**Instructor:**
Peter Jaffe, PhD  
Professor, Faculty of Education  
University of Western Ontario  
pjaffe@uwo.ca  (519) 661-2018  
Faculty of Education, RM 1163

**Teaching Assistants:**
Danielle Carr, MSSc.  dcarr8@uwo.ca  
PhD Candidate, Critical Policy, Equity and Leadership Studies

Janell Klassen, M.A.  jklasse5@uwo.ca  
PhD Candidate, School & Applied Child Psychology  
Centre for School Mental Health

Kay Reif, M.Ed.  kreif@uwo.ca  
PhD Candidate, School & Applied Child Psychology  
Centre for Research and Education on Violence against Women & Children

**Calendar Description:**
The course provides a review of research and practice on maintaining safe and accepting schools. An understanding of the nature and scope of violence in schools and the emerging development of legislative, program & policy responses to school violence in Ontario will be covered. The broader social context of violence is examined such as the impact of media violence and family violence on students.

**Course Description:**
The course will help students develop the understanding and practical knowledge necessary to develop a safe and accepting learning environment for all students, regardless of race, creed, ancestry, ability, gender identification, or sexual orientation. Students in this course will develop an understanding of current issues in school violence and critically examine comprehensive school violence prevention curriculum, policies & programs in Ontario schools.

**Learning Outcomes:**
From attendance at all the lectures and review of the required readings, students can expect the following outcomes:
1. To work more effectively with other educators, parents, students and community partners in creating and maintaining safe school environments.
2. To apply research on violence in schools including current surveys and practices from Ontario school boards.
3. To be aware of the different types of violence in schools will be identified including bullying as well as the nature of vulnerable groups including racism, sexism and homophobia.
4. To intervene more effectively with parents, students or peers who report bullying and harassment.
5. To become familiar with the impact of new technologies on different forms of violence such as cyber bullying.
6. To be familiar with Ontario legislation, policies and procedures that guide educators’ responses to incidents of violence.
7. To identify warning signs and appropriate educator responses to child abuse and exposure to domestic violence on students.
8. To be aware of evidence based practices to integrate violence prevention into lesson plans (curriculum), school climate and culture and a “whole school approach” to violence prevention.
9. To be aware of Ontario Ministry of Education documents that support safe and accepting schools including the Ministry’s “Equity & Inclusive Education Guide” and “Safe & Accepting Learning Environment” materials for school boards & parents.

Course Content:
The course will engage students through ongoing inquiry, dialogue and reflection to better understand the roots of violence in society and how these factors influence individual students and their learning. A commitment to the development of healthy and nurturing relationships for all students will be stressed. Students will learn to apply professional knowledge, skills and current research to promote safe schools and maximize student learning. Students will understand their roles in reporting and responding to violence. Following course completion, students will be prepared for their role in promoting safe schools.

Topic Outline:

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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics</th>
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| 1    | Oct 18 | • An Introduction to the Safe & Accepting Schools Course  
• Small group assignments (45 assigned groups)  
• Testing the iClicker App  
• Sexual Violence: Role of Educators in Dealing with Disclosures |
| 2    | Oct 25 | • Understanding the nature and scope of violence in schools  
• Legislative & Policy responses to school violence |
| 3    | Nov 1  | • Preventing and Responding to Bullying |
4 Nov 8  • Family Violence - Teachers Responsibilities & Impact on Student learning

5 Nov 15  • Responding to disclosures
         • Hate and Homophobia in Schools

6 Jan 10  • Media Violence

7 Jan 17  • Integrating Violence Prevention into Curriculum
         • Comprehensive Violence Prevention Programs

8 Jan 24  • School Climate and Culture

9 Jan 31  • Safe Schools within the Safe, Inclusive and Accepting Schools Framework

Course Material: Individual readings will be posted on the OWL site and are listed below.

Course Requirements:

1. There will be a weekly reflection paper written in class and based on the readings and/or class lecture and discussion. Students absent from an individual class will complete a comparable assignment – please email our TAs after class:

   If your last name is from Achilles – Gicala - email Katherine kreif@uwo.ca
   If your last name is from Glenn – Ouellette - email Danielle dcarr8@uwo.ca
   If your last name is from Papaeliou - Zerbe - email Janell jklasse5@uwo.ca

   **Grade:** 40% (8 reflections @ 5 points each) **Date Due:** End of every class

   AND

2. Select **ONE** of the following two options

   **Grade:** 60% **Date Due:** March 9, 2018

   **A. Presentation for parents and/ or community organization on any safe school topic**
   – assume you have been invited to give a one hour talk to a conference or meeting with various stakeholders in education including parents, trustees and community organizations. Develop PowerPoint slides (12-15 slides) that cover the selected topic in-depth with details and examples. The content will be appropriate and specifically address the needs of the intended audience. In addition, speaker notes will be created that are organized and easy to follow which clearly correspond with the slides. A 1-page handout will also be developed which includes all relevant information including recent academic literature in the subject area.

   **OR**
B. **Students will identify a topic in violence prevention and develop one detailed lesson plan.** The plan should be detailed enough that a colleague could present the lesson if you happened to be ill that day. Lesson objectives are clear, measurable and specific to the curriculum expectations. The lesson plan thoroughly outlines the teacher's step-by-step actions. A detailed list of materials and/or technology is provided. Multiple teacher modelling or examples are provided with opportunities for guided and independent practice. All handouts, both teacher created and those from other sources, are referenced in the lesson plan and attached. In addition, a half page rationale identifies the reasoning for choosing the topic and highlights how it is a safe schools/violence prevention issue.

**Policy Statements:**

**Accessibility:** The University of Western Ontario is committed to recognizing the dignity and independence of all students and seeks to ensure that persons with disabilities have genuine, open and unhindered access to academic services. Please contact the course instructor if you require course materials in an alternative format or if any other arrangements can make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 661-2111 x 82147 for information about requesting academic accommodation, or go to the following website: [http://www.edu.uwo.ca/teacher-education/docs/policies/Accessibility_Western.pdf](http://www.edu.uwo.ca/teacher-education/docs/policies/Accessibility_Western.pdf)

**ATTENDANCE:** The B.Ed. program is an intense and demanding program of professional preparation. You are expected to demonstrate high levels of both academic and professional integrity. Such integrity is demonstrated in part by your commitment to and attendance at all classes, workshops, tutorials, and practicum activities. Read more about the Faculty’s attendance policy on-line: [http://www.edu.uwo.ca/teacher-education/docs/policies/Attendance%20Policy%202016.pdf](http://www.edu.uwo.ca/teacher-education/docs/policies/Attendance%20Policy%202016.pdf).

**EXCUSED ABSENCES:** If you are ill, require compassionate leave, or must miss classes for religious observance, your absence is excused; you will not be penalized but you are responsible for work missed.

**UNEXCUSED ABSENCES:** Any absence that is not a result of illness, bereavement, or religious observance is an *unexcused* absence. Three unexcused absences will result in you being referred to the Associate Dean and placed on academic probation. Any further unexcused absence will result in failure of the course and withdrawal from the program.

**Language Proficiency:** In accordance with regulations established by the Senate of the University, you must demonstrate the ability to write clearly and correctly. Work which lacks proficiency in the language of instruction is unacceptable for academic credit, and will either be failed or, at the discretion of the instructor, returned to you for revision to an acceptable level.

**Late Penalties:** Normally, the only acceptable reasons for late or missed assignments are illness (which you must report to the Teacher Education Office) or extreme compassionate circumstances. Unexcused late assignments will be penalized at a rate of 5% per day, and will not be accepted more than 5 days after the due date unless prior arrangements have been made with the instructor.
**Academic Offences:** Scholastic offences are taken very seriously in this professional Faculty. You are, after all, going to be a teacher. Read about what constitutes a Scholastic Offence at the following Web site: [http://www.edu.uwo.ca/teacher-education/docs/policies/WEB_ScholasticDiscipline.pdf](http://www.edu.uwo.ca/teacher-education/docs/policies/WEB_ScholasticDiscipline.pdf)

**Plagiarism:** Plagiarism means presenting someone else’s words or ideas as your own. The concept applies to all assignments, including lesson and unit plans, laboratory reports, diagrams, and computer projects. For further information, consult your instructors, the Associate Dean’s Office, and current style manuals. *Advice about plagiarism and how to avoid it can also be found here:* [http://www.edu.uwo.ca/preservice/downloads/Plagiarism%20Policy.pdf](http://www.edu.uwo.ca/preservice/downloads/Plagiarism%20Policy.pdf)

**Plagiarism-Checking:**

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

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

**Use of Laptops & Notebooks in Class:** As a courtesy to members of the class, please put your cell phone on ‘vibrate’ or turn it off during class. Laptops and other electronic devices may be used in a professional manner to facilitate your activities in the course, but out of courtesy to colleagues and the instructor, please do not engage in personal networking and non-course communication during class time – save it for before or after class, or for the break.

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**SUPPORT SERVICES**

A variety of support services are available at Western.

If you need advice or assistance, do not hesitate to get in touch with any of these services.

**FINANCIAL ASSISTANCE:** Registrarial Services ([http://www.registrar.uwo.ca](http://www.registrar.uwo.ca))

**WRITING SUPPORT:** Student Development Centre ([http://www.sdc.uwo.ca/](http://www.sdc.uwo.ca/))

**LEARNING SKILLS SUPPORT:** Student Development Centre ([http://www.sdc.uwo.ca/](http://www.sdc.uwo.ca/))

**INTERNATIONAL STUDENTS:** Student Development Centre ([http://www.sdc.uwo.ca/](http://www.sdc.uwo.ca/))

**ABORIGINAL STUDENTS:** Student Development Centre ([http://www.sdc.uwo.ca/](http://www.sdc.uwo.ca/))
STUDENTS with DISABILITIES: Student Development Centre (http://www.sdc.uwo.ca/)

SOCIAL & CULTURAL ISSUES: University Students’ Council (http://westernusc.ca/services/).

EMOTIONAL or MENTAL DISTRESS: Students who are in emotional or mental distress should refer to Mental Health @ Western http://www.uwo.ca/uwocom/mentalhealth/ for a complete list of options about how to obtain help.

B.Ed. PROGRAM ISSUES: zuber@uwo.ca, Teacher Education Office, room 1131

NEED HELP but not sure what to do: zuber@uwo.ca, Teacher Education Office, room 1131

Additional Information:

About the Course:

This course is intended to prepare future teachers on how to create and maintain safe school environments. The course will provide a review of the research on violence in schools including current surveys and practices from Ontario school boards. The course provides students with an understanding of the nature of violence in schools and the many initiatives developed out of responses to tragedies in schools.

The different types of violence in schools will be identified including bullying. The nature of vulnerable groups will be discussed including racism, sexism and homophobia. The impact of new technologies on different forms of violence such as cyber bullying will be examined. Policies and procedures that guide responses to incidents of violence will be identified. The social context of violence will be examined through the impact of all forms of media violence on child and adolescent development as well as child abuse and exposure to domestic violence on students.

Intervention and prevention strategies will be addressed including individual programs, integrated school curriculum and comprehensive school wide initiatives will be examined. The importance of engaging all education and community stakeholders will be stressed.

About the Instructor & Teaching Assistants:

Instructor:
Peter Jaffe is a psychologist and Professor in the Faculty of Education and Academic Director for the Centre for Research and Education on Violence Against Women and Children (CREVAWC) at the University of Western Ontario. He is the Director Emeritus for the Centre for Children and Families in the Justice System (London Family Court Clinic). He has co-authored ten books, 25 chapters and over 75 articles related to children, families and the justice system including Children of Battered Women, Working Together to End Domestic Violence and Child Custody & Domestic Violence: A Call for Safety & Accountability. Dr. Jaffe has been a trustee for the Thames Valley District School Board (formerly the London Board of Education) since 1980, and he has served two terms as Chairperson (1987-88, 1999-2000). He is a founding member of Canada's first Domestic Violence Death Review Committee through the Office of Ontario's Chief Coroner.
Teaching Assistants

**Danielle Carr** is a PhD Candidate with the Faculty of Education. In her fourth year, Danielle's current research expands across many fields and disciplines including critical educational studies, feminist & trans theory, and performance studies. Danielle is Western's Sexual Violence Prevention Education Coordinator where she develops curricula and programming for staff faculty and students and provides support and resources to students who have experienced sexual violence. Danielle also works as a professor of sociology and psychology at Fanshawe College and has over eight years’ of local and international experience of working with youth on community development projects and programs.

**Janell Klassen** is a PhD candidate in the School & Applied Child Psychology program in the Faculty of Education at Western University. For her doctoral dissertation, Janell plans to investigate academic underachievement among clinically referred adolescents and youth as well as policy and procedures presently implemented to support these students in obtaining a secondary school diploma. In clinical practice, Janell has worked many with youth experiencing anxiety, depression, and/or suicidality, many of which reported significant trauma backgrounds. Janell completed her Master’s degree in Counselling Psychology at Western University in 2016, where she investigated factors predictive of direct and indirect self-injury behaviours among clinically referred youth. She is working with Dr. Shannon Stewart on several projects related to assessment of mental health concerns including experiences of complex trauma as well as treatment outcomes among children ages 0-18 years old.

**Katherine Reif** is a third-year PhD candidate in the School & Applied Child Psychology program at Western University. Her doctoral dissertation will focus on examining considerations of child domestic homicide risk by adult domestic violence service providers, under the supervision of Dr. Peter Jaffe. Prior to that, she completed her Master of Arts degree in Counselling Psychology at Western in 2014, where her research focused on cyberbullying in adolescent intimate relationships. With respect to her clinical work, Katherine has worked with youth in custody and residential facilities, as well as children and youth in crisis care and academic settings. Currently, she is completing her placement at Western’s Child and Youth Development Centre. She also works as a research assistant at the Centre for Research & Education on Violence Against Women and Children, where she is working on a Social Sciences and Humanities Research Council (SSHRC)-funded project, the Canadian Domestic Homicide Prevention Initiative with Vulnerable Populations.

Assignment Guidelines:
All assignments are intended to involve practical skills and knowledge to prepare students for their future careers as educators.

Readings:

Course Text:
Other readings will be posted on OWL and listed below:

**Week 1: Introduction to Safe Schools Course & Sexual Assault**

**Week 2: Introduction to Safe Schools**

**Week 3: Preventing and Responding to Bullying**
Ontario College of Teachers (2017). Professional Advisory Responding to the Bullying of Students. Toronto ON: Author.

**Optional Reading:**

**Week 4: Family Violence - Teachers Responsibilities & Impact on Student learning**
Week 5: Hate and Homophobia in Schools
TVDSB Guidelines for the Accommodation of Gender Diverse and Trans Students and Staff - http://www.tvdsb.ca/safeSchools.cfm?subpage=224914

Week 6: Media Violence
Media Violence http://learningtoendabuse.ca/learn/media/critical-media-literacy-resources

Week 7: Integrating Violence Prevention intro Curriculum
4th R Sample Lesson Plans - http://youthrelationships.org/

Week 8: School Climate and Culture

Week 9: Safe Schools within the Safe, Inclusive and Accepting Schools Framework

Suggested/Optional Readings:


A Guide to Creating the School Bullying Prevention and Intervention Plan
http://www.tvdsb.ca/files/256223/interactivebpipguide.pdf

Equity & Inclusive Education Guide