



Information about the subject

Degree: Bachelor of Science Degree in Psychology

Faculty: Faculty of Psychology

Code: 292029 **Name:** -Psychology of Conflict and Violence

Credits: 6,00 **ECTS Year:** 2 **Semester:** 1

Module: OPTIONAL

Subject Matter: Community psychology and social intervention **Type:** Elective

Field of knowledge: Ciencias de la salud

Department: Basic, Social, and Neuropsychology

Type of learning: Classroom-based learning / Online

Languages in which it is taught: Spanish

Lecturer/-s:

OPP01 [Adrian Jiménez Ribera](#) (**Responsible Lecturer**)

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Module organization

OPTIONAL

Subject Matter	ECTS	Subject	ECTS	Year/semester
Health psychology	84,00	-Clinical Neuropsychology	6,00	0, 4/1
		-Disorders of Eating Behavior	6,00	3, 4/1
		-Health Psychology	6,00	3, 4/1
		-Legal Psychology	6,00	0, 4/1
		-Main Models of Intervention in Psychotherapy	6,00	This elective is not offered in the academic year 25/26
		Mediation and familiar orientation	6,00	3, 4/1
		-New Directions in Psychotherapy	6,00	This elective is not offered in the academic year 25/26
		-Prevention and Treatment of Addictive Behavior	6,00	0, 2, 3/1
		-Psychogerontology	6,00	This elective is not offered in the academic year 25/26
		-Psychology of the Chronic Disease and of Rehabilitation	6,00	This elective is not offered in the academic year 25/26
		-Psychology, Grieving and Palliative Care	6,00	4/1



Health psychology		-Psychopharmacology	6,00	4/1
		Sleeping disorders	6,00	4/1
		-Therapy Techniques and Behavior Modification	6,00	This elective is not offered in the academic year 25/26
Transversal psychology	42,00	Anthropology of the Person and Health	6,00	This elective is not offered in the academic year 25/26
		Basic Social and Emotional Skills for Professional Practice of Psychology	6,00	This elective is not offered in the academic year 25/26
		History and Philosophy of the Family	6,00	This elective is not offered in the academic year 25/26
		-Psychology of Religion	6,00	This elective is not offered in the academic year 25/26
		Psychology, and Information and Communication Technologies	6,00	This elective is not offered in the academic year 25/26
		-Qualitative Research Methodology	6,00	This elective is not offered in the academic year 25/26
		Scientific English II	6,00	This elective is not offered in the academic year 25/26



Educational psychology	48,00	-Affective Linkages in the Life Cycle	6,00	This elective is not offered in the academic year 25/26
		Development of Cognitive Skills	6,00	This elective is not offered in the academic year 25/26
		Education for Interculturality	6,00	This elective is not offered in the academic year 25/26
		Educational Intervention for Students with Special Educational Needs	6,00	This elective is not offered in the academic year 25/26
		-Occupational Guidance	6,00	This elective is not offered in the academic year 25/26
		Preventive Intervention and Early Stimulation	6,00	2, 3/1
		-School Psychology	6,00	2, 3/1
		Strategies and Tools for Effective Learning	6,00	This elective is not offered in the academic year 25/26
		Psychology of work and human resources	42,00	-Cooperative Work in Interdisciplinary Teams
	-Intervention Techniques in Human Resources	6,00		This elective is not offered in the academic year 25/26



Psychology of work and human resources		Interview and Psychological Counselling	6,00	This elective is not offered in the academic year 25/26
		Management of the Work Climate in Organisations	6,00	3/1
		Mediation and Intervention in Family Businesses	6,00	This elective is not offered in the academic year 25/26
		-Negotiation and Conflict Resolution	6,00	0, 4/1
		-Psychology of Communication	6,00	2/1
Community psychology and social intervention	54,00	Family and Aid to Dependency	6,00	2, 3/1
		Intervention and Organisation of Socio-cultural Events	6,00	This elective is not offered in the academic year 25/26
		-Psychology of Conflict and Violence	6,00	2/1
		-Psychology of Criminality	6,00	3/1
		-Psychology of Physical Activity and Sport	6,00	This elective is not offered in the academic year 25/26
		-Psychology of Social Intervention	6,00	This elective is not offered in the academic year 25/26
		-Psychology of the Media	6,00	This elective is not offered in the academic year 25/26



Community psychology and social intervention		Psychosocial Intervention in Disasters and Emergencies	6,00	3/1
		-Social Support Theory and Strategies	6,00	This elective is not offered in the academic year 25/26
Speech therapy psychology	30,00	Acquisition and Development of Language	6,00	This elective is not offered in the academic year 25/26
		Assessment of Language, Speech and Voice	6,00	0/1
		-Language and Hearing Disorders	6,00	0/1
		Linguistic Analysis of Language Disorders	6,00	This elective is not offered in the academic year 25/26
		-Speech and Voice Disorders	6,00	This elective is not offered in the academic year 25/26

Recommended knowledge

Not required.

Prerequisites

El alumno deberá cursar un mínimo de 30 ECTS de Optatividad, entre las asignaturas activadas en el curso académico.



Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

- R1 Knowing the concepts, theories and main models of Psychology in the community and social intervention context.
- R2 Being able to design intervention plans that are adequate to the different contexts of the community environment.
- R3 Knowing and acquiring the necessary skills for the correct management of the therapeutic relationship



Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

GENERAL		Weighting			
		1	2	3	4
CG1	The ability to work in interdisciplinary teams.			X	
CG2	The ability to develop and constantly update one's competencies, skills and knowledge according to the profession's standards.			X	
CG3	Showing interest in the quality of one's performance and being able to develop systems to ensure one's service quality.				X
CG4	Being able to evaluate one's personal performance and knowing one's competencies and limitations.			X	

SPECIFIC		Weighting			
		1	2	3	4
CE1	Analyzing needs and requests of addressee functions in different contexts.			X	
CE2	Establishing psychological action goals in different contexts, proposing and negotiating the goals with addressees.			X	
CE3	Planning and carrying out interviews.	X			
CE4	Analyzing and measuring variables (personality, intelligence and other aptitudes) and cognitive, emotional, psychobiological and behavioral processes .		X		
CE5	Identifying differences, problems and needs.				X
CE6	Diagnosing following professional principles.			X	
CE7	Analyzing and assessing interaction processes, group dynamics and group and inter-group structures.			X	
CE8	Identifying group and inter-group problems and needs.			X	



CE9	Analyzing and assessing interaction processes, organizational and inter-organizational dynamics and structure.	X		
CE11	Analyzing the context in which personal behaviors, group and organizational processes take place.			X
CE12	Selecting and correctly using tools, products and services and identifying those people and group concerned.		X	
CE15	Defining objectives and devising action plans according to action goals. (prevention, treatment, rehabilitation, insertion, support).			X
CE16	Choosing adequate psychological intervention techniques.			X
CE17	Mastering strategies and techniques to get addressees involved.		X	
CE18	Putting into practice direct intervention strategies and methods: psychological advice, therapy, negotiation mediation...		X	
CE19	Putting into practice direct intervention strategies and methods in contexts: building healthy environment...	X		
CE21	Planning programmes and intervention assessment.			X
CE23	Analyzing and collecting important data for intervention assessments.		X	
CE24	Analyzing and interpreting assessment results.			X
CE25	To be able to measure and to collect relevant data for the evaluation of the interventions		X	
CE26	Writing oral and written reports.			X
CE27	Knowing and adapting to the psychology code of ethics.			X
CE32	To know the psycho-social principles of group operation and of organisations.	X		
CE34	To know different evaluation methods, psychological diagnoses and treatments in different applied domains of Psychology.		X	
CE37	To know the different specialities of application of Psychology and to have the knowledge necessary to promote quality of life in individuals, groups, communities and organisations in different contexts.			X



TRANSVERSAL	Weighting			
	1	2	3	4
CT1 Capacity to analyze and synthesize.			X	
CT2 Capacity to organize and plan.				X
CT3 Mastering Spanish oral and written communication.				X
CT6 Capacity to manage information (capacity to look for and analyze information coming from different types of sources)				X
CT7 Problem solving.				X
CT8 Decision making.			X	
CT9 Capacity to work in team.				X
CT10 Capacity to work in interdisciplinary teams.			X	
CT12 Interpersonal skills.				X
CT13 Understanding multicultural and diverse environment.			X	
CT14 Critical capacity.			X	
CT15 Ethics.				X
CT16 Capacity to develop and update competences, skills and knowledge following professional standards.			X	
CT17 Capacity to adapt to new situations.			X	
CT18 Capacity to produce new ideas (creativity).			X	
CT20 Knowing foreign cultures.		X		
CT21 Taking initiatives and enterprising spirit.		X		
CT23 Sensitivity to environmental issues	X			



Assessment system for the acquisition of competencies and grading system

In-class teaching

Assessed learning outcomes	Granted percentage	Assessment method
R1	60,00%	Oral and/or written tests employed in initial, training and/or summative student assessment.
R2, R3	10,00%	Presentation of practical activities.
R1	10,00%	Attendance and active participation: lessons, group assignments and tutoring sessions. It will be monitored and registered by the teacher.
R2, R3	20,00%	Group assignments.

Observations

CRITERIA FOR AWARDING HONORS DISTINCTION (MATRÍCULA DE HONOR):

The highest results starting from a final grade of 9.5, along with demonstrated excellence in practical activities, as well as active attendance and participation in class.

According to general regulations, only one honors distinction may be awarded per 20 students—not per fraction of 20—with the exception of groups with fewer than 20 students in total, in which one honors distinction may still be granted.

USE OF AI:

The responsible use of AI will be evaluated in submissions as part of the criteria for originality and academic honesty. Any use of AI tools must be explicitly stated in the submitted document (for example, in a footnote or appendix). The name of the tool, the purpose of its use (e.g., grammar checking, idea organization, writing example), and the specific part of the work where it was used must be indicated.

OTHER RELEVANT ASSESSMENT INFORMATION:

The final evaluation for the course will consist of a written exam combining multiple-choice questions and short-answer questions. The multiple-choice questions will assess factual knowledge and understanding of fundamental theoretical concepts, while the short-answer questions will evaluate students' ability to express their knowledge in writing and apply these concepts to practical situations.

To pass the course, students must pass each component of the evaluation separately (attendance and active participation, assignments, and written exams). Regarding attendance and participation, students must attend at least 40% of the instructional sessions.

SINGLE ASSESSMENT OPTION:



The single assessment is an exceptional evaluation method for students who, for accredited and justified reasons, cannot meet the minimum attendance requirement for instructional sessions (<40%). This option must be requested in writing by the student to the course instructor, along with documentation supporting the circumstances preventing them from meeting the attendance requirement. This evaluation will consist of:

- Completion of a written test including multiple-choice questions, essay-style responses, and practical case studies.
- Submission of all mandatory assignments.
- As in the standard evaluation process, to pass the course the student must pass each evaluation component separately, with the exception of attendance.

Online teaching

Assessed learning outcomes	Granted percentage	Assessment method
R1	75,00%	Final evaluation consisting of essay questions and hypothetical scenarios.
R2, R3	5,00%	Submitted tasks
	0,00%	Periodical assessment through questionnaires
R1	20,00%	Attendance and participation in synchronic communication activities.

Observations

CRITERIA TO AWARD THE MENTION OF DISTINCTION:

Better results from 9.5 in the final grade, and show levels of excellence in practical activities, as well as in attendance and active participation in class.

According to the general normative, only one Distinction may be granted to a student in a course of 20 students, not on the grounds of a fraction of 20, unless the number of students enrolled is under 20 in which case only one Distinction may be granted.

OTHER RELEVANT ASPECTS ABOUT ASSESSMENT:

The final evaluation for the course will consist of a written exam that combines multiple-choice questions and short-answer questions. The multiple-choice questions will assess factual knowledge and understanding of fundamental theoretical concepts, while the short-answer questions will evaluate the students' ability to articulate their knowledge in writing and apply these concepts to practical situations.

In order to pass the course, the student must pass the different evaluation systems separately (attendance and active participation, group work and written tests).

USE OF AI:

The responsible use of AI will be evaluated in submissions as part of the criteria for originality and academic honesty. Any use of AI tools must be explicitly stated in the submitted document (for example, in a footnote or appendix). The name of the tool, the purpose of its use (e.g., grammar



checking, idea organization, writing example), and the specific part of the work where it was used must be indicated.

In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matrícula de Honor" (Honours with Distinction) may be awarded to students who have achieved a grade of 9.0 or higher. The number of "Matrículas de Honor" (Honours with Distinction) may not exceed five percent of the students enrolled in the group for the corresponding academic year, unless the number of enrolled students is fewer than 20, in which case a single "Matrícula de Honor" (Honours with Distinction) may be awarded.

Exceptionally, these distinctions may be assigned globally across different groups of the same subject. Nevertheless, the total number of distinctions awarded will be the same as if they were assigned by group, but they may be distributed among all students based on a common criterion, regardless of the group to which they belong. The criteria for awarding "Matrícula de Honor" (Honours with Distinction) will be determined according to the guidelines stipulated by the professor responsible for the course, as detailed in the "Observations" section of the evaluation system in the course guide.

Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

- M1 Teacher presentation of contents, competency analysis, explanation and demonstration of capacities, abilities and knowledge in the classroom (presential modality).
- M2 Teacher-supervised groupwork sessions: case studies, diagnostic tests, problems, fieldwork, IT room, visits, data searches, libraries, web, Internet, etc. Building knowledge significantly through interaction and student activities (presential modality).
- M3 Supervised monographic sessions with shared participation.
- M4 Application of interdisciplinary knowledge.
- M6 Personalized attention in small groups. Training and/or orientation period by a teacher aimed at revising and discussing the materials and topics presented in the lessons, seminars, lectures, assignments, etc.
- M7 Set of oral and/or written tests employed in initial, training or summative assessment of the student.



- M8 Group preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be presented or handed in during theory lessons, practical lessons and/or tutoring sessions in small groups. Tasks done on the platform or other virtual spaces.
- M9 Students' independent study: individual preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be presented or handed in during theory lessons, practical lessons and /or small-group tutoring sessions. Tasks on the platform or other virtual spaces.
- M11 Teacher presentation of contents, competencies analysis, explanation and demonstration of capacities, abilities and knowledge on the virtual classroom.
- M12 Group work sessions via chat moderated by the teacher. Case studies –both real and fictional– aimed at building knowledge through interaction and students' activities. Critical analysis of values and social commitment.
- M13 Monographic sessions throughout the course, focused on current aspects and applications of the subject.
- M14 Set of oral and/or written tests employed in initial, training or summative assessment of the student.
- M15 Student's individual study: individual preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be discussed or turned in in electronic format.
- M16 Individualized attention for the monitoring and orientation in the learning process, performed by a tutor in order to revise and discuss the materials and topics, seminars, readings and assignments, etc.
- M17 Group preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be discussed or handed in.
- M18 Participation and contributions to discussion forums related to the subject and moderated by the module's teacher.
- M19 Problem resolution, comments, reports to be handed in according to the deadlines throughout the course.



IN-CLASS LEARNING

IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
ON-CAMPUS CLASS Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge. M1	R1	40,00	1,60
PRACTICAL CLASSES Group work sessions supervised by the professor. Case studies, diagnostic tests, problems, field work, computer room, visits, data search, libraries, on-line, Internet, etc. Meaningful construction of knowledge through interaction and student activity. M2	R2, R3	6,00	0,24
SEMINAR Supervised monographic sessions with shared participation. M3	R1	2,00	0,08
GROUP WORK EXHIBITION Application of multidisciplinary knowledge. M7	R2, R3	4,00	0,16
OFFICE ASSISTANCE Personalized and small group attention. Period of instruction and/or orientation carried out by a tutor to review and discuss materials and topics presented in classes, seminars, papers, etc. M6	R1	6,00	0,24
ASSESSMENT Set of oral and/or written tests used in initial, formative or additive assessment of the student. M7	R1	2,00	0,08
TOTAL		60,00	2,40



LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
GROUP WORK Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform M8	R2, R3	30,00	1,20
INDEPENDENT WORK Student study: Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform. M9	R1	60,00	2,40
TOTAL		90,00	3,60



ON-LINE LEARNING

SYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Virtual session (distance learning) M11	R1	40,00	1,60
Virtual practical session (distance learning) M12	R2, R3	4,00	0,16
Seminar and virtual videoconference (distance learning) M13	R1	2,00	0,08
In-person or virtual assessment (distance learning) M14	R1	2,00	0,08
Individual tutoring sessions (distance learning) M16	R1	6,00	0,24
Discussion forums (distance learning) M18	R2, R3	4,00	0,16
Continuous assessment activities (distance learning) M19	R2, R3	2,00	0,08
TOTAL		60,00	2,40

ASYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Individual work activities (distance learning) M15	R1	60,00	2,40
Teamwork (distance learning) M17	R2, R3	30,00	1,20
TOTAL		90,00	3,60



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
Unit 1. Concept of conflict	Conflictology Estructure of conflicts Energy of conflicts Factors
Unit 2. Types of conflicts	Taxonomy of conflicts
Unit 3. Conflict resolution	Stages on conflict resolution Strategies on conflict resolution Mediation
Unit 4. Concept and types of violence	Aggressiveness and violence Taxonomy of violence Risk factors of violence
Unit 5. Violence in the familiy	Family violence Risk factors Child abuse Child to parent violence Violence against women Elder abuse Prevention and intervention in family violence
Unit 6. Violence in the school	Behavioural problems and school violence Risk factors Prevention and intervention in school violence
Unit 7. Violence in the workplace	Mobbing and sexual harrasment



Temporary organization of learning:

Block of content	Number of sessions	Hours
Unit 1. Concept of conflict	3,00	6,00
Unit 2. Types of conflicts	3,00	6,00
Unit 3. Conflict resolution	3,00	6,00
Unit 4. Concept and types of violence	4,00	8,00
Unit 5. Violence in the family	8,00	16,00
Unit 6. Violence in the school	6,00	12,00
Unit 7. Violence in the workplace	3,00	6,00



References

- Cornelius, H. (2017). *Tú ganas, yo gano: cómo resolver conflictos creativamente y disfrutar con las soluciones*. Kaleidoscopio.
- Echeburúa, E. (2018). *Violencia y trastornos mentales: una relación compleja*. Pirámide.
- García-Collantes, A. & Garrido-Antón, M. J. (2021). *Violencia y ciberviolencia de género*. Tirant lo Blanch.
- Lederach, J. P. (2000). *El abecé de la paz y los conflictos: educar para la paz*. Catarata.
- Moya, L. (ed.) (2018). *Neurocriminología: psicología de la violencia*. Pirámide.
- Murueta, M. E., & Guzmán, M. O. (2014). *Psicología de la violencia tomo I: Causas, prevención y afrontamiento* (2ª ed.). El Manual Moderno.
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- Orozco, G. (2015). *Tratado de mediación en la resolución de conflictos*. Tecnos.
- Redondo, S., & Garrido, V. (2023). *Principios de Criminología* (5ª ed.). Tirant lo Blanch.
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- Vinyamata, E. (2014). *Conflictología: curso de resolución de conflictos*. Ariel.