

Course guide

240809 - 240809 - Training and Communication

Last modified: 11/12/2023

Unit in charge: Barcelona School of Building Construction
Teaching unit: 1004 - UB - (ENG)Universitat de Barcelona.

Degree: MASTER'S DEGREE IN OCCUPATIONAL HEALTH AND SAFETY (Syllabus 2016). (Compulsory subject).

Academic year: 2023 **ECTS Credits:** 3.0 **Languages:** Spanish

LECTURER

Coordinating lecturer: IRENE ALONSO PIERA

Others:

DEGREE COMPETENCES TO WHICH THE SUBJECT CONTRIBUTES

Specific:

1. Recognise the structure of the prevention system: public organisms and competences and benefit societies, recognise and explain the legislation and specific technical regulations regarding to the occupational security and dispose the sufficient technical knowledge to carry out risk evaluations and set corrective measures in front of general threats related to the work, installations, working devices, fire risk and explosion. Recognise some techniques similar to the prevention: security in the product, management of assets and road security, and recognise the communication techniques regarding to the prevention of occupational risks.
2. Know to develop emergency and security plans, make training and information plans assigned to workers, including the detection of needs and establish the evaluating systems and monitoring measures, lay out corrective measures in front of risks of chemical nature, physical or biological; carry out risk evaluations and set out corrective measures related to the physical and mental load at work; make the epidemiologic study design to identify risk factors of occupational nature, apply its basics and manipulation and applications of the main chemical analysis techniques in the hygienic world.

TEACHING METHODOLOGY

The methodology to be followed will be absolutely participatory, as we intend to teach that this way of teaching is what we need to train in prevention. The teacher will present a topic that, normally and prior, of course, a theoretical basis, will have to be the starting point of the debate.

Students will also be asked to carry out a small weekly investigation, through the information mechanisms that are within our reach, on a topic raised. This work will be written, weekly, individual and will have to do with the central theme of the teaching action of that week.

LEARNING OBJECTIVES OF THE SUBJECT

Being able to plan an effective long-term learning process in PRL.

Training is an aspect of prevention that has been commented on many times and rarely studied seriously.

We want the students to modify the "traditional" concept they have of training (the concept of a teacher who "explains" and students who "listen") to enter an active, participatory adult pedagogy that is effective in the long term.

This means that we will have to look for the most operative mechanisms to achieve our objectives and, above all, it is necessary to consider training as a way to permanently modify behaviors.

This means looking for techniques and methods to keep knowledge in active memory, enable the acquisition of skills and, above all, cause changes in attitudes.

We want, with this topic, especially, to present a subject open to experimentation, participation and the search for truly operative techniques.

We understand that communication is, in this regard, perhaps the best "technique" to reach the operational objectives that we have set for ourselves. We understand, in this case, communication as the fundamental tool to make a truly active pedagogy. "Speaking" and "listening" may be the few practical ways and with a notable impact that we adult educators have to carry out our work. Hence the importance of aspects of the communication process, fundamentally the emotional bases of communication.

STUDY LOAD

Type	Hours	Percentage
Self study	48,0	64.00
Hours large group	27,0	36.00

Total learning time: 75 h

CONTENTS

-CHARACTERISTICS, PROBLEMS, IDEAS, PROPOSALS AROUND THE ASSUMPTION

Description:

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Full-or-part-time: 1h

Theory classes: 1h

-THE EDUCATION OF ADULTS DIFFERENTIATED FROM OTHER PEDAGOGIES ACCORDING TO AGE AND LEARNING CAPACITY

Description:

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Full-or-part-time: 1h

Theory classes: 1h

-WHAT DOES IT MEAN TO PLAN A TEACHING PROCESS?

Description:

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Full-or-part-time: 1h

Theory classes: 1h



-PHASES OF AN ADULT TEACHING PROCESS, SPECIFICALLY IN THE WORLD OF PRL

Description:

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Full-or-part-time: 1h

Theory classes: 1h

-THE ANALYSIS OF THE STUDENTS' ENTRY SITUATION. PROBLEMS, ANALYSIS TECHNIQUES.

Description:

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Full-or-part-time: 1h

Theory classes: 1h

-THE DEFINITION OF TEACHING OBJECTIVES. KNOWLEDGE, PROCEDURE AND ATTITUDINAL OBJECTIVES.

Description:

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Full-or-part-time: 1h

Theory classes: 1h

-THE QUANTIFICATION OF THE TYPES OF OBJECTIVES ACCORDING TO THE NEEDS AND THE CHARACTERISTICS OF THE BEHAVIORAL MODIFICATION.

Description:

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Full-or-part-time: 1h

Theory classes: 1h

-BASIC METHODS AND TECHNIQUES TO ACHIEVE THE OBJECTIVES. METHODS

Description:

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Full-or-part-time: 1h

Theory classes: 1h

-THE FORMAL CHARACTERISTICS OF THE TEACHING SPACE.

Description:

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Full-or-part-time: 1h

Theory classes: 1h

-LA EVALUACIÓN DE LA FORMACIÓN.

Description:

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Full-or-part-time: 1h

Theory classes: 1h

-INTERPERSONAL COMMUNICATION AS THE BASIS OF THE TRAINING PROCESS. GROUPS, LEADERSHIPS, RELATIONS BETWEEN THE ELEMENTS OF THE GROUP.

Description:

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Full-or-part-time: 1h

Theory classes: 1h

-BASE COMMUNICATION

Description:

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Full-or-part-time: 1h

Theory classes: 1h

-ACTIVE SCHOOLS IN COMMUNICATION. THE BASES OF NEUROLINGUISTIC PROGRAMMING (NLP) AND THE PALO ALTO SCHOOL.

Description:

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Full-or-part-time: 1h

Theory classes: 1h

GRADING SYSTEM

1. Attendance and participation in the class group.
2. Carrying out small weekly research projects that will be presented throughout the course.
3. Presentation of a final project that consists of a "Planning of the formation of the PRL of a working group"

BIBLIOGRAPHY

Basic:

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- Hare, Beverly. Sea asertivo : la manera positiva de comunicarse con eficacia. Barcelona: Gestión 2000, cop. 2003. ISBN 8480888679.
- Llacuna Morera, Jaime. Comunicació com a eina de treball. Barcelona: Universitat de Barcelona, 2000. ISBN 9788483381465.
- Poyatos, Fernando. Comunicación no verbal (vol. 2) : Paralenguaje, kinesica e interacción. Madrid: Akal, 1995. ISBN 9788470902819.
- Serrano, Sebastià. Comprendre la comunicació : el llibre del sexe, la poesia i l'empresa. Barcelona: Proa, 1999. ISBN 8482568787.
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- Watzlawick, Paul. Cambio : formación y solución de los problemas humanos. 11a ed.. Barcelona: Herder, 2003. ISBN 8425406196.
- Le Changement par la formation : l'exemple californien. Paris: Les éditions d'organisation, 1989. ISBN 270810957X.
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- Ferrández, Adalberto. Métodos y técnicas en la educación de adultos. Madrid: Humanitas, 1992. ISBN 9788477340645.
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- Arias García, Matilde; Llacuna Morera, Jaume. Formación para la prevención. Madrid: Instituto Nacional de Seguridad e Higiene en el Trabajo, DL 2005. ISBN 8474256879.