



CUT GUN DEATHS & INJURIES IN HALF BY 2030

Cut to numbers in 2004 when the 1994 assault weapons ban expired. Totals were ~78,000 in 2004 and 142,000 in 2021. Injuries are generally double the number of deaths.

Gun Violence Prevention

CDC Public Health, Evidence-Based and Constitutional Approaches

Self-study course with 17 Cat I CECHs, 17 Continuing Competency Credits for CHES/MCHES and includes **8.0 Advanced*** Additional 1.0 FREE possible from CDC (see Section 2).

| | |
|---|---|
| <p>General Information</p> | <p>Course Developer: Jim Grizzell, MBA, MA, MCHES, ACSM-EP-C, FACHA Email: jimgrizzell@healthedpartners.org Phone: 909-856-3350 (cell, please call between 9 am - 5 pm ET) Course Materials: All materials are available online. Suggestion: keep this Study Guide open on a computer to click on and open assignments in your browser. Best to use </p> |
| <p>Course Description and Need for the Course</p> | <p>This is a learning experience in which the learner participates without regard to time or location, and tailors learning to the participant’s interests. The participant gains knowledge and competencies to manage contentious issues of gun control and firearm ownership, politics; and lead communities and public authorities toward reasonable decisions on these matters while considering the relationship between guns and violence, and conflicting constitutional claims and divided public opinion. Health educators can help legislators have adequate data and research to evaluate both the effects of firearms on violence and effects of different violence reduction policies.</p>  |
| <p>Course Goals and Objectives</p> | <p>The goals are to help health educators provide subject matter expert assistance for using data, research, science, and collaboration among sectors; to reduce gun violence, and improve individual and community mental health and well-being. For measurable objectives, the course can help health educators provide expert assistance to reduce: • crimes in which guns are used from the current 34% of all crimes, • 54% of suicides, • 83% of homicides, • \$3 billion in emergency department and inpatient care, • the over 465,000 nonfatal gun victims each year, and • detrimental effects on mental health and well-being indicators on survivors, parents, caregivers and the greater community. • Bullet Point References:page 35.</p> |
| <p>Course Requirements</p> | <p><i>Study Materials:</i> Web sites and files available online <i>42 Question Assessment</i> (14 TF/YN,16 multiple choice, 12 short answer) passing is ≥70%). Course evaluation included in the last section of the test.</p> |
| <p>The entire course will be done electronically using the web, electronic files and email. Study Guide: www.healthedpartners.org/ceu/gvp/gvpstudyguide.pdf Test: www.surveymonkey.com/r/gvptest</p> | |
| <p>Completion Certificate</p> | <p>Certificate for 17 Category 1 CECHs and 17 Continuing Competency Credits for CHES/MCHES (includes 8.0 advanced for MCHES will be awarded with score of ≥70% and course evaluation is completed. Payment of fee is required.</p> |

Contents

Introduction2
 Objectives, Assignments (Sections 1 through 10), Test Instruction, Chart: study time, number of questions.. 3-35

Introduction

This course will help health professionals provide expert assistance to apply the Public Health Approach (PHA) and use evidence-based and evidence-informed strategies to reduce gun violence. Gun violence includes murder/homicide, assault, injury, robbery, assault, domestic violence, suicide, unintentional and accidental shooting.

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Public Health Approach (PHA) - Many professional health organizations urge using PHA. The course follows the step of the PHA key components to: 1) define and monitor the problem, 2) identify risk and protective factors, 3) develop and test prevention strategies, and 4) assure adoption.

Principles of Prevention is a CDC violence prevention course (it may offer 1.0 free CECHs).

Evidence-Based Strategies - There may be well over 250 evidence-based and evidence-informed strategies that reduce gun violence (and some would not). This section gives a tool to find effective strategies to give to community members, legislators and public authorities. CDC has an online course on evidence-based strategy selection. **NOTE:** Test questions related to strategies described in Sections 7, 8, and 9, are critical thinking short answer (≤ 50 words) questions. Try to apply the ten questions in CDC's Understanding Evidence "Continuum of Evidence of Effectiveness" tool. Section 3 has CDC's Evidence Based Decision Making tool and pdf files with example strategy maps for well supported effective, harmful and permit to carry laws. "[Example Strategy Maps for Continuum of Evidence of Effectiveness.](#)"

2nd Amendment, US Constitution, Supreme Court and Lower Courts - Concern for the "right to bear arms," "gun rights" and fear that "gun laws" might lead to confiscation, permissible laws are covered in Section 6. The Librarian of Congress' comprehensive, government-sanctioned record of the interpretations of the 2nd Amendment is primary resource on the 2nd Amendment. Studied are the 2nd Amendment's history and Supreme Court's two methods (two-step framework [includes public safety], and "text and history only") of evaluating constitutionality of laws. **Note:** Test questions for this section are True/False, multiple choice, Yes/No and a short answer (≤ 50 words)..

Potential partners and stakeholders, allies and opponents are studied.

Some required reading and a lot self-selected reading. It may appear that there is too much to study but you get to review each section and, in most of them, select items you find most interesting and may be useful in your work. The test (link on first page) has True/False, multiple-choice questions and asks for very brief descriptions of what you selected to study and how you might use the information.

| Section | Page |
|---|------|
| 1. The Public Health Approach (~1 hour) | 3 |
| 2. Principles of Prevention (from CDC's Division of Violence Prevention, ~ 2 hours) | 5 |
| 3. Evidence Based Decision Making (from CDC's Division of Violence Prevention, ~2 hours) | 6 |
| 4. Define and Monitor the Health Problem of Gun Violence (~1.5 hour) | 8 |
| 5. Risk and Protective Factors that Promote and Prevent Gun Violence (~1 hour) | 14 |
| 6. The 2 nd Amendment: Can Public Safety Health Promotion Laws be Constitutional (~1.5 hour) | 19 |
| 7. Implemented Strategies: President Executive Order, Congressional & State Legislation (~1.5 hours) | 20 |
| 8. Public Health and Other Organization Promoted Prevention Strategies (~1.5 hour) | 24 |
| 9. Health Education Strategies (~1 hour) | 27 |
| 10. Potential Collaborative Relationships for Widespread Adoption (Allies and Opposition) (~2 hours) .. | 30 |
| Test Instructions and Test (1.55 hour) | 33 |
| About the Course Developer - Jim Grizzell, MBA, MA, MCHES, ACSM-EP, FACHA | 34 |

Ways to Find the Study Assignments, Time Estimates, and Take the Test

1. Keep this Study Guide open on your computer to be able to click on the links in the Study Guide.
2. Follow instructions on a printed copy to get to assignments.

Time to complete the course includes two components: 1) Estimated time to read text based on reading speeds of 250 words per minute (wpm) to faster speed at 300 wpm and 2) An additional 10% to 20% of time is allowed for skill development learning to navigate to and open web pages.

| Estimated Time | Sections, Objectives and Assignments |
|--|--|
| <p>~0.5 hour</p> <p>Included in the 17 course CECHs.</p> | <p>Introduction</p> <ul style="list-style-type: none"> Thoroughly review and prepare to use this Study Guide. Remember to look for the instructions for required reading, and other reading/studying to tailor the course for your needs, interests, and your work. (~30 min). Review the chart (on page 34) with section time estimates, and types and number of test questions from each section. |
| <p>Section 1</p> <p>~1.0 hour</p> <p>Objectives match the NCHEC responsibilities and competencies for CHES and MCHES.</p> <p>Read / study all materials in this section.</p> <p>There are seven true / false and multiple choice questions.</p> <p>You can answer questions on the SurveyMonkey test as you go thru the course.</p> <p>NOTE: be sure to enable cookies so you can exit and return to the test.</p> | <p>Gun Violence Prevention with the Public Health Approach (PHA)</p> <p>After studying the materials, the participant will be able to:</p> <ul style="list-style-type: none"> Apply theories and models to develop assessment strategies, critique sources of health information, and identify gaps in data using theory and evidence from the literature (1.1.3, 1.2.2, 1.2.4, 4.1.7, 4.1.10) Select planning models for health education (2.2.3) Design and apply theory-based strategies and interventions to achieve objectives (2.3.1, 3.1.6) Use learning theory to develop or adapt training programs (6.2.6) <p>Study Assignment</p> <ul style="list-style-type: none"> Read/study the CDC, IOM, APA and JAMA web pages and articles describing PHA. Center for Disease Control and Prevention (CDC) <ul style="list-style-type: none"> Timeline since 1979 of Violence as a Public Health Problem [guns/firearms not mentioned until 2020] – read/study the 30 Years CDC Injury Center web page. (~10 min) www.healthedpartners.org/ceu/gvp/sec001/timeline30yearpublichealthproblem-2022.pdf The Public Health Approach to Violence Prevention – Read/study this description CDC reviewed in 2022. (~8 min, 700 words) https://www.cdc.gov/violence-prevention/about/about-the-public-health-approach-to-violence-prevention.html?CDC_AAref_Val=https://www.cdc.gov/violenceprevention/about/publichealthapproach.html or www.healthedpartners.org/ceu/gvp/sec001/about-public-health-approach-violence-prevention.pdf CDC’s 2021 Violence Prevention web page - www.cdc.gov/ViolencePrevention Note the list of 10 topics and the Featured Topics of which one is “Firearm Deaths Grow, Disparities Widen (it was there in May 2023 but is from an MMWR report). Firearms Deaths Grow, Disparities Widen - www.cdc.gov/vitalsigns/firearm-deaths/index.html (~ 5 min read). It is a summary of a Morbidity and Mortality Weekly Report (MMWR) which is not required for this course. www.cdc.gov/mmwr/volumes/71/wr/mm7119e1.htm?s_cid=mm7119e1_w Firearm Violence Prevention web page – Read/study text on the page “Firearm Violence Prevention” and read/study the web four (4) pages linked as subheading. https://www.cdc.gov/firearm- |



[violence/about/](#) **or** from a pdf of the page
www.healthedpartners.org/ceu/gvp/sec001/about-firearm-injury-death.pdf

- **Read/study the Fast Facts item below** and review the other three items – They are linked from the left side of the “Firearm Violence Prevention” page.
- **Fast Facts** – types of injuries, common injuries by demographics, consequences, CDC’s role. (~10 minutes) https://www.cdc.gov/firearm-violence/data-research/facts-stats/?CDC_AAref_Val=https://www.cdc.gov/violenceprevention/firearms/fastfact.html NOTE: page moved and get redirected in 10 seconds. or www.healthedpartners.org/ceu/gvp/sec001/fastfact.pdf
- Funded Research – quickly review/scan the Research Priorities (3 priorities) and current awardees (~10 minutes) https://www.cdc.gov/firearm-violence/php/funded-research/?CDC_AAref_Val=https://www.cdc.gov/violenceprevention/firearms/funded-research.html
- Funded Surveillance – read/study text on the web page (~5 min) <https://www.cdc.gov/violenceprevention/firearms/funded-surveillance.html>
NOTE: In May 2024, page moved and gets redirected in 10 seconds.
- Resources – quickly review/scan the items under the six headings: Articles, MMWRs, CDC Data Sources, Other Federal Data Sources, Non-Federal Data Sources (NOTE: Gun Violence Archive), and Safe Storage Resources (~20 min) <https://www.cdc.gov/firearm-violence/prevention/>

- **Institute of Medicine (IOM)**

- Priorities for Research to Reduce the Threat of Firearm-Related Violence – read/study one of these from the main web page: Report Brief (web page or pdf), **or** the slide show) (~10 min, ~600 words **or** 38 slides)
 - <https://www.nap.edu/catalog/18319/priorities-for-research-to-reduce-the-threat-of-firearm-related-violence>
 - Report Brief (pdf)
 - <http://www8.nationalacademies.org/onpinews/newsitem.aspx?RecordID=18319>
 - Slide show (38 slides, pdf format)
 - https://www.nap.edu/resource/18319/FirearmViolence_slides.pdf

- **American Psychological Association (APA)**

- Gun Violence Prevention Requires Public Health Approach – just read text on the page.
 - www.apa.org/news/press/releases/2014/07/gun-violence-prevention.aspx (~10 min, 600 words)

- **Journal of the American Medical Association (JAMA) - FREE article)**

- Curbing Gun Violence: Lessons from Public Health Successes
 - <http://jama.jamanetwork.com/article.aspx?articleid=1556167> **or** www.healthedpartners.org/ceu/gvp/sec001/jamacurbgunviolence.pdf (~10 min, 1,000 words)

Twenty second video with Vivek Murthy, U.S. Surgeon General
<https://youtu.be/UTRIJzGXR78>



Section 2

~2.0 hours

You may be able to get an additional free 1.0 continuing education hour from CDC for completing this section.

- See instructions at the end of this section and at the POP web site.

Five of the 24 POP Modules 2, 3, 4, and 5. "Review Quiz" questions are used in this self-study course.

Consider taking notes and note the POP Module's "Review Quiz" questions and answers.

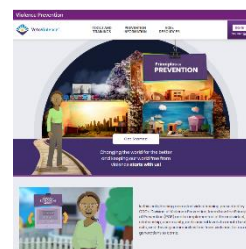
Principles of Prevention (POP) from the Centers for Disease Control (CDC)

After studying the materials, the participant will be able to:

- Select planning models for health education (2.2.3)
- Design theory-based strategies and interventions to achieve objectives (2.3.1)
- Apply theories and models of implementation (3.1.6)
- Use evidence-based research to develop policies to promote health (7.5.4)

Study Assignment

- Complete the CDC "Principles of Prevention" (POP) course. **NOTE:** For this course's test, there are four test questions from this Section 2. There is one "quiz" question identical from the each of the 4 to 10 questions from POP Modules 2, 3, 4 and 5. **NOTE:** at the top right corner of each quiz question is the question number of total module questions, e.g. 2 of 5.



- The course is described as an "enlightening animated video training"
- At the beginning of the POP course, you may be able to register to take the course for 1.0 CECH free continuing education hours for CHES/MCHES. The 1.0 CECH is separate from this self-course. Register through CDC - Instructions start on [page 6](#) of this Study Guide. <http://vetoviolence.cdc.gov/apps/principles-of-prevention/> - see the button "**Get Started**" page (scroll down a few inches, click on "**Get Started.**" – a dialogue box with "**Accreditation Information**" to scroll thru for information about the CDC course WB 4137 and registering to get 1.0 free CECH. Next, click on the "**Start Training**" button.
- **Principles of Prevention (POP) Continuing Education Course** – starts from the link below (after having clicked on "**Get Started**" and "**Start Training**" buttons from the bullet point section above.
 - <https://vetoviolence.cdc.gov/apps/principles-of-prevention/training/module-1> (~90 min)



Continued on page 6

As you answer the questions, each lets you know if your answer is correct and if not, the correct answer.

NOTE: One free CECH from CDC (provider # 98614) CHES/MCHES 1.0 CECH & 1.0 Continuing Competency credit at least through September 1, 2023 (possibly later – September 2, 2025 - *if renewed by CDC*). Instructions for Obtaining Continuing Education (CE): In order to receive continuing education (CE) for **Principles of Prevention WB 4137** please visit [TCEO](#) and follow these [9 Simple Steps](#) before **September 1, 2023**.
 Complete the activity.
 Complete the Evaluation at <https://tceols.cdc.gov/>.
 Pass the posttest at 80% at <https://tceols.cdc.gov/>.

- At the end of POP, you will be able to:
 - Define violence
 - Describe the burden of violence in the United States
 - Identify the 4 levels of the Social Ecological Model
 - Describe types of violence
 - Violence prevention: evidence-based prevention
 - Describe the public health approach to violence prevention – define the problem, risk & protective factors, developing programs, adoption

NOTE: One free CECH - at the end of Module 5 the “Accreditation Information” presented again. If the course has been renewed by CDC, the CECHs may be available until September 2, 2025.

Section 3
~2 hours

Three Parts

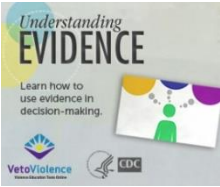
Part 1 has you read/study about evidence-based decision making

Part 2 has you completed an animated training

Part 3 has practice using the Continuum of

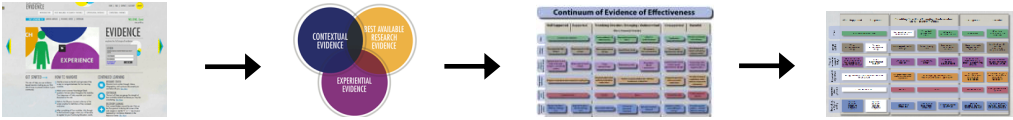
Evidence and Decision Making to Prevent Gun Violence

Increasing emphasis has been placed on the importance of evidence in guiding violence prevention efforts. Evidence is extremely important for researchers, health education specialists, practitioners, and policy makers charged with making decisions around funding and implementing violence prevention strategies.



After studying the materials, the participant will be able to:

- Critique sources of health information using theory and evidence (1.2.2)
- Assess the quality and efficacy of interventions, policies and strategies to ensure consistency with objectives (1.6.2, 2.3.1)
- **Specifically**, be a subject matter expert on interventions, policies and strategies described in the following sections, and Supreme Court and lower court decisions on constitutionality of gun / public safety / health promotion / health education laws.
- Develop evaluation/research questions (4.1.1, 4.1.2)
- Assess the merits and limitations of qualitative and quantitative data collection for research (4.1.6)
- Collect, analyze and interpret evaluation and research (4.3, 4.4)
- Analyze factors that influence and advocate initiatives to decision-makers (7.1.4, 7.4.9, 7.4.10)
- Use evidence-based research to develop policies to promote health (7.5.4)



Evidence chart tool

Be prepared to answer two short answer (≤50 words) test questions about 1) best method for an audience and 2) results from using the Continuum of Evidence chart tool for a potential or actual strategy..

• CDC Injury Prevention & Control: Division of Violence Prevention


• Understanding Evidence – Three Parts:

- **Part 1. The Evidence Project** – **read/study** the text on the web page and the three (3) pdf files linked from it. (~40 min, ~7,000 words on 28 pages) <https://stacks.cdc.gov/view/cdc/137401> or www.healthedpartners.org/ceu/gvp/sec003/003-part1abc-understanding-evidence.pdf



- **Part 2. Understanding Evidence** – do the animated training with its 5 parts (~40 minutes)



- <https://vetoviolence.cdc.gov/understanding-evidence> or <https://vetoviolence.cdc.gov/apps/evidence/> (both links go to same web page)
- Read the page, watch the Homepage introduction video (1:06), and do the entire “TRAINING” “START TRAINING” which begin at vetoviolence.cdc.gov/apps/evidence/training.aspx#&panel1-2 complete the entire learning module through its section 5. CONCLUSION.
- You will learn about each type of evidence (Best available research, experiential, contextual), do the short KNOWLEDGE CHECKS. You can also read a 2 or 3 page “MODULE SUMMARY” by clicking on the  MODULE SUMMARY button. There is a button and be sure to be patient – the short videos may take a few more seconds than expected to load and start.




- **NOTE:** You can use the site setup to use as a **guest or create an account** from the **LOG IN** button. If you do make an account you can get the “Continuum of Evidence of Effectiveness” strategy (a strategy map for your hypothetical or real strategy. The white boxes show how effective your strategy might be).



- **Part 3 – Practice using the CONTINUUM of EVIDENCE OF EFFECTIVENESS** vetoviolence.cdc.gov/apps/evidence/continuumIntro.aspx#&panel1-8.



On the far right is a “CONTINUUM” tab.

Experiment by answering the Yes / No questions. Change your answers from Yes to No and No to Yes, use the  at top right of dialogue box, to see what the tool says about your answers after clicking on the **NEXT** button at lower right.

NOTE: To get an actual assessment, though, you must be **Logged In** (not required for this course). The final results will tell you how well supported to harmful your (see picture on next page) your actual or hypothetical strategy is. Well Supported to Harmful. A sample for a permit to purchase strategy is below.

- **Review the three example strategy maps** from answers to the 10 questions in the **Continuum of Evidence of Effectiveness** tool.
 - All 10 questions in the CDC Understanding Evidence too are the two pdf files linked below:
 - **Example Strategy Maps for 1) Well Supported Effective and 2) Harmful Strategies**
 - www.healthedpartners.org/ceu/gvp/sec003/supportedvsharmfulmaps.pdf
 - **Permit to Purchase Strategy Map** for a proposed Federal “permit-to-purchase” law based on the questions and answers for the is **CONTINUUM of EVIDENCE OF EFFECTIVENESS** available at:
 - www.healthedpartners.org/ceu/gvp/sec003/permittopurchasestrategy.pdf

Final Strategy Map for H.R. _____. Handgun Purchasers Licensing Act (permit-to-purchase law)

| | Well Supported | Supported | Promising Direction / Emerging / Undetermined More Research Needed | | | Unsupported | Harmful |
|----------------------------------|---|---|---|--|--------------------------------|--|--|
| Effect | Found to be effective | | Some evidence of effectiveness | Expected preventive effect | Effect is undetermined | Ineffective | Practice constitutes risk of harm |
| Internal validity | True experimental design | Quasi-experimental design | Non-experimental design | Sound theory only | No research No sound theory | True or quasi-experimental design | Any design with results indicating negative effect |
| Type of evidence/research design | Randomized control trials and meta-analysis / systematic review | Quasi-experimental design | Single group design | Exploratory study | Anecdotal / Needs assessment | Randomized control trials or quasi-experimental design | Any design with results indicating negative effect |
| Independent replication | Program replication with evaluation replication | | Program replication without evaluation replication | Partial program replication without evaluation replication | | Program replication with evaluation replication | Possible program replication with / evaluation replication |
| Implementation guidance | Comprehensive | | Partial | None | | Comprehensive | Comprehensive / partial |
| External and ecological validity | Applied studies - different settings (2+) | Applied studies - similar settings (2+) | Real-world informed | Somewhat real-world informed | Not real-world informed | Applied studies- same / different settings | Possible applied studies - similar / different settings |

www.healthedpartners.org/ceu/gvp/sec003/permittopurchasestrategymap.pdf

Section 4

1.5 hours

In this section, scan through names and brief descriptions of the two types of agencies.

Select one from each type of agency to read/study.

For each, be prepared to write a brief answer (≤50 words)

Define Firearm Violence as a Health Problem

After studying the materials, the participant will be able to:

- Access, collect quantitative and qualitative baseline, identify gaps information and data related to gun violence (1.2, 1.2.4, 1.3, 3.1.2)
- Assess merits and limitations, analyze data, and synthesize data for reporting and support advocacy messages (4.1.7, 4.3, 5.2.4, 7.4.5)
- Use evaluation and research finding in policy analysis (7.5.1)
- Use evidence-based research to develop policies to promote health and prevent gun violence (7.5.4)

Study Assignment

- Take about **1.5 hours** to:
- **1) scan** through the eleven (11) **Governmental** and thirteen (13) **Non-Governmental** agency names and brief descriptions that provide reports and data to define firearm violence as a health problem (e.g., an epidemiologist, BOJ, CDC, FBI, NIJ, Healthy People 2020, etc.) for gun violence reports and data.
- **2) read/study/review just one (1) linked item** from each of two (2) data sources, **one (1) governmental and one (1) non-governmental** (on page 11) research and data that are of interest to you or which you think you might use in your work. Be prepared to answer a short answer test question for each. – For those two (2) items you select consider how an Evidence of Effectiveness Strategy Map for your selected items for Continuum of Evidence of Evidence of Evidence of Effectiveness might be applied. (~1.5 hours)

description of how you might use the information.

Section 4

Define Firearm Violence as a Health Problem

Continued

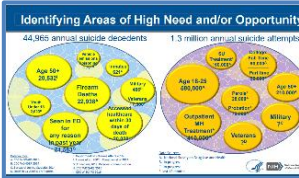
- **Governmental Agencies** (11) --- Select one (1) to study/review thoroughly for a short answer (≤ 50 word) test question.
- **Bureau of Justice Statistics (BOJ)**
 - Trends and Patterns in Firearm Violence, 1993 – 2018 - From 1993 to 2018, on average, 71% of homicides were committed with a firearm.
 - <https://bjs.ojp.gov/library/publications/trends-and-patterns-firearm-violence-1993-2018>
 - Criminal Victimization, 2021 (published Sept 2022) – 7% of 4.6 million violent victimizations involved a firearm
 - <https://bjs.ojp.gov/library/publications/criminal-victimization-2021>
- **Centers for Disease Control and Prevention (CDC)**
 - Review CDC All Injuries FastStats
 - Scroll down to All firearm deathss14.7/100,000; has link to National Vital Statistics System – Mortality Data (2021) via CDC WONDER
www.cdc.gov/nchs/fastats/injury.htm
 - Review CDC Assault or Homicide FastStats – Firearm homicides 6.3/100,000 and 20,958 (81%) of 26,031 homicides.
 - www.cdc.gov/nchs/fastats/homicide.htm
 - Review CDC Suicide and Self-Inflicted Injury FastStats – Firearm suicides .79/100,000 and 26,328 (54%) of 48,183 suicides
 - www.cdc.gov/nchs/fastats/suicide.htm
- **Federal Bureau of Investigation (FBI)**
 - **FBI Crime Data Reporter** – in 2021 231,751 (34%) of 691,079 offenses, weapon involved was a gun. Other weapons were things like a knife, drugs, poisons, strangulation. From this FBI web page, you can get weapon used by years from 1985 for weapon used for crimes by demographics and type of crime (e.g. rape, robbery, human trafficking, illegal entry).
<https://cde.ucr.cjis.gov/LATEST/webapp/#/pages/explorer/crime/crime-trend>
- **Healthy People 2030 – Firearm related national objectives**
 - Review the descriptions, baselines and targets for three firearm-related objectives.
 - Reduce gun carrying among adolescents – IVP-12
<https://health.gov/healthypeople/objectives-and-data/browse-objectives/violence-prevention/reduce-gun-carrying-among-adolescents-ivp-12>
 - Reduce firearm-related deaths – IVP13
<https://health.gov/healthypeople/objectives-and-data/browse-objectives/violence-prevention/reduce-firearm-related-deaths-ivp-13>
 - Reduce Nonfatal firearm-related injuries – IVP-14
<https://health.gov/healthypeople/objectives-and-data/browse-objectives/violence-prevention/reduce-nonfatal-firearm-related-injuries-ivp-14>
- **Institute of Medicine (IOM)**
 - **Health Systems Interventions to Prevent Firearm Injuries and Death** (2019) - Firearm injuries account for \$3 billion in emergency department and inpatient care each year. Chapter 3 covers physical, psychological and social toll of firearm violence on individuals and communities.
 - <https://nap.nationalacademies.org/catalog/25354/health-systems-interventions-to-prevent-firearm-injuries-and-death-proceedings>

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| <p>Section 4 continued</p> <p>Define Firearm Violence as a Health Problem</p> | <ul style="list-style-type: none"> • Firearms and Violence: a Critical Review (2005) – Chapter cover data for measuring firearms violence and ownership. “For years proposals for gun control and the ownership of firearms have been among the most contentious issues in American politics. For public authorities to make reasonable decisions on these matters, they must take into account facts about the relationship between guns and violence as well as conflicting constitutional claims and divided public opinion. In performing these tasks, legislators need adequate data and research to judge both the effects of firearms on violence and the effects of different violence control policies”. • https://nap.nationalacademies.org/catalog/10881/firearms-and-violence-a-critical-review • Priorities for Research to Reduce the Threat of Firearm-Related Violence (2013) • http://iom.nationalacademies.org/Reports/2013/Priorities-for-Research-to-Reduce-the-Threat-of-Firearm-Related-Violence.aspx (~20 min for brief reports, the full report is 120 pages long) • Additionally, doing a search from the above links using “firearm-related violence” you will find more recent National Academies books <ul style="list-style-type: none"> • National Institute of Justice (NIJ) <ul style="list-style-type: none"> • Gun Violence in America (2019) – 467,321 persons were victims of a crime committee with a firearm in 2011. Web page has sections (each with a link and citations) on gangs and gun related homicide, nonfatal firearm-related crime. <ul style="list-style-type: none"> • www.nij.gov/topics/crime/gun-violence/pages/welcome.aspx (~10 min) • U.S. Surgeon General - Priorities <ul style="list-style-type: none"> • https://www.hhs.gov/surgeongeneral/priorities/index.html • Youth Mental Health – Protecting Youth Mental Health Advisory (2021, 55-page & 1-page summary pdfs) – The increase in prevalence of mental health challenges is partly due to too slow of progress in reducing gun violence; is mentioned state “there’s a rise of . . . , gun violence, . . . ; guns in child’s home; news of mass shootings, mental illness, and gun control policies. • https://www.hhs.gov/surgeongeneral/priorities/youth-mental-health/index.html • SG’s House Calls Podcasts – Two podcasts mention gun violence as a problem, and discuss ways to pause, talk and reflect with kids about gun <ul style="list-style-type: none"> • What is a Meaningful Life? https://www.hhs.gov/surgeongeneral/priorities/house-calls/david-brooks/index.html#transcript • How Do We Connect With Our Kids? https://www.hhs.gov/surgeongeneral/priorities/house-calls/david-brooks/index.html#transcript • National Center for Complimentary and Integrative Health <ul style="list-style-type: none"> • Research and funding opportunities • “In 2021, more Americans died due to firearm-related injuries than motor vehicle accidents.” https://www.cdc.gov/nchs/fastats/injury.htm (Feb 2023). Over the last several years, the National Center for Complementary and Integrative Health (NCCIH) has been part of an NIH-wide effort related to violence research initiatives. |
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Section 4


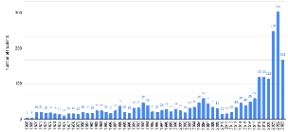
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Define
Firearm
Violence as a
Health
Problem

- NCCIH Interest in Firearm Injury and Mortality Prevention Research - <https://www.nccih.nih.gov/research/blog/nccih-interest-in-firearm-injury-and-mortality-prevention-research>
- Description of the technical assistance event - <https://www.nccih.nih.gov/news/events/technical-assistance-webinar-for-par-23-066-research-on-community-level-interventions-for-firearm-and-related-violence-injury-and-mortality-prevention>
- **National Center for Health Statistics 2010**
 - National Vital Statistics Report (do key word search using “firearm” to find stats on injury, suicide, and trend tables for death by sex and race)
 - www.cdc.gov/nchs/data/nvsr/nvsr61/nvsr61_04.pdf
- **Substance Abuse and Mental Health Services Administration (SAMHSA)**
 - Main information provided show recognition that firearms are used for suicides.
 - “Suicidal Behavior symptoms include “Sudden or impulsive purchase of a firearm” <https://www.samhsa.gov/sites/default/files/handout4-recognizing-severe-reactions.pdf>
 - Picture is slide 29 of 96 slides from webinar on “The Intersection of Opioids and Suicide: A prevention Approach” – of 44,965 suicides there of which included “Firearm Deaths, 22,938” decedents (in center yellow oval). 

| Category | Value |
|-------------------------------------|-----------|
| 44,965 annual suicide decedents | 44,965 |
| 1.3 million annual suicide attempts | 1,300,000 |
| Age 15-24 | 22,938 |
| Firearm deaths | 22,938 |
| Search on FD | 22,938 |
| Age 15-24 | 22,938 |
| Firearm deaths | 22,938 |
| Search on FD | 22,938 |
| Age 15-24 | 22,938 |
| Firearm deaths | 22,938 |
| Search on FD | 22,938 |

www.samhsa.gov/sites/default/files/programs_campaigns/nation_prevention_week/npw2019-webinar-intersection-of-opioids-and-suicide-10252018.pdf
 - www.samhsa.gov/suicide-prevention
 - If you do a search of www.samhsa.gov using “firearm” you’ll find ~30 grant, workshop and reports resources.
- **Youth Risk Behavior Surveillance (YRBS)**
 - YRBS 2021 Data - <https://youth.gov/announcements/resource-youth-risk-behavior-surveillance-system-2021-data>
 - YRBS Questionnaire 2021 – three of 110 questions ask about carrying guns and being threatened by someone with guns
https://www.cdc.gov/healthyyouth/data/pdf/ABES_Questionnaire.pdf
- **Non-Government Organizations** (9) --- Select one (1) to study/review thoroughly for a short answer (≤50 word) test question.
 - **Brady Campaign**
 - <http://www.bradycampaign.org/>
 - **Gun Violence Archive**
 - Real time data - An online archive of gun violence incidents collected from over 7,500 law enforcement, media, government and commercial sources daily.
 - <https://www.gunviolencearchive.org/>
 - **JAMA Network Open**
 - **Injury Prevention Science and Firearm Injury in Pediatric Health.** May 2024. From 2019 to 2021, the US experienced the greatest increase in all-cause pediatric fatalities (aged 1-19 years) in more than 50 years, with

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| <p>Section 4</p> <p>Continued</p> <p>Define Firearm Violence as a Health Problem</p> | <p>increased mortality disproportionately resulting from preventable injuries. Firearms remain the dominant mechanism of injury underlying homicide and suicide deaths, and firearm fatalities were identified as one of the largest factors in observed disparities..</p> <p>https://jamanetwork.com/journals/jama/fullarticle/2818484</p> <ul style="list-style-type: none"> • Characterization of Mass Shooting by State, 2014 – 2022 “one-third (27.3%) were social-related mass shootings, 15.8% were crime related, 11.1% were domestic violence (DV) related, 1.4% were school or work related, and 52.0% were not a part of these categories https://jamanetwork.com/journals/jamanetworkopen/fullarticle/2807638 • Johns Hopkins Center for Gun Policy and Research <ul style="list-style-type: none"> • 2023 National Survey - Americans broadly agree on numerous gun violence prevention policies, according to new survey data. • https://publichealth.jhu.edu/departments/health-policy-and-management/research-and-practice/center-for-gun-violence-solutions/research-to-advocacy/americans-agree-on-effective-gun-policy-more-than-were-led-to-believe • www.jhsph.edu/research/centers-and-institutes/johns-hopkins-center-for-gun-policy-and-research/ • K-12 School Shootings Database – includes 1970 to present detailed information about each incident and reliability score that quantifies dependability of the information and source citations. <ul style="list-style-type: none"> • https://k12ssdb.org • KKF (Kaiser Family Foundation) – American’s Experiences with Gun-Related Violence, Injuries, And Deaths. 54% of all US adults say they or a family member have ever had one of the experiences reports on. <ul style="list-style-type: none"> • https://www.kff.org/other/poll-finding/americans-experiences-with-gun-related-violence-injuries-and-deaths/ or www.healthedpartners.org/ceu/pgv/sec004/kkf-americans-experience-april2023.pdf • Law Center to Prevent Gun Violence <ul style="list-style-type: none"> • http://smartgunlaws.org/ • National Institute for Health Care Management (NIHCM) <ul style="list-style-type: none"> • Gun Violence is a Public Health Crisis https://nihcm.org/newsletter/gun-violence-is-a-public-health-problem • Gun Violence: The Impact on Society https://nihcm.org/publications/gun-violence-the-impact-on-society • NPR Health-Shots “The Physics/Science Behind Why Some Bullets are More Destructive Than Others” (2:31 min video) The wounds to bone and tissue caused by specially designed bullets are getting more severe, according to surgeons. Video shows why the destruction caused by one round in an AR-15-style weapon can be much greater than a typical bullet used in target practice or hunting. https://www.npr.org/sections/health-shots/2018/08/01/633098211/watch-the-science-behind-why-some-bullets-are-more-destructive-than-others • Pew Research Center – Gun Violence Widely Viewed as a Major and Growing National Problem (June 2023) – 60% say it’s a very big   |
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| <p>Section 5</p> <p>1.0 hour</p> <p>Pages 13 through 19</p> | <p>Risk and Protective Factors (over 20 topics listed below)</p> <p>After studying the materials, the participant will be able to:</p> <ul style="list-style-type: none"> • Examine relationships among behavioral, environmental factors that promote or prevent firearm violence and safety (1.4) • Examine factors that enhance or compromise the health education process (1.6) • Assess social, environmental, and political conditions that may impact health education (1.6.4) • Assess the need for resources to foster health education (1.6.6) |
| <p>Section 5 continued</p> | <p>Study Assignment</p> <ul style="list-style-type: none"> • Spend an hour scanning the nearly 20 risk and protective factor items. And read/study two (2) items particularly of interest to you (one about risk factors and one about protective factors). Be prepared to write two short answer (≤50 words) questions - one about risk factors and one about protective factors. |
| <p>Risk and Protective Factors</p> | <ul style="list-style-type: none"> • Affordable Care Act <ul style="list-style-type: none"> • Public Health, Workforce, Quality, and Related Provisions in ACA: Summary and Timeline Updated May 17, 2013 - this is a 133-page Congressional Research Service Report # R41278. • Wellness Programs Sec. 1001 Reporting Requirement for Group Health Plans/Gun Ownership. Page 39 of the pdf file has two long paragraphs with citations explaining health plan reporting requirements to DHHS Secretary with regard to provisions relating to gun rights and collecting patient gun storage or presence. • https://crsreports.congress.gov/product/pdf/R/R41278 • Alcohol Misuse and Gun Violence – Report and Webinar June 2023 <ul style="list-style-type: none"> • “Alcohol Misuse and Gun Violence: An Evidence Based Approach” One in three gun homicide perpetrators drank heavily before murdering their victim, one in four suicide victims were heavily drinking. • Report summary web page: https://publichealth.jhu.edu/2023/new-report-offers-policy-recommendations-to-address-alcohol-use-as-risk-factor-for-gun-violence • Report pdf - https://publichealth.jhu.edu/sites/default/files/2023-05/2023-may-cgvs-alcohol-misuse-and-gun-violence.pdf • Briefing Webinar - Recorded 1-hour Webinar “with a panel of experts in gun violence and public health to discuss research and policy recommendations of the report “Alcohol Misuse and Gun Violence: An Evidence Based Approach”” on YouTube (June 2023) <ul style="list-style-type: none"> • https://youtu.be/3kiasstluAo?si=zQBziSR-Mbjv4YXE • Americans’ views of gun violence as a major problem, gun ownership, safety, policies, K-12 school shootings broad partisan agreement on some gun policy/safety proposals. <ul style="list-style-type: none"> • Key facts about American and guns - Pew Research Center September 2023. https://www.pewresearch.org/short-reads/2023/09/13/key-facts-about-americans-and-guns/#:~:text=Most%20Republicans%2C%20on%20the%20other.with%20views%20on%20gun%20policies • Armed Offender Dockets – Dedicated Courts, Judges and Prosecutors <ul style="list-style-type: none"> • “The Case for Gun Courts” – Focus on gun crimes. In a promising approach to curbing gun violence by either reducing time between arrest and going to |

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| <p>Section 5</p> <p>continued</p> <p>Risk and Protective Factors</p> | <p>http://smartgunlaws.org/law-center-and-americans-for-responsible-solutions-release-commonsense-solutions-toolkit-on-protecting-kids-from-unintended-shootings/</p> <ul style="list-style-type: none"> • Surgeon General <ul style="list-style-type: none"> • www.surgeongeneral.gov/library/calls/checklist.pdf (see box “Special steps to protect children:” (~5 min, 2 page information sheet)) • Crisis of confidence: Why men feel the need to carry guns <ul style="list-style-type: none"> • www.latimes.com/opinion/op-ed/la-oe-carlson-gun-carry-culture-20150526-story.html • Jennifer Carlson, PhD, Sociology, http://jdawncarlson.com/ • Dangerous Behaviors (impulsive angry behavior, domestic violence, reckless substance abuse) <ul style="list-style-type: none"> • Guns, Impulsive Angry Behavior, and Mental Disorders: Results from the National Comorbidity Survey Replication (NCS-R). <ul style="list-style-type: none"> • 9% of those self-reporting impulsive behavior (possibly 4% of total population in past 12 months, 7.4% lifetime) have guns <ul style="list-style-type: none"> • http://onlinelibrary.wiley.com/doi/10.1002/bsl.2172/abstract • Using Research Evidence to Reframe the Policy debate Around mental Illness and Guns: Process and Recommendations <ul style="list-style-type: none"> • From the abstract “. . . restricting firearm access on the basis of certain dangerous behaviors is supported by the evidence; restricting access on the basis of mental illness diagnoses is not.” If you can access this six page article <ul style="list-style-type: none"> • http://ajph.aphapublications.org/doi/abs/10.2105/AJPH.2014.302171 • Example Evidence-based “Effective” Program listed by National Institute of Justice - Aggression Replacement Training (ART) <ul style="list-style-type: none"> • www.crimesolutions.gov/ProgramDetails.aspx?ID=254 • Gun Industry Support of NRA (gun makers need to increase sales due to shrinking market) <ul style="list-style-type: none"> • There appears to be a decrease in demand for buying guns. Fewer households have guns (~49% in early 1970s, ~32% to mid-40% in 1914), less personal gun ownership (28% in 1980, 22% in 2014), fewer hunters (32% in 1977, 15% in 2014) http://www.vpc.org/studies/ownership.pdf • It appears ~68% of NRA revenue comes from sources other than members. <ul style="list-style-type: none"> • www.factcheck.org/2013/01/do-assault-weapons-sales-pay-nra-salaries/ • How the Gun Industry Funnels Tons of Millions of Dollars to the NRA <ul style="list-style-type: none"> • http://www.businessinsider.com/gun-industry-funds-nra-2013-1 • The Nation has suffered from greed of gun industry <ul style="list-style-type: none"> • www.centralmaine.com/2012/08/13/nation-has-suffered-from-greed-of-gun-industry_2012-08-12/ • Blood Money: How the Gun Industry Bankrolls the NRA <ul style="list-style-type: none"> • www.vpc.org/studies/bloodmoney.pdf • How to Take on the Gun Industry <ul style="list-style-type: none"> • www.truth-out.org/news/item/15098-how-to-take-on-the-gun-industry-an-interview-with-author-tom-diaz# • Holding Guns <ul style="list-style-type: none"> • When people are holding a gun, they’re less capable of evaluating a threat than they would be if they didn’t have a weapon (e.g., a ball) in their own hands. |
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Section 5
continued

Risk and
Protective
Factors


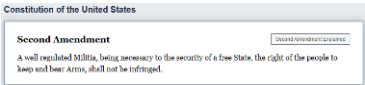
- www.ncbi.nlm.nih.gov/pubmed/22506781
- There are five “Similar articles” below the above abstract

- **Insurance**

- **US Insurance Agents “Gun Liability Insurance: A Complete Guide (2023)”** – “THE RUNDOWN 1) In the U.S., 500 people die from unintentional firearm injuries each year 2) Most accidental or unintentional gun injuries and deaths can be prevented by storing firearms securely, 3) Gun liability insurance is available to cover damage associated with negligence and unintended shootings (Page has five graphics like the one above)



- <https://www.usinsuranceagents.com/gun-liability-insurance/>
- Spirit Lake district repeals policy allowing school staff to carry guns.
 - https://www.oskaloosa.com/news/iowa_news/spirit-lake-district-repeals-policy-allowing-school-staff-to-carry-guns/article_7b984f53-c090-543c-8b13-7714dc5b9033.html
- **Gun Industry Support of NRA** (gun makers need to increase sales due to shrinking market)
 - There appears to be a decrease in demand for buying guns. Fewer households have guns (~49% in early 1970s, ~32% to mid-40% in 1914), less personal gun ownership (28% in 1980, 22% in 2014), fewer hunters (32% in 1977, 15% in 2014) <http://www.vpc.org/studies/ownership.pdf>
 - It appears ~68% of NRA revenue comes from sources other than members.
 - www.factcheck.org/2013/01/do-assault-weapons-sales-pay-nra-salaries/
 - How the Gun Industry Funnels Tons of Millions of Dollars to the NRA
 - <http://www.businessinsider.com/gun-industry-funds-nra-2013-1>
 - The Nation has suffered from greed of gun industry
 - www.centralmaine.com/2012/08/13/nation-has-suffered-from-greed-of-gun-industry_2012-08-12/
 - Blood Money: How the Gun Industry Bankrolls the NRA
 - www.vpc.org/studies/bloodmoney.pdf
 - How to Take on the Gun Industry
 - <https://truthout.org/articles/how-to-take-on-the-gun-industry-an-interview-with-author-tom-diaz/>
- **Mental Health – Reporting Laws**
 - Gun Control Act of 1968 prohibits any person from selling or otherwise transferring a firearm or ammunition to any person who has been “adjudicated as a mental defective” or “committed to any mental institution. Such persons are prohibited from possessing firearms.
 - <http://smartgunlaws.org/federal-law-on-mental-health-reporting/>
- **Physician “Gag Laws”**
 - **AMA Journal of Ethics Physician “Gag Laws” and Gun Safety (April 2014)**
 - Physicians can and should play an important role in efforts to stem gun violence by advising parent about danger posed by firearms in the home and best safety practices. (~1,500 words, 8 minutes)
 - <https://journalofethics.ama-assn.org/article/physician-gag-laws-and-gun-safety/2014-04>
- **Social Norms and Social Ties**

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| <p>Section 5 Continued</p> <p>Risk and Protective Factors</p> | <ul style="list-style-type: none"> • Trafficking and Straw Purchases <ul style="list-style-type: none"> • Gun trafficking is the diversion of guns from lawful commerce into the illegal market. This includes corrupt gun dealers (“bad apples” per Brady Campaign). A “straw purchase” occurs when the actual buyer of a firearm buys for another person. <ul style="list-style-type: none"> • http://smartgunlaws.org/gun-trafficking-straw-purchasing-policy-summary/ • Mayors Against Illegal Guns <ul style="list-style-type: none"> • https://mayors.everytown.org • Taxes on Gun and Ammunition Sales to pay for police and hospital costs <ul style="list-style-type: none"> • Seattle City Council president proposing tax on gun sales • www.seattletimes.com/seattle-news/politics/seattle-city-council-president-proposing-tax-on-gun-sales/ • Technology for firearm safety <ul style="list-style-type: none"> • Smart Guns https://www.wsj.com/articles/the-first-smart-gun-is-finally-coming-to-market-will-anyone-buy-it-67314e0 • National Institute of Justice <ul style="list-style-type: none"> • A Review of Gun Safety Technologies (highlights on pages 3-4 may be adequate to review in this 96 page document). Covers technologies like microstamping, personalized & owner-authorized smart guns <ul style="list-style-type: none"> • https://www.ncjrs.gov/pdffiles1/nij/242500.pdf • Testosterone <ul style="list-style-type: none"> • Conclusions from the study showed testosterone increased significantly in gun handlers compared to those putting together the child’s toy. <ul style="list-style-type: none"> • www.ncbi.nlm.nih.gov/pubmed/16866740 • http://faculty.knox.edu/fmcandre/guns-testo-aggress.pdf |
| <p>Section 6 ~1.5 hour</p>  <p>Three-Part Assignment</p> <p>Part 1: 2nd Amendment, Librarian of Congress Annotated,</p> | <p>2nd Amendment and Evaluation of Laws’ Constitutionality by the Courts</p> <p>After studying the materials, the participant will be able to:</p> <ul style="list-style-type: none"> • Employ ethical standards when collecting, using and analyzing data, evaluating research (1.3.7, 4.1.14) • Advocate for, comply and monitor compliance with legal and ethical principles in designing strategies, interventions and policies (2.3.4, 3.2.5, 7.5.3) • Adhere to ethical standards, model professional behavior (5.3.6, 5.4.8) • Provide expert assistance on interpretations of the 2nd Amendment (6.3.5) • Apply ethical principles in consultative relationships (6.3.8) <p>Study Assignments</p> <ul style="list-style-type: none"> • Three-part (3 parts) assignment: <ul style="list-style-type: none"> • 1) Read/study the Librarian of Congress explanation of the 2nd Amendment. It is the 2nd Amendment, Constitution Annotated “Second Amendment Explained,” Two ways to study the all six sections, Amdt2.1 through Amdt2.6 from the link https://constitution.congress.gov/browse/amendment-2/ or 2) use the pdf file www.healthedpartners.org/ceu/pgv/constitution-annotated-2nd-amend.pdf. • 2) Read/Study Evaluating Constitutionality of Gun / Public Safety Laws. Covers Key Terms used by the courts and recent Key Decisions by the Supreme and lower courts.  |

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| <p>Part 2: Evaluation of Laws Constitutionality by the Courts and</p> <p>Part 3: American Bar Association White Paper</p> <p>There are XX True/False, Yes/No, Multiple Choice and one (1) short answer (≤50 words) questions</p> | <p>https://www.healthedpartners.org/ceu/gvp/sec006/evaluate-gun-public-safety-law-constitutionality.pdf (pdf, ~10 to 20 min, 2,500 words)</p> <ul style="list-style-type: none"> • 3) Rea/review the American Bar Association (ABA) Gun Violence White Paper –Gun Violence Laws and the Second Amendment: A Report of the American Bar Association An excellent paper (5 pages of text plus 3 pages/54 references) describing U.S. Supreme Court and lower courts decisions making it clear that the 2nd Amendment is consistent with and does not bar a broad array of laws to reduce gun violence. www.americanbar.org/content/dam/aba/images/abanews/GunViolenceWhitePaper_020615.pdf (pdf file, ~20 min, 2,600 words) or https://www.healthedpartners.org/ceu/gvp/sec006/aba-2nd-amendment-gun-violence-white-paper-020615.pdf (pdf file, ~20 min, 2,500 words) • Optional Resource – not included in the study hours - Giffords law Center – Second Amendment Courtwatch – “an in-depth resource on Second Amendment litigation, a fast-evolving area of constitutional law since the Supreme Court’s landmark decision in DC v. Heller in 2008. . . . Our regular updates highlight legal victories for the gun violence prevention movement and detail the gun lobby’s dangerous litigation in courts across the country. We break down the latest developments in key gun policy cases making their way through the courts, tracking the status and deadlines of major cases. Courtwatch is an invaluable tool for those interested in filing an amicus brief, getting involved in a gun safety case, or reporting on gun laws and the Second Amendment..” https://giffords.org/lawcenter/gun-laws/litigation/second-amendment-courtwatch/ |
| <p>Section 7 ~1.5 hours</p> | <p>Implemented Strategies: President Executive Orders, Congressional Legislation, State Legislation, Local</p> <p>After studying the materials, the participant will be able to:</p> <ul style="list-style-type: none"> • Determine the extent of available programs, interventions and policies (1.6.1) • Assess efficacy of various strategies to ensure consistency with objectives (2.3.1) • Select a variety of strategies and intervention to achieve stated objectives (2.3.3) • Use a variety of resources and strategies for training (6.2.9) <p>Study Assignments</p> <ul style="list-style-type: none"> • Read/Study the 1) White House and 2) President Biden’s actions and 3) Progress Report much of the Congress’ legislation in the Congressional Research Service report (page 22) and 4) self-select State actions (page 23). Spend about 20 minutes on each. One test about what is in each 1, 2, 3 and 4 (for item 4 about states be prepared to answer about what you learned, found interesting and might use for a state if interest to you.. • 1) Read/Study - White House Office of Gun Violence Prevention, September 21, 2023. Press Release: Introduces staff <div data-bbox="1068 1459 1406 1856" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">THE FIRST-EVER WHITE HOUSE OFFICE OF GUN VIOLENCE PREVENTION WILL:</p> <ul style="list-style-type: none"> ✓ Expedite the implementation of the Bipartisan Safer Communities Act and previous executive actions ✓ Identify new executive actions that the Administration can take to reduce gun violence ✓ Expand coalition of partners to get more state and local legislation passed ✓ Improve support for communities and individuals impacted by gun violence </div> |

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| <p>Section 7</p> <p>Continued</p> <p>Implemented Strategies: President Executive Orders, Congressional Legislation, State Legislation, Local</p> | <p>and describes purpose to implement and expand upon key executive and legislative action which has been taken to save lives. One test question from this. www.whitehouse.gov/briefing-room/statements-releases/2023/09/21/president-joe-biden-to-establish-first-ever-white-house-office-of-gun-violence-prevention-to-be-overseen-by-vice-president-kamala-harris/ or https://www.healthedpartners.org/ceu/gvp/sec007/president-joe-biden-establish-first-office-20230923.pdf.</p> <ul style="list-style-type: none"> <p>OPTIONAL - President Executive Actions – Expanding Background Checks– White House April 11, 2024 FACT SHEET: Biden-Harris Administration Announces New Action to Implement Bipartisan Safer Communities Act, Expanding Firearm Background Checks to Fight Gun Crime President Biden - Speaking to advocates and survivors of gun violence on Friday, President Joe Biden touted bipartisan legislation he signed into law a year ago but said further action was needed to address the issue. https://www.whitehouse.gov/briefing-room/statements-releases/2024/04/11/fact-sheet-biden-harris-administration-announces-new-action-to-implement-bipartisan-safer-communities-act-expanding-firearm-background-checks-to-fight-gun-crime/ or https://www.healthedpartners.org/ceu/gvp/sec007/FACT-SHEET-Biden-Harris-backgnd-checks-20240411</p> <p>2) Read/Study – CONGRESS.GOV S.2938 – Bipartisan Safer Communities Act 117th Congress (2021-2022) – Read the Summary only (~1,700 words, ~10 minutes to read) from the web page at https://www.congress.gov/bill/117th-congress/senate-bill/2938. This is the bill’s main/”Summary (6)” web page. (one test question from this)</p> <ul style="list-style-type: none"> Bill is described as the most sweeping legislation aimed at preventing gun violence in 30 years. Optional - The actual text of the bill (!13,600 words, ~1 hour to read) is at the “Text (7)” tab - https://www.congress.gov/bill/117th-congress/senate-bill/2938/text with pdf of the bill at https://www.congress.gov/117/plaws/publ159/PLAW-117publ159.pdf or https://www.healthedpartners.org/ceu/gvp/sec007/bipartisan-safer-communities-act-actual Optional - Other ways to learn about the bill Senator Murphy’s draft of the bill www.murphy.senate.gov/imo/media/doc/bipartisan_safer_communities_act_text.pdf NBC News |
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Section 7

Continued

Implemented Strategies: President Executive Orders, Congressional Legislation, State Legislation, Local

- www.nbcnews.com/politics/white-house/biden-signs-landmark-gun-legislation-god-willing-s-going-lot-lives-rcna35326
- www.nbcnews.com/politics/congress/senators-release-text-bipartisan-gun-bill-seek-final-passage-week-rcna34404

- **3) READ/STUDY - Gun Control Legislation in the 113th Congress (2015 Report)** (one test question from this item)

- **Gun Control Legislation in the 113th Congress and CRS Report -**



For about 30-minutes at least read the summary on page 2, the table of contents and scan the document to become familiar with each major heading in the table of contents. You will learn about laws that did pass, machine guns, trafficking, firearms transfer and possession. This 47-page document is a thorough review of legislative actions by Congress.






http://digital.library.unt.edu/ark:/67531/metadc501659/m1/1/high_res_d/R42987_2015Jan08.pdf upload to HEP (**spend about 30 minutes reviewing the CRS report.** If you ever want to read the entire document it may take ~80 min, and is has about 19,000 words)


- Optional – homepage for the CRS report - <http://digital.library.unt.edu/ark:/67531/metadc501659/?q=gun%20control>



- **OPTIONAL - President's (Obama) Executive Actions - White House**



- Read/study the White House “NOW IS THE TIME” President’s plan and the Progress Report on Executive Actions.
- NOW IS THE TIME
- <https://obamawhitehouse.archives.gov/issues/preventing-gun-violence>
or
https://obamawhitehouse.archives.gov/sites/default/files/docs/wh_now_is_the_time_actions.pdf (~25 min, 5,600 words)
- Progress Report on Executive Actions
- https://obamawhitehouse.archives.gov/sites/default/files/docs/exec_actions_progress_report_final.pdf (~15 , 4,000 words)
- **OPTIONAL** (not included in the hours for Section 7)
- Memorandum on Public Health Research
<https://obamawhitehouse.archives.gov/the-press-office/2013/01/16/presidential-memorandum-engaging-public-health-research-causes-and-preve>
- Fact Sheet: Strengthening Background Check System
<https://obamawhitehouse.archives.gov/the-press-office/2014/01/03/fact-sheet-strengthening-federal-background-check-system-keep-guns-out-p>
- Fact Sheet Executive Actions to Reduce Gun Violence
<https://obamawhitehouse.archives.gov/the-press-office/2016/01/04/fact-sheet-new-executive-actions-reduce-gun-violence-and-make-our>

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| <p>Section 7</p> <p>Continued</p> <p>Implemented Strategies: President Executive Orders, Congressional Legislation, State Legislation, Local</p> | <ul style="list-style-type: none"> • Memorandum –Tracing Firearms in Connection with Criminal Investigations https://obamawhitehouse.archives.gov/the-press-office/2013/01/16/presidential-memorandum-tracing-firearms-connection-criminal-investigati • Reality Check: Health Insurance Reform and Guns https://www.whitehouse.gov/blog/2009/11/23/reality-check-health-insurance-reform-not-a-guns-bill <ul style="list-style-type: none"> • State Legislation • 4) READ/STUDY & select a state from the map or table – Giffords Law Center to Prevent Gun Violence Making the Grade state scorecard (one test question from this).   https://giffords.org/lawcenter/resources/scorecard/?scorecard The read/study information about your state or state for your interest. Be prepared to very briefly (=/<50 words) describe what you learned and how you learned about that state’s law and policy changes, and what could be improved. What might you use to advise for that state. • Optional - Brady Campaign  <ul style="list-style-type: none"> • Review the Brady Campaign home page. Read text on each of the other web pages. Learn how good your state is or other states of your interest are for criminals. • http://www.bradycampaign.org/ • State Scorecard • http://www.bradycampaign.org/2013-state-scorecard • http://crimadvisor.com/?page=scorecard  • Optional - Law Center for Gun Violence Prevention  http://smartgunlaws.org/search-gun-law-by-state/ • OPTIONAL - Armed Offender Dockets – Dedicated Courts, Judges and Prosecutors <ul style="list-style-type: none"> • “The Case for Gun Courts” – Focus on gun crimes. In a promising approach to curbing gun violence by either reducing time between arrest and going to jail or redirecting defendant to violence-free lives out of prison. some cities ask specialized judges to choose social programs over prison time for firearms offenders. “ <ul style="list-style-type: none"> • https://www.thetrace.org/2015/09/gun-courts-drug-courts-rochester-shooting/ • Problem-Solving Justice - Center for Court Innovation - All problem-solving courts are built on certain core principles, as laid out by Innovating Justice with principles and initiatives. Problem solving courts rely on 1) expert knowledge just as much as legal |
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| | <p>know-how, 2) engage with community groups, 3) collaborate with other government agencies and social service providers, 4) stress accountability to offenders, and 5: are just as concerned with social outcomes as they are with due process.</p> <ul style="list-style-type: none"> Center for Justice Innovation <ul style="list-style-type: none"> https://www.innovatingjustice.org/ Principles of Problem Solving Justice <ul style="list-style-type: none"> http://www.courtinnovation.org/sites/default/files/Principles.pdf 16-page pdf file https://www.innovatingjustice.org/areas-of-focus/problem-solving-justice OPTIONAL - Credit Card Codes <ul style="list-style-type: none"> How a new credit card code could help stop mass shootings (Sep 2022) https://abcnews.go.com/Business/credit-card-code-stop-mass-shootings/story?id=89746820 How Banks Unwittingly Finance Mass Shootings – Eight shooters killed 217 people. (Dec 1028) https://www.nytimes.com/interactive/2018/12/24/business/dealbook/mass-shootings-credit-cards.html How Banks Could Control Gun Sales if Washington Won't (Feb 2018) https://www.nytimes.com/2018/02/19/business/banks-gun-sales.html |
| <p>Section 8 ~1.5 hours</p> | <p>Public Health and Other Organization Recommended Strategies</p> <p>After studying the materials, the participant will be able to:</p> <ul style="list-style-type: none"> Determine the extent of available programs, interventions and policies (1.6.1) Use assessment results to inform the planning process (2.2.1) Assess efficacy of various strategies to ensure consistency with objectives (2.3.1) Design theory-based strategies and interventions to achieve objectives (2.3.2) Select a variety of strategies and intervention to achieve stated objectives (2.3.3) Use a variety of resources and strategies for training (6.2.9) <p>Study Assignment</p> <ul style="list-style-type: none"> Many of the organizations promoting gun violence prevention specifically mention that the public health approach should be used. First, scan through the ~10 organization names and the brief information for each. Next, study/read one (1) link to a strategy to review/study more thoroughly. Test Question: For that linked strategy, be prepared to write brief (≤50 words) answer about how you might use or describe it to group or clients you might work with. Maybe, consider how a Strategy MAP for your selected strategy for Continuum of Evidence of Effectiveness might be applied. See Section 3: Evidence Based Decision Making, pages 6-8)  Association of State and Territorial Health Officials (ASTHO) – A Roadmap for Using a Public Approach to Prevent Firearm Injury - www.astho.org/topic/report/a-roadmap-for-using-a-public-health-approach-to-prevent-firearm-injury/?utm_source=informz&utm_medium=email&utm_campaign=astho-phw&utm_content=ReportFirearmPrevention&utm_term=FirearmPrevent |

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| <p>Section 8 Continued</p> <p>Public Health and Other Organization Recommended Strategies</p> | <p>ionRoadmap, Report (3-pages, pdf) link: www.astho.org/globalassets/report/a-roadmap-for-using-a-public-health-approach-to-prevent-firearm-injury</p> <ul style="list-style-type: none"> • American College Health Association – White Paper – Addressing Gun Violence on Collee and University Campuses, August 2023. https://www.acha.org/documents/Resources/Guidelines/ACHA_Addressing_Gun_Violence_on_College_and_University_Campuses_Aug2023.pdf • Campus Safety – 7 Signs a Weapon is Being Canceled - Article with slides showing examples of gun violators touching or adjusting the concealed gun, unnatural gait, jacket sag, hunchback stride, bulges and outline of a gun, visible part of gun, palming. <ul style="list-style-type: none"> • https://www.campussafetymagazine.com/active-shooter/7-signs-a-weapon-is-being-concealed/ • Eight Professional Health Organizations and the American Bar Association (ABA) – Firearm-Related Injury and Death in the United States: A Call to Action <ul style="list-style-type: none"> • “Firearm-Related Injury and Death in the United States: A Call to Action From 8 Health Professional Organizations and the American Bar Association” <ul style="list-style-type: none"> • www.americanbar.org/content/dam/aba/images/abanews/FirearmInjuryCallToAction_022415.pdf or • http://annals.org/article.aspx?articleid=2151828 (~15 min, 2,300 words) • Chart with recommended policies <ul style="list-style-type: none"> • www.healthedpartners.org/ceu/pgv/8phoandaba.pdf (~10 min) • Everytown Research & Policy – 34 Solutions which include five foundational laws used to rank states. <ul style="list-style-type: none"> • https://everytownresearch.org/rankings • https://everytownresearch.org/research. • This pdf file has all the solutions with links to their web pages which describe the problem, how it works, by the numbers, myth & fact, featured resources and all resources for each solution. www.healthedpartners.org/ceu/pgv/sec008/everytown-34-solutions.pdf • The Community Guide –  The Community Guide “Recommendations in The Community Guide are the gold standard for what works to protect and improve population health.” ----- A search using “firearm” finds seven (7) systematic reviews in 2001 and 2002 covering firearm registration and licensing, combination laws, restrictions on firearm acquisition, zero tolerance in schools, bans on specified firearms or ammunition and child access prevention laws for firearms. All reviews are from 2001 and 2002, and each found “Insufficient Evidence” to determinant effectiveness. https://www.thecommunityguide.org/search/?query=firearm&dpage=1 • Healthy People 2030 – Injury Violence Prevention (IVP) Objectives  Healthy People 2030 sets data-driven national objectives to improve health and well-being over the next decade. |
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Section 8
Continued

Public Health and Other Organization Recommended Strategies

- **Reduce gun carrying among adolescents – IVP12**

- There is a Summary, **Status (it is “Target met or exceeded as of May 2024)**, Target, Desired Direction, Baseline, Data, Data Methodology and Measurement, Evidence-Based Resources and Healthy People Action



<https://health.gov/healthypeople/objectives-and-data/browse-objectives/violence-prevention/reduce-gun-carrying-among-adolescents-ivp-12>

- **Reduce firearm-related deaths – IVP-13**

- There is a Summary, **Status (it is “Getting worse as of May 2024)**, Target, Desired Direction, Baseline, Data, Data Methodology and Measurement, Evidence-Based Resources and Healthy People Action



<https://health.gov/healthypeople/objectives-and-data/browse-objectives/violence-prevention/reduce-firearm-related-deaths-ivp-13>

- **Reduce nonfatal firearm-related injuries – IVP14**

- There is a Summary, **Status (it is “Baseline only as of May 2024)**, Target, Desired Direction, Baseline, Data, Data Methodology and Measurement, Evidence-Based Resources and Healthy People Action



<https://health.gov/healthypeople/objectives-and-data/browse-objectives/violence-prevention/reduce-nonfatal-firearm-related-injuries-ivp-14>

- **Red Flag Laws / Extreme Risk Protection Orders (ERPO) - Risk-based, temporary, and preemptive protective orders that authorize the removal of firearms from individuals determined to be at risk for committing gun violence against others or themselves.”**



- **Rand Corporation “Gun Policy in America“ - Effects of Extreme Risk Protection Orders give analysis based studies. January 2023)** <https://www.rand.org/research/gun-policy/analysis/extreme-risk-protection-orders.html>
- **States Are Embracing Red Flag Laws for Gun Owners. Here’s How They Work. Feb 2020) - “While the term “red flag law” is the best known, in this story we will use “extreme risk protection order” — a verbose but more accurate description.”** <https://www.thetrace.org/2020/02/states-are-embracing-red-flag-laws-for-gun-owners-heres-how-they-work/>

- **Surgeon General**

- **Youth Mental Health** <https://www.hhs.gov/surgeongeneral/priorities/youth-mental-health/index.html>
- **Protecting Youth Mental Health – U.S. Surgeon General’s Advisory (53 page) booklet. The section, “What Family members and Caregivers Can Do”** has two bullet point descriptions mentioning minimizing and reducing access to firearms (pages 17 and 37). <https://www.hhs.gov/sites/default/files/surgeon-general-youth-mental-health-advisory.pdf>

- **National Institute of Justice (NIJ) – CeaseFire: A Public Health Approach to Reduce Shootings and Killings**

- <http://www.crimesolutions.gov/ProgramDetails.aspx?ID=207> or

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| <p>Section 8</p> <p>Continued</p> <p>Public Health and Other Organization Recommended Strategies</p> | <ul style="list-style-type: none"> • http://www.nij.gov/journals/264/pages/ceasefire.aspx (~12 min, 2,000 words) <hr/> <p>From the Meeting Minutes of University of Virginia Board of Visitors, 4–5 Oct. 1824</p> <p>“No Student shall, within the precincts of the University, introduce, . . . , keep or use weapons or arms of any kind, or gunpowder,”</p> <p>At a meeting of the Visitors of the University, at the University on Monday 4th of October 1824. at which were present Thomas Jefferson, James Madison, James Breckenridge, John H. Cocke, George Loyall and Joseph C. Cabell.” Scroll about three quarters down the page:</p> <p>http://rotunda.upress.virginia.edu/founders/default.xqy?keys=FOEA-print-04-02-02-4598</p>  |
| <p>Section 9</p> <p>1.0 hour</p> | <p>Health Education Strategies</p> <p>After studying the materials, the participant will be able to:</p> <ul style="list-style-type: none"> • Determine the extent and quality of available health education programs, and potential partners to provide health education (1.6.1, 1.6.2, 1.6.3) • Select a variety of strategies and intervention to achieve stated objectives (2.3.3) <p>Study Assignment</p> <ul style="list-style-type: none"> • Spend an hour reviewing the education programs from five organizations. Select one program to briefly discuss to answer a test question. NOTE: there are “cons” shown for two NRA programs. Be prepared to write a very brief (<=50 words) description of what you learned that was significant to you and how you might use the information. For that item, try to consider what a Strategy Map for your selected items for Continuum of Evidence of Effectiveness might be indicate for that health education strategy. <ul style="list-style-type: none"> • Brady Campaign <ul style="list-style-type: none"> • Review BRADY’S SOLUTIONS – seven education campaigns: <ul style="list-style-type: none"> • www.bradycampaign.org/our-impact/campaigns • Keep Kids and Families Safe <ul style="list-style-type: none"> • www.bradycampaign.org/our-impact/campaigns/keep-kids-and-families-safe • Education Fund to Stop Gun Violence <ul style="list-style-type: none"> • Talking Points on guns, Public Health and Mental Illness <ul style="list-style-type: none"> • www.efsgv.org/wp-content/uploads/2013/12/Talking-Points-on-Guns-Public-Health-and-Mental-Illness.pdf • Everytown for Gun Safety <ul style="list-style-type: none"> • Core group of five foundational laws—1) Background checks and/or purchase permitting, 2) Extreme Risk Laws, 3) Secure Storage or Child Access Prevention Required 4) No Shoot First (Stand Your Ground) Laws and 5) Conceal Carry Permit Required. https://everytownresearch.org/rankings/ For explanations click on “Ex[ore by Policy” at top right of the page.  |

Section 9

Continued

Health Education Strategies

- **Everytown Research & Policy** conducts independent, methodologically rigorous research, supports evidence-based policies, and communicates this knowledge to the public. <https://everytownresearch.org/>
- Wear Orange – Overview 2 min 22 sec video, Pledge, and 60 partners listed
 - <http://wearorange.org/>
 - <https://www.youtube.com/watch?v=GYVrm6J-Si8>



- **Law Center for Gun Violence Prevention and Americans for Responsible Solutions**

- Commonsense Solutions Toolkit
 - <http://smartgunlaws.org/law-center-and-americans-for-responsible-solutions-release-commonsense-solutions-toolkit-on-protecting-kids-from-unintended-shootings/>
 - <http://americansforresponsiblesolutions.org/files/2015/07/CAP-Toolkit-Press-Release.pdf>

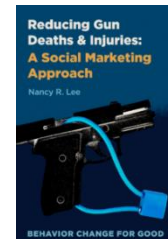
- **National Institute of Justice – Evidence-based Programs**

- www.crimesolutions.gov
- Programs: 82 Effective, 222 Promising, 63 No Effects
 - www.crimesolutions.gov/Programs.aspx
 - Example: Targeted Gun Law Messaging (“Promising”)
 - www.crimesolutions.gov/ProgramDetails.aspx?ID=53



- **Reducing Gun Deaths & Injuries: A Social Marketing Approach –**

- 339 page book by Nancy Lee, social marketing expert:
<https://cplusc.com/why-gun-violence-is-a-public-health-crisis-what-social-marketing-can-do-about-it/> Can be purchased at
<https://ethicspress.com/products/reducing-gun-deaths-and-injuries?INTEGRITY&>



- **National Rifle Association**

- Eddie Eagle – gun accident prevention program
 - <https://eddieeagle.nra.org/>
 - CONCERN about the program - Brady Campaign
 - Why the NRA's Repackaged Eddie Eagle Program Still Doesn't Reach Kids
 - <http://www.bradiycampaign.org/blog/why-the-nras-repackaged-eddie-eagle-program-still-doesnt-reach-kids>
- Gun Safety Rules
 - <https://gunsafetyrules.nra.org/>
- Defensive Pistol
 - www.nrainstructors.org/CourseCatalog.aspx,
<https://www.nrainstructors.org/CatalogInfo.aspx?cid=41>
- Best Home Defense Guns
 - The AR-15: Best Home-Defense Gun?
<https://www.americanrifleman.org/content/the-ar-15-best-home-defense-gun/>
 - What's the Best Gun for Home Defense?
<https://www.shootingillustrated.com/content/what-s-the-best-gun-for-home-defense/>
- Home Defense Course – Refuse to be a Victim
 - <https://rtbav.nra.org/>
 - CONCERN about the program by a self-defense instructor
 - “The NRA's fear-driven Narrative doesn't make us safer”

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| <p>Section 9 Continued</p> <p>Health Education Strategies</p> | <ul style="list-style-type: none"> • https://www.washingtonpost.com/posteverything/wp/2015/06/30/the-nras-fear-driven-narrative-doesnt-make-us-safer/ • National Shooting Sports Foundation – Firearms Trade Industry Association <ul style="list-style-type: none"> • Review the variety of education programs, literature, videos • http://www.nssf.org/safety/ <p style="text-align: center;">-----</p> <p>Fast Facts that Make Us Act from Brady Campaign (Brady United) Notice its Mission to cut gun deaths in half by 2025 may not occur. Deaths have nearly doubled since the graphics were made in ~2019.</p> <div data-bbox="402 573 1406 1186" style="border: 1px solid #ccc; padding: 10px;"> <p>OUR MISSION</p> <p>REDUCE GUN VIOLENCE 25% BY 2025</p> <p>They say it can't be done. But we can do anything. Even end the epidemic of gun violence in the United States. For we are more powerful than any problem when we work as one. Under Kris Brown's leadership, Brady unites people of all identities, races, and ethnicities from coast to coast, young and old, progressive and conservative, and everything in between, fed up and fired up, to protect our country from what is killing it. It's in our hands.</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid #000; padding: 5px; text-align: center;"> <p>CUTTING GUN DEATHS IN HALF BY 2025</p> <p><small>The Reality: Children often have easy access to guns in the home</small></p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="background-color: #0070c0; color: white; padding: 10px;"> <p>1 in 3</p> <p><small>families with children have guns, many unlocked or loaded</small></p> </td> <td style="background-color: #0070c0; color: white; padding: 10px;"> <p>3 in 4</p> <p><small>children ages 5-14 know where firearms are kept in the home</small></p> </td> <td style="background-color: #0070c0; color: white; padding: 10px;"> <p>80%</p> <p><small>of unintentional firearm deaths of kids under 15 occur in a home</small></p> </td> </tr> </table> </div> <div style="border: 1px solid #000; padding: 5px; text-align: center;"> <p>CUTTING GUN DEATHS IN HALF BY 2025</p> <p><small>The problem: Easy access to guns can lead to tragic consequences for children</small></p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="background-color: #c00000; color: white; padding: 10px;"> <p>17,500</p> <p><small>youth are injured or killed each year due to gun violence</small></p> </td> <td style="background-color: #c00000; color: white; padding: 10px;"> <p>#2</p> <p><small>Guns are the 2nd leading cause of death among children and teens</small></p> </td> <td style="background-color: #c00000; color: white; padding: 10px;"> <p>1.7M</p> <p><small>children and teens live in a home with a loaded, unlocked gun</small></p> </td> </tr> </table> </div> </div> <p style="text-align: center;">www.bradycampaign.org/our-impact/campaigns/keep-kids-and-families-safe</p> </div> | <p>1 in 3</p> <p><small>families with children have guns, many unlocked or loaded</small></p> | <p>3 in 4</p> <p><small>children ages 5-14 know where firearms are kept in the home</small></p> | <p>80%</p> <p><small>of unintentional firearm deaths of kids under 15 occur in a home</small></p> | <p>17,500</p> <p><small>youth are injured or killed each year due to gun violence</small></p> | <p>#2</p> <p><small>Guns are the 2nd leading cause of death among children and teens</small></p> | <p>1.7M</p> <p><small>children and teens live in a home with a loaded, unlocked gun</small></p> |
| <p>1 in 3</p> <p><small>families with children have guns, many unlocked or loaded</small></p> | <p>3 in 4</p> <p><small>children ages 5-14 know where firearms are kept in the home</small></p> | <p>80%</p> <p><small>of unintentional firearm deaths of kids under 15 occur in a home</small></p> | | | | | |
| <p>17,500</p> <p><small>youth are injured or killed each year due to gun violence</small></p> | <p>#2</p> <p><small>Guns are the 2nd leading cause of death among children and teens</small></p> | <p>1.7M</p> <p><small>children and teens live in a home with a loaded, unlocked gun</small></p> | | | | | |
| <p>Section 10 ~1.5 hours</p> | <p>Potential Collaborative Partnerships for Widespread Adoption (Allies and Opponents)</p> <p>After studying the material in this section, the participant will be able to:</p> <ul style="list-style-type: none"> • Identify existing and potential partners, stakeholders, allies and opponents to participate in assessment strategies (1.1, 1.6.3, 5.5.1) • Communicate need, develop collaborative efforts, elicit input and obtain commitments for gun violence prevention to among priority populations and stakeholders (2.1.3, 2.1.4, 2.1.5, 2.1.16, 5.2.2, 5.2.4) • Facilitate cooperation, collaboration and conflict resolution strategies among allies, opponents and stakeholders responsible for health education (5.2.2, 5.3.3, 5.4.6) • Assess capacity of potential partners to meet program goals (5.5.2) • Evaluate feasibility of continuing partnerships (5.5.4) • Convey health-related information to key stakeholders (6.1.15) • Facilitate collaborative efforts to achieve prevention of gun violence (6.3.6) • Engage stakeholders in advocacy (7.4.1) <p>Study Assignments</p> | | | | | | |

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| <p>Learn about</p> <p>MAP-IT Mobilize for ~30 minutes</p> <p>and</p> <p>Potential Collaborative Partnerships for Wide-spread Adoption (Allies and Opponents)</p> | <ul style="list-style-type: none"> • Do three (3) separate assignments to review mobilizing and advocacy efforts. Be prepared to answer two short answer (≤50 words) questions (one for each assignment) about what you found interesting and/or how/where you might use the information. • 1st Assignment - Spend about 45-minutes studying/reading the Healthy People 2020 Program Planning tools: a) MAP-IT Program Planning framework and b) component Mobilize. (~30 minutes), and the c) Brain Storm: Potential Partners and d) Organizing a Coalition pdfs They are located at: NOTE: wayback.archive server may be down for maintenance, so use pdfs of the HP2020 files. <ul style="list-style-type: none"> ○ Healthy People 2020 - https://wayback.archive-it.org/5774/20210209002331/https://www.healthypeople.gov/2020/tools-and-resources/Program-Planning. Mobilize link and button are at the lower left of the page. or www.healthedpartners.org/ceu/gvp/sec010/map-it-program-planning-hp2020-homepage.pdf ○ Mobilize - https://wayback.archive-it.org/5774/20210209002331/https://www.healthypeople.gov/2020/tools-and-resources/program-planning/Mobilize. There are links to pdf files worksheets about selecting potential partners and organizing them. or https://www.healthedpartners.org/ceu/gvp/sec010/map-it-mobilize-hp2020.pdf ○ Brain ○ Potential Partners www.healthedpartners.org/ceu/gvp/sec010/map-it-mobilize-brainstormpotential-hp2020.pdf ○ Organizing a Coalition www.healthedpartners.org/ceu/gvp/sec010/map-it-mobilize-organizingcoalition-hp2020.pdf ○ NOTE (two OPTIONAL MAP-IT descriptions): If you would like to see how two other organizations use and describe MAP-IT, see the American College Health Association's (ACHA) and KU's Community Toolbox application of MAP-IT. <ul style="list-style-type: none"> • American College Health Association <ul style="list-style-type: none"> ○ https://www.acha.org/HealthyCampus/Tools_for_Action/MAP-IT_Framework/HealthyCampus/Map-It_Framework.aspx?hkey=6ea813f5-20e0-4798-af6e-a9eeb05bab6b ▪ Mobilize - https://www.acha.org/HealthyCampus/HealthyCampus/Map-It_Framework.aspx#mobilize. There are links .docx Word file worksheets about selecting potential partners and organizing them. ▪ KU's Community Toolbox - https://ctb.ku.edu/en/table-of-contents/overview/models-for-community-health-and-development/map-it/main • 2nd and 3rd Assignments- Study/review/scan through the list and descriptions of groups on the next pages. Select one pro-gun safety and one pro-gun group to study more thoroughly from their web page links. Review those two groups' backgrounds, missions, and gun violence prevention approaches. Spend (~60 min total). For the course's test be prepared to write two brief descriptions (≤50 words) of a potential allie / pro-gun safety and a potential opponent / pro-gun group you think might consider trying to collaborate with, and your likes and concerns about the partnership. • 2nd and 3rd Assignments |
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| <p>Section 10</p> <p>Continued</p> <p>Potential Collaborative Partnerships for Wide-spread Adoption (Allies and Opponents)</p> | <ul style="list-style-type: none"> • 2nd Assignment - Public Health Approach and Pro-Gun Safety Groups / Organizations - Study the web sites for backgrounds, missions, and approaches used of several potential partners for and opponents to evidence-informed/-based and recommended gun violence prevention strategies. Spend (~30 min total). For the course’s test, be prepare to write a brief description (≤50 words) of how you might address partnerships and collaboration with different groups. <ol style="list-style-type: none"> 1. Americans for Responsible Solutions – started by Congresswoman Gabby Gifford and her husband, Mark Kelly <ul style="list-style-type: none"> • http://americansforresponsiblesolutions.org 2. Video from Aspen Ideas Festival – Gabby Giffords and Mark Kelly speak on “Gabrielle Giffords on Responsible Gun Ownership” <ul style="list-style-type: none"> • https://youtu.be/RLs2c_9_txl 3. Armed With Reason <ul style="list-style-type: none"> • www.armedwithreason.com/ and www.facebook.com/ArmedWithReason 4. Brady Campaign to Prevent Gun Violence <ul style="list-style-type: none"> • www.bradiycampaign.org/ 5. Brave New Films – The Real NRA <ul style="list-style-type: none"> • www.bravenewfilms.org/therealnra and www.facebook.com/bravenewfilms 6. Cape Cod Grandmothers Against Gun Violence <ul style="list-style-type: none"> • www.capecodgag.org/index.htm 7. CeaseFirePA <ul style="list-style-type: none"> • https://www.ceasefirepa.org/ 8. Coalition to Stop Gun Violence <ul style="list-style-type: none"> • www.facebook.com/CoalitiontoStopGunViolence 9. Gun Lobby Watch <ul style="list-style-type: none"> • https://www.facebook.com/GunLobbyWatch/ 10. Everytown for Gun Safety <ul style="list-style-type: none"> • http://everytown.org/ 11. Flock the NRA <ul style="list-style-type: none"> • www.facebook.com/TheRealFlocktheNRAPage 12. GunsAreCool <ul style="list-style-type: none"> • www.reddit.com/r/GunsAreCool/ 13. Gun Nut Central <ul style="list-style-type: none"> • www.facebook.com/BoxOnMyHead/timeline 14. Gun Control. Now <ul style="list-style-type: none"> • www.facebook.com/guncontrolnow.campaign 15. Johns Hopkins Center for Gun Violence Solutions <ul style="list-style-type: none"> • https://publichealth.jhu.edu/center-for-gun-violence-solutions 16. Joyce Foundation <ul style="list-style-type: none"> • https://www.joycefdn.org/search?query=guns 17. Law Center to Prevent Gun Violence <ul style="list-style-type: none"> • http://smartgunlaws.org, http://gunlawscorecard.org/ 18. Mayors Against Illegal Guns <ul style="list-style-type: none"> • http://everytown.org/mayors/ 19. Moms Demand Action for Gun Sense in America <ul style="list-style-type: none"> • http://momsdemandaction.org/ 20. Moms Demand Action – Dads <ul style="list-style-type: none"> • https://www.facebook.com/MomsDemandActionDads 21. New Yorkers Against Gun Violence |
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Section 10

Continued


Potential Collaborative Partnerships for Wide-spread Adoption (Allies and Opponents)

- <http://nyagv.org/>
- 22. No More Names
 - <https://twitter.com/nomorenames>
- 23. NRA Watch
 - <https://nrawatch.org/>
- 24. Ohh Shoot
 - <http://ohhshoot.blogspot.com/>
- 25. Parents Against Gun Violence
 - www.facebook.com/ParentsAgainstGunViolence/info?tab=page_info
- 26. Prevention Institute – search using “guns”
 - www.preventioninstitute.org
- 27. States United to Prevent Gun Violence
 - <https://supgv.org/>
- 28. The Real NRA – Making A Killing: Guns, Greed and the NRA
 - <http://www.bravenewfilms.org/therealnra>
- 29. The Trace
 - www.thetrace.org/
- 30. Violence Policy Center
 - www.vpc.org/
- 31. Women Against Gun Violence
 - <http://wagv.org/>
- 32. Wisconsin Anti-Violence Effort – do search using “gun”
 - <http://waveedfund.org/>

• **Pro-Gun Lobby Groups / Organizations**

Third (3rd) Assignment – Scan the numbered items/organizations. Select one to study/review for ~20 minutes. Study the web sites for backgrounds, missions, and approaches used of several potential partners for and opponents to evidence-informed/-based and recommended gun violence prevention strategies. Spend (~30 min total). For the course’s test, be prepared to write a brief description (≤50 words) of how you might address partnerships and collaboration with different groups.

1. OpenSECRETS Summary of Money given for Gun Rights Lobbying
 - www.opensecrets.org/industries/indus.php?cycle=2022&ind=Q13
2. National Rifle Association (NRA)
 - www.nra.org
3. NRA – Institute for Legislative Action
 - www.nraila.org/
4. National Shooting Sports Foundation
 - <http://nssf.org/>
 - Project Child Safe
 - <https://projectchildsafe.org/>
5. Citizens Committee for the Right to Keep and Bear Arms
 - www.ccrkba.org/
6. Guncite
 - www.guncite.com/index.html
7. Gun Owners of America
 - www.gunowners.org/
8. National Association of Gun Rights
 - www.nationalgunrights.org/
9. Students for Concealed Carry
 - <http://concealedcampus.org/>

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| | <p>10. The Truth About Guns</p> <ul style="list-style-type: none"> • www.thetruthaboutguns.com/ |
| ~1.5 hour | <p>Take SurveyMonkey test and answer evaluation questions</p> <p>---- Be sure to enable cookies (see 4th paragraph below) ----</p> <p>The test has 42 questions (14 true/false, 16 multiple choice questions, and 12 very short and short answer (≤50 word) questions). To get the five points for answering the short answer questions be sure to click "Yes" on the question following the text box.</p> <p>Be sure to provide your name, and CHES/MCHES or other certificate type, plus ID/registration number that should be on your completion certificate. Give email address so your completion certificate can be emailed to you (usually emailed within 3 days after test completion notification is received).</p> <p>You can go back and change answers even after you complete the test. You can "Exit" the test and return to answer more questions (only on this device (computer, laptop, cell phone; a cookie allows this).</p> <p>Be sure to enable cookies for the browser you will use. Here's a link to SurveyMonkey help on cookies: https://help.surveymonkey.com/articles/en_US/kb/How-do-I-enable-cookies-on-my-computer</p> <p>After the last test and course evaluation questions you will see your score with percent correct and test answers, and summary of responses of other test takers. If you scored less than 70% you can go back and change answers or, even if ≥70%, to increase your score. You must use the same device (computer, laptop, cellphone) to be able to reopen the test web page (a cookie is saved on your computer to allow this).</p> <p>After you complete the test a notification is automatically sent to Health Education Partners. To ensure, however, Health Education Partners knows you completed the test complete the short form on the web page you will be taken to after clicking the last "Done" button.</p> <p>Completion certificates are usually emailed to participants within 72 hours (most often same day) after notification the test was completed.</p> <p>Complete the test online at this link: https://www.surveymonkey.com/r/hesdohinhp2030</p> <p>Finally, click the last "Done" button so you can complete the web "Verify Course Completion" form. Although a notification that you completed the test arrives to Health Education Partners the day after you complete the test the "Verify Course Completion" form arrives same day of course completion and helps insure we're notified. Link to the "Verify Course Completion" form is in the Study Guide's last section about taking the test and here www.healthedpartners.org/verify-course-completion.html.</p> <p>If you have any questions, contact Jim Grizzell at jimgrizzell@healthedpartners.org.</p>  |




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| | <p>About the Course Developer</p> <p>Jim Grizzell, MBA, MA, MCHES, EP-C ACSM, FACHA</p> <p>Jim is a 55+ year and Life Member of the National Rifle Association. He became a Certified Health Education Specialist (CHES) in 1991 and Master CHES (MCHES) in 2011.</p> <p>Jim started target rifle shooting in the 1950s, won the Hearst Trophy for high ROTC cadet in the 1969 National Rifle Matches, was a collegiate All-American team twice while on the University of Wyoming varsity rifle team, and trained on the All Army Rifle Team. After the Army rifle team, he commanded a unit in Germany that was to deliver nuclear warheads by helicopter to the artillery if we went to war. He left the Army as a Captain after 6 and a half years. He owns and safely stores two rifles – target air rifle and 22 caliber target rifle.</p> <p>Gun law trends Jim has seen are that the NRA supported background checks until about the year 2000 (see 14 second CSPAN video of NRA's CEO Wayne LaPierre, https://youtu.be/M-ogfPojhec. The “gun control” advocates wanted to ban guns until about 2000. The NRA now opposes background checks and appears to be a gun industry organization attempting to sell more guns. The Brady Campaign and other gun violence prevention organization do not use the term “gun control” since safe use of guns by law-abiding citizens is legal.</p>    |
| | <p>References for statistics used in the “Course Goals and Objectives” on page 1 of this Study Guide</p> <ol style="list-style-type: none"> 1. CDC Vital Signs https://www.cdc.gov/vitalsigns/firearm-deaths/index.html 2. CDC Faststats http://www.cdc.gov/nchs/fastats/injury.htm 3. CDC National Center for Health Statistics http://www.cdc.gov/nchs/data/nvsr/nvsr61/nvsr61_04.pdf 4. National Institute of Justice http://www.nij.gov/topics/crime/gun-violence/pages/welcome.aspx 5. Institute of Medicine http://iom.nationalacademies.org/Reports/2013/Priorities-for-Research-to-Reduce-the-Threat-of-Firearm-Related-Violence.aspx, 6. Bureau of Justice https://bjs.ojp.gov/library/publications/trends-and-patterns-firearm-violence-1993-2018, and https://bjs.ojp.gov/content/pub/pdf/tpfv9318_sum.pdf 7. Your Local Epidemiologist. https://yourlocalepidemiologist.substack.com/p/mass-shootings-cascading-impact or www.healthedpartners.org/ceu/gvp/intro/mass-shootings-impact.pdf |

Chart – Section Page Numbers, Estimated Study/Read Time, Question Types and Quantities

For Read/Study Time: based on average reading speed of 250 words per minute and, for videos, video time.

For multiple choice points – example: a question may have 5 choices with 3 correct, correct answer get 1 point, incorrect answer gets a minute 1 point (not just no/0 point).

| Sections | Pages | Read / Study Time | Question Types | | | | Total Questions |
|------------------------------------|-------|-------------------|----------------|----------|-----------------|--------------|-----------------|
| | | | True / False | Yes / No | Multiple Choice | Short Answer | |
| Cover, Introduction Page & Section | 1-3 | 1.0 | | | | | |
| 1. Public Health Approach | 3-5 | 1.0 | 4 | 2 | 3 | | 9 |
| 2. Principles of Prevention | 5-6 | 2.0 | | | 3 | | 3 |
| 3. Evidence-Based Decision Making | 6-8 | 2.0 | | | 1 | 2 | 3 |
| 4. Define & Monitor the Problem | 8-13 | 1.5 | | | | 2 | 2 |
| 5. Risk & Protective Factors | 14-19 | 1.0 | | | | 2 | 2 |
| 6.2nd Amendment | 19-20 | 1.5 | 7 | | 7 | 1 | 15 |
| 7. Implemented Strategies | 20-24 | 1.5 | 1 | | 1 | 1 | 3 |
| 8. Organization Strategies | 24-27 | 1.5 | | | | 1 | 1 |
| 9. Health Education Strategies | 27-29 | 1.0 | | | 1 | 1 | 2 |
| 10 Potential Collaborators | 29-32 | 1.0 | | | | 2 | 2 |
| Test Instructions | 33 | 1.5 | 12 | 2 | 16 | 12 | 42 |
| About Course Developer, References | 34-35 | 0.5 | | | | | |
| | | 17.0 | | | | | |