





CUT GUN DEATHS & INJURIES IN HALF BY 2025

Prevent Gun Violence

Use the Public Health Approach & Evidence-Based Strategies

Self-study course with 14 CPEs for RDs/DTRs & 14 Cat I CECHs for CHES/MCHES (includes **6.0** Advanced*). Additional 2.5 FREE from CDC continuing education hours are available.

<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 - 8 pm PT) Course Materials: All materials are available online. Suggestion: keep this Study Guide opened on a computer to click on and open assignments in your browser. Best to use </p>
<p>Course Description</p>	<p>This is a learning experience that will help the participant gain knowledge and competencies to reduce gun violence as a health problem (~33,700 deaths/year, 10.6/100,000, ~35% homicide, ~61% suicide^{1,2} (similar to vehicle traffic deaths), over 465,000 nonfatal firearm victims (23% injured)^{3,4}). The Public Health Approach, and evidence-based strategies and decision making are studied. The history and interpretations of the 2nd Amendment and Supreme Court decisions are studied to learn how laws can be permissible. Pro-prevention and gun lobby groups are reviewed.</p> 
<p>Course Goals and Objectives</p>	<p>The goal is to help health professionals and partners provide expert assistance applying the Public Health Approach with evidence-based, sound theoretically-based, legal (Constitutional) and ethical strategies to reduce gun violence.</p>
<p>Course Requirements</p>	<p><u>Study Materials:</u> Web sites and files available online <u>16 Question Assessment</u> (passing is ≥70%, 35 to 50 points) <u>Course Evaluation</u> (included at the end of the assessment)</p>
<p>The entire course will be done electronically using the web, electronic files and email. Here are links to course's syllabus and test. Best opened with Adobe Reader  www.healthedpartners.org/ceu/pgv/pgvstudyguide.pdf 16-question TF, multiple choice and text response post-course assessment (required) www.healthedpartners.org/ceu/pgv/pgvtest.pdf Best completed with Adobe Reader </p>	
<p>Completion Certificate</p>	<p>Certificate for 14 CPEs for RDs/DTRs and 14 Category 1 CECHs for CHES/MCHES (includes 6.0 advanced for MCHES will be awarded with score of ≥70% and course evaluation is completed. Payment of fee is required.</p>

Contents

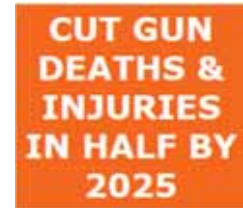
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 Objectives and Assignments 3-25

References

1. CDC Faststats <http://www.cdc.gov/nchs/fastats/injury.htm>
2. CDC National Center for Health Statistics http://www.cdc.gov/nchs/data/nvsr/nvsr61/nvsr61_04.pdf
3. National Institute of Justice <http://www.nij.gov/topics/crime/gun-violence/pages/welcome.aspx>
4. Institute of Medicine <http://iom.nationalacademies.org/Reports/2013/Priorities-for-Research-to-Reduce-the-Threat-of-Firearm-Related-Violence.aspx>, Bureau of Justice <http://www.bjs.gov/index.cfm?ty=pbdetail&iid=4616>, <http://www.bjs.gov/content/pub/pdf/fv9311.pdf>

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.



Public Health Approach - Many professional health organizations urge using PHA. The course follows an outline 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.

Evidence-Based Strategies - There may be well over 250 evidence-based (EB) and evidence-informed (effective and promising) strategies for health professionals to use or adapt. Being able to find ones for your interests is covered in this course. CDC has two excellent online courses specifically related to violence prevention. You will take the **“Principles of Prevention”** and the **“Evidence Based Decision Making”** courses. Separately from this course, you can get an additional free 2.5 continuing education hours from CDC. You will need to sign-up on your own during or after this course with CDC and complete CDC’s evaluation and test.

2nd Amendment and US Constitution - Concern for the “right to bear arms,” “gun rights” and fear that “gun laws” might lead to confiscation permissible laws are covered thoroughly. The **2nd Amendment and Supreme Court** decisions give guidelines for laws that are permissible. How background checks are done is covered in the course. Knowing the history and interpretation of the 2nd Amendment and Supreme decisions may help you understand and work with potential opponents.

Potential partners and stakeholders, allies and opponents are studied.

Some required reading and a lot self-selected reading. It may appear that there is a too much to study but remember 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)	7
4. Define and Monitor the Health Problem of Gun Violence (~1 hour)	9
5. Risk and Protective Factors that Promote and Prevent Gun Violence (~1 hour)	12
6. The 2nd Amendment – History, Interpretations, Gun Laws can be Constitutional (~1 hour).....	16
7. Implemented Strategies: President Executive Order, Congressional & State Legislation (~1.5 hours)	17
8. Public Health and Other Organization Promoted Prevention Strategies (~1.5 hour)	19
9. Health Education Strategies (~1 hour).....	21
10. Potential Collaborative Relationships for Widespread Adoption (Allies and Opposition) (~1 hours) ..	23
Test Instructions (0.5 hour)	25
About the Course Developer - Jim Grizzell.....	25

Two Ways to Find the Study Assignments and Time Estimates

1. Keep this Study Guide opened 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
~0.5 hour	<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)
<p>~1.0 hours</p> <p>Objectives match the NCHEC responsibilities and competencies for CHES and MCHES.</p> <p>Read / study all materials in this section.</p>	<p>Section 1: Prevent Gun Violence with the Public Health Approach</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. (~60 min) • Center for Disease Control and Prevention (CDC) <ul style="list-style-type: none"> • The Public Health Approach to Violence Prevention (read web page or 2-page pdf file) <ul style="list-style-type: none"> • www.cdc.gov/ViolencePrevention/overview/publichealthapproach.html or www.cdc.gov/violenceprevention/pdf/ph_app_violence-a.pdf (~10 min, 800 words) <div data-bbox="467 1144 1328 1665" data-label="Diagram"> <pre> graph TD A[Define the problem] --> B[Identify risk and protective factors] B --> C[Develop and test prevention strategies] C --> D[Assure widespread adoption] </pre> </div> <ul style="list-style-type: none"> • CDC VetoViolence <ul style="list-style-type: none"> • http://vetoviolence.cdc.gov/index.php/violence-prevention-basics-public-health-approach/ (~10 min)

- **Institute of Medicine**

- 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)
 - <http://iom.nationalacademies.org/Reports/2013/Priorities-for-Research-to-Reduce-the-Threat-of-Firearm-Related-Violence.aspx>
 - Report Brief (pdf or html)
 - http://iom.nationalacademies.org/~media/Files/Report%20Files/2013/Firearm-Violence/FirearmViolence_RB.pdf or <http://iom.nationalacademies.org/Reports/2013/Priorities-for-Research-to-Reduce-the-Threat-of-Firearm-Related-Violence/Report-Brief060513.aspx>
 - Slide show (38 slides, pdf format)
 - http://iom.nationalacademies.org/~media/Files/Report%20Files/2013/Firearm-Violence/FirearmViolence_slides.pdf

- **American Psychological Association**

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

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

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



20 Second Video with Vivek Murthy, U.S. Surgeon General
<https://youtu.be/UTRIJzGXR78>



2.0 hours

You can get an additional free 1.5 continuing education hours from CDC for completing this section.

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

NOTE: four test questions for this self-study course are the same as those used in the CDC "Principles of Prevention" and Understanding Evidence courses.

Consider taking notes. The CDC test questions do make us think and apply what is taught.

Section 2: Principles of Prevention

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

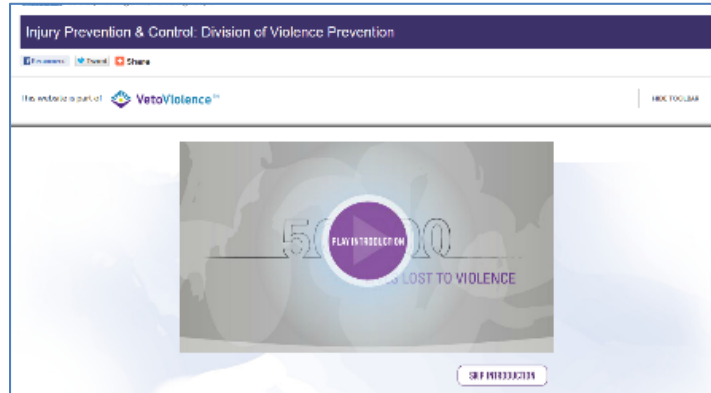
- Complete the CDC "Principles of Prevention" (POP) course. At the beginning of the POP course choose to take the course for up to 1.75 free from CDC continuing education hours (CEUs depend on your certification or license, 1.5 CECH for CHES/MCHES). These are in addition to this self-course.

- **CDC Injury Prevention & Control: Division of Violence Prevention**

- **Principles of Prevention Introduction video (~2 min)**



- <http://vetoviolence.cdc.gov/apps/pop/> (at end of the video the next page should open automatically)



- **Principles of Prevention (POP) Continuing Education Course**

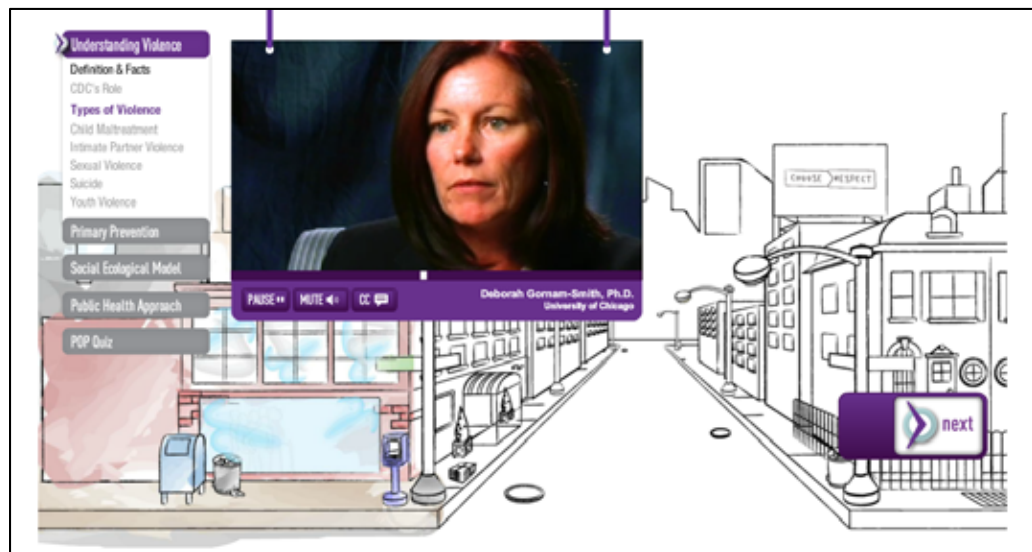
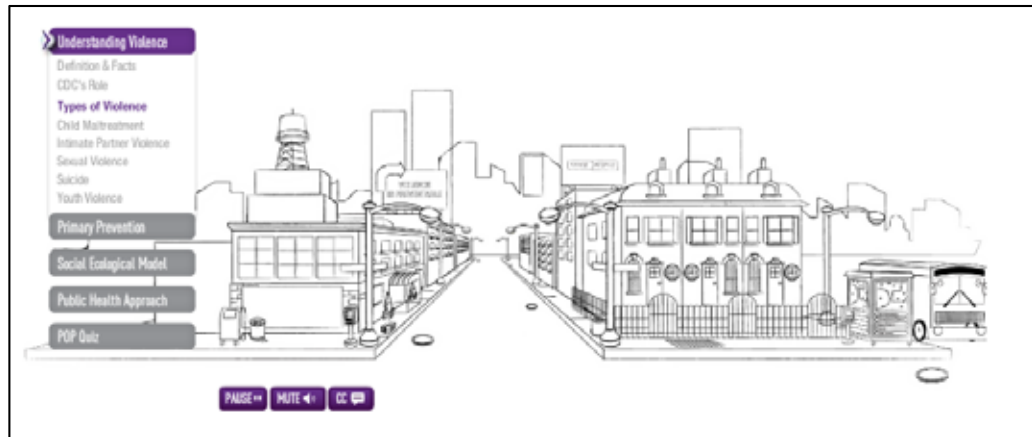
- <http://vetoviolence.cdc.gov/apps/pop/prevention-main.html> (~90 min)

- At the end of POP, you will be able to:
 - Define violence
 - Describe the burden of violence in the United States
 - Distinguish primary Prevention from secondary and tertiary prevention
 - Identify the 4 levels of the Social Ecological Model
 - Describe the public health approach to violence prevention



- Follow the instructions on the "WELCOME TO" and to "Launch" the course.
- You may find that you cannot go back to previous videos or small segments but can click on major sections. It does take about 90 minutes to go through the entire course and take the quizzes.
- Click on the one of the two options and follow the instructions on the **Continuing Education and Certificate of Completion** page for the 1.5 free CEU hours from CDC or the **Exploring Only** page. - - Continue to page 6.

- Clicking on **Continuing Education and Certificate of Completion** takes you to the “Accreditation Information” page. At the bottom of the information click on the NEXT button to the LAUNCH TRAINING page. for the type of credit you want (i.e., CHES) doing CDC’s evaluation and test.
- Clicking on **Exploring Only** takes you directly to the LAUNCH TRAINING page.
- Here are views from the first module videos. The picture of the neighborhood is drawn during the video and 1- to 2-minutes videos drop down.
 - You may need to be a little patient as each video segment loads.



- The last module of the course features the opportunity to test your understanding of these concepts in a fun, "POP Quiz." (POP's course material is the same whether or not you are seeking continuing education credit.)
- Link directly to CDC to finish the continuing education process by doing **CDC’s course evaluation and test, and receive the free CDC certificate**. The link to this course number **WB2476** is http://www2a.cdc.gov/TCEOnline/registration/detailpage.asp?res_id=4743
- All CDC’s online courses are at <http://www2a.cdc.gov/TCEOnline/index.asp>

2 hours

You can get an additional free 1.0 continuing education hour from CDC for completing this section.

To get this free continuing education hour you must complete all the lesson modules.

See #12 of FREQUENTLY ASKED QUESTIONS (FAQS) and/or instructions at the DISCOVER MORE sections after completing the course.

Section 3: 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)
- 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)



• CDC Injury Prevention & Control: Division of Violence Prevention

• Using Different Types of Evidence in Decision Making

- <http://www.cdc.gov/features/UnderstandingEvidence/index.html> (~10 min, ~500 words)

• Understanding Evidence – a part of CDC's **VetoViolence™**

- <http://vetoviolence.cdc.gov/evidence/#%26panel1-1> (~1 hour, get 1 free CEU from CDC)
- This site will help you use evidence based decision making as you think about ways to prevent gun violence in your community. Read the page, watch the Homepage video and complete the entire learning module.
- There is a flow – learn about each type of evidence (Best available research, experiential, contextual) 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 a profile as a guest or by creating an account from the **LOG IN** button. If you do make an account you can get the “Continuum of Evidence of Effectiveness” for a strategy (a strategy map for “permit to purchase” policy is available at the end of this section – it has the white boxes showing how effective your proposed strategy might be).



- **Follow the instructions below and on the web site** to get start. Once you finish Part 1 you should be able to go through CDC's learning module fairly smoothly.

- Click on **GET STARTED ▶** and read the instructions.
- Go through the INTRODUCTION – Introduction to EVIDENCE BASED DECISION-MAKING

- Click on video button  and read the ACCREDITATION page instructions then click on “Begin Course” at the bottom of the box.
- Listen to the 1-min video and read the KNOWLEDGE CHECK box that comes up after the video. Click on NEXT. NOTE: if you are currently work in violence prevention use Understanding Evidence for practice or use a hypothetical to complete the form.
- Following steps to PART 2 and complete the KNOWLEDGE CHECK box. Remember your answers since these are part of the final web site test to complete the course.
- Upon completion you will be at a page with a Congratulations video. To get the free CDC continuing education 1 hour continuing education credit click on the graduation cap to the right of DISCOVER MORE 
- <http://vetoviolence.cdc.gov/apps/evidence/#&panel1-6>
- http://www2a.cdc.gov/TCEOnline/registration/detailpage.asp?res_id=3642
- All the questions and answers, and **Final Strategy Map** for a proposed Federal “permit-to-purchase” law based on the questions and answers for the **CONTINUUM of EVIDENCE OF EFFECTIVENESS** is available at:
 - www.healthedpartners.org/ceu/pgv/permittopurchasestrategymap.pdf
 - It has the questions, answers, final map and references (~15 min, 1,500 words, 2 graphics, 7 pages)

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 carries 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 of 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/pgv/permittopurchasestrategymap.pdf

1.0 hour

Section 4: Define Firearms 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 **one (1) hour** studying and reviewing some of the data sources and data available that are of interest to you and which you might use in your work. In that hour try to review several data sources (BOJ, CDC, FBI, NIJ, Healthy People 2020, etc.) for gun violence reports and data. Reports you can select from include those on mortality, homicide, suicide, robbery, assaults and injury. For the test be prepared to very briefly (<= 50 words) describe what you learned and might use. (~1 hour)

• Bureau of Justice Statistics (BOJ)

- Firearm Violence, 1993 – 2011, **press release**, Special Report (28 pages, pdf)
 - www.bjs.gov/index.cfm?ty=pbdetail&iid=4616
 - www.bjs.gov/content/pub/press/fv9311pr.cfm (good quick summary)
 - www.bjs.gov/content/pub/pdf/fv9311.pdf

• Centers for Disease Control and Prevention (CDC)

- Review CDC All Injuries FastStats
 - www.cdc.gov/nchs/fastats/injury.htm
- Review CDC Assault or Homicide FastStats
 - www.cdc.gov/nchs/fastats/homicide.htm
- Review CDC Suicide and Self-Inflicted Injury FastStats
 - www.cdc.gov/nchs/fastats/suicide.htm

• Federal Bureau of Investigation (FBI)

- **Uniform Crime Reports Violent Crime**
- www.fbi.gov/about-us/cjis/ucr/crime-in-the-u.s/2013/crime-in-the-u.s.-2013/violent-crime/violent-crime-topic-page/violentcrimemain_final
 - Review page and notice the 5th bullet in the “Overview” section that mentions percent of crimes
 - Information collected regarding types of weapons used in violent crime showed that firearms were used in 69.0 percent of the nation’s murders, 40.0 percent of robberies, and 21.6 percent of aggravated assaults. (Weapons data are not collected for rape.) (See Expanded Tables 7, 3 and Aggravated Assault tables)
- Homicide Data Table 7
 - www.fbi.gov/about-us/cjis/ucr/crime-in-the-u.s/2013/crime-in-the-u.s.-2013/offenses-known-to-law-enforcement/expanded-homicide/expanded_homicide_data_table_7_murder_types_of_weapons_us_ed_percent_distribution_by_region_2013.xls
- Robbery Table 3
 - www.fbi.gov/about-us/cjis/ucr/crime-in-the-u.s/2013/crime-in-the-u.s.-2013/violent-crime/robbery-topic-

In this section, read and study data sources of your choice.

- [page/robbery table 3 robbery types of weapons used percent distribution by region 2013.xls\)](#)
- Aggravated Assault Table
 - [www.fbi.gov/about-us/cjis/ucr/crime-in-the-u.s/2013/crime-in-the-u.s.-2013/violent-crime/aggravated-assault-topic-page/aggravated assault table aggravated assault types of weapons used percent distribution by region 2013.xls](http://www.fbi.gov/about-us/cjis/ucr/crime-in-the-u.s/2013/crime-in-the-u.s.-2013/violent-crime/aggravated-assault-topic-page/aggravated%20assault%20table%20aggravated%20assault%20types%20of%20weapons%20used%20percent%20distribution%20by%20region%202013.xls) from [www.fbi.gov/about-us/cjis/ucr/crime-in-the-u.s.-2013/violent-crime/violent-crime-topic-page/violentcrimemain final](http://www.fbi.gov/about-us/cjis/ucr/crime-in-the-u.s/2013/crime-in-the-u.s.-2013/violent-crime/violent-crime-topic-page/violentcrimemain_final)
- Weapons Use 2006 – 2011
 - <http://www.fbi.gov/about-us/cjis/ucr/crime-in-the-u.s/2011/crime-in-the-u.s.-2011/tables/expanded-homicide-data-table-8>
- For type of weapon used by State for
 - Murder Table 20
 - [www.fbi.gov/about-us/cjis/ucr/crime-in-the-u.s/2013/crime-in-the-u.s.-2013/tables/table-20/table 20 murder by state types of weapons 2013.xls](http://www.fbi.gov/about-us/cjis/ucr/crime-in-the-u.s/2013/crime-in-the-u.s.-2013/tables/table-20/table%20murder%20by%20state%20types%20of%20weapons%202013.xls)
 - Robbery Table 21
 - [www.fbi.gov/about-us/cjis/ucr/crime-in-the-u.s/2013/crime-in-the-u.s.-2013/tables/table-21/table 21 robbery by state types of weapons 2013.xls](http://www.fbi.gov/about-us/cjis/ucr/crime-in-the-u.s/2013/crime-in-the-u.s.-2013/tables/table-21/table%20robbery%20by%20state%20types%20of%20weapons%202013.xls)
 - Aggravated Assault Table 22
 - [www.fbi.gov/about-us/cjis/ucr/crime-in-the-u.s/2013/crime-in-the-u.s.-2013/tables/table-22/table 22 aggravated assault by state types of weapons 2013.xls](http://www.fbi.gov/about-us/cjis/ucr/crime-in-the-u.s/2013/crime-in-the-u.s.-2013/tables/table-22/table%20aggravated%20assault%20by%20state%20types%20of%20weapons%202013.xls)
- **Healthy People 2020**
 - Review the descriptions, baselines and targets for the three topic areas with seven firearm-related objectives.
 - **Injury and Violence Prevention (IVP)**
 - IVP Overview
 - www.healthypeople.gov/2020/topics-objectives/topic/injury-and-violence-prevention
 - IVP Objectives
 - **NOTE:** You will need to scroll down to each objectives. From there you can click on the objective to read the Baseline, Target, Target-Setting Method, Data Sources, and Data.
 - Deaths and Injuries - Objectives IVP-30 Reduce Firearm-related deaths, IVP-31 Reduce nonfatal firearm-related injuries
 - Intimate Partner Violence - Objective IVP-39 Developmental) Reduce violence by current or former intimate partners
 - <http://www.healthypeople.gov/2020/topics-objectives/topic/injury-and-violence-prevention/objectives>
 - **Hearing and Other Sensory or Communication Disorders (ENT-VSL)**
 - ENT-VSL Overview
 - www.healthypeople.gov/2020/topics-objectives/topic/hearing-and-other-sensory-or-communication-disorders
 - ENT-VSL Objectives
 - Hearing Protection - Objectives ENT-0VSL-6.1, 6.2 hearing protection
 - www.healthypeople.gov/2020/topics-objectives/topic/hearing-and-other-sensory-or-communication-disorders/objectives

- **Mental Health and Mental Disorders (MHMD)**
 - MHMD Overview
 - www.healthypeople.gov/2020/topics-objectives/topic/mental-health-and-mental-disorders
 - MHMD Objectives MHMD-1, -2 Reduce suicide rate (Leading Health Indicator) and suicide attempts by adolescents
 - www.healthypeople.gov/2020/topics-objectives/topic/mental-health-and-mental-disorders/objectives
- **Institute of Medicine (IOM)**
 - Priorities for Research to Reduce the Threat of Firearm-Related Violence
 - <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)
- **National Institute of Justice (NIJ)**
 - Gun Violence: Prevalence, Homicide, Nonfatal Firearm Related Crime (read to bottom of the page, click on “Next section: . . .” there are three more pages.
 - www.nij.gov/topics/crime/gun-violence/pages/welcome.aspx (~10 min)
- **National Prevention Strategy (NPS) and Surgeon General**
 - www.surgeongeneral.gov/priorities/prevention/resources/index.html
 - 2012 National Strategy for Suicide Prevention: Goals & Objectives for Action
 - www.surgeongeneral.gov/library/reports/national-strategy-suicide-prevention/full-report.pdf (search the documents using “firearm”, most are found on pages 43-50, 70, 84 and 124). Firearms storage and unintentional injuries ref 23 p 88 (~15 - ~20 minutes)
 - **NOTE:** firearm-related information on suicides but homicides are not mentioned. Might this indicate a need for research?
- **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)**
 - www.samhsa.gov/newsroom/press-announcements/201209101230
 - www.samhsa.gov/suicide-prevention
- **Youth Risk Behavior Surveillance 2013**
 - www.cdc.gov/mmwr/pdf/ss/ss6304.pdf (optional)
 - www.cdc.gov/ViolencePrevention/pdf/yv-datasheet-a.pdf
- **Non-Government Organizations**
 - Brady Campaign
 - <http://www.bradycampaign.org/>
 - Johns Hopkins Center for Gun Policy and Research
 - www.jhsph.edu/research/centers-and-institutes/johns-hopkins-center-for-gun-policy-and-research/
 - Law Center to Prevent Gun Violence
 - <http://smartgunlaws.org/>
 - Violence Prevention Center
 - www.vpc.org/

1.0 hour

Section 5: Risk and Protective Factors

After studying the materials the participant will be able to:

- 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)

Study Assignment

- Spend an hour reading/studying the topics of interest to you. Consider how they may relate to the four levels of the Social-Ecological Model taught in the Principles of Prevention. Be prepared to write very brief (<= 50 words) description of what you learned and how the factors reviewed may be a risk and or protective factors. (~1.0 hour)



• Affordable Care Act

- Wellness Programs. Sec. 1001(e). PHS sec. 2717. Reporting Requirements for Group Health Plans/Gun Ownership. “. . . wellness and health promotion activity cannot require disclosure or collection of any information relating to the presence or storage of a lawfully possessed firearm or ammunition in the residence or on the property of an individual; or the lawful use, possession, or storage of a firearm or ammunition by an individual.” Congressional Research Service report (pages 34 and 39)
 - <http://healthyamericans.org/assets/files/CRS%20Report%209-2.pdf>

• Armed Offender Docket – Dedicated Judges and Prosecutors

- St. Louis Police Chief recommendation
 - http://www.stltoday.com/news/local/crime-and-courts/st-louis-police-chief-blasts-judge-renews-call-for-gun/article_5870c955-30df-54b4-a32e-6c187dcf1d1c.html
- St. Louis Prosecutor efforts
 - http://www.stltoday.com/news/local/crime-and-courts/st-louis-top-prosecutor-launches-anti-gun-violence-campaign-website/article_b8899a8f-4bab-5c33-b076-58375ba1485e.html
 - <http://www.stlouisguncrime.com/>

• Assault Weapons and Magazines

- Assault weapon and magazine policy summaries from the Law Center to Prevent Gun Violence (LCPGV)
 - <http://smartgunlaws.org/assault-weapons-policy-summary> (~10 min, ~2,500 words)
 - <http://smartgunlaws.org/large-capacity-ammunition-magazines-policy-summary/> (~10 min, ~2,250 words)

• Availability of Guns

- Guns in the Home - regardless of storage practice, type of gun, or number of firearms in the home, having a gun in the home was associated with an increased risk of firearm homicide and firearm suicide in the home.
- AJHP - <http://aje.oxfordjournals.org/content/160/10/929.full>

• Background Checks – National Instant Criminal Check System (NICS) - Purpose, How they’re done, Results

- Spend about 15 minutes learning how background checks are done.
- FBI National Instant Criminal Background Check System (NICS)
 - <https://www.fbi.gov/about-us/cjis/nics/nics> (~5 min)
 - Fact Sheet, Index Brochure, Overview Brochure, Participation Map (States using NICS) – are useful but the video may be more interesting.
 - **NICS Process Video (for Customers) - RECOMMENDED!!!**
 - <https://youtu.be/yfpPyL8A0IM> (9-min video by FBI)
 - <https://www.fbi.gov/about-us/cjis/nics/nics-process-in-motion-for-the-gun-buyer-video-transcript> (transcript is on the same page with ~6,200 words)
- **Boys' Behaviors and Admonitions to Boys**
 - Effect of Admonitions on behaviors and attitudes of boys
 - www.ncbi.nlm.nih.gov/pubmed/14578696
 - Seeing is believing: what do boys do when they find a real gun
 - www.ncbi.nlm.nih.gov/pubmed/11389238
- **CDC VetoViolence**
 - This page has half page definitions and descriptions of risk factors.
 - [http://vetoviolence.cdc.gov/index.php/resources/?categories\[\]=risk-and-protective-factors](http://vetoviolence.cdc.gov/index.php/resources/?categories[]=risk-and-protective-factors)
 - Risk Factors for Suicide
 - <http://vetoviolence.cdc.gov/index.php/risk-factors-risk-protective-factors/>
 - <http://www.cdc.gov/violenceprevention/suicide/riskprotectivefactors.html>
 - Intimate Partner Violence
 - <http://vetoviolence.cdc.gov/index.php/risk-factors-intimate-partner-violence/>
 - <http://www.cdc.gov/ViolencePrevention/intimatepartnerviolence/riskprotectivefactors.html>
- **Child Safety**
 - Law Center to Prevent Gun Violence and Americans for Responsible Solutions "Toolkit on Protecting Kids from Unintended Shootings"
 - <http://smartgunlaws.org/law-center-and-americans-for-responsible-solutions-release-commonsense-solutions-toolkit-on-protecting-kids-from-unintended-shootings/>
 - Surgeon General
 - 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**
 - 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)
 - Guns, Impulsive Angry Behavior, and Mental Disorders: Results from the National Comorbidity Survey Replication (NCS-R).
 - 9% of those self-reporting impulsive behavior (possibly 4% of total population in past 12 months, 7.4% lifetime) have guns
 - <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
 - 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

- <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)
 - www.crimesolutions.gov/ProgramDetails.aspx?ID=254
- **Holding Guns**
 - 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 in their own hands.
 - www.ncbi.nlm.nih.gov/pubmed/22506781
- **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
 - www.truth-out.org/news/item/15098-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”**
 - **National Physicians Alliance**
 - Guns & Gag Laws: State Legislative Update
 - This may take an hour to listen too. You may find it useful to just view the 28 slides (in pdf) to learn about Gag Laws
 - <http://npalliance.org/blog/2015/06/15/gun-gags-laws-2015-2015-state-legislative-update/> (audio with slides, ~1 hr)
- **Social Norms and Social Ties**
 - Gun Violence Significantly Increased by Social Interactions
 - “. . . look at the spread of gun violence like the spread of a disease . . . comparing it to how people contract HIV. . . . like roles needle sharing and unprotected sex play in spread of HIV, a person's behaviors and personal associations play a role in the spread of gun violence homicides, . . .”

- <http://ajph.aphapublications.org/doi/abs/10.2105/AJPH.2013.301441?journalCode=ajph>
- www.usnews.com/news/articles/2013/11/14/gun-violence-significantly-increased-by-social-interactions?s_cid=rss%3Agun-violence-significantly-increased-by-social-interactions
- Gun Ownership and Social Gun Culture
 - Gun ownership was 2.25-times greater among those reporting social gun culture . . strong association between social gun culture and gun ownership. Gun cultures may need to be considered for public health strategies that aim to change gun ownership. . .”
 - <http://m.injuryprevention.bmj.com/content/early/2015/06/09/injuryprev-2015-041586> or <http://m.injuryprevention.bmj.com/content/early/2015/06/09/injuryprev-2015-041586.full.pdf>
- **Stand Your Ground (Shoot First) Laws**
 - Laws which give individual an expanded right to use deadly force in potentially danger encounters with no duty to retreat.
 - The Association of Prosecuting Attorneys raised concerns that shoot first laws, arguing that they inhibit the ability of law enforcement and prosecutors to hold violent criminals accountable, may encourage vigilante behavior.
 - <http://smartgunlaws.org/stand-your-ground-policy-summary/> (~10 min, 2,000 words)
- **Trafficking and Straw Purchases**
 - 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.
 - <http://smartgunlaws.org/gun-trafficking-straw-purchasing-policy-summary/>
 - Mayors Against Illegal Guns – Trace the Guns Report
 - <http://www.tracetheguns.org/#>
- **Taxes on Gun and Ammunition Sales to pay for police and hospital costs**
 - 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**
 - National Institute of Justice
 - 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
 - <https://www.ncjrs.gov/pdffiles1/nij/242500.pdf>
- **Testosterone**
 - Conclusions from the study showed testosterone increased significantly in gun handlers compared to those putting together the child's toy.
 - www.ncbi.nlm.nih.gov/pubmed/16866740
 - <http://faculty.knox.edu/fmcandre/guns-testo-aggress.pdf>



~1.0 hours



Section 6: The 2nd Amendment – Gun Laws can be Constitutional

After studying the materials the participant will be able to:

- 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)

Study Assignments

- Read/study each article.
- **Background and text of the 2nd Amendment** – read text of web pages about the “Bill of Rights” which includes the 2nd Amendment. It is not necessary for this course to click on links and read text from those links.
 - www.archives.gov/exhibits/charters/bill_of_rights.html (~5 min, ~400 words)
 - Read the transcript (click on the “read transcript >” button or this link: www.archives.gov/exhibits/charters/bill_of_rights_transcript.html (~10 min, ~1,800 words)
- **Library of Congress – United State: Gun Ownership and the Supreme Court - Overview**
 - www.loc.gov/law/help/second-amendment.php (~10 min)
- **American Bar Association (ABA) Gun Violence White Paper** – Read the ABA’s *excellent* paper 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)
- **Law Center to Prevent Gun Violence (LCPGV)** – LCPGV recommended this.
 - **Post-Heller Litigation Summary** (March 2015)
 - <http://smartgunlaws.org/post-heller-litigation-summary> (read from the web page or download the pdf file (~20 min, ~4200 word without references)
- **OPTIONAL- may be excellent to read or review sometime** (not included in the total continuing education hours)
 - **Interpreting the 2nd Amendment** - These seem unbiased, thoughtful descriptions covering how it was composed; individual, collective, and civic rights; and National Guard, self-defense, rational laws, 14th Amendment. Amendment, right of insurrection; plus Supreme Court decisions and trends. These were written by Heather Pfundt, MA, History
 - **Interpreting the Second Amendment, An Introduction**
 - www.lawsonline.com/LegalTopics/SecondAmendment/interpreting-the-second-amendment.shtm (~ 35 min, ~7,000 words w Endnotes)
 - **Judicial Interpretation of the Second Amendment**
 - www.lawsonline.com/LegalTopics/SecondAmendment/judicial-interpretation-second-amendment.shtm (~35 min, ~7,500 words without charts). Not including “Case and Summary” charts.

Read and study this material.

1.5 hours

Section 7: Implemented Strategies: President Executive Orders, Congressional Legislation, State Legislation

After studying the materials the participant will be able to:

- 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)

Study Assignments

- Read the White House and President's actions and Progress Report much of the Congress' legislation in the Congressional Research Service report and self-select State actions. Spend about 30 minutes on each.

• President's 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
 - www.whitehouse.gov/issues/preventing-gun-violence or www.whitehouse.gov/sites/default/files/docs/wh_now_is_the_time_full.pdf (~25 min, 5,600 words)
- Progress Report on Executive Actions
 - http://www.whitehouse.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 www.whitehouse.gov/the-press-office/2013/01/16/presidential-memorandum-engaging-public-health-research-causes-and-pre-0
- Fact Sheet: Strengthening Background Check System <https://www.whitehouse.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://www.whitehouse.gov/the-press-office/2013/08/29/fact-sheet-new-executive-actions-reduce-gun-violence>
- Memorandum –Tracing Firearms in Connection with Criminal Investigations <http://www.whitehouse.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>

• Gun Control Legislation in the 113th Congress

- 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.
- **Gun Control Legislation in the 113th Congress (2015 Report)**
- <http://digital.library.unt.edu/ark:/67531/metadc501659/?q=gun%20control> or http://digital.library.unt.edu/ark:/67531/metadc501659/m1/1/high_res_d/R429



[87_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)

- **State Legislation**

- The Brady Campaign and Law Center for Gun Violence have studied and evaluated gun laws in all 50 states. Read/study information about your state or states for your interest. Be prepared to very briefly (=/<50 words) describe what you learned and how you might use the information to reduce gun violence (i.e., provide expert assistance, define gun violence as a health problem, develop strategies, advocate, use the public health approach.

- Brady Campaign

- 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>



- Crimadvisor – best and worst places to get guns if you're a criminal.

- <http://crimadvisor.com/>
- See the ad (1 min 44 sec) <https://youtu.be/v-OZOqxG39g>



- Law Center for Gun Violence Prevention

- <http://smartgunlaws.org/search-gun-law-by-state/>



The Supreme Court stated that the right to keep and bear arms is subject to regulation, such as concealed weapons prohibitions, limits on the rights of felons and the mentally ill, laws forbidding the carrying of weapons in certain locations, laws imposing conditions on commercial sales, and prohibitions on the carrying of dangerous and unusual weapons. It stated that this was not an exhaustive list of the regulatory measures that would be presumptively permissible under the Second Amendment. – Library of Congress (<http://www.loc.gov/law/help/second-amendment.php>).

Additionally, the Court declared that its analysis does not “suggest the invalidity of laws regulating the storage of firearms to prevent accidents.” District of Columbia ET AL v. Heller. No. 07-290. June 26, 2008 (<http://www.supremecourt.gov/opinions/07pdf/07-290.pdf>, pp 54-60).



~1.5 hours

Read and study all materials in this section.

Section 8: Public Health and Other Organization Recommended Strategies

After studying the materials the participant will be able to:

- 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)

Study Assignment

- Many of the organizations promoting gun violence prevention specifically mention that the public health approach should be used. Study/read the items related to the eight professional health organizations and American Bar Association, the public opinion chart, CRS, White House, Surgeon General Select 3 or 4 of the following to review/study.
- **Eight Professional Health Organizations and the American Bar Association (ABA)**
 - “Firearm-Related Injury and Death in the United States: A Call to Action From 8 Health Professional Organizations and the American Bar Association”
 - 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
 - www.healthedpartners.org/pgv/8phoandaba.pdf (~10 min)
- **Public Opinion** (from two studies immediately after and 2-years after Sandy Hook)
 - Chart comparing support for and estimates of effectiveness for policies
 - www.healthedpartners.org/pgv/publicopinionchart.pdf (~10 min)
- **The Community Guide – Violence Prevention: Firearms Laws – (14+ year old research and highlights the need for more research)**
 - Review the first to bulleted web pages. **Note: Insufficient Evidence from this 2001 systematic review.** “The available studies do not provide sufficient evidence to determine if the intervention is, or is not, effective. This does **NOT** mean that the intervention does not work. It means that additional research is needed to determine whether or not the intervention is effective.”
 - Summary of Findings
 - www.thecommunityguide.org/violence/firearms/index.html (~5 min, 1 page)
 - Firearms Laws (7 laws on bans, purchase restrictions, waiting periods, gun registration, owner licensing owners, child access, guns in schools, combinations)
 - www.thecommunityguide.org/violence/firearms/firearmlaws.html (~10 min, one long page)
 - Slides (OPTIONAL, good description of insufficient evidence, 92 slides)
 - www.thecommunityguide.org/about/CommGuideViolenceSlideSet.pdf
 - Supporting Materials (OPTIONAL)
 - www.thecommunityguide.org/violence/supportingmaterials/SETViolence-Firearms-RestrictingAcquisition.pdf



- **Healthy People 2020 – Interventions & Resources**
 - These pages list Evidence-Based Resources, Clinical Recommendations, and Consumer Information (~15 minutes reviewing the three web pages)
 - **Injury and Violence Prevention (IVP)**
 - IVP Interventions & Resources
 - www.healthypeople.gov/2020/topics-objectives/topic/injury-and-violence-prevention/ebrs
 - **Hearing and Other Sensory or Communication Disorders (ENT-VSL)**
 - ENT-VSL Interventions & Resources
 - www.healthypeople.gov/2020/topics-objectives/topic/hearing-and-other-sensory-or-communication-disorders/ebrs
 - **Mental Health and Mental Disorders (MHMD)**
 - MHMD Interventions and Resources
 - www.healthypeople.gov/2020/topics-objectives/topic/mental-health-and-mental-disorders/ebrs
- **Surgeon General**
 - Suicide
 - www.surgeongeneral.gov/library/reports/national-strategy-suicide-prevention/full-report.pdf (~15 min, ~2,000 words on specific pages listed below)
 - Review these items:
 - Objectives 6.1, 6.2, 6.3 are about reducing access to lethal means of suicide. p 43-45 data and restrict access to lethal methods
 - What You Can Do . . . p 49 -50. See Individuals and Families Can.; Members of the Armed Forces p 123 – 124
- **National Institute of Justice (NIJ) – CeaseFire: A Public Health Approach to Reduce Shootings and Killings**
 - <http://www.crimesolutions.gov/ProgramDetails.aspx?ID=207> or
 - <http://www.nij.gov/journals/264/pages/ceasefire.aspx> (~12 min, 2,000 words)



From the Meeting Minutes of University of Virginia Board of Visitors, 4–5 Oct. 1824

“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:

<http://rotunda.upress.virginia.edu/founders/default.xqy?keys=FOEA-print-04-02-02-4598>

Section 9: Health Education Strategies

After studying the materials the participant will be able to:

- 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)

Study Assignment

- Spend an hour reading/studying the education programs from five organizations. 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. (take ~60 minutes doing this).
- **Brady Campaign**
 - Review BRADY’S SOLUTIONS – seven education campaigns:
 - www.bradycampaign.org/our-impact/campaigns
 - **Keep Kids and Families Safe**
 - www.bradycampaign.org/our-impact/campaigns/keep-kids-and-families-safe
 - **Education Fund to Stop Gun Violence**
 - Talking Points on guns, Public Health and Mental Illness
 - www.efsgv.org/wp-content/uploads/2013/12/Talking-Points-on-Guns-Public-Health-and-Mental-Illness.pdf
 - **Everytown for Gun Safety**
 - 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.crimestolutions.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
 - **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.bradycampaign.org/blog/why-the-nras-repackaged-eddie-eagle-program-still-doesnt-reach-kids>
 - Gun Safety Rules
 - <http://training.nra.org/nra-gun-safety-rules.aspx>



- Defensive Pistol
 - www.nrainstructors.org/CourseCatalog.aspx (click on "More info" for a description)
 - <http://training.nra.org/nra-gun-safety-rules.aspx>
- Home Defense Course – Refuse to be a Victim
 - <http://women.nra.org/refuse-to-be-a-victim.aspx>
 - CONCERN about the program by a self-defense instructor
 - "The NRA's fear-driven Narrative doesn't make us safer"
 - www.washingtonpost.com/posteverything/wp/2015/06/30/the-nras-fear-driven-narrative-doesnt-make-us-safer/?postshare=281435847575558
- National Shooting Sports Foundation – Firearms Trade Industry Association
 - Review the variety of education programs, literature, videos
 - <http://www.nssf.org/safety/>

CUTTING GUN DEATHS IN HALF BY 2025

The Reality: Children often have easy access to guns in the home



www.bradycampaign.org/our-impact/campaigns/keep-kids-and-families-safe

CUTTING GUN DEATHS IN HALF BY 2025

The problem: Easy access to guns can lead to tragic consequences for children



<p>~1.0 hour</p> <p>Learn about MAP-IT Mobilize for ~20 minutes and potential partners, allies and opponents for ~40 minutes.</p>	<p>Section 10: 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> <ul style="list-style-type: none"> • Do two (2) separate assignments to review mobilizing and advocacy efforts <ol style="list-style-type: none"> 1. Spend about 20-minutes studying/reading Healthy People 2020's MAP-IT Program Planning framework component Mobilize. (~30 minutes) 2. 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 60 minutes total (~40 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. <p>1st Assignment</p> <ul style="list-style-type: none"> • Healthy People 2020 Program Planning MAP-IT Mobilize <ul style="list-style-type: none"> • www.healthypeople.gov/2020/tools-and-resources/Program-Planning • www.healthypeople.gov/2020/tools-and-resources/program-planning/Mobilize • Healthy People 2020 Tools: • Brainstorm: Potential Partners (PDF – 83 KB) • www.healthypeople.gov/sites/default/files/BrainstormPotensial.pdf • Organizing a Coalition [PDF – 70KB] • /www.healthypeople.gov/sites/default/files/QuestionsToConsider.pdf <p>2nd Assignment</p> <ul style="list-style-type: none"> • Public Health Approach and Gun Lobby Groups <ul style="list-style-type: none"> • Public Health Approach for Gun Violence Prevention Groups <ul style="list-style-type: none"> • Americans for Responsible Solutions – started by Congresswoman Gabby Gifford and her husband, Mark Kelly <ul style="list-style-type: none"> • http://americansforresponsiblesolutions.org • Video from Aspen Ideas Festival https://youtu.be/RLs2c_9_txl • Armed With Reason www.armedwithreason.com/ and www.facebook.com/ArmedWithReason • Brady Campaign to Prevent Gun Violence www.bradiycampaign.org/ • Brave New Films www.bravenewfilms.org/therealbra and www.facebook.com/bravenewfilms • Cape Cod Grandmother Against Gun Violence www.capecodgag.org/index.htm
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- Coalition to Stop Gun Violence <http://csgv.org/>
www.facebook.com/CoalitiontoStopGunViolence
 - Enemies List of National Rifle Association
<http://gunlobbywatch.com/2015/06/the-nras-enemies-list-2012-edition/>
 - Everytown for Gun Safety <http://everytown.org/>
 - Flock the NRA www.facebook.com/TheRealFlocktheNRAPage
 - GunsAreCool www.reddit.com/r/GunsAreCool/
 - EndtheNRA <http://endthenra.com/>
 - Gun Nut Central www.facebook.com/BoxOnMyHead/timeline
 - Gun Control. Now. www.facebook.com/guncontrolnow.campaign
 - Gun Free Kids <http://www.gunfreekids.org/>
 - Gun Lobby Watch <http://gunlobbywatch.com/>
 - Joyce Foundation www.joycefdn.org/gunviolencemyths/
 - Law Center to Prevent Gun Violence <http://smartgunlaws.org>,
<http://gunlawscorecard.org/>
 - Mayors Against Illegal Guns
 - <http://everytown.org/mayors/>
 - Moms Demand Action for Gun Sense in America
<http://momsdemandaction.org/>
 - National Gun Victims Action Council <http://gunvictimsaction.org/>
 - New Yorkers Against Gun Violence <http://nyagv.org/>
 - No More Names <https://twitter.com/nomorenames>
 - Ohh Shoot <http://ohhshoot.blogspot.com/>
 - Operation Sideline www.operationsideline.org/
 - Parents Against Gun Violence www.parentsagainstgunviolence.com and
www.facebook.com/ParentsAgainstGunViolence/info?tab=page_info
 - Physicians for Social Responsibility
 - Prevention Institute www.preventioninstitute.org
 - States United to Prevent Gun Violence www.ceasefireusa.org/
 - The Real NRA <http://www.bravenewfilms.org/therealnra>
 - The Trace www.thetrace.org/
 - Trust for America's Health www.healthyamericans.org/health-issues/wp-content/uploads/2013/04/gun-violence-fact-sheet1.pdf
 - Violence Prevention Center www.vpc.org/
 - Women Against Gun Violence <http://wagv.org/>
 - Wisconsin Anti-Violence Effort <http://waveedfund.org/>
- **Gun Lobby**
 - National Rifle Association (NRA) www.nra.org
 - NRA – Institute for Legislative Action www.nraifa.org/
 - National Shooting Sports Foundation <http://nssf.org/>
 - Citizens Committee for the Right to Keep and Bear Arms www.ccrkba.org/
 - Guncite www.guncite.com/index.html
 - Gun Owners of America www.gunowners.org/
 - National Association of Gun Rights www.nationalgunrights.org/
 - Students for Concealed Carry <http://concealedcampus.org/>
 - The Truth About Guns www.thetruthaboutguns.com/

<p>~0.5 hour</p>	<p>Take test and answer evaluation questions in the Adobe Reader form</p> <p>Use Adobe Reader DC to open and take the test. It allows you to see your score as you answer questions. Click on the icon or the link below to get the free program.</p> <div data-bbox="756 331 1058 411" data-label="Image"> </div> <p>https://acrobat.adobe.com/us/en/products/pdf-reader.html</p> <p>Download and save the test from this link: www.healthedpartners.org/ceu/pgv/pgvtest.pdf</p> <ol style="list-style-type: none"> 1. IMPORTANT – don't try to complete the test in your browser (e.g. Explorer, Chrome, Firefox) 2. Download or Save the test from your browser to your computer or a flash drive. Remember where it is. Save for your records and submission after completing test. 3. Start Adobe Reader DC 4. Open the Adobe test form with Adobe Reader DC NOTE: Be sure you are not using another pdf form reader (test answers may not be visible after saving, the "Submit" button will not work to send the test data) 5. Take the test (scroll to page one of the last pages to see your score, correct answers if desired) 6. Save the test again to your computer or a flash drive. 7. Two ways to attach to an email or submit your test (depends on email program) <ol style="list-style-type: none"> a. Attach to email to ce@healthedpartners.org (best if you use gmail, yahoo, live, comcast, or other internet based email programs b. Or "Submit Form" button only if you use Microsoft Outlook
	<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> <div data-bbox="987 1264 1235 1461" data-label="Image"> </div> <div data-bbox="1263 1264 1414 1461" data-label="Image"> </div> <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/zl6FnSytSYg). 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> <div data-bbox="1263 1486 1414 1703" data-label="Image"> </div>