

| Degree  | Type | Year |
|---|------|------|
| 2502501 Prevention and Integral Safety and Security | FB   | 2    |

## Contact

Name: Maria del Carmen Trinidad Cascudo

Email: carme.trinidad@uab.cat

## Teaching groups languages

You can view this information at the [end](#) of this document.

## Prerequisites

This subject doesn't have any pre-requirerments

## Objectives and Contextualisation

- Place the promotion of coexistence, prevention and conflict management in the context of risk governance processes.
- Analyze a conflictive situation in risk governance processes
- Understand the role and the professional figure of the facilitator.
- Learn about facilitation methodologies.

## Competences

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Carry out analyses of preventative measures in the area of security.
- Communicate information , ideas, problems and solutions to both specialised and non-specialised publics.
- Efficiently manage technology in security operations.
- Have a general understanding of basic knowledge in the area of prevention and integral safety and security.
- Maintain a positive attitude with respect to professional and personal growth.
- Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.
- Respond to problems applying knowledge to practice.
- Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.
- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.

- Take account of social, economic and environmental impacts when operating within one's own area of knowledge.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- Use the capacity for analysis and synthesis to solve problems.
- Work and learn autonomously.
- Work in institutional and interprofessional networks.

## Learning Outcomes

1. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
2. Analyse the situation and identify the points that are best.
3. Apply management indicators and mechanisms to the risks in a community.
4. Apply the different concepts involved in the internal and external communication of an organisation.
5. Critically analyse the principles, values and procedures that govern professional practice.
6. Draw up management proposals for prevention and security in an organisation.
7. Identify the social, economic and environmental implications of the academic and professional activities in the field of self-knowledge.
8. Maintain a positive attitude with respect to professional and personal growth.
9. Propose new methods or well-founded alternative solutions.
10. Propose projects and actions that incorporate the gender perspective.
11. Respond to problems applying knowledge to practice.
12. Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.
13. Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
14. Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
15. Take a preventative view in the area of security.
16. Use the capacity for analysis and synthesis to solve problems.
17. Work and learn autonomously.
18. Work in institutional and interprofessional networks.

## Content

### I. Sociology of Risk:

- The sociological perspective and the sociology of risk.
- The "crises" and the conflicts that cause

### II. Conflict resolution.

- The conflict: origin, phases, development
- "Crises" and "risks": local or global conflicts?
- The stakeholders: definition, position, management.
- Citizenship and the community as stakeholder

- Productive dialog as a tool for governance
- Conflict and the promotion of coexistence
- Analysis of the conflict. Promoting coexistence
- From mediation to facilitation
- Facilitation
- Social technology

- Restorative practices: victim and victimizer

## Activities and Methodology

| Title   | Hours | ECTS | Learning Outcomes |
|---|-------|------|-------------------|
| Type: Directed  |       |      |                   |
| Tutorials to support practical and theoretical work (Webex sessions); Resolution of doubts; Follow-up of the exercises; Attention in the Moodle Classroom | 12    | 0.48 |                   |
| Type: Supervised  |       |      |                   |
| Resolution of practical cases and presentation in moodle  | 18    | 0.72 |                   |
| Type: Autonomous  |       |      |                   |
| Personal study for the exams; Resolution of the PECs  | 120   | 4.8  |                   |

Teaching language: spanish

Collaborative learning. It is a process of activity, interaction and reciprocity between a group of students, which facilitates the joint construction of a common goal based on individual work. It is a shared, coordinated and interdependent process, in which students work using collaborative tools to achieve a common goal that they could not achieve on their own.

It will begin by building the base groups that will choose a conflicting process that they will analyze and then design the ideal facilitation for the situation.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

## Assessment

### Continous Assessment Activities

| Title  | Weighting | Hours | ECTS | Learning Outcomes                                   |
|--|-----------|-------|------|---|
| Exam   | 50        | 0     | 0    | 2, 9, 11  |
| PECs: 4 Individual or in group written reflexive amb learning by doing reports | 50        | 0     | 0    | 1, 3, 4, 5, 6, 7, 8, 10, 12, 13, 14, 15, 16, 17, 18 |

### CONTINUOUS ASSESSMENT

There will be four PECs corresponding to the topics studied in the course. Each PEC has a weight of 12,5% of the final grade of the course. The remaining 50% corresponds to the exam.

The exam averages with the continuous evaluation regardless of the grade obtained.

The total weighted average must be 5 points or higher in order to pass.

### SINGLE EVALUATION

Students who opt for the single evaluation will take a final synthesis test of all the content of the course (50%) and will hand in a document containing the solutions to the two PECs of the course (25% each).

The date for this test and the delivery of the work of the subject will be the same scheduled in the timetable for the last continuous evaluation exam.

The same recovery system will be applied as for the continuous evaluation.

#### EVALUATION OF THE STUDENTS IN SECOND OR MORE SUMMONS

Students who repeat the course will have to take the scheduled tests and exams and hand in the course work on the dates indicated in the Moodle classroom.

#### SECOND CHANCE EXAMINATION

The student who does not pass the course, who does not reach 5 (total) out of 10, according to the criteria established in the two previous sections may take a final exam provided that the student has been evaluated in a set of activities, the weight of which is equivalent to a minimum of two thirds of the total grade of the course. If the student has not been evaluated of these two thirds because he/she has not taken the tests, he/she will obtain a grade of Not Presented, without the possibility of taking the final exam.

In this exam the whole of the contents of the subject that have not been passed in the continuous evaluation will be re-evaluated.

In the case of passing the final exam, the course will be approved with a maximum of 5, regardless of the grade obtained in the exam.

#### CHANGE OF DATE OF A TEST OR EXAMINATION

Students who need to change an evaluation date must submit the request by filling out the document that can be found in the EPSI Tutoring Moodle space.

Once the document has been filled in, it must be sent to the professor of the subject and to the coordination of the Degree.

#### REVIEW

At the time of each evaluation activity, the faculty will inform the students of the grade review mechanisms.

For single evaluation students, the review process will be the same.

#### OTHER CONSIDERATIONS

Without prejudice to other disciplinary measures deemed appropriate, and in accordance with current academic regulations, "in the event that the student performs any irregularity that may lead to a significant variation in the grade of an act of evaluation, this act of evaluation will be graded with a 0, regardless of the disciplinary process that may be instigated. in the event that several irregularities occur in the acts of evaluation of the same subject, the final grade of this subject will be 0 ".

If during the correction there are indications that an activity or work has been done with answers assisted by artificial intelligence, the teacher may supplement the activity with a personal interview to corroborate the authorship of the text.

If there are unforeseen circumstances that prevent the normal development of the course, the teacher may modify both the methodology and the evaluation of the course.

## **Bibliography**

## 1. Bibliografía básica de curs

Asociación Internacional de Facilitadores (IAF) <https://www.iaf-world.org/site/es/home>

Revista La Trama <http://revistalatrama.com.ar/>

Revista de mediación: <https://revistademediacion.com/>

Rosenberg, M. B. (2019). *Comunicación no violenta: un lenguaje de vida*. PuddleDancer Press.

Ury, W. (2002). *¡ Supere el no!*. Editorial Norma.

## 2. Bibliografía complementaria

BAUMANN, Z. *Modernity and Ambivalence*. London. Polity Press

BECHMANN, G. "Riesgo y Desarrollo técnico-científico. Sobre la importancia social de la investigación y valoración del riesgo", en *Cuadernos de Sección, CCSS y Económicas*, 2, pp.59-98 (Donostia, Eusko Ikaskuntza)

Beck, U. *La sociedad del riesgo. Hacia una nueva modernidad*. Barcelona. Paidós. 1998.

(1996) "Risk society and the provident state", en Lash, S; Szerynski B; Wynne, B. (eds.) *Risk, Environment and Modernity. Towards a new Ecology*. London. SAGE Publications.

(1997) "La reinención de la política: hacia una teoría de la modernización reflexiva", en Beck, U; Giddens, A.; Lash, S. *Modernización reflexiva. Política, tradición y estética en el orden social*. Madrid. Alianza Editorial.

(2002) *La sociedad del riesgo global*. Madrid. Siglo XXI.

BERIAIN, J. (Comp.) (1996) *Las consecuencias perversas de la modernidad. Modernidad, contingencia y riesgo*. Barcelona. Anthropos.

Cancio Meliá, M., & Oubiña Barbolla, S. (2022). Las medidas premiales en materia de delitos de terrorismo en el código penal español: elementos sustantivos y procesales. *Las medidas premiales en materia de delitos de terrorismo en el código penal español: elementos sustantivos y procesales*, 25-60.

CASTELLS, M. (1996-1997), *La era de la información, 3 vols*. Madrid. Alianza Ed. 1997-1998.

GIDDENS, A. (1990) *Consecuencias de la modernidad*. Madrid. Alianza Ed. 1993.

(1997) "Risk Society: the context of British Politics", a Franklin, J. (ed.) *The Politics of Risk Society*".

LÓPEZ CERREZO J.A.; LUJÁN J.L (2000) *Ciencia y Política del Riesgo*. Madrid. Alianza Editorial.

RAMOS, R.; GARCÍA SELGAS, F. *Globalización, Riesgo, Reflexividad. Tres temas de teoría social contemporánea*. Madrid. CIS.

BAUMANN, Z. (2000) *Modernidad líquida*. Buenos Aires: FCE.

CORNELIUS, H.; FAIRE, S. (1998) *Tú ganas, yo gano. Cómo resolver conflictos creativamente*. Madrid: Gaia Ediciones.

MAYER, BERNARD S. (2008) *Más allá de la neutralidad. Como superar la crisis de la resolución de conflictos*. Barcelona: Gedisa.

MORIN, E.; NAÏR, S. (1998). *Una política de civilización*. Barcelona: Proa.

LEDERACH, J. P. (2000) *El abecé de la paz y los conflictos*. Madrid: Catarata.

SUARES, M. (2002). *Mediando en sistemas familiares*. Barcelona: Paidós

URY, W.L. (2000) Alcanzar la paz. Diez caminos para resolver conflictos en casa, el trabajo y el mundo. Barcelona: Paidós

Zehr, H. (2006). El pequeño libro de la justicia restaurativa.

## Software

You don't need anything specific

## Language list

| Name        | Group | Language | Semester       | Turn      |
|-------------|-------|----------|----------------|-----------|
| (TE) Theory | 1     | Spanish  | first semester | afternoon |