1.0 CALENDAR DESCRIPTION
Selected topics of current interest in Developmental Psychology.
Prerequisite: Fourth year Honours Specialization in Psychology or Honours Specialization in Developmental Cognitive Neuroscience
3 seminar hours, 0.5 course

Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

2.0 COURSE INFORMATION
Instructor: Lynne Zarbatany
Office and Phone Number: Westminster College 322, 519-661-3664
Office Hours: Monday, 12:30-1:30 pm, or by appointment
Email: lynnez@uwo.ca

Time and Location of Lectures: Wednesdays, 1:30-4:30, Middlesex College 6

3.0 TEXTBOOK
There is no text book for this course. A small course pack of readings is available for purchase at In Print, Room 78 UCC. The remaining readings are listed on the course outline and can be downloaded from the library website.

4.0 COURSE OBJECTIVES
The primary purpose of this course is to critically evaluate research and theory on physical, social, and cyber bullying and victimization in childhood and adolescence. We will examine social, psychological, and physical factors that predispose children to become bullies and victims, dyadic and group social processes that help to maintain the bully-victim relationships, and social and psychological consequences of persistent bullying and victimization. We also will assess the success rate of evidenced-based and non-evidence based prevention and intervention strategies being employed to address face-to-face and cyber bullying.
5.0 EVALUATION

Class participation. Each week we will meet to share our opinions, impressions, and critical evaluations of the readings. To facilitate discussion, class participation will count for 20 percent of the final grade. Your participation mark will be based on attendance, quantity, and (especially) quality of your contributions to the intellectual activity of the class. After each class, I will give you a score from 1 to 5 using the following scale: 1 = absent, 2 = present but silent, 3 = minimal participation, 4 = moderate participation, 5 = strong participation. Ratings will be averaged at the end of term to form the participation grade.

Discussion Questions. In addition, you will be responsible for making three presentations and writing three accompanying papers over the course of the semester. One presentation will involve preparing one or two discussion questions based on one week’s readings (date to be assigned). You will lead discussion on these questions and submit a 2-3 page (maximum) double-spaced typed write-up of the questions and your answers to them. Questions should reflect critical evaluations of relevant theoretical-conceptual and/or empirical issues. The paper should articulate the questions briefly, justify their importance, and offer thoughtful scholarly answers. I will evaluate discussion questions for quality of (a) questions raised; (b) written answers to the questions, and (c) writing style. Papers are due in class on the day of the discussion. Marks for the discussion questions will form 15 percent of the final grade.

Report on Anti-Bullying Programs in the Schools. To learn about anti-bullying programs currently in place in schools, you will choose a school board any place in the world and report on measures currently being taken to reduce bullying, harassment, and victimization in schools. The internet will be the primary information source for these reports, although published reports also may be used. The report should include a description of the curriculum content, the exercises and activities included (if any) to reduce bullying, length of program, ages at which program is aimed, socialization mechanisms used to foster anti-bullying behavior (e.g., rewards, sanctions), and any other pertinent information. You should indicate whether or not the program’s effectiveness has been demonstrated based on experimental or quasi-experimental research. You will write up your findings in a (2-3 page maximum double-spaced typed) paper and present the report for a maximum of 10 minutes (plus a 5-minute question/discussion period) in class within the first 5 weeks of the semester. Marks for this report will form 15 percent of the final grade. To avoid school board repeats, please register your school board with me as soon as possible.

Research Proposal. For your major assignment, I would like you to prepare and present a (10-12 page) research proposal that aims to further our understanding of the causes or consequences of, or cures for bullying and/or victimization, or the group processes by which these maladaptive relationships are maintained. The introduction should summarize the state of current knowledge regarding the focal problem, identify a knowledge gap and provide justification for filling this gap (i.e., it should be clear why
filling this gap is theoretically important), briefly describe the research plan, and articulate a set of hypotheses. The method section should include a description of the proposed research population, research design, measures, procedures and analyses. Given that these are proposals and not actual projects, you are free to develop a research strategy that maximizes your ability to address your research question in a convincing manner (e.g., experimental or longitudinal approaches).

**Possible Research Proposal Topic Themes**

**Risk Factors for Bullying (physical or social bullying)**
- includes child-related, family, peer, school, or other environmental contributors.
- teacher attitudes and roles in the bully-victim cycle
- physical and psychosocial risk factors

**Risk Factors for Victimization**
- includes special populations such as special needs children, gay/lesbian children
- includes physical and psychosocial risk factors

**Role of Self-Esteem in Bullying or Victimization**

**Bullying-Victimization as a Group Process**

**Cyber Bullying**

**Bullying in Adolescent Romantic Relationships**

**Cross-Cultural Perspectives on Causes of Bullying/Victimization**

**Protective-Factors in Bullying/Victimization**
- friends, siblings

**Long Term Adjustment**
- of victims
- of bullies
- extreme reactions of victims, including ones who shoot up their schools

**Interventions**
- school, home, community, or cyber based

**NOTE:** You *must* clear your topic with me.
Presentations of research proposals should be no longer than 20 minutes plus a 10-minute discussion period, and will begin on Oct. 15. **Presentations will be judged for style and primarily content and will be worth 20 percent of the final grade.** See the attached handout on how to give a good presentation. Feedback on the presentation should be taken into account during preparation of the paper. **The written version of the paper is due in my office by noon on Dec. 8, and will be worth 30 percent of the final grade.** The paper will be judged for style (i.e., writing proficiency) and content. Students who wish to pick up their marked papers should hand in a second copy of the paper for my records.

**Summary of Course Requirements**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Percent of Final Mark</th>
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<tbody>
<tr>
<td>1. Class participation</td>
<td>20</td>
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<tr>
<td>2. Discussion Questions</td>
<td>15</td>
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<td>3. Intervention Report</td>
<td>15</td>
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<td>4. Research Proposal Presentation</td>
<td>20</td>
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<tr>
<td>5. Research Proposal Paper</td>
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**6.0 TEST AND EXAMINATION SCHEDULE**

There are no examinations in this course.

**7.0 LECTURE SCHEDULE**

**Sept. 10**  **Organizational Meeting**

Presentation by Ray Hughes, former director of Thames Valley District School Board Safe Schools Program

**Sept. 17**  **Overview and Definitional Issues**


Sept. 24  Bullying and Victimization as a Group Dynamic

Hogg, M. A. (2005). All animals are equal but some animals are more equal than others: Social identity and marginal membership. In K. D. Williams, J. P. Forgas, & W. von Hippel (Eds.), The social outcast: Ostracism, social exclusion, rejection, and bullying (pp. 243-261). NY: Psychology Press.


Oct. 1  Bullies and Victims


Oct. 8  Causes of Bullying


Oct. 15  Social Bullying


Oct. 22  Victimization


Oct. 29  Consequences of Victimization


Nov. 5  Consequences of Ostracism


Nov. 12  Cyber Bullying

Ybarra, M. L., & Mitchell, K. J. (2004). Online aggressors/targets, aggressors, and


**Nov. 19**  
**Interventions**


**Nov. 26**  
**Prevention**


**Dec. 3**  
**Class Presentations**

**Dec. 8**  
Final Paper is Due in Room WC 322 no later than 12:00 pm.

**HINTS FOR YOUR CLASS PRESENTATION**

It is my custom to evaluate student presentations on two major dimensions, style and content. Below you will find the kinds of things I look for under each category. Use this information as a guide when preparing your presentation.

**Style**

1. In general, the most effective presentations are those in which speakers are at ease with the material and can talk about their material in a comfortable, knowledgeable way. Because many people find the prospect of delivering an
oral presentation to be anxiety-provoking, it helps if the material is “over-learned.” To the extent that information is mastered, students are freer to relax and enjoy themselves while speaking and responding to questions.

2. In keeping with the first point, students must not read their presentations. Presentations that are read word for word are extremely difficult to follow and usually are delivered at a pace that is too rapid. Again, if you know your material well, then all you need to have handy is a set of cards outlining the major points you want to make.

3. It is not uncommon for students to deliver their material using long and complex sentences similar to those found in written text. This is a serious error. Material that is written for text may be complex because readers have the opportunity to review what they have read. In an oral presentation there is no opportunity for review; consequently, listeners cannot process much of the material. The best approach is to use short and simple sentences when delivering your presentation, imagining all the while that you are explaining your topic to your grandmother.

4. Again, probably due to their anxiety over the presentation, students often rush through their material in their eagerness to end the experience. Though this process reduces the discomfort of the speaker, it reflects a lack of consideration for the audience. There are at least two steps (and probably more) that you can take to slow yourself down while presenting. First, if the presentation is organized in sections, summarize each section before moving on to the next section. Your redundancy actually will help your listeners to process what you’ve said. Second, stop periodically to ask if the audience is following what you’ve said and to invite questions. At all times, be aware of your speed. Speak as slowly as is necessary for people to follow you, but not so slowly that you cause them to be frustrated (or worse, fall asleep).

5. It is often very useful to begin your presentation by giving an outline of what you are about to say (best on an overhead or on the blackboard). It also is very helpful to present your main points on an overhead or blackboard. You can accomplish three important things by using visual aids: (a) you can avert the attention of your audience from yourself to some other place (this may reduce your anxiety), (b) you can help your audience to more effectively process what you say, and (c) you can relieve yourself from a heavy dependence on your notes (somehow, reading on a screen along with your audience is less offensive than reading your notes privately; but don’t overdo the overheads).

6. Better presenters are those who have a lot of eye contact with their audience, use their hands effectively while they speak, and stand and move around while they speak rather than sit.
7. Presentations usually are more enjoyable to listen to if presenters occasionally insert humor into their talks (but be sure the jokes are funny).

8. Presentations are more effective if the presenter prepares in advance some interesting and thought-provoking questions to ask of class members at strategic locations throughout the talk. Avoid the repetitive use of global questions such as “What do you think?” and try ones that are more pointed (for example, questions about conflicting theories, discrepant findings, social implications, and the like).

9. Effective presenters are sufficiently well-informed about their topics to answer questions from the audience in a competent manner. If you don’t know the answer to a question, don’t fake it! Rather, engage the class in discussion on the question, or tell the questioner that you don’t know but will look up the answer (and then do so).

10. Effective presenters handle questions and discussion well. They make sure that questions from the audience are understood (e.g., by paraphrasing them). They also summarize the major points of a discussion when it has come to an end. Although it is tempting to let a discussion go off on a tangent or go on too long because pressure is removed from the presenter, an effective presenter will maintain control of the discussion. Don’t allow questioners to take over; bring classmates back on track if they wander away.

11. Bring along something to drink. Anxiety causes dry mouth, and drinking cures this problem.

12. Rehearse your talk with a friend (or alone if need be). Check the timing of your presentation and be prepared to omit a section if you run out of time.

Content

1. Effective presentations focus on theoretically relevant topics that are of current interest to researchers. The approach taken has the potential to make a contribution to the field. To ensure that you select an appropriate topic, be certain to consult with me.

2. Effective presentations are scholarly. All of the relevant literature is reviewed and considered in the framing of the arguments and/or research questions.

3. Effective presentations are well-organized. The material is organized in a logical manner that helps to make your case. Each section should lead naturally into the section that follows it. Don’t jump around.
4. Effective presentations **supply sufficient detail** to provide the audience with a clear understanding of the topic. Predictions, statements, and claims are theoretically and/or methodologically **justified**.

5. Predictions, statements, claims, and interpretation of data are theoretically and/or **empirically justified**.

Grading Sheet for Class Presentations

I will rate the effectiveness of your presentation on each of the following dimensions using a 10-point scale ranging from not very effective to very effective.

**Style**

1. ____ Begins by giving an overview of presentation.

2. ____ Seems comfortable with the material.

3. ____ Does not read presentation.

4. ____ Is easy to understand--uses short and simple sentences.

5. ____ Summarizes material periodically--is appropriately redundant.

6. ____ Stops occasionally to ask for questions.

7. ____ Speaks at a comfortable speed.

8. ____ Uses visual aids.

9. ____ Has eye contact with audience.

10. ____ Presentation is interesting.

11. ____ Asks thought-provoking questions.

12. ____ Answers questions well; paraphrases questions if necessary.

13. ____ Maintains control of class discussion and summarizes major points of discussion.
Content

1. ___ Approach to problem is interesting, innovative, plausible, and makes a contribution.

2. ___ Presentation is scholarly--literature review is comprehensive, presenter demonstrates expertise on the topic.

3. ___ Presentation is well-organized.

4. ___ Sufficient detail is given.

5. ___ Predictions, statements, and claims are appropriately justified.

8.0 STATEMENT ON ACADEMIC OFFENCES

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following web site:


All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (http://www.turnitin.com).

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

9.0 OTHER INFORMATION

Office of the Registrar web site: http://www4.registrar.uwo.ca

Student Development Services web site: http://www.sdc.uwo.ca

Please see the Psychology Undergraduate web site for information on the following:

http://psychology.uwo.ca/newundergradstudentresp.htm
Psychology 4490F, Fall 2008, Bullying and Victimization

- Policy on Cheating and Academic Misconduct
- Procedures for Appealing Academic Evaluations
- Policy on Attendance
- Policy Regarding Makeup Exams and Extensions of Deadlines
- Policy for Assignments
- Short Absences
- Extended Absences
- Documentation
- Academic Concerns
- 2008 Calendar References

No electronic devices, including cell phones, will be allowed during exams.