Bullying and Cyberbullying:
An Educator's Toolbox for Prevention and Intervention
Site-based Participant Syllabus

Course Description

This course is designed to give educators at all levels (K-12) an overview of the research related to harassment, bullying, and Cyberbullying. Influences within and outside of the school will be explored. Educators will develop effective tools for the identification and prevention of bullying behaviors. Interventions, including home-school connections, will be presented to address opportunities for change which can positively influence student achievement.

Course Prerequisites

This course is recommended for all K-12 educators. Participants must hold a baccalaureate degree. No prerequisites are required for this course.

Textbooks/Supplemental Reading

Selected research articles, research summaries, Web resources, and topical articles drawn from educational literature are integrated into the course. No textbook is required for this course.

Global Course Outcomes

Upon completion of this course, the learner will be able to:

1. Evaluate course related research, literature, content, and strategies and make correlations to teacher practice.

2. Analyze and evaluate laws, policies, and programs relating to bullying, Cyberbullying, and harassment.

3. Communicate information and prevention/intervention strategies relating to bullying, Cyberbullying, and harassment to all stakeholders.

4. Evaluate school climate and classroom culture and design activities to positively affect climate and culture.

5. Develop bullying prevention and intervention programs that inform and engage parents and youth.

6. Implement prevention and intervention strategies that promote positive attitudes and deter bullying and victimization.

7. Design activities and programs to counteract the societal and causal factors of bullying.

Instructional Objectives

The learner will deepen existing knowledge of content and apply professional expertise to the skills and strategies contained in this course by meeting the following instructional objectives:

Module 1: Awareness
- 1.1   Build a community of reflective learners.
- 1.2   Analyze Glasser's five basic needs as they relate to bullying.
- 1.3   Discuss the prevalence and importance of addressing bullying.
- 1.4   Identify and discuss types of bullying.
- 1.5   Brainstorm questions concerning bullying.

Module 2: Foundations
- 2.1   Analyze the myths and truths of bullying
- 2.2   Contrast the characteristics of bullies and victims.
- 2.3   Analyze the environmental factors that influence bullying and victimization behaviors.
- 2.4   Discuss the legal implications regarding bullying.

Module 3: Cyberbullying
- 3.1   Evaluate the difference between conflict and bullying behaviors.
- 3.2   Explore the types and essentials of Cyberbullying.
- 3.3   Communicate relevant information on Cyberbullying to a specific audience.
- 3.4   Analyze and enact scenarios from the perspective of various stakeholders.

Module 4: Harassment
- 4.1   Evaluate one's diversity awareness and advocacy.
- 4.2   Investigate information and strategies relating to sexual harassment.
- 4.3   Investigate information and strategies relating to sexual orientation harassment.
- 4.4   Investigate information and strategies relating to racial/cultural harassment.
- 4.5   Investigate information and strategies relating to disabilities harassment.

Module 5: Climate and Culture
- 5.1   Evaluate one's school climate and classroom culture.
- 5.2   Analyze the components of a respectful and inclusive classroom culture.
- 5.3   Develop classroom tenets for social behavior and interaction.
- 5.4   Design activities that build community and respect for diversity.
- 5.5   Explore classroom meetings and discussions as a way to foster a community of learners.

Module 6: Educators
    6.1   Discuss the attributes of a role model.
    6.2   Evaluate school policies and programs regarding bullying and set goals for improvement.
    6.3   Explore prevention strategies that educate staff and engage students.
    6.4   Investigate intervention strategies to deter bullying and victimization behaviors.

Module 7: Parents and Youth
    7.1   Identify key influentials in order to engage parents and youth.
    7.2   Explore bullying prevention and intervention strategies that engage parents.
    7.3   Investigate bullying prevention and intervention strategies that engage youth.

Module 8: New Attitudes
    8.1   Design activities that develop an attitude of autonomy.
    8.2   Design activities that develop an attitude of belonging.
    8.3   Design activities that develop an attitude of compassion.
    8.4   Design activities that develop an attitude of diversity.
    8.5   Design activities that develop an attitude of empowerment.

Module 9: The Workplace
    9.1   Analyze the four types of workplace bullies.
    9.2   Investigate the signs of and strategies to address workplace bullying by administrators and peers.
    9.3   Investigate the signs of and strategies to address workplace bullying of teachers by students.
    9.4   Investigate the signs of and strategies to address workplace bullying of teachers by parents.

Module 10: Society
    10.1   Analyze societal factors and their correlation to the social learning theory.
    10.2   Analyze the causal factors of bullying and victimization behaviors.
    10.3   Brainstorm strategies and actions to counteract negative causal factors.
    10.4   Evaluate prevention and intervention activities.

Topics Agenda

Module 1: Awareness
Examine the course overview—review the module objectives and overview—analyze group affiliations now and in the past—conduct participant introductions—analyze and discuss Glasser's Five Basic Needs—examine the prevalence of bullying—categorize the various aspects in different types of bullying—discuss the compelling whys for understanding and addressing bullying—brainstorm questions about bullying

Module 2: Foundations
Review the module objectives and overview—read a story with a dilemma and make correlations to bullying—determine the myths and truths of bullying and discuss explanations—identify the characteristics of bullies and victims—evaluate the

environmental factors that influence bullying and victimization behaviors at various grade levels—research the legal implications, state law, and district policies relating to bullying—contemplate the essential questions and suggest innovations for change or improvement—review and assign correlating assessments

Module 3: Cyberbullying

Review the module objectives and overview—rank behaviors along a continuum of bullying or conflict—discuss the definition, types, effects, and impact of Cyberbullying—discuss strategies for preventing and reporting Cyberbullying—create informational posters on the topic of Cyberbullying—develop strategies for handling various Cyberbullying scenarios from the perspective of students, teachers, and parents—create and act out Cyberbullying scenarios—contemplate the essential question and suggest innovations for change or improvement

Module 4: Harassment

Review the module objectives and overview—evaluate the level of diversity among participants—define sexual harassment, sexual orientation harassment, racial harassment, and disabilities harassment—research and discuss information, prevention measures, and intervention strategies for sexual harassment, sexting, and sexual orientation harassment—research and discuss information, prevention measures, and intervention strategies for racial and disabilities harassment—discuss and identify advocacy movements and interests—contemplate the essential question and suggest innovations for change or improvement—review and assign correlating assessments

Module 5: Climate and Culture

Review the module objectives and overview—conduct a community building activity—evaluate one's school climate—evaluate one's classroom culture—discuss the five components of classroom culture—develop classroom cornerstone statements for one's classroom—identify and demonstrate activities that build a community of learners—investigate classroom meetings and discussions as strategies to develop classroom culture—contemplate the essential question and suggest innovations for change or improvement—review and assign correlating assessments

Module 6: Educators

Review the module objectives and overview—identify attributes of good role models—view a video clip that demonstrates bullying prevention programs—analyze the policies and programs of one's district—research and suggest bullying prevention programs and strategies—examine and discuss various bullying intervention strategies—compare and contrast intervention strategies for various bullying scenarios—contemplate the essential question and suggest innovations for change or improvement

Module 7: Parents and Youth

Review the module objectives and overview—identify the students and parents who are key influentials and discuss how they can influence bullying prevention and intervention programs—view a video clip that demonstrates ways to inform and engage parents in prevention and intervention programs—discuss the bullying signs, symptoms, and

strategies for parents—view a video clip that demonstrates an ally program for students—create a word association poem on the topic of bullies, victims, and bystanders—examine and discuss student voice—identify various examples and levels of student voice—experience an activity that utilizes student voice—contemplate the essential question and suggest innovations for change or improvement—review and assign correlating assessments

Module 8: New Attitudes

Review the module objectives and overview—review the attitudes that comprise the components of classroom culture—experience a cause and effect activity that develops autonomy—brainstorm and design activities that develop autonomy—experience a life linking activity that develops belonging—brainstorm and design activities that develop belonging—experience an expressing empathy activity that develops compassion—brainstorm and design activities that develop compassion—experience an activity that examines how we differ and develops diversity—brainstorm and design activities that develop diversity—experience a strengths and challenges activity that develops empowerment—brainstorm and design activities that develop empowerment—contemplate the essential question and suggest innovations for change or improvement—review and assign correlating assessments

Module 9: The Workplace

Review the module objectives and overview—view a video clip that discusses the four workplace bully types—examine the signs and impact of, as well as criteria and strategies for, workplace bullying by administrators and peers—share workplace situations of bullying by administrators and peers and discuss solutions—examine the signs of and strategies for teachers bullied by students and parents—share workplace situations of bullying by students and parents and discuss solutions—contemplate the essential question and suggest innovations for change or improvement

Module 10: Society

Review the module objectives and overview—evaluate the societal factors that influence how adults act and think—discuss the social learning theory—identify the causal factors of bullying and brainstorm specific examples of each—identify ways in which educators and society can counteract the causal factors of bullying—contemplate the essential question and suggest innovations for change or improvement—share, discuss, and evaluate prevention and intervention activities developed by participants—review course content by developing "children live what they learn" statements

Assessments and Grading

Participants are expected to have 100% attendance, participate in class activities and discussions. Throughout the course, participants will engage in both formal and informal formative and summative assessments. Points are assigned based on a four-point criterion rubric specifically delineated for each assessment that can be further defined as follows:

Distinguished: The assessment is highly imaginative; demonstrates critical thought; is unique; shows substantial application to one's own teaching or professional position; *goes above and beyond requirements;* is creative; demonstrates both breadth and depth of knowledge of transition-related subject matter; shows individual's personality; is professional in presentation and appearance; and demonstrates considerable effort. The assessment is exceptionally completed and demonstrates clear understanding of the tasks, gives explanations, and shows how the assessment applies to a teaching/learning situation. The assessment meets the specific criteria delineated in "Distinguished" on the course rubric.

Proficient: The assessment is well-organized and complete; is effectively and clearly presented; demonstrates clear understandings; applies what has been learned to the author's own classroom situation; clearly shows connections; is detailed; and is thoughtful and supported with ideas. A thoroughly completed assessment demonstrates that the participant shows awareness of the tasks, gives explanations, and shows how the assessment applies to a teaching/learning situation. The assessment meets the specific criteria delineated in "Proficient" on the course rubric.

Basic: This is the lowest passing grade. The assessment meets minimum requirements; includes general information but lacks descriptive detail; shows limited application to teaching/learning; and lacks originality. This denotes work that does not meet **all** aspects of standards for academic performance in a graduate-level course. The assessment meets the specific criteria delineated in "Basic" on the course rubric.

Unsatisfactory: The assessment is missing evidence or information; is sloppy and poorly organized; demonstrates only surface understandings; shows no evidence of application to the author's own teaching situation; is poorly written; and does not meet minimum standards for academic performance in a graduate-level course. The assessment meets the specific criteria delineated in "Unsatisfactory" on the course rubric.

The assessments for this course are weighted as follows:

Participation and Reflection	20%	Assessment 1
Formative Assessments	40%	Assessments 2, 3, 4, and 5
Summative Assessments	40%	Assessment 6

Letter grades are based on 100 points possible and assigned based on the university grading scale.

Instructional Methodology and Delivery
Teaching methodologies of this course are designed to support intensive, graduate-level course work in an interactive setting. Instructional plans support the content of this course, which focuses on the improvement of professional teaching expertise in any or all of the following categories: assessment, collaboration, communication, diverse learners, educational reform, instructional strategies, planning instruction, productivity, reflection of practice, student learning, subject matter, and/or technology.

- Methodologies include instructor presentations, specific skill practice, discussions, audio-visual presentations, self-evaluation, project development, course readings, research/inquiry exercises, and the synthesis of new knowledge and skills with previously acquired skills/expertise in relation to transition knowledge and content.

- The course is taught with instructor-participant and participant-participant feedback. Course content, activities, and assessments are organized into 10 modules totaling 45 seat hours. Assessments are due two-weeks following the end of the course.

- Research-based content, presentations, educator resources in print and on the Internet, notes from instructor presentations, class activity work pages, references, and assessments are supported by content designed specifically for educators.

- Daily activities include a variety of research-based instructional approaches appropriate for adult learners. Class participants actively construct their own learning and make it personally relevant by acquiring and applying course knowledge/skills during hands-on practice and problem-solving activities, personal reflection, in-class presentations, whole-class and small group discussions and activities, assigned readings, research/inquiry, projects, and collaborative work in various group formats. All are designed to make it possible for educators and other school-related personnel to learn the same basic content and skills with an emphasis on application to their own specific content area or grade level.

Academic Honesty and Integrity

All participants are expected to maintain academic honesty and integrity by doing their own work to the best of their ability. Academic dishonesty (cheating, fabrication, plagiarism, etc.) will result in the participant receiving a zero for that assessment or paper.

American Disability Act Compliance

In compliance with Section 504 of the Rehabilitation Act and The Americans with Disabilities Act, participants who have any condition, either permanent or temporary, which might affect their ability to perform in this class, are encouraged to inform the instructor at the beginning of the first session. Reasonable academic accommodations, aids, and adjustments may be made as needed to provide for equitable participation.

Attendance

Participants are required to attend all classes and to fully participate in class discussions, small group activities, and projects. Absence from any part of the class will require that you withdraw from the class. You will need to contact The Connecting Link at (888) 550-5465 in the event this occurs.

Emergency Statement

In the event of an emergency declared by the college or by The Connecting Link (TCL), we reserve the right to alter course plans and the attendance policy. In the event of an emergency, TCL will contact the instructor/participants with alternative educational plans for the course.

Late Work and Make-Up Policy

Participants are expected to keep pace with all assessments assigned both in and out of the classroom. If a situation arises in which an assessment cannot be completed, the participant is expected to make arrangements with the instructor for the timely submission of such work. All work is due no later than two weeks after the course ends. Failure to complete all work in this time frame will result in an incomplete or a grade of F for the work, depending on the reason for the delay.

University Compliance

Course content and instruction are bound by policies associated with the university granting academic credit for the course. Such polices include, but are not limited to: academic integrity and honor codes, institutional objectives, and grade grievance procedures. These policies are located within the official academic catalogs which can be accessed through the university's official website.