

**Center for International Programs and Sustainability Studies**

**Course name: Creative Conflict Resolution and Gender**

**Course Code: COMM 3070**

**Total contact hours: 48**

**Description**

The course uses transformative mediation, as well as their respective methodologies, in order to equip the student with the tools in conflict mediation processes and has the ability to mediate a conflict between two or more parties.

Students must perform an analysis and simulation of cases where they could have intervened with a mediation process.

**Audience**

This course is structured for International Students attending the Study Abroad program at Universidad Veritas. However, courses are not exclusive to foreigners so a few native students could enroll in this course. Some of the courses are also taught in Spanish as part of our Bachelors in Sustainability Management.

**Attendance**

Students are only allowed a total of 2 nonconsecutive (back to back) absences. The student will fail the course if he/she has more than two absences. Students will have a 0 on any assignment evaluated in class (presentations, evaluations, field trips, etc.) if he/she is absent unless the student presents an official document no later than one week after the absence. If the student presents an authoritative report to excuse the absence, he/she must submit the missed assignment on that same day. An unjustified absence to a field trip will immediately mean losing all of the points assigned to the field trip. If an official document is presented for the field trip absence students will have to present a research assignment to obtain 50% of the points. The only exception to this rule is when two-course field sessions collide in programming. Students can then opt for doing a research assignment not to lose any points.

Three late arrivals to class (15 minutes later) are treated as one absence. If you tend to be late for class, you will lose 25% of your total grade.

**Code of conduct**

Professors have the right to expel a student from the classroom should he / she:

- 1) Be disruptive in the classroom.
- 2) Behave in a disrespectful way.
- 3) Be under the influence of alcohol or even smell like alcohol.
- 4) Be under the influence of any illegal drug.

5) Hygiene problems that may disturb other students.

### **Electronic devices**

The use of cell phones, smart phones, or other mobile communication devices is disruptive, and is therefore prohibited during class. **Please turn all devices OFF and put them away when class begins.** Devices may be used ONLY when the professor assigns a specific activity and allows the use of devices for internet search or recording. Those who fail to comply with the rule must leave the classroom for the remainder of the class period.

This is a theoretical-practical course and responds according to the professional profile to the following question:

### **How to use transformative mediation for conflict resolution processes?**

To answer this question, the following knowledge will be studied:

- Restorative justice.
- Studies of Alternate Conflict Resolution Centers.
- Concept of Neutrality
- Introduction to Transformative Mediation.
- Processes of Transformative Mediation.
- Practice of Transformative Mediation
- Comparison between mediation processes.
- Case study to reconcile the conflict.

Throughout the course the following skills will be promoted:

- Ability to analyze the type of case to be reconciled.
- Ability to demonstrate fairness in the cases that correspond to act as mediator.

Among the values and attitudes that will be promoted among students are the following:

- Respect
- Tolerance
- Responsibility
- Empathy
- Neutrality
- Assertive communication
- Active listening

### **Competencies, criteria and evidences**

The competences for the Veritas University are reflexive and integral actions that respond to the professional profile and to the problems of the context, with suitability and ethical commitment, integrating the know-how, the know-how and the knowledge to know in a perspective of improvement.

Below are both the disciplinary and general competences, linked to their criteria and evidence of performance for this course.

Type of Competencies	Performance criteria (Sub-competences)	Evidence of performance
<b>Discipline</b>  Apply Transformative Mediation for conflict resolution, according to the parameters of the model.	Build an adequate environment for the transformative mediation of conflicts.	Round tables Simulation of cases
	Apply assertive communication in accordance with the due process of conflict mediation	I study resolved cases Thematic discussion Participatory workshop on regulatory frameworks and their practical application
	Demonstrates the ability of transformative Mediator according to the needs of the conflict.	Simulation of mediations
<b>General</b>		
Integrates the knowledge, skills and attitudes necessary to learn continuously throughout life considering the effective development in the knowledge society.	Learn to learn	Study cases
Develop the knowledge, skills and attitudes necessary to learn to communicate orally and in writing in the different disciplinary areas that make up the curriculum.	Communicate disciplinary thoughts orally and in writing.	Thematic discussion register
Integrate the knowledge, skills and attitudes necessary to learn the techniques of teamwork and leadership.	Work in a team and leadership.	Collaborative work record
Integrates the knowledge, skills and attitudes necessary to learn interpersonal communication techniques.	Connect well with others. Manage and resolve conflicts. Negotiate knowing how to inspire confidence and empathy. Speak responsibly Listen in depth	Research Presentation  Participatory workshop on regulatory frameworks and their practical application

## **Contents**

**Topic 1.** Workshop Self-esteem, Communication, Cooperation and Creative response to conflicts.

**Topic 2.** Analysis of the concepts of Violence and Nonviolence

**Topic 3.** Restorative justice.

- a) Study of the concept and origin.
- b) Case studies of Restorative Justice.

**Topic 4.** Studies of Alternate Conflict Resolution Centers (RAC).

- a) Origin of the RAC Centers
- b) Importance of RAC Centers
- c) Study of the National Legislation on RAC Centers

**Topic 5.** Neutrality concept.

- a) Regulations of the Mediation processes.
- b) Analysis of the Neutrality Concept and its importance within the Mediation process.

**Topic 6.** Origins of Transformative Mediation.

- a) Introduction to Transformative Mediation
- b) Why Transformative Mediation as a process of conflict conciliation?

**Topic 7.** Processes of Transformative Mediation.

- a) Understand the importance of communication, cooperation and validation of feelings between the parties, to be able to successfully carry out the mediation process.
- b) Study and understand the process of transformative mediation.

**Topic 8.** Practice of Transformative Mediation.

- a) Práctica de casos

**Topic 9.** Comparison between mediation processes

- a) Pros and Cons of conflict reconciliation models.

**Topic 10.** Presentation of a case for the mediation of a conflict.

- a) A case will be presented in which the student must choose which method to use in order to reconcile the conflict.

## **Methodology**

This course implements the Alternatives Violences Project to study the Transformative Mediation conflict conciliation model. The students manage to deepen methodologically in the process of conciliation of conflicts through the study and practice of said process.

The role of the teacher is to mediate, facilitate and guide the teaching and learning process, allowing the construction and self-regulation of learning by students.

This methodology is supported epistemically in the learning model by comprehensive competences and promotes communication, understanding, mediation and negotiation skills, through participatory workshops to solve problems and practical cases.

### **Learning strategies**

The following learning strategies will be developed:

- The case study consists in providing a series of descriptions of a concrete situation that may be real or hypothetical but constructed with characteristics analogous to those presented in reality with clear purposes, presented through a written material, allowing the participants to pose divergent problems in principle. that do not have a single solution, followed by generating solutions.
- A round table on the Pros and Cons of the conciliation process and compare with other models, this will help the student to better understand the why of the proposal of the transformative mediation.
- Simulation of cases, will allow the student to put into practice the whole theory of the conciliation process, managing to have the experience of how to resolve conflicts as mediator or negotiator.

### **Didactic resources**

Among the didactic resources that will be used in the course, the following are cited:

Bibliographic resources that are available both in the library of the institution, and on the internet to perform documentary research and multimedia equipment. The student must have extraclass time to do the final work and take advantage of the theoretical classes to attend the teaching orientations and solve the doubts. The University provides the facility of free access to the Internet and the use of computers.

The student will be able to make use during the hours of independent work of the library of the institution, of the study rooms or of the computer labs, as well as of any other areas that he / she decides in the campus of the University, since it is counted with wireless Internet and free to use for all students, teachers and administrators.

### **Learning evaluation**

Competency assessment is the process by which evidence is collected and a judgment or opinion is made, taking into account pre-established criteria to give feedback in order to improve the suitability of the course or program. The evaluation of the course must be coherent with the competences and the teaching methodology. For each item of evaluation there is a rubric, which, although it gives a score, is a quantitative and qualitative description of the student's performance. The rubrics include the performance criteria of the general and disciplinary competences.

<b>RUBRIC</b>	<b>PERCENTAGE</b>
Resolution of three cases (15% each) <ul style="list-style-type: none"> <li>• Successfully solve three cases using Transformative Mediation</li> </ul>	<b>45%</b>
Mind maps (12.5% each). <ul style="list-style-type: none"> <li>• Two readings are assigned.</li> </ul>	<b>25%</b>
Round table	<b>30%</b>
<b>TOTAL</b>	<b>100%</b>

### **Rubric to evaluate the resolution of practical cases**

The case method promotes in the students three basic aspects: knowledge management, reflective practice and adaptation to changes. With knowledge management, students are expected to acquire the strategies and techniques that allow them to learn by themselves; This implies the awareness of the assimilation, reflection and internalization of knowledge so that, finally, it can value and deepen from a personal option. Four cases will be evaluated, each with a value of 15% for a total value of 45%. It is evaluated by the following rubric:

Indicator	<b>EXCELENT</b> 5	<b>NOTICEABLE</b> 4	<b>GOOD</b> 3	<b>INSUFFICIENT</b> 2	Observations
Understanding of the conflict	Understand the conflict in depth.	Understand the conflict	It partially understands the conflict	Does not understand the conflict	
Procedure and application of tools	Follow the procedure correctly and apply the tools.	Fail to follow all aspects of procedure and / or application of tools	Has significant failures in the follow-up of the procedure and / or the application of tools	Presents multiple major flaws in the procedure and / or application of tools.	
Resolution of the conflict	It manages to solve the conflict, formulating at least 5 possible solutions.	It manages to solve the conflict, formulating at least 4 possible solutions.	It manages to resolve the conflict, formulating at least 3 possible solutions.	It manages to solve the conflict, formulating 2 or less possible solutions.	
Format and content of the report	Submit a written report according to the format established with the	It presents a written report with slight flaws in the established format and includes the resolutions of the case.	It presents a written report with some serious flaws in the established format and includes at least	It presents a written report with multiple and important flaws in the established format and includes very few	

	resolutions of the case.		some resolutions of the case.	case resolutions or none.	
Presentat ion aspects	The presentation is considered important: order, cleaning, spelling and punctuation	It is considered important to present at least 3 of the following aspects: order, cleaning, spelling and punctuation	It is considered important to present at least 2 of the following aspects: order, cleaning, spelling and punctuation.	It is considered important to present only 1 or none of the following aspects: order, cleaning, spelling and punctuation.	

### Rubric to evaluate mind maps

Creating a mindmap in groups is an evidence of performance that integrates the required knowledge, skills, and abilities to learn continuously and to generate information collaboratively. It develops competencies related to writing communication, critical thinking, idea association, and responsible, relevant, and timely participation. Each mind map is worth 5% and it will be scored based on the following rubric.

Indicador	Excelente 5	Noticeable 4	Good 3	Insufficient 2	Observations
Use clear and representative images of the concept that is intended to manifest.					
Start from the center of the sheet, placing the central idea, developed outward in a radiating manner.					
The central idea is represented with a clear and powerful image that synthesizes the general theme of the map.					
By means of branches and arrows the idea or central theme is linked with related ideas or sub-themes.					
The themes and sub-themes are articulated and ranked according to the clockwise direction.					
Use the space on the sheet to accommodate ideas and subtopics in a balanced way.					
Underline the keywords, enclosing them in a circle of					

color to reinforce the structure of the map.					
Use color to differentiate themes, their associations or to highlight some content.					
Use arrows, icons or any visual element to differentiate and make the relationship between ideas clearer.					
Organize and represent the information of the delivered document in an orderly manner. Author's name, course, level.					
Design quality: attractive map without spelling errors, cleanly					
Total					

### Rubric to evaluate the synoptic table

The Synoptic table will be a tool to demonstrate analysis and reasoning ability. It will analyze sustainability problems in different industries, taken actions, projects in process, the participants' statuses, etc.

Indicador	Excelent 5	Noticeable 4	Good 3	Insuficient 2	Observaciones
1. Preparation of the assigned topic with at least 3 reliable and respectable sources of information in the medium (scientific journals, prestigious institutions, others)					
2. Depth and novelty of the contents in the round table					
3. Preparation of generating questions for the discussion during the round table: generate wealth in the discussion.					
4. The moderator as representative of the group generates the pertinent summaries / conclusions.					
5. Presentation of the written work to the teacher with the citations and sources requested and the generated discussion.					
Total					

## Bibliography:

Moore, C. W. (2014). *The mediation process: Practical strategies for resolving conflict*. John Wiley & Sons.

Zehr, H. (2015). *The little book of restorative justice: revised and updated*. Skyhorse Publishing, Inc.

Van Ness, D. W., & Strong, K. H. (2014). *Restoring justice: An introduction to restorative justice*. Routledge.

Menkel-Meadow, C. J., & Porter-Love, L. (2014). *Mediation: Practice, policy, and ethics*. Wolters Kluwer Law & Business.

Johnstone, G. (2013). *Restorative justice: Ideas, values, debates*. Routledge.

Bush, R. A. B., & Folger, J. P. (2012). Mediation and social justice: Risks and opportunities. *Ohio St. J. on Disp. Resol.*, 27, 1.

Gallegos, A. M. A. (2017). La Resolución Alternativa de Conflictos en el Marco de los Derechos Humanos. *Temas de Nuestra América. Revista de Estudios Latinoamericanos*, 13(27), 41-52.

## Schedule

Semana	Sub competencia	Contenido	Estrategias de Enseñanza
1	Build an adequate environment for the transformative mediation of conflicts.	<b>Topic 1.</b> Workshop Self-esteem, Communication, Cooperation and Creative response to conflicts.	
2		<b>Topic 2.</b> Analysis of the concepts of Violence and Nonviolence	<b>Mind map</b>
3		<b>Topic 2.</b> Analysis of the concepts of Violence and Nonviolence	<b>Mind map</b>
4		<b>Topic 3.</b> Restorative justice.	Master Classes / <b>Round table</b>
5		<b>Topic 4.</b> Studies of Alternate Conflict Resolution Centers (RAC).	Master Classes / <b>Round table</b> Analysis of Conflict Resolution Centers (RAC)

6	. Apply assertive communication in accordance with the due process of conflict mediation	<b>Topic 4.</b> Studies of Alternate Conflict Resolution Centers (RAC).	Master Classes / <b>Round table</b> Analysis of Conflict Resolution Centers (RAC)
7		<b>Topic 5.</b> Neutrality concept.	Master Classes Group discussion
8		<b>Topic 6.</b> Origins of Transformative Mediation.	Master Classes Mind map
9		<b>Topic 7.</b> Processes of Transformative Mediation	Mind map
10		<b>Topic 7.</b> Processes of Transformative Mediation	Mind map Round table
11	Demonstrates the ability of transformative Mediator according to the needs of the conflict.	<b>Topic 8.</b> Practice of Transformative Mediation.	Resolution of Case Studies
12		<b>Topic 8.</b> Practice of Transformative Mediation.	Resolution of Case Studies
13		<b>Topic 9.</b> Comparison between mediation processes	Master Classes Round table
14		<b>Topic 10.</b> Presentation of a case to reconcile the conflict.	Resolution of Case Studies
15		<b>Topic 10.</b> Presentation of a case to reconcile the conflict.	Resolution of Case Studies

### General remarks

The student must comply with the provisions of the Student Regime Regulations of the Veritas University. To consult it you must go to the Student Self-Management Portal at the following address: <http://autogestion.veritas.cr/> and download it.

Also review the CIPSS Academic Policies document on the Study Abroad website.