



COURSE GUIDE

Training Programs on Social Abilities and Emotional Intelligence

Prof. Rafael Bisquerra Alzina

Prof. Isabel Iborra Marmolejo

Master in Conflict Resolution in School

2nd Module. School Conflict Prevention Programs

2023-2024



**Tú eres la pieza clave
para solucionar los conflictos**

TRAINING PROGRAMS ON SOCIAL ABILITIES AND EMOTIONAL INTELLIGENCE



Profesor Rafael Bisquerra Alzina

Professor of Psychopedagogical Orientation at the University of Barcelona. Expert in emotional Intelligence. Bachelor of Pedagogy (UB), Bachelor of Psychology (UAB), Doctor of Educational Sciences (UB). Professor at the University of Barcelona since 1976. He has also taught at primary and secondary levels for more than 10 years. Professor of Counseling Psychology in the Department MIDE (Methods of Research and Diagnosis in Education) of the University of Barcelona since 2002. He is director of the Postgraduate in Emotional Education and Welfare and director of the Postgraduate in Emotional Intelligence in Organizations.

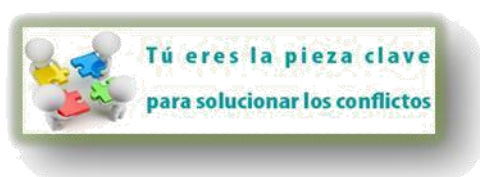


Profesora: Isabel Iborra Marmolejo

PhD in psychology from the University of Valencia. Psychologist from the University of Valencia, Professor at the Faculty of Psychology Catholic University of Valencia. Diploma in forensic psychology (University of Valencia). Postgraduate Coordinator at the Faculty of Psychology. 2016-present: Member of the Research Group The Mel Lab (UCV).

Universidad Católica de Valencia

MA in Conflict Resolution in School

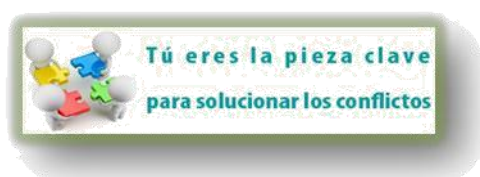


Preliminary remarks:

The teaching on this course is online. As specified in the Methodology section of this guide, it is interactive e-learning that is undertaken using audiovisual resources.

1.- COURSE DETAILS

Course Name	Training Programs on Social Abilities and Emotional Intelligence
ECTS Credits	3
Type of Learning	Compulsory
Calendar	First Semester
Module Name	School Conflict Prevention Programs
Course Requirements	None
Lecturer	Rafael Bisquerra Alzina (rbisquerra@ub.edu) Isabel Iborra Marmolejo (isabel.iborra@ucv.es)



2.- BRIEF DESCRIPTION OF COURSE CONTENTS

The structured programs on social abilities appear in our context in the 80's of the 20th Century. In 1990 the first article on emotional intelligence is published, resulting in different patterns which will lead to the emotional competences. Given the relation between emotion and conflict, such competences are essential for a positive management and prevention.

Among the aspects to be highlighted in this perspective, this course remarks the social abilities, the emotional intelligence, the emotional competences, the behaviour styles of conflict and negotiation, the emotion management in conflict situations, the empathy and the assertiveness. On the grounds of such concepts, set out throughout the text considered as a base for the course, other applications for practice appear. These applications are presented in the last section with the aim of giving guidance on how to work on the emotional competences for the prevention and positive resolution of conflicts.

3.- COURSE PROGRAM AND CALENDAR

Module 1: Social abilities and emotional intelligence.

- 1.1. Social abilities.
- 1.2. Emotional intelligence.
- 1.3. Emotional competences.



October 2023



Module 2: Emotional competences to confront conflicts.

- 2.1. The emotions in conflicts.
- 2.2. The emotion management in conflict situations.
- 2.3. Empathy.
- 2.4. Assertiveness.

November 2023



b1:	Course text (Social abilities and emotional intelligence in the prevention and conflict resolution), by Rafael <u>Bisquerra</u> , access available from the Virtual Classroom.
b2:	 <p>Bisquerra, R. (2016). <i>10 ideas claves sobre emociones</i>. Editorial Grao</p>
b3:	 <p>Bisquerra, R. (2009). <i>Psicopedagogía de las emociones</i>. Madrid: Síntesis.</p>

b1:	Course text (Social abilities and emotional intelligence in the prevention and conflict resolution), by Rafael <u>Bisquerra</u> , access available from the Virtual Classroom.
b2:	 <p>Bisquerra, R. (2016). <i>10 ideas claves sobre emociones</i>. Editorial Grao</p>
b3:	 <p>Bisquerra, R. (2009). <i>Psicopedagogía de las emociones</i>. Madrid: Síntesis.</p>

Training Programs on Social Abilities and Emotional Intelligence

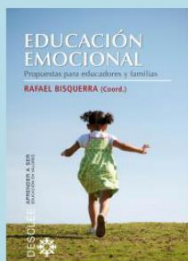
b4:	<p>Bisquerra, R. (Coord.), Colau, C., Colau, P., Collell, J., Escudé, C., Pérez-Escoda, N., Avilés, J. M., y Ortega, R. (2014). <i>Prevención del acoso escolar con educación emocional</i>. Bilbao: Desclée de Brower.</p>
-----	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

4.2 Further reading

c1:	 <p>Bisquerra, R., Pérez-González, J. C., y García Navarro, E. (2015). <i>Inteligencia emocional en la educación</i>. Madrid: Síntesis.</p>
c2:	 <p>Bisquerra, R. (2015). <i>Universo de emociones</i>. Valencia: PalauGea.</p>
c3:	 <p>Bisquerra, R. (2012). <i>Orientación, tutoría y educación emocional</i>. Madrid: Síntesis.</p>
c4:	 <p>Bisquerra, R. (2008). <i>Educación para la ciudadanía y convivencia. El enfoque de la educación emocional</i>. Barcelona: Wolters Kluwer.</p>

Training Programs on Social Abilities and Emotional Intelligence

c5:



Bisquerra, R. (Coord.). (2010). *Educación emocional. Propuestas para educadores y familias*. Bilbao: Desclée.

c6:



Bisquerra, R. (2000). *Educación emocional y bienestar*. Barcelona: Praxis-Wolters Kluwer.

5. METHODOLOGY

The teaching on this course uses three online resources:

- 1) **dynamic** textbook or workbook, to facilitate learning;
- 2) **webinars**, through which master classes, guided activities (practices, text comments, seminars, ...), and group tutorials are carried out. All the Web conferences are interactive;
- 3) **video-lessons** on crucial issues.



MASTER CLASSES

CREDITS: 0,5

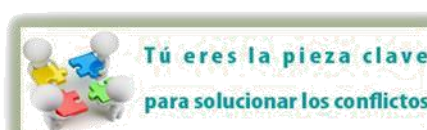
METHODOLOGY OF TEACHING AND LEARNING:

- a) With the real-time participation of students:

Synchronous learning (in principle this means that both students and teachers are simultaneously connected through their respective computers) using multimedia

Universidad Católica de Valencia

MA in Conflict Resolution in School



resources via interactive web conferencing.

Synchronous learning has the obvious advantage of providing immediate access and feedback from the lecturer.

Although the activity is synchronous, the webinar is recorded and stored in the Virtual Classroom and therefore can be watched 24 hours a day, 365 days a year.

b) Without the real-time participation of students:

Asynchronous learning using videotaped lectures by the lecturer or an invited expert.

GUIDED ACTIVITIES

CREDITS: 0,4

METHODOLOGY OF TEACHING AND LEARNING:

Synchronous learning using multimedia resources via interactive web conferencing.

Understanding theories and concepts is the key aim of these practical classes.

Although the activity is synchronous, the webinar is recorded and stored in the Virtual Classroom and therefore can be watched 24 hours a day, 365 days a year.

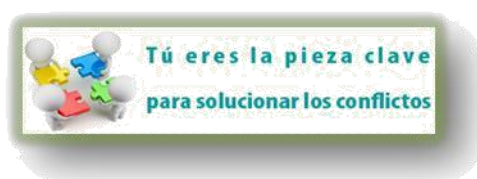
(INDIVIDUAL OR GROUP) TUTORIALS

CREDITS: 0,1

METHODOLOGY OF TEACHING AND LEARNING:

- Individual interview via skype.
- Virtual group interactions via web conferencing:

a) for the analysis of the literature;



- b) for the reparation of assessments;
- c) for the monitoring of the course progress.

STUDY, TASK PREPARATION AND TESTING.

CREDITS: 2

METHODOLOGY OF TEACHING AND LEARNING: SELF-STUDY.

6.- COMPETENCIES TO BE ACQUIRED BY THE STUDENT

BASIC COMPETENCIES [BC]

BC6. Students will be able to master and understand knowledge contributing to a base or opportunity to be original in the development and /or implementation of ideas mostly in a research context.

BC7. Students will be able to implement the acquired knowledge and their ability to solve problems in new or little known settings within broader (or multidisciplinary) contexts related to their study areas.

BC8. Students will be able to incorporate knowledge and face the complexity of making judgments from certain information which, being incomplete or limited, includes considerations of the social and ethic responsibilities related to the implementation of their knowledge and judgments;

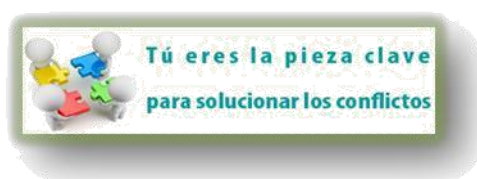
BC9. Students will be able to communicate their conclusions — and the last knowledge and reasons on which such conclusions have been based — to specialized and non-specialized public in a clear way avoiding any kind of ambiguities.

BC10. Students will be able to possess the learning abilities enabling them to carry on studying mostly in a self-directed or autonomous way.



Universidad Católica de Valencia

MA in Conflict Resolution in School



GENERAL COMPETENCIES [GC]

GC1. Students will be able to develop cognitive and emotional abilities enabling them to perform the educational functions both ethically and professionally.

GC3. Students will be able to understand the theoretical foundations of the conflict resolution regarding the implementation thereof to prevent it and subsequent involvement in the classroom.

GC4. Students will be able to acquire the specific language of the discipline of conflict resolution in the classroom.

GC6. Students will be able to properly use the technological resources facilitating the management in conflict resolutions in the classroom.

GC7. Students will be able to develop interest for improvement programs proposed from the different educational settings and related sciences.

SPECIFIC COMPETENCIES [SC]

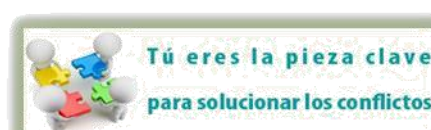
SC4. Students will be able to know the different programs focused on considering and solving the behavioural problems in the classroom.

SC6. Students will be able to know the main methods, techniques and specific strategies to prevent conflicts in educational settings, bearing in mind the available resources.

SC8. Students will be able to know the basic strategies in emotional education with the aim of preventing school conflicts.

SC9. Students will be able to master the social abilities enabling them to successfully manage the different types of conflicts that may arise in the classroom.

SC14. Students will be able to identify the most useful methods and techniques for the resolution of different conflicts in the classroom.



SC15. Students will be able to develop the ability to adopt different perspectives or alternative approaches for the resolution of conflicts in the performance of their educational task.

SC17. Students will be able to present a conflict resolution approach always focused on the student, the family or the context, following the different psycho-educational intervention approaches.

SC20. Students will be able to assess the existing prevention or intervention programs to solve conflicts in the classroom.

SC21. Students will be able to plan or adapt a prevention or intervention program to solve conflicts in the classroom.

7.- LEARNING OUTCOMES

- The student will be able to identify the most effective strategies to make pupils develop social abilities.
- The student will be able to know the social abilities that must be developed by pupils to prevent school conflicts.
- The student will be able to identify the most effective programs to prevent every type of conflict at school.
- The student will be able to identify the most effective measures to respond to difficulties among those presented in the classroom.
- The student will be able to make theoretical proposals on the solution to different conflicts that may arise in the classroom.
- The student will be able to identify the most useful emotional education strategies according to the different conflicts they may encounter in the classroom.
- The student will be able to identify the strategies used in the different programs on school conflict prevention.



8.- ASSESSMENT

Students should self-assess following the development of each topic. There will be an assessment of the content of the theory and practical lectures, following the procedure set out for the MA.

Assessment Tool	Type of Learning	Allocated Percentage
On-going assessment	Report of the activities	40%
	Explanation of works	20%
Final Assessment	Exam or final paper	40%

