Meeting Time: Mondays, 1:00 PM to 3:50 PM  
Location: Drachman Hall A114

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 and a prominent social issue in under-resourced populations.

Informed Consent for the Course: It is essential for health professionals to achieve knowledge and comfort working with all forms of intimate partner violence, which directly and indirectly influence human disease, health and well-being. The intent of this course is to raise awareness and change perspectives. 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. 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. The course incorporates teaching aids that contain language that may be offensive to some people and realistic depictions of violent and abusive acts with and without sexual components. It is not unusual to find real violence far more upsetting that the pretend violence in movies. This course is intended to create a learning environment where you are presented with scientifically accepted findings to promote cognitive learning, provocative activities intended to promote emotional learning, and team work to develop social and workforce relevant skills. The material in the readings and lectures may be different from the understandings you bring to class and you may find it offensive, disrespectful of your beliefs, embarrassing, or excessively provocative. These are foreseeable reactions to the teaching methods. The learning experience is designed to move you towards more comfort through exposure and dialogue. It is not the aim of the course to attempt to change your religious or personal values or engage in political advocacy. If you chose to remain enrolled, it is not appropriate to complain to college administrators if you experience some of the reactions just described. What is appropriate is to come to the instructional staff with your concerns or reactions. The content in this course is heavy and sometimes can be hard to process. We are professional educators and are there to work with you. 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. The teaching methods will not change from what is listed in this syllabus. Completing the quiz on the syllabus qualifies you to continue in the course and communicates your informed consent to the full set of learning experiences described above including lecture, classroom activities, demonstrations, videos, on-line exchange of thoughts and feelings, and sharing responsibility with other students for a team project.

**Course Prerequisites:** Priority is given to undergraduate majors in public health. After, the priority registration the course is open to juniors or seniors with the experience to read and critically analyze social science research. Relevant previous coursework may include: anthropology, criminology, economics, family studies, justice administration, nursing, political science, psychology, public policy, social work, sociology, women's studies or cultural studies such as Africana, Mexican-American studies or American Indian studies, pre-medicine, or pharmacy. Please be aware that this is a 400 level course and as such will have higher expectations than 300 level courses taught by the same instructor. Public health graduate students may take the graduate-level course (HPS 549) to fulfill the elective credit requirement for their degree program.

**Course Learning Objectives:** Learning objectives are presented for each week of the course in the material that follows. Your instructors are not interested in providing a learning experience that fails to challenge you, nor do we wish to teach students that are under-invested in their own competency development. This course demands your time and engagement. If you are looking for a passive experience, you are in the wrong classroom. You will be required to demonstrate conscientiousness in meeting responsibilities, conformance to course policies, attention to detail, oral and written communication skills, teamwork, critical thinking, mastery of a defined but extensive knowledge base, and accountability for your own learning. These skills are intended to increase your public health core competencies as defined by accreditation standards and enhance your effectiveness in health professions.

**Attendance:** Accomplishment of the course objectives require you to be in the classroom. More than 2 unexcused absences result in a 15 point deduction from your final points. If you are absent, it is your responsibility to obtain an alternate assignment. Failure to obtain an alternate assignment results in loss of the discussion points. When possible we will assign an alternate video experience and provide you with a due date. Failure to submit comments or alternate assignments at the assigned time will result in total loss of the week’s discussion points.

Absence due to illness requires a physician's note available at Campus Health or from a private physician. Excused absence for compelling reasons should be arranged with assistant instructors IN ADVANCE (minimum 24 hours). Following University policy, these circumstances also 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). Students with excused absences are expected to obtain alternate assignments and due dates in advance of
their absence. Under UA policy, if you stop attending class, you must officially withdraw from the course to avoid receiving a grade of E.

To record your presence, name cards are used. When you enter the classroom, take your name tent and place it in front of you on the desk. Arrive on time; arrival after 1:10 PM is counted as an absence as is leaving class early unless prior arrangements have been made. When you leave class, please turn in your name tent to an instructor personally; don’t give it to a friend to hand in.

For policies, please see: UA’s policy concerning class attendance, participation, and administrative drops: 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. Absences pre-approved by the UA Dean of Students (or Dean Designee) http://deanofstudents.arizona.edu/

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 to do so are found on d2L. You are responsible for reading emails sent personally to you or to the class as a whole and for reading announcements that are placed on the course home page. Information about deadlines, your grades, assignments and other course related topics will be communicated to you through these electronic methods. Instructors cannot be responsible for any problems you encounter that arise from failure to be familiar with messages and announcements. 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

UA 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 e-cigarettes, all types of smokeless tobacco, and water pipes - will be prohibited. The latest version of the policy is available at: http://policy.arizona.edu/ethics-and-conduct/smoking-and-tobacco-policy

Electronic Device Policy for Mobile Phones, Laptops, Tablets, Music Players, and Games: You may use a laptop or tablet to take notes, view course materials, or follow the lecture by referring to assigned readings. At the direction of the instructor, you will be asked to use your personal digital devices for selected class activities. During class activities it is expected that you will remain on relevant webpages. If you feel you have finished your task ahead of time, call an instructor over because we are there to interact with you. During videos when the lights are off or when we are hosting guest speakers, electronic devices are to be turned off.

The professor is personally upset by the use of electronic devices during lecture. It is distracting and signals that you are finding her efforts inadequate to command your full attention. Eye contact is important for health professionals, even when we find our patients or community partners boring. Dr. Koss enjoys student interaction, she would prefer that you ask a question, make a comment, share an experience or in some fashion inject energy to the class, rather than withdraw into your device. There are typically two breaks. If you find these inadequate to satisfy your need to monitor your device, sit the last rows of the classroom where Dr. Koss cannot see you. You are asked for your cooperation as an adult and empathic person to follow these guidelines without requiring policing.
**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). Taking exams for someone else or having someone else take exams for you is a conduct violation. The most common violation of academic integrity is plagiarism. 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.
- Doing an assignment/essay/take home test with a friend and then handing in separate assignments that contain the same ideas, language, phrases, etc.
- 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.
- Hiring another person to do your work for you, or purchasing a paper through any of the on- or off-line sources.
- Submitting similar papers to multiple courses at any time during your studies at UA.

Plagiarism detection software (TurnItIn.com) is used in this course for written materials. 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.

**Classroom Behavior:** 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)

**Grade Appeal Policy:** We encourage you to discuss your test results with us as early as possible and identify any items where you believe other answers were also correct. We have a process for evaluating and responding to your scoring appeals, which must be received within 7 days of completing the test. At the end of the semester should you feel your final course grade is unfair, please come to us so we can verify your points and check for calculation errors. If we are unable to address your concerns, formal grade appeals for undergraduate courses are handled within the College of Public Health. 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).

**Syllabus Changes:** YOU ARE RESPONSIBLE FOR KNOWING THE CONTENTS OF THE SYLLABUS. IT IS YOUR CONTRACT WITH THE INSTRUCTORS. PLEASE ASK FOR CLARIFICATION OF ANYTHING THAT IS UNCLEAR TO YOU. 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.

**Disability Accommodation:** If you have received formal, disability-related accommodations through registration with Disability Resources (621-3268; [http://drc.arizona.edu](http://drc.arizona.edu)), we will do everything possible to ensure your full participation in the course. 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). Please be aware that the DRC does not always provide us with individualized guidance on how to meet your needs. Please discuss with an assistant instructor at the beginning of the course to ensure accommodations are correctly provided.
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 will be available on D2L.

Quiz: After the first class there is a syllabus quiz that must be passed with 70% correct answers and evidence from our on-line performance tracking that you opened the syllabus on d2L. The quiz is open book. The reason for this quiz is to ensure you have received notice of course policies and expectations. In addition, participation in this course requires informed consent, which we obtain through the syllabus quiz. This acknowledges that you have been made aware of the course content and teaching methods that will be used. This quiz does not count towards your grade but it must be completed during the window specified on the syllabus to continue enrollment in the course. **If you do not complete the syllabus quiz prior to the deadline, you will not be permitted to attend second class session and will be dis-enrolled.**

Tests: The testing component of your grade comes from five multiple choice tests administered through d2L. There is no comprehensive exam. Test items are selected to assess your mastery of the learning objectives listed for each week. You are allowed to use class notes and refer to the readings. However, please be aware that the tests are long so they will be difficult to complete if you have not previously studied the material. We recommend that you do not rely on looking up every answer. You must complete your test yourself. Tests measure individual performance. We use randomization of item order, which makes it counterproductive to try and work with a partner(s). In case of discrepancies in information, the answers in the articles and instructor materials will govern.

Collaboration: There is a required team-produced product designed to contribute towards development of collaboration skills, shared goals, innovation, and application of knowledge.

Activity-based learning: Most classes will include a small group activity intended to promote active learning. Your university education has primarily used a lecture format. In community-based practice, lecturing is not the best approach to health education/health promotion of children, adolescents and adult learners. The hoped-for result of the class activities is to increase your experience with non-lecture educational methods. Please realize that some activities are designed for you to actually experience a method that would in practice be used with persons other than university students including children or youth or workers with lower educational levels.

Reflections: You will be assigned to a smaller group of classmates, and you will remain with your group the entire semester. Each week you will participate in an interactive dialogue through the discussion feature of d2L focused on the video viewed in class.

Active learning and Seeking consultation: Asking questions does not make you look dumb. Why? Critical thinking and self-guided learning are hallmarks of a university level education. Willingness to reach out for input is a life skill. Your assistant instructors are prepared to provide coaching in study skills, test-taking strategies, using search engines to identify scientific publications, struggles with the course content, and health career counseling. We are happy to review your test responses with you, work together to identify how you might improve test performance, and discuss answers that you may feel were incorrectly scored. We do make mistakes and when we do, they will be corrected for all affected students. Additionally, you are encouraged to consult with us about any reaction to course material that you do not wish to share with your discussion group, especially if you feel it might be interfering with your course performance. Contact the
Professor directly if you consider your concern confidential. Product development leaders are required to obtain sign-off on their proposal from an assistant instructor.

**Grading Criteria**

**Reflections:** You will contribute Reflections to a d2L-based blog each week of the semester. The reflections are based on documentary films shown in class. The window for posting reflections begins after class ends on Monday—window opens at 5:00 PM. You will make your first comment within 24 hours of class (by 5 PM on Tuesday) and will not be able to see other posts. Thereafter, you will respond to each other’s posts reading a minimum of 9 and responding to at least 3 of your peer’s posts prior to 5 PM on Thursday. Meeting these criteria earns 5 points weekly for total **75** points towards your final grade. A scoring sheet for reflections is provided under the course resources. To receive full credit, you must participate within specified time frames, provide input longer and more insightful than a typical Tweet or text message, use Standard English with correct grammar and spelling, and mix responsiveness to other group members with expression of your own thoughts. If you are not receiving full points, consult with your assistant instructor for suggestions. These points are not intended to be “hard” to achieve but rather to acknowledge your engagement in dialogue. You are not evaluated on whether your ideas agree with those of the instructors or your fellow group members. We live in polarized times where we have few modes of civil expression and openness to learning from others. These qualities are encouraged and rewarded in HPS 449.

**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 any class notes and assigned readings from d2L. However, please be aware that the tests are long, so they will be difficult to complete if you have not previously studied the material. We recommend that you do not rely on looking up every answer. The test windows open **Monday at 5:00 PM** just following class and closes at **5 PM on Thursday**. You will have 2 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 your answer after each question. It is still possible to go back and change your answers within the time limit. As the exam is accessible on-line and is available for several days, there are no excuses accepted for missed exams and no alternate assignments are given to make up the points. Use a reliable and fast internet connection. If you have technical problems with d2L contact a GTA by e-mail immediately. We will respond as quickly as we can, but please remember that we have our own classes and may not get to you for several hours. Do not panic. We will work through the problem. 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. The claim of technical problems is not honored after the ending time for the exam. You will receive the score you had at the last save prior to the expiration of the clock.

**Team Product:** This course component is based on innovation models used at Raytheon, Gore, and other Arizona-based companies and is designed using research on effective collaboration methods. The aim is to increase team work skills, foster accountability for your individual contributions, and reward your group innovation to produce something useful in the real world. Students are encouraged to self-designate as product team leaders and work with an assistant instructor on a product proposal. Your proposal must be approved by a GTA by **October 2nd at 5 PM**. If too many proposals are received, the instructors will green light those most consistent with the intent of the activity. Details about process and content for the team product will be provided in a separate document in the Resources section of the d2L CPH 449 course page. The team project counts for **150** points of your total grade. You points are divided into an instructor component, a score for the written component, and evaluation of your contribution to the team by your peers. Your peer performance points are prorated based on the overall points received by the team on written and oral components. Group leaders will receive an additional +10 points to acknowledge their overall conceptual and management responsibility. The written product is submitted by the designated team leader by **NOVEMBER 27th BY 5:00 PM** by uploading to d2L.
submissions are penalized 10 points commencing with 1:10 PM on the due date and every late day thereafter subtracts an additional point. If you have technical problems with d2L contact a GTA. If the problem cannot be resolved prior to the deadline, e-mail the project directly to us at mpk@u.arizona.edu and /lopez@email.arizona.edu. Name your file with your last name. Product unveilings are scheduled for November 27th and December 4th. Order of presentation will be determined randomly. Every group member DOES NOT have to participate. If desired, choose people to represent your team who are the more skilled public speakers. The presentation should last approximately 10 minutes with 5 minutes for questions.

**Final Grade Calculation**

The maximum points available are 600. From the total points you earned, adjustments will be made to deduct for penalties related to absence or device use in class. Points will be added if you were a Product Leader. Please note that the d2L gradebook reflects your total points BEFORE adjustments. If you are unsure about the points that may be added or subtracted, please consult an assistant instructor prior to the last day of class. 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. We value students who work hard to improve. Please see assistant instructors at the earliest possible time that your grade is not what you desire. After grades are posted, they cannot be changed except for calculation errors.

**Course Schedule**

<table>
<thead>
<tr>
<th>Week 1 ● August 21 ● Overview of Family Violence and Health Connections</th>
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<tbody>
<tr>
<td>SYLLABUS QUIZ DUE BY 5 PM THURSDAY AUGUST 24th</td>
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This week you will learn to:

- State the course policies and grading expectations for the course
- Describe relevance of course material to public health, dentistry, medicine, nursing, and pharmacy
- Answer questions about the basic factual elements that WHO and CDC communicate to the public on violence against women through their infographic materials

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

Video: Half of the Sky (DVD from Library)

Post reflections: Using the discussion area of d2L, post a comment on the initial thread and respond to a comment by 5 PM tomorrow, Tuesday August 23rd.

Quiz: Complete the mandatory syllabus quiz on d2L between 5PM August 21 and 5 PM Thursday August 24th. YOU CANNOT CONTINUE THE COURSE WITHOUT DEMONSTRATING YOU OPENED AND READ THE SYLLABUS ON d2L AND GIVE CONSENT TO THE METHODS THAT WILL BE USED IN THE COURSE. (Extensions given up only to August 31st for late added students. No extension beyond that date will be possible).
This week you will 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 three empirical research studies among teens and young adults based on a SEM conceptualization research based on the SEM; 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: *Park Avenue: money, power, American dream* (2012, 59 minutes) (structural risk factors, environmental causation)

Post reflections

This week you will learn to:

- Define the subtypes of sexual and physical violence
- Explain the methods used in the 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

Read:

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:** *Rape on the nightshift* (2015, 56 minutes).

**Post reflections**

**Test #1:** Complete Test #1 between 5:00 PM Monday September 11th and 5 PM Thursday September 14th. You have 90 minutes to answer 50 questions. You clock starts once you open the exam on d2L. Once opened, you cannot exit and re-enter. Use a reliable internet connection that isn’t likely to go down mid-exam. If you are concerned about reliability, taking the exam on the campus is the solution. Save after each answer. You can go back and check answers or focus on the more difficult questions. If you save, we can reconstruct your work if there are technical problems. Notify a GTA immediately if you experience problems with the administration of your exam.

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**Week 4 ● September 18 ● Field-based Research**

This week you will learn to:

- Describe quantitative methods for use in under-resourced settings
- Elaborate on qualitative methods for use in under-resourced settings
- Review ethical considerations in conducting research
- Critically analyze two examples 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 studies, definitions, theoretical foundation, hypotheses, sample, methods, analysis of data, major findings, strengths, limitations and implications

**Read:**

Ethical considerations and research strategy 35-36;
Quantitative approaches 63-70 and survey methods 105-137
Qualitative approaches pages 73-82 and Tools pages 129-153.


Video: Prostitution behind the veil (52 minutes) Netflix. (international focus)

Post Reflections

Week 5 • September 25 • Program Planning

This week you will learn to:

- Identify the core components of planning and evaluating a prevention program
- Identify and elaborate on strategies to guide programs to prevent child abuse
- Identify 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:


Video: Divorce: A journey through kid’s eyes (2014, 54 minutes), Amazon

Post reflections

Prospective leaders: bring ideals to graduate assistant by Thursday September 29th at 5:00 PM. Proposals will be greenlighted by Monday October 3rd.
This week you will 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:


Video: It happened here (2015, 75 minutes) Netflix

Post reflections

Test #2: Complete Test# 2 between 5 PM October 2nd and 5 PM Thursday October 5th
This week you will learn to:

- Use materials on youth violence prevention to draw insight about relationship and family violence, identifying programs that could be adapted
- Discuss the role of governments in preventing violence
- Contrast a qualitative and a quantitative study of perpetrators of campus sexual assault; be prepared to answer questions on purpose of the studies, definitions, theoretical foundation, hypotheses, sample, methods, analysis of data, major findings, strengths, limitations and implications

Read:


Video: Truth and Power (2016, two 21 minute episodes: Prisoners for sale and Shooting the messenger. Netflix

Post reflections

Prepare for October 17th Job Fair: Greenlighted team leaders: develop product pitches for Monday October 17th. All other students prepare a 1-page resume highlighting your work, & volunteer experiences and skills you could bring to a team.

This week you will 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
• Critically analyze an empirical studies that examine vulnerability to sexual and physical violence in children and in same sex couples; be prepared to answer questions on purpose of the studies, definitions, theoretical foundation, hypotheses, sample, methods, analysis of data, major findings, strengths, limitations and implications

Read:


Video: Behind closed doors (2014, 56 minutes) https://www.youtube.com/watch?v=guETCAUsY2M

Post reflections

Students match interests; Team Leaders recruit their members and submit a roster with names and contact information for each person on the team to GTA by Thursday October 19th at 5 PM.

Week 9 • October 23 • Impacts of Violence In Children, Teens and Adults

TEST #3 OPENS

Schedule First Team Meeting

This week you will learn to:

• State why child maltreatment is a significant problem
• Explain the importance of safe, nurturing environments
• Clarify why it is important to use evidence based treatment child maltreatment prevention
• List and elaborate on the four goals of child maltreatment prevention
• Fill in the steps to reach each goal
• Critically analyze the classic paper that established the associations of adverse childhood experiences, illness and death using surveys and medical record; 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:


Jackson, S. L. (2017). Adult protective services and victim services: A review of the literature to increase understanding between these two fields. *Aggression and Violent Behavior*.


**Video:** *A home for Maisie* (2011, 58 minutes)  

**Post reflections**

**Schedule first team meeting**

**Test #3:** Complete Test #3 between 5 PM Monday October 23rd and 5 PM Thursday October 26th

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**Week 10 • October 30 • Protective Services**

This week you will learn to:

- Define child abuse
- Delineate the reasons that preventing child abuse is a priority
- List the primary strategies for preventing child abuse and neglect and the explain the rationale for each
- Provide examples of approaches to that implement the strategy and answer these questions: what are potential outcomes of the strategy? What evidence supports the effectiveness of the approach?
- Explain the unique role of public health in sector involvement
- Justify why monitoring and evaluation are important
- Critically analyze a study that examines the concept of protection in disability and a second study that examines methods to increase the permanency of child placement; 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: Caseworker files: The taking of Logan Marr (approximately 65 minutes—first half) Personal VHS

Post reflections

**Week 11 ● November 6● Community Services**

TEST #4 OPENS

This week you will learn to describe:

- **Comprehensive domestic violence response**: shelters, threat assessment, safety planning, medical screening, temporary financial assistance, job training, immigration, rent assistance, rehousing
- The role of community-based services in child and family welfare system response to family violence
- Existing national datasets on child maltreatment social services
- A spatial (mapping) method for identifying child protection agencies and services
- Critically analyze three different studies that examine community services including domestic violence shelters and policing; 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:

World Health Organization (2015). *Toolkit on mapping legal, health and social services responses to child maltreatment*. Pages 4-26 the process of mapping agency response using the case of child maltreatment. The method itself begins on page 10


Video: Private Violence (2017, Frontline series Reel South, PBS), 67 minutes

Post reflections
Test #4: Complete Test #4 between 5:00 PM Monday November 6th and 5 PM Thursday November 9th.

Week 12 • November 13 • Criminal and Civil Remedies

This week you will learn to describe:

- Comprehensive sexual violence response: Rape crisis centers, Sexual Assault Nurse Examiners (SANE) and forensic exams, rape kit testing
- Law enforcement emergency response and impact of mandatory arrest laws
- DV in the criminal justice system: stay away orders, mandatory prosecution, DV specialty courts
- Rape and the leaky pipeline; acknowledging victimhood, impact of negative and positive support, premature case closure, failure to issue charges, court process and verdicts, SV specialty courts
- Pros and cons of civil court remedies for interpersonal violence
- Juvenile justice system response to abusive adolescents
- Critically analyze studies that examine satisfaction with batterers 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

  -Summary, pp 1-8 and Background, pp 12-22
  -Life on the Registry, pp 50-75
  -Recommendations 104-107


Post Reflections
This week 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
- Critically analyze an evaluation of a US developed program in an under-resourced 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:


Medical Zenica (2014), second revised edition) Research on the long-term consequences of war rape and coping strategies of survivors in Bosnia and Herzegovina—“We are still alive. We have been harmed but we are brave and strong”. Medica Mondiale e.V.: Cologne, Germany

Video: Take it from me: Welfare is only part of the story (2008, 75 minutes) personal DVD

Post reflections
Week 14 • November 27 • First Session: Prevention Innovations

Team Leaders submit technical report and member evaluations

This week you will learn to:

• Participate in planning a public presentation
• Fulfill your agreed upon role on the team in delivering the presentation
• Gain experience in doing performance evaluations of innovative ideas with potential health impact

Product Technical Report: Submitted before 5pm Monday November 28th

Product evaluations: IN CLASS: All students submit evaluations of each presentation during class using provided forms. Students who are absent will have an alternate assignment.

Performance evaluations: Team leaders for today’s presentations submit feedback to GTA on member contributions within 24 hours (by Tuesday November 28th at 5 PM) using provided forms.

No video
No assigned reading
No reflections

Week 15 • December 4 • Second Session: Prevention Innovations

All students submit Project Evaluations of today’s presentations

TEST #5 OPENS

This week you will learn to:

• Participate in planning a public presentation
• Fulfill your agreed upon role on the team in delivering the presentation
• Gain experience in doing performance evaluations of a team project

Product evaluations: IN CLASS: All students submit evaluations of each presentation during class using provided forms. Students who are absent will have an alternate assignment.

Performance evaluations: Team leaders for today’s presentations submit feedback to GTA on member contributions within 24 hours (by Tuesday December 5 at 5 PM) using provided forms.

No video
No assigned reading
No reflections

TEST #5: Complete Test #5 between 5:00 PM Monday December 4th and 5 PM Thursday December 7th.

GRADES WILL BE POSTED BY DECEMBER 17th