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CURRICULUM PROPOSAL FORM #3  
UNIVERSITY OF WISCONSIN-WHITEWATER

**NEW COURSE**

Course Number \*: 840-480/680

Effective: 2003

Course Title: School Violence and Crisis Management

15 Character Abbreviation: School Violence

25 Character Abbreviation: School Vio and Crisis Mgt

Sponsor: James Larson E-mail Address: larsonj@uwwvax.uww.edu

Department: Psychology College: Letters and Sciences

Co-sponsor: E-mail Address:

Department: College:

Other Programs Affected: None

Check if course is to meet any of the following requirements:

None  Writing  Computer  Diversity  General Ed and Area

Contact hours/credits:

Total lab hours: Total lecture hours: 48

Number of credits 3 Total contact hours: 48

Check if course is repeatable:  No  Yes (if yes answer the following questions)

- No of times in major No of credits in major
- No of times in degree No of credits in degree

Enter the appropriate titles if the course is required in any of the following:

Major Title(s)

Minor Title(s)

Emphasis Title(s)

**School Violence and Crisis Management**  
**Department of Psychology**  
**840-480/680**

### **I. Course Justification**

Historically, schools have been considered safe havens from violence. However, over the past decade -- and most seriously over the past two years " the incidents of youth violence in the school setting has increased. It is estimated that 270,000 students carry handguns to school one or more times each year (Conoley & Goldstein, 1997) and more than 3 million crimes occur on school property each year (U.S. Department of Justice, 1995). A survey by the Metropolitan Life Insurance Company (1991) indicated that 11% of U.S. teachers reported being assaulted at school. The *Youth Risk Behavior Surveillance -- United States, 1997 Morbidity and Mortality Weekly Report*, (Centers for Disease Control and Prevention, 1998) is a component of the Youth Risk Behavior Surveillance System, which periodically measures the prevalence of priority health-risk behaviors among youth and young adults through comparable national, state and local surveys. This survey was conducted during February through May 1997, polling a representative sample of students in grades nine through 12 in the 50 states and the District of Columbia. Nationwide: -- 4.0% of students missed at least one day of school during the 30 days preceding the survey because they felt unsafe at school or felt unsafe traveling to or from school. --- 8.5% of students carried a weapon on school property during the 30 days preceding the survey. --- 7.4% of students were threatened or injured with a weapon on school property during the 12 months preceding the survey.

In 1997-1998, 40 students and teachers were killed at their schools (National School Safety Center, 1998), and in April of 1999, the Columbine High School incident galvanized both the American public and the academic and professional communities. The State of California has recently enacted legislation requiring that all certificated education personnel receive training in school violence prevention (M. Furlong, personal communication, 1999).

This course is designed for undergraduates and graduate students who have professional and/or scholarly interests in gaining a greater understanding of school violence and crisis management in the public school setting. Targeted graduate students in DPI certification or continuing professional development programs will be required to engage in a greater depth of scholarship through additional readings and classroom presentations of an applied nature (see enclosed sample syllabus).

### **II. Relationship to Program Assessment Objectives**

The following are the course objectives:

- Students will understand the distribution, severity, and topography of school violence from a

- local and national data perspective
- Students will understand the major models for the development and expression of aggressive behavior in children and adolescents
- Students will critically examine the contributions of the home and family learning environments to the development and perpetuation of violent behavior
- Students will critically examine the contributions individual risk factors to the development and perpetuation of violent behavior
- Students will critically examine the contributions of the community and school settings to the development and perpetuation of violent behavior
- Students will understand empirically validated models for the primary, secondary, and tertiary prevention of school community violence
- Students will understand the social and individual psychology of crisis and examine models for prevention and management
- Students will understand the personal impact of bully behavior and critically examine models of prevention/intervention

This course addresses the following assessment objectives in the Psychology Department:

*Graduates from the Department of Psychology will be able to:*

- demonstrate basic factual knowledge in psychology including...human development, psychological disorders, ...and social process.
- demonstrate knowledge of historical and contemporary theoretical perspectives...
- distinguish between correlation and causation
- apply knowledge of psychological principles to everyday life situations
- explain the meaning and importance of clinically significant findings

This course addresses the following assessment objectives in the graduate School Psychology Program:

- To train students to become competent in serving as consultants to teachers, parents and other personnel in their work setting and prepared to carry out programs of primary, secondary, and tertiary prevention
- To train students to become professionals who will act as child advocates and facilitate the optimal best interest of the child in the environments of school, home and community
- To train students to become professional school psychologists who are sensitive to and accepting of human diversity and who are academically prepared for the challenges presented in a pluralistic society
- To train students to become professionals who will not only be effective consumers of others' research, but as a function of their practice, be able to conduct applied research to benefit the children and families whom they serve

Targeted graduate students in DPI certification or continuing professional development programs will be required to engage in a greater depth of scholarship through additional readings and classroom presentations of an applied nature (see enclosed sample syllabus).

### **III. Budgetary Impact**

Available library resources and instructional facilities are adequate. This course will initially be taught by Dr. Larson as part of Continuing Education in summer term or as overload. We have been granted a new tenure track position in School/clinical psychology to be staffed by fall 2000. This increase in FTE will allow us to offer this new course on a more regular basis in the future.

#### **IV Course Description**

Advanced undergraduates and graduate students who have professional and/or scholarly interests in gaining a greater understanding of the variables associated violence and crisis management in the public school setting. Emphasis on: Psychological, developmental, and risk correlates of childhood aggression; critical examination of the prevention and intervention models considered most effective and useful in the school setting; in depth understanding crisis prevention and response models.

- Requisites

Undergraduates: Junior standing

Graduates: None

#### **VI. Graduate Requirements**

1. All graduate students are responsible for all reading material, including that marked (G)
2. Leadership in classroom projects and discussions is expected
3. Each student will participate in one presentation (below) and each will earn an "A," an "AB" or a "B" grade for the presentation

**Presentation # 1: Influence of the Media on Youth Violence**

**Presentation # 2: Handgun Violence**

**Presentation # 3: Victims of Violence**

(See sample syllabus for expanded description of presentation requirements)

**Texts:**

- Goldstein, A. P., & Conoley, J. C. (1997). School violence intervention: A practical handbook. New York: Guilford.
- Poland, S., & McCormick, J. S. (1999). Coping with crisis: Lessons learned. Longmont, CO: Sopris West.
- Supplementary Monograph (available at Copy Cats)

**(On reserve)**

Coie, J. D. et al. (1993). The science of prevention: A conceptual framework and some directions for a national research program. American Psychologist, 48, 1-13-1022.

Eron, L. D., Gentry, J. H., & Schlegel, P. (Eds.) (1994). Reason to hope: A psychological perspective on violence and youth. Washington, D.C.: American Psychological Association. (Selected chapters)

Kingery, P. (1997). The adolescent violence survey: A psychometric analysis. School Psychology International, 19, 31-47.

Larson, J. D. (1994). Violence prevention in the schools: A review of selected programs and procedures. School Psychology Review, 23, 151-164.

Loeber, R., & Farrington, D. P. (Eds.) (1998). Serious and violent juvenile offenders: Risk factors and successful interventions. Thousand Oaks, CA: Sage (Selected chapters)

Osofsky, J. D. (1995). The effects of exposure to violence on young children. American Psychologist, 50, 782-788.

Osofsky, J. D. (Ed.) (1997). Children in a violent society. New York: Guilford. (Selected chapters).

Ross, D. M. (1996). Childhood bullying and teasing. Alexandria, VA: American Counseling Association. (Selected Chapters)

Samples, F., & Aber, L. (1998). Evaluations of school-based violence prevention programs. In D.S. Elliott, B. A. Hamburg, & K. R. Williams (Eds.), Violence in American schools. New York: Cambridge,

**Course Objectives:**

1. Students will understand the distribution, severity, and topography of school violence from a local and national data perspective
2. Students will understand the major models for the development and expression of aggressive behavior in children and adolescents
3. Students will critically examine the contributions of the home and family learning environments to the development and perpetuation of violent behavior
4. Students will critically examine the contributions individual risk factors to the development and perpetuation of violent behavior
5. Students will critically examine the contributions of the community and school settings to the development and perpetuation of violent behavior

6. Students will understand empirically validated models for the primary, secondary, and tertiary prevention of school community violence
7. Students will understand the social and individual psychology of crisis and examine models for prevention and management
8. Students will understand the personal impact of bully behavior and critically examine models of prevention/intervention

### ACADEMIC INTEGRITY/ETHICAL BEHAVIOR:

The University of Wisconsin is dedicated to a safe, supportive, and non-discriminatory learning environment. It is the responsibility of all undergraduate and graduate students to familiarize themselves with university policies regarding Special Accommodation, Misconduct, Religious Beliefs Accommodation, Discrimination and Absence for University Sponsored Events. (For details, please refer to the Undergraduate and Graduate Timetables; the Rights and Responsibilities section of the Undergraduate Bulletin; the Academic Requirements and Policies and the Facilities and Services sections of the Graduate Bulletin; and the Student Academic Disciplinary Procedures [UWS Chapter 14]; and the Student Nonacademic Disciplinary Procedures [UWS Chapter 17])

### ATTENDANCE

Attendance at all scheduled class meetings is required. Students who anticipate the need for an absence due to religious observation or university sanctioned event should contact me at least a week in advance. Unanticipated emergencies necessitating absence should be communicated to the instructor at the first opportunity. Multiple absences may be cause for an incomplete or reduced grade.

### STUDENTS WITH DISABILITIES

Every effort will be made to accommodate the learning needs of students with disabilities or those who need special assistance. Individuals who require such accommodations should contact me immediately.

### OUTLINE

#### CLASS

#### TOPIC

Class overview; Rationale for addressing school violence

Youth violence statistics: What do the numbers mean?

Internet Sites of Use in this Course

Theoretical and developmental perspectives on aggression in children and youth - I

1. Aggression in Humans - Early Conceptualizations

2. Development of Aggression

Social learning theory - e.g., Bandura

#### READING

SVI Chs. 1 & 2

Suppl., Pt. 2  
(G) APA Ch. 2

<p>1. Development of Aggression (Cont.)  Social Information Processing - e.g., Dodge  Coercive Family Process - e.g., Patterson</p>	<p>SVI Ch. 15</p>
<p>Risk factors in children: The trajectory to prison  Cultural Issues  Video: "And the Winner is..."</p>	<p>SVI Ch. 12 &amp; 17  Suppl. Pt 1,  (G) Coie et al.</p>
<p>Measuring Risk: Screening and Profiling Procedures  1. Existing models of screening for risk (e.g., Adolescent Violence Survey)  2. Profiling (e.g., Mosaic 2000)  3. Early Warning/Timely Response - U.S.D.O.E.</p>	<p>(G) Kingery</p>
<p>Designing a Violence Prevention Program I  1. Critical Elements  (A) Team Formation and Needs Assessment    (B) Interpreting the Data and Facilitating Change</p>	<p>(All) Larson</p>
<p>Designing a Violence Prevention Program II  1. Critical Elements  (A) Primary, Secondary, Tertiary Prevention  (B) Empirically Supported Programs</p>	<p>(All) Samples &amp; Aber</p>
<p><b>Midterm  Exam</b></p>	
<p>Examination of School-Based Programs for Violence Prevention - Primary/Universal  Second Step  PATHS Program  Aggressors, Victims, Bystanders    **Graduate Presentation #1</p>	<p>Copy Cats  ICPS</p>
<p>Examination of School-Based Programs for Violence Prevention - Secondary/Indicated  First Step to Success  Anger Coping  Aggression Replacement Training    ** Graduate Presentation # 2</p>	<p>Copy Cats  Think First</p>
<p>Crisis Prevention and Management I</p>	<p>Coping :    Introduction, Chapt 1 &amp; 2</p>

- (A) Crisis Preparation
- (B) Immediate Response - Tasks and Responsibilities

Crisis Prevention and Management II

Coping: Paducah Case Study; Chapt. 3, 4, & 5

- (A) Managing Outsiders
- (B) Processing the Crisis

Crisis Prevention and Management III

Coping: Chapt. 7 & 8

- (A) Addressing Post-Crisis Trauma in Students, Faculty, and Parents
- (B) Lessons from Littleton

\*\* Graduate Presentation # 3

Understanding Victims of School Violence

SVI. Chapt 18 (G)  
Osofsky Articles

Guest: Kris Seickert, Ed.S. "Treating Victims of Violence"

Special Topic: Bullying and Mean-Spirited Teasing in School I

(All) Ross, Chapt. 2 & 3

Video: Debra Pepler, Ph.D.

Intervention Procedures

Bullying and Mean-Spirited Teasing in School II

Video: Bully Prevention Project

Intervention Procedures

Class Wrap-Up

**Final Examination**

**Grading Policy**

Each examination will be worth up to 50 points and will be partially short answer and short essay.

Graduate presentations will be worth up to 50 points

Final grade will be determined by dividing total points earned by total possible points

Unexcused absences and/or poor classroom participation may be cause for up to 5 points reduction in earned points at the instructor's discretion -- be here and be involved!

**Extra credit:** Any individual may earn *up to* an additional 50 points through approved reaction papers (see below) or other approved alternative project. Earned points will be added to the total possible points, your earned points will be refigured and re-divided for your grade.

Undergrad:	92 - 100 = A	Graduate:	94 - 100 = A
	82 - 91 = B		88 - 93 = AB
	74 - 81 = C		82 - 87 = B
	65 - 73 = D		77 - 81 = BC
	Below 65 = F		72 - 76 = C
			Below 72 = F

Note: Students who believe that the above assessment procedure will be an inadequate measure of their understanding of the course material may propose an alternative assessment to the instructor for consideration. This should be done prior to the mid-term examination.

## GRADUATE STUDENT REQUIREMENTS

1. All graduate students are responsible for all reading material, including that marked (G)
2. Leadership in classroom projects and discussions is expected
3. Each student will participate in one presentation (below) and each will earn an "A," an "AB" or a "B" grade for the presentation

### Presentation # 1: Influence of the Media on Youth Violence

Each should read APA Chapter 11 and the Stossel article, below.

Conduct a thorough internet search for related materials, downloading what is useful and preserving the site address as a reference; Start with National Coalition on Television Violence at [nctvv.org](http://nctvv.org) and the National Clearinghouse on Family Violence paper at [media-awareness.ca/eng/med/home/resource/famvlnv.htm](http://media-awareness.ca/eng/med/home/resource/famvlnv.htm)

Provide a useful handout for class distribution that will help educators, mental health professionals, and parents to have a useful, *empirically-based* understanding of the effects of media violence on children and youth? Who is most at risk?

Present a 30 minute class workshop, ? Media Violence: What Concerned Adults Should Know? for the class.

### Presentation # 2: Handgun Violence

Each student should read APA Chapter 12

Check the internet, including the National Rifle Association at [NRA.org](http://NRA.org) , Educational Fund to End Handgun Violence at [gunfree.org](http://gunfree.org), and the Center to Prevent Handgun Violence at [handguncontrol.org](http://handguncontrol.org)

Provide a useful handout for each class member that guides educators, mental health professionals, and parents with facts and resources.

Conduct a 30 minute class workshop entitled, "Guns and Youth: What Do We Know, What Should We Do?"

### Presentation # 3: Victims of Violence

Each student should read APA Part III: Experience of Vulnerable Populations, and Osofsky reserve

Select any or all of the vulnerable populations in the readings and provide a useful fact sheet handout that highlights the data and provides resources for further information. Check out website of Parents of Murdered Children at pomc.com and International Society of Traumatic Stress Studies at istss.org and National Center for Educational Statistics at ed.gov/offices/OESE/SDFS/actguid/finding1.html

Provide a 30 minute workshop entitled, Addressing the Needs of Victims: Roles for School Supportive Service Professionals which will provide information and experiential learning in this subject area.

### **ALL-STUDENT OPTIONAL REACTION PAPER(S) -- Max 25 points each**

On reserve in the library, you will find two articles from separate issues of The Atlantic Monthly magazine:

"The Man Who Counts the Killings" by Scott Stossel is an account of the work of George Gerbner, former dean of the Annenberg School of Communication at the University of Pennsylvania and current researcher and crusader against violence on television. Did the Saturday morning cartoons make you a more violent individual? Is TV the new religion, preaching a warped picture of the effects of violent behavior? Read and think...

"The Crisis of Public Order" by Adam Walinsky is this former aide to Robert Kennedy's chilling take on his predicted "long descending night" of youth violence. He writes: *"What we experienced from 1985 on was a conjunction of two terrible arrivals. One train carried the legacy of the 1970's, the children of the explosion of illegitimacy and paternal abandonment. Crack arrived on the same timetable, and unloaded at the same station."*

For either or both:

1. In your opinion, what were the author's most compelling observations?
2. Why did you find them so compelling; that is, what to you see as their implications for violence among youth?
3. Both articles suggest broad public policy implications. What do you believe we should do as a nation?

**Each** paper should be 4-5 pages of text, double-spaced. **React to it;** DO NOT simply offer a synopsis.

### **Bibliography**

\*Coie, J. D. et al. (1993). The science of prevention: A conceptual framework and some directions for a national research program. American Psychologist, 48, 1-13-1022.

\*Eron, L. D., Gentry, J. H., & Schlegel, P. (Eds.) (1994). Reason to hope: A psychological perspective on violence and youth. Washington, D.C.: American Psychological Association.

Furlong, M. J., Flam, C., & Smith, A (1996). Guns and schools: Disarming the myths. California School Psychologist, 1, 4-13.

\*Furlong, M. J., & Morrison, G. M.. (1994a). Introduction to miniseries: School violence and safety in perspective. School Psychology Review, 23, 139-150.

Review, 23.

\*Goldstein, A. P., & Conoley, J. C. (1997). School violence intervention: A practical handbook. New York: Guilford.

\*Grossman, D. C., Neckerman, H. J., Koepsell, T. D., Liu, P-Y., Asher, K. N., Beland, K., Frey, K., & Rivera,

F. P. (1997). Effectiveness of a violence prevention curriculum among children in elementary school. Journal of the American Medical Association, 277, 1605-1611.

Hammond, W. R. (1991). Dealing with anger: A violence prevention program for African-American youth. Champaign, IL: Research Press.

Hammond, W. R., & Yung, B. R. (1991). Preventing violence in at-risk African-American youth. Journal of Health Care for the Poor and Underserved, 2, 358-372.

\*Hammond, W. R., & Yung, B. R. (1993). Psychology's role in the public health response to assaultive violence among African-American men. American Psychologist, 48, 142-154.

\*Hyman, I. A. (1997). School discipline and school violence: The teacher variance approach. Boston: Allyn and Bacon.

\*Kingery, P. (1997). The adolescent violence survey: A psychometric analysis. School Psychology International, 19, 31-47.

\*Larson, J. D. (1998). Managing aggressive students in high schools: Implications for practice. Psychology in the Schools, 35, 283-296.

\*Larson, J. D., & Busse, R. T. (1998). Masters/specialist-level preparation in school violence prevention and gang intervention. Psychology in the Schools, 35, 373-379.

Larson, J. D., Calamari, J. E., West, J. G., & Frevert, T. A. (1998). Aggression management with disruptive adolescents in the residential setting: Integration of a cognitive-behavioral component. Residential Treatment for Children and Youth, 15, 1-9.

\*Larson, J. D. (1996). Increasing the effectiveness of violence prevention efforts in the schools. Journal of School Business Management, 8, 6-12.

\*Larson, J. D. (1994). Violence prevention in the schools: A review of selected programs and procedures. School Psychology Review, 23, (2), 151-164.

\*Larson, J. D. (1994). Cognitive-behavioral treatment of anger-induced aggression in the school setting. In M. J. Furlong & D. C. Smith (Eds.), Anger, hostility, and aggression: Assessment, prevention, and intervention strategies for youth. New York: Guilford

\*Larson, J. D. (1993). School psychologists' perceptions of physically aggressive student behavior as a referral concern in nonurban districts. Psychology in the Schools, 30, 345-350.

\*Larson, J. D. (1992). Anger and aggression management techniques through the Think First curriculum. Journal of Offender Rehabilitation, 18 (1/2), 101-117.

\*Larson, J. D. (1990). Cognitive-behavioral group therapy with delinquent adolescents: A cooperative approach with the juvenile court. Journal of Offender Rehabilitation, 16 (1/2), 47-64.

Loeber, R., & Farrington, D. P. (Eds.) (1998). Serious and violent juvenile offenders: Risk factors and successful interventions. Thousand Oaks, CA: Sage

Loeber, R. (1990). Development and risk factors of juvenile antisocial behavior and delinquency. Clinical Psychology Review, 10, 1-41.

\*Loeber, R., & Dishion, T. J. (1983). Early predictors of male delinquency: A Review. Psychological Bulletin, 94, 68-99.

\*Morrison, G. M., Furlong, M. J., & Morrison, R. L. (1994). School violence to school safety: Reframing the issue for school psychologists. School Psychology Review, 23, 236-256.

National Center for Educational Statistics (1999, April). Public school district survey on safe, disciplined, and drug-free schools. Washington, DC: U.S. Department of Education - Office of Educational Research and Improvement.

National Research Council. (1993). Understanding and preventing violence. Washington, D. C.: National Academy Press

Poland, S., & McCormick, J. S. (1999). Coping with crisis: Lessons learned. Longmont, CO: Sopris West

\*Osofsky, J. D. (1995). The effects of exposure to violence on young children. American Psychologist, 50, 782-788.

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Samples, F., & Aber, L. (1998). Evaluations of school-based violence prevention programs. In D.S. Elliott, B. A. Hamburg, & K. R. Williams (Eds.), Violence in American schools. New York: Cambridge

Smith, D. C., Larson, J. D., DeBaryshe, B. D., & Salzman, M. (in press). Anger management for youth: What works and for whom? In D. S. Sandhu (Ed.), Violence in American Schools: A Practical Guide for Counselors. Reston, VA: American Counseling Association

**CURRICULAR ACTION  
SIGNATURE PAGE**

(Use for forms 1, 2, 3, 4, 6, and 8)

Description of Action: New Course

Course # (if applicable): 840-480/680

Program or Course Title: School Violence and Crisis Management

[Signature]  
Proposal Sponsor 12-20-99  
Submission Date

[Signature] Psychology  
Chair of Sponsoring Department Department 12-20-99  
Approval Date

[Signature]  
Chair, College Curriculum Committee 1/20/00  
Approval Date

[Signature] L S  
Dean of College College 1/24/00  
Approval Date

**For Undergraduate Actions:**

If a course is to be considered as a Diversity option:

Chair, Diversity Committee  Recommended  Not Recommended Date

If a course is to be considered as a General Ed option:

Chair, General Education Committee  Recommended  Not Recommended Date

[Signature]  
Chair, University Curriculum Committee  Received & Recorded  Approved  Not Approved Feb. 4, 2000  
Date

[Signature]  
Chair, Faculty Senate  Received & Recorded  Approved  Not Approved March 14, 2000  
Date

**For Graduate Actions:**

[Signature]  
Graduate Council  Received & Recorded  Approved  Not Approved Mar 9, 2000  
Date

**Received:**

[Signature]  
Provost and Vice Chancellor 3-15-00  
Date

See page 2 of signature page for consultation results (check if applicable - and attach consult page)