

The Minnesota Center Against Violence and Abuse (MINCAVA): Providing Research, Education, and Access to Information on Violence Against Women and Children

Violence Against Women
17(9) 1207–1219

© The Author(s) 2011

Reprints and permission:

sagepub.com/journalsPermissions.nav

DOI: 10.1177/1077801211419332

<http://vaw.sagepub.com>



Jennifer L. Witt¹ and Jeffrey L. Edleson¹

Abstract

The Minnesota Center Against Violence and Abuse (MINCAVA) was established in 1994 through an appropriation of the Minnesota Legislature. Located at the University of Minnesota, MINCAVA conducts original research, develops extensive collections of translational materials, provides higher education training on family violence prevention, and disseminates information globally. Over a dozen professional and student staff work on projects funded by federal, state, and private sources and collaborate closely with national and global advisory boards and partner agencies as well as local community-based and national advocacy organizations. The Center operates multiple project-specific and general websites that receive millions of unique visits each year from dozens of countries.

Keywords

abuse, collaboration, research, violence

The Minnesota Center Against Violence and Abuse (MINCAVA) at the University of Minnesota's School of Social Work has spent the last 16 years working in various ways to create and promote research, access to information and education to those serving survivors

¹University of Minnesota, St. Paul, MN, USA

Corresponding Author:

Jennifer L. Witt, University of Minnesota, 105 Peters Hall, 1404 Gortner Avenue, St. Paul, MN 55108, USA
Email: jlwitt@umn.edu

of violence as well as policy makers, survivors and their families, and the general public on issues related to violence against women and children. This article describes MINCAVA's history, our current work, and how we have sustained the Center's work over these years.

MINCAVA's History

The Minnesota State Legislature appropriated funding in 1994 to establish a Higher Education Center Against Violence and Abuse with a charge to improve the quality of higher education related to violence. This followed a statewide survey that indicated large numbers of professionals were working with survivors and perpetrators of violence but few had training on how to do so. The University of Minnesota submitted a competitive proposal and was awarded an initial 2-year grant to establish the Center. The original proposal situated the Center within the University's sexual violence prevention program that was part of student services. Four hours before submission, however, the University's administration decided that the Center should be located within an academic unit rather than student services. As Jeffrey Edleson, a professor at the University, had volunteered to coauthor the proposal in his role as an advisor to the sexual violence program, a last-minute decision was made to locate the Center within his academic home, the School of Social Work.

During its first years, the Center's sole focus was the Violence Education Project (VEP). The major focus of VEP was developing and working on implementation of recommendations that addressed preparation, licensing, and continuing education of four specific, interdisciplinary sets of professions: law, health services, human services, and education. Statewide task forces were convened and wrote a report containing 56 individual recommendations along with rationales and strategies for implementation (MINCAVA, 1995). Several years of effort followed the publication of the task force reports and, with continued state funding, were devoted to implementing the task forces' recommendations. In addition, products of VEP included conducting a discipline-specific needs assessment of higher education institutions in Minnesota, developing a web-based clearinghouse of resources for higher education and continuing education instructors, a seed grant program to fund the development of new violence-related higher education curricula, conferences on teaching about violence and abuse issues, and efforts to change continuing education and licensing requirements for targeted professional groups in the state.

The Center faced a turning point at the end of this multiyear state grant focused on higher education. Jeffrey Edleson, the principal investigator on the state grant and a professor in the School of Social Work, decided to merge a number of related research, education, and outreach projects and bring them under the umbrella of the Center. At the same time, the Center's Electronic Clearinghouse migrated from a GOPHER-based online system to one using newly emerging multimedia web browsers called Mosaic, an early version of Netscape. This transformation of the Internet resulted in an ever-larger number of visitors to our electronic clearinghouse with interests beyond higher education. The Center's name was subsequently changed to the Minnesota Center Against Violence and

Abuse, or MINCAVA, in recognition of this larger audience's interests and the growing diversity of the work of the Center.

The Center's staff currently includes 4 full-time professionals and approximately 10 doctoral, master's, and law student part-time employees. Since its inception, the Center has helped launch an undergraduate minor in family violence prevention (FVP) at the University of Minnesota and, through numerous foundation, state, and federal awards, has produced original research on parenting in the context of domestic violence, children's exposure to domestic violence, the link between domestic violence and child maltreatment, early engagement of substance abusing men who batter, and international child abduction cases involving domestic violence. Funding from multiple partners has also supported MINCAVA to become a leader in producing translational materials and innovative violence-related education, and the dissemination of high-quality information regarding violence against women and children through our MINCAVA electronic clearinghouse.

MINCAVA's Collaborative Approach

MINCAVA's current scope of work takes four primary forms: conducting original research, producing translational materials, providing higher education, and disseminating information. We work from a collaborative stance informed by a feminist analysis of violence against women. Our work is carried out through ongoing relationships not only within the research community but also, more importantly, through relationships with local community-based and national advocacy organizations focused on ending violence against women and children. MINCAVA uses a model similar to Allen-Meares and her colleague's *collaboratory* model (Allen-Meares, Hudgins, Engberg, & Lessnau, 2005) that emphasizes collaboration among key constituents and favors intervention research that responds to practice questions from the field. MINCAVA has developed key relationships with those working to support victims/survivors and intervene with perpetrators as well as those who work to conduct research, develop prevention efforts, make policy, and mobilize communities.

Developing a system of collaboration that is effective and shares the workload among all partners is important. Allen-Meares and colleagues (2005) write that "collaborative research lends itself well to more translational and participatory models of inquiry by providing a mechanism that allows multiple stakeholders to work together to solve problems that require innovative solutions" (p. 29). Sharing the workload and ensuring that key partners have a voice from the beginning ensures a true collaboration and not just the "forced partnerships" that others have noted often exist (Edleson & Bible, 1999). The Center's collaboration begins when we jointly identify needs in the community by closely working with survivors, policy makers, and practitioners. The resulting research questions are more often those needing answers in the field and grounded in the experiences of the survivors, in addition to having more accountability to survivors, their advocates, and the larger movement for social change. In addition, ongoing relationships formed with service providers, survivors, policy makers, and community members increase the credibility

of research findings and the potential for them to be used by those in practice or working to create change (Edleson & Bible, 1999).

Through collaborative relationships, MINCAVA staff gain an understanding of the current needs for research findings in the advocacy, policy making, and educational communities. By using a translational style in much of our work, we are able to be highly responsive and encourage the information that we develop to be used in service of positive social change. Translating basic research findings into applied projects helps address the long-standing gap between research and practice (Hudgins & Allen-Meares, 2000). All of our current original research, translational materials, and education projects use aspects of these collaborative models and seek to create needed resources for those working to end violence against women and children.

MINCAVA's Current Projects

As stated earlier, MINCAVA's projects are divided into four primary areas: (a) original research; (b) translational projects; (c) information provision; and (d) higher education. Each of these four areas of our work are described in greater detail below.

Original Research

Children's exposure to domestic violence. MINCAVA's original research on children and domestic violence is internationally recognized. The primary focus of the Center's activities in this domain has been to examine the experiences of children exposed to violence against their mothers and the impact of existing policies and practices on these families. The Center's work in this area, funded by numerous sources, has resulted in basic knowledge-building about exposed children (Beeman, Hagemester, & Edleson, 2001; Edleson, Mbilinyi, Beeman, & Hagemester, 2003; Mbilinyi, Edleson, Beeman, & Hagemester, 2007), developing the Child Exposure to Domestic Violence Scale (see Edleson, Shin, & Armendariz, 2008; see also <http://www.mincava.umn.edu/cedv/>), and developing and testing collaborative relationships between child protection, domestic violence, and court services (see Edleson, 2006; Edleson, Gassman-Pines, & Hill, 2006; LaLiberte, Bills, Shin, & Edleson, 2010; Lee, Lightfoot, & Edleson, 2008; National Council of Juvenile & Family Court Judges, 1999; Peled & Edleson, 1992).

International child abduction and domestic violence. Related to children's exposure to domestic violence is the Hague Domestic Violence Project (<http://www.haguedv.org/>). The HagueDV Project originated at Seattle University's Law School earlier this decade as a volunteer project to assist battered mothers and their children seeking safety in the United States after leaving a violent partner in another country. The Hague Convention on the Civil Aspects of International Child Abduction, to which the United States is a party, seeks the prompt return of children to their countries of "habitual residence" after they have been moved to another country by one parent against the wishes of the other. Unfortunately, battered mothers who seek safety in the United States may have to respond to Hague petitions filed by their abusive partners in U.S. federal or state courts and often risk the loss of

their children (see Shetty & Edleson, 2005). The HagueDV Project moved to MINCAVA on receipt of a National Institute of Justice grant to conduct an extensive study of battered mothers who have responded to Hague Convention cases in U.S. courts. The research project, in collaboration with faculty and students at the University of Washington, worked closely with a national advisory board and several national organizations to develop and conduct the study and disseminate its findings.

Engaging men in violence prevention. The newest original research project is a collaboration among MINCAVA, faculty and staff at both the Universities of Michigan and Washington, and a global network of community-based organizers working to engage men in violence prevention. The Global Research Program on Mobilizing Men for Violence Prevention (<http://www.mincava.umn/mmvp/>) seeks to develop effective strategies with men to create respectful relationships and prevent childhood exposure to family violence. This project has multiple foci and is guided by a virtual global advisory board. We are currently conducting several global surveys of organizations and individuals working to engage men in violence prevention. We are also collaborating on the development and testing of early prevention strategies to engage new fathers and nonviolent men in preventing violence against women and newborns and in promoting positive father involvement in the lives of their children and intimate partners (see Neugut, Edleson, & Tolman, in press).

This work on engaging men has grown from decades of research on men who batter by the Center's staff (see, for example, Edleson & Syers, 1990; Edleson & Tolman, 1992; Edleson & Williams, 2007; Syers, & Edleson, 1992; Tolman, Edleson, & Fendrich, 1996) and a collaboration with faculty and students from the University of Washington studying the efficacy of a brief telephone-based checkup for men ambivalent about seeking help for domestic violence and/or substance abuse (Roffman, Edleson, Neighbors, Mbilinyi, & Walker, 2008).

Translational Projects

Violence Against Women Online Resources (VAWOR). VAWOR (<http://www.vaw.umn.edu/>) is a collaborative project between MINCAVA and the Office on Violence Against Women (OVW) at the U.S. Department of Justice. It is designed to operate as an interactive communications, networking, and information dissemination vehicle for those working to end violence against women as well as provide the field with the latest research and promising practices focused on violence against women. Current projects include an online library showcasing OVW-approved Technical Assistance Provider products; a publication series of brief research, policy, or best practice documents; a rapid-response team that develops brief "talking points" on key research, policy, and practice issues, so that OVW staff may respond quickly to national media and policy maker requests; and an online events calendar and directory with information for the 65 to 75 federally funded OVW Technical Assistance Providers.

All translational materials and rapid response talking points are developed with the assistance of a national network consisting of 120 research and practitioner consultants. Access to this broad national network ensures that our project staff is aware of and able to

respond to the needs of those working to end violence against women. It also allows OVW staff to respond quickly to national media organizations and government agency requests. Having fast, reliable, and free access to high-quality, up-to-date research, practice, and policy briefs, as well as training and resource materials, is particularly urgent given increasingly scarce resources and the resulting need for efficiency in preventing and responding to violence against women.

VAWnet Applied Research Forum. The National Online Resource Center on Violence Against Women (VAWnet; <http://www.vawnet.org/>) is a project of the National Resource Center on Domestic Violence and the Pennsylvania Coalition Against Domestic Violence, with support from the U.S. Centers for Disease Control and Prevention, and seeks to enhance the work of state domestic violence and sexual assault coalitions and allied national organizations through the use of electronic networking. VAWnet provides an easily accessible and comprehensive collection of full text, searchable electronic resources on domestic violence, sexual violence, and related issues. MINCAVA staff facilitate the Domestic Violence Applied Research Forum, which works to produce short, high-quality, and freely available research summaries on issues of interest to those working to prevent and intervene in violence against women. MINCAVA staff collaborate with a diverse national advisory board and staff of both the National Resource Center on Domestic Violence and the National Sexual Violence Resource Center to identify topic areas where brief research summaries are needed. Staff then prioritize these topic areas and pair researchers and practitioners to develop brief documents summarizing key research on these topics. All documents are reviewed twice by four-person review teams comprised of diverse researchers and advocates prior to publication on the VAWnet website. Sixty-five summaries have been published to date and are available online at <http://www.vawnet.org/>. These summaries are frequently viewed and downloaded online and are able to be freely printed for distribution at national conferences and trainings. For example, a recent document on economic stress and domestic violence was viewed online more than 8,000 times in just a 6-month period.

Information Provision

MINCAVA Electronic Clearinghouse. Given MINCAVA's core belief that power comes partially from access to high-quality information, dissemination is central to our work. Resources produced by MINCAVA are all made publically available on our multiple project sites, as well as our main Clearinghouse website. In addition, the MINCAVA Electronic Clearinghouse (<http://www.mincava.umn.edu/>) is designed as a comprehensive, easy-to-navigate, one-stop source for high-quality information on violence prevention around the world and as such links to and publishes resources not produced at MINCAVA. The Clearinghouse provides free access—24 hr a day, 7 days a week—to a wide-ranging pool of up-to-date educational resources about domestic violence, sexual assault, stalking, dating violence, and child maltreatment among others. The Clearinghouse currently houses more than 3,000 items, including published full-text research articles, links to funding sources, a calendar of training events and conferences, links to organizations that serve as

resources, digital videos, and higher education syllabi. The Clearinghouse receives approximately 1.25 million unique visits per year, with visitors coming from more than 65 countries.

The Clearinghouse has also become a publishing option for many smaller organizations that lack staff resources or expertise to publish documents on the Internet. Through an online submission utility, the Clearinghouse enables programs and individuals to submit their publications to the Clearinghouse for review and possible publication. Through this utility, Clearinghouse users help shape its content by submitting potential information for posting and consequently supply new resources to people across the globe.

The Clearinghouse also uses a registration and notification utility that enables site users to enter their email address and “register” to receive periodic messages that notify them of new content on the site. More than 1,500 individuals and organizations have registered for this service.

Online learning experiences. Another innovative aspect of the MINCAVA Electronic Clearinghouse is our creation of a series of online learning modules/case studies on domestic violence (see <http://www.globalvp.umn.edu>). These interactive learning modules are specifically created to educate the advocacy community, students, and others about various issues related to violence prevention. Case studies provide the framework for these modules and offer users research information regarding violence and its prevention. Users take the roles of various professionals and must answer questions related to each case at different points in the story. They must get each answer correct before continuing. To date, we have created interactive modules on child exposure to domestic violence, domestic violence in later life, and interventions for fathers where there is the co-occurrence of woman abuse and child maltreatment. These case studies have been widely used, with an average of more than 900 users monthly, and the Center gathers online evaluations from users to determine future directions and improvements. A new project supported by the Avon Foundation for Women will focus on developing a training tool for shelter advocates and other professionals that promotes children’s perspectives on exposure to domestic violence and the responses that may help them during times of trauma and healing.

Higher Education

FVP undergraduate minor. The Center’s location within the School of Social Work enabled it to help launch the FVP undergraduate minor (see http://www.cehd.umn.edu/ssw/current_students/undergrad/family_violence_prevention/). This is an interdisciplinary, university-wide program for undergraduate students interested in preventing and intervening in family violence. To this end, the program provides students with a research and theoretical base addressing the relationships between violence in society and violence in families, differing professional responses to family violence and violence against women, and beginning-level practice skills. Center staff helped develop the minor and now often provide instruction and advising to students, while much of the research and training information developed by the Center is used within the curriculum. The minor currently requires students to complete nine semester credits of required foundational coursework as well as

six credits from a list of approved elective courses. Required minor courses include “Introduction to Child Maltreatment: Intervention and Prevention”; “Introduction to Adult Intimate Partner Violence: Intervention and Prevention”; and “Gender Violence in Global Perspective.” Approximately 60 students are enrolled in the minor, whereas many others enroll in some of the minor’s three required courses but not the minor.

Addressing Un-/Underserved Populations

We work to include diverse voices and contribute to the availability of resources about those communities who have not been served or who have not been fully or competently served by the violence against women movement (e.g., rural/frontier, immigrant, people of color, people with disabilities, Indigenous, and LGBTIQ communities). This is a key goal of MINCAVA, especially within our translational materials and information dissemination projects, and we seek to achieve this goal in a number of ways.

Including voices of un-/underserved communities. Many MINCAVA projects use project-specific national advisory groups to identify and prioritize needs for information. In these instances, specific care is given to establishing a diverse group, including attention to geography, race, national origin, gender, areas of knowledge, ability, sexual orientation, and practice/academic background. While it can be difficult for researchers and practitioners to work together, we feel this is important in ensuring that translational projects are responsive to the needs of the advocacy community. MINCAVA staff ensure that people of color are included in the writing, consulting, or reviewing stage of each document produced.

Using current technology, the Center is able to bring virtual groups together without the need for a significant investment of time from advisory group members or financial resources from the Center. This creates possibilities for more people to participate, specifically those from direct service agencies who previously may have been unable to do so due to work load or a need to stay close to their service organization. Again, this leads to the ability to include more diverse voices in our advisory groups that are determining our work agendas and among those creating our materials.

Accessibility. MINCAVA’s primary method for disseminating information since its inception has been through its multiple project websites. However, we understand that everyone does not have equal access to high-end technology resources. To ensure the greatest level of accessibility, MINCAVA creates web pages using minimal graphics to ensure that they can be easily accessed by individuals using dial-up connections or other slower technologies and those who may be paying by the minute for Internet access. Materials distributed by MINCAVA via the Internet are coded in XML, allowing for documents to be viewed in multiple formats and to ensure greater accessibility. Documents follow strict style guidelines that are based on successful web-design principles that foster high readability and usability by all. In addition, being a fully online resource, available to anyone with Internet access, MINCAVA training resources and research information are a form of distance education and accessible in rural and frontier communities where in-person training and research conferences may not often take place. Given the reality that victims/survivors’ or others’ Internet activities may be monitored (Southworth, Finn, Dawson,

Fraser, & Tucker, 2007), MINCAVA also ensures that all submission pages, along with homepages contain information regarding safe use of the Internet.

Practical Strategies for Creating a Center

Given the current financial situation of many U.S. universities, the idea of developing a research and technical assistance center is likely a daunting task. Issues of funding are a chief concern for most researchers when assessing the feasibility of a new center. Center directors must carefully consider the ability to diversify funding through multiple sources, given its importance in sustainability. The ability to sustain and grow work that is directly responsive to the most highly prioritized needs of those working to end violence against women must also be considered.

Area of Expertise

While MINCAVA has significant expertise in certain areas of research on violence against women and children, the Center is more effective because staff members are able to consult and work with others on intersecting areas of interest within the School of Social Work and the University of Minnesota as a whole. Within our school, consultation often occurs with other research centers, namely, the Center for Advanced Studies on Child Welfare and the Institute on Domestic Violence in the African American Community. This contextual opportunity often expands the scope of our Center's work and allows staff to work at the intersections of multiple issue areas and be responsive to the needs of different communities and funding sources. Similarly, our broad consultation with local community-based organizations and multiple advisory boards and working relationships with many national advocacy organizations offers a rich network of collaborative relationships that greatly enhance and expand our work.

Funding and Resources

MINCAVA does not receive operating funds from the University of Minnesota. The Center's annual budget is completely derived from "soft" funding sources, including various federal (e.g., USDOJ, USDOA, USDHHS), state, and foundation awards (David & Lucile Packard Foundation, Allina Foundation, Avon Foundation for Women, Greater Twin Cities United Way), as well as subcontracts, matching funds, and university endowments. Through collaborative relationships with multiple agencies, the Center staff are often working with others to develop and prioritize research and information needs. These needs often lead to possible opportunities for original research, applied or translational projects, or communication and dissemination projects. In some cases, potential funders become interested in these ideas and Center staff are approached to work with them and others on a project addressing these needs. In other cases, Center staff respond to a published request for proposals from a funding source.

While it is generally assumed that federal grants or foundation awards will be our primary source of financial support, it is important for us to consider ways to generate additional funds. Developing smaller sources of funding to conduct pilot research has helped MINCAVA explore new research ideas and subsequently use these smaller projects to seek larger research grants. MINCAVA has also used smaller funding sources to develop and update our dissemination practices and support the development of specific conferences and educational tools.

Our location in a large public university has also allowed us to leverage preexisting university resources. MINCAVA is able to hire additional staff by gaining funding from the Minnesota Agriculture Experiment Station, Title IV-E, and endowed student assistantships. We have used other more novel methods of leveraging university resources, such as using a student graphic design team or specific university software labs for free or reduced cost during off-peak times.

Sustainability

Diversifying funding sources has been important for the Center's survival. Project staff and expenses should not be solely dependent on a single funding source as a sudden change in that source could be fatal to the overall effort. A diversified group of funders may ensure that project scopes and topic areas will vary, and new, supported ideas will emerge. Last, as Cheetham (1994) points out, it may also be important to diversify funding because a close alignment of research centers and governmental funders may inhibit new efforts that could be seen as critical of current public policies.

A challenge at MINCAVA regarding sustainability is the differentiation of general operating funds and project-specific funding. While at any given time the Center may have enough funding dedicated to cover specific projects, the lack of funding for general operating expenses creates restrictions on such basics as printing Center brochures, and staffing administrative, accounting, and reception duties, or even a general-use telephone line. One advantage of the relatively high indirect cost rates charged by universities to federal agencies is that some but not all basic needs may be reimbursed through these indirect sources.

Challenges also exist in sustaining long-term collaborative work and remaining committed to working with diverse populations, especially women from un-/underserved communities. Their voices have long been unheard by researchers and community service providers alike. Working within a more collaborative model and including those most marginalized can be time-consuming, but we have found that our work is greatly enhanced by doing so (Edleson & Bible, 1999).

Staffing resources also create opportunities and threats to sustainability. MINCAVA has often relied heavily on graduate research assistants, both doctoral and master's students, as the majority of our staff. This staffing structure has many benefits, such as gains in knowledge through new staff with varied educational and work backgrounds, additional diversity of staff members, and the ability for the Center to make a commitment to helping those working in violence against women to further their knowledge and careers. There are, however, several challenges that result from this staffing structure. For example,

student employees cost our Center more to employ than similarly trained permanent staff due to the university's fringe and tuition benefits. The majority of graduate research assistants also usually work with MINCAVA for less than 3 years, meaning great effort must be put into training and creating policies to preserve institutional memory. In addition, as graduate students work only part-time and often wish to be away during university breaks, there are more staff members in the office and their schedules are more diverse than if full-time professional staff were hired instead. This office environment requires additional management effort in supervision, training, and coordination.

Conclusion

MINCAVA strives to fill the need for available, accurate, and high-quality research responsive to those working to end violence against women and children. Research centers can be one vital part of the movement to understand and educate others on issues of violence against women and children and create effective prevention and interventions for those affected by violence. However, starting and sustaining a research center built on sponsored funding can be difficult in the current economic environment. Developing relationships with community partners, which allow centers to be more responsive to the needs of the community, as well as leveraging University resources are ways MINCAVA has overcome economic difficulty and created a sustainable center to provide research in service of change.

Declaration of Conflicting Interests

The authors declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

Funding

The authors received no financial support for the research, authorship, and/or publication of this article.

References

- Allen-Meares, P., Hudgins, C. A., Engberg, M. E., & Lessnau, B. (2005). Using a collaborator model to translate social work research into practice and policy. *Research on Social Work Practice, 15*, 29-40.
- Beeman, S., Hagemester, A., & Edleson, J. L. (2001). Case assessment and service receipt in families experiencing both child maltreatment and woman battering. *Journal of Interpersonal Violence, 16*, 437-458.
- Cheetham, J. (1994). The Social Work Research Centre at the University of Stirling: A profile. *Research on Social Work Practice, 4*, 89-100.
- Edleson, J. L. (2006). A response system for children exposed to domestic violence: Public policy in support of best practices. In M. Feerick & G. B. Silverman (Eds.), *Children exposed to violence* (pp. 191-211). Baltimore, MD: Brookes.
- Edleson, J. L., & Bible, A. L. (1999). Forced bonding or community collaboration? Partnerships between science and practice in research on woman battering. In National Institute of Justice

- (Ed.), *Viewing crime and justice from a collaborative perspective: Plenary papers of the 1998 Conference on Criminal Justice Research and Evaluation* (pp. 25-38). Washington, DC: National Institute of Justice.
- Edleson, J. L., Gassman-Pines, J., & Hill, M. B. (2006). Defining child exposure to domestic violence as neglect: Minnesota's difficult experience. *Social Work, 51*, 167-174.
- Edleson, J. L., Mbilinyi, L. F., Beeman, S. K., & Hagemester, A. K. (2003). How children are involved in adult domestic violence: Results from a four city telephone survey. *Journal of Interpersonal Violence, 18*, 18-32.
- Edleson, J. L., Shin, N., & Armendariz, K. K. (2008). Measuring children's exposure to domestic violence: The development and testing of the Child Exposure to Domestic Violence (CEDV) Scale. *Children and Youth Services Review, 30*, 502-521.
- Edleson, J. L., & Syers, M. (1990). The relative effectiveness of group treatments for men who batter. *Social Work Research & Abstracts, 26*, 10-17.
- Edleson, J. L., & Tolman, R. M. (1992). *Intervention for men who batter: An ecological approach*. Newbury Park, CA: SAGE.
- Edleson, J. L., & Williams, O. J. (Eds.). (2007). *Parenting by men who batter women: New directions for assessment and intervention*. New York: Oxford University Press.
- Hudgins, C. A., & Allen-Meares, P. (2000). Translational research: A new solution to an old problem? *Journal of Social Work Education, 36*(1), 2-4.
- LaLiberte, T., Bills, J., Shin, N., & Edleson, J. L. (2010). Child welfare professionals' responses to domestic violence exposure among children. *Children and Youth Services Review, 32* (12), 1640-1647.
- Lee, H. Y., Lightfoot, E., & Edleson, J. L. (2008). Child protection services and adult domestic violence: The role of the child's biological relationship to the perpetrator. *Children and Youth Services Review, 30*, 1189-1197.
- Mbilinyi, L. F., Edleson, J. L., Beeman, S. K., & Hagemester, A. K. (2007). What happens to children when their mothers are battered? Results from a four-city anonymous telephone survey. *Journal of Family Violence, 22*, 309-317.
- Minnesota Center Against Violence and Abuse. (1995). *Responding to violence and abuse: Educating Minnesota professionals for the future: A report of the statewide task forces of the Minnesota Higher Education Center Against Violence and Abuse*. Retrieved from <http://mincava.umn.edu/documents/taskforce/taskforce.html>
- National Council of Juvenile & Family Court Judges. (1999). *Effective intervention in domestic violence and child maltreatment: Guidelines for policy and practice*. Reno, NV: Author.
- Neugut, T. B., Edleson, J. L., & Tolman, R. M. (in press). Children exposed to domestic violence: Prevention approaches with mothers and fathers. In S. Alexander, R. Alexander, & N. Guterman (Eds.), *Prevention of child maltreatment*. St. Louis, MO: G. W. Medical Publishing.
- Peled, E., & Edleson, J. L. (1992). Multiple perspectives on groupwork with children of battered women. *Violence & Victims, 7*, 327-346.
- Roffman, R. A., Edleson, J. L., Neighbors, C., Mbilinyi, L., & Walker, D. D. (2008). The Men's Domestic Abuse Checkup: A protocol for reaching the non-adjudicated and untreated man who batters and abuses substances. *Violence Against Women, 14*, 589-605.

- Shetty, S., & Edleson, J. L. (2005). Adult domestic violence in cases of international parental child abduction. *Violence Against Women, 11*, 115-138.
- Southworth, C., Finn, J., Dawson, S., Fraser, C., & Tucker, S. (2007). Intimate partner violence, technology, and stalking. *Violence Against Women, 13*, 842-856.
- Syers, M., & Edleson, J. L. (1992). The combined effects of coordinated intervention in woman abuse. *Journal of Interpersonal Violence, 7*, 490-502.
- Tolman, R. M., Edleson, J. L., & Fendrich, M. (1996). The applicability of the Theory of Planned Behavior to abusive men's cessation of violent behavior. *Violence & Victims, 11*, 341-354.

Bios

Jennifer L. Witt is the associate director of the Minnesota Center Against Violence and Abuse (MINCAVA) at the University of Minnesota, School of Social Work. She directs two national projects which focus on producing current applied research on violence against women. Jennifer also teaches coursework on preventing and intervening in violence against women in the University of Minnesota's Family Violence Prevention program.

Jeffrey L. Edleson is a professor of social work at the University of Minnesota and founder and director of the Minnesota Center Against Violence and Abuse. He is a member of the U.S. National Advisory Committee on Violence Against Women and has published widely on the topic of domestic violence, its effects on children and the impact of domestic violence prevention programs.