses, sample, methods, analysis of data, major findings, strengths, limitations and implications
- Use school-based violence as a model to demonstrate prevention programs that exemplify both the public health method and the SEM

Read before class:


Guest for the week: [Katheen Basile](#), Senior Scientist, Office of the Associate Director for Science, Division of Violence Prevention. Google and Scholar Google her to read abstracts of her many publications and technical reports to formulate questions about aspects of her work you would like to hear more about. If you can give the source (article or report) of your question, that might help her.

Video to watch after class:

Audrey and Daisie (2016, 98 minutes, Netflix).


Post reflections-2

Reminder: No class next week September 7th due to Labor Day. There are no assignments for the week except to study for Test #1.

Using intimate partner violence as the example, learn to:

- Define the subtypes of intimate partner violence (IPV)
- Justify why public health invests resources in doing expensive surveys
- Explain the methods used in the National Intimate Partner and Sexual Violence Survey (NISVIS) to measure these forms of violence in surveys
- Quantify the findings of the NISVIS on each form of violence
• Quantify: rates of injury for sexual and for physical violence, impact on mental health and physical disease, and compare the NISVIS estimates to other survey data
• Describe adaptations to survey methods in an example of cultural competency; be prepared to answer questions on purpose of the study, definitions, theoretical foundation, hypotheses, sample, methods, analysis of data, major findings, strengths, limitations and implications
• Critically analyze an empirical study that examined how partners agree and disagree in their perceptions of the IPV in their own relationship

Read before class:
Methods pages 7-14
Sexual violence pages 17-36
Intimate partner violence pages 37-49
Impact injury pages 53-57
Physical and mental health pages 61-63
Comparison to other estimates pages 83-84
Prevention implications pages 89-92


Video to watch after class: Private Violence (2017, 77 minutes, YouTube)  
https://www.youtube.com/watch?v=Bw_yMvNxhEk

Post reflections-3

Test #1: Opens Monday September 14th 5 PM and closes Friday September 18th 5 PM. It is found on d2L under the tests tab.

PLEASE READ CAREFULLY: You may enter the test only once. Save after every item in case of technical problems because then we can fix your situation. Answer the questions you know first. You can go back to the harder ones. You have 3 hours minutes for 75 questions. 5PM is the FINISH time, not the last start time. Start with enough time before close that you can finish. Save before your clock times out. Anything submitted after timeout is not recorded. Use a reliable internet connection because you can only start once. If you have technical problems, do not panic. Contact Zoe at once. Remember that she is a graduate student. She will get back to you as fast as possible, but cannot do so immediately if she is in class. If you have saved, we can fix it and restart your clock where you left off. After the test, if you believe that some of the items were scored incorrectly or had more than one correct answer, we have a process to consider your thoughts. It happens. Email Zoe to learn initiate scoring review.

Using IPV in Low and Middle Income Countries (LMIC) as the example, learn to:

• Describe quantitative methods for use in under-resourced settings (LMIC)
• Elaborate on qualitative methods for use in under-resourced settings
• Review ethical considerations in conducting research
• Critically analyze an example of field-based qualitative research contrasting work in a developed country to an under-developed country; be prepared to answer questions on purpose of the study, definitions, theoretical foundation, hypotheses, sample, methods, analysis of data, major findings, strengths, limitations and implications

Read before class:

Quantitative approaches 63-70 and survey methods 105-137
Qualitative approaches pages 73-82 and Tools pages 129-153

Washington DC, United States: World Health Organization, PATH.

Video to watch after class:  Half the sky segment: Violence against women is a global epidemic (total 3 hours 44 minutes; pick about 3 segments you perceive as most directly related to our class content. This multiple award-winning documentary is worth the time, but I also recognize you may not have enough of it. Find the film at: http://flixstore.my.id/play.php?movie=tt2193091 Download is good for 48 hours. Don’t bother to try YouTube. There are 100's of returns, most are trailers or media interviews. This film made a serious splash in public awareness.

Post Reflections-4

Week 5 ● September 28 ● Perpetrators

Using sexual violence perpetrated by emerging adults as the example, learn to:

• Place sexual violence within the general context of youth violence and describe the governmental role in preventing it.
• Review a qualitative study of justifications perpetrators give for sexual assaulting others. Be prepared to answer questions on purpose of the study, definitions, theoretical foundation, hypotheses, sample, methods, analysis of data, major findings, strengths, limitations and implications
• Critically analyze the concept of serial rape to describe sexual assault on college campuses. Be prepared to answer questions on purpose of the study, definitions, theoretical foundation, hypotheses, sample, methods, analysis of data, major findings, strengths, limitations and implications

Read:


**Video to watch after class:** *The Mask You Live In* (2015, Amazon $3.99, 90 minutes)  
https://www.amazon.com/Mask-You-Live-Ashanti-Branch/dp/B01BXLOJ6E/ref=sr_1_1?crid=2MNCFHT4P7IL9&dchild=1&keywords=the+mask+you+live+in&qid=1597703762&s=instant-video&sprefix=the+mask+%2Cinstant-video%2C223&sr=1-1

### Post reflections-5

**Week 6 ● October 5 ● Vulnerability**

**TEST #2 OPENS**  
Submit the team contract to Zoe by e-mail by 5 PM

Using elder abuse as an example, learn to:

- Describe the process the CDC used to arrive at definitions for the subtypes of elder abuse
- Define each of the categories of elder abuse according to CDC Uniform Definitions
- Apply these concepts to real life stories from institutionalized elderly patients


Elder Abuse Warning Signs

Elder Abuse Clinician Reporting

Lisa O’Neil, Associate Director of the Center on Aging will be our guest.

**Video to watch after class:** *Panorama BBC Behind Closed Doors: Elderly Care Exposed*, YouTube (2014, 95 minutes)

### Post reflections-6

**Test #2:** Complete between 5 PM Monday October 5th and 5 PM Friday October 9th.

**Week 7 ● October 12 ● Nurturing Environments**

Using Adverse Childhood Experiences (ACEs) as an example, learn to:

- What are the essential components of a healthy childhood?
- Define ACEs
• Be prepared to answer questions on purpose of the study that linked ACEs to morbidity and mortality including definitions, theoretical foundation, hypotheses, sample, methods, analysis of data, major findings, strengths, limitations and implications
• List and elaborate on the four goals of child maltreatment prevention
• Clarify why it is important to use evidence-based treatment child maltreatment prevention
• Fill in the steps to reach each goal

Read before class:


Video to watch after class:

Post reflections-7

Using child maltreatment prevention as an example, learn to:

• Identify and elaborate on strategies to guide programs to prevent child abuse
• Identify the core components of planning and evaluating a prevention program
• Describe best practices for planning research and evaluation partnerships between researchers and community-based organizations
• Explain methods for choosing and utilizing theories of change and outcome measures during the program evaluation planning process
• Discuss strategies for monitoring and evaluation during program implementation
• Critically analyze an empirical evaluation of an infant head trauma prevention program; be prepared to answer questions on purpose of the study, definitions, theoretical foundation, hypotheses, sample, methods, analysis of data, major findings, strengths, limitations and implications

Read before class:


**Video shown during class:** *Home Truth* (2019, 72 minutes), Vimeo link for streaming over Zoom (Dr. Lopez Buy)

**Post reflections-8**

**Week 9 ● October 26 ● Prevention**

**TEST #3 OPENS**

Using sexual assault as an example, learn to:

- Describe the components of a comprehensive strategy based on the social ecological model of causation to reduce campus sexual assault
- Elaborate on the infrastructure recommended to prevent campus sexual violence
- Provide suggestions for reaching key audiences
- Identify potential partnerships and how to build them
- Define a technical package
- Explain how public health professionals justify the priority of preventing sexual violence
- Define each letter in the STOP SV acronym.
- List programs that fall under each letter of STOP DV; Quantify the evidence of effectiveness of each program mentioned
- Critically analyze an empirical study using a clinical trials design to evaluate rape prevention enhanced by self-defense; be prepared to answer questions on purpose of the study, definitions, theoretical foundation, hypotheses, sample, methods, analysis of data, major findings, strengths, limitations and implications

**Read before class:**


**Video to watch after class:** *Rape on the nightshift* (2018, 56 minutes).

[https://www.pbs.org/wgbh/frontline/film/rape-on-the-night-shift/](https://www.pbs.org/wgbh/frontline/film/rape-on-the-night-shift/)
Post reflections-9 and Test #3: Complete between 5 PM Monday October 26th and 5 PM Friday October 30th.

Using child maltreatment protection systems as an example, learn to:

- List the primary strategies for preventing child abuse and neglect and explain the rationale for each
- Provide examples of approaches that implement the strategy and answer these questions: what are potential outcomes of the strategy? What evidence supports the effectiveness of the approach?
- Describe the role of community-based services in child and family welfare system response to family violence
- Critically analyze two studies: the first examines child maltreatment surveillance; the second examines methods to increase the permanency of child placement; be prepared to answer questions on purpose of each study, definitions, theoretical foundation, hypotheses, sample, methods, analysis of data, major findings, strengths, limitations and implications

Read before class:


Video to watch after class: Part 2 Caseworker files: The taking of Logan Marr (approximately 65 minutes—SECOND half of a two-episode program. If you find yourself in a video focusing on the murder of Logan Marr, you are on the wrong segment. The correct one focuses on caseworker response. Stop at the interview segment, which doesn’t add anything)

https://search.alexanderstreet.com/view/work/bibliographic_entity%7Cvideo_work%7C2801330

Post reflections-10
Read before class:


Video shown during class:
Kimberle Crenshaw: What is Intersectionality? 6-minute video [https://www.youtube.com/watch?v=JRci2V8PxFY](https://www.youtube.com/watch?v=JRci2V8PxFY)

Video to watch after class: *Somebody’s daughter* (2008, 62 minutes). Dr. Lopez will arrange link to stream over Zoom screen share.

Post reflections-11

Using domestic violence response systems as an example, learn to:

- List the components of a comprehensive domestic violence response: shelters, threat assessment, safety planning, medical screening, temporary financial assistance, job training, immigration, rent assistance, rehousing
- Examine and summarize a qualitative study on housing options for battered women including the purpose of the study, definitions, theoretical foundation, hypotheses, sample, methods, analysis of data, major findings, strengths, limitations and implications
- Describe some expert opinion that over-reliance on a criminal justice system response to IPV has resulted in unequal services, unfairly distributed across the country, most accessible to educated white women, and lacking in priority to the needs of marginalized women
- Distill the methodology involved in doing a systematic review of scientific literature.
Specific to the review of domestic violence services, define CBPR, distill the 6 core values the authors identified. Summarize the process evaluation results and the outcome evaluation results. Characterize the entities that formed community partnerships and the sources of team members.

Read before class:


Video shown during class: *What doesn’t kill me* (2017) 80 minutes, screen sharing of personal DVD

Post reflections-12

Test #4: Complete Test #4 between 5:00 PM Monday November 18th and 5 PM Friday November 22th.

Week 13 ● November 23 ● Criminal and Civil Justice

Submit written projects through D2l by 5 PM today

Using US justice systems as an example, you will learn to:

- Explain unintended consequences of public policy: the case of criminalizing policies
- Explain how DV is addressed by the criminal and family court justice system: stay away orders, mandatory prosecution, DV specialty courts
- Critically analyze two empirical studies. The first focuses on what survivors want from the justice system. The second examines satisfaction with batterer’s intervention and domestic violence shelters. Be prepared to answer questions on purpose of the study, definitions, theoretical foundation, hypotheses, sample, methods, analysis of data, major findings, strengths, limitations and implications

Read:

-Introduction and Goals, p 4
- Centering the Discussion through Need for Intersectionality, pp 8-11
- Impact of Mandatory Minimums through Critical Opportunities, pp 16-25


**Video to watch after class:** Athlete A (2020, 104 minutes, Netflix). https://www.netflix.com/search?q=athlete%20a&jbv=81034185  Cris, our guest last week is from Michigan State University where the incidents happened and served to shape the institutional response.

**Post Reflections-13**

**Week 14 • November 30 • Policy**

Using global priorities for women’s and children’s development as the focus, you will learn to:

- Define a “cross-cutting approach”
- Elaborate the evidence of the following statements: those who experience one form of violence are likely to experience another, those who have been violent in one context are likely to be violent in another, different forms of violence share common consequences, and different forms of violence share common risk and protective factors
- Summarize the 4 strategic focus efforts of the CDC to prevent multiple forms of violence
- Elaborate on each of the following areas: developmental periods of childhood and adolescence where we are likely to have most impact; populations that bear disproportionate burden, shared risk factors, and programs, practices, and policies most likely to impact multiple forms of violence
- Explain why collaboration is a cornerstone of public health and how is it fostered?
- Elaborate on methods of effective communication and dissemination
- List the initiatives that will improve public health surveillance
- Describe the 10 guiding principles and components of the plan of action to strengthen the health system to address VAW
- Describe the structure of a World Health Organization (WHO) committee policy resolution
- Analyze the implications of data limitations on informing policy and action in violence prevention
- Discuss the successes and challenges with the development of anti-violence laws around the globe
- Discuss recommendations for international efforts to reduce violence through policy measures
- Rank the empowerment of women in the priorities of the UN Agenda for Sustainable Development

**Read:**


**Video:** Equal Means Equal (2016, Amazon Prime free, 93 minutes) [https://www.amazon.com/Equal-Means-Patricia-Arquette/dp/B07C26P2FR/ref=sr_1_1?dchild=1&keywords=equal+means+equal+documentary&qid=159701636&sr=1-1](https://www.amazon.com/Equal-Means-Patricia-Arquette/dp/B07C26P2FR/ref=sr_1_1?dchild=1&keywords=equal+means+equal+documentary&qid=159701636&sr=1-1)

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**Post reflections-14**

**Week 15 ● December 7 ● Presentations and Wrap-Up**

Submit URL for Video and PowerPoint or Prezi slides to Zoe by 10 AM

Class will last until 3:50 PM today

**TEST #5 OPENS**

**Using team projects your team prepared, and viewing those of the other teams, learn to:**

- Participate in planning a public presentation
- Fulfill your agreed upon role on the team in preparing and delivering the presentation
- Actively participate each team’s class activity
- Evaluate the work performance of others

**Assignment:** Complete peer evaluations of your team members and submit on d2L assignments tab. These will not be seen by anyone except the instructors.

**Post Reflections-15**:

Initial post: Focus on your experiences in the course including achievement of the learning objectives and compare your perspectives on intimate violence from August to December. Interactive reflections: what you have learned from others, how you might incorporate what you learned into your professional and personal life, your favorite videos and guests, any suggestions for improving the learning environment or experience.

**Video** None.

**Test #5:** Complete Test #5 between 5:00 PM Monday December 9th and 5 PM Friday December 13th.

**GRADES WILL BE POSTED BY DECEMBER 18th**
Consult Zoe if you believe there is a mistake. Such errors do happen sometimes. Let us check it out if you may be affected.

Thank you for spending 15 weeks with us to enhance your commitment to equality and nonviolent lives for women and children specifically, and to all humanity. Have a wonderful life and leave footsteps from good work and good relationships.

Course Policies

These sections are required by the University of Arizona syllabus template:

- This class is scheduled to be taught in the LIVE ONLINE modality.
  - The entire class will be meeting at 1:00 PM via Zoom. Our synchronous meetings will give us the opportunity to have live, interactive lectures and use breakout rooms for team activities. You will complete reflections, testing, and team projects on-line within specified time windows.
- Course sessions will/will not be recorded.
- If you feel sick, please notify Zoe and do the following:
  - Stay home. Except for seeking medical care, avoid contact with others and do not travel.
  - Campus Health is testing for COVID-19 - please call (520) 621-9202 before you come in.
    - Campus Health is testing individuals who are concerned that they are infected with or have been exposed to COVID-19.
    - They continue to test only students, staff, and faculty of the University at this time.
    - Campus Health providers will evaluate patients and order testing if appropriate.
    - Visit the Campus Health website for more information.
  - Visit the UArizona COVID-19 page for regular updates
- If you are experiencing unexpected barriers to your success in your courses, please note the Dean of Students Office is a central support resource for all students and may be helpful. The Dean of Students Office can be reached at 520-621-2057 or DOS-deanofstudents@email.arizona.edu.
- Exams: All testing is on-line and open for a 4-day window, generally Wednesday at 5 PM to Sunday at 5 PM.
- Equipment and software required: For this class you will need daily access to the following hardware: laptop or web-enabled device with webcam and microphone, regular access to reliable internet signal, ability to download and run the following software: a browser, PowerPoint, Adobe PDF reader, Netflix and Amazon Prime subscriptions (or pay per film on Amazon).
- Students making or accessing unauthorized recordings or using them in a manner inconsistent with UArizona values, educational policies, and the informed consent for this course are subject to suspension.

Attendance: The Zoom waiting room will open at 12:45 PM. Log-in time is 1:00 PM. Logging in after 1:10 PM is counted as an absence as is leaving the call early unless prior arrangements have been made. If more than 15% of the class is absent, those not attending will receive a 5-point penalty. In my experience, it is not necessary to implement this consequence as students attend regularly. During live portions, you are expected to keep your camera on and microphone muted. Your window should have your name displayed. You are expected to view the entire video each week as assigned. Instructors will expect reflections to contain material that is not available from the trailer only. Instructors have personally viewed every assigned video choice.

If you are absent, it is your responsibility to obtain an alternate assignment either in advance or shortly afterwards. Failure to obtain an alternate assignment means you will not have the content to participate in the reflections and will lose those points. Oftentimes it will be possible for you to view the video and do the
reflections even though you missed class. On two occasions a video needs to be streamed during live online time due to unavailability on the internet. If you contact us in advance, we will assign an alternate activity achieve the points for reflections and provide you with a due date. Failure to submit alternate assignments at the assigned time will result in a score of zero for that week’s reflections.

**UA Covid-related policy:**

- Students who need to miss a class, or series of classes, due to illness or the need to quarantine/isolate are responsible for emailing their course instructor, with copy to the Dean of Students at [DOS.deanofstudents@email.arizona.edu](mailto:DOS.deanofstudents@email.arizona.edu), to let them know of the need, as soon as possible. There is no need for a medical excuse to be provided for absence of up to a week (see more below).
- Students are responsible for completing any work that they might miss due to illness or the need to quarantine/isolate, including assignments, quizzes, tests and exams.
- Students are responsible for communicating with their instructor(s) via the means of communication established by the instructor(s), e.g., via D2L, email, text message, etc.
- Students who need to miss more than one week of classes in any one semester will be required to provide a doctor’s note of explanation to [DOS.deanofstudents@email.arizona.edu](mailto:DOS.deanofstudents@email.arizona.edu). The Dean of Students Office will communicate the receipt of the note (with expected end date) out to the relevant faculty.

Students who adhere to these processes should not be penalized per the attendance policy for the course. Following University policy, these circumstances constitute excused absences: (1) All holidays or special religious events; and (2) Absences pre-approved by the UA Dean of Students (or Dean's designee) Under UA policy, if you stop attending class, you must officially withdraw from the course to avoid receiving a grade of E. UA’s policy concerning class attendance, participation, and administrative drops is found at: [http://catalog.arizona.edu/policy/class-attendance-participation-and-administrative-drop](http://catalog.arizona.edu/policy/class-attendance-participation-and-administrative-drop). The UA policy regarding absences for any sincerely held religious belief, observance or practice will be accommodated where reasonable, [http://policy.arizona.edu/human-resources/religious-accommodation-policy](http://policy.arizona.edu/human-resources/religious-accommodation-policy). Absences pre-approved by the UA Dean of Students (or Dean Designee) [http://deanofstudents.arizona.edu](http://deanofstudents.arizona.edu).

**Electronic Device Policy for Mobile Phones, Laptops, Tablets, Music Players, and Games:**
You are expected to keep your camera on and participate in the live Zoom experience. In your own time, use of these devices is of course personal choice.

**E-mail and Announcements:** You are responsible for reading messages sent through both your UA account and d2L’s email system as well as announcements posted on the course d2L page. If you wish your email to be forwarded to an address other than your email.arizona.edu account, settings are found on d2L. Instructors cannot be responsible for problems you encounter that arise from failure to be familiar with e-mail messages and course announcements posted on d2L. The UA e-mail policy can be found at: [https://www.registrar.arizona.edu/personal-information/official-student-email-policy-use-email-official-correspondence-students](https://www.registrar.arizona.edu/personal-information/official-student-email-policy-use-email-official-correspondence-students).

**UA Smoking and Tobacco Policy:**
For your own wellbeing, please do not smoke at all. If you do, do not violate the following policy during live Zoom. The latest version of the policy is available at: [http://policy.arizona.edu/ethics-and-conduct/smoking-and-tobacco-policy](http://policy.arizona.edu/ethics-and-conduct/smoking-and-tobacco-policy). The University's "Smoking and Tobacco Policy" is designed to promote the health and wellness of all members of the University community, including visitors to campus, and it prohibits the use of tobacco- and nicotine-containing products on property owned or controlled by the UA. This includes the main campus, the Arizona Health Sciences Center, the Phoenix Biomedical Campus, UA South, all satellite campuses, University vehicles, and any property leased by the UA. Smoking cessation aids, such as nicotine gum, patches,
and nasal sprays, will be permitted, but all other forms of tobacco or nicotine - including pipes, cigars, cigarettes and vapes or other e-cigarettes, all types of smokeless tobacco, and water pipes - will be prohibited.

**Academic Integrity:** All UA students are responsible for upholding the University of Arizona Code of Academic Integrity available through the office of the Dean of Students and online at: [http://deanofstudents.arizona.edu/policies-and-codes/code-academic-integrity](http://deanofstudents.arizona.edu/policies-and-codes/code-academic-integrity)

What counts as plagiarism?

- Copying and pasting information from a web site or another source, and then revising it so that it sounds like your original idea.
- Quoting a passage without quotation marks or citations, so that it looks like your own.
- Paraphrasing a passage without citing it, so that it looks like your own thoughts.
- Hiring another person to do your tests for you, or purchasing paper preparation through any on- or off-line sources.
- Submitting similar papers to multiple courses at any time during your studies at UA.
- Using others to assist you in taking tests.

**Plagiarism detection software is used in this course.** Violations of integrity result in a referral to the Dean of Students for an integrity workshop and a penalty deduction on the paper that varies by the severity of non-originality. The behaviors above are violations of academic integrity whether or not they were done intentionally.

**Classroom Behavior:** We all will strive for stimulating and civil discourse both in life Zoom, breakout rooms, and with your team work. That said, it is a hoped-for outcome that you will frequently experience thoughts or feelings that do not agree with others. A major purpose of the course is to learn from listening to a variety of perspectives. The syllabus template requires us to state: Students are expected to be familiar with the UA Policy on Disruptive Behavior in an Instructional Setting found [http://policy.arizona.edu/education-and-student-affairs/disruptive-behavior-instructional-setting](http://policy.arizona.edu/education-and-student-affairs/disruptive-behavior-instructional-setting) and the Policy on Threatening Behavior by Students found at: [http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students](http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students)

**Nondiscrimination and Anti-Harassment Policy:**

The University of Arizona is committed to creating and maintaining an environment free of discrimination, [http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy](http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy) Please refer to the consent form, however, so you do not confuse the announced teaching methods with a sexualized learning environment, which would be a Title IX violation. If the instructor says something you experience as inappropriate, communicate it! No one, no matter how hard they try, no one, especially Dr. Koss can consistently identify perspectives that differ from those of students have had different backgrounds and experiences. When it happens, say something through the chat feature. I will see it. It is mutually educational for the professor to rephrase or self-correct or ask for amplification to help us all grow in sensitivity and cultural competence.

**Grade Appeal Policy:** The grade appeal grounds and process are found at [http://catalog.arizona.edu/2013-14/policies/gradappeal.html](http://catalog.arizona.edu/2013-14/policies/gradappeal.html). We encourage you to discuss your test results or other grades with us as early as possible. We have a process for evaluating and responding to your scoring appeals, which must be received within 7 days of the tests closing or due date for the assignment. At the end of the semester should you feel your final course grade is incorrect so we can verify your points and check for calculation errors.

**Syllabus Changes:** Information contained in the syllabus, other than the course rules, attendance policies and grading process may be subject to change with reasonable advance notice as deemed appropriate.
Accessibility and Accommodations: The official policy can be found at: [http://catalog.arizona.edu/2013-14/policies/disability.htm](http://catalog.arizona.edu/2013-14/policies/disability.htm). At the University of Arizona, we strive to make learning experiences as accessible as possible. If you anticipate or experience barriers based on disability or pregnancy, please contact the Disability Resource Center (520-621-3268, [https://drc.arizona.edu/](https://drc.arizona.edu/)) to establish reasonable accommodations. Once you have done that, please email Zoe to confirm special testing conditions. Speak to Dr. Koss about non-test related accommodations that DRC has approved so we can make the learning experience accessible.