CURRICULUM

DEPARTMENT OF EDUCATION AND SOCIAL WELLBEING
STATE DEPARTMENT OF EDUCATION (SEBS-ISEP)
DEPARTMENT OF HIGHER EDUCATION AND RESEARCH

CENTRO DE ENSEÑANZA TÉCNICA Y SUPERIOR
Name of the Institution

Master Degree in Education with specialization in Organizational Development
Name of the curriculum

Code: **MEDO 07**

From January 2008	Bachelor's degree
Valid	Enrollment requirement

Code	Course name	CH	IH	WH	Credits
	Common Core	**216**	**504**	**720**	**45**
CS 519	Education for the XII century	24	56	80	5
CS 520	Curriculum and Instructional Development	24	56	80	5
CS 521	Learning Facilitation	24	56	80	5
CS 522	Learning through Technology	24	56	80	5
CS 523	Learning Assessment	24	56	80	5
CS 524	Educational Investigation	24	56	80	5
CS 525	Educational Psychology	24	56	80	5
CS 526	Educational Administration	24	56	80	5
CS 527	General Education	24	56	80	5
	Elective	**144**	**240**	**384**	**24**
	Elective I	36	60	96	6
	Elective II	36	60	96	6
	Elective III	36	60	96	6
	Elective IV	36	60	96	6
	Final Course	**36**	**60**	**96**	**6**
CS 505	Integrative seminar	36	60	96	6
	Total	**396**	**804**	**1200**	**75**

Mexicali, Baja California, October 23rd 2007.

CETYS SYSTEM PRESIDENT

CETYS UNIVERSIDAD SYSTEM
DEAN OF EDUCATION

Enrique C. Blancas de la Cruz

Ángel Montañez Aguilar

THE DIRECTOR OF HIGHER EDUCATION
AND RESEARCH
STATE DEPARTMENT OF EDUCATION
SEBS-ISEP

Esther Vaca Jiménez

ELECTIVE

The student can take 4 of the following courses:

RI 502	Stress and Life Quality at Work
RI 503	Motivation and Productivity
RI 505	Human Resources Administration
RI 510	Organizational Development
RI 519	Human Communication Theory
RI 520	Organizational Behavior, Theory and Design
AD 503	High Administration
CS 506	Ethics and Values in the Professional Field

ELECTIVE

Course name:	Course ID:
Stress and Life Quality at Work.	RI 502

Placement in the curricular map:
Elective

Course Characteristics
Stress is a daily phenomenon in adaptation disorder, in life in general, as well as in a specific area. It is estimated that two thirds of all diseases are related to stress. Stress is a process in which biological, sociological and psychological variables interact, giving place to a big number of emotional and physical disorder. During the course the main topics about stress are checked from a theoretical and practical perspective. Among others, personality, stress and health, stress psychobiology, stress and emotional, sexual and cardiovascular disorder. Stress, couples and family. Work stress and the *burn out* syndrome. Preventive and intervention strategies in stress. Work with risk population.

General Learning Objectives:
By the end of the course students will:
• Know stress context and repercussions as part of work life nowadays, and comprehend the process that stabilizes that disorder in the human system.   • Know and understand the main causes for stress in the organizations and its repercussions in motivation and productivity.   • Do research about stress levels diagnosis and how it affects the output of the organizations.   • Understand the role of organizational communication as a tool to facilitate stress reduction   • Have identified the main opportunity areas to work for regulating the risk groups   • Make this according to a process structure, to study the stress cause and effect   • Know the main tendencies practiced nowadays to maintain under control the vulnerability in the corporative life by stress.

Thematic Content

Unit topics and subtopics	Hours
1. General concepts. 1.1 Introduction to stress concept. 1.2 Physical and behavioral repercussions 1.3 Why is it found in industries?	**4**
2. Therapeutic industry fundaments 2.1 Therapy social structure. 2.2 The therapeutic administration and pacification 2.3 Conflict concept. Descendent and lateral.	**12**
3. Solutions diagnostic and design. 3.1 Diagnostic . 3.2 Conflict and stress solutions. Pacification strategies.	**12**
4. Current tendencies. 4.1 What's done in big corporations in regards of this. 4.2 How to manage stress, being a changing agent. 4.3 Main recommendations to facilitate the stress regulation process.	**4**
5. Life quality. 5.1 The importance of conflict administration and life quality at work 5.2 Life quality at work and social structures. 5.3 Motivation and life quality. 5.4 The effects of a non-technical training in productivity and life quality	**4**

Learning Activities

- **Class activities:**
  - Presentation of the topic by the instructor.
  - Case discussion.
  - Invited lecturer.
  - Final work presentation by students.

- **Independent Activities for students:**
  - Readings.
  - Homework.
  - Exercises and activities.
  - Investigation work.

Assessment procedures and criteria:
- Exam
- Homework and investigation work
- Final project investigation.
- Participation

Bibliography

	Type	Title	Author	Editorial	Year
1	Book	The therapeutic industry (La empresa terapéutica)	James Tucker	Oxford University Press	2002
2	Book	Mexican Anatomy (Anatomía del Mexicano)	Roger Bartra	Plaza Janés	2003
3	Book	wellness.uwsp.edu/Health-Service/services/stress/sources.html	Artículo de internet		2004
4	Book	Work Motivation Effective training series number 9 (Motivación al trabajo Serie de capacitación efectiva. Num. 9)	Mauro Rodríguez Estrada	Manual moderno	1988
5	Book	Instructor formation (Formación de instructores)	Mauro Rodríguez Estrada	Mc Graw Hill	1991

Course name:	Course ID:
Motivation and Productivity	RI 503

Placement in the curricular map:
Specialization in Organizational Development

Course characteristics:

Several central topics regarding motivation and its relation to behavior and the individual performance in organizational contexts are checked. Theories and contemporary applications about motivation towards work related to personal and environmental facts will be checked, as well as abilities acquisition, work performance, organizational behavior, organizational commitment, and work satisfaction.

General Learning Objectives:

By the end of the course students will:
- Identify the main motivational theories from an organizational perspective.
- Understand which is the chain of facts that make motivation a part of labor culture.
- Know and understand the social context of motivation and its repercussion in the productivity of industries.
- Know and understand the main cultural factors that make a worker get motivated and integrated in work, as well as how this can be reflected on the productivity of those who collaborate.
- Know the benefits when applying quality motivation techniques in life quality of those who collaborate in an institution.
- Solve integration problems of the two variables, motivation comprehension and facts, such as theories or agreements that exemplify conditions to motivate and be motivated.
- Know the main tendencies that are currently implemented to make employees work more under motivation than under pressure.

Thematic content

Unit topics and subtopics	Hours

1. Introduction to motivation
  1.1 Motivation, satisfaction, necessity and integration concepts.
  1.2 Motivation theories, comparison between Maslow and Herzberg.
  1.3 Intrinsic and extrinsic facts .
	4

2.Human life and organization cycles.
  2.1 Professional life stages and its importance.
  2.2 Expectations and goals. Organization and worker.
  2.3 Gratification process.
  2.4 Organization and worker productivity records. Coincidence of Cycles.
	12

3. Motivations and groups.
  3.1 The sense of belonging is a motivator being
  3.2 Individual and group processes.
  3.3 The group dynamic as a tool for the motivator.
	10

4. Understand culture to motivate.
  4.1 Know Mexicans, what motivates them and what doesn't motivate them.
  4.2 Needs of Mexicans that are satisfied by the industry motivation and how.
  4.3 Analyze in what way, psychological motivators of Mexicans are reflected on the work outcomes.
	10

Learning Activities:	

• **Class activities:**
  - Presentation of the topic by the instructor.
  - Case discussion.
  - Guest lecturer.
  - Final work presentation by students.
	36

• **Independent Activities for students:**
  - Readings.
  - Homework.
  - Exercises and activities.
  - Investigation work.
	60

Assessment procedures and criteria
- Exam
- Homework and investigation work
- Final project investigation
- Participation

Bibliography

	Type	Title	Author	Editorial	Year
1	Book	The Mexican, psychology of their motivations (El mexicano, Psicología de sus motivaciones.)	Santiago Ramírez	Grijalbo	2002
2	Book	Motivate to win (Motivar para ganar.)	Richard Denny	Selector	2002
3	Book	Satisfaction and motivation at work (Satisfacción y motivación en el trabajo.)	Luis González López	Díaz de Santos	2001
4	Book	Organizations and human systems (Organizaciones y sistemas humanos)	Lluís Casado	Kairós	2001
5	Book	Motivation to work. Integral training series number 9 (Motivación al trabajo. Serie de capacitación integral. Núm. 9)	Mauro Rodríguez Estrada	Manual moderno	1998
6	Book	(introduction to group dynamics seventh edition (Introducción a la dinámica de grupos. Séptima edición.)	Joseph Luft	Herder	1992

Course name	Course ID
Human Resources Administration	RI 505

Placement in the curricular map
Elective

Course characteristics:
The course offers general background about human resources administration, covering the different aspects and elements of position planning, designing, and analysis, recruitment and selection, training and development, assessment and labor relation. .

General Learning Objectives:
By the end of the course the student will know, analyze and discuss the tasks of human resources administration, their importance, the different techniques and tools used to contribute to the organizational function.

Thematic content

Unit topics and subtopics	Hours

1. Nature and extension
   Purpose and objectives
   Historical records
   Environment challenges
   Perspective
	2

2. Human Resources planning
   Scope
   Demand analysis and Determination.
   Offer analysis and determination
	2

3. Position designing and analysis
   Information system
   Approach about position designing
   Conducting and Efficient elements
   Position enrichment
	4

4. Recruitment and selection
   Recruitment sources
   Recruitment process
   Recruitment ways
   Selection concepts and elements
   Selection process
	4

5. Induction
   Socialization
   General orientation program
   Particular orientation programs
   Location obstacles
	2
	
	4

6. Training and development
      Assessment impact
      Personnel development
      Training process and approach
      Legal considerations
	2

7. Life and career planning
      Professional development
      Life and career programs
	4

8. Performance assessment
      Objectives
      Methods based in the past
      Methods based in the future
      General considerations
	4

9. Compensation administration
      Objectives
      Position valuation and comparative studies
      Perceptions.
      Employees participation and incentives
	2

10. Labor life quality
      Environment quality
      Improvement programs
      Employees' participation
	2

11. Labor union relation
      History records
      Collective negotiations
      Collective contract administration
	2

12. Human Resources Audit
      Assessment and control standards
      Information sources
      Audit action
      Adjustments
	2

13. Human Resources strategies towards globalization
      Environment
      Challenges
      Strategies	

Assessment and procedure criteria
- Partial exams
- Cases resolution
- Investigations report
- Participation

Bibliography

	Type	Title	Author	Editorial	Year
1	Book	Personnel and human resources administration	Werther William y Keith Davis	McGraw-Hill, Inc.	5th Ed. 2000
2	Reference	Personnel administration	Gary Dessler	Pearson Educación	8th Ed. 2001
3	Reference	Human resources administration	George Bohlander, Scott Snell, Arthur Sherman	Thomson	12th Ed. 2001
4	Reference	Human resources and personnel administration	Keith Davis	McGraw-Hill	5th Ed. 2000
5	Reference	Human resources strategic direction. Competencies management	Martha Alicia Alles	Granica	4th Ed. 2003
6	Reference	Human Resource Management	George T. Milkovich John W. Boudreau	Irwin	7th Ed. 1994
7	Reference	Human resources administration	R. Wayne Mondy Robert M. Noe	Prentice Hall	6th Ed. 1997

Course name:	Course ID
Organizational development	RI 510

Placement in the curricular map:
Human Resources Recruitment

Course characteristics
This course focuses on fundamental concepts of Organizational Development analysis, through studying how and why organizations change, adapt, or fail, as well as empiric tools and practical cases that allow to diagnose and interfere successfully in change and organizational innovation processes.

General Learning Objectives
Students obtain the ability to support and promote the development needs and the change efforts in the organizations where they participate, to increase outcomes and reach higher levels of results.

Thematic content

Unit topics and subtopics	Hours

1. Introduction to Organizational Development
Introduction to Organizational Development (O. D.)
Organizational Change and O. D.
Basic Concepts
    1.2   Conceptual Basis of O. D.
        1.2.1 Planned Change
        1.2.2 General Theory of Systems
        1.2.3 Organizational Culture
        1.2.4 Science, Values, Processes and Technology of O. D.
    1.3   Practicing O. D.
        1.3.1 Consultancy Process
        1.3.2 Professional Profile in O. D.
	10

2. Organizational Diagnosis and Systematic Thinking
    2.1   Organizational Diagnosis
        2.1.1 Organizational Diagnosis Model.
        2.1.2 Information Lifting
        2.1.3 Analysis and Structure of the Obtained Outcomes.
    2.2   Intervention of O. D.
        2.2.1 Intervention Classification.
        2.2.2 Interventions Nature.
        2.2.3 Typology in relation to deepness
    2.3. Systematic Thinking
        2.3.1 Systematic Thinking Characteristics
        2.3.2 Organizational change and Systematic Thinking.
        2.3.3 Learning Levels
        2.3.4 Reinforcement cycles and Balance cycles
	10

3. Organizational Development Interventions	**12**
3.1. Organizational Development Interventions	
3.1.1 Teambuilding.	
3.1.2 Promotion and maintenance of the group dynamic	
3.1.2 Blocking questionnaire	
3.1.3 Group effectiveness	
3.1.4 Group self-diagnosis	
3.1.5 T. group	
3.1.6 Encounter team	
3.2 Interventions in the total system	
3.2.1 Processes design	
3.2.2 Value	
3.2.3 Total quality	
3.2.4 Costumer orientation and services quality	
3.2.5 Fusions and alliances	
3.3 Organizational development administration	
3.3.1 Change administration	
3.3.2 Administration programs of total quality	
3.3.3 Processes re-engineering	**4**
4. Consultancy abilities	

Learning activities	
• **Main activities:**	**36**
- Presentation of the topic by the instructor.	
- Case discussion.	
- Guest lecturer.	
- Final work presentation by students.	
• **Independent Activities for students:**	**60**
- Readings.	
- Homework.	
- Exercises and activities.	
- Investigation work.	

Assessment procedures and criteria
• Exam
• Homework and investigation work
• Final project investigation
• Participation

Bibliography

	Type	Title	Author	Editorial	Year
1	Reference	Organizational Development	Wendell French Cecil Bell	Prentice Hall	6th Ed. 1999
2	Reference	Organizational culture and leadership	Edgar Schein	Jossey-Bass	2nd Ed.
3	Reference	Sociology in organizations. An introduction to organizational development (Sociología de las organizaciones. Una introducción al comportamiento organizacional)	Mario Krieger	Prentice Hall	1st Ed. 2001
4	Reference	Human behavior at work (Comportamiento humano en el trabajo)	Kauth Davis John Newstrom	McGraw-Hill	10th Ed. 1999

Course name:	Course ID
Human Communication theory	RI 519

Placement in the curricular map:
Elective

Course characteristics
Current theories about human communication will be checked, especially those derived from Palo Alto School. Due to the transactional nature of human relations, and the multiple ways of relation produced in the family circle, it seems to be comprehensible to think of the necessity of instructors getting reference about the importance of human communication.

General Learning Objectives:
By the end of the course the student will:

1. Be able to identify communicational patterns in a behavioral sequence in a family interaction.

2. Identify the concepts that underlie in the systematic conceptual model applied to human communication.

3. Apply the concepts in the psychopathology field.

4. Distinguish between healthy and pathologic communication.

5. Identify dysfunctional communication norms in observed families.

Thematic content	**6**
1. Reference framework	
a. Comparison	
b. Function and relation.	
c. Information and feedback.	
d. Redundancy	
e. Meta-communication.	**6**
2. Communication and pathology	
a. The black box concept.	
b. Consciousness and unconsciousness.	
c. Present vs. past.	
d. Cause vs. cause	
e. Circularity.	**6**
3. Exploratory axioms of communication.	
a. Impossibility by not communicating	
b. Content and relation levels	
c. Facts sequence punctuation	
d. Digital and analog communication.	
e. Symmetry and complementarity	**6**
4. The pathologic communication	
a. Rejection of communication	
b. Acceptation	
c. Disqualification	
d. The symptom as communication	
e. Translation mistakes in digital and analog material.	**6**
5. The paradoxical communication	
a. Nature of the paradox	
b. The three kinds of paradoxes	
c. Alternative illusion	**6**
6. The double link theory	
a. Its significance in communication.	
b. Diverse effects	

Learning activities guided by the instructor	Hours 36
• Thematic presentation	16
• Discussion seminars and reading analysis.	16
• Presentations and debates	4
• Small groups activities	OP
• Individual activities	OP

Independent learning activities	Hours
1. Reading of material selected by the instructor. a. The student will read individually to understand deeply the basic concepts of communication theory , especially the books by Bateson, Communication: the social mould of psychiatry (Comunicación: La matriz de social de la psiquiatría) and the one by Watzlawick et al., Human communication theory (Teoría de la comunicación humana).	30
2. Writing a summary or an essay from a reading. a. The student will have to write an integrative essay describing how his personal epistemology has been evolving. The essay must show his understanding of the central concepts of the course.	20
3. The student will attend movie sessions to watch current films to analyze some aspects about families and couple dynamics, and comment on the film in communication terms.	6
4. The student will observe his own family communication and will assess interactional sequences among the family members using the knowledge acquired in class.	10

Assessment procedures and tools:

The procedures and tools for the assessment in the course will be the following:

1. Written or oral exam

    a. Students must show the instructor orally or in writing that they understand the main concepts of the course.

2. Deliverables

    a. Students must hand in an integrative essay about the readings where they express their understanding about the material reviewed in class and they will compare their way to communicate with the one applied to concepts in class.

    b. Students will hand in an analysis report about a movie that shows a personal, group, family, or social situation, using concepts checked in class.

3. Participation in seminar sessions

Evaluation criteria

1. The tools and procedures for assessment will be focused on the learning activities, guided or independent.

2. The instructor will assign and assess a grade for each of the assessment tools. The grade given will be from 0 to 100

    a. Integrative written essay: 30 points.

    b. Movie analysis report: 15 points.

    c. Exam: 40 points

    d. Participation in seminar discussions: 15 Points

3. The instructor will report the average grade obtained by every student considering all the assessment tools.

4. The minimum passing grade will be 80 points.

5. The student will not fail the course by having accumulated absences.

Bibliography

	Type	Title	Author	Editorial	Year
1	Book	Human communication theory (Teoría de la comunicación humana)	Watzlawick, P., Beavin, J.y Jackson, D. D.	Herder	1989
2	Reference	Communication: the social mould of psychiatry (Comunicación: La matriz social de la psiquiatría.)	Bateson, G. Y Ruesch, J.	Paidos	1984
3	Reference	The double link (El doble vínculo)	Benoit, J. C.	FCE	1985
4	Reference	Communication, family and marriage (Comunicación, familia y marimonio.)	Jackson, D. D. (Comp).	Nueva Visión	1977

Course name: Organizational behavior, Theory and Design.	Course ID: RI 520

Location in the curricular map: Elective

Course characteristics:

This course is focused on organizations, their structure, the results they want, and how they solve situations regarding culture, employees behavior, and values. Students will analyze strategies designed to create and assess knowledge, including the psychological basis of human behavior, individual and organizational learning, the communication among cultures and the human intellectual capital. Topics such as communication motivation, team work, organizational changes, stress, power, influence and confidence will be checked.

General Learning Objectives:

By the end of the course the student will:
- Understand the context and the problems of human capital administration and its repercussion in the organizational behavior.
- Know and understand the main protocols for the behavior designing in the organization and the element interaction inside and outside the industry.
- Know the main tendencies shown in industries that lead the social changes regionally, nationally, and worldwide.
- Know the key elements and the techniques currently used to understand the dynamic and culture of the organizations.
- Solve integration problems among these elements
- Identify the main opportunity areas for the improvement of human behavior conditions in the organization.

Thematic content

Unit topics and subtopics	Hours

1. **Understanding human behavior. Introduction to the course.**
    1.1 Man as a social being. Anthropologic concepts.
    1.2 Introduction to concepts that conform personality and behavior based on necessities.
    1.3 Maslow theory
    1.4 What determines employees behavior in the organizations.
    1.5 Comprehension of group, team, group dynamic, and team integration concepts.
	4

	12
2. The relevance about anthropo-philosophic fundaments and its application in human interaction 2.1 Social man concept 2.2 Identity formation process, in society, organization, and the definition roles. 2.3 Aspects to consider in the designing of organizational curriculums from a social perspective.	
	12
3. Culture and its relation to behavior 3.1 Getting to know Mexicans 3.2 The importance about knowing their needs to know their behavior.	
	4
4. Program designing 4.1 Communication, its process and influence in the change process. 4.2 Training as a tool of change behavior 4.3 The group dynamic as a tool 4.4 Behavior and identity	
	4
5. Behavior and leadership 5.1 The relevance of leaders in workers' behavior. 5.2 Leading tools and resources. 5.3 Better leader, better results.	

Learning activities:	
• **Main activities** - Topic presentation by the instructor - Cases discussion - Guest speakers - Presentation of final work by students	36
• **Independent activities by the student** - Previous readings - Homework - Exercises and activities - Investigation work	60

Evaluation criteria and procedure
- Exam
- Homework and investigation work
- Investigation final project
- Participation

Bibliography

	Type	Title	Author	Editorial	Year
1	Reference	Mexican psychology at work (Psicología del mexicano en el trabajo)	Mauro Rodríguez Estrada	Mc Graw Hilll	1996
2	Reference	Groups: theory and experience (Grupos: Teoría y experiencia.)	Napier y Gershenfeld	Trillas	2000
3	Reference	The emotional intelligence (La inteligencia emocional)	Daniel Goleman	Vergara	2000
4	Reference	The learning abilities in the organization (Las capacidades de aprendizaje en la organización)	Yeung, Ulrico, Nason, Von Glinnow	Oxford University Press	2000
5	Reference	Manager tales by Aesop (Fábulas gerenciales de Esopo)	Dik McCann, Jan Stewart	Panorama	2001
6	Reference	Organizations and human systems (Organizaciones y sistemas humanos)	Lluís Casado	Kairós	2001

Course name	Course ID
High administration	AD 503

Placement in the curricular map:
Elective

Course characteristics:
The study of management as a discipline, develops abilities and knowledge needed to formulate and set a work culture oriented to reach excellence in business management and business administration. A proper model in management must be oriented to find the highest survivor levels when running any human activity. Through a process of innovation, the environment variables affecting the managing action must be understood, as well as managing successfully the culture, idealism, and values of the human capital involved through a leadership process.

General Learning Objectives:
Analyze and understand the behavior of critic variables from the environment when formulating a strategy. Know and comprehend, and apply a general management model when needed to solve the managing problematic and competitiveness. Analyze the influence of the manager in the administrative culture change of an institution and the main management problems which the manager has to face. Explore and analyze the general aspects of the organization such as culture, economy, politics, and globalized markets.

Thematic content

Unit topics and subtopics:	Hours

1. **The manager abilities and performance**
        Exploration and analysis of an efficient manager.
        The abilities required in high administration .
        Profiles of management positions
        The manager and his work
        New perspectives and challenges of management
	6

2. **Nature, function, and environment of the company**
        A company's anatomy
        General structure
        Administration and council management.
        Functional activities.
        The financial framework and the company.
        The human resource and its importance
        Environment facts: economics, politics, technology, social, and culture
	6

3. **Administrative cultures** Company Culture, values and mission	4

Orientation towards the client, person, and work Excellence and quality Manager responsibility in the organizational culture change Fashion and deep changes in the organizational culture Corporative tendencies	
4. The manager contribution How effective is the contribution Analysis of contributions The human relations and the contribution Effective communication profile Team work Development of managers The manager self-development	**4**
5. Models of Management styles The effective leadership profile Relation between organizational culture and effective leadership in companies Effects upon development and maturity of people at work . The use of effective power Motivation and satisfaction at work The importance of motivations	**4**
6. Effective decision making The elements of the decision-making process Environment analysis in decision making The importance of disagreement Fundamentals about decisions Information quality and decision acceptance The analysis model and problem solving, and their influence in decision making The Pareto principle and the concentration of the vital concentrations	**4**
7. Planning and control. Fundamental tasks of the manager: planning and controlling the company system Deming focus in total quality The control circle of Ishikawa.	**4**
8. The manager and the globalization of markets The international vision of the manager Boundaries are the world of business The penetration of international markets The free trade agreements The Pacific Rim The European community Global integration and its local adaptation	**4**

Learning activities	

• **Class activities**
  - Topic presentation by the instructor.
  - Cases discussion
  - Guest speakers.
  - Final work presentation by the students .
	36

• **Independent activities by the student**
  - Previous reading
  - Homework
  - Exercises and activities
  - Investigation work
	60

Assessment procedure and criteria
- Exam
- Homework and investigation work
- Investigation final project
- Participation

Bibliography

	Type	Title	Author	Editorial	Year
1	Reference	Total global strategy: Managing for worldwide competitive advantage	George S. Yip	Prentice Hall	2002
2	Reference	Corporate strategy: a resource-based approach	Cynthia A. Montgomery David J. Collins	McGraw-Hill	1998
3	Reference	World view: global strategies for the new economy	Jeffrey Garten	Harvard Business School Press	
4	Reference	Managing for the future	Truman Talley	Books/Dutton New York	1992
5	Reference	The only thing that matters	Karl Albrecht	Harper Business	2000
6	Reference	Services management (Dirección por servicio)	Joan Ginebra, Rafael Arana	McGraw-Hill	1990

Course name:	Course ID
Ethics and Values in the professional performance	CS506

Placement in the curricular map
Elective

Course characteristics
This is a course in which personal and social values, as well as the ones in professional performance, are discussed widely. The instructor, the Mexican psychologist, and the family therapist ethics code will be revised as well as some theories about ethics, applying such concepts and principles in Mexican and regional context. Practical case utilization to be analyzed, will allow students to develop a critical sense on their own professional performance and on resources and limitations; they have to face ethical and questionable situations.

General Learning Objectives
By the end of the course the students will: 1. Know the ethics code 2. Be able to assess questionable professional situations from an ethical perspective. 3. Develop a personal argument about the ethics on professional performance.

Thematic content:	Hours
I. Ethics	4
a. Origins	
b. Historical generic principle	
c. The material objective of ethics.	
II. The person, a subject of ethics.	4
a. The person, a dignity fundament.	
b. The ethical decision.	
III. The ethical fundament	4
a. The ethical freedom	
b. Philosophic fundamentals	
c. Moral principles	

IV.	**Ethics in psychotherapy.**	8
	a. History and evolution of the ethics concept.	
	b. Ethics in family therapy.	
	c. Current status	
	d. Ethics in a globalized world	
	e. Ethics in a bicultural region.	
V.	**The family therapist ethics code (AAMFT, 2004 Version).**	
	a. Patients responsibility	14
	b. Confidentiality	
	c. Competency and professional integrity	
	d. Responsibilities towards students and supervisors.	
	e. Responsibility towards the participants in investigations.	
	f. Responsibility towards the profession.	
	g. Financial arrangements	
	h. Advertising	

Learning activities guided by the instructor	Hours
	36
• Topics presentation	16
• Lab practice and/ or guided workshop	8
• Presentation seminar and/ or discussion	12
• Small group activities	OP
• Individual activities	OP

29

Independent learning activities	Hours
1. Readings selected by the instructor	
2. Student must read individually to know and understand deeply the ethics code. They will especially have to read the Ethics Code of AAMFT, 2004 version.	20
3. Students will have to form a bibliography of articles published in Mexico as well as in foreign countries, where ethical cases are mentioned.	10
4. Write an article, essay or summary from readings.	
5. Students will write a paper with quality to be published in which their evolution of their ethics position. They will have to make an intergenerational analysis about the evolution of their ideas.	
6. Solution to problems selected by the instructor.	20
7. Students will have to solve 4 ethical cases provided by the instructor using the information revised in class.	
8. Field work	10
9. Students will carry on a survey among at least 10 professionals regarding their ethics position on each one and how it interacts with their performance.	

Assessment procedure and tools
1. The procedures and assessment tools of the course will be listed as follows:
2. Deliverables
a. Students will hand in a bibliography of articles published in Mexico, as well as in foreign countries where ethics matters are mentioned.
b. The student will create a paper with quality to be published where he established his ideal of ethics and what integrates it. It must be written in APA style.
c. A report giving solution to four ethical cases provided by the instructor
3. Presentation to the class.
4. Every student must present a results report of the survey applied to the group on the date established with the group.
5. Participation in discussion session.
a. This instrument will not be considered for assessment.

Assessment criteria

6. The assessment tools and procedures will be centered in the learning activities whether guided, or independent.

7. The instructor will assess and give a grade in each assessment tool. The grade will be given from 0 to 100.

   a. Writing an article: 40 points.

   b. Solution to four ethical problems: 20 points.

   c. Investigation and presentation of survey: 20 points

   d. Bibliography: 20 points

8. The instructor will report the average grade obtained by the student in every assessment tool to the Graduate Studies Department

9. The minimum passing grade will be 80 points.

10. A student will not fail the course by accumulating absences.

Bibliography

	Type	Title	Author	Editorial	Year
1	Book	AAMFT Code of Ethics	Asociación Americana de Terapia Familiar y Marital.	AAMFT	2004
2	Reference	Value formation at University Levels (Formación valoral a nivel universitario.)	Delgado Fresán, A.	UIA	2001
3	Reference	Fundamental elements of ethics (Elementos fundamentales de ética.)	Ibarra Barrón, C.	Pearson	1998
4	reference	Ethics and the nowadays world (Etica y mundo actual.)	Ruiz Rodríguez, V.	UIA	1996
5	Book	Ethics for Amador (Etica para Amador)	Savater, F.	Planeta Mexicana.	2001

25. FINAL COURSE

Course name:	Course ID:
Integrative Seminar	CS 505

Placement in the curricular map

Final course

Course characteristics

Participants will create a final project considering their most important knowledge, personally, as well as professionally, acquired along the master course. The development of methods and proper systems to assess the individual performance and to continue the learning process that will take them to be a more competent and qualified professional for their specialization will be considered. An ethics and values workshop will be included in the professional performance with the objective of analyzing the content in the ethics and values code of the professional in the special education area.

General Learning Objectives

By the end of the course the student will:
- Learn the necessary elements to develop an identity sense as educator, when doing a summary of professional experiences and anecdotes, individually and in groups, experimented during their master courses.
- Analyze the ethical and values implications in the professional performance.
- Present a written work (dissertation) containing their personal summary of this process.

Thematic content:

Unit topics and subtopics	Hours
1. The summary and integration as a way to build a personal point of view and ideas towards different situations when teaching.	8
2. An integrative perspective vs. an electric perspective.	10
3. Ethics and values code in the professional performance.	10

4. A personal way of writing.	4
5. Saving significant learning: the interdisciplinary and academic updating.	4

Learning activities

- Class activity
- Topic presentation by the instructor
- Presentations
- Ethics and values workshop

- Independent activities by the student:
- Readings
- Writing articles, essay, summary

Assessment procedures and criteria
- Deliverables (Draft and final paper).
- Presentation for the class.
- Participation

Bibliography

	Type	Title	Author	Editorial	Year
1	Book	AAMFT Code of Ethics	Asociación Americana de Terapia Familiar y Marital.	AAMFT	2004
2	Reference	Value formation at university (Formación valoral a nivel universitario.)	Delgado Fresán, A.	UIA	2001
3	Reference	Fundamental elements about ethics (Elementos fundamentales de ética.)	Ibarra Barrón, C.	Pearson	1998
4	Reference	Ethics and nowadays world (Etica y mundo actual.)	Ruiz Rodríguez, V.	UIA	1996
5	Book	Ethics for Amador (Etica para Amador)	Savater, F.	Planeta Mexicana.	2001
In addition to the one used according to different cases					

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CAMPUSES**

JANUARY 2007