

CENTER FOR INTERNATIONAL PROGRAMS & SUSTAINABILITY STUDIES

Course name: Conflict Resolution and Health Care

Course code: HHD 3070

Total contact hours: 60 hours

Note: May not be taken in conjunction with COMM 3070 Creative Conflict Resolution due to parallel contents.

COURSE DESCRIPTION

Health service delivery today encounters frequent conflicts, disputes, and other difficult situations, many of them derived from larger changes occurring in the health systems of the world. These conflicts include differences due to multiculturalism; the appropriateness and quality of care, gender issues, power disputes, providers and recipients over institutional and funding policies. Violence, its effects and costs will be part of this course, particularly under the World Health Organization (WHO) definition and perspectives about violence in the world in general, and violence in Costa Rica in particular.

This interactive, hands-on course offers a framework to integrate professional experience with functional communication and mediation skills. Students are encouraged to explore and develop their leadership into progress on matters of public health importance. Mandatory fieldwork sessions at an elementary school, clinic, nursing home, NGO, community or prison enhance this challenging experience.

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 (zero) 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 match on the same day and hour (collide in programming). Students can then opt for doing a research assignment not to lose any points.

The student can only have two absences in his/her elective course: **If the student misses more than one day of class in a specific month, HE/SHE WILL NOT RECEIVE CREDIT** for the course.

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 considered disruptive in any way 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 or the professor.
- 6) Commit plagiarism.

Electronic devices

The use of cell phones, smart phones, or other mobile communication devices is disruptive, and is therefore prohibited during class. **Students must 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 research or for session recording. Those who fail to comply with the rule must leave the classroom for the remainder of the class period.

You are not permitted to use your cell phones or lap tops in class. Subject to grade deduction. Please ask before you use them.

Special Needs: Please ask if you would like your teacher to consider any special needs.

This is a theoretical-practical course with an ultimate goal of answering the following question:

How to use conflict resolution in the healthcare field?

To answer this question, the course will achieve the following goals:

- Concepts and philosophies of the Creative Conflict Resolution (CCR) and the Alternatives to Violence Project (AVP)
- Consequences of stress (physical, emotional, psychological)
- Stress management, health care, conflicts
- Self esteem, self image, self care, self confidence, affirmation of your own.
- Violence as a global health problem of epidemic proportions

- Gender and violence
- Typology of violence (according to Johan Galtung): direct, structural, cultural (other authors)/ Nonviolence / Peace
 - Introduction to conflict management:
 - Nature of conflict, role-plays, and conflict management in health care teams, interpersonal, interdisciplinary and intercultural conflicts and in cross cultural medicine, conflicts and environmental issues, Win- Win Scheme.
 - Health Promotion and Creation of a Culture of Peace
 - Health Care Systems and Health Care Current events
 - Communication: Active listening (Positive and receptive body language, paraphrasing, legitimate and validate feelings), Nonviolent communication, Assertiveness, Human Basic Rights, “I” messages
 - Cooperative games/ noncompetitive games/ Community Building
 - Conflict transformation.
 - Restorative justice
 - Transforming Power (TP), TP mandala.
 - Transformative mediation and peer mediation

Throughout the course the following skills will be promoted (fostered):

- Ability to analyze the relation between stress, health, violence and conflicts
- Ability to come up with different ideas to prevent conflicts and deal with them
- Ability to demonstrate fairness in the cases that correspond to act as mediator

The following values and attitudes will be promoted among students:

- Teamwork and leadership
- Systemic thinking
- Logical and communicative intelligence
- Problem solving
- Learning how to learn
- Empathic and reliable negotiation

In this class also will be promoted:

- Respect
- Tolerance
- Responsibility
- Empathy

- Neutrality
- Assertive communication
- Active listening

Competencies (skills), criteria and evidences

At Veritas University competencies are reflexive and integral actions that respond to the professional profile. They also respond to the problems of the context, with suitability ideally and ethically through the integration of abilities, skills and knowledge (the know-how and the knowledge to know, in a perspective of improvement).

What follows are the discipline and core competencies, their correspondent key competencies and evidence of learning for this course.

Type of Competencies	Performance criteria (Sub-competences)	Evidence of performance
<p>Discipline</p> <p>Applies different analysis and tools to prevent conflicts and solve them in the healthcare field, according to the Creative Conflict Resolution Program (CCR) or Alternatives to Violence Project (AVP).</p>	<p>Builds an adequate environment for conflict resolution (stress management, analysis of violence and non violence, health promotion), according to needs of the specific party or group.</p>	<p>Simulation and resolution of practical cases (Use different techniques to solve the conflict (active listening, win- win scheme, transformative mediation).</p> <p>Case study (participatory workshop on regulatory frameworks and their practical application)</p> <p>Reading presentations Mindmaps</p> <p>Reports of fieldtrips</p> <p>Short researches and round tables</p>
	<p>Applies assertive and nonviolent communication in accordance with the due process of conflict resolution.</p>	<p>Resolution of practical cases</p> <p>Case study</p> <p>Reports on fieldtrips</p>
	<p>Demonstrates the ability to analyze and propose different ideas to solve the conflicts, based on the needs of the parties and looking for their welfare.</p>	<p>Simulation and resolution of conflict</p> <p>Shorts researches and round tables.</p> <p>Final project</p>

General		
Integrates the knowledge, skills and attitudes necessary to learn continuously throughout life considering the effective development in the knowledge society.	Learns to learn	Participatory workshop on regulatory frameworks and their practical application: Study case Research Presentations and round tables
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.	Communicates disciplinary thoughts orally and in writing.	Shorts Researches and Round Tables Report on every fieldtrip and its integration.
Integrate the knowledge, skills and attitudes necessary to learn the techniques of teamwork and leadership.	Works in a team and leadership.	Simulation and resolution of practical cases Short researches and round tables Final Project
Integrates the knowledge, skills and attitudes necessary to learn interpersonal communication techniques.	Connects well with others. Manage and resolve conflicts. Negotiates knowing how to inspire confidence and empathy. Speaks responsibly Deeps listening	Research Presentations Participatory workshop on regulatory frameworks and their practical application Simulation and resolution of practical cases Short researches and round tables Final Project

Contents

Theme 1: Concepts and philosophies of the Creative Conflict Resolution (CCR) and the Alternatives to Violence Project (AVP)

- a) Self-esteem, introduction to communication (active listening), cooperation (cooperative games/ non-competitive games) and Creative response to conflicts. Consequences of stress (physical, emotional, psychological)
- b) Stress management, health care, conflicts
- c) Self esteem, self image, self care, self confidence, self-affirmation

Theme 2: Analysis of the concepts of Violence and Nonviolence

- a) Violence as a global health problem of epidemic proportions
- b) Gender and violence
- c) Typology of violence (according to Johan Galtung): direct, structural, cultural (other authors)/ Nonviolence / Peace

Theme 3: Introduction to conflict management:

- a) Nature of conflict, role-plays, conflict management in health care teams, interpersonal, interdisciplinary and intercultural conflicts and in cross cultural medicine, conflicts and environmental issues, Win- Win Scheme.

Theme 4: Health Promotion and Creation of a Culture of Peace

- a) Health Care Systems and Health Care Current events
- b) Prevention as investment in health care

Theme 5: Introduction to mediation

- a) Definition
- b) Characteristics of a mediation (What does a mediator do or do not do)
- c) Concept of neutrality
- d) Understand the importance of communication, cooperation and validation of feelings between the parties: in order to be able to successfully carry out the mediation process.
- e) Study and understand the process of transformative mediation.
- f) Transformative mediation as a process of conflict conciliation
- g) Regulations of the mediation process.
- h) Analysis of the Neutrality Concept and its importance within the Mediation process
- i) Case studies and practices

Theme 6: Transforming Power (TP): Philosophy of AVP

- a) Concepts
- a) Help along the way
- b) Guides to TP
- c) TP mandala.

Theme 7: Conflict Resolution

- a) Communication: Non-violent communication, assertiveness, human basic rights, "I" messages
- b) Community Building.

Theme 8: Conflict transformation and restorative justice.

- a) Concepts and origins.

Theme 9: Conclusions and future outlooks

- a) Comparison of cases and integration of knowledge.
- b) Ideas, proposals for solutions and applications of the studied topics.
- c) Reflections and future challenges.

Methodology

This course implements the Alternatives Violence Project to study the Conflict Resolution in the Healthcare field. Students will learn methodology to process, prevent, deal with, analyze and propose practical solutions to conflicts. Therefore, they'll be able to transform violence through the process mentioned before.

The experience-based learning of this program focuses on participatory and dynamic activities which integrate reasoning, feeling and doing. It focuses on providing students with situations that they can or will encounter in their professional lives and careers, thus enhancing experience and creative and critical thinking. The learning process is complemented with research, document reading, student presentations, round tables, mind-mapping, field trips, written reports, case studies and discussions. It also encourages learning through student interaction with fictional and real life scenarios, problem identification, and proposals for problem solving with an aim to detect opportunities for learning and self-development. Theory will be considered and analyzed in relation to different contexts. This will provide the background for the identification of problems, analysis and discussion.

Teacher's role 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 bias awareness, communication, understanding, mediation and negotiation skills, through participatory workshops to solve problems and practical cases.

Learning strategies

The following learning strategies will be developed:

- **Group Work and Workshops:** involving role play, will promote shared spaces in which students, working as a team, will develop their oral and written communication skills, will learn how to synthesize, develop leadership, listening and relating well with others when dealing with sustainability issues.
- **Simulation and resolution of cases:** will allow the student to put into practice the whole theory of the conflict resolution and conciliation process and managing to have the experience of how to resolve conflicts as mediator or negotiator.
- **Case study:** learning through case studies helps students in three essential aspects: knowledge management, reflective practices, and the ability to adapt to change. Knowledge management goal is making the student learn by him/herself; this implies the awareness of assimilation, reflection, and internalization of knowledge so the student can finally value and deepen from a personal choice.
- **Presentations:** Individual and group presentations will provide opportunities to communicate orally and iconically, share the reflection process of a reading, the results of researches (healthcare systems and health care current events), and demonstrate the appropriation of topics of interest. This will also be the base to have information enough to compare healthcare systems in different countries, main challenges, healthcare topics, conflicts in general, proposals.

- **Mind mapping:** will be used to clarify the interrelationships between topics in the chosen reading. The student should look for possible areas in which improvements intervention and changes of mental models could be made. Mental maps exercise the development of abstract thinking and the capacity for communication and graphic representation.

- **Round table:** to promote oral expression and research about different themes.

- **Reports on each fieldtrips:** students will exercise critical thinking, oral and written expression through reports and in- class discussions about the different fieldtrips and their relation to the topics of the class.

- **Presentation of results (final project):** Individual or group presentations of the results of analysis and research of a topic of interest will develop in students the ability to communicate orally and graphically to demonstrate knowledge assimilated through the course.

Educational or didactic resources

In order to guarantee good learning, the following resources are available: an updated bibliographic database, multimedia equipment that students can use for their individual presentations; whiteboards and other school equipment for weekly sessions, and finally, readings provided by the educator. All of these complement the suggested projects and provide the students with higher possibilities of acquiring knowledge. Most of the lessons will take place in the classroom.

During independent work periods students will be able to attend the institution.

A campus library, study rooms, and computer labs are available for all students' independent work time. Free Wi-Fi connection for students, educators, and staff is provided on campus, which gives students the possibility to work not only in the library or computer labs, but also around campus.

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.

RUBRIC ¹	%
1. Simulation and resolution of two practical cases (1 st -15%, 2 nd - 5%).	20%
2. Short researches and round tables Present a short research about a <i>Health Care System</i> and a relevant <i>Health Care Current Event</i> (10%). Participate in a round table (5%) and submit on Canvas a report of the discussion process (5%)	20%
3. Case study: facilitation process in an elementary school	10%
4. Write a paper on each fieldtrip (4 or 5).	15%
5. Mind- mapping (mindmap) and reading presentation Create a mind map based on a reading (5%), present the information in a creative and participative way 7% (includes sharing a stress management /self care activity before presenting it: 3%)	15%
6. Final Project First advance: 5% (class # 16), Oral presentation: 5% and delivery of the final product 10% (either class # 22 or # 23).	20%
TOTAL	100%

1. RUBRIC TO EVALUATE THE SIMULATION AND RESOLUTION OF PRACTICAL CASES (20%)

The case method promotes in students three basic aspects: knowledge management, reflective practice and adaptation to changes. Knowledge management helps students to acquire the strategies and techniques that will 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.

Student should successfully solve two cases using different conflict resolution techniques and processes, such as:

1. Active listening,
2. Six steps for conflict resolution
3. Win – Win scheme
4. Theater for change, theater of the oppressed
5. Transforming Power mandala
 - a. Guides to TP,
 - b. Help along the way
6. Transformative and Peer Mediation

Two study cases will be evaluated:

¹**All assignments should be submitted on “Canvas” without any exception (otherwise they won’t be graded). It is the student’s responsibility to upload the assignments on the corresponding date according to the schedule, verify that it was correctly uploaded and keep a security copy of all her/ his assignments.*

The resolution of practical case # 1 is valued as **15%** of final grade and includes techniques 1 to 4. In order to practice the six steps for conflict resolution and also think on possible applications of the different techniques that will be practiced in class, the student is required to consider the conflict related to health issues that will analyzed in class, or come with a new one and submit a report on Canvas.

Guideline for the Resolution of Case #1:

I. Define the conflict in terms of the needs of both parties

1. Choose a title that represents the main topic.
2. Explain: Who are the parties?
3. What is the scenario- situation? (Describe in detail: what happened?, -the possible and more recent causes and consequences).
4. Why is that a conflict?
5. What are its characteristics?
6. What kind of conflict is it (resources, needs, values) and why?

II. Rethink the conflict to include the needs of both parties

7. Parties expectations/
8. Parties needs.

III. Think of possible solutions

9. Brainstorm of at least 5 possible solutions for this case (it does not matter how logical, positive, they are).
10. Think and describe at least 4 possible techniques that both parties can use to solve the conflict.

IV. Evaluate the solutions

11. Make a comment on the pros and cons of each possible solution.

V. Decide which solution is the most acceptable for everyone

12. Choose the 2 or 3 best solutions for both parties and explain the reason why they were chosen?

VI. Later, at the agreed time, evaluate if the solution works

13. Explain what kind of follow-up can the parties give to the conflict.
14. Submit the resolution on Canvas and also present it in class.

Those aspects will be evaluated by the following rubric:

Indicator	Excellent 4	Noticeable 3	Good 2	Insufficient 1	Observations
<i>Understanding of the conflict in depth and in terms of both parties needs</i>	The st. understands the conflict in depth (includes all the required	Understand the conflict but not in depth or has information gaps (it only includes	Partially understands the conflict (it only includes 3 or 2 points of	Does not understand the conflict (only includes 1	

Indicator	Excellent 4	Noticeable 3	Good 2	Insufficient 1	Observations
<i>(Part I and II: points 1 to 6 of the guideline above)</i>	information in points 1 to 6, in a correct way).	5 or 4 points of the required information, or the information included is not correctly related to the points).	the required information, or the information in 2 or 3 points is wrong).	point required, or does not include any piece of the required information, or the information included is incorrect in several ways).	
<i>Procedure and application of tools (Part III: points 7 and 8, guideline above)</i>	The st follows the procedure correctly and apply the tools (according to points 5 and 6: “fan of solutions”, (manages to solve the conflict, formulating at least 5 possible solutions and 4 techniques).	Fail to follow some aspects of procedure and / or application of tools (manages to solve the conflict, formulating at least 4 possible solutions or 3 techniques).	Has significant failures in the follow-up of the procedure and / or the application of tools (formulates 3 possible solutions or 2 techniques).	Fail to follow all aspects of procedure and / or application of tools (only describe 2 or less possible solution or 1 technique or they do not correspond to the case).	
<i>Resolution of conflict (Parts IV- VI: point 9- 11)</i>	The st makes a comment on the pros and cons of each one of the 4 possible solutions (manages to solve the conflict, formulating at least 8 or 7 comments in total).	Make a comment on the pros and cons on 3 of the possible solutions (formulates 6 or 5 comments in total).	Make a comment on the pros and cons on 2 of the possible solutions (formulates 4- 3 comments in total).	Make a comment on the pros and cons on 1 of the possible solutions (formulates 2-1 comments in total).	
<i>Format and content of the report (point 12)</i>	The st. submits a written report punctually and according to the format established for there solution of the case.	It presents a written report 1- 12 hours late, or with flaws in the established format, but includes the resolutions of the case.	Presents a written report 12- 24 hours late, or with flaws in the established format and includes some resolutions of the case.	Presents a written report more than one day later, or with multiple and important flaws in the established format and includes very few case	

Indicator	Excellent 4	Noticeable 3	Good 2	Insufficient 1	Observations
				resolutions or none.	
Presentation aspects (point 12).	The written report has ordered ideas, is clean, understandable, with no grammatical or spelling mistakes.	The written report has at least 3 of the following: ordered ideas, is clean, understandable, with no grammatical or spelling mistakes	The written report has at least 3 of the following: ordered ideas, is clean, understandable, with no grammatical or spelling mistakes	The written report has only one or none of the following: ordered ideas, is clean, understandable, with no grammatical or spelling mistakes	

The resolution of practical case # 2: it is a **5%** and should be based in techniques **5 and 6 (transforming power and mediation)**. This will be based on the guideline for mediation that the professor will give you and will be evaluated by the following rubric:

Indicator	Excellent 4	Noticeable 3	Good 2	Insufficient 1	Observations
Understanding of the conflict in depth and in terms of both parties needs (according to the guideline for mediation)	Understands the conflict in depth (includes all the required information in a correct way).	Understand the conflict but not in depth or has information gaps (does not include 1 aspect of the required steps or 1 is not correct).	It partially understands the conflict (does not include 2 aspect of the required steps or two are not correct).	Does not understand the conflict partially understands the conflict (does not include 3 or more aspects of the required steps or two or more are not correct).	
Procedure and application of tools (according to the guideline for mediation) for the resolution of the conflict	The st follows the procedure correctly and applies all the tools and steps for mediation.	The st fail to follow 1 or 2 aspect or procedure and / or application of tools for mediation	The st has significant failures in the follow-up of the procedure and / or the application of tools for mediation (fail to follow 3 or 4).	Presents multiple major flaws in the procedure and / or application of tools (fail to follow 5 or more aspects).	

Indicator	Excellent 4	Noticeable 3	Good 2	Insufficient 1	Observations
Format and content of the report	Submits a written report punctually and according to the format established for the resolution of the case.	Presents a written report 1-12 hours late, or with slight flaws in the established format and includes the resolutions of the case.	Presents a written report 12-24 hours late, or with some serious flaws in the established format and includes at least some resolutions of the case.	Presents a written report more than one day later, or with multiple and important flaws in the established format and includes very few case resolutions or none.	
Presentation 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.	

2. RUBRIC TO EVALUATE THE SHORT RESEARCHES PRESENTATIONS AND ROUND TABLES (20 %):

Every student or pair of students will prepare a short research about a *Health Care System* and a *Health Care current event* about a country they select and will present the information. This will provide a base to compare their characteristics, challenges, main conflicts, proposals, produce ideas and points of view that either agree or disagree, in order to generate new learning. It will also help the student to better understand the relation between culture, economy, politics, and society, human relations, with conflicts, illnesses, mental issues, welfare, and healthcare. This process will be the input to participate in one or two round tables and make a report of it, where the student will:

- Ⓢ Integrate and analyze the new knowledge
- Ⓢ Consider peer feedback and questions
- Ⓢ Promote reflections and respectful and argued discussions and conclusion

a) Rubric to evaluate the short researches for the round tables (10%)

Aspects to include in your researches and presentations

Health care system:

1. Reason why you choose that country.
2. Position in the World Health Organization's Ranking of the World's Health Systems

3. Characteristics of the country: population, location, economy, culture and aspects that can be related with health/ conflicts, for example, stress, risk behaviors or positive things about prevention, investment in Health Care, quality of life...
4. Statistics or important information about pregnancy, births, life expectancy, deaths, gender, and so on.
5. Issues that have affected population lately, for example: earthquakes, malaria, dengue, or main problems that the country is facing
6. Main challenges in health care/ conflict resolution fields.
7. Relevant or extra information that you want to share

Health care current event:

This is a short research on a health care current event (eg. zika, dengue fever, autism and vaccines, pharmaceutical industries, diabetes, human rights, homelessness, food waste, environment, violence, gangs, agrochemicals, anxiety, trends about bleaching the skin, practices to transform the body that can be dangerous...). You can include:

1. Introduction: which includes the main theme, the focus, the main objectives, and a central research question.
2. Characteristics, important information, interesting facts.
3. A reflection on what specific conflicts/ problems/ challenges you may encounter on your future career (or on a personal level).

**** You will have 15 minutes for your presentation, but if you are working in pairs, you will have 30 minutes.**

Indicator	Excellent 4	Noticeable 3	Good 2	Insufficient 1	Observations
1. The research and presentation about the health care system responds to points 1 to 7, described above (page 13 of the syllabus).					
2. The research and presentation about the health care current event responds to points 1 and 3, described above (page 13 of the syllabus).					
3. Preparation of the assigned topic with at least 3 reliable and respectable sources of information in the medium (scientific journals, prestigious institutions, others)					
4. It has a organized and APA format bibliography, references in the main text relate to the bibliography, the sources are diverse and relevant to the theme and discussion. At least 10 sources must be referenced in the					

Indicator	Excellent 4	Noticeable 3	Good 2	Insufficient 1	Observations
bibliography					
5. Depth and novelty of the contents presented.					
6. The presentation it is well structured and the main discussion points are clearly outlined and presented.					
7. The presentation contains development of personal reflections, a clear discussion of the main problematic and key issues, it demonstrates critical thinking, it is coherent and shows conviction in adding at least two original and relevant ideas to the discussion.					
8. The discussion points and related examples are presented in a clear and logical order. The student's ideas are interesting and easy to follow.					
9. The conclusion is clear and is related to the overall discussion and findings in the main body of the essay.					
10. Presentation of the written work to the teacher with the citations, sources and questions requested.					
11. Every student provides their classmates with a handout that briefly explains the topic and subtopics of the round table.					
12. It is presented to the class in a 15 minute time slot (individual presentation or 30 when is in pairs), respects the time slot exactly, is clear and interesting, stimulates discussion, and is handed-in in a pdf or power point format.					
Total:					

b) Rubric to evaluate the round tables process (10%)

A round table dedicates to promote oral expression and investigation about different themes. To run a round table, each group must be assigned a topic. The idea is that every student or pair prepares a research about a Health Care System and a Health Care Event that affects. Every person will investigate as much information as possible about the assigned topic and also prepare some written information and short lectures to make sure the topic and subtopics are clear for the audience.

The members of the group must choose a moderator. The moderator begins the round table discussion, informs the class about the topic, introduces the members of the round table group to the class, indicates when each member of the round table will intervene; asks previously planned questions, and takes notes that might work as conclusions. The moderator must be emotionally strong, must be unbiased, and must keep the group united. The moderator usually sits in the middle of the group to keep members focused and keep watch of how people work their goals. Ideally, a round table should last no longer than 60 minutes – 45 minutes to discuss the topics and 15 minutes to draw conclusions.

After the presentation of researches described above, students will participate in a round table. They will sit in front of the rest of the class in forming a round table panel. In this process, they will have the opportunity to discuss, compare and integrate some ideas of the new information (5%). It will produce ideas and points of view that either agree or disagree in order to generate new learning. The group will also generate conclusions and a closure to the discussion. The students must provide evidence of their research through the composition of a **written document** that contains at least 3 dependable and reliable references. The document should also include the questions used to generate discussions that will be used in the round table. Students must also provide their classmates with a **handout** that briefly explains the topic and subtopics of the round table.

On the other hand, when the student is part of the audience (that means the day that she/he does not presented), must write a report about the discussion process and submit it on Canvas (5%):

1. A summary of the presentations (at least 3 characteristics of every health care system and 3 ideas of every health care current event).
2. Interesting questions or ideas that the group discussed,
3. A list of conclusions about the new knowledge that she/ he had, for example: comparisons between health care systems, strengths and weaknesses, challenges.
4. A short reflection: questions, possible applications of the information that your classmates share, problems that require solutions, important information that she/he knows and wants to add, etc.

Indicator	Excellent 4	Noticeable 3	Good 2	Insufficient 1	Observations
1. Depth and novelty of the contents in the round table.					
2. Preparation of generating questions/ ideas/ information for the discussion in the round table: generate wealth in the discussion.					
3. The student generates the pertinent summaries/ conclusions.					
4. Submission of the report on canvas on time.					

Indicator	Excellent 4	Noticeable 3	Good 2	Insufficient 1	Observations
5. The report on Canvas has the 4 aspects described above (page 16 of the syllabus).					
Total:					

3. RUBRIC TO EVALUATE THE CASE STUDY (10%)

The case study method promotes the learning of three basic aspects: the management of knowledge, reflective practice and contemplation and design of solutions. One case study will be explored and evaluated. The case study for this class consists in providing a series of descriptions of concrete situations that children should face in a social, cultural and environmental vulnerable area of a low income community in Costa Rica (it usually takes place in an elementary school called Linda Vista, Río Azul, San José). The major issues will be highlighted and illustrated with clear examples from the case study or similar cases. Major indicators and data will be extracted and discussed for its relevance and meaning. Solutions will be discussed and suggested.

In small groups (3 or 4 people) the students should identify a problem or a need that those children have, after that, they should come up with a participative proposal of intervention (facilitation process), based on experiences, similar cases, reading the material of the RCC program, and discussion outcomes. This allows the participants to pose divergent problems in principle, followed by generating proposals of topics and design a facilitation process to work with this population directly (planning an agenda, prepare written materials, apply a workshop using the Creative Conflict Resolution methodology). The case study will be evaluated through the following criteria:

Indicator	Excellent 4	Noticeable 3	Good 2	Insufficient 1	Observations
Organization					
1. Commitment in analyzing the case: identifying needs and the main characteristics of the place (name, location, population it receives, problems or main challenges, topics of interest).					
2. Commitment in organizing with group and structuring and organizing group activities and objectives.					
3. Division or responsibilities during the workshop and a written summary of plan, roles, tasks, time.					
4. Work with your group to incorporate and respect all of the objectives and desires of the team members.					

Indicator	Excellent 4	Noticeable 3	Good 2	Insufficient 1	Observations
5. Preparation of materials for the intervention					
6. Report of the activity. To include: Plan, main objectives, activities and the groups agreements of point 3.					
<i>Intervention (during the workshop)</i>					
7. Organization of the team during the activities to reach the objectives set					
8. Collaboration among group members (to do the activities or solve any unexpected situation during the workshop)					
<i>After the workshop</i>					
9. Report of the activity. To include: Plan, main objectives and outcomes, process, tables illustrating indicators, reflections and conclusions of the activity, self evaluation and coevaluation (quantitative and qualitative).					
Total:					

4. RUBRIC TO EVALUATE THE VISITS AND REPORTS ON EACH FIELDTRIP (15%):

We will have three mandatory fieldtrips: elementary school, clinic and geriatric residence and there is one or two more places to choose between: a rehabilitation center for drugs addiction, a minimum security prison, a homeless shelter, an orphanage or a NGO). The visits and reports will be based on the criteria described below:

Indicator	Excellent 4	Noticeable 3	Good 2	Insufficient 1	Observations
<i>Attendance</i>					
1. Arriving on time and respecting the needs and of the organization, the person in charge of our visit, the population served by the institution, your professor and classmates					
2. Commitment in the visit (respect, follow the rules of the place, pay attention to the person who is in charge of our visit)					

Indicator	Excellent 4	Noticeable 3	Good 2	Insufficient 1	Observations
3. Work with your group to incorporate and respect all of the objectives and desires of the team members.					
Report (written part)					
1. Description of the main characteristics of the place (name, location, population it serves, problems or main challenges)					
2. Objectives of the site visit					
3. Justification of relevance in relation to the course themes					
4. Reflections and conclusions (at least 6 ideas, questions, comments regarding on different readings, discussions or activities done in class (trees of violence, trees of nonviolence, rules, health care systems and so on).					
Total:					

**5. RUBRIC TO EVALUATE THE READING PRESENTATION AND MINDMAP
(15%)**

a) Rubric for the presentation

The different activities you do before or during your presentation represent a 20% of your final grade. Every student will do a presentation of a reading (valued as 10%) and will create a mindmap with its main topics/ aspects (10%).

Indicator	Excellent 4	Noticeable 3	Good 2	Insufficient 1	Observations
1. The student explains, practices and reflects (impressions, thoughts, feelings), with his/her classmates a stress management/self care activity.					
2. The presentation is well structured and the main discussion points are clearly outlined and presented: the main themes of the reading mentioned, mastered and deepen in a clear way.					
3. The discussion points and related examples are presented in a clear and logical					

Indicator	Excellent 4	Noticeable 3	Good 2	Insufficient 1	Observations
order. The student's ideas are interesting and easy to follow.					
4. Includes different creative techniques or resources (questions, videos, case studies, etc).					
5. Encourages participation: Preparation of generating questions/ ideas/ information for the discussion: generate wealth in the discussion.					
6. Generates pertinent summaries / conclusions.					
Total:					

b) Rubric for the mindmap

It will be based on the reading you chose for your present. Canvas will be enabled throughout the semester because all students should upload their mindmap before or the same day they are presenting. In this sense, at the end of the course, each student will have different creative "summaries" of all readings presented.

Creating a mind map is an evidence of performance that integrates the required knowledge, skills, and abilities to learn continuously and to generate information. It develops competencies related to writing communication, critical thinking, idea association, and responsible, relevant, and timely participation (if you have any questions about how to make mental maps, their advantages, objectives you can watch two videos in Canvas).

The mind map is worth 10% and will be scored based on the following rubric.

Indicator	Excellent 5	Noticeable 4	Good 3	Insufficient 2	Observations
1. Use clear and representative images of the concept that is intended to manifest.					
2. Start from the center of the sheet, placing the central idea, developed outward in a radiating manner.					
3. The central idea is represented with a clear and powerful image that synthesizes the general theme of the map.					
4. By means of branches and arrows the idea or central theme is linked with related ideas or sub-themes.					

Indicator	Excellent 5	Noticeable 4	Good 3	Insufficient 2	Observations
5. The themes and sub-themes are articulated and ranked according to the clockwise direction.					
6. Use the space on the sheet to accommodate ideas and subtopics in a balanced way.					
7. Underline the keywords, enclosing them in a circle of color to reinforce the structure of the map.					
8. Use color to differentiate themes, their associations or to highlight some content.					
9. Use arrows, icons or any visual element to differentiate and make the relationship between ideas clearer.					
10. Organize and represent the information of the delivered document in an orderly manner. Author's name, course, level.					
11. Design quality: attractive map without spelling errors, cleanly					
12. Punctual submission on Canvas					
Total:					

6. RUBRIC TO EVALUATE THE PRESENTATION OF RESULTS- FINAL PROJECT

This is a way to summarize, expand your knowledge of several course contents. You will select a research project, case study or an activity, such as writing a booklet, art or drama presentation on a theme of your choice, for example: stress management. You can also use some techniques such as a collage, an album, a poster, a video, a blog, a learning path, an essay, a prezi or power point presentation, a portfolio, a version of ANAAM, to include your knowledge and reflections about those topics.

This project has different purposes:

- a) To know: what did you reflected with what you learned during the class or during your experiences in Costa Rica
- b) To know different points of view- future applications on what we discussed.
- c) To integrate different concepts, theories, things that you learned.
- d) To have a closing of this class/ program/ experience.

Indicator	Excellent 4	Noticeable 3	Good 2	Insufficient 1	Observations
<i>First advance (5%)</i>					
1. Choose a clear and representative concept of the course					
2. Presents clear and coherent general and specific objectives: they describe what the student wants to achieve					
3. The objectives are related to the purposes of the project					
4. The justification clarify the relationship of the subject with the course contents (is a well-argued justification)					
5. The technique or methodology choose is coherent with the objectives of the project					
<i>Oral part (5%)</i>					
6. The student explains in a clear and deep way the topic and its relation with the course					
7. Explains in a clear way the objectives of the project					
8. Justifies in a clear way what was she/ he looking for with the project					
9. Uses the available time to express ideas in a balanced way					
10. Uses innovative ways or different techniques for the presentation (avoiding the power point presentation).					
11. Answer questions in an empowered way					
<i>Presentation (10%)</i>					
12. The central idea of the project is represented with a clear technique that synthesizes the general theme					
13. The idea or central theme is linked with related ideas or sub-themes.					
14. The themes and sub-themes are articulated and ranked					
15. Organize and represent the information of the delivered document/ project in an orderly manner.					

Indicator	Excellent 4	Noticeable 3	Good 2	Insufficient 1	Observations
16. Design quality: attractive without spelling errors, cleanly					
Total:					

Chronogram

Week	Competency	Content	Teaching strategies
1.	<ul style="list-style-type: none"> • Integrates the knowledge, skills and attitudes necessary to learn continuously throughout life considering the effective development in the knowledge society. ○ Builds an adequate environment for conflict resolution (stress management, analysis of violence and non violence, health promotion), according to needs of the specific group. 	<p>Theme 1: Concepts and philosophies of the Creative Conflict Resolution (CCR) and the Alternatives to Violence Project (AVP)</p> <ul style="list-style-type: none"> • Workshop Self-esteem, introduction to communication (active listening), cooperation (cooperative games/ non-competitive games) and Creative response to conflicts. Consequences of stress (physical, emotional, psychological) • Stress management, health care, conflicts • Self esteem, self image, self care, self confidence, self-affirmation. <p>Theme 2: Analysis of the concepts of Violence and Nonviolence</p> <ul style="list-style-type: none"> • Typology of violence (according to Johan Galtung): direct, structural, cultural (other authors)/ Nonviolence / Peace. 	<ul style="list-style-type: none"> • Introduction to the course, assignments, tools, methods and expectations. • Group work and discussion / Defining core concepts.
2.		<p>Theme 2: Analysis of the concepts of Violence and Nonviolence</p> <ul style="list-style-type: none"> • Violence as a global health problem of epidemic proportions • Gender and violence 	<ul style="list-style-type: none"> • Group work and discussions / Defining core concepts. • Presentation of readings/ mindmaps.

3.	<ul style="list-style-type: none"> • Applies different analysis and tools to prevent conflicts and solve them in the healthcare field, according to the Creative Conflict Resolution Program (CCR) or Alternatives to Violence Project (AVP). 	<p>Theme 3: Introduction to conflict management:</p> <ul style="list-style-type: none"> • Nature of conflict, role-plays, conflict management in health care teams, interpersonal, interdisciplinary and intercultural conflicts and in cross cultural medicine, conflicts and environmental issues, Win- Win Scheme. 	<ul style="list-style-type: none"> • Presentation of reading/ mindmap. • Group work and discussions / Practices/ role- plays. • Simulation and resolution of practical case.
4.	<ul style="list-style-type: none"> ○ Builds an adequate environment for conflict resolution (stress management, analysis of violence and non violence, health promotion), according to needs of the specific group. 	<p>Theme 4: Health Promotion and Creation of a Culture of Peace</p> <ul style="list-style-type: none"> • Health Care Systems and Health Care Current events • Prevention as investment in health care. 	<ul style="list-style-type: none"> • Presentation of reading/ mindmap. • Group work and discussions. • Research Presentations and round tables. • Participatory workshop on regulatory frameworks and their practical application: Case study (facilitation process). • Report on fieldtrips. Discussion on the experiences.
5.	<ul style="list-style-type: none"> ○ Demonstrates the ability to analyze and propose different ideas to solve the conflicts, based on the needs of the parties and looking for their welfare. 		
6.	<ul style="list-style-type: none"> • 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. ○ Communicates disciplinary thoughts orally and in writing. • Integrate the knowledge, skills and attitudes necessary to learn the techniques of teamwork and leadership. ○ Works in a team and leadership. 		
7.	<ul style="list-style-type: none"> • Integrates the knowledge, skills and attitudes necessary to learn interpersonal communication 	<p>Theme 5: Introduction to mediation</p> <ul style="list-style-type: none"> • Definition 	<ul style="list-style-type: none"> • Group work and discussions / Defining core concepts.

	<p>techniques.</p> <ul style="list-style-type: none"> ○ Connects well with others. ○ Manage and resolve conflicts. ○ Negotiates knowing how to inspire confidence and empathy. ○ Speaks responsibly ○ Deeps listening. 	<ul style="list-style-type: none"> • Characteristics of a mediation (What does a mediator do or do not do) • Concept of neutrality • Understand the importance of communication, cooperation and validation of feelings between the parties: in order to be able to successfully carry out the mediation process. • Study and understand the process of transformative mediation. • Transformative mediation as a process of conflict conciliation • Regulations of the mediation process. • Analysis of the Neutrality Concept and its importance within the Mediation process • Case studies and practices 	<ul style="list-style-type: none"> • Presentation of readings/ mindmaps. • Simulation and resolution of practical case.
8.	<ul style="list-style-type: none"> • Applies different analysis and tools to prevent conflicts and solve them in the healthcare field, according to the Creative Conflict Resolution Program (CCR) or Alternatives to Violence Project (AVP). ○ Builds an adequate environment for conflict resolution (stress management, analysis of violence and non violence, health promotion), according to needs of the specific party or group. 	<p>Theme 6: Transforming Power (TP): Philosophy of AVP</p> <ul style="list-style-type: none"> • Concepts • Help along the way • Guides to TP • TP mandala. 	<ul style="list-style-type: none"> • Group work and discussions / Defining core concepts. • Presentation of readings/ mindmaps. • Presentation of the first advance of the final project. Group discussion on it.
9.	<ul style="list-style-type: none"> ○ Applies assertive and nonviolent communication in accordance with the due process of conflict 	<p>Theme 7: Conflict Resolution</p> <ul style="list-style-type: none"> • Communication: Non-violent communication, assertiveness, human basic rights, "I" messages • Community Building. 	<ul style="list-style-type: none"> • Report on fieldtrip. Discussion on the experiences.
10.		<p>Theme 8: Conflict and transformation and restorative justice.</p>	<ul style="list-style-type: none"> • Group work and discussions / Defining core concepts.

	<p>resolution.</p> <ul style="list-style-type: none"> ○ Demonstrates the ability to analyze and propose different ideas to solve the conflicts, based on the needs of the parties and looking for their welfare. 	<ul style="list-style-type: none"> • Concepts and origins. 	<ul style="list-style-type: none"> • Presentation of readings/ mindmaps. • Report on fieldtrip. Discussion on the experiences.
11.	<ul style="list-style-type: none"> • Integrates the knowledge, skills and attitudes necessary to learn continuously throughout life considering the effective development in the knowledge society. ○ Learns to learn. 	<p>Theme 9: Conclusions and future outlooks</p> <ul style="list-style-type: none"> • Comparison of cases and integration of knowledge. • Ideas, proposals for solutions and applications of the studied topics. • Reflections and future challenges. <p>Final presentations and evaluations.</p>	<ul style="list-style-type: none"> • Discussion of final conclusions and reflections. • Presentation of the final project.
12.	<ul style="list-style-type: none"> • 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. ○ Communicates disciplinary thoughts orally and in writing. 		

The above is the first draft of the class content order. Class order subject to change. Students will be advised. Please look on the CANVAS shared platform for the final version of the course content order and updated versions of some of the main/compulsory reading texts.

Bibliography

Readings' guide (subject to some changes, according to students majors and interests).

You will find all the readings on the student portal and will be shared at the beginning of term. You will not be expected to buy any books for this course.

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- Prutzman, P. & Cochran, K. (s.f). *The friendly classroom for a small planet. A handbook on Creative Approaches Creative Response to Conflict*. Produced through a generous grant from Jams Foundation. 208 pages.
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- World Health Organization (2010). *Violence prevention and V against W: a global Health problem of epidemic proportions*.
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Complementary readings

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- Agger, I. (2007). *Reducing Trauma During Ethno-Political Conflict: A Personal Account of Psycho-social Work under War Conditions in Bosnia*. In Christie, D. J., Wagner, R. V., & Winter, D. A. (Eds.). (2001). *Peace, Conflict,*
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General remarks

The student must conform to the provisions of the Veritas University “Reglamento de Régimen Estudiantil”, (Student Regime Regulations). The rulebook is available for downloading. To consult it you must go to the Student Self-Management Portal at the following address: <http://autogestion.veritas.cr/> and download it.
