Meeting Time: Mondays, 1:00 PM to 3:50 PM

Location: Drachman Hall A118

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.

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. The course incorporates teaching aids that contain language that may be offensive to some people and realistic depictions of violent and abusive acts. The course requires a generalized trigger warning. The videos shown are expected to provoke emotional reactions. Although it is not the aim of the course is to avoid engaging 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. Completing the quiz on the syllabus qualifies you to be seated for the second class and documents that you have received 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. 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 in public health.

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

Course Policies

Attendance: Attendance is taken by sign-in. Arrive on time; arrival after 1:10 PM is counted as an absence as is leaving class early unless prior arrangements have been made. If more than 15% of the class is absent, those not attending will be penalized 5 points. If you are absent, you will miss the video and would be unable to participate in the week's discussion unless it is available on a common streaming service. It is your responsibility to watch the video when you are absent and participate in the discussion following the usual timeline. If the video is unavailable, obtain an alternate assignment from Keenan. Failure to obtain an alternate assignment and complete it by the agreed upon due date results in loss of the discussion points.

Excused absence should be arranged with Keenan IN ADVANCE (minimum 24 hours). 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. Please make Dr. Koss aware if you are experiencing an extended illness. The course is not designed to be taken on-line.

UA’s policy concerning class attendance, participation, and administrative drops is found at: 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/

Electronic Device Policy for Mobile Phones, Laptops, Tablets, Music Players, and Games: You may use a laptop or tablet to take notes, view the PowerPoint study guide, or when requested by the instructor for in-class research. 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. Laptops should be closed and all electronics should be in silent mode when we are hosting guest speakers.
Dr. Koss feels that phone use during lecture and class activities is distracting to herself and others. It signals that you are finding the classroom inadequate to command your full attention.

**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 e-mail 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

**UA Smoking and Tobacco Policy:**
The latest version of the policy is available at: http://policy.arizona.edu/ethics-and-conduct/smoking-and-cigarette-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

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.
- Using another person to take tests for you.

**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 affects the entire project team. Students are typically unaware that what they are doing is wrong. You are on notice that the behaviors above are violations of academic integrity whether or not they were done intentionally.

**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 and the Policy on Threatening Behavior by Students found at: 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 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.
**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 assignment deadline. At the end of the semester should you feel your final course grade is wrong for any reason, please come to us 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.

**Disability Accommodation:** The official policy can be found at: [http://catalog.arizona.edu/2013%2D14/policies/disability.htm](http://catalog.arizona.edu/2013%2D14/policies/disability.htm). 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. Please see Keenan to confirm if you receive special testing arrangements. Please see Dr. Koss for other accommodations that DRC has determine necessary to make the course accessible to you.

**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.

**Quiz:** The syllabus quiz is mandatory. Failure to do so precludes continued enrollment. There is a threshold for passing. It is not graded.

**Tests:** There are five multiple-choice tests administered through d2L. There is no comprehensive final exam.

**Project:** This course involves a group project with written and video components. The project specification document available on the coursepage provides more details.

**Activity-based learning:** Many classes will include a small group activity intended to promote active and collaborative learning.

**Self-reflection:** You will be assigned to a smaller group of students. Each week you will exchange reflections and perspectives through the discussion feature of d2L. Typically, the focus is on video material, but occasionally we will ask you to focus on a guest speaker or class activity.

**Grading Criteria**

**Reflections:** You will contribute Reflections to a d2L-based blog each week of the semester. Your first reflection is to be within 24 hours (window closes at 5 PM on Tuesday), during which time 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. Your final post is due no later than 5 PM on Friday. Examples of what you might say include your opinions and emotional reactions to the video, changes in perspective, how other viewpoints helped you recognize your unquestioned assumptions or pointed you to new information. Reading 9 comments and posting a total of 4 of your own (1 on the first day, 3 subsequently) earns 5 points weekly for total **75** points towards your final grade. 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 of like, dislike, interesting, upsetting, etc. Try to dig a little deeper into the whys behind these vague emotion names. If you are not receiving full points, consult with your assistant instructor for suggestions to achieve full points. You are not
evaluated on whether your ideas agree with those of the instructors or your fellow group members. **Bottom line: read 9, post 4 (1 immediate, 3 in subsequent days)**

**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. No googling please as the information in the assigned readings are 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 2 hours and 15 minutes 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 enter 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 2 hours and 15 minutes for 75 questions. Save before your clock times out. Anything submitted after timeout is not counted. Moral: **SAVE OFTEN.**

Start with enough time before close that you can finish. 5PM is the FINISH time, not the last start time. Use a reliable connection because you can only start once. Contact Keenan at once, if you have technical problems and do not panic, kckrause@email.arizona.edu Remember that Keenan is a graduate student. He will get back to you as fast as possible, but cannot do so immediately if he is in class. If you have saved, he can fix it one way or another. Do not e-mail Dr. Koss over d2L issues as she cannot fix them.

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.

**Team Product:** Innovation models and product development methods used at Raytheon, Gore, and other Arizona-based companies are the foundation of the team project. The project counts for **150 points** of your total grade. The written portion is a standard research paper (one per team) and the video is a demonstration of your team product. Project specifications are on d2L.

Everyone on the team receives the same grade. If a student is failing in team effort, please notify Dr. Koss as early as possible and she will attempt an intervention. 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. We reserve the right to lower the score of persons who are determined by multiple team members to have contributed significantly less than the others did.

**Final Grade Calculation**

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 Keenan at the earliest possible time that your grade is not what you desire. We will work with you and have a number of resources.
Course Schedule

Week 1 ● August 26 ● Overview of Interpersonal Violence

Initial reflection must be posted in d2L discussion area by 5 PM Tuesday August 27th (tomorrow)
All reading of posts, reflections and reactions must be posted to d2L by 5 PM Friday August 30th
Syllabus Quiz on d2L must be completed by 5 PM Friday August 30th.

Day 1 objectives:

- 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
- Experience the factual material vividly demonstrated through real life stories in a documentary film

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

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

Post reflections: Using the discussion area of d2L, post your initial reflection by 5 PM tomorrow, Tuesday August 27th. Read 9 posts by other students and provide and write 3 of your own by 5 PM Friday August 30th. 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 26th and 5 PM Friday August 30th. The syllabus quiz is an ungraded activity and presents an extended orientation to the course. It is highly likely that the syllabus answers many questions. It is recommended that you read the syllabus initially and consult it weekly throughout the course to remain informed of class content, required reading, and assignment due dates.

You will not be seated for the second class session without completing the syllabus quiz. The 449/549 syllabus is a lengthy because it must comply with UA requirements and to inform you of the learning objectives, required reading, assignments, due dates, course policies, teaching methods, and the emotionally provocative materials you will view (trigger warning in advance).

No class next week September 2nd due to Labor Day.

Week 2 ● September 9 ● Public Health Model

Using school-based violence as the focus, 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 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:


Video: The Mask You Live In (2015, Netflix, 90 minutes)

Post reflections:

Using intimate partner violence as the focus, you will 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:
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, PBS available on-line).

Post reflections

Test #1: Opens Monday September 16th 5 PM and closes Friday September 20th 5 PM. It is found on d2L under the tests tab. You may enter 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 2 hours and 15 minutes for 75 questions. Save before your clock times out. Anything submitted after timeout is not recorded. Start with enough time before close that you can finish. 5PM is the FINISH time, not the last start time. Use a reliable connection because you can only start once. Contact Keenan at once, if you have technical problems and do not panic, kckrause@email.arizona.edu. Remember that Keenan is a graduate student. He will get back to you as fast as possible, but cannot do so immediately if he is in class. If you have saved, we can fix it one way or another.

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. See Keenan as the first step.

Using IPV in Low and Middle Income Countries (LMIC) as the focus, you will 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 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 study, 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: Children of the Trains (2012, 43 minutes, Amazon) or Half the sky segment: Violence against women is a global epidemic (total 2 hours; YouTube, $2.99)

Post Reflections
Using sexual violence perpetrated by emerging adults as the focus, you will 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.
- Explain an evaluation of a dating violence prevention program including both the components of the program and how each was examined for effectiveness.

Read:


Video: [https://www.youtube.com/watch?v=RaC8eugFfQo](https://www.youtube.com/watch?v=RaC8eugFfQo) (Reason interview, 4 minutes) and *Roll Red Roll* (2018, XX minutes) Vimeo link.

Post reflections

Using elder abuse as the focus, 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.
- Apply these concepts to real life stories from institutionalized elderly patients.
Read:


Video: Behind closed doors (2016, 56 minutes) https://www.youtube.com/watch?v=guETCAUsYzM also Netflix?

Post reflections

Test #2: Complete between 5 PM Monday October 7th and 5 PM Friday October 11th.

Week 7 • October 14 • Nurturing Environments

Using Adverse Childhood Experiences (ACEs) as the focus, you will 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:


Video: What doesn’t kill me (2017, 80 minutes, right now too expensive) or A home for Maisie (2011, 58 minutes) http://digital.films.com.ezproxy1.library.arizona.edu/PortalViewVideo.aspx?xtid=44793

Post reflections
Using child maltreatment prevention as the focus, you will 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:


Video: Happy Valley (2014, roughly 75 minutes) Netflix

Post reflections
• 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: The Mask You Live In (2015, Netflix, 90 minutes)

Post reflections

Test #3: Complete between 5 PM Monday October 28th and 5 PM Friday November 1st

Week 10 ● November 4 ● Protective Services

Using child maltreatment protection systems as the focus, you will learn to:

• List the primary strategies for preventing child abuse and neglect and the 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:


Video: Part 2 Caseworker files: The taking of Logan Marr (approximately 65 minutes—SECOND half) https://search.alexanderstreet.com/view/work/bibliographic_entity%7Cvideo_work%7C2801330

Post reflections

Using domestic violence response systems as the focus, you will 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:


Video: Safe: Inside a Battered Women’s Shelter (50 minutes)
http://sabio.library.arizona.edu/search/?searchtype=X&SORT=D&searcharg=safe+inside+a+battered+women%27s+shelter+video&searchscope=9

Post reflections

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

Week 12 ● November 12 ● Criminal and Civil Justice

Using US justice systems response to domestic violence as the focus, you will learn to:

- Explain unintended consequences of public policy: the case of criminalizing policies
- DV in the criminal 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


Post Reflections
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:


Post reflections
Using team projects prepared by students as the focus, you will learn to:

- Participate in planning a public presentation
- Fulfill your agreed upon role on the team in preparing and delivering the presentation
- Critically question innovations, foreseeing both obstacles and potential
- Complete UA course evaluations
- Reflect on your personal learning in HPS 449/549

No assigned reading

Post Reflections

Video: Concrete, Steel & Paint (personal copy)

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

GRADES WILL BE POSTED BY DECEMBER 19th

Consult Keenan if you believe there is a mistake. Dr. Koss by UA policy cannot change grades after posting except for calculation errors. Such errors do happen sometimes. Let us check it out if you may be affected.

Thank you for enrolling in this course.