



## COURSE GUIDE

### Strategies for Conflict Resolution at School

(theoretical foundations and practical cases)

### MA in Conflict Resolution in School

3<sup>rd</sup> Module. Techniques for Conflict Resolution at School

2023-2024



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

PI-02-F-16 ED.00

Catholic University of Valencia "San Vicente Mártir".

UCV ONLINE

## STRATEGIES FOR CONFLICT RESOLUTION AT SCHOOL



**Professor: Mauro Bolmida.**

Psychologist-Psychotherapist, Coach, Lecturer. Centre for Strategic Therapy - Psychotherapy, Research & Training Institute University of Milan.

**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	Strategies for Conflict Resolution at School
ECTS Credits	3
Type of Learning	Compulsory

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## Strategies for Conflict Resolution at School

<b>Calendar</b>	Second Semester
<b>Module Name</b>	Research
<b>Course Requirements</b>	None
<b>Lecturer</b>	

## 2.- BRIEF DESCRIPTION OF COURSE CONTENTS

This part analyses the theoretical foundations of one of the therapies that have proved to be more effective and efficient for the resolution of behaviour problems: the brief strategic therapy promoted mainly by Paul Watzlawick (Palo Alto) and Giorgio Nardone (Arezzo).

After a short overview of the backgrounds of this type of therapy — (Erickson, the art of Chinese war, the Metis art (audacity + astuteness + ability), the art of persuasion and constructivism—, the most representative theoretical features of the strategic therapy will be analysed in this first part of the course.

Later on we will study the analysis and solution through strategic therapy of paradigmatic cases of behaviour problems in the classroom.

## 3.- COURSE PROGRAM AND CALENDAR

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<b>Module 1: Milton Erickson and the foundations of the brief therapy</b> 1.1. Concept of Erisksonian therapy. 1.2. Features of the Ericksonian therapy: flexible, naturalistic, indirect, instructed and practical. 1.3. Ericksonian schools: model focused on solutions, strategic family model, brief strategic model and strategic dialogue model.	January 2024
<b>Module 2: Truth or persuasion? The art of strategy</b> 2.1. The art of strategy <ul style="list-style-type: none"> <li>• The art of Metis</li> <li>• The art of war</li> <li>• The art of persuasion</li> </ul> 2.2. Strategies <ul style="list-style-type: none"> <li>• Cross the sea by deceiving the sky</li> <li>• Lying by telling the truth</li> <li>• Cloud the water so that fish can float</li> <li>• Make the enemy go up the attic and then remove the ladder</li> <li>• Kill the snake with his own poison</li> <li>• Put out the fire by adding fuel</li> </ul>	January and February 2024
<b>Module 3: Going from the reasons of a problem to how to keep it</b> 3.1. Advanced model 3.2. Strategic dialogue <ul style="list-style-type: none"> <li>• Failed dialogue</li> <li>• Ingredients of the strategic dialogue</li> </ul>	February 2024


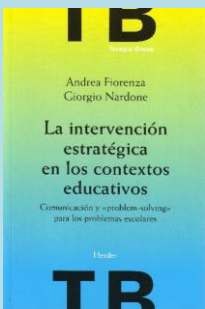


## Strategies for Conflict Resolution at School

**Module 4: Implementation of strategic therapy on school conflicts**

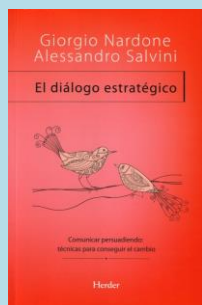
- 4.1. The model: intervention phases
- 4.2. Strategic intervention in attention deficit with hyperactivity.
- 4.3. Strategic intervention in oppositional defiant disorder
- 4.4. Strategic intervention in disruptive behaviours
- 4.5. Strategic intervention in violence and bullying at school

March 2024**4.- REFERENCES****4.1 Basic bibliography**

<b>b<sub>1</sub></b>	Text for the first part of the course (theoretical foundations) <b>Seminar on Strategies for Conflict Resolution at School</b> , by Gloria Cava, Access available from the Virtual Classroom.
<b>b<sub>2</sub>:</b>	 <p>Nardone, G. (2004). <i>El arte de la estratagema</i>. Barcelona: RBA libros.</p>
<b>b<sub>3</sub>:</b>	 <p>Fiorenza, A. &amp; Nardone, G. (2008). <i>La intervención estratégica en los contextos educativos</i>. Barcelona: Herder.</p>

## 4.2 Bibliografía Complementaria

C1:



Nardone, G. & Salvini, A. (2011<sup>2ª</sup>). *El diálogo estratégico*, Barcelona, Herder.

## 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 resources via interactive web conferencing.

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

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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

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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.

### 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.

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





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**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.

**SC10.** Students will be able to know the different programs on conflict resolution intervention and on promotion of peer cooperation at schools.

**SC 11.** Students will be able to know the main school conflict resolution strategies according to the different education levels.

**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.

**SC 16.** Students will be able to identify the appropriate type of strategy to solve the different school conflicts.

## 7.- LEARNING OUTCOMES

- The student will be able to identify the most effective programs to solve every type of conflict at school.

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- The student will be able to make theoretical proposals on the resolution of different conflicts that may arise in the classroom.
- The student will be able to identify the most appropriate strategies according to the type of difficulties that may arise in the classroom.

## 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	Allocated Percentage
Portfolio Activity tours	20%
Works Exhibition	20%
Practical Cases Solution	20%
Final Test	40%

