



UNIVERSIDAD AUTÓNOMA DE NUEVO LEÓN
SCHOOL OF MEDICINE
Ba CLINICAL CHEMISTRY



SYNTHETIC PROGRAM.

1. Identification data:	
• Institution	Universidad Autónoma de Nuevo León
• College	School of Medicine
• Education program	Clinical Chemistry
• Learning unit	Peace culture
• Total hours of classroom, theory and practice	40
• Frequency in classroom per week	2 hours
• Total extra hours (Outside classroom)	20
• Modality	Curricular
• Academic period	Fourth semester
• Type of learning unit	Required
• Curricular area	General University Education (ACFI-G)
• UANL Credits	2
• Date of elaboration	16/05/2016
• Date of actualization	16/05/2020
• Responsible (s) for the design and actualization	Design: Paris Alejandro Cabello Tijerina PhD, Reyna Lizeth Vázquez Gutiérrez PhD, Emilia de los Ángeles Iglesias Ortuño PhD, Sandra Emma Carmona Valdés PhD. Actualization: Paris Alejandro Cabello Tijerina PhD and Reyna Lizeth Vázquez Gutiérrez PhD. Collaborators: Alejandra Cecilia Prieto Salcedo BA, Paola Vázquez Rodríguez BA

2.Purpose(s):

In this learning unit (LU), the student will make proposals for intervention in social conflicts in the immediate local environment using pacification strategies that adhere to the principles of the culture of peace.

The LU seeks to sensitize students to universal values that make up the culture of peace, to develop skills and attitudes that promote dialogue, empathy, and solidarity, to be considered as agents of peace with a high social commitment and guarantors of human rights so that they are disseminators of values based on dialogue and non-violence, in the construction of more participatory and supportive societies, founded on relations of equality and cooperation, with skills in the management and peaceful transformation of conflicts.

The UANL includes this LU in its study plans to strengthen the country's culture of peace, legality, and democracy. The student with the acquired knowledge will be able to establish and apply strategies in the different interaction areas to achieve the acculturation objective of peace, which influences the transformation of a more participatory, collaborative, supportive, peaceful, and equitable Mexico.

The LU of Culture of Peace maintains a relationship with the learning unit of Leadership, Entrepreneurship and Innovation by promoting students' participation in generating proposals for peaceful resolution of conflicts that impact the social context. Likewise, it establishes a direct link with the learning unit Ethics and Culture of Legality by integrating the knowledge, respect, and dissemination of Human Rights that form in students a high ethical and social commitment to incorporate them into global citizenship. Likewise, it has a relationship with the learning unit Social Responsibility and Sustainable Development by establishing a direct link with the community seeking to generate a participatory, inclusive, and supportive society. In addition, it maintains a unique link with the UA of Gender Culture by generating actions that facilitate the construction of a culture with a gender perspective because the culture of peace aims to reduce and eliminate the three types of violence: direct, structural, and cultural.

A culture of peace contributes to developing the general competencies of the University by identifying the implications of its actions both on itself and on other people, using peaceful alternatives to resolve emerging problems in the academic, family, and social environment (5b.2.2). Likewise, it creates or improves social intervention strategies that consider education for peace in the transformation of society. He practices the values of the culture of peace by treating people who are different from him due to their social, cultural, or other conditions with respect, tolerance, justice, and equity (9.2.3). Lastly, he contributes relevant social intervention projects that address a problem or need by applying the principles of peace education in constructing his integrative learning product (13.2.1).

3. Competence of the graduate profile

- **General skills contributing to this learning unit**

Instrumental skills:

5. Use logical, critical, creative, and propositional thinking to analyze natural and social phenomena that allow you to make pertinent decisions with social responsibility in your area of influence.

Personal and social interaction skills:

9. Maintain an attitude of commitment and respect towards the diversity of social and cultural practices that reaffirm the principle of integration in the local, national, and international context with the purpose of promoting environments of peaceful coexistence

Integrative skills:

13. Assume leadership is committed to social and professional needs to promote relevant social change.

- **Specific skills of the graduate profile that contributes to the learning unit**

Each educational program will align the specific competencies according to the disciplinary context declared in the graduate profile.

4. Factors to consider for evaluating the learning unit

- Film review.
- Teamwork.
- Reports.
- Television spots.
- Learning activities from the textbook.
- Course integrative project/product.

5. Course integrative project/product:

Social intervention project that aims to promote the foundations and values of the culture of peace in relation to a social problem chosen by the student team.

6. Sources of support and consultation (bibliography, hemerography, electronic sources):

Aguirre, M. (1995). La agenda de la investigación para la paz en los años 90. En V. Martínez Guzmán, Teoría de la Paz. Valencia: NAU llibres.

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Cabello-Tijerina, Paris A., & Vázquez-Gutiérrez, Reyna L., (Coords), (2020). Cultura de Paz (Segunda ed.). México: Patria.

Cabello, P. (2015). La irenología como pilar de la ciencia de la mediación. En F. Gorjón, & J. Pesqueira, La ciencia de la mediación (págs. 119- 136). México D.F., México: Tirant lo blanch.

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Cabello-Tijerina, Retos y perspectivas de los MASC en México (págs. 53-70). México: Tirant lo Blanch.

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Fisas, V. (2006). Cultura de paz y gestión de conflictos. Barcelona: Icaria Antrazyt-UNESCO.

Jiménez, F. (2011). Racionalidad pacífica. Una introducción a los Estudios para la paz. Madrid: Dykinson.

Lederach, J. (2000). El abecé de la Paz y los Conflictos. Educación para la paz. Madrid: Catarata.

Lederach, J. P. (1998). Building peace: Sustainable reconciliation in divided societies. United States: Institute of Peace Press.

ONU. (21 de octubre de 2015). Objetivos del Desarrollo sostenible. Recuperado el 15 de noviembre de 2018, de <https://www.un.org/sustainabledevelopment/es/peace-justice/>

ONU. (25 de septiembre de 2019). Corte Internacional de Justicia de la ONU. Obtenido de Organización de las Naciones Unidas: <https://www.icj-cij.org/es>

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ONU. (23 de septiembre de 2019). Objetivos para el Desarrollo Sostenible. Obtenido de Naciones Unidas. Construyendo nuestro futuro juntos: <https://www.un.org/sustainabledevelopment/es/development-agenda/>

Tuvilla, J. (2004). Cultura de paz y educación. En B. Molina rueda, & F. Muñoz Muñoz, Manual de Paz y Conflictos (págs. 387-426). Granada: Universidad de Granada.

Vázquez, R., & Cabello, P. (2018). Gestión Pacífica de Conflictos en la Generación Millennial. En A. Sánchez García, & P. López Peláez, La solución alternativa de conflictos en los nuevos