

Master's Degree School Bullying



Master's Degree School Bullying

- » Modality: online
- » Duration: 12 months
- » Certificate: TECH Global University
- » Credits: 60 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: www.techtitude.com/us/psychology/master-degree/master-school-bullying

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01

Introduction

The harassment suffered by some minors by other students in the classroom is becoming more and more pressing, causing patients with mood swings, low self-esteem or anxiety to consult psychologists. This problem has intensified due to ICTs, which open up new avenues for bullying, beyond the educational center. In this environment, the psychologists must be aware of the conflicts in school spaces, the protocols of action in schools, as well as the most effective diagnosis and intervention to avoid long-term consequences. Thus, this 100% online program offers the graduates a complete update in School Bullying in only 12 months and through a flexible pedagogical methodology.





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Specialize in School Bullying and apply the most effective intervention strategies in your psychological consultation"

Routine changes in sleep, eating habits or in the mood of children are signs that indicate a possible psychological problem, which sometimes stems from physical or verbal violence suffered by other classmates. This situation is becoming more and more frequent and requires psychology professionals who are aware of the existing conflicts, as well as their diagnosis and approach through the most effective therapy.

In this sense, it is essential to also have an extensive vision of the work done by teaching professionals in this field, the importance of the relationship with family members and communication strategies with this type of patients. All this is included in this Master's Degree in School Bullying created by TECH to provide psychologists with the best update in this area.

This is a quality program, where the graduates will obtain through video summaries, videos in detail, case studies, specialized and reflective readings, the most complete content. So, it will address from the theory of attachment, personality disorders, child and adolescent pathologies and new forms of persecution through the Internet or social networks, under the cover of anonymity.

An updating process that will be much easier to carry out thanks to the Relearning method used by this academic institution. This system, based on the reiteration of key content throughout the academic itinerary, allows students to focus on key concepts and thus reduce the long hours of study.

Undoubtedly, an excellent opportunity to pursue a quality university program that is compatible with the highest responsibilities. Students only need a digital device with an Internet connection to visualize, at any time of the day, the content hosted on the virtual platform. An avant-garde option proposed by the world's largest digital university.

This **Master's Degree in School Bullying** contains the most complete and up-to-date program on the market. The most important features include:

- ♦ The development of case studies presented by experts in Psychology, Personality Psychology and Psychopathology
- ♦ Graphic, schematic, and practical contents with which they are created, provide scientific and practical information on the disciplines that are essential for professional practice
- ♦ Practical exercises where self-assessment can be used to improve learning
- ♦ Its special emphasis on innovative methodologies
- ♦ Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- ♦ Content that is accessible from any fixed or portable device with an Internet connection



Become with TECH a psychologist referent in addressing school bullying"

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Get an effective update on the most effective communicative styles for the resolution of school violence conflicts"

The program's teaching staff includes professionals from sector who contribute their work experience to this educational program, as well as renowned specialists from leading societies and prestigious universities.

Its multimedia content, developed with the latest educational technology, will provide the professionals with situated and contextual learning, i.e., a simulated environment that will provide an immersive education programmed to learn in real situations.

The design of this program focuses on Problem-Based Learning, by means of which the professionals must try to solve the different professional practice situations that are presented throughout the academic course. This will be done with the help of an innovative system of interactive videos made by renowned experts.

Delve into the long-term psychological effects of School Bullying through innovative didactic material.

A quality university program that is perfectly compatible with your psychological consulting activity.



02

Objectives

This Master's Degree has been designed to provide the psychology professionals with the necessary tools to understand the current situation regarding School Bullying, the current regulations, as well as the action plans used in educational centers. In this way, they will be able to carry out much more effective sessions with their patients, make more accurate diagnoses and proceed with the psychological consequences suffered by the victims of these conflicts.



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In only 6 months you will be able to diagnose school bullying and intervene with the aggressor or the victim with total rigor"



General Objectives

- ♦ Deepen in the prevention and intervention in school bullying
- ♦ Delve into the different areas in which school bullying has an impact
- ♦ Offer a system of in-depth study for a comprehensive approach to school bullying
- ♦ Inquire into the educational, psychological, social and legal aspects of school bullying
- ♦ Acquire in-depth knowledge of the relationship between school bullying and its psychological consequences
- ♦ Describe school conflict management, assertive communication and problem solving tools
- ♦ Explain the tools to know how to prevent school bullying
- ♦ Explain the tools to know how to intervene in school bullying
- ♦ Enable to work collaboratively with all the actors involved in school bullying





Specific Objectives

Module 1. Importance of attachment development and social relationships in school bullying

- ♦ Deepen in what attachment is and to take into account what produces it
- ♦ Take into account the skills necessary to develop attachment
- ♦ Delve into the types of attachment
- ♦ Describe all the aspects involved in attachment
- ♦ Explain what social relationships are
- ♦ Discover how social relationships are produced
- ♦ Understand the impact of social relationships

Module 2. Coexistence Facing Bullying

- ♦ Delve into what school coexistence is
- ♦ Explain common coexistence problems
- ♦ Develop the role of students in school coexistence
- ♦ Learn about the role of teachers in school coexistence
- ♦ Get to know how to achieve an adequate school coexistence

Module 3. Conflict as the basis of school bullying

- ♦ Deepen in what is a school conflict
- ♦ Describe the main types of school conflicts
- ♦ Learn about the role of students in school conflict
- ♦ Delve into the role of teachers in school conflict
- ♦ Understand the importance of the school in dealing with school conflicts
- ♦ Get to know the situation of the family in a context of school conflict
- ♦ Learn how to approach a school conflict

Module 4. School violence: Bullying and Cyberbullying

- ♦ Delve deeper into what school bullying is
- ♦ Identify the types of school bullying
- ♦ Learn about the profiles involved in school bullying
- ♦ Deepen the role of the school bullying action protocol
- ♦ Describe the role of parents in school bullying
- ♦ Develop the role of the center in school bullying
- ♦ Understand the role of teachers in school bullying

Module 5. The teacher, the school and the counseling service

- ♦ Delve into the teacher's role in prevention and intervention
- ♦ Describe the functions of the school in terms of prevention and intervention
- ♦ Point out the role of the guidance counselor in terms of prevention and intervention
- ♦ Explain different intervention programs that have been successfully implemented
- ♦ Discuss the efficacy of emotional education
- ♦ Describe different tools for school bullying detection

Module 6. Communicative styles in school bullying resolution

- ♦ Describe existing communicative styles
- ♦ Identify the most effective communicative styles
- ♦ Get to know the relationship between educational styles and communicative styles
- ♦ Learn to communicate assertively
- ♦ Understand the importance of affectivity
- ♦ Learn how to claim rights through assertive communication
- ♦ Delve into the use of assertive communication as a conflict resolution strategy

Module 7. The group, roles and the resolution of school conflicts

- ♦ Delve into the process of group development
- ♦ Learn what group identity is
- ♦ Identify how group identity influences individual identity and vice versa
- ♦ Delve into the roles of authority in the group
- ♦ Understand how personalities develop within the group
- ♦ Learn how to effectively identify group roles
- ♦ Delve into how leadership is developed in the group
- ♦ Describe the characteristics of the leader and the followers
- ♦ Understand the importance of the phenomenon of social pressure

Module 8. Law as applied to school bullying

- ♦ Delve into the existing laws on child protection
- ♦ Deepen in the preventive and punitive legal measures
- ♦ Get to know responses to bullying from civil law at the international level
- ♦ Explain responses to bullying from international criminal law
- ♦ Describe the legal responsibility of the child
- ♦ Point out the legal responsibility of the parents
- ♦ Inquire into the legal responsibility of the school
- ♦ Understand the legal liability of teachers



Module 9. Childhood and Adolescent Psychopathology

- ♦ Know the main pathological universes of childhood and adolescence
- ♦ Learn to recognize and differentiate the different pathological universes related to the infantojuvenile stage
- ♦ Know the diagnostic criteria of the pathological universes according to the DSM-V
- ♦ Learn the characteristics of the infantojuvenile stage in each pathological universe
- ♦ Know and study the differential characteristics of each pathological universe according to the DSM-V information
- ♦ Study the existing comorbidities in each pathological universe mentioned

Module 10. Personality Disorders

- ♦ Know and differentiate personality disorders from the pathological universe in childhood and adolescence
- ♦ Study the differences among childhood personality disorders
- ♦ Personality disorders in childhood and adolescence
- ♦ Study the personality universe in the child and adolescence stage



You will be updated on the diagnostic criteria of the pathological universes according to the DSM-V and the existing comorbidities in each child and adolescent pathology"

03

Skills

The professionals who take this university program will have at their disposal numerous clinical case studies on personality disorders, neurodevelopmental disorders and school conflict situations. In this way, the graduates will be able to integrate in their daily practice, the most appropriate intervention strategies to deal with school bullying and work in a multidisciplinary way with the teaching team of the school and family members. A unique opportunity to update in this field with the most current and rigorous content of the academic panorama.





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Raise your competences for the resolution of bullying conflicts and the approach of this situation with family members"



General Skills

- ♦ Act in the different modalities of school bullying
- ♦ Promote an adequate school coexistence
- ♦ Develop effective communication
- ♦ Apply correct conflict resolution strategies
- ♦ Maintain a correct relationship with the center, teachers and family members when intervening in cases of school bullying
- ♦ Apply protocols of action in cases of school bullying
- ♦ Use technological tools and resources for the prevention and detection of bullying in the digital environment
- ♦ Encourage social-emotional skills and education in values that promote peaceful coexistence and conflict resolution
- ♦ Use techniques to prevent and address school bullying from a multidisciplinary perspective
- ♦ Relate school bullying to other social and educational problems





Specific Skills

- ♦ Apply the Coexistence Plan, as well as the subsequent phases of intervention
- ♦ Develop the intervention models in situations of school bullying
- ♦ Address bullying and cyberbullying
- ♦ Develop skills for the coordination and collaboration between the different professionals and services involved in the prevention and tackling of school bullying
- ♦ Detect students with personality disorders
- ♦ Act according to current legal regulations
- ♦ Develop playful strategies for conflict resolution
- ♦ Use different techniques to identify the different roles
- ♦ Identify the dynamics and roles of the group in the appearance and perpetuation of bullying
- ♦ Enhance active listening skills



Delve into the essential elements for the drafting of psycho-pedagogical reports through the exhaustive syllabus of this program"

04

Course Management

TECH has an exceptional teaching group made up of the most outstanding professionals. The prominent personalities of this academic body have carried out high-quality research, connecting with renowned universities and institutions. Through their experience and knowledge, TECH students will achieve a complete update in their skills and knowledge in Bullying."



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*Allow the experts in Classroom Mediation
and Conflict Resolution to guide you to the
top of your profession"*

Dirección



Mr. González Rivas, Maria José

- ♦ Specialist in Pre-school Education, Politics and Educational Psychology
- ♦ PhD in Education from the University of Salamanca
- ♦ Master's Degree in Coaching and Emotional Intelligence certified by Bureau Veritas and AICM
- ♦ Master's Degree in University Teaching by CEU Cardenal Herrera University
- ♦ Degree in Philosophy and Educational Sciences and Pedagogy from the University of Salamanca
- ♦ Diploma in Teaching from the University of Santiago de Compostela



Professor

Ms. Rodríguez Ruiz, Celia

- ♦ Clinical Psychologist at EVEL Center
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- ♦ Pedagogical Advisor at Cuadernos Rubio
- ♦ Editor of Hacer Familia Magazine
- ♦ Editor of Webconsultas Healthcare Medical Team.
- ♦ Collaborator at the Eduardo Punset Foundation
- ♦ Degree in Psychology from UNED
- ♦ Graduate in Pedagogy from the Complutense University of Madrid.
- ♦ University Specialist in Cognitive Behavioral Therapy in Childhood and Adolescence by the UNED (UNED)
- ♦ Specialist in Clinical Psychology and Child Psychotherapy by INUPSI.
- ♦ Trained in Emotional Intelligence, Neuropsychology, Dyslexia, ADHD, Positive Emotions and Communication

D. Núñez Mejías, José María

- ♦ Editor-in-Chief and Scriptwriter of articles in Virtual Law
- ♦ Master's Degree in Law from the University of Cáceres
- ♦ Law Degree from the University of Cáceres

Ms. Martínez Zarza, Ana María

- ♦ Director of the Ana Zarza Personal Growth Center
- ♦ Director of workshops for parents on Emotional Intelligence and Coaching
- ♦ Degree in Psychopedagogy from UNED
- ♦ Postgraduate Diploma in Emotional Intelligence by the UNIR
- ♦ Specialist in Transpersonal Therapy by the European University Miguel de Cervantes
- ♦ Higher Program in Coaching by Rey Juan Carlos University

04

Structure and Content

The syllabus of this Master's Degree has been designed to provide students with the most current knowledge on School Bullying and its approach from the point of view of Psychology. A syllabus that will lead the graduates to understand the educational universe where physical or verbal violence is carried out, as well as the new digital forms, where patients suffer such persecution. All this, in addition, with an innovative multimedia content and accessible 24 hours a day, 7 days a week.



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Enroll in a flexible program that you can access comfortably, whenever and wherever you want from your Tablet with an Internet connection"

Module 1. Importance of attachment development and social relationships in school bullying

- 1.1. Introduction to the Study of Affective and Social Development
 - 1.1.1. Bowlby's attachment theory
 - 1.1.2. Later contributions to attachment theory
 - 1.1.3. Types of Attachment
- 1.2. Beginning of Affective Relationships
 - 1.2.1. Conditions Necessary for an Attachment to Form
 - 1.2.2. The Formation of the First Attachment
 - 1.2.3. Components of the Attachment Relationship
 - 1.2.4. Evolution of Attachment During Childhood
- 1.3. Development and Evolution of Attachment in Infancy
 - 1.3.1. Theories on Affective Development
 - 1.3.2. Affective Development
 - 1.3.3. Emotional development
- 1.4. Development of Attachment from Adolescence to Adulthood
 - 1.4.1. Attachment in Adolescence
 - 1.4.2. Attachment in Young Adults
 - 1.4.3. Attachment in middle-aged and elderly adults
 - 1.4.4. Differences in Attachment in Adulthood
- 1.5. Development of Personal Identity
 - 1.5.1. The Development of the Self-Concept
 - 1.5.2. Self-Esteem: the Evaluation Component of Self-Esteem
 - 1.5.3. The Development of Self-Control
 - 1.5.4. Concept of Identity
 - 1.5.5. Social Cognition
- 1.6. Peer-to-Peer Relationships
 - 1.6.1. Relationships between colleagues
 - 1.6.2. Sibling relationships
 - 1.6.3. Relationships between friends
 - 1.6.4. Social interactions in play, aggression, and prosocial behavior
 - 1.6.5. Peer power relationships
 - 1.6.6. Factors of social experience
- 1.7. Social Development in Adolescence
 - 1.7.1. Theories of development of social relationships
 - 1.7.2. Self-Concept and Self-Esteem
 - 1.7.3. Family Relationships
 - 1.7.4. Relationships with Peers
- 1.8. Moral in Childhood
 - 1.8.1. Development of Moral Concept
 - 1.8.2. Moral Thinking
 - 1.8.3. Moral Behavior
 - 1.8.4. Values
- 1.9. Early Promotion of Emotional Development
 - 1.9.1. Factors that Determine Parental Performance
 - 1.9.2. Intervention Models
 - 1.9.3. Parental Educational Styles
- 1.10. Intervention in Social Development
 - 1.10.1. Family Education and Social Competence
 - 1.10.2. Assessment of social competence in children
 - 1.10.3. Development of social competence in children
 - 1.10.4. Prevention of Antisocial Behavior



Module 2. Coexistence Facing Bullying

- 2.1. School Coexistence as a Main Strategy
 - 2.1.1. Definition of Coexistence
 - 2.1.2. Models on School Coexistence
 - 2.1.3. Development of Basic Skills for Good Coexistence
 - 2.1.4. School Spaces for Coexistence
- 2.2. Coexistence Plan as the main prevention strategy
 - 2.2.1. The Coexistence Plan
 - 2.2.2. Objectives of the Coexistence Plan
 - 2.2.3. Phases of the Coexistence Plan
 - 2.2.4. Actions of the Coexistence Plan
 - 2.2.5. Evaluation of the follow-up of the Coexistence Plan
- 2.3. The discrimination process in school bullying
 - 2.3.1. Concept of Discrimination
 - 2.3.2. Types of Discrimination
 - 2.3.3. Causes of Discrimination and How to Detect It
 - 2.3.4. Guidelines for Detecting Situations of Discrimination
- 2.4. Peculiarities of school conflict
 - 2.4.1. The Definition of Conflict
 - 2.4.2. Causes of the Conflict
 - 2.4.3. Characteristics of the Conflict
 - 2.4.4. Types of School Conflict
 - 2.4.5. Forms of Positive Conflict Resolution
- 2.5. Prevention, intervention and search for alternatives
 - 2.5.1. School Conflict Prevention Programs
 - 2.5.2. Negotiation at School
 - 2.5.3. School Mediation
 - 2.5.4. Intervention in Cases Detected

- 2.6. The Importance of Families and School in the School Bullying
 - 2.6.1. Family-school Relationship
 - 2.6.2. Influence of the Family on School Coexistence
 - 2.6.3. Conflict Between the Family and the Education Center
 - 2.6.4. Action Protocol for School Conflict
 - 2.6.5. Recommendations for Families
- 2.7. Media and technologies as generators of conflict
 - 2.7.1. The Technological Era and its Influence in Social Relationships
 - 2.7.2. Advantages and Disadvantages of ICTs for Coexistence
 - 2.7.3. Influence of ICTs on School Conflict
 - 2.7.4. Cyber Risks in the Student Body
 - 2.7.5. Educational Tools for the Responsible Use of ICTs
- 2.8. Programs used for teacher professional development in the area of school bullying
 - 2.8.1. Principles Guiding Effectiveness
 - 2.8.2. The Student as an Indicator
 - 2.8.3. Program Evaluation and Program Improvement
 - 2.8.4. Use of ICTs to improve coexistence
- 2.9. Adequate teacher professional development in the field of bullying
 - 2.9.1. Premises and Basic Principles of Teacher Professional Development
 - 2.9.2. Elements for achieving excellence
 - 2.9.3. Educational policies for improving teacher professional development
- 2.10. Continuing teacher education on bullying
 - 2.10.1. Continuing Education Concept
 - 2.10.2. The Teacher as an Object of Research
 - 2.10.3. Methodological Approach
 - 2.10.4. Motivations for Carrying Out Continuing Education Activities
 - 2.10.5. Level of Participation in Educational Activities

Module 3. Conflict as the basis of school bullying

- 3.1. Analysis of the conflict produced in school bullying
 - 3.1.1. Conflict in Education
 - 3.1.3. Historical journey
 - 3.1.4. Learning from conflict
- 3.2. Conflict theory applied to school bullying
 - 3.2.1. The Conflict
 - 3.2.2. Data Collection
 - 3.2.3. Perspectives of the conflict
- 3.3. Contextual approach to school bullying
 - 3.3.1. What is Context?
 - 3.3.2. Personality and context interaction
- 3.4. Planning the analysis of a school bullying situation
 - 3.4.1. Suitability or not of the mediator
 - 3.4.2. Conflict detection plan
- 3.5. Stages of the planning of the intervention in school bullying
 - 3.5.1. Target Population
 - 3.5.2. Use of instruments
 - 3.5.3. Design of data collection
 - 3.5.4. Commissioning
 - 3.5.5. Results and conclusions
- 3.6. Didactic models involved in school bullying
 - 3.6.1. The dyadic conflict
 - 3.6.2. Data on dyadic conflict
- 3.7. Bullying in Early Childhood Education
 - 3.7.1. Active Listening
 - 3.7.2. In-depth exploration of the conflict beyond the surface
 - 3.7.3. Reactions of Parties Involved
 - 3.7.4. Experience of emotions

- 3.8. Bullying in Primary School Children
 - 3.8.1. Active Listening
 - 3.8.2. In-depth exploration of the conflict beyond the surface
 - 3.8.3. Person-Related Elements
 - 3.8.4. Process-Related Elements
 - 3.8.5. Communication-Related Elements
- 3.9. Bullying in adolescents
 - 3.9.1. Active Listening
 - 3.9.2. In-depth exploration of the conflict beyond the surface
 - 3.9.3. Person-Related Elements
 - 3.9.4. Process-Related Elements
 - 3.9.5. Communication-Related Elements
- 3.10. Importance of monitoring and support in school bullying
 - 3.10.1. Following Up
 - 3.10.2. Different resources to support teachers

Module 4. School violence: Bullying and Cyberbullying

- 4.1. Definition of school bullying
 - 4.1.1. Bullying
 - 4.1.2. Data on the incidence of school bullying at the international level
 - 4.1.3. Characteristics of school bullying
- 4.2. How to detect school bullying
 - 4.2.1. Detection of school bullying
 - 4.2.2. Characteristics of some of the profiles involved
 - 4.2.3. How it manifests itself
 - 4.2.4. How to approach the child in this situation
- 4.3. How to prevent school bullying
 - 4.3.1. The work of prevention
 - 4.3.2. Bullying prevention activities

- 4.4. How to deal with school bullying
 - 4.4.1. Responding to a case of bullying
 - 4.4.2. Responsibilities of parents and educators
 - 4.4.3. How to act in case of bullying
 - 4.4.5. Educational Centers
- 4.5. Definition of cyberbullying
 - 4.5.1. Cyberbullying
 - 4.5.2. Data on the incidence of *Cyberbullying* at the international level
 - 4.5.3. Characteristics of cyberbullying
- 4.6. How to detect cyberbullying
 - 4.6.1. Detection of cyberbullying
 - 4.6.2. Characteristics of some of the profiles involved
 - 4.6.3. How it manifests itself
 - 4.6.4. How to approach the child in this situation
- 4.7. How to prevent cyberbullying
 - 4.7.1. Prevention work
 - 4.7.2. Cyberbullying prevention activities
- 4.8. How to act in cyberbullying
 - 4.8.1. Responding to a case of bullying
 - 4.8.2. Responsibilities of parents and educators
 - 4.8.3. How to act in case of bullying
 - 4.8.4. Responsibilities of the parents and educators
 - 4.8.5. Educational Centers
- 4.9. Definition of grooming
 - 4.9.1. Grooming
 - 4.9.2. Data on the incidence of Grooming at the international level
 - 4.9.3. Characteristics of *grooming*
 - 4.9.4. Response to *grooming*
- 4.10. Definition of stalking
 - 4.10.1. Stalking
 - 4.10.2. Data on the incidence of *stalking* at the international level
 - 4.10.3. Characteristics of *stalking*
 - 4.10.4. Response to *stalking*

Module 5. The teacher, the school and the counseling service

- 5.1. Observation of behaviors that can constitute school bullying
 - 5.1.1. Observation of behaviors in the aggressor
 - 5.1.2. Observation of behaviors in the victim
 - 5.1.3. Observation of behaviors in witnesses
- 5.2. Communication to the director and management team
 - 5.2.1. Coexistence plan
 - 5.2.2. Action Protocol
 - 5.2.3. Activation of the action protocol
- 5.3. Collection and analysis of information
 - 5.3.1. Information Gathering Process
 - 5.3.2. Adoption of emergency measures
 - 5.3.3. First communication to families
- 5.4. Educational Inspection
 - 5.4.1. What is Educational Inspection
 - 5.4.2. Report referred to Educational Inspection
 - 5.4.3. Action taken by the Educational Inspection
- 5.5. Diagnosis with absence of school bullying
 - 5.5.1. Educational guidelines on school bullying prevention
 - 5.5.2. Educational approach with the classroom
 - 5.5.3. Tools for dealing with at-risk situations
- 5.6. Bullying diagnosis
 - 5.6.1. Procedure for Action
 - 5.6.2. Intervention with the aggressor
 - 5.6.3. Intervention with the victim
 - 5.6.4. Intervention with witnesses
- 5.7. Evaluation questionnaires
 - 5.7.1. Bullying questionnaires
 - 5.7.2. Cyberbullying questionnaires
 - 5.7.3. Questionnaires to assess peer relationships
 - 5.7.4. Questionnaires to assess mood
- 5.8. Bullying intervention programs
 - 5.8.1. Kiva program
 - 5.8.2. Zero Program
 - 5.8.3. *Mybullying* Program
 - 5.8.4. AVE Program
- 5.9. Emotional Education
 - 5.9.1. Emotion of sadness
 - 5.9.2. Emotion of joy
 - 5.9.3. Anger emotion
 - 5.9.4. Emotion of fear
 - 5.9.5. Empathy
 - 5.9.6. Psychological treatment in school bullying
- 5.10. Consequences of school bullying
 - 5.10.1. Psychological effects of school bullying
 - 5.10.2. Long-term effects of school bullying
 - 5.10.3. Comorbidity in school bullying

Module 6. Communicative styles in school bullying resolution

- 6.1. Communication in school bullying situations
 - 6.1.1. Emitter
 - 6.1.2. Receptor
 - 6.1.3. Message
 - 6.1.4. Communication Channels
- 6.2. Styles of Verbal, Non-Verbal and Paraverbal Communication
 - 6.2.1. Verbal Communication
 - 6.2.2. Non-Verbal Communication
 - 6.2.3. Paraverbal Communication
- 6.3. Communicative styles of unequal resolution
 - 6.3.1. Communication Styles
 - 6.3.2. Win/lose
 - 6.3.3. Losing/winning
- 6.4. Adequate and empathic communication
 - 6.4.1. Win/win
 - 6.4.2. Winning and helping the other person to win
- 6.5. Assertive Communication in Bullying
 - 6.5.1. Assertive Communication in Conflicts
 - 6.5.2. Benefits of Assertive Communication
- 6.6. Making appropriate decisions to resolve a bullying situation
 - 6.6.1. Appropriate decision making process
 - 6.6.1. Variables involved in the decision making process
- 6.7. Communication agents involved in school bullying
 - 6.7.1. Communication on the part of the student
 - 6.7.2. Communication on the part of the Professor

- 6.8. Development of non-violent communication for dealing with bullying
 - 6.8.1. Non-Violent Communication
 - 6.8.2. Aggressive states
 - 6.8.3. Aggressiveness indicators
- 6.9. ICTs and preventive communication strategies
 - 6.9.1. The role of technologies in communication
 - 6.9.2. Appropriate forms of communication through ICTs
- 6.10. Active listening as a key in school bullying
 - 6.10.1. Active Listening
 - 6.10.2. Empathic Listening
 - 6.10.3. Signs of active listening

Module 7. The group, roles and the resolution of school conflicts

- 7.1. The group at school level
 - 7.1.1. What is a Group?
 - 7.1.2. Characteristics of a Group
 - 7.1.3. Recognition of groups
- 7.2. Group dynamics in school interactions
 - 7.2.1. Group activities
 - 7.2.2. Competencies in group activities
 - 7.2.3. Techniques used in group dynamics
- 7.3. Types of roles involved in school conflicts
 - 7.3.1. Conflict generation
 - 7.3.2. Mediation of the students
 - 7.3.3. The role of the helper of the aggressor and the victim

- 7.4. Strategies for identifying school roles
 - 7.4.1. Techniques to Identify the Different Roles
 - 7.4.2. Indicators for determining roles
- 7.5. Differentiation of roles at the individual and group level
 - 7.5.1. The role occupied by an individual
 - 7.5.2. The role attributed to them by peers
 - 7.5.3. The role one wishes to have
- 7.6. The role of the teacher as an agent of change
 - 7.6.1. Activities in which the teacher's role predominates
 - 7.6.2. Activities in which the teacher and students participate
 - 7.6.3. Activities according to the group objective
- 7.7. Education for solving conflicts for bullying
 - 7.7.1. Conflict Solving Strategies
 - 7.7.2. Conflict Resolution Skills
- 7.8. Playful strategies for conflict resolution in school bullying
 - 7.8.1. Use of play in conflict resolution
 - 7.8.2. Role *Playing* in Conflict Resolution
- 7.9. Strategies for dealing with conflicts using humor
 - 7.9.1. Sense of Humor
 - 7.9.2. Therapeutic use of humor
 - 7.9.3. The use of humor in school bullying
- 7.10. The educating role of the role of the victim of school bullying
 - 7.10.1. Meaning of victim
 - 7.10.2. Empathy with the victim
 - 7.10.3. Use of daily abuse in awareness-raising
 - 7.10.4. Use of relevant serious data to work on school bullying

Module 8. Law as applied to school bullying

- 8.1. Legal qualification of the main behaviors of school bullying
 - 8.1.1. Common elements
 - 8.1.2. Legal qualification of *bullying*
- 8.2. Criminal and civil liability of minors at the international level
 - 8.2.1. Minors
 - 8.2.2. Parents and legal guardians
 - 8.2.3. International legal protection of minors
- 8.3. Legal protection of minors at the international level
 - 8.3.1. Characteristics of the legal protection of minors
 - 8.3.2. Basic concepts of the legal protection of minors
 - 8.3.3. Application of the laws directed towards the protection of minors
- 8.4. Legislative framework for the protection of children at the international level
 - 8.4.1. Legislative response for child protection in educational centers, in the family environment and on the Internet in different countries
 - 8.4.2. Civil liability in school bullying across different countries
 - 8.4.3. Subsidiary liability of schools in different countries
- 8.5. Instruments for schools to deal with school bullying
 - 8.5.1. Prevention tools
 - 8.5.2. Instruments for action
- 8.6. Juvenile Justice at the international level
 - 8.6.1. Legal procedure
 - 8.6.2. Legal measures
 - 8.6.3. Phases of the judicial process
- 8.7. The psycho-pedagogical report
 - 8.7.1. School Report
 - 8.7.2. Reasons for appraisal
 - 8.7.3. Writing the results
 - 8.7.4. Writing the conclusions

- 8.8. Clinical Report
 - 8.8.1. Clinical Report
 - 8.8.2. Reason for interview
 - 8.8.3. Results and conclusions
 - 8.8.4. Intervention proposal
- 8.9. Expertise of minors
 - 8.9.1. The Interview
 - 8.9.2. Measuring Tools
 - 8.9.3. Report Structure and Content
 - 8.9.4. Characteristics in Juvenile Offenders
 - 8.9.5. Observation in the Judicial Context
- 8.10. Expertise of mistreatment
 - 8.10.1. The profile of the abuser
 - 8.10.2. The profile of the victim
 - 8.10.3. The Dynamics of the Abusive Relationship
 - 8.10.4. Types of aggression

Module 9. Childhood and Adolescent Psychopathology

- 9.1. Neurodevelopment Disorders
 - 9.1.1. What are Neurodevelopmental Disorders?
 - 9.1.2. Disorders Included in the Diagnostic Category of Neurodevelopmental Disorders
 - 9.1.3. Relevant Aspects of Neurodevelopmental Disorders in Childhood and Adolescence
- 9.2. Schizophrenia Spectrum Disorders and Other Psychotic Disorders
 - 9.2.1. What are Schizophrenia Spectrum Disorders and other Psychotic Disorders?
 - 9.2.2. Disorders Included in the Diagnostic Category of Schizophrenia Spectrum Disorders and Other Psychotic Disorders"
 - 9.2.3. Childhood Schizophrenia

- 9.3. Bipolar and Related Disorders
 - 9.3.1. What are Bipolar and Related Disorders?
 - 9.3.2. Disorders Included in the Diagnostic Category of Bipolar and Related Disorders"
 - 9.3.3. Bipolar Disorders in Childhood and Adolescence
- 9.4. Depressive Disorders
 - 9.4.1. Types of depressive disorders
 - 9.4.2. Disorders Included in the Diagnostic Category "Depressive Disorders"
 - 9.4.3. Childhood depressive disorders
- 9.5. Anxiety Disorders
 - 9.5.1. Anxiety Disorders
 - 9.5.2. Types of Anxiety Disorders included in the DSM-V
 - 9.5.3. Relevance of Anxiety Disorders in Childhood and Adolescence
- 9.6. Obsessive Compulsive Disorder and Related Disorders
 - 9.6.1. Introduction to Obsessive-Compulsive Disorder and Related Disorders
 - 9.6.2. Disorders Included in the Diagnostic Category of Obsessive-Compulsive Disorder and Related Disorders"
 - 9.6.3. Obsessive-Compulsive Disorder in Childhood and Adolescence
- 9.7. Trauma and Stress-Related Disorders
 - 9.7.1. What are Trauma-Related Disorders and Stressors?
 - 9.7.2. Disorders Included in the Diagnostic Category of "Disorders Related to Trauma and Stressors"
 - 9.7.3. Traumatic Disorders in Childhood and Adolescence
- 9.8. Dissociative Disorders
 - 9.8.1. Characteristics of Dissociative Disorders
 - 9.8.2. Disorders Included in the Diagnostic Category of "Dissociative Disorders"
 - 9.8.3. Dissociative Disorders in Childhood and Adolescence

- 9.9. Somatic Symptom Disorders and Related Disorders
 - 9.9.1. What are Somatic Symptom Disorders and Related Disorders?
 - 9.9.2. Disorders included in the Diagnostic Category of "Somatic Symptom Disorders and Related Disorders"
 - 9.9.3. Somatic symptomatology in childhood and adolescence
- 9.10. Eating and Food Ingestion Disorders
 - 9.10.1. What are Eating and Food Intake Disorders?
 - 9.10.2. Eating and Food Intake Disorders included in the DSM-V
 - 9.10.3. Relevant Data on Eating and Food Intake Disorders in Childhood and Adolescence

Module 10. Personality Disorders

- 10.1. Paranoid Personality Disorder
 - 10.1.1. Introduction to Paranoid Personality Disorder
 - 10.1.2. Diagnostic Criteria
 - 10.1.3. Paranoid Personality in Childhood
- 10.2. Schizoid Personality Disorder
 - 10.2.1. Introduction to Schizoid Personality Disorder
 - 10.2.2. Diagnostic Criteria
 - 10.2.3. Schizoid Personality in Childhood and Adolescence
- 10.3. Schizotypal Personality Disorder
 - 10.3.1. Introduction to Schizotypal Personality Disorder
 - 10.3.2. Diagnostic Criteria
 - 10.3.3. Schizotypal Personality in Minors How It Differs from Adult Neuropathology
- 10.4. Borderline Personality Disorder
 - 10.4.1. Introduction to Borderline Personality Disorder
 - 10.4.2. Diagnostic Criteria
 - 10.4.3. Borderline Personality in Childhood and Adolescents





- 10.5. Narcissistic Personality Disorder
 - 10.5.1. Introduction to Narcissistic Personality Disorder
 - 10.5.2. Diagnostic Criteria
 - 10.5.3. Narcissist Personality in Children
- 10.6. Antisocial Personality Disorder
 - 10.6.1. Introduction to Antisocial Personality Disorder
 - 10.6.2. Diagnostic Criteria
 - 10.6.3. Antisocial Personality in Minors
- 10.7. Histrionic Personality Disorder
 - 10.7.1. Introduction to Histrionic Personality Disorder
 - 10.7.2. Diagnostic Criteria
 - 10.7.3. Histrionic Personality in Childhood and Adolescence
- 10.8. Avoidant Personality Disorder
 - 10.8.1. Introduction to Avoidant Personality
 - 10.8.2. Diagnostic Criteria
 - 10.8.3. Avoidant Personality and its Relation to Childhood and Adolescence Stage
- 10.9. Dependent Personality Disorder
 - 10.9.1. Introduction to Dependent Personality
 - 10.9.2. Diagnostic Criteria
 - 10.9.3. Avoidant Personality and its Relation to Childhood and Adolescence Stage
 - 10.9.4. Implications of the Dependent Personality in Adulthood
- 10.10. Obsessive Compulsive Personality Disorder
 - 10.10.1. Introduction to the Concept of Obsessions and Compulsions
 - 10.10.2. The concept of Obsessive-Compulsive Personality Disorder and diagnostic criteria
 - 10.10.3. Obsessive-Compulsive Personality in Childhood and Adolescence

05 Methodology

This academic program offers students a different way of learning. Our methodology uses a cyclical learning approach: **Relearning**.

This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.



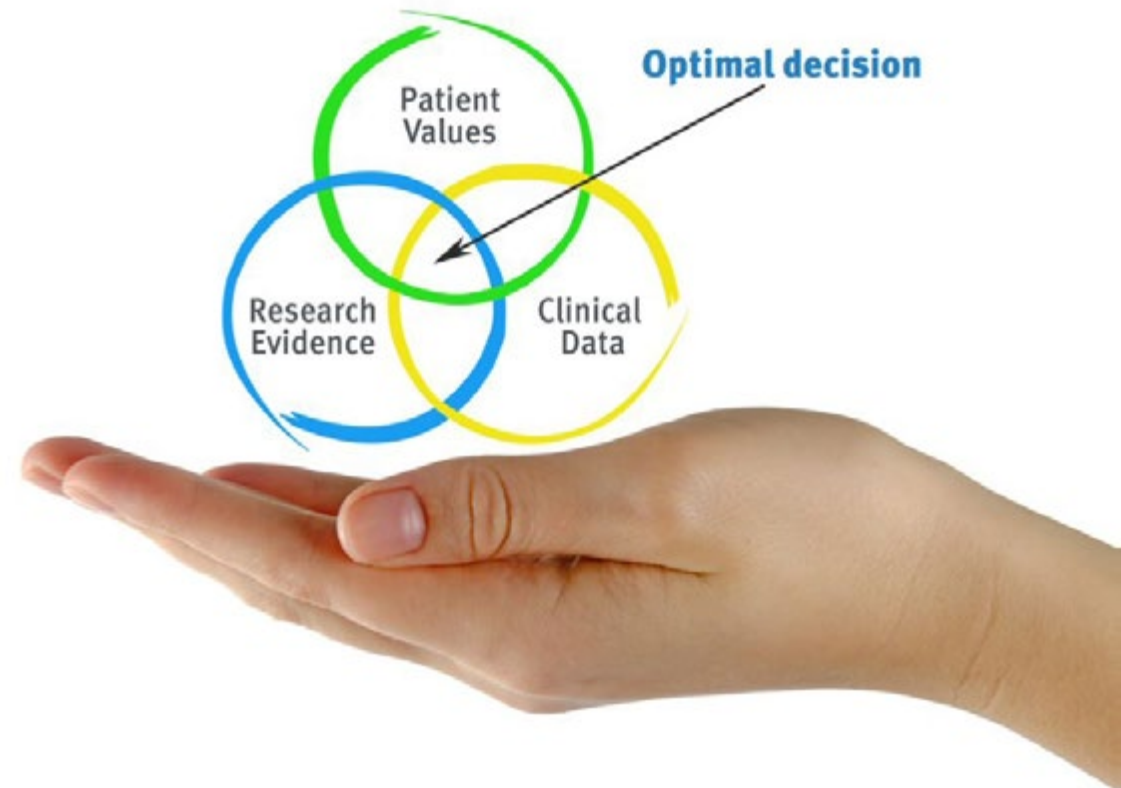
“

Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"

At TECH we use the Case Method

What should a professional do in a given situation? Throughout the program, students will face multiple simulated clinical cases, based on real patients, in which they will have to do research, establish hypotheses, and ultimately resolve the situation. There is an abundance of scientific evidence on the effectiveness of the method. Specialists learn better, faster, and more sustainably over time.

With TECH the psychologist experiences a way of learning that is shaking the foundations of traditional universities around the world.



According to Dr. Gérvas, the clinical case is the annotated presentation of a patient, or group of patients, which becomes a "case", an example or model that illustrates some peculiar clinical component, either because of its teaching power or because of its uniqueness or rarity. It is essential that the case is based on current professional life, trying to recreate the real conditions in the psychologist's professional practice.

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Did you know that this method was developed in 1912, at Harvard, for law students? The case method consisted of presenting students with real-life, complex situations for them to make decisions and justify their decisions on how to solve them. In 1924, Harvard adopted it as a standard teaching method”

The effectiveness of the method is justified by four fundamental achievements:

1. Psychologists who follow this method not only master the assimilation of concepts, but also develop their mental capacity by means of exercises to evaluate real situations and apply their knowledge.
2. Learning is solidly translated into practical skills that allow the psychologist to better integrate knowledge into clinical practice.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life.
4. Students like to feel that the effort they put into their studies is worthwhile. This then translates into a greater interest in learning and more time dedicated to working on the course.



Relearning Methodology

At TECH we enhance the case method with the best 100% online teaching methodology available: Relearning.

Our university is the first in the world to combine the study of clinical cases with a 100% online learning system based on repetition, combining a minimum of 8 different elements in each lesson, which is a real revolution compared to the simple study and analysis of cases.

The psychologist will learn through real cases and by solving complex situations in simulated learning environments.

These simulations are developed using state-of-the-art software to facilitate immersive learning.



At the forefront of world teaching, the Relearning method has managed to improve the overall satisfaction levels of professionals who complete their studies, with respect to the quality indicators of the best online university (Columbia University).

This methodology has trained more than 150,000 psychologists with unprecedented success in all clinical specialties. Our pedagogical methodology is developed in a highly competitive environment, with a university student body with a strong socioeconomic profile and an average age of 43.5 years old.

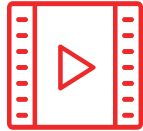
Relearning will allow you to learn with less effort and better performance, involving you more in your training, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation for success.

In our program, learning is not a linear process, but rather a spiral (learn, unlearn, forget, and re-learn). Therefore, we combine each of these elements concentrically.

The overall score obtained by our learning system is 8.01, according to the highest international standards.



This program offers the best educational material, prepared with professionals in mind:



Study Material

All teaching material is produced by the specialists who teach the course, specifically for the course, so that the teaching content is highly specific and precise.

These contents are then applied to the audiovisual format, to create the TECH online working method. All this, with the latest techniques that offer high quality pieces in each and every one of the materials that are made available to the student.



Latest Techniques and Procedures on Video

TECH introduces students to the latest techniques, to the latest educational advances, to the forefront of current psychology. All of this in direct contact with students and explained in detail so as to aid their assimilation and understanding. And best of all, you can watch the videos as many times as you like.



Interactive Summaries

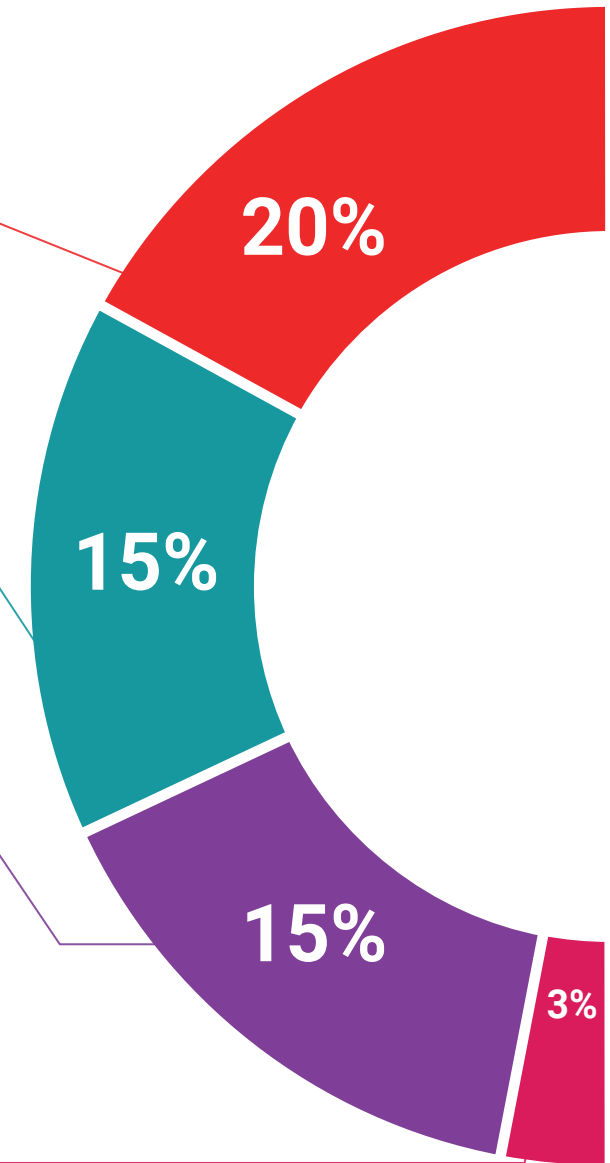
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

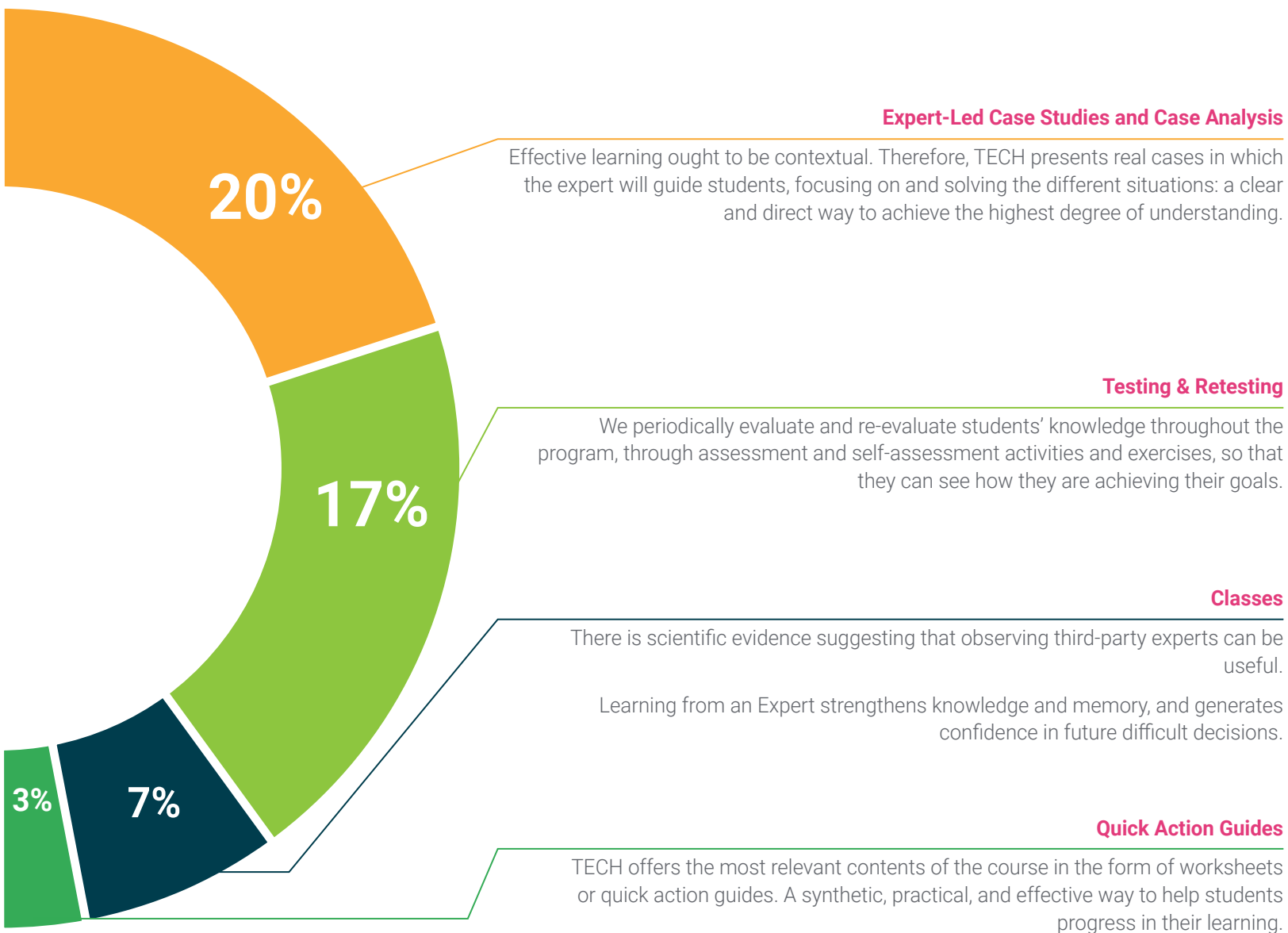
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



Additional Reading

Recent articles, consensus documents and international guidelines, among others. In TECH's virtual library, students will have access to everything they need to complete their course.





06 Certificate

The Master's Degree in School Bullying guarantees students, in addition to the most rigorous and up-to-date education, access to a Master's Degree diploma issued by TECH Global University.



“

Successfully complete this program and receive your university qualification without having to travel or fill out laborious paperwork"

This private qualification will allow you to obtain a **Master's Degree diploma in School Bullying** endorsed by **TECH Global University**, the world's largest online university.

TECH Global University is an official European University publicly recognized by the Government of Andorra ([official bulletin](#)). Andorra is part of the European Higher Education Area (EHEA) since 2003. The EHEA is an initiative promoted by the European Union that aims to organize the international training framework and harmonize the higher education systems of the member countries of this space. The project promotes common values, the implementation of collaborative tools and strengthening its quality assurance mechanisms to enhance collaboration and mobility among students, researchers and academics.

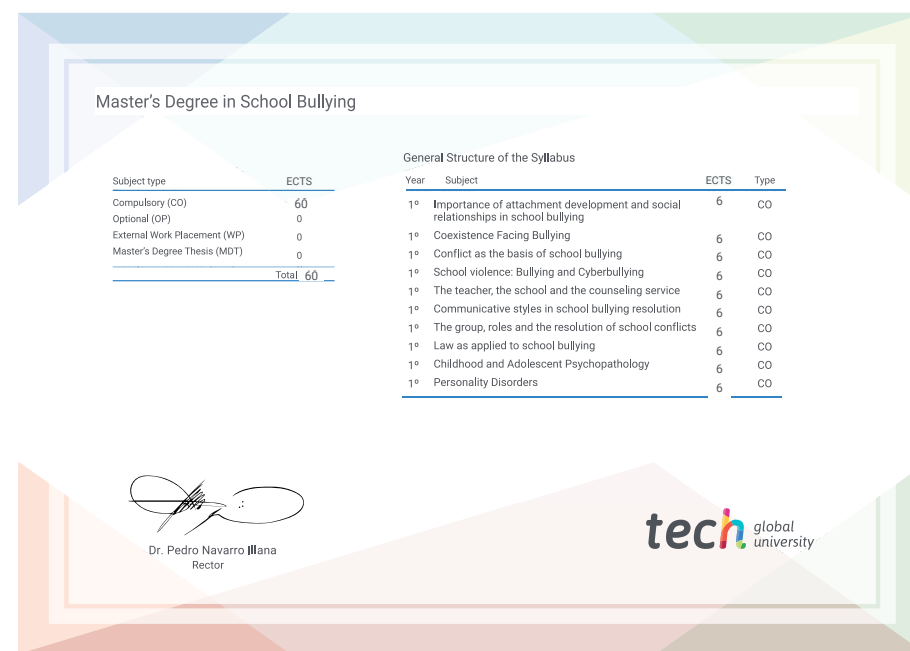
This **TECH Global University** private qualification is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Master's Degree in School Bullying**

Modality: **online**

Duration: **12 months**

Accreditation: **30 ECTS**





Master's Degree School Bullying

- » Modality: online
- » Duration: 12 months
- » Certificate: TECH Global University
- » Credits: 60 ECTS
- » Schedule: at your own pace
- » Exams: online

Master's Degree School Bullying