

# Postgraduate Diploma School Tools on Bullying





## Postgraduate Diploma School Tools on Bullying

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

Website: [www.techtitute.com/us/psychology/postgraduate-diploma/postgraduate-diploma-schools-tools-bullying](http://www.techtitute.com/us/psychology/postgraduate-diploma/postgraduate-diploma-schools-tools-bullying)

# Index

01

Introduction

---

*p. 4*

02

Objectives

---

*p. 8*

03

Structure and Content

---

*p. 12*

04

Methodology

---

*p. 18*

05

Certificate

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*p. 26*

# 01

# Introduction

The awareness of educational centers to prevent and effectively manage bullying has led to the availability of a wide range of tools to ensure the welfare of students. In this sense, one of the most relevant is the psychologist, who must be trained with the most modern strategies to assess and intervene in these situations effectively and quickly. That is why TECH has created this program, through which the professionals will learn cutting-edge techniques to quickly identify cases of bullying or communication strategies to optimize their resolution, boosting their growth in this field. All this, in a completely online way and without the need to stick to uncomfortable and tight schedules.





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*Through this Postgraduate Diploma, you will acquire the most updated strategies to evaluate a possible case of bullying, taking into account the needs of the victim and the aggressor”*

Although in the educational environment there are several actors involved in the prevention and management of bullying, such as teachers, principals or counselors, the vast part of the responsibility falls on the psychologist. The intervention of these professionals makes it possible to solve these problems with greater solvency and prevent them from negatively affecting the emotional well-being and development of students. For this reason, the techniques used to manage these conflicts have been perfected in order to preserve the integrity of the victim and ensure that the aggressor's behavior is not repeated. It is therefore crucial for school psychologists to be familiar with these cutting-edge methods in order to optimize the effectiveness of their work.

Given this situation, TECH has decided to design this program, which will allow the professionals to obtain a complete update on the management of bullying situations in the school environment. Through this Postgraduate Diploma, you will delve into multidisciplinary action protocols, sophisticated mechanisms to assess relationships between students or techniques to prevent the repetition of bullying behaviors. You will also increase your communication skills to manage conflicts in an assertive way.

This program is offered 100% online, which will allow the professionals to perfectly combine their learning with their personal and professional activities. Likewise, it will have teaching materials in formats such as readings, explanatory videos or self-evaluation exercises, guaranteeing a teaching adapted to the needs and preferences of each student.

This **Postgraduate Diploma in School Tools on Bullying** contains the most complete and up-to-date educational program on the market. The most important features include:

- ♦ The development of case studies presented by experts in Psychology and Education
- ♦ The graphic, schematic, and practical contents with which they are created, provide 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



*Identify the most up-to-date communication techniques to intervene assertively in possible cases of bullying"*

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*The 100% online methodology of this Postgraduate Diploma will allow you to update your knowledge without having to travel to a study center”*

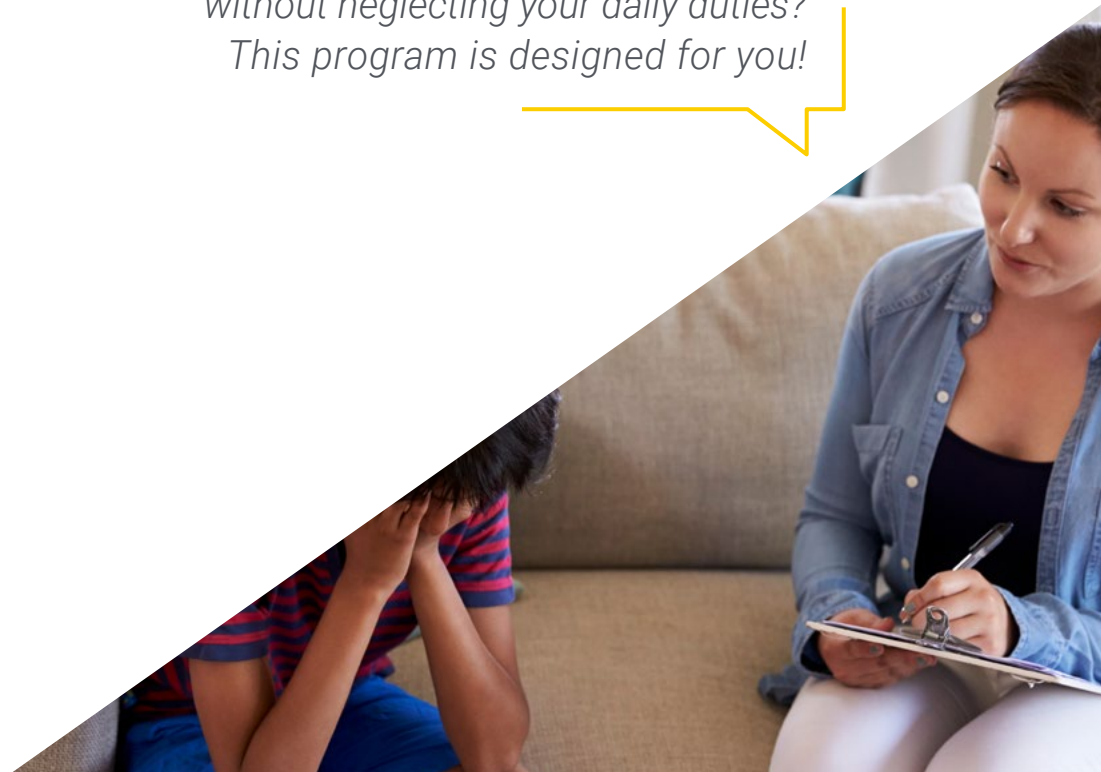
The program’s teaching staff includes professionals from sector who contribute their work experience to this educational program, as well as renowned specialists from leading societies and prestigious universities.

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. For this purpose, the students will be assisted by an innovative interactive video system created by renowned experts.

*Throughout this academic experience, you will identify the most effective methods to avoid the repetition of bullying behaviors in young people.*

*Do you want to be updated in the prevention and approach to bullying without neglecting your daily duties? This program is designed for you!*



# 02

# Objectives

This TECH Postgraduate Diploma is designed to provide the psychologists with the most updated knowledge to prevent, detect and address bullying situations. Throughout the program, the students will delve into the advanced tests to evaluate a case of bullying or assertive communication techniques as a mechanism to resolve a conflict. In addition, they will ensure that they are fully educated through the achievement of the following general and specific objectives.







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*Enroll now in this Postgraduate Diploma and start enjoying a quality education, through didactic formats such as video or interactive summary”*



## General Objectives

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- ♦ 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

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### Module 1. 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 2. 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 3. 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



*In only 6 months, you will have the opportunity to be at the forefront of Educational Psychology"*

# 03

## Structure and Content

The syllabus of this program is made up of 3 modules in which the psychologists will delve into the school's tools to deal with bullying cases. Throughout the program, they will delve into the observation and evaluation of bullying behaviors or the communicative styles necessary for the resolution of this type of harassment. All this, enjoying a set of didactic resources available in a variety of textual and multimedia formats, which you can access from anywhere and at any time you want.







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*The 100% online modality of this program allows you to study without the need to leave your home”*

## Module 1. The teacher, the school and the counseling service

- 1.1. Observation of behaviors that can constitute school bullying
  - 1.1.1. Observation of behaviors in the aggressor
  - 1.1.2. Observation of behaviors in the victim
  - 1.1.3. Observation of behaviors in witnesses
- 1.2. Communication to the director and management team
  - 1.2.1. Coexistence plan
  - 1.2.2. Action Protocol
  - 1.2.3. Activation of the action protocol
- 1.3. Collection and analysis of information
  - 1.3.1. Information Gathering Process
  - 1.3.2. Adoption of emergency measures
  - 1.3.3. First communication to families
- 1.4. Educational Inspection
  - 1.4.1. What is Educational Inspection
  - 1.4.2. Report referred to Educational Inspection
  - 1.4.3. Action taken by the Educational Inspection
- 1.5. Diagnosis with absence of school bullying
  - 1.5.1. Educational guidelines on school bullying prevention
  - 1.5.2. Educational approach with the classroom
  - 1.5.3. Tools for dealing with at-risk situations
- 1.6. Bullying diagnosis
  - 1.6.1. Procedure for Action
  - 1.6.2. Intervention with the aggressor
  - 1.6.3. Intervention with the victim
  - 1.6.4. Intervention with witnesses
- 1.7. Evaluation questionnaires
  - 1.7.1. Bullying questionnaires
  - 1.7.2. Cyberbullying questionnaires
  - 1.7.3. Questionnaires to assess peer relationships
  - 1.7.4. Questionnaires to assess mood



- 1.8. Bullying intervention programs
  - 1.8.1. Kiva program
  - 1.8.2. Zero Program
  - 1.8.3. Mybullying Program
  - 1.8.4. AVE Program
- 1.9. Emotional Education
  - 1.9.1. Emotion of sadness
  - 1.9.2. Emotion of joy
  - 1.9.3. Anger emotion
  - 1.9.4. Emotion of fear
  - 1.9.5. Empathy
  - 1.9.6. Psychological treatment in school bullying
- 1.10. Consequences of school bullying
  - 1.10.1. Psychological effects of school bullying
  - 1.10.2. Long-term effects of school bullying
  - 1.10.3. Comorbidity in school bullying

## Module 2. Communicative styles in school bullying resolution

- 2.1. Communication in school bullying situations
  - 2.1.1. Emitter
  - 2.1.2. Receptor
  - 2.1.3. Message
  - 2.1.4. Communication Channels
- 2.2. Styles of Verbal, Non-Verbal and Paraverbal Communication
  - 2.2.1. Verbal Communication
  - 2.2.2. Non-Verbal Communication
  - 2.2.3. Paraverbal Communication
- 2.3. Communicative styles of unequal resolution
  - 2.3.1. Communication Styles
  - 2.3.2. Win/lose
  - 2.3.3. Losing/winning
- 2.4. Adequate and empathic communication
  - 2.4.1. Win/win
  - 2.4.2. Winning and helping the other person to win



- 2.5. Assertive Communication in Bullying
  - 2.5.1. Assertive Communication in Conflicts
  - 2.5.2. Benefits of Assertive Communication
- 2.6. Making appropriate decisions to resolve a bullying situation
  - 2.6.1. Appropriate decision making process
  - 2.6.2. Variables involved in the decision making process
- 2.7. Communication agents involved in school bullying
  - 2.7.1. Communication on the part of the student
  - 2.7.2. Communication on the part of the Professor
- 2.8. Development of non-violent communication for dealing with bullying
  - 2.8.1. Non-Violent Communication
  - 2.8.2. Aggressive states
  - 2.8.3. Aggressiveness indicators
- 2.9. ICTs and preventive communication strategies
  - 2.9.1. The role of technologies in communication
  - 2.9.2. Appropriate forms of communication through ICTs
- 2.10. Active listening as a key in school bullying
  - 2.10.1. Active Listening
  - 2.10.2. Empathic Listening
  - 2.10.3. Signs of active listening

### Module 3. The group, roles and the resolution of school conflicts

- 3.1. The group at school level
  - 3.1.1. What is a Group?
  - 3.1.2. Characteristics of a Group
  - 3.1.3. Recognition of groups
- 3.2. Group dynamics in school interactions
  - 3.2.1. Group activities
  - 3.2.2. Competencies in group activities
  - 3.2.3. Techniques used in group dynamics
- 3.3. Types of roles involved in school conflicts
  - 3.3.1. Conflict generation
  - 3.3.2. Mediation of the students
  - 3.3.3. The role of the helper of the aggressor and the victim







- 3.4. Strategies for identifying school roles
  - 3.4.1. Techniques to Identify the Different Roles
  - 3.4.2. Indicators for determining roles
- 3.5. Differentiation of roles at the individual and group level
  - 3.5.1. The role occupied by an individual
  - 3.5.2. The role attributed to them by peers
  - 3.5.3. The role one wishes to have
- 3.6. The role of the teacher as an agent of change
  - 3.6.1. Activities in which the teacher's role predominates
  - 3.6.2. Activities in which the teacher and students participate
  - 3.6.3. Activities according to the group objective
- 3.7. Education for solving conflicts for bullying
  - 3.7.1. Conflict Solving Strategies
  - 3.7.2. Conflict Resolution Skills
- 3.8. Playful strategies for conflict resolution in school bullying
  - 3.8.1. Use of play in conflict resolution
  - 3.8.2. Role Playing in Conflict Resolution
- 3.9. Strategies for dealing with conflicts using humor
  - 3.9.1. Sense of Humor
  - 3.9.2. Therapeutic use of humor
  - 3.9.3. The use of humor in school bullying
- 3.10. The educating role of the role of the victim of school bullying
  - 3.10.1. Meaning of victim
  - 3.10.2. Empathy with the victim
  - 3.10.3. Use of daily abuse in awareness-raising
  - 3.10.4. Use of relevant serious data to work on school bullying

04

# 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.



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*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.







**Expert-Led Case Studies and Case Analysis**

Effective learning ought to be contextual. Therefore, TECH presents real cases in which the expert will guide students, focusing on and solving the different situations: a clear and direct way to achieve the highest degree of understanding.



**Testing & Retesting**

We periodically evaluate and re-evaluate students' knowledge throughout the program, through assessment and self-assessment activities and exercises, so that they can see how they are achieving their goals.



**Classes**

There is scientific evidence suggesting that observing third-party experts can be useful.

Learning from an Expert strengthens knowledge and memory, and generates confidence in future difficult decisions.



**Quick Action Guides**

TECH offers the most relevant contents of the course in the form of worksheets or quick action guides. A synthetic, practical, and effective way to help students progress in their learning.



06

# Certificate

The Postgraduate Diploma in School Tools on Bullying guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma issued by TECH Technological University.



The image features two graduation caps against a blue sky with light clouds. One cap is black with a gold tassel, and the other is maroon with a black tassel. The background is split into a white diagonal section and a magenta section.

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



This **Postgraduate Diploma in School Tools on Bullying** contains the most complete and up-to-date program on the market.

After the student has passed the assessments, they will receive their corresponding **Postgraduate Diploma** issued by **TECH Technological University** via tracked delivery\*.

The diploma issued by **TECH Technological University** will reflect the qualification obtained in the Postgraduate Diploma, and meets the requirements commonly demanded by labor exchanges, competitive examinations, and professional career evaluation committees.

Title: **Postgraduate Diploma in School Tools on Bullying**

Official N° of Hours: **450 h.**



\*Apostille Convention. In the event that the student wishes to have their paper diploma issued with an apostille, TECH EDUCATION will make the necessary arrangements to obtain it, at an additional cost.

future

health confidence people

education information tutors

guarantee accreditation teaching

institutions technology learning

community commitment

personalized service innovation

knowledge present quality

online training

development languages

virtual classroom

**tech** technological  
university

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