

Course syllabus: Online Professional Development

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1 credit

Bullies, Bullied, and Bystanders: Effective Prevention and Intervention

This course is designed to support teachers, administrators, and school counseling personnel in understanding bullying from the perspective of the bully, the bullied, and the bystander (witness). As our pedagogical practices move from teacher-centered to student-centered and the transmission of learning becomes a practice of guide on the side instead of sage on the stage, the classroom, school, and school community must remain safe places for students. This course provides the participants an opportunity to reflect on current practice and integrate new strategies to more effectively support students and their families. Content areas covered are the bully, the bullied, the bystander, cyber-bullying, indicators of bullying (and safety issues), and information specific to elementary, middle, and high school students.

The participants will have the opportunity to:

1. Develop an understanding of underlying foundation of bullying.
2. Reflect on personal and professional experiences with regard to bullying.
3. Identify the legal and ethical mandates of prevention and intervention.
4. Identify indicators of a safe school environment.
5. Compare and contrast the motivational factors influencing the bully, the bullies, and the bystander.
6. Identify the challenges of the schools with regard to bullying prevention and intervention.
7. Identify the challenges of the schools with regard to cyber bullying.
8. Develop effective collaboration and consultation models for work with families.
9. Develop effective intervention strategies for working with bullies, the bullied, and bystanders.
10. Develop effective classroom models for bully prevention.

Participants will be expected to:

1. Actively participate in threaded discussions (see attached rubric).
2. Develop a model of prevention and intervention.
3. Develop a bank of resources to share with others.
4. Develop a parent/teacher/student workshop with PowerPoint, integrating the model of prevention and resources.

Course materials:

Coloroso, B. (2009). *The Bully, the Bullied, and the Bystander: From Preschool to High School--How Parents and Teachers Can Help Break the Cycle*. Harper Paperbacks, NY.
ISBN 0061744603

The following readings are available through Whittemore Online Library

Readings include, but are not limited to:

- Bhat, C. (2008). Cyber Bullying: Overview and Strategies for School Counselors, Guidance Officers, and All School Personnel. *Australian Journal of Guidance & Counseling, 18*(1), 53-66. doi:10.1375/ajgc.18.1.53.
- Carlson, L., & Cornell, D. (2008). Differences between persistent and desistent middle school bullies. 3. Retrieved from PsycEXTRA database.
- Dinkes, R., Kemp, J., Baum, K., & Snyder, T. (2009). Indicators of School Crime and Safety: 2008. 172. Retrieved from PsycEXTRA database.
- Estévez, E., Murgui, S., & Musitu, G. (2009). Psychological adjustment in bullies and victims of school violence. *European Journal of Psychology of Education - EJPE, 24*(4), 473-483. Retrieved from Academic Search Premier database
- Keith, S., & Martin, M. (2005). Cyber-Bullying: Creating a Culture of Respect in a Cyber world. *Reclaiming Children & Youth, 13*(4), 224-228. Retrieved from Academic Search Premier database.
- Orpinas, P., & Horne, A. (2006). Bullies and victims: A challenge for schools. *Preventing violence: Research and evidence-based intervention strategies* (pp. 147-165). American Psychological Association. doi:10.1037/11385-006.
- Rodkin, P., & Hodges, E. (2003). Bullies and Victims in the Peer Ecology: Four Questions for Psychological and School Professionals. *School Psychology Review, 32*(3), 384-400. Retrieved from Education Research Complete database.

Websites include but are not limited to:

<http://www.stopbullyingnow.hrsa.gov/kids/>

http://www.aacap.org/cs/root/facts_for_families/bullying

<http://www.education.com/topic/school-bullying-teasing/>

<http://www.stopbullyingnow.com/>

<http://pbskids.org/itsmylife/friends/bullies/>

<http://mentalhealth.samhsa.gov/15plus/aboutbullying.asp>

<http://mentalhealth.samhsa.gov/15plus/teens/>

<http://mentalhealth.samhsa.gov/15plus/educate/tools.asp>

**Course Outline:
(1 credit)**

- Unit 1 Foundations of Bullying
- Unit 2 Roles of the Bully, the Bullied, and the Bystander
- Unit 3 Safe Schools
- Unit 4 Cyber Bullying
- Unit 5 Effective Strategies

Grading 100 points

80 –points – threaded discussion
5 points model of prevention and intervention
5 points bank of resources
10 points PowerPoint Presentation

Discussion Rubric

Students are expected to post a response for each threaded question and respond to at least 2 other students’ posts for each unit.

Quantity of Postings. How many times did you post? Was it the minimum or did you post more often. Did you take over the forum by excessive posting?

Quality of Postings. Were the posts relevant to the question and thoughtful or were they simply “Yes, I agree”.

Quality of Interactive Discussion and Community Building. Did you weave other postings into your own posting?

Understanding of the Reading. Did you weave your understanding of the literature into your posting?

	Unsatisfactory 0	Satisfactory 5-8	Exemplary 10-16
Quality of Postings	Postings are not relevant to the question posted.	Postings reflect the reading but no information given to source of information.	Postings reflect the readings and information source is cited.
Quantity of Postings	Responds to the question posted and one of the following: Neglects to respond to any student postings or Dominates the thread with excessive postings	Responds to the question posted and responds to a couple of student postings.	Responds to the question posted and responds to 3 - 4 other students and responds throughout the units (not just at one time during the week).
Understanding of Readings	Responds to the question posted but does not mention material from the readings.	Responds to the question posted and makes reference to the readings.	Responds to the question posted and makes reference to the readings and provides links to other sources.
Interweaving other postings into discussion	Responds to question posted and to student posting but does not	Responds to question posted and to student posting and	Responds to question posted and to student posting and weaves

	weave information into posting.	weaves information into own posting.	information into own posting. Additionally, weaves information in from links to outside sources.
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