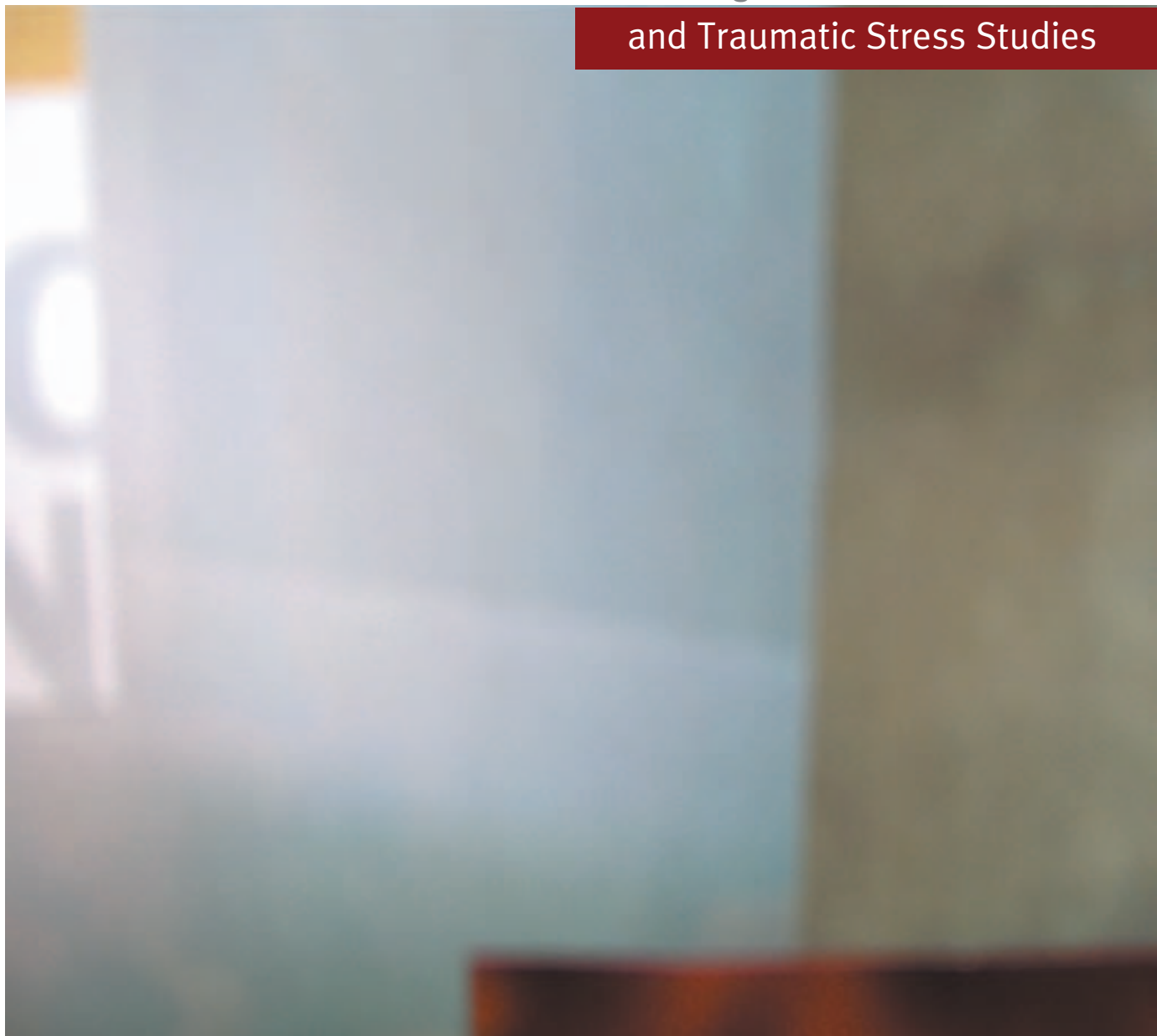


Randi Saur, Ole Kristian Hjemdal og Trond Heir

Research and education on prevention of violence at the Norwegian Centre for Violence and Traumatic Stress Studies (NKVTS)

Norwegian Centre for Violence
and Traumatic Stress Studies



www.nkvts.no

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(NKVTS)

Randi Saur, Ole Kristian Hjemdal og Trond Heir

2011

The Norwegian Centre for Violence and Traumatic Stress Studies (NKVTS) was established 17 November 2003. The centre is a subsidiary of UNIRAND AS, which is wholly owned by the University of Oslo.

The centre's activities include research, development, teaching, dissemination and supervision within the topics of:

- Violence
- Sexual abuse
- Refugees/asylum seekers
- Disasters
- Other traumatic events

The centre cooperates with the five Regional Centres for Violence, Traumatic Stress and Suicide Prevention (RVTS), as well as with relevant clinical institutions, research institutions and professional agencies, both in Norway and internationally.

At the University of Oslo, the centre is responsible for an MA programme in psychosocial work – suicide, addiction, violence and trauma, in cooperation with the Norwegian Centre for Addiction Research (SERAF) and the National Centre for Suicide Research and Prevention (NSSF).

All reports and memos from the centre are available in full-text versions from our website nkvts.no, under the menu point “Library”.

The centre undertakes projects funded by ministries and directorates, the Research Council of Norway, NGOs and others.

The Ministry of Children, Equality and Social Inclusion, the Ministry of Health and Care Services, the Ministry of Justice and the Police, the Ministry of Defence and the Ministry of Labour initiated the establishment of NKVTS and are also the main funders of its operations.

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Preface

Violence in close relationships menaces the living conditions of children and adults. Violence may incur serious physical, psychological and social problems for those involved. All use of violence contravenes Norwegian legislation and violates basic human rights.

During the last three decades, violence in close relationships has attracted increasing attention in Norwegian society. In this period, research has developed to comprise a more complex set of consequences: from being mostly preoccupied with physical injuries, to inclusion of factors such as financial, social and delayed psychological effects. Violence is damaging to our sense of safety, self-confidence and quality of life. Both research and clinical work have shown us that violence in close relationships affects all those involved; those who are directly exposed, those who commit violent acts and those who live with the violence perpetrated by others.

In the last decade, several studies of the scope of violence in close relationships have been undertaken. Investigations show that men and women in all age groups are exposed to violence. Brute violence between partners most often affects women. One in ten Norwegian children witnesses a parent being subjected to violence, and many of these children are directly exposed themselves.

In Norway, the authorities have initiated various activities and programmes that aim to prevent and reduce the effects of violence. These include educational programmes, knowledge dissemination, awareness-raising and assistance and treatment services. In addition, a number of voluntary organizations deliver key contributions in this field.

The report *Research and education on prevention of violence at the Norwegian Centre for Violence and Traumatic Stress Studies (NKVTS)* provides an overview of research and educational activities at NKVTS that may have an effect on efforts to prevent violence in close relationships.

The purpose of this report is to provide an overview of relevant research, knowledge development and education, undertaken by the centre's staff. With this report, we wish to contribute to an exchange of national experience with others who plan to implement measures that can help prevent violence and abuse in close relationships.

Oslo, September 2011

Trond Heir
Project Director

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Summary

The Norwegian Centre for Violence and Traumatic Stress Studies (NKVTS) collects, develops and disseminates knowledge and competence in the field of violence and traumatic stress. An important objective of the centre is to reduce the health and social consequences that may follow from violence and traumatic stress.

In this report we present projects on research, development and knowledge dissemination, as well as educational courses run by NKVTS that are in some way linked to the prevention of violence in close relationships.

An implicit prevention purpose is often found in research and teaching about violence. The researcher acquires knowledge that may be relevant to the prevention of new violent incidents, to the prevention or reduction of the late effects of violence, or on how to prevent people from being exposed to violence in general. Even if preventing violence is not explicitly formulated as the main purpose of the projects, prevention can be regarded as an implicit milestone.

24 different research and developmental projects related to the prevention of violence in close relationships are presented in the report. Methodically, and with regard to content, the projects cover a wide field:

Studies aiming at increased understanding of how different groups of people experience being exposed to violence

- Development of methods and competence among relevant professionals
- Knowledge about the prevention of violence and abuse within minority groups
- The incidence and character of violent acts in different populations
- The effects of therapy on men who perpetrate violence
- Status of knowledge and imparting knowledge about violence to organisations, colleges and universities
- Imparting of knowledge through the use of films, videos and literature

The report gives a summary of five projects that deal with the use of violence in the upbringing of children in immigrant and refugee families, about the incidence of – and the prevention of violence and sexual abuse against children and about whether the hospitals discover child maltreatment.

The researchers at NKVTS give lectures at different universities and especially to the students that take their master's degree in socio-psychological work. This master's degree is the result of cooperation between The National Centre for Suicide Research and Prevention (NSSF), The Norwegian Centre for Addiction Research (SERAF) and NKVTS. Lectures are also given to NGOs, to public authorities and other public organisations.

Finally, five different teaching assignments illustrate how different subjects are connected to the prevention of violence, even when prevention is not an explicit theme for the lectures.

Research and education on prevention of violence at the Norwegian Centre for Violence and Traumatic Stress Studies (NKVTS)

In its strategic plan for 2008 – 2011, the Norwegian Centre for Violence and Traumatic Stress Studies states that its objective is:

“... to develop, maintain and disseminate skills and knowledge that can help prevent violence and traumatic stress and to reduce the health and social consequences that may follow from violence and traumatic stress. The centre shall have an international outlook and develop knowledge at an advanced academic level. Knowledge produced by the centre shall be practically applicable” (NKVTS 2008), p. 2).

The main activities of the centre are research and development, education, dissemination supervision and counselling.

Research and education on violence often have an implicit focus on prevention, in terms of production and dissemination of knowledge to prevent recurring acts of violence, or in terms of prevention or reduction of delayed effects of violence, or to prevent exposure to violence in general. The centre’s research and development projects as well as its educational programmes constitute key contributions to professional fields that will apply this knowledge in preventive work (Handlingsplan 2008; Justisdepartementet 1999; Kvinnevoldsutvalget 2003).

Background to the report

The Directorate of Health has commissioned NKVTS to compile a summary of Norwegian programmes and activities that aim to prevent violence, including methods, target groups, organization and evaluation of effects. Furthermore, the centre was asked to describe relevant data and research projects at NKVTS within this field, as well as information on educational programmes provided by NKVTS.

How the assignment was solved

This report describes examples of research projects and educational activities at NKVTS that are associated with the prevention of violence in close relationships.

The chapter on research and development is based on two types of sources: Twentyfour projects at the centre are investigated, collected in a tabular form and commented on. Thereafter we present a brief version of five reports regarding the status of knowledge on the prevention of violence against children.

The chapter on education is based on three sources. First, a description of the centre’s training programmes on the MA programme “Psychosocial work – suicide, addiction, violence and trauma”, which is provided by the centre in cooperation with two other research units at the University of Oslo. This is followed by examples of educational activities summarized in a table of venues, topics and target groups for the training, and the relation of the content to prevention of violence. Finally, the chapter provides an overview of all educational activities performed by NKVTS staff members in 2010 within the field of *violence in relationships*.

A separate report entitled *Violence Prevention in Norway* contains summaries and examples of Norwegian activities and programmes that aim to prevent violence in Norway as of 2011 (Saur, Hustad, and Heir 2011).

Terms and definitions

In this report we use the term '*violence in close relationships*'. The alternative terms '*violence in intimate relationships*' or "*domestic violence*" narrow the target groups included in our projects.

The topic has been limited to encompass research and educational activities with the purpose of preventing violence in close relationships. In this context, *violence in close relationships* includes acts of violence committed against someone who is in a family relationship or after a family relationship has broken down, between boy-/girlfriends or ex-boy-/girlfriends, close friends or acquaintances. This implies that activities undertaken for the purpose of preventing *physical, psychological or material violence, sexual abuse, child abuse or corporal punishment of children, genital mutilation, forced marriage and homicide* are included when these acts are committed within close relationships.

Prevention of violence is described in various terms and is often only implicitly expressed. Formulations such as "preventing violent acts from recurring", "combating violence", "developing knowledge on appropriate conflict management", "motivating for behavioural change" and "setting limits to violence in close relationships" are all examples of expressions that reflect prevention of violence, without explicitly referring to the term "prevention".

Research and knowledge development

As shown in NKVTS's strategic plan the purpose of the centre is to prevent violence and traumatic stress and reduce health and social consequences. The centre will do this through research and development, education, dissemination, supervision and counselling.

Review of 24 projects

Below we have made a detailed review of 24 of the above-mentioned 44 projects. The projects have different purposes and design and thematically, they vary over a large scale.

Staff at the Norwegian Centre for Violence and Traumatic Stress (NKVTS) were asked to complete a simple form to identify projects that could have relevance for the prevention of violence in close relationships (Appendix 1). These are inserted into a table to systematize information about the project purpose and research questions, significance for the prevention of violence, the project's sources, methods used and results of the projects, if any. The preventive elements of the projects were elicited by asking the researchers to answer the question: "What impact could the results have for the prevention of violence?"

Thematic diversity

The 24 examples in the table deal with many different aspects of the knowledge situation in the field of violence in close relationships. Thematically projects vary over a large scale.

A desire for increased knowledge and understanding of different groups' experiences of violence or sexual abuse, is the driving force behind a number of projects, whether it be about women or men, children, young or old, vulnerable or practitioners. One perspective of understanding is how those affected express their thoughts and reactions about their violence experiences and how they as actors in their own life will be involved, included, or can influence decision making regarding their own situation (1, 3, 4, 5, 11, 13, 16).

Another knowledge perspective is projects that aim to develop methods and expertise in professional groups. Examples of projects that deal with specific tasks, e.g. judicial examination of the child, or to facilitate the use of new methods are seen (7, 15 and 23). Work with minority groups requires knowledge about background, values and cultural context and how this influence understanding and collaboration in a sensitive area such as violence and abuse. Attitudes to what is violence and abuse vary in different cultures, and are influenced by standard of living, education, poverty and the kind of personal experiences and stress the individual is carrying (nos 3, 17, 20, 21).

Other projects document violence-related topics in the population, incidences of violence against children and adolescents, incidences of child abuse, or characteristics of women who use violence (nos 12, 18, 19). One study examines the effects of therapy with violent men (2).

Several projects have the character of surveys that will provide an overview or condition, such as 'who does what', 'what kind of knowledge exists in various organizations' and 'if knowledge in the field of violence in close relations is conveyed in training courses to professional groups' (nos 6, 8, 9, 14, 21, 22).

In the examples information and outreach projects that target a larger audience are seen. Production of films and publication of literature on topics related to the violence field convey both experience and expertise in ways that are independent of those behind the production (10, 24).

The prevention perspective is not always clearly expressed in research projects. Although the prevention of violence is a goal that is emphasized in NKVTS's strategic plan, it is rarely mentioned in prevention research sketches. When they get specific questions about this, some formulates a connection to prevention. In the 24 examples that we have looked at the connection with the prevention is expressed in about half of the projects. Examples of this are:

"The goal is to identify what the information elements consist of that produces change and use the

knowledge to prevent female genital mutilation” (No. 3) or

“The results may help to find ways to deal with offenses against the elderly and interventions that can help to ensure that violations cease or be reduced” (no. 4) and

“The results contribute to increased knowledge about risk factors for performance of partner violence – which obviously may be relevant to the development of violence prevention” (No. 19).

In the second half of the examples the idea of prevention can be sensed implicitly. Formulations in research are often aimed at the research issues, and questions about the future usefulness of research results in a preventive context is not often expressed. However it is understandable that to formulate prevention purposes may seem artificial when the research is related to data about incidence. For example, to know something about incidences of violence in the youth population is not directly associated with preventive measures. On the other hand, information in these surveys can provide indication of current prevention areas. The following statement illustrates this by suggesting contexts in which results appear in:

“The study has focused on youth reporting of abuse and violence to a greater extent than previously and that violence among other things is related to mental and somatic health problems, substance abuse and poor school performance” (No. 18).

Another example is a study where the prevention idea is present and expressed, but with a negative conclusion: *“As long as the police do not put more emphasis on early prevention strategies, it is doubtful whether the use of criminal law will be of great importance for the prevention of violence” (No. 1).* The statement can not be explained thoroughly here, but it points to problems associated with expectations that are embedded in the Norwegian criminal law, where one element is that the punishment should also have a general preventive effect. Project sources

Project sources

The projects included in our sample have different designs and is based on different data sources. Some of the projects are based on information from people who

are interviewed or responding to questionnaires (no. 1, 3, 4, 5, 16, 17). Other projects use secondary data in the form of data files from earlier surveys (no. 18 and 19). Among individual sources, we find women and men, in some studies, only women or only men. Children and adolescents are sources of several studies and the elderly is the source of two studies. Minority groups are target groups for action in several projects, but are the primary sources of two projects (No. 6 and 17). Other sources used in the 24 projects are professionals and researchers, journal material from treatment agencies and research literature.

Other types of sources used in the material are when authorities answer questions on the functions in education, treatment or services (paragraphs 6, 7, 8 and 9). Although individuals give the answers, they are given on behalf of the services.

Methods used in the projects

Among the projects reviewed, there are more studies based on qualitative interviews than studies based on the use of quantitative methods by questionnaires. Journal studies can be both qualitative and quantitative methods, depending on how they are set up (No. 2, 12 and 13). At the same time, we see several projects combine dissimilar methods (No. 2 and 7, 17). One of the projects had an action research design that tried out in practice if it was possible for midwives to ask pregnant women about exposure to violence as part of pre-control (No. 7). The project involved both use of qualitative interviews, questionnaires, discussions with professional groups and meetings at the municipal level. The idea of this project was to investigate whether to ask about exposure to violence as a routine may contribute to preventing violence in pregnancy and later (Hjemdal and Engnes 2009). The results from this project is now included in a pilot project for a national training program in the use of mapping tools and conversation methods in the prenatal care. A similar mix of methods is also seen in other projects that have method development for professionals in this field as an objective.

Most projects end up as articles in various international journals or research papers in the center's publication series. In some projects, which are also directed towards 'most people', we see examples of other communication channels, such as books, newspaper and magazine articles and dramatization of a true story (No. 10 and 24).

Reports on the prevention of violence or sexual abuse against children

In the following we will present summaries of reports that have been prepared by or in cooperation with NKVTS staff members, in which the prevention of violence against children or physical and sexual abuse of children is a main concern. The reports partly describe the knowledge status in the field and partly describe the challenges and limitations of knowledge on prevention of violence. A main concern is that while there are a large number of preventive efforts at various levels, there are significant deficiencies with regard to the evaluation of effects. Evaluation of effects has become something of a mantra in the contemporary knowledge discourse. A pertinent question is whether the expectations of success regarding evaluation studies are exaggerated. One of the reasons for the dearth of preventive efforts that can refer to confirmative evaluations could be that it is difficult to distinguish between the numerous factors and conditions that impinge on human lives and actions, whereof the preventive efforts represent only a small proportion. Furthermore, this field of knowledge is undergoing rapid development, and research methods and designs change accordingly.

One of the reports, *Oppdager sykehusene barnemishandling? (Can the hospitals detect child abuse?)*, primarily targets knowledge, routines and lines of cooperation when injured children are referred to paediatric wards. The main focus is on what health professionals do when they suspect child abuse, and how individual cases should be followed up during and after the assessment stage. Detection of child abuse presents an opportunity to prevent further abuse. This knowledge is therefore also part of the field of preventive knowledge.

Prevention of violence in child-rearing. Cooperation between the assistance services and minority parents – knowledge status (Neumayer, Meyer, and Sveaass 2008).

On assignment from the Directorate of Health and Care Services, the Norwegian Centre for Violence and Traumatic Stress studies (NKVTS) in 2008 compiled a knowledge status with an “assessment of methods and knowledge requirements with regard to the assistance services’ cooperation with minority parents on the use of violence in child-rearing.” The assignment was a follow-up to the plan “Strategy against sexual and physical abuse of children (2005–2009)” by the Ministry

of Children and Family Affairs. Interventions for the prevention of genital mutilation and forced marriages were included.

The report examines various explanations as to why parents use violence against children: Culturally defined traditions, attitudes to the use of corporal punishment in child-rearing, socio-economic factors, drug and alcohol abuse, stress and mental health, as well as norms and attitudes in social structures and networks surrounding families.

The authors refer to a number of interventions in which cooperation with minority parents is emphasized. In addition to interventions that seek to improve living conditions, counteract isolation and promote integration, the authors list network groups for single mothers, parental guidance programmes to improve parenting skills, family courses for reflection on migrant backgrounds in combination with improvement of knowledge about Norwegian society, Parent Management Training (PMT) focusing on parenting skills, as well as a number of interventions in municipalities with immigrant populations. Reference is also made to interventions that have been made in families where violence has occurred.

The report’s recommendations include systematic evaluations of programmes, and continuation of those that can document positive results. Further recommendations include systematic training and counselling of personnel as well as implementation of counselling and support programmes for parents in asylum reception centres. Other proposals involve inclusion of family and parenting skills in the *Introduction programme for recently arrived refugees* and upgrading of the parental role, child-rearing and integration in Norwegian society. Furthermore, emphasis is placed on research that can evaluate and develop programmes and disseminate experience from successful programmes (Neumayer, Meyer, and Sveaass 2008).

Children and adolescents who are exposed to violence: Prevalence and areas for prevention (Mossige and Dyb 2009)

This report is based on two studies: a study of students in upper secondary schools in 2007, undertaken by NOVA (Mossige and Stefansen 2007) and a study of adolescents aged 15–16, undertaken by NKVTS in cooperation with the Institute of Public Health (Schou, Dyb, and Graff-Iversen 2007). Based on the two studies, the

report describes the prevalence of violence and sexual abuse, correlations with social and individual factors and the descriptions that the adolescents themselves provide of situations involving violence and abuse.

In their analysis of the qualitative data, the authors found that in matters pertaining to violence and abuse, the adolescents have an underlying notion of the characteristics of the relationship between the “violatee” and the “violator”. The authors associate this with explanations of how gender, culture and matters that are taken for granted in relational interactions influence the interpretations that children and adolescents have of situations, which they claim may prepare the ground for the use of force or pressure in situations that involve sexuality.

Target groups for interventions: The authors recommend that preventive efforts should target adolescent populations all over Oslo. Interventions should take into consideration that some groups are more exposed to violence when other problems co-occur in the family, such as disabilities, mentally ill parents, parental addiction or parents with financial difficulties, as well as children and adolescents from immigrant backgrounds. It is recommended to involve young people in the preventive efforts.

Matters to consider: Prevention must take into consideration that problems of violence appear to be correlated with living conditions. It is emphasized that the health services for children and adolescents with mental health problems must be prepared to help children and adolescents who are exposed to violence and abuse.

Ideas for focusing preventive efforts: The authors note that young people need help to develop relational skills that can be used to avoid situations involving risk of exposure to force and violence. Violence and abuse are complex phenomena, and force and pressure can be exerted and perceived in other ways than through physical coercion alone. It is proposed to implement programmes that allow for this kind of reflection in school training programmes over several years. By introducing major programmes that target young people, in which the adolescents themselves can participate in developing a comprehension of social phenomena as victims/perpetrators, they can contribute to shedding further light on important cultural insights and revealing relations of power, as seen in the analyses of the qualitative material (Mossige and Dyb 2009).

Can the hospitals detect child abuse? (Myhre, Lindboe, and Dyb 2010)

As part of its strategic plan to combat sexual and physical abuse of children (2005–2009), the Ministry of Children and Family Affairs commissioned NKVTS and Ullevål University Hospital to draw up routines for registration and documentation following suspicion of physical abuse of children who are admitted to hospital. The objective was that these should form the basis for the development of whistleblowing and follow-up procedures that could ensure help and protection for children – i.e. to detect, stop and prevent child abuse.

A total of 70 cases involving children from 0 to 14 years were investigated over a period of one year. Half of the children were younger than 12 months. For some of the children, a suspicion of abuse was present before the child was brought to hospital, while in more than half of the cases suspicion was aroused because of the nature of the injury or disease for which the child was brought in for treatment. In most of the cases the medical examination provided no clear results, and other forms of investigation were required to determine whether the children had been exposed to abuse and were in need of protection.

The medical examination appeared largely to follow recommended guidelines, while the process that had given rise to a suspicion of abuse and subsequent assessment was seemingly more arbitrary. It was especially worrisome that few referrals were made by the primary health services. The most common cause for examination with a view to detecting abuse was the suspicion that the child had sustained a head injury. The examination detected medical indications that corroborated the suspicion of abuse for six of the children who were examined. It is estimated that the volume of cases where the paediatrician undertakes examinations with a view to possible child abuse amounts to somewhat less than one hundred cases annually.

The recommendations in the report state that all hospitals should have a common, coordinated procedure for the examination and follow-up of child abuse. All hospitals should establish interdisciplinary teams for examinations where child abuse is suspected. Practices for detection, examination and follow-up should be subject to quality assurance. This should comprise psycho-social conditions, psychological health and general medical needs. Furthermore, it is recommended to establish closer collaboration between the paediatric

wards and the primary health services (health centres, GPs and emergency wards) and between the paediatric wards and the mental health services for children and adolescents, as well as with the children's homes to ensure rapid and interdisciplinary follow-up in the period immediately after hospitalization. As an intervention to improve the follow-up of exposed children, the report recommends a legal amendment that will allow information in the medical records to follow the child if the child moves to another place of residence or is referred to another health centre, GP or hospital.

Many cases remain undetected by the health services: The report notes that there is a large gap between the figures for violence against children found in population studies and the figures for cases involving suspicion of child abuse found by the health services. It is emphasized that most of the injuries are of a nature that will not require hospitalization or medical treatment. Some injuries are treated by the primary services (emergency ward, GP).

“The most serious injuries that are detected in hospitals can be regarded as the tip of an iceberg. Failure to detect these, however, could lead to very tragic outcomes, since there is a high risk of repeated acts of child abuse, and the violence tends to escalate” (p. 13) (Myhre, Lindboe, and Dyb 2010).

Prevention of physical and sexual abuse of children – a knowledge status (Glad, Øverlien, and Dyb 2010)

As part of its strategic plan to combat sexual and physical abuse of children (2005–2009), the Ministry of Children and Family Affairs requested the Norwegian Centre for Violence and Traumatic Stress Studies (NKVTS) to elaborate a knowledge status on the prevention of physical and sexual abuse of children. NKVTS was also asked to submit proposals for areas where more research is especially needed.

Only little research has been undertaken in this field domestically, and the knowledge status is therefore mainly based on international research sources. Prevention of violence and abuse of children and adolescents has been on the political agenda in Norway since the 1970s, and the prohibition of the use of violence against children was incorporated into The Children Act in 1981. Norway is also obligated by the UN Convention on the Rights of the Child to protect children and adolescents against violence and abuse, and to monitor the development of this problem.

With reference to Butchart et al., it is noted that there can be little doubt that child abuse is preventable, and that attempts to reduce the harm caused by abuse are less effective and more costly than preventing such abuse from occurring in the first place. Most preventive programmes focus on the victims or the perpetrators, and the interventions are undertaken after the abuse has taken place. At the same time, there is little research available to document the effects of preventive interventions. Most of these interventions are insufficiently evaluated or have not been evaluated at all (Butchart et al. 2006)

Little knowledge of what is effective: There are numerous preventive measures to prevent physical and sexual abuse of children at the level of society as a whole, but only little research has been undertaken on conditions that can provide better protection against violence and abuse. Examples of preventive measures at the level of society as a whole include development and implementation of reforms, human rights, media campaigns, requirements for certificates of good conduct, pre- and post-natal services etc. These measures have been insufficiently evaluated. Home-visit programmes are the most intensely evaluated form of prevention of physical abuse of children. Results from searches in international knowledge databases show only one home-visit programme that stands out in terms of its positive and long-term results: Nurse-Family Partnership. The main approach to prevention of sexual abuse has consisted of training programmes in schools. Evaluations of such programmes show that they can contribute to better knowledge and skills among children, but will not necessarily result in fewer instances of abuse. In the Norwegian context there is also little systematic knowledge on the kinds of preventive measures that have a documented effect (Mossige & Stefansen, 2007). Frøland & Mossige (1993) have previously produced a report on the prevention of sexual abuse of children, and concluded that most preventive interventions to this effect had not been systematically evaluated. The authors note that in order to prevent limited resources from being spent on ineffective measures, thorough and systematic evaluations are required.

Target groups for prevention: The authors call for an expanded focus on the prevention of sexual abuse of children, from a unilateral approach that only targets the child/adolescent to trials of other interventions that target parents, professionals (teachers, health personnel and researchers/clinicians) and the population in

general. There is a major need to coordinate the preventive efforts undertaken, and to perform systematic evaluations of their outcomes and long-term effects. Evaluations should be undertaken systematically and with appropriate designs (preferably RCT), and should be based on direct goals in terms of the occurrence of abuse, and not only in terms of risk factors associated with such abuse (Glad, Øverlien, and Dyb 2010).

Excerpt from the report “Sexual and physical abuse of children and adolescents. Knowledge status” (NKVTS 2011)

The section on interventions and prevention in this knowledge status points out that in spite of the attention devoted to this problem since 1960, violence against children remains a serious problem. In its Soria Moria declaration (2005), the government stated that efforts to protect children against violence and abuse would be given high priority. Report No. 29 to the Storting, published in 2003, points to values such as openness, trust and accessibility as three key preconditions for effective preventive measures.

Early intervention to prevent harmful effects: Reaching a position where help can be provided at an early stage to limit the harm caused by violence and abuse presupposes that children are willing to reveal that violence occurs in the family. This requires trust in the ability of the assistance services to cater to their situation in an appropriate manner, and implies that the services must be accessible to those who are exposed to violence as well as to the perpetrators of this violence. During a pregnancy, a woman will encounter the health services on approximately 12 occasions. This provides an opportunity for the health services to become acquainted with the family, its problems as well as its resources, to support the family's ability to cope.

Barriers and dilemmas in the research field: Many parents or parents-to-be will be reluctant to reveal their problems for fear of being found less suitable as parents. The job of the health services, however, is not to act as judges, but to detect problems that can be alleviated or prevented (NOU 1998:18). Children who experience violence in close relationships represent a research field that struggles with dilemmas and problems that complicate and sometimes prevent the development of new knowledge. Problems associated with varying conceptualizations and definitions make it difficult to compare studies, a problem caused by the fact that this field is developing rapidly and has its roots in various scientific disciplines. Cultural dissimilarities and varying definitions of violence are other factors that make studies incomparable. In other words, the research field is struggling with methodological dilemmas that are exacerbated by taboos and numerous myths.

Assuming an ecological framework of interpretation: There is a need for qualitative research that can enhance our understanding of this phenomenon, its actors, and the roles and responsibilities of society. In the conclusion, it is pointed out that several researchers claim that a fertile approach to future research could consist in regarding the child in relation to the family, other caregivers and society as a whole. An ecological framework of interpretation also implies that the context of the incident is taken into account, as well as any previous traumatic events in the child's life.

Teaching activities for the purpose of violence prevention

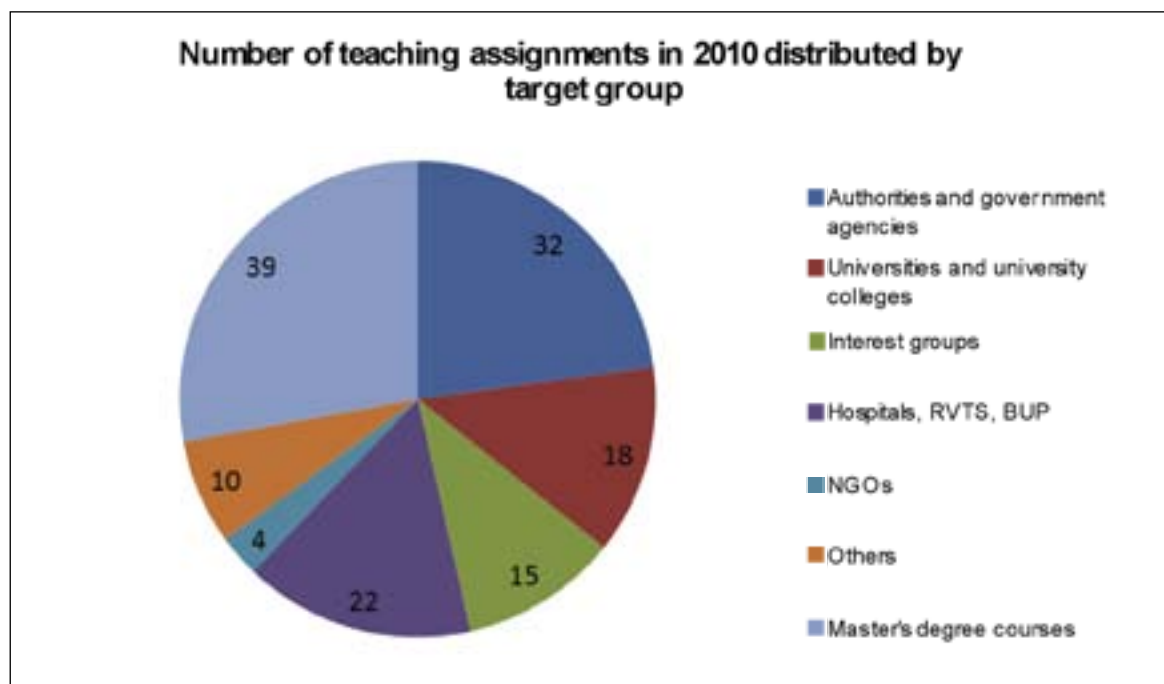
General teaching assignments

The staff at the Centre has a number of teaching assignments, partly in connection with the master's degree courses and partly in the form of external assignments for universities and university colleges, non-profit organizations, authorities and public bodies and at conferences. In 2010 a total of 140 teaching assignments were carried out at NKVTS. Of these, 50 were related to violence in close relationships. An overview of the titles of the external and internal teaching assignments carried out by NKVTS staff in 2010 is shown in *Appendix 3*.

In its educational activities, NKVTS cooperates with the Regional Resource Centres for Violence, Traumatic Stress and Suicide Prevention (RVTS), the National Centre for Suicide Research and Prevention

(NSFF), the Norwegian Centre for Addiction Research (SERAF), the Norwegian Centre for Minority Health Research (NAKMI) and the Centre for Child and Adolescent Mental Health, Eastern and Southern Norway (RBUP). Researchers at NKVTS have, for example, taught on the course "Confident trauma therapists", under the auspices of RVTS East, and the above-mentioned centres have provided teaching as part of our own master's degree courses. In addition, researchers help to disseminate subject-based material through mentoring at doctorate and master's degree level, and by working as external examiners. Four researchers have adjunct positions at the University of Oslo, and one at the University of Tromsø.

The figure below shows the total number of teaching assignments carried out by the Centre, distributed by target group



The master's programme "Psychosocial work – suicide, addiction, violence and trauma"

The master's programme "Psychosocial work – suicide, addiction, violence and trauma" is a collaboration between NKVTS, the Norwegian Centre for Addiction Research (SERAF) and the National Centre for Suicide Research and Prevention (NSFF). The programme is based at the Faculty of Medicine of the University of Oslo and started in autumn 2009. It is designed as a part-time study programme with 120 credits over three years. The programme offers courses in three subjects: Suicide prevention strategies, substance use and addiction, and violence and traumatic stress. The programme has 60 places available. A total of 23 students chose violence and traumatic stress as their subject-related specialization in 2010. All students enrolled in autumn

2009 completed their chosen specialization in 2010. In 2010 three out of four weeks spent on the subject-related specialization were devoted to violence and traumatic stress.

Teaching in the master's degree courses is a high priority for NKVTS and represents almost 40% of the centre's total teaching burden. The staff at NKVTS was responsible for 25 lectures on violence in close relationships on the 2010 master's degree course. Viewed in relation to all the NKVTS teaching assignments, the master's programme is the most extensive, with approximately 175 hours of teaching on violence and trauma distributed over a four-week specialization module.

Teaching on violence is divided into three main groups: 1) Theory and empirical data on violence and the effects of violence, 2) Interventions and treatment, and 3) Research-related issues. Examples of topics taught on the master's degree programme that are related to violence are:

Topics related to violence in training courses at the master's degree level

Theory and empirical data on violence and the effects of violence	Interventions and treatment	Research-related issues
<ul style="list-style-type: none"> • Health-related, social and other consequences of violence and trauma • Sociological theories of violence in close relationships • Violence as communication, resource, power, defence, a substitute for trust • Psychological theories of violence and trauma: development theories, cognitive theories • Medical issues related to violence and sexual abuse of children • Social consequences of violence • Gender differences in experiencing exposure to violence • Conversations with children exposed to sexual abuse 	<ul style="list-style-type: none"> • Different strategies, methods and forms of intervention when working with children and youth exposed to violence and traumatic events • Treatment of the perpetrators of violence – women and men • Expectations to, and experiences with, the legal system among women who have been abused • Legal sanctions for perpetrators of violence 	<ul style="list-style-type: none"> • Overview of the field of treatment. Interventions, treatment, prevention of violence and trauma: Different perspectives • Ideologies and myths in the research on violence • Screening tools and methodological dilemmas in research on violence and trauma

Teaching related to violence prevention

The staff at NKVTS has been asked how they relate their teaching on violence to the prevention of violence. As in the case of research projects, the perspective of violence prevention is not always easy to identify or to formulate.

The table "Teaching of topics related to the prevention of violence, as taught by NKVTS staff" illustrates some examples of such teaching.

We can see that different perspectives create a basis for the teaching, for example the health perspective, the legal perspective, the demographic or phenomenological perspective. Interventions, the incidence of violence, knowledge of the consequences and ethical challenges are examples of topics that are addressed. Theories on the stigma related to violence in close relationships, the possibilities and limitations of using society's different forms of punishment, and control of criminal behaviour are topics covered in the teaching. Children's rights are likewise a central theme.

However, from a general perspective *prevention of violence* is seldom expressed as the main topic of the teaching. An example is that knowledge about children's experiences of violence is an important factor in detecting risk factors and signals. At a later stage, groups of professionals working with children and families can use this knowledge as a tool in the prevention of further violence

As previously mentioned, the majority of teaching assignments on violence prevention are conducted on the master's degree course (no.73).

Table 1: Research and knowledge development projects at NKVTS

Research topic, contact person and any external cooperation partners	What are the objectives and research issues of the project?	What impact could the results have on prevention of violence?	From what sources/ populations are the research data collected?	Description of research methods/approaches	Brief summary of preliminary results or conclusions
<p>1 Women who are exposed to violence from a partner or a spouse, and their encounter with the criminal justice system.</p> <p><i>Contact persons:</i> Yngvil Grøvdal yngvil.grovdal@nkvts.unirand.no Ole K Hjerdal, NKVTS o.k.hjerdal@nkvts.unirand.no</p> <p><i>Time frame:</i> 2006–2011</p>	<p>Objective: Investigate how women in this situation perceive the criminal justice system.</p> <p>Main research question:</p> <ul style="list-style-type: none"> – How do women succeed in their projects – which mainly concern reducing the husband's use of violence – in the encounter with the prosecuting organization? <p>Other research questions:</p> <ul style="list-style-type: none"> – Is there a preconception about women who are exposed to violence in close relationships in the criminal prosecution system, and does this preconception have an impact on the woman's opportunity to have her needs catered to? – Will a successful criminal prosecution, i.e. indictment and conviction, produce an appropriate outcome for the women themselves? 	<p>This thesis demonstrates that the police give greater emphasis to cases that can be submitted to criminal prosecution and conviction than to prevention, which according to the Police Act should be the primary concern of the police. As long as the police do not emphasize early-prevention strategies, it remains doubtful whether the use of criminal prosecution will be able to play a major role in the prevention of violence.</p>	<p>From the women themselves and from public documents.</p>	<p>Interviews with eight women who have been exposed to violence from a partner, recruited through various agencies, such as the police, women's shelters, the Service for Victims of Crime, and partly through the "snowball" method. Retrospectively (after the trials) and prospectively (prior to the trials). Observation of court proceedings. Close contact with the women in the aftermath of the interviews. The women have read and commented on parts of the thesis.</p>	<ul style="list-style-type: none"> – Criminal prosecution is not the "first choice" for women who are exposed to violence. Many of them do not wish to see their partner/spouse convicted. – The police will not necessarily provide help in the situation. – Use of criminal prosecution is seen as positive, in the sense that "society" places responsibility for the violence on the husband. – This is also a negative outcome, in the sense that the men themselves fail to take responsibility. – Many of the women are left with a number of problems, not least associated with the responsibility for children, but also in terms of finances, security for the future etc.

Research topic, contact person and any external cooperation partners	What are the objectives and research issues of the project?	What impact could the results have on prevention of violence?	From what sources/ populations are the research data collected?	Description of research methods/approaches	Brief summary of preliminary results or conclusions
<p>2 THE ATVT PROJECT: A process and outcome study of therapy for men who seek help for their violent behaviour.</p> <p><i>Contact person:</i> Project director: Odd Arne Tjersland, o.a.tjersland@psykologi.uio.no</p> <p><i>Time frame:</i> Spring 2010 – Summer 2013. Data analyses are made underway on the basis of incoming data.</p> <p>Cooperation with the management and therapists at Alternatives to Violence.</p>	<p>Investigation of the therapies provided to men who seek help from Alternatives to Violence, and the outcomes of these. More specifically: Who are the men who seek help for violent behaviour in close relationships, and what are the issues pertaining to processes and outcomes?</p>	<p>By generating research-based knowledge on this work, the expansion of therapeutic interventions in this field can be improved and current practices can be adapted. In brief, we are trying to find clearer indications of what types of therapies are suitable for what types of men, and under what conditions.</p>	<p>Among men referred to ATV for violent behaviour in close relationships.</p>	<p>Data collection prior to the initiation of treatment. Interview with the men: demographic data, the problems for which they are seeking help, relevant life events, experiences, violence/ addiction, identification of networks and various tests (psychiatry, personality). Telephone interview with partners. Data collection associated with the therapy sessions, including sound recording and score screens, assessment of change, cooperation etc.</p>	<p>To date (June 2011): 182 men screened, 72 attended therapy, 33 have completed the therapy, 79 partners have been interviewed.</p>

Research topic, contact person and any external cooperation partners	What are the objectives and research issues of the project?	What impact could the results have on prevention of violence?	From what sources/ populations are the research data collected?	Description of research methods/approaches	Brief summary of preliminary results or conclusions
<p>3 GENITAL MUTILATION IN NORWAY. <i>Contact person:</i> Inger-Lise Lien. <i>Contact person sub-project 1:</i> Inger-Lise Lien. <i>Sub-project 2:</i> Mona Iren Hauge <i>Sub-project 3:</i> Jon Håkon Schultz <i>Time frame:</i> Autumn 2009–2012 <i>Cooperation partners:</i> NGOs in Norway and internationally. In Norway: Pan African Women's Association, Fokus kvinner, Amatea, The Norwegian Knowledge Centre for the Health Services, Norwegian Centre for Minority Health Research. In Africa: Inter-African Committee on Harmful Traditions, as well as organizations that are engaged in combating FGM in Kenya and Gambia (Gamcotrap).</p>	<p>The purpose of the study is to understand change processes and identify factors that give rise to a paradigmatic shift among pioneers in this field, adolescents in schools and parents in a transnational context. The project comprises three sub-projects: 1) An epistemological analysis of the paradigmatic shift among the pioneers and its consequences for perception. 2) Opinions, understandings and experiences associated with FGM among girls from minority backgrounds in upper secondary schools in Oslo. 3) Experience and understanding of FGM in a transnational context – the importance of explanation for the ability to cope.</p>	<p>Genital mutilation is child abuse. The results will provide an insight into the conditions that promote as well as restrict this violation, and produce knowledge that can be used by the groups themselves and by the authorities in their formulation of action plans, as well as provide ideas for interventions against FGM. The project aims to identify the information elements that generate change, and use this knowledge to prevent genital mutilation.</p>	<p>The informants come from communities that have traditionally practised FGM. <i>Sub-project 1:</i> The informants are 20 adult women who have been actively engaged in combating FGM for many years. <i>Sub-project 2:</i> This study targets girls with backgrounds from countries where FGM is prevalent (<70%) in two upper secondary schools in Oslo (16–19 years). The study aims to recruit 15–20 girls as participants. <i>Sub-project 3:</i> The target group is girls and women who are resident in Norway and who have been subjected to FGM. The informants (approximately 20) are in the age group 16 years and older.</p>	<p>The project makes use of cluster sampling, and undertakes qualitative interviews with pioneers in the field, participant observation in schools and qualitative, semi-structured interviews. Qualitative interviews have also been conducted with circumcisers and adolescents in Kenya and Gambia. The research work has been reported to NSD for recommendation and assessment with regard to approval by the Regional Committee for Research Ethics.</p>	<p>No reporting of conclusions and results is yet available.</p>

<p>4 Abuse of elderly people. <i>Project director:</i> Wenche Jonassen, <i>Project collaborator:</i> Astrid Sandmo <i>Time frame:</i> November 2010–June 2012</p>	<p>The project's objective is to describe how elderly people outside institutions perceive and handle violence, abuse and violations, identify those who expose elderly people to violations, and what they are doing to escape from this kind of situation.</p>	<p>The results may contribute to finding ways to address abuse of elderly people, and identifying interventions that can ensure that the abuse is reduced or stopped.</p>	<p>This ongoing research project aims to include 30 elderly people who are/have been victims of violence, abuse and violations, and have made contact with "Defence for the Elderly" in Oslo and Bærum.</p>	<p>Qualitative in-depth interviews.</p>	<p>Ongoing project. No results/ conclusions are currently available.</p>
<p>5 Children's strategies – Narratives about children's experience of daddy's violence against mummy. <i>Project director:</i> Carolina Øverlien, <i>Time frame:</i> 2010–2011</p>	<p>The main objective of the project "Children's strategies, children's resistance" is to develop and study more in-depth issues pertaining to children who experience domestic violence, their strategies for action prior to, during and after the violent episode and how these strategies can be perceived as resistance. A further objective is to describe children who experience violence as actors and independent subjects, and to show how theories from the sociology of childhood can contribute to a better understanding of this group of children. A third objective is to establish an overview of Nordic and international research on children exposed to domestic violence.</p>	<p>Particular focus on children from immigrant backgrounds and their special vulnerabilities, difficulties and opportunities.</p>	<p>10–20 children and adolescents aged 12–17 years, recruited through the women's shelters.</p>	<p>Interviews with children and adolescents.</p>	<p>Ongoing project, no results are available yet.</p>

Research topic, contact person and any external cooperation partners	What are the objectives and research issues of the project?	What impact could the results have on prevention of violence?	From what sources/ populations are the research data collected?	Description of research methods/approaches	Brief summary of preliminary results or conclusions
<p>6 Efforts to prevent female genital mutilation in Norway – a survey. Assignment to NKVTS under the Government's action plan to combat genital mutilation, 2008–2011.</p> <p><i>Contact persons:</i> Wenche Jonassen/Randi Saur wenche.jonassen@nkvts.unirand.no randi.saur@nkvts.unirand.no</p> <p>http://www.nkvts.no/biblioteket/Sider/Arbeid-med-kjonnsmlemlestelse-i-Norge-En-kartlegging.aspx</p>	<p>Provide an overview of the service providers and organizations that are engaged in work related to female genital mutilation (FGM), and their requirements for competence in this field.</p>	<p>May have an effect on the decisions of the authorities with regard to level of activity, organization of the service provision, development of methods and supply of knowledge.</p>	<p>Health service, child protection services, asylum reception centres and NGOs, educational institutions and private organizations. The Directorate of Children, Youth and Family Affairs, RVTS, the county governors and research institutions are also included.</p>	<p>A questionnaire was distributed to 1021 recipients in 120 municipalities (selected on the basis of certain criteria). The recipients comprised public and voluntary service providers/ organizations assumed to be engaged in work related to FGM. A total of 225 responses were returned, and these were subsequently systematized and analysed.</p>	<p>Three of four agencies have a preparedness with regard to FGM. Few reports of concern are submitted, and many cases are dropped. More than half of all service providers in the sample have staff that have attended courses focusing on FGM. FGM is addressed in various ways. The agencies cooperated extensively with other service providers, especially the health services, but also with child protection services and schools. Most of the agencies see a need to extend their cooperation with other service providers.</p>

<p>7 Identification of potential exposure to violence among pregnant women.</p> <p><i>Contact person:</i> Ole K Hjerdal, NKVTS o.k.hjerdal@nkvt.s.unit.no</p> <p>Collaboration with ATV – Telemark county</p> <p><i>Time frame:</i> 2005–2009</p>	<p>1) Investigate whether it is possible to let midwives ask pregnant women about exposure to violence as a follow-up of the pregnancy.</p> <p>2) To investigate how midwives perceive the act of asking and how pregnant women perceive being asked.</p> <p>3) To test a plan for follow-up of the women who gave affirmative answers to queries about exposure to violence.</p>	<p>A general screening of pregnant women may serve to reduce the risk of further exposure to violence during and after pregnancy. Queries about the safety of other children are also brought up. This could serve as a basis for interventions to prevent violence against these children.</p>	<p>From midwives and pregnant women in health centres in four municipalities in Telemark county: Skien, Kragerø, Bamble and Bø.</p>	<p>Practical trial where the midwives asked questions in forms with information on the responses given by the pregnant women. All the pregnant women were given a questionnaire with questions on how they perceived the screening. The midwives kept a field diary. The project coordinator interviewed the midwives on their experience of the screening and the follow-up provided to the pregnant women. Women who were exposed to violence were interviewed about their experience of the follow-up.</p>	<p>Being questioned about exposure to violence by a midwife is seen as positive by the pregnant women. Nearly two per cent had been exposed to physical violence during their current pregnancy. A simple screening procedure appears to be sufficient to provide the midwives with information on violence, abuse and other forms of duress that have an impact on the health and well-being of the woman and her unborn child. Provided any required facilitation, training with professional support and guidance are given, and that pregnant women are guaranteed follow-up, the midwives have a positive attitude to screening.</p>
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Research topic, contact person and any external cooperation partners	What are the objectives and research issues of the project?	What impact could the results have on prevention of violence?	From what sources/ populations are the research data collected?	Description of research methods/approaches	Brief summary of preliminary results or conclusions
<p>8 Teaching on violence at universities and university colleges.</p> <p><i>Time frame:</i> 2007 Memo no. 2/2007</p> <p><i>Researcher:</i> Hanne Sogn</p> <p><i>Contact person:</i> o.k.hjemdal@nkvts.unirand.no</p> <p>Assignment under the Government's action plan <i>Violence in close relationships</i> (2004–2007)</p>	<p>The objective of the identification was to investigate whether and to what extent the subject of violence in close relationships is included in the training provided at various professional training institutions:</p> <p>What kind of training is currently provided? The content of this training. What areas of knowledge should be focused on?</p> <p>Which frameworks are required for implementing knowledge about violence in close relationships? Which specific measures should be implemented?</p> <p>The memo provides a brief overview of measures that should be implemented in order to realize this initiative.</p>	<p>The proposals are expected to have an impact in the form of increased attention to teaching on violence at the university and university college level, thereby educating professionals who possess appropriate competence in this field. Knowledge about violence is required in order to be able to prevent acts of violence.</p>	<p>Identification of instructional programmes on violence at the basic, intermediate and specialist level at universities and university colleges with three-year training programmes as a minimum.</p>	<p>A web-based, non-anonymous questionnaire was used to obtain specific information on existing training programmes.</p>	<p><i>Conclusions:</i></p> <p>The identification showed that the scope of the training programmes remained modest, arbitrary and somewhat unsystematic. On the other hand, there appeared to be a positive attitude towards providing more space for this subject in the training provided. On this basis, it was recommended that the efforts to strengthen training in this subject should continue. An escalation plan covering four project periods over a total of eight years was proposed to strengthen the training on violence in close relationships.</p>

<p>9 Violence in close relationships. Proposal for joint training programmes for employees of relevant assistance services.</p> <p>Assignment under the Government's action plan <i>Violence in close relationships</i> (2004–2007)</p> <p><i>Time frame:</i> 2007 NKVTS memo no. 3/2007</p> <p><i>Contact person:</i> Randi Saur randi.saur@nkvts.unirand.no</p>	<p>Propose structures and frameworks for training programmes.</p>	<p>Better quality of assistance provided to users by enhancing the competence of the employees. Improve coordination between various service providers.</p>	<p>Public reports and planning documents, evaluations of training programmes and participant evaluations from conferences.</p> <p>Meetings and interviews with key personnel having experience from interdisciplinary, ECTS-based training programmes:</p> <p><i>Education programme in treatment of addiction</i> at Diakonhjemmet University College (60 ECTS), <i>Education programme in mental health work</i> at Oslo University College (60 ECTS) and <i>Oslo Municipality's interdisciplinary training programme for work with victims of violence, perpetrators and prostitutes</i> (15 ECTS).</p>	<p>We invited key disciplines and centres of expertise to provide input, taking into account the important strategies in public documents and emphasized the evaluation of the experiences gained in other training programmes.</p>	<p>Three separate and targeted training programmes were proposed, directed at three target groups:</p> <p>1) Administrative heads and professional managers; 2) groups of employees who qualify for study; and 3) employees of public and private assistance services who want ECTS-based training.</p> <p>The content of the training is divided into three parts: <i>topical knowledge</i> (on violence as a phenomenon and prevalence of violence in close relationships), <i>action-related knowledge</i> (on the performance and responsibilities of service providers, working methods, opportunities and restrictions) and <i>cooperation-related knowledge</i> (subjects related to roles and tasks in cooperative relationships, challenges and processes).</p>
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Research topic, contact person and any external cooperation partners	What are the objectives and research issues of the project?	What impact could the results have on prevention of violence?	From what sources/ populations are the research data collected?	Description of research methods/approaches	Brief summary of preliminary results or conclusions
10 Book project on domestic violence. <i>Period:</i> 2007–2007 <i>Project Directors:</i> Knut Storberget, Beret Bråten, Astri Aas-Hansen, Ellen Rømming, Kristin Skjærten, Dr. philos. OBJECTIVE: METHOD:	Book project disseminating key topics and recent research on domestic violence to a wider audience.	The book is intended as a resource for all those who encounter victims of domestic violence in the course of their daily work. First and foremost, however, it is intended to assist those who are directly exposed to domestic violence. By means of this book, the Minister of Justice wants to place efforts to combat domestic violence firmly on the political agenda.	Review of literature, interviews, use of photos and illustrations for demonstration.	Present key topics and important knowledge on domestic violence through text, photos, interviews and illustrations.	

<p>11 Perceptions by the elderly of violence and abuse, and their views on reporting abuse.</p> <p><i>Period:</i> 2004 – 2006</p> <p><i>Project Director:</i> Ole Kristian Hjemdal, cand. sociol.</p> <p><i>Researcher:</i> Olaug Juklestad, cand. mag./ sosialt arbeid</p>	<p>The main objective of the investigation was to obtain better knowledge of the reasons why there is such a large discrepancy between the apparent real prevalence of abuse of elderly people and the near-absence of this type of violence in police and health service records. An underlying question is why the elderly so rarely seek help and report the abuse.</p>	<p>Studies indicate some possible reasons why violence against elderly people remains largely hidden. Counteracting this and calling this violence to the attention of the assistance services are important in order to protect elderly people from continued exposure to violence.</p>	<p>The study is based on similar studies undertaken among various ethnic groups in the US and several countries in Asia and Europe, and the responses from the Norwegian survey are compared to those from parts of these studies.</p>	<p>The Norwegian study was undertaken as a postal survey of a sample of 1,000 members of the Norwegian Retirees' Association, as well as direct interviews with a smaller group of seven retired people.</p>	<p>Violence against and abuse of the elderly is one of the most hidden forms of violence, and also one of the least accessible for study. Only a small proportion of this violence is registered by the police and other assistance services.</p> <p>The investigation indicates that the difficulties encountered in learning about the abuse are not primarily caused by the elderly not perceiving the incident as abuse, or that they downplay or explain away the incident. It appears that an unwillingness to involve outsiders is the main barrier to be overcome in order to allow social assistance services to reach out to elderly victims of abuse. This will require intensified efforts in the coming years, to spread information and knowledge of why it is necessary to bring abuse of the elderly "into the open" and of the help that public agencies can provide to those who are exposed to such abuse.</p>
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Research topic, contact person and any external cooperation partners	What are the objectives and research issues of the project?	What impact could the results have on prevention of violence?	From what sources/populations are the research data collected?	Description of research methods/approaches	Brief summary of preliminary results or conclusions
12 Epidemiology: Head injury in infants and toddlers. <i>Period:</i> 2005–2007 <i>Project Director:</i> Grete Dyb, Dr. med. <i>Researcher:</i> Mia Cathrine Myhre, paediatrician METHOD: Results of the study are published in: Myhre, M. C. (2007). Traumatic head injury in infants and toddlers. <i>Acta Paediatrica</i> , Aug(96), 1159–63.	No studies have previously been undertaken to identify the prevalence of serious head injuries resulting from child abuse in Norway. The objective of the study is to obtain better knowledge about this form of injury in a clinical population at a regional hospital that fulfils centralized neurosurgical functions. In particular, the study aims to identify signs that should arouse suspicion of existing injury.	Results have shown that children who have sustained serious head injuries may have been exposed to abuse, but that this has not been sufficiently investigated. This has been incorporated into recently adopted guidelines.	Children under three years old committed to Ullevål University Hospital in the period 1995–2004. The children were identified on the basis of ICD-9 or ICD-10 diagnosis code(s) registered at discharge. Children with skull fractures, skull-base fractures, cerebral haemorrhage or cerebral trauma were included.	The investigation was undertaken as a retrospective journal study.	
13 Understanding and treatment of men who have committed sexual abuse. <i>Period:</i> 2006–2009 <i>Project Director:</i> Wenche Jonassen, cand. polit. <i>Researcher:</i> Thore Langfeldt, Specialist in Clinical Psychology In Norway, little research has been undertaken on people who have committed sexual offences. OBJECTIVE: METHOD:	The project objective is to expand the typological understanding of men who commit sexual offences and the impact this may have on therapies and outcomes of therapies.	The purpose of this study is to gain more knowledge about this group, so as to be able to provide better treatment and identify preventive interventions.	The data are derived from the total journal register of patients who have been in therapy, provided by the researcher.	The part that concerns evaluation and prevention will comprise interviews with as many previous clients as possible.	

<p>14 Brainstorming – seminar on young offenders. <i>Period:</i> 2010–2010 <i>Project Director:</i> Kristin Skjørtén, <i>Researcher:</i> Carolina Øverlien, filosofie Dr. <i>Collaborator:</i> Anja Emilie Kruse, Student of Criminology</p>		<p>Through this seminar, NKVTS wished to draw attention to recent research on young people who commit sexual offences, on preventive measures and research needs.</p>	<p>Nearly 50 researchers and professionals were assembled for the brainstorming session.</p>	<p>Invited the leading professionals and researchers in this field to a brainstorming session. Minutes from the brainstorming, as well as a review, are available at forskning.no.</p>	
<p>15 Look at my dress – Oda's forensic interview. DVD and manual. <i>Period:</i> 2005–2007 <i>Project Directors:</i> Kari Gamst, Dr. polit., RVTS East, Åse Langballe, Dr. polit., Special Needs Education Expert</p>	<p>Produce an instructional programme on forensic interviewing of children, and will comprise an instructional video and a manual. The programme primarily targets the police and the prosecution authority, but also addresses child protection services, health services and school administrations for occasions when suspicion of violence, abuse or other forms of neglect is aroused.</p>	<p>Reveal violence against and abuse of children. Convert research-based knowledge on communication with children into training material for use by the police and others who undertake forensic interviews with children.</p>	<p>Observation and content analysis of video recordings of forensic interviews with children, undertaken by a police investigator. In addition, interviews with police officers and attorneys.</p>	<p>The training programme is based on "The dialogical method of communication", which was developed by the researchers in their dissertation "Barn som vitner" ("Children as witnesses") (Gamst & Langballe, 2004).</p>	

Research topic, contact person and any external cooperation partners	What are the objectives and research issues of the project?	What impact could the results have on prevention of violence?	From what sources/ populations are the research data collected?	Description of research methods/approaches	Brief summary of preliminary results or conclusions
<p>16</p> <p>The social services' encounter with domestic violence.</p> <p><i>Period:</i> 2005 – 2007</p> <p><i>Project Director:</i> Ole Kristian Hjemdal, cand. sociol.</p> <p><i>Researcher:</i> Randi Saur, Bachelor of Social Work</p>	<p>What happens when the client's experience of violence is turned into a task for the social worker? How does the social worker learn about the violent incidents, and what concerns are at the forefront in the assistance provided to the client? Which factors impinge on the social worker's job when violence forms part of the client's everyday experience or life history? These are examples of questions posed in this qualitative study.</p>	<p>Develop insight into the role of helper and develop deliberate courses of action that can help identify and work with people who are exposed to violence with a view to preventing further exposure.</p>	<p>Data are collected in interviews with a strategic sample of social workers from five different municipalities.</p>	<p>In-depth interviews with social workers. Conceptual perspectives and the basis for action are described and analysed qualitatively in light of the social workers' narratives. The interview focuses attention on the actions of the social worker from the moment he/she learns of a client's exposure to violence.</p>	<p>The findings show that social workers engage with the client in various types of helping processes. A main finding of the study is that the design of the role of helper follows a "standard notion of violence between partners". The meaning of the term "domestic violence" is reduced to the gender-specific "men's violence against women". Breaking the relationship is seen as the only solution. When a woman does not break off her relationship with a violent man, a need for treatment is constructed, and the woman is referred for therapy to process her psychological dependency</p>

<p>17</p> <p>Treatment and rehabilitation of traumatized refugees.</p> <p><i>Period: 2005 – 2012</i></p> <p><i>Project Director: Sverre Varvin, dr. philos., Specialist in psychiatry</i></p> <p><i>Researcher: Marianne Opaaas, PhD scholar</i></p>	<p>Develop a treatment and rehabilitation model based on available knowledge and the knowledge developed in the project that can be used in health care.</p> <p>Increase knowledge about the effects of extreme trauma by studying:</p> <ul style="list-style-type: none"> Psychological and social / cultural aspects of complex post-traumatic conditions How treatment and rehabilitation programmes affect the development of the post-traumatic course How cultural and social factors influence the treatment and rehabilitation of the severely traumatized. Evaluate treatment and rehabilitation. 	<p>Results from this project will provide knowledge about how severely traumatized refugees relate to problems with regulation of emotions, including aggression. Aggression may be directed inward and can then give rise to depression and physical pain, or it may be directed outward in the form of irritation, anger and violence. The study provides knowledge about how to help the severely traumatized master anger and violent tendencies and will thus potentially prevent violence.</p>	<p>Traumatized refugees in treatment at community-based outpatient clinics and in private practice</p>	<p>A naturalistic, qualitative and quantitative longitudinal study.</p>	
<p>18</p> <p>Epidemiology: youth exposed to violence in Norway – results from health surveys in six counties.</p> <p><i>Period: 2006 – 2010</i></p> <p><i>Project Director: Grete Dyb, Dr. med.</i></p> <p><i>Researchers: Line Schou, master of sociology, Siri Thoresen, Dr. psychol</i></p>	<p>Analysis of incidence of violence and sexual abuse of youth in Norway.</p> <p>The focus of the study was self-reported exposure to violence and sexual abuse in the past year.</p>	<p>The study has highlighted the fact that adolescents tend to report abuse and violence more than previously, and that violence is correlated with e.g. psychological and somatic health disorders, addiction and poor school performance.</p>	<p>In collaboration with the Norwegian Institute of Public Health (FHI), the National Centre for Violence and Traumatic Stress Studies (NKVTS) analysed data from FHI surveys in six counties.</p>	<p>Quantitative analysis of surveys on youth.</p>	

Research topic, contact person and any external cooperation partners	What are the objectives and research issues of the project?	What impact could the results have on prevention of violence?	From what sources/ populations are the research data collected?	Description of research methods/approaches	Brief summary of preliminary results or conclusions
<p>19</p> <p>Gender, violence and close relationships. <i>Period: 2010 – 2011</i> <i>Project Director: Hilde Pape,</i></p>	<p>What characterizes young women who act violently towards their partners? Are they generally more aggressive than others, and if so, does this characteristic appear at an early time in life? Or is the violence specific to the relationship and being used as a response to the use of physical force by a partner? How does violent behaviour towards a partner relate to various lifestyle markers or to the perceived quality of the partnership?</p> <p>Is violence towards partners mainly symmetrical in terms of gender, or are women more exposed than men? Are the methods used for identification of violence decisive for the results obtained with regard to any gender differences?</p>	<p>The results include better knowledge of risk factors for the perpetration of domestic violence, which will undoubtedly be relevant for developing individually oriented interventions to prevent violence.</p>	<p>Data sources include the longitudinal study "Young in Norway" conducted by NOVA, in which information about violence from partners was collected when the participants were in their early twenties (n≈2000; cumulative response rate 68 per cent). Furthermore, the Oslo-based survey "The hidden violence" forms the basis for analyses of violence between adult partners.</p>	<p>The project is based on statistical analyses of data from surveys of the general population</p>	<p>Preliminary results: Young women who act violently towards their partners tend to be more aggressive than women in general, and will also often have a personal history that includes violent and excessive behaviour. Other studies have revealed similar findings with regard to men's use of violence in partner relationships. Interventions aiming to prevent behavioural problems and destructive forms of aggression among children and adolescents can hence be assumed to reduce the future risk of violent behaviour towards partners – for men as well as women.</p>

<p>20 Children from minority groups who experience violence in the family. <i>Period:</i> 2010 – 2011 <i>Project Director:</i> Kristin Skjærten <i>Associate:</i> Sanne Hofman</p>	<p>How to take into account the child's ethnicity, culture and religion when children experience violence in the family?</p>	<p>A knowledge review of research on children from minority groups who experience violence in the family will help to shed light on the various problems and challenges that these children face, and thereby provide a basis for further research in this field.</p>		<p>The project reviews research on children from minority groups who experience violence in the family and discusses the findings from the perspective of rights and child protection.</p>	
<p>21 Competence-building project on women from ethnic-minority backgrounds who are exposed to violence. <i>Period:</i> 2004 – 2007 <i>Project Director:</i> Wenche Jonassen, cand. polit. <i>Collaborator:</i> Hanne Sogn, cand. polit. The project is undertaken in collaboration with Oslo Women's Shelter and Ullevål University Hospital.</p>	<p>To educate employees at the women's shelters and their cooperation partners. The course will have a practical orientation and provide specific knowledge that will benefit the target group.</p>	<p>Enhancing the competence of employees in the women's shelters and their cooperation partners will better enable them to provide help to women from ethnic-minority backgrounds who are exposed to violence.</p>	<p>Employees of women's shelters and their cooperation partners constitute the target group.</p>	<p>A pilot project in the form of a two-day course was undertaken in Østfold county in February 2005. Experience from the pilot project will form the basis for the design of subsequent courses, which will take place nationwide during 2005–2006.</p>	<p>Three modules are proposed for acquisition of competence: 1) Courses for employees at the women's shelters and their cooperation partners, 2) a local/regional counselling service for cases involving ethnic-minority women who are at risk of violence, and 3) observation in women's shelters that possess extensive experience with women from ethnic-minority backgrounds.</p>
<p>22 The women's shelters: Competence survey. <i>Period:</i> 2007 – 2008 <i>Project Director:</i> Wenche Jonassen, cand. polit. <i>Researcher:</i> Hanne Elisabeth Sogn, cand. polit.</p>	<p>To identify the competence requirements in the shelters, and elaborate a specially adapted training programme for the staff.</p>	<p>Enhancing the competence of the women's shelters will enable them to provide better help to victims of violence at an earlier stage.</p>	<p>Representatives of the shelters and their associations. Relevant literature will be used as a supplement.</p>	<p>The project is based on responses to a questionnaire distributed to the women's shelters, with questions pertaining to competence and need for competence-building. The study will be followed up by interviews with representatives of the shelters and their associations.</p>	

Research topic, contact person and any external cooperation partners	What are the objectives and research issues of the project?	What impact could the results have on prevention of violence?	From what sources/ populations are the research data collected?	Description of research methods/approaches	Brief summary of preliminary results or conclusions
23 The challenging conversation. <i>Period:</i> 2005 – 2010 <i>Project Directors:</i> Kari Gamst, Dr. polit, Åse Langballe, Dr. polit.	<p>“The difficult conversation” is a research and development project for improving methodologies and competence pertaining to focused interviews with children in the child protection services.</p> <p>The implementation will form the basis for investigation of teaching methods.</p>	<p>From the point of view of prevention, early disclosure of grave neglect, violence and sexual abuse of children may prevent or reduce the damage inflicted.</p>	<p>Employees in one of the child protection services in Oslo who have been trained in the use of a specific dialogical conversation methodology (DCM.)</p>	<p>The study is based on a dialogical perspective on children, and has a naturalistic design. Qualitative and quantitative analyses of 48 interviews that 12 child- protection officers have undertaken with children. The interviews were recorded and transcribed. The study included statistical analyses and analyses of observations, interviews and field notes.</p>	<p>The intention is to produce research-based knowledge on methodologies that can be used to target interviews with children in the child protection services, thereby to enhance the competence of child protection officers with regard to the identification and prevention of recurring child abuse.</p>
24 Film project: Home is worst. <i>Period:</i> 2006 – 2009 <i>Project Director:</i> Geir Borgen, Specialist in paediatrics <p>“Hjemme verst” (“Home is worst”) is an instructional film addressing the critical stage when suspicion of abuse of children or adolescents is aroused.</p>	<p>The film is intended to provide adults who are concerned about or suspect sexual abuse with a better foundation for protecting and helping children who are exposed to abuse.</p> <p>The target group comprises staff at schools, day-care centres and assistance services, such as child protection services and primary/specialist health services.</p>	<p>Since child abuse is often committed by a person who is close to the child, the abuse is difficult to detect. Prevention of abuse or early intervention presuppose knowledge and skills with regard to how violations may occur, how the child reacts and what roles various agencies assume during the course of a case. Those who work with children on a daily basis have a vantage point with regard to opportunities for detection and action. The film is intended to provide knowledge and encourage reflection.</p>	<p>Re-enactment of a true story.</p> <p>The film is based on the story of an adult woman who was abused as a child.</p>	<p>Two-part DVD. 1) Re-enactment of a true story. 2) Reflections by professionals.</p>	<p>The DVD is available at the website www.hjemmeverst.no</p>

Table II: Training provided by NKVTS staff in topics related to prevention of violence

Training location Trainer: Cooperation partners:	Training topic Training methods	Scope	Target group	Prevention of violence, content	Evaluation
10 Master's degree in psychosocial work – suicide, addiction, violence and trauma , provided by the National Centre for Violence and Traumatic Stress Studies, in cooperation with the National Centre for Suicide Research and Prevention (NSSF). Trainers: NKVTS staff and other researchers/lecturers from RVTs, university colleges or research institutions for addiction research (SERAF) Cooperation partners: (See above)	Health, social and other consequences of violence and trauma, violence as communication, resource, power, defence, gang violence, etc. Lectures, group work, written assignments and final master's thesis.	Approximately five weeks in total for the whole course of study (approx. 175 hours).	Professional groups with at least three years of training in health and/or social studies/education/police training/psychology at the cand. mag. or BA level.	Ethical challenges, consequences of violence, phenomenology, stigmatization, taboos. Investigate the importance of gender, age and culture/ethnicity. Focus on especially vulnerable groups: children, the elderly, the disabled, minorities. Consequences of violence and traumatic events in children, adolescents and adults. <i>How can violence be prevented</i> , and how can we help victims of violence? Prevention strategies and treatment methods/forms of intervention targeting vulnerable children, adolescents and adults, and perpetrators.	Written evaluation by the students.
11 Universities, university colleges, NGOs, municipalities, conferences Trainer: C. Øverlien	Violence and abuse of children Lecture	1–6 hours per session, approximately 25 times per year.	Professionals, such as child welfare officers, teachers and psychologists. Students at the BA and MA level. Other researchers.	To learn about groups at risk, children's experience of violence and their way of expressing themselves, signals to look for, children's needs and what adults are expected to do. Children's rights.	The training is occasionally evaluated by the commissioning agency.

12 Courses for the MA degree at the National Centre for Violence and Traumatic Stress Studies. <i>Trainer: K. Skjørten</i>	Legal sanctions against perpetrators of violence. Lecture	45 min.	Students of the MA degree in psychosocial work – suicide, addiction, violence and trauma.	Options and restrictions related to the use of penal sanctions against violence in close relationships.	Standard MA evaluation.
13 Department of Criminology and Sociology of Law, University of Oslo. <i>Trainer: K. Skjørten</i>	Class, age and social control Lecture	2 hours	Students of the BA degree	Control of crime	Standard student evaluation.
14 Courses for the MA degree at the National Centre for Violence and Traumatic Stress Studies <i>Trainer: K. Skjørten</i> <i>Cooperation partners:</i>	Stigmatization and taboos Lecture	60 min.	Students of the MA degree in psychosocial work – suicide, addiction, violence and trauma.	Theories about stigmatization in the case of violence in close relationships.	Standard MA evaluation.

Titles of courses on violence taught by NKVTS staff in 2010

Children at crisis centres ?? for 2. Gang
Centre for Child and Adolescent Mental Health, Eastern and Southern Norway (RBUP) – further teaching in Cognitive Behavioural Therapy
Child abuse and neglect
Children as informants in research and in child protection and the criminal justice system
Children at crisis centres
Children who experience violence in the home
Children's rights
Consequences for children who experience violence
Conversations with children
Developmental psychology related to violence and trauma
Epidemiology in relation to violence and trauma
Expectations to, and experiences with, the legal system among women who have been abused
Health-related, social and other consequences of violence and trauma
Ideologies and myths in the research on violence. Gender differences in the experience of exposure to violence
Lecture on genital mutilation
Legal sanctions for perpetrators of violence
Legislation relating to children
Medical issues connected with violence and sexual abuse of children
Medical review in cases of suspected child abuse
Neurophysiology
Overview of the field of treatment. Interventions, treatment, prevention of violence and trauma: different perspectives
Physical child abuse
Post-traumatic growth
Psychological theories of violence and trauma: development theories, cognitive theories
Questioning child witnesses in legal cases involving children
Report: A home for us, a home for you
Screening tools and methodological dilemmas in the research on violence and trauma
Sexual abuse and trauma
Social consequences of violence. The Bjugn case four years later.
Sociological theories of violence in close relationships
Stigmatisation, the creation of taboos
Talking with children exposed to sexual abuse
Talking with children in a professional context
Teachers' encounters with children exposed to sexual abuse
The difficult conversation
The dynamics of violation: destructiveness and self-destructiveness in traumatised persons.
Treatment of perpetrators of violence – women and men
Various strategies, methods and types of interventions when working with children and youth exposed to trauma and traumatic events
Victim compensation for acts of violence
Violence as communication, resource, power, defence, a substitute for trust
Violence: Incidence and consequences

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Appendix 1:

Registration form:

Information on research as a violence prevention¹ activity at NKVTs

- Research topics and contact person:
- What is the research project's purpose and questions?
- What significance can the results have on the prevention of violence field?
- In what time period takes /took the research place?
- From which sources / population is material collected in the research?
- Does the research project have external partners, who and from what organization /authority?
- Describe methods / procedure in the research:
- Preliminary results or conclusions from the research at NKVTs (briefly)

¹ limited to violence in close relations

Appendix 2:

INFORMATION ABOUT TEACHING ASSIGNMENTS OF RELEVANCE FOR VIOLENCE PREVENTION

Preferably limited to violence in close relations

- Where is the teaching taking place (institution)
- What is the teaching topic ?
- What is the extent of the teaching (hours, days, part of the program that continues over time)?
- Who carried out the teaching assignment?
- Which target groups are the teaching aimed at (professional groups, what level: bachelor's, master's doctoral, etc.)?
- What are the professional (violence prevention) contents of the teaching?
- Do/did you have external cooperation partners in connection with the teaching, who/which organization/authority?
- Describe methods used in teaching (lectures, group work, assignments, etc.)
- Has the teaching been evaluated or is it going to be, by who and when?

This report sheds light on research and development projects at Norwegian Centre for Violence and Traumatic Stress Studies (NKVTS), related to the prevention of violence in close relationships. Additionally there is an overview of the center's teaching activities in the field, with particular emphasis on teaching at the master programme in psychosocial work.

Prevention as a topic is rarely explicitly mentioned in the research sketches or as a justification for the projects. Exceptions are reports where reviews of the knowledge on prevention is part of the mandate. When researchers are being inquired about this, they formulate a connection to prevention. Examples of explicit reference to prevention are:

"The results may help to find ways to deal with offenses against the elderly and interventions that can help to ensure that violations cease or be reduced" (no. 4) and

"The results contribute to increased knowledge about risk factors for performance of partner violence – which obviously may be relevant to the development of violence prevention" (No. 19).

The report displays thematic variation, sources and methods in research and development projects. Likewise, there are demonstrated examples of issues in education which in time may be important for the prevention of violence in close relationships.

The projects' diversity illustrates some of the complexity in the prevention of domestic violence.

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