CHS 440/640: Injury and Violence Prevention
Fall 2014
[Insert Days], [Insert Times]
[Insert Rooms]

Professor Erin Grinshteyn, Ph.D.
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Telephone: 775-682-7098
Email: egrinshteyn@unr.edu
Office Hours: [Insert office hours here] or by appointment

Course Preparation:
Required: Junior or Senior class standing. Completion of all general education courses that build Core Objectives 1-3 and satisfy Core Objectives 4-8.
Recommended: CHS 101 Introduction to Community Health; CHS 211 Technical Writing in the Health Sciences

Course Objectives:
This class will examine injury and violence from the public health perspective of prevention at the population level. Specific attention will be paid to diverse populations and variations in risk based factors such as age, sex, race, and ethnicity. Unintentional injuries are the leading cause of death for those ages one through 44 years. Fatal violence (i.e., suicide and homicide) is among the top ten causes of deaths for almost all age groups. Unintentional and intentional injuries that do not result in death instead result in countless adverse health outcomes for millions of Americans. This course is a Capstone course and will require students to integrate skills and knowledge that they have gained in other Core Curriculum courses.

This course is designed to satisfy Silver Core Objective (CO) 13: Integration & Synthesis. In order to satisfy CO 13, students in this course with utilize knowledge and skills gained in courses that satisfy CO1 (Effective Composition and Communication), CO3 (Critical Analysis and Use of Information), and CO12 (Ethics).

- CO 1: Effective Composition and Communication: Students will be able to effectively compose written, oral, and multimedia texts for a variety of scholarly, professional, and creative purposes
- CO 3: Critical Analysis and Use of Information: Students will be critical consumers of information, able to engage in systematic research processes, frame questions, read critically, and apply observational and experimental approaches to obtain information
- CO 12: Ethics: Students will demonstrate understanding of the ethical principles in general or in application of specialized knowledge, results of research, creative expression, or design processes. Students will demonstrate an ability to recognize, articulate, and apply ethical principles in various academic, professional, social, or personal contexts
- CO 13: Integration & Synthesis: Students will be able to integrate and synthesize Core knowledge, enabling them to analyze open-ended problems or complex issues
Student Learning Outcomes and Link to Core Objectives:

CO 13: Integration and Synthesis:
• SLO # 1: Analyze injuries and violence as preventable public health issues by synthesizing information on historical, cultural, systemic, structural, and other deterministic root causes
• SLO # 2: Devise strategies for injury/violence prevention that integrate multidisciplinary approaches in an effort to address problems at the population level

CO 1: Effective Composition and Communication:
• SLO # 3: Demonstrate upper division oral presentation skills, which demonstrate effective professional communication of integrated analysis with an audience and upper division scholarly writing skills, which includes synthesis of epidemiological data and development of recommendations related to a specific topic within injury and violence prevention

CO 3: Critical Analysis and Use of Information:
• SLO # 4: Synthesize and integrate results of a literature review to identify individual- and area-level determinants of specific injuries and violence within myriad age, sex, and racial/ethnic populations
• SLO # 5: Assess the consequences of injuries and violence to individuals, families, and communities by integrating information from academic journal articles and news media
• SLO # 6: Evaluate evidence from academic sources to identify multidisciplinary approaches to injury/violence prevention

CO 12: Ethics:
• SLO # 7: Analyze the unique ethical considerations related to a variety of topics in injury and violence prevention
• SLO # 8: Integrate, synthesize, and apply knowledge of ethical dilemmas and solutions in injury and violence prevention within their own research paper topic

Unique Class Proceedings:
The class website will be an integral part of this course. Readings will be posted there and other course materials can be accessed using the website (e.g., assignments). It is very important that you familiarize yourself with the class website and use it accordingly.

Description of Assignments (Both 400 and 600 Level Students):
1. Research Paper: You will write a research paper on a topic pertaining to some aspect of injury or violence in three parts for this class. All three will depend on outside research. This paper will be at least 10 pages in length excluding references.
   a. Statement of Problem (SLO #s 1, 3, and 4): The first paper will explain the problem you are researching with proof of the issue and background information on the topic, which includes prevalence. The statement of the problem will identify a population subgroup, if appropriate, that is most at risk.
   b. Risk and Protective Factors (SLO #s 3, 4, 6, 7): The second paper will detail risk factors and protective factors related to the problem and a section that explains which populations or subgroups are more at risk. You will need to present data to support this section.
c. Solutions (SLO #s 2, 3, 5, 6, and 8): The third paper will develop ethically sound interventions, programs, and policies that could result from this project with specific attention paid to tailored programs related to the subgroups most at risk.

Each paper will be graded individually and will build on the previous paper.

2. Group Project (All SLOs): Your research paper topic will group with students who have similar topics. Each group will have the same overarching topic but each individual will write a paper on a separate topic within the general topic. As a group, you will present your individual topics and create a coherent presentation that integrates individual topics together to synthesize information related to the overarching theme. Each group must address the epidemiologic data that is both similar and different across group topics, similar and different risk factors, and produce group recommendations that are address ethical considerations.

3. Exams (All SLOs): There will be three tests throughout the semester that test basic concepts that we cover in the course. These will consist of multiple choice, true or false, matching, short answer, and essay questions.

4. Current Event (SLO #s: 1, 5, 7, and 8): Each student will be required to bring in at least one news story that they find throughout the semester on injury or violence. The student will have to present the story and describe the issue. The student will identify which population for whom the story was most relevant and will also identify ethical considerations or issues that arose in the article or could arise given the topic. In addition, an idea for how this could have been prevented will be required.

5. Participation (SLO #s 1 and 3): The class format will rely on active and informed participation. Students are expected to attend each class, read assigned readings critically, and to participate actively in discussions. Participation that demonstrates preparation for the session’s topic area is essential.

Description of Assignments (600 Level Students Only):

In addition to all other requirements, the 600 level students will be required to do additional work that is more rigorous in an effort to achieve a deeper and more sophisticated understanding of the materials taught in class. The expectations for writing, critical thinking, analysis, and presentation are higher for the 600 level students. In addition to the above work, 600 level students will also do the following:

1) Read all readings included in the syllabus, including the starred (*) readings that are optional for the 400 level students. These starred readings will be discussed as a group in a journal club format once per week over lunch.

2) A longer, higher quality, and more advanced understanding will be expected in all three papers. Interventions will be developed by the student instead of sourcing them from the existing research, which will allow 600 level students to synthesize what they learned in their research and to think critically about how to develop ethical and culturally appropriate interventions on
their own. In addition, the length of each paper will be longer and the expectations of writing, research, and intervention development will be more rigorous. The three papers (as a whole) will incorporate aspects of all five core competencies of the MPH program (i.e., epidemiology, biostatistics, health administration and policy, social and behavioral health, environmental sciences). The paper for 600 level students will be at least 13 pages excluding references.

3) Each 600 level student will co-teach a class with me. This class will be of their choosing based on their interests after discussing this with me during the second week of class. The 600 level students will prepare the material and deliver the material to the class under my supervision. Each co-taught class will focus on addressing all SLOs. Subgroups will be identified, ethical considerations will be addressed, and each topic will be addressed as preventable through a variety of multidisciplinary approaches.

4) An additional current events article will be required of all 600 level students and the expectations will be higher with respect to their understanding of the implications of the story, the risk and protective factors at play, the ethical considerations and subgroups that are affected.

By the end of this course, 600 level students will have a graduate level understanding of injury and violence prevention. This includes an advanced ability to analyze journal articles, highly developed critical thinking skills that incorporate synthesis of information and development of ethical and culturally sensitive interventions and policies that address and prevent violence and injuries specific to populations most at risk. Students taking this course at the 600 level will be able to analyze data using graduate-level methods and will understand the unique issues related to violence and injury prevention by examining these topics from a public health perspective that weaves interdisciplinary approaches utilizing all of the core components of the MPH program.

**Grading Criteria:**

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<thead>
<tr>
<th>Assignment</th>
<th>400 Level Students</th>
<th>600 Level Students</th>
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<tbody>
<tr>
<td>Research Paper</td>
<td>300 Points Total</td>
<td>300 Points Total</td>
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<tr>
<td>Statement of Problem</td>
<td>75 points</td>
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<td>Risk and Protective Factors</td>
<td>100 points</td>
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<td>Solutions</td>
<td>125 points</td>
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<td>Group Project</td>
<td>30 points</td>
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<td>Worksheet</td>
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<td>Presentation</td>
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<tr>
<td>Exams</td>
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<td>Test 1</td>
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<td>Current Event Story # 1</td>
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<td>Current Event Story # 2</td>
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<tr>
<td>Participation</td>
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<td>Journal Club</td>
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<td>80 points</td>
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<tr>
<td>Co-Teaching</td>
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<td>100 points</td>
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To obtain your final grade you can divide your total number of points by six for 400 level students and by 8 for 600 level students and refer to the grading scale below. Final letter grades will include plusses and minuses according to the following guide:

A: 100-93     A-: 92-90
B+: 89-87     B: 86-83     B-: 82-80
C+: 79-77     C: 76-73     C-: 72-70
D+: 69-67     D: 66-63     D-: 62-60
F: 59 and below

There is no extra credit.

Readings:

Two books are **required** for this class:


Additional readings will be posted on the course website. These readings are noted on the syllabus for each class. Starred readings (*) are those that are required for 600 level students. They are not required for 400 level students but they are definitely suggested.

Course Ground Rules:

**READINGS:** Readings should be brought to every class. All readings should be completed before class.

**NOTE TAKING:** Students should take class notes on both the lectures and readings. Presentations may be incomplete or may not be made unavailable. If you must miss class for any reason, please talk to other students to obtain notes and find out what was missed.

**DISCUSSION:** In order to create a constructive and supportive learning environment, it is expected that all class members will participate in class discussions, listen well to others, and respect everyone's contributions.

**ELECTRONICS:** Cell phones, laptops, tablets, etc. are not to be used during class at all. Please keep all electronics in your bags and out of sight at all times.

**LATE ASSIGNMENTS:** Late assignments will not be accepted. Considerations will be made if a student can provide proof of a verified emergency (being sick is not an emergency but hospitalization is an emergency). Proof of all extenuating circumstances will be required. In addition, the student **must** contact me before the assignment is due and provide the work that
was done up to the point of the occurrence of the extenuating circumstance.

EXAMS: Make up exams will not be given except in the most extenuating of circumstances. Considerations will be made if a student can provide proof of a verified emergency such as being hospitalized or a death in the immediate family. Proof of all extenuating circumstances will be required. The student must contact me before the exam to obtain permission to take a make up.

PROFESSIONALISM: This course will be grounded in the fundamental theory of professionalism. In the work place, deadlines must be met, attentive listening is fundamental, written materials are well edited and proofread, discussions are cordial, language is appropriate, meetings (classes) are attended, participants arrive on time, and distractions are minimal. This is the threshold upon which we will build this course.

**Course Calendar: Topics, Readings, and Assignments:**

**Week 1: (M)**
Topic: Introduction to Injury and Violence Prevention  
Course Requirements (Syllabus, Readings, Assignments, Grading)

Reading:
- WWWS Preface
- WWWS Introduction

**Week 1: (W)**
Topic: Basic Concepts in Injury and Violence Prevention  
- Epidemiology of Injury Prevention  
- Disparities in Injury Prevention

Reading:
- Handbook Chapter 1  
- Handbook Chapter 2  
- Advancing Understanding of Racial and Ethnic Inequalities in Injury Research (article posted on website)

**Week 2: September 4 (M)**
Topic: Motor Vehicles

Reading:
- Handbook Chapter 4  
- WWWS Chapter 1  
- Motor Vehicle Deaths among American Indian and Alaska Native Populations (article posted on website)  
- *Pedestrians Struck by Motor Vehicles Further Worsen Race-and Insurance-Based Disparities in Trauma Outcomes: The Case for Inner-City Pedestrian Injury Prevention* (article posted on website)
**Week 2: (W)**
Topic: Falls and Older Adults

Reading:
- Handbook Chapter 3
- The Population Approach to Falls Injury Prevention in Older People: Findings of a Two Community Trial (article posted on website)
- *Can Universal Coverage Eliminate Health Disparities? Reversal of Disparate Injury Outcomes in Elderly Insured Minorities*

**Week 3: (M)**
Topic: Injuries at Home

Reading:
- Handbook Chapter 6
- WWWs Chapter 2
- Child Home Injury Mortality in Europe: A 16-Country Analysis
- The Decrease in the Unintentional Injury Mortality Disparity between American Indians/Alaska Natives and Non-American Indians/Alaska Natives in New Mexico

**Week 3: (W)**
Topic: Sports

Reading:
- Handbook Chapter 7
- WWWs Chapter 4
- Is “Football for All” Safe for All? Cross-Sectional Study of Disparities as Determinants of 1-Year Injury Prevalence in Youth Football Programs (article posted on website)
- Getting Sports Injury Prevention on to Public Health Agendas-Addressing the Shortfalls in Current Information Sources (article posted on website)

**Week 4: (M)**
Topic: Workplace Injury

Reading:
- WWWs Chapter 3
- Occupational Injury Disparities in the US Hotel Industry (article posted on website)
- Obesity and Occupational Injury: A Prospective Cohort Study of 69,515 Public Sector Employees (article posted on website)
- *Global Estimates of the Burden of Injury and Illness at Work in 2012* (article posted on website)

**Week 4: (W)**
Topic: Exam # 1
**Week 5: (M)**
Topic: Child Abuse

Reading:
- Handbook Chapter 8
- The Ethics of Involving Children Who Have Been Abused in Child Abuse Research (article posted on website)
- A Global Perspective on Child Sexual Abuse: Meta-Analysis of Prevalence around the World (article posted on website)
- Child Abuse as an International Issue: Cross-Cultural Perspectives (article posted on website)
- *Dynamics that Contribute to Disproportionality and Disparity: Perspectives from Child Welfare Professionals, Community Partners, and Families (article posted on website)

**Week 5: (W)**
Topic: Youth Violence

Reading:
- Handbook Chapter 9
- Youth Violence: Sex and Race Differences in Offending, Victimization, and Gang Membership (article posted on website)
- Bullying and Agency: Definition, Intervention and Ethics (article posted on website)
- *Examining the Influence of Family Environments on Youth Violence: A Comparison of Mexican, Puerto Rican, Cuban, non-Latino Black, and non-Latino White Adolescents (article posted on website)
- *All-Cause and Cause-Specific Mortality among US Youth: Socioeconomic and Rural–Urban Disparities and International Patterns (article posted on website)

**Week 6: (M)**
Topic: Intimate Partner Violence

Reading:
- Handbook Chapter 11
- Gender Inequalities, Intimate Partner Violence and HIV Preventive Practices: Findings of a South African Cross Sectional Study (article posted on website)
- What Factors are Associated with Recent Intimate Partner Violence? Findings from the WHO Multi-Country Study on Women's Health and Domestic Violence (article posted on website)
- Sexual Orientation Disparities in History of Intimate Partner Violence Results from the California Health Interview Survey (article posted on website)
- *Intimate Partner Violence Perpetration, Immigration Status, and Disparities in a Community Health Center-Based Sample of Men (article posted on website)
- *South Asian Women in the US and Their Experience of Domestic Violence (article posted on website)
Week 6: (W)
Topic: Sexual Violence

Reading:
- Handbook Chapter 12
- Sexual Ethics and Violence Prevention (article posted on website)
- Global and Regional Estimates of Violence against Women: Prevalence and Health Effects of Intimate Partner Violence and Non-Partner Sexual Violence (article posted on website)
- *Unrecognized Victims: Sexual Violence against Men in Conflict Settings Under International Law (article posted on website)
- *Minority Women Victims of Recent Sexual Violence: Disparities in Incident History (article posted on website)

Week 7: (M)
Topic: Elder Abuse

Reading:
- Handbook Chapter 13
- Elder Abuse and Neglect in African American Families: Informing Practice Based on Ecological and Cultural Frameworks (article posted on website)
- WorldView Environmental Scan on Elder Abuse (article posted on website)
- Prevalence of Elder Abuse in Asia (article posted on website)
- *Elder Abuse: Clinical, Ethical, and Legal Considerations in Social Work Practice (article posted on website)

Week 7: (W)
Topic: Firearms

Reading:
- Handbook Chapter 17
- WWWS Chapter 6
- Firearms and Violent Death in the United States (article posted on website)
- Public Health Approach to the Prevention of Gun Violence (article posted on website)
- Variation in Pediatric and Adolescent Firearm Mortality Rates in Rural and Urban US Counties (article posted on website)
- Homicide, Suicide, and Unintentional Firearm Fatality: Comparing the United States with Other High-Income Countries, 2003 (article posted on website)
- *Firearms Inquiries in Florida: “Medical Privacy” or Medical Neglect?
- *Reducing Gun Violence (article posted on website)

Week 8: (M)
Topic: Suicide
Reading

- Handbook Chapter 10
- Legal Physician-Assisted Suicide in Oregon and The Netherlands: Evidence Concerning the Impact on Patients in Vulnerable Groups (article posted on website)
- Drivers of Disparity: Differences in Socially Based Risk Factors of Self-Injurious and Suicidal Behaviors among Sexual Minority College Students (article posted on website)
- *Traditional Living and Cultural Ways as Protective Factors against Suicide: Perceptions of Alaska Native University Students (article posted on website)
- *Twelve Month Prevalence of and Risk Factors for Suicide Attempts in the WHO World Mental Health Surveys (article posted on website)

**Week 8: (W)**
**Topic: Perceived Fear**

Reading:

- Grinshteyn Article (article posted on website)
- Suburban Neighbourhood Design: Associations with Fear of Crime Versus Perceived Crime Risk (article posted on website)
- Public Health and Fear of Crime: A Prospective Cohort Study (article posted on website)
- ‘Doing Gender’ in Fear of Crime: The Impact of Gender Identity on Reported Levels of Fear of Crime in Adolescents and Young Adults (article posted on website)
- *State of Affliction: Fear of Crime and Quality of Life in South Africa (article posted on website)

**Week 9: (M)**
**Topic: Bullying**

Reading:

- Inclusive Anti-Bullying Policies and Reduced Risk of Suicide Attempts in Lesbian and Gay Youth (article posted on website)
- Bullying and Agency: Definition, Intervention and Ethics (article posted on website)
- Weight-Related Bullying in Schools As Perceived by Adults and Children: A Cross-Sectional Study in the State of Georgia (article posted on website)
- *Bullying, Victimization, Socioeconomic Status, and Behavioral Characteristics of 12th Graders in the United States, 1989-2009: Repetitive Trends and Persistent Risk Differentials (article posted on website)

**Week 9: (W)**
**Topic: Exam # 2**

**Week 10: (M)**
**Topic: The Built Environment and Injury**

Reading:

- WWW Chapter 5
• Handbook Chapter 14
• Potential Strategies to Eliminate Built Environment Disparities for Disadvantaged and Vulnerable Communities (article posted on website)
• Safety Standards and Socioeconomic Disparities in School Playground Injuries: A Retrospective Cohort Study (article posted on website)
• Housing, Income Inequality and Child Injury Mortality in Europe: A Cross-Sectional Study (article posted on website)
• *Walking and Child Pedestrian Injury: A Systematic Review of Built Environment Correlates of Safe Walking (article posted on website)

Week 10: (W)
Topic: The Social Environment and Injury

Reading:
• Handbook Chapter 15
• The Social Environment and Suicide Attempts in Lesbian, Gay, and Bisexual Youth (article posted on website)
• Prevention and Management of Physical and Social Environment Risk Factors for Sports-Related Injuries (article posted on website)
• The Drinker’s Effect on the Social Environment: A Conceptual Framework for Studying Alcohol’s Harm to Others (article posted on website)
• *Social Environment, Road Safety, Injuries, and Violence Prevention (article posted on website)

Week 11: (M)
Topic: Alcohol and Injury

Reading:
• Handbook Chapter 16
• Extreme College Drinking and Alcohol-Related Injury Risk (article posted on website)
• Global Burden of Disease and Injury and Economic Cost Attributable to Alcohol Use and Alcohol-Use Disorders (article posted on website)
• The More You Drink, The Harder You Fall: A Systematic Review and Meta-Analysis of How Acute Alcohol Consumption and Injury or Collision Risk Increase Together (article posted on website)
• *The Role of Race/Ethnicity in Alcohol-Attributable Injury in the United States (article posted on website)
• *Motor Vehicle Deaths among American Indian and Alaska Native Populations (article posted on website)

Week 11: (W)
Topic: Behavioral Interventions

Reading:
• Handbook Chapter 22
• A Multisite Randomized Trial of a Cognitive Skills Program for Male Mentally Disordered Offenders: Violence and Antisocial Behavior Outcomes (article posted on website)
• Social Marketing: Why Injury Prevention Needs to Adopt this Behaviour Change Approach (article posted on website)
• *“Strength at Home” Group Intervention for Military Populations Engaging in Intimate Partner Violence: Pilot Findings (article posted on website)
• *An Integrated Intervention to Reduce Intimate Partner Violence in Pregnancy: A Randomized Trial (article posted on website)

**Week 12: (M)**
Topic: Culturally Appropriate Interventions

Reading:
- Handbook Chapter 25
- Rebuilding from Resilience: Research Framework for a Randomized Controlled Trial of Community-Led Interventions to Prevent Domestic Violence in Aboriginal Communities (article posted on website)
- Building a Culturally Appropriate Intervention Program to Assist Children’s Rehabilitation after the Sichuan Earthquake of 12 May, 2008 (article posted on website)

**Week 12: (W)**
Topic: Community Involvement in Interventions

Reading:
- Handbook Chapter 27
- The WHO Safe Communities Model for the Prevention of Injury in Whole Populations (article posted on website)
- A Systematic Review of Community-Based Participatory Research to Enhance Clinical Trials in Racial and Ethnic Minority Groups (article posted on website)
- *Improving Health Outcomes through Community Empowerment: A Review of the Literature (article posted on website)

**Week 13: (M)**
Topic: Implementation of Interventions

Reading:
- Handbook Chapter 28
- WWWS Chapter 8

**Week 13: (W)**
Topic: Models of Success

Reading:
- WWWS Chapter 9
• Ensuring implementation success: how should coach injury prevention education be improved if we want coaches to deliver safety programmes during training sessions? (article posted on website)

• *Closing the Gap Between Injury Prevention Research and Community Safety Promotion Practice: Revisiting the Public Health Model* (article posted on website)

**Week 14: (M)**
Topic: Exam # 3

**Week 14: (W)**
Topic: Group Project Work Day (In Class)

**Week 15: (M)**
Topic: Group Presentations

**Week 15: (W)**
Topic: Group Presentations

**Week 16: (M)**
Topic: Wrap Up

**Week 16: (W)**
Topic: PREP DAY: NO CLASS

**Statement on Academic Dishonesty:**
Cheating, plagiarism, or otherwise obtaining a grade or credit for something in the course under false pretenses constitutes academic dishonesty according to the code of this university. This includes not citing someone else's materials, collaborating with someone else on individual work, cheating on an exam in any way, signing in for another student, or any other manner of obtaining credit that relies on deceptive or dishonest practices. Academic dishonesty will not be tolerated and penalties can include canceling a student's enrollment without issuing a grade, giving a failing grade for the course, giving a failing grade for the assignment, contacting the university administration, and/or another punishment that is determined to be appropriate. Disciplinary action will be taken in some form against anyone who commits any form of academic dishonesty.

Students are encouraged to read the appropriate sections in the university’s General Catalog regarding policies and procedures on academic dishonesty and to speak with me directly if there are any questions regarding these policies and procedures. Plagiarism is taken very seriously at UNR and will not be tolerated in this course or at this university.

**Statement on Disability Services:**
Any student with a disability needing academic adjustments or accommodations should contact the Disability Resource Center as soon as possible to arrange for appropriate accommodations.

Disability Resource Center  
Thompson Building, Suite 101  
775.784.6000  
http://www.unr.edu/drc

**Statement for Academic Success Services:**  
Career Studio at UNR offers many resources related to this class: [http://www.unr.edu/career](http://www.unr.edu/career).

Veterans may also wish to check the UNR Veterans Services office for support, advising, and additional services: [http://www.unr.edu/veteran](http://www.unr.edu/veteran).

The Center for Student Cultural Diversity offers a number of resources for all students, through its mission to "reflect and respect the rich ethnic and cultural diversity of the citizens of Nevada." Programs and services are provided that support all students. They are located on the third floor of the Joe Crowley Student Union. [http://www.unr.edu/cultural-diversity](http://www.unr.edu/cultural-diversity)

Counseling Services are available to help students maintain emotional health. Please feel free to look up all the services they offer and take advantage of these in the pursuit of academic success. [http://www.unr.edu/counseling](http://www.unr.edu/counseling)

Academic Success Services are provided in a variety of ways at UNR, all of which are covered by your student fees.  
- Math Center: 775.784.4433 or [www.unr.edu/mathcenter](http://www.unr.edu/mathcenter)  
- Tutoring Center: 775.784.6801 or [www.unr.edu/tutoring-center](http://www.unr.edu/tutoring-center)  
- University Writing Center: 775.784.6030 or [http://www.unr.edu/writing-center](http://www.unr.edu/writing-center)

These centers support your classroom learning in a variety of ways. However, it is your responsibility to take advantage of these services. Seeking help outside of class is the sign of a responsible and successful student and often makes the difference between a good grade and an excellent grade.

**Statement on Audio and Video Recording:**  
Surreptitious or covert video-taping of class or unauthorized audio recording of class is prohibited by law and by Board of Regents policy. This class may be videotaped or audio recorded only with the written permission of the instructor. In order to accommodate students with disabilities, some students may have been given permission to record class lectures and discussions. Therefore, students should understand that their comments during class may be recorded.