

School of Public Health

Syllabus and Course Information



UNIVERSITY OF MINNESOTA
Driven to DiscoverSM

PubH 6123 / 3123
Violence Prevention and Control: Theory, Research and Application
Spring / 2018

Credits: 2
Meeting Days: Wednesdays
Meeting Time: 1:25-3:20pm
Meeting Place: 1210 Mayo Building
Instructor: Marizen Ramirez, MPH, PhD
Office Address: 1210 Mayo, 420 Delaware Street, SE, Minneapolis, MN 55455
Office Phone: 612-624-3143
Fax: 612-626-4837
E-mail: mramirez@umn.edu
Office Hours: By appointment

I. Course Description

This course examines the public health approach to violence prevention and control. The course will cover a range of topics including: definitions and characteristics of various forms of violence, prevalence and risk factors, health effects, and prevention initiatives. Sources and limitations of existing epidemiologic data, analytic challenges, research quality and ethics will be examined throughout the course. Discussions, readings, in-class activities, and lectures will emphasize the interdisciplinary nature of efforts to prevent and control violence but the focus will be on the public health approach to violence prevention and control. However, the course may appeal to students from various disciplines including nursing, law, medicine, social work, law enforcement, education, and psychology.

II. Course Prerequisites

Undergraduates enrolling under PubH 6123 must be at the junior or senior level.

III. Course Goals and Objectives

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

1. Describe the typology of violence and violence prevention frameworks.
2. Describe prevalence estimates, risk factors, and health effects of various forms of violence.
3. Identify data sources and limitations, ethical issues, analytic challenges, and methodological shortcomings of existing research.
4. Critically assess existing violence prevention research and interventions.
5. Apply a public health approach and violence prevention frameworks to current violence-related topics.
6. Identify successful models of violence prevention and control as well as ongoing challenges.

IV. Methods of Instruction and Work Expectations

Methods of instruction will include:

- Introduction of topic by instructor or guest expert (typically via lecture);
- Class discussion on topic;
- Small group in-class discussion and peer learning;
- Assigned readings;
- Assigned take-home activities;
- In class presentation of final project;
- Feedback for classmates on select topics.

Class Attendance and Participation: Class attendance is a very important part of the learning process. Students are expected to attend all classes and do required reading prior to the class to which it is assigned. Active class participation is expected. Forms of participation include attendance, active participation in class, small group activities, polls and quizzes, and contributions to the online forum. The use of a computer or tablet is allowed but its use should contribute to your participation in class, not distract from it. *If you are having difficulty participating in or understanding course material, please share this with one of the instructors as soon as possible so that we can work together to resolve the issue(s).*

Expected Effort: Per University of Minnesota policy, academic work will exceed three hours per credit hour per week for Graduate School and professional school students and is fixed at a ratio of 1:3 for undergraduate students. The course had been designed with this expectation in mind; however, this is an average. Some weeks may require more time, other weeks less.

Other expectations: Students can expect the instructor to facilitate student learning through classroom activities, lectures, constructive feedback on coursework and appointments with students. Feedback on assignments will generally be given within 1-2 weeks after the due date. Notification will be made in usual circumstances when the timeframe may be longer. In addition, students can expect timely responses to emails, usually within 24-48 hours. Instructors will strive to create a learning environment that is respectful of diversity and conducive to learning and the safe expression of opinions. Students are expected to contribute to this environment by being respectful, reflective, and open to differences. The instructors will gauge student learning and classroom climate from time to time. Students are encouraged to provide constructive feedback throughout the course.

V. Course Text and Readings

The reading list includes required readings and additional resources you may find useful. All required readings will be available electronically through the course's website.

VI. Course Outline/Weekly Schedule

Session	Date	Topic	DUE	Lecturer
1	1/17/17	Introduction / Overview of the public health approach and violence epidemiology		Marizen Ramirez, PhD, MPH
2	1/24/17	Gender-Based Violence in the University Campus Context		Paul Ang Prevention Program Coordinator The Aurora Center University of Minnesota
3	1/31/17	Violence Prevention: theories and definitions, data sources and basic study design		Marizen Ramirez, PhD, MPH
4	2/7/17	Logic Models and Evaluating Effectiveness of interventions	Assignment 1 WISQARS	Marizen Ramirez, PhD, MPH
5	2/14/17	Violence Prevention Interventions, continued		Marizen Ramirez, PhD, MPH
6	2/21/17	Childhood Trauma: Impact, Prevention and Resiliency		Marizen Ramirez, PhD, MPH
7	2/28/17	Suicide	Assignment 2 LOGIC MODEL	Melissa Heinen, MPH Injury and Violence Prevention Unit Minnesota Department of Health
8	3/7/17	Workplace Violence		Carri Casteel, PhD, MPH Department of Occupational and Environmental Health University of Iowa College of Public Health (Distance Technology)
	3/14/17	Spring Break		

9	3/21/17	Intimate Partner Violence		Marizen Ramirez, PhD, MPH
10	3/28/17	Firearm Violence		Garen Wintemute, MD, MPH Director, Violence Prevention Research Program Department of Emergency Medicine UC Davis (Archived Video Lecture – complete before class) Class Discussion
11	4/4/17	Elder Abuse	Assignment 3 Data Exercise	Marit Anne Peterson, JD Program Director MN Elder Justice Center (Video Lecture – complete before class) Class Discussion – Marizen Ramirez
12	4/11/18	Violence against GLBTQ individuals		Malik Mitchell Engagement Coordinator The Aurora Center University of Minnesota (Video lecture – complete before class) Class Discussion – Marizen Ramirez
13	4/18/18	Human Trafficking		Beatriz Menanteau, JD Supervisor, Violence Prevention Unit Injury and Violence Prevention Section MN Department of Health
14	4/25/18	Consequences of violence		Marizen Ramirez, PhD, MPH
15	5/2/18	Presentations	Final project presentation	

VII. Evaluation and Grading

Enrollment options for this course include either the A/F or S/N grade base. Your grade in this course will be based on completion of the following assignments:

Assignments		% Final Grade
1	Assignment 1	15
2	Assignment 2	15
3	Assignment 3	15
3	Final Project Write up Presentation	30 total (22) (8)
4	In-class exercises	10
Class attendance / participation in discussion		15

Full descriptions of the assignments are provided by the instructor. Final grades will be assigned based on the following criteria:

A	93-100%	Outstanding achievement relative to the level necessary to meet course requirements
A-	90-92.9%	
B+	88-89.9%	
B	83-87.9%	Achievement significantly above the level necessary to meet course requirements
B-	80-82.9%	
C+	78-79.9%	
C	73-77.9%	Achievement meets the minimum course requirement
C-	70-72.9%	
D+	68-69.9%	
D	60-67.9%	
F	<60%	

Refer, also, to the University Senate Grading Policies, identified below. If you choose to register for the course S/N, in order to achieve an S (i.e., satisfactory grade) as your final course grade, you must attain a C- average or better over the course of the semester. Unless arrangements are made with the instructor before an assignment is due, late work will be penalized one grade notch (e.g., A to A-) for each day it is late.

Course Evaluation

The SPH collects student course evaluations electronically using a software system called CourseEval: www.sph.umn.edu/courseeval. The system will send email notifications to students when they can access and complete their course evaluations. Students who complete their course evaluations promptly will be able to access their final grades as soon as the faculty member renders the grade in SPHGrades: www.sph.umn.edu/grades. All students will have access to their final grades through OneStop two weeks after the last day of the semester whether or not they completed their course evaluation. Student feedback on course content and faculty teaching skills are an important means for improving our work. Please take the time to complete a course evaluation for each of the courses for which you are registered.

Incomplete Contracts

A grade of incomplete "I" shall be assigned at the discretion of the instructor when, due to extraordinary circumstances (e.g., documented illness or hospitalization, death in family, etc.), the student was prevented from completing the work of the course on time. The assignment of an "I" requires that a contract be initiated and completed by the student before the last official day of class, and signed by both the student and instructor. If an incomplete is deemed appropriate by the instructor, the student in consultation with the instructor, will specify the time and manner in which the student will complete course requirements. Extension for completion of the work will not exceed one year (or earlier if designated by the student's college). For more information and to initiate an incomplete contract, students should go to SPHGrades at: www.sph.umn.edu/grades.

University of Minnesota Uniform Grading and Transcript Policy - A link to the policy can be found at onestop.umn.edu.

VIII. Other Course Information and Policies

Privacy

In this class, our use of technology will sometimes make students' names and U of M Internet IDs visible within the course website, but only to other students in the same class. Since we are using a secure, password-protected course website, this will not increase the risk of identity theft or spamming for anyone in the class. If you have concerns about the visibility of your Internet ID, please contact me for further information.

Grade Option Change (if applicable)

For full-semester courses, students may change their grade option, if applicable, through the second week of the semester. Grade option change deadlines for other terms (i.e., summer and half-semester courses) can be found at onestop.umn.edu.

Course Withdrawal

Students should refer to the Refund and Drop/Add Deadlines for the particular term at onestop.umn.edu for information and deadlines for withdrawing from a course. As a courtesy, students should notify their instructor and, if applicable, advisor of their intent to withdraw. Students wishing to withdraw from a course after the noted final deadline for a particular term must contact the School of Public Health Office of Admissions and Student Resources at sph-ssc@umn.edu for further information.,

Student Conduct Code

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community: that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community. As a student at the University you are expected adhere to Board of Regents Policy: *Student Conduct Code*. To review the Student Conduct Code, please see: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf.

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

Use of Personal Electronic Devices in the Classroom

Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference: <http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>.

Scholastic Dishonesty

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means: plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code:

http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf) If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see:

<http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html>.

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: <http://www1.umn.edu/oscai/integrity/student/index.html>. If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular

class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an examination.

Makeup Work for Legitimate Absences

Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see: <http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html>.

Appropriate Student Use of Class Notes and Course Materials

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: <http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>.

Sexual Harassment

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy: <http://regents.umn.edu/sites/default/files/policies/SexHarassment.pdf>

Equity, Diversity, Equal Opportunity, and Affirmative Action

The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf.

Disability Accommodations

The University of Minnesota is committed to providing equitable access to learning opportunities for all students. Disability Services (DS) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DS at 612-626-1333 to arrange a confidential discussion regarding equitable access and reasonable accommodations. If you are registered with DS and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course. For more information, please see the DS website, <https://diversity.umn.edu/disability/>.

Mental Health and Stress Management

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: <http://www.mentalhealth.umn.edu>.

Academic Freedom and Responsibility: *for courses that do not involve students in research*

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.* Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for

Faculty and Academic Affairs in the Office of the Provost. * *Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students"*.