



## Information about the subject

**Degree:** Bachelor of Science Degree in Psychology

**Faculty:** Faculty of Psychology

**Code:** 292021 **Name:** -Negotiation and Conflict Resolution

**Credits:** 6,00 **ECTS Year:** 0, 4 **Semester:** 1

**Module:** OPTIONAL

**Subject Matter:** Psychology of work and human resources **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:**

OPP27 Ester Grau Alberola (**Profesor responsable**)

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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	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 24/25
		Mediation and familiar orientation	6,00	3/1
		-New Directions in Psychotherapy	6,00	This elective is not offered in the academic year 24/25
		-Prevention and Treatment of Addictive Behavior	6,00	0, 2, 3/1
		-Psychogerontology	6,00	This elective is not offered in the academic year 24/25
		-Psychology of the Chronic Disease and of Rehabilitation	6,00	This elective is not offered in the academic year 24/25
		-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 24/25
Transversal psychology	42,00	Anthropology of the Person and Health	6,00	This elective is not offered in the academic year 24/25
		Basic Social and Emotional Skills for Professional Practice of Psychology	6,00	This elective is not offered in the academic year 24/25
		History and Philosophy of the Family	6,00	This elective is not offered in the academic year 24/25
		-Psychology of Religion	6,00	This elective is not offered in the academic year 24/25
		Psychology, and Information and Communication Technologies	6,00	This elective is not offered in the academic year 24/25
		-Qualitative Research Methodology	6,00	This elective is not offered in the academic year 24/25
		Scientific English II	6,00	This elective is not offered in the academic year 24/25



Educational psychology	48,00	-Affective Linkages in the Life Cycle	6,00	This elective is not offered in the academic year 24/25
		Development of Cognitive Skills	6,00	This elective is not offered in the academic year 24/25
		Education for Interculturality	6,00	This elective is not offered in the academic year 24/25
		Educational Intervention for Students with Special Educational Needs	6,00	This elective is not offered in the academic year 24/25
		-Occupational Guidance	6,00	This elective is not offered in the academic year 24/25
		Preventive Intervention and Early Stimulation	6,00	2/1
		-School Psychology	6,00	2, 3/1
		Strategies and Tools for Effective Learning	6,00	This elective is not offered in the academic year 24/25
		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 24/25



Psychology of work and human resources		Interview and Psychological Counselling	6,00	This elective is not offered in the academic year 24/25
		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 24/25
		-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	2/1
		Intervention and Organisation of Socio-cultural Events	6,00	This elective is not offered in the academic year 24/25
		-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 24/25
		-Psychology of Social Intervention	6,00	This elective is not offered in the academic year 24/25
		-Psychology of the Media	6,00	This elective is not offered in the academic year 24/25



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 24/25
Speech therapy psychology	30,00	Acquisition and Development of Language	6,00	This elective is not offered in the academic year 24/25
		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 24/25
		-Speech and Voice Disorders	6,00	This elective is not offered in the academic year 24/25

## Recommended knowledge

Prior knowledge is not required.

## Prerequisites

El alumno deberá cursar un mínimo de 30ECTS 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 Conocer los conceptos, teorías y modelos principales de la Psicología en el ámbito del trabajo, organizaciones y recursos humanos.
- R2 Ser capaz de diseñar planes de intervención psicológicos adecuados en los diferentes contextos del ámbito de la Psicología del trabajo, organizaciones y recursos humanos.



## 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
CE5	Identifying differences, problems and needs.			X	
CE23	Analyzing and collecting important data for intervention assessments.				X
CE24	Analyzing and interpreting assessment results.			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
CT6	Capacity to manage information (capacity to look for and analyze information coming from different types of sources)	X		
CT9	Capacity to work in team.			X
CT12	Interpersonal skills.			X



## Assessment system for the acquisition of competencies and grading system

### In-class teaching

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

### Observations

Individual assessment is written (oral assessments could be done if it is necessary). The test type can be combined with development questions (ASSESSMENT 1). Active participation is valued through the practical activities developed throughout the class teaching (ASSESSMENT 2). The student must pass the different evaluation systems separately (attendance and active participation, practices and exam).

For the granting of the Honors it will be necessary to demonstrate levels of excellence in all competencies and learning outcomes.

### Online teaching

Assessed learning outcomes	Granted percentage	Assessment method
	70,00%	Final evaluation consisting of essay questions and hypothetical scenarios.
	5,00%	Submitted tasks
	25,00%	Attendance and participation in synchronic communication activities.

### Observations

Individual assessment is written (oral assessments could be done if it is necessary). The test type can be combined with development questions (ASSESSMENT 1). Active participation is valued through the practical activities developed throughout the class teaching (ASSESSMENT 2). The



student must pass the different evaluation systems separately (attendance and active participation, practices and exam).

For the granting of the Honors it will be necessary to demonstrate levels of excellence in all competencies and learning outcomes.

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
<b>ON-CAMPUS CLASS</b> Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge. M1, M2, M6	R1, R2	35,00	1,40
<b>PRACTICAL CLASSES</b> 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, M6	R1, R2	20,00	0,80
<b>GROUP WORK EXHIBITION</b> Application of multidisciplinary knowledge. M2, M6	R1, R2	5,00	0,20
<b>TOTAL</b>		<b>60,00</b>	<b>2,40</b>



## LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
<b>GROUP WORK</b> 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 M7	R1, R2	70,00	2,80
<b>INDEPENDENT WORK</b> 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. M7	R1, R2	20,00	0,80
<b>TOTAL</b>		<b>90,00</b>	<b>3,60</b>

## ON-LINE LEARNING

### SYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Virtual session (distance learning) M11	R1, R2	35,00	1,40
Virtual practical session (distance learning) M12, M17, M19	R1, R2	25,00	1,00
<b>TOTAL</b>		<b>60,00</b>	<b>2,40</b>



## ASYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Individual work activities (distance learning) M14, M15	R1, R2	20,00	0,80
Teamwork (distance learning) M12, M17, M19	R1, R2	70,00	2,80
<b>TOTAL</b>		<b>90,00</b>	<b>3,60</b>

## Description of the contents

Description of the necessary contents to acquire the learning outcomes.

### Theoretical contents:

#### Content block

#### Contents

#### UNIT 1: THE BASIS OF CONFLICT

- Introduction: Conflict in Organizations
- Types of Conflict Resolution
- Emotional Aspects in Conflict Management
- Positive Communication in Conflict Mediation
- Evaluation in conflict management

#### UNIT 2: STRATEGIES FOR CONFLICT RESOLUTION: NEGOTIATION

- Negotiation: concept and models
- Negotiation Strategies
- Processes of influence in negotiation
- Collective bargaining

#### UNIT 3: STRATEGIES FOR CONFLICT RESOLUTION: MEDIATION

- Concept and models of mediation
- Mediation in different areas
- Principles of the mediation process
- Phases and steps of mediation
- Functions, skills and techniques of the mediator



Temporary organization of learning:

Block of content	Number of sessions	Hours
UNIT 1: THE BASIS OF CONFLICT	10,00	20,00
UNIT 2: STRATEGIES FOR CONFLICT RESOLUTION: NEGOTIATION	10,00	20,00
UNIT 3: STRATEGIES FOR CONFLICT RESOLUTION: MEDIATION	10,00	20,00

## References

### Basic bibliography

·Munduate, J., L. y Medina D., F.J. (2014). *Gestión del conflicto, negociación y mediación*. Ed. Pirámide.

·Kennedy, G., Benson, J. & MacMillan, J. (1982). *Cómo negociar con éxito*. Ed. Deusto.

·Romero, A.J. (2016). *Social Psychology of Conflict*. Gami Editorial, 4th revised and expanded edition.

### Further reading

·Casado, I.; y Prat, T (2007). *Conflict mentoring. Como afrontar y resolver los conflictos*. Ed. Bresca.

·de Manuel D., F., y Martínez-Vilanova, M.R. (2009). *Técnicas de negociación: un método práctico*. ESIC Ed..

·Fernández M., J.M. y Ortiz, M.M. (2006). *Los conflictos. Como desarrollar habilidades como mediador*. Ed. Pirámide.

·Lewicki, R. J. & Spencer, G. (1992). Conflict and negotiation in organizations: Introduction and overview. *Journal of Organizational Behavior*, 205-207.

·Married, I. & Prat, T. (2007). *Conflict mentoring. How to face and resolve conflicts*. Ed. Bresca.

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

·Robbins, P.,S. (1994). *Comportamiento Organizacional, Conceptos, Controversias y Aplicaciones*, Cap. XIII, P. 461. Edit. Prentice Hall, Sexta Edición. Comportamiento organizacional - Stephen P. Robbins - Google Libros.