

GUIDED PRACTICE

Class: Psychology 3090, Human Violence and Individual Changes

Date assigned: 09/04/19

Date due: 09/09/19

Time estimate to complete this assignment: minutes

Overview/Introduction

Re: SERVICE LEARNING CHAPTER 2/WEEK 3:

One Class Objective:

Topic #1 –How do you apply anti-bullying service learning for the LAUSD?

Per CA State University, Los Angeles vision published by President William Covino, service learning is a mandated component of undergraduate General Elective and Psychology major requirements, as well as catalog defined for this course on individual changes against violence. By applying skills of developed knowledge base, students practice leadership presentation skills to prevent middle school bullying in the LAUSD, which research results are indicative of preventing later intergenerational domestic violence and child abuse from childhood bullies. What's all this got to do with you? You are professionals in development to become leaders building communication, interpersonal, and applied skills for individual changes against violence or victimization for the greater good of the community.

Basic objectives

- a. Theories: Students will be able to discuss social structural service learning theory (including realistic group conflict and social dominance theories, such as Yalom's group dynamics).
- b. History: Students will be able to describe service learning and civic learning in academic settings
- c. Research: Students will be able to give examples of and critically evaluate applied research findings to service learning to reduce school bullying; as well as directions for future research to reduce school bullying

Advanced objectives

- a. Self-Reflection: Students will be able to recognize their own potential for violence, and recent social issues concerning bullying (including criminality, domestic violence, personality disorders, group-based violence).
- b. Self-Learning: Define individually applications of the transtheoretical model of change with principles of self-help to one's own behavior to personally identify one's role in anti-bullying in our lives and in the larger society.
- c. Service Learning and Civic Learning: Students will be able to define predictions of the social and cultural nature of individual and group-based anti-bullying.

Preparatory Activities and Resources:

* TOPHAT IS AN ONLINE WORKBOOK DR. PARK WROTE WHICH WAS INTRODUCED IN 1ST CLASS LECTURE DISCUSSION, AND IS EXPLAINED IN THE SYLLABUS.

** 1a, 1b, 1c, 1d, 1e, and 1f refer to Chapter Learning Objectives as outlined in your syllabus schedule section.

	1a – Social Structure Theory of Workplace Violence	1b, 1c, 1d Service Learning Research	1e & 1f-Service Learning & Civic Learning
Out of class 09/02/19	Service Learning & Bullying PowerPoint Lecture Handouts; TopHat Service Learning and Civic Learning chapter, and TopHat Bullying chapter + Quizzes for both chapter	Video lecture on service learning and civic learning research	Documentary Video on academic psychology research application of individual changes against school bullying
In class 09/04/19	Instructional Rubric on student team anti-bullying campaign presentation as Civic Learning & Service Learning for the LAUSD	Curriculum sheets as GALLERY WALK: Service Learning student teams problem-solving a unique situation of middle-school bullying	Civic Learning student teams anti-bullying presentations with Canvas PEER REVIEW, PER RUBRIC WITH ACCOMPANYING SCORING SHEET IN CANVAS
Out of class 09/05/19	TopHat Service Learning and Civic Learning chapter, and TopHat Bullying chapter's DISCUSSION entries with PEER RESPONSE to another student's writing ideas	TopHat SELF-REFLECTION JOURNAL entry applying a newly learned individual change against school bullying	Service Learning of highest peer reviewed scoring team PRESENTING AT LAUSD Belvedere Middle School students (Nov. 20 th 12:30-1:30pm)

Service Learning Readings Pre-Class:

- a. Canvas Instructional Rubric on student team anti-bullying campaign presentation as Civic Learning & Service Learning for the LAUSD
- b. TopHat Service Learning and Civic Learning chapter
- c. TopHat Bullying chapter
 - Optional: <https://prezi.com/1gdiv4nfkiwj/copy-of-id-117-service-learning-training-2013/>
- d. 2 Examples of Anti-bullying Service Learning:
 - <http://www.crisisprevention.com/News-Blog/News/January-2014/Guidance-for-Creating-a-Positive-School->

[Climate?mkt_tok=3RkMMJWWf9wsRojqrKZKXonjHpfsX76uoqXq62IMI%2F0ER3fOvrPUfGjI4DS
cRiI%2BSLDwEYgJlV6SgFTbHNMbd2z7gFXRA%3D](https://www.teenvogue.com/story/anti-bullying-sit-with-us-lunch-app)

- <https://www.teenvogue.com/story/anti-bullying-sit-with-us-lunch-app>

- e. Real Anti-bullying presentation example:
 - <https://www.youtube.com/watch?v=5guegdk5EGk> (video game)
 - https://www.youtube.com/watch?time_continue=126&v=dVoAndq2LCQ

- f. Real volunteered by students Anti-bullying presentation examples:
 - From my own drive, including Kahoot in-class student video game

- g. Optional Anti-bullying Resources:
 - American Psychological Association's stand: <https://www.apa.org/monitor/julaug06/apathy>
 - American Psychological Association's recommendation of individual changes:
<https://www.apa.org/monitor/oct02/bullying.html>
 - <http://www.stopbullying.gov/prevention/at-school/educate/index.html>
 - www.Cyberbullying.us

Exercises: Please complete by _ 09/09/19 _.

- a. Submit online via TopHat chapter on service learning and civic learning quiz responses.
- b. Submit online via TopHat chapter on bullying quiz responses.
Both a. and b. reflect SLOs as defined in the syllabus schedule section, per topic week.

Questions?

- a. Discussion Board Forum has an "Ask Dr. Park" Thread running all semester, to which I reply within 24 hours weekdays and 72 hours weekends.
- b. Email Dr. Park at atapark13@calstatela.edu

ADVANCED PRACTICE

Class: Psychology 3090, Human Violence and Individual Changes

Date assigned: 09/04/19

Date due: 09/09/19

Time estimate to complete this assignment: 75 minutes

Learning Objectives

Advanced objectives

- a. **Self-Reflection:** Students will be able to recognize their own potential for violence, and recent social issues concerning bullying (including criminality, domestic violence, personality disorders, group-based violence).
- b. **Self-Learning:** Define individually applications of the transtheoretical model of change with principles of self-help to one's own behavior to personally identify one's role in anti-bullying in our lives and in the larger society.
- c. **Service Learning and Civic Learning:** Students will be able to define predictions of the social and cultural nature of individual and group-based anti-bullying.

Activities & deliverables

(Student teams already presented anti-bullying presentations in-class and had peer-assessment/peer review)

- a. **Self-Reflection:** By scoring your own team, this is a real opportunity to embrace self-reflecting, self-monitoring (with regular reference to the THE CIVIC LEARNING RUBRIC AND ACCOMPANYING PEER REVIEW SCORING SHEET IN CANVAS), and self-assessment on your own and your team's design, developments, and applied civic learning skills.
- b. Per a category of your THE CIVIC LEARNING RUBRIC AND ACCOMPANYING PEER REVIEW SCORING SHEET IN CANVAS, try to design and develop your civic learning presentation should address self-advancement against bullying in one's own life, as well as when an observer to bullying.
- c. With respect to your civic learning presentation topic, you should address both individual and group dynamics involved in anti-bullying, including diversity.
- d. Highest scoring team by peer assessment/peer review announced via Canvas Announcements to advance to service learning presentation for LAUSD Belvedere Middle School.
- e. Service Learning team students submit one copy of their anti-bullying presentation to Dr. Park to forward to Belvedere Middle School's Academic Counselor for screening and approval.
- f. Each service learning student submits the CSULA Field Trip Emergency Information Guidelines Form by November 18th, 2019
- g. Each service learning student submits the CSULA Individual General Release Form by November 18th, 2019
- h. Service Learning student team presents their anti-bullying presentation at LAUSD Belvedere Middle School students (Nov. 20th 12:30-1:30pm)

Resources:

- a. Documentary Video on academic psychology research application of individual changes against school bullying:
<http://www.today.com/moms/mom-shares-teachers-brilliant-secret-fighting-bullying-easing-loneliness-2D79322114>
- b. CSULA Field Trip Emergency Information Guidelines Form:
http://www.calstatela.edu/sites/default/files/groups/Environmental%20Health%20and%20Safety/Riskmgmt/fieldtrip_emerg_info_form.pdf
- c. CSULA Individual General Release Form:
<http://www.calstatela.edu/sites/default/files/groups/Environmental%20Health%20and%20Safety/Riskmgmt/fieldtripreleaseindividualform.pdf>

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