2.5 Communication and Interpersonal Skills (Inter-departmental Collaboration)

<table>
<tr>
<td rowspan="2">LEARNING OUTCOMES</td>
<td colspan="3">By the end of this module, students will be able to:

1. Identify the key principles and elements of effective interdepartmental cooperation in correctional institutions.

2. Understand the importance of interdepartmental communication for advancing collaborative work in correctional and educational settings.

3. Implement communication strategies that facilitate coordination and conflict resolution between different departments.

4. Develop practical skills of non-verbal communication and empathy to improve interpersonal relationships in a professional context.

5. Analyze case studies to identify challenges and solutions to conflicts within teams.

6. Assess the effectiveness of existing communication strategies in solving problems within interdepartmental teams.

7. Create collaborative work plans, taking into account the complex needs of prison and educational environments.
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<tr>
<td rowspan="2">LEARNING ACTIVITIES</td>
<td>Activity 1 Introduction</td>
<td>Preliminary test for students.</td>
<td>Explanation of the objectives and structure of the course, rules of participation, discussion of prior knowledge.
Time: 30 minutes (Preliminary test - 15 min, discussion of results - 15 min)</td>
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<tr>
<td>Activity 2: Communication strategies in</td>
<td>Students will be introduced to key communication strategies used in correctional</td>
<td>Presentation of basic strategies (30 min), analysis of non-verbal communication and empathy (60 min), case</td>
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	the correctional system	*facilities to improve interpersonal relationships and interdepartmental cooperation*	*study and discussion of challenges (30 min).* *Time: 120 minutes*
	Activity 3 *Team diagnosis and development of an action plan*	*The Principle of Personalism: Crime as an Injury to People* *The principle of repairing damage caused by a criminal offense* *The Principle of Participation* *The Principle of Reintegration*	*Reflection workshop on one's own skills (60 min), group discussion on the strengths and weaknesses of the team (30 min), creating an action plan (30 min).* *Time: 120 minutes*
	Activity 4	*Develop students' ability to apply assertive communication strategies in professional situations to improve collaboration and resolve misunderstandings.*	*PPT Lecture (30 min), simulation of professional scenarios (60 min), discussion and analysis of examples (30 min).* *Time: 120 minutes*
	Activity 5 *Recognizing obstacles and practicing assertive communication*	*Participants will work on identifying obstacles to effective communication in the prison environment and practice how to*	*PPT Lecture on obstacles (60 min), practical exercise in groups (60 min).* *Time: 120 minutes*

		apply assertive communication to overcome them.	
	Activity 6: Role-playing simulation – Overcoming communication barriers in a prison context	*Encourage students to apply communication skills in practical but realistic situations, with a focus on solving communication barriers and interpersonal cooperation.*	*Simulation (60 min), reflection 30 and discussion (30 min).* ***Time: 120*** *minutes*
	Activity 7: Understanding the Impact of Communication Barriers through Reflection	*Develop students' ability to recognize and critically analyze the negative effects of communication barriers and propose strategies to overcome them.*	*Reading the article (50 min), reflection and discussion (70 min).* ***Time:120*** *minutes*
	Activity 8 ***Key Principles of Communication and Collaboration***	*Test understanding of key communication principles, encourage analysis of quiz results, and motivate students to consider more deeply the application of skills in real-world situations.*	*Quiz (15 min), analysis of results and discussion (60 min).* *Analysis 45 minutes* ***Time: 120*** *minutes*
	Activity 9	*Encourage students to develop*	*Introduction (30 min), group work (30 min),*

	Developing strategies for effective communication.	*creative and functional strategies to overcome communication barriers and improve teamwork skills.*	*presentation and reflection (30 min).* **Time: 90** *minutes*
	Activity 10 *Communication Mapping – Digital Challenge*	*Develop students' ability to visualize, analyze and improve communication flows in complex situations using innovative digital tools.*	*Introduction (20 min), creating a map (40 min), presentation and feedback (60 min).* **Time: 120** *minutes*
	Activity 11 *"Secret messenger"*	*Creative and dynamic form* *Comparative analysis* *Developing Critical Skills* *Application in real situations*	*Introduction (10 min), group work (30 min),* *Application of skills 20 presentations 30 and discussion 30 min).* **Time: 120** *minutes*
	Activity 12 *Restorative Practices in Prison*	*Mediation between the victim and the offender (an emerging adult) in prison* *Mediation and Discussion as a Form of Conflict Resolution in Prison*	*Presentation and discussion (60 min), case study (30 min), quiz (30 min).* **Time: 120** *minutes*

		Education as a step towards "restorative prison"	
		Reparation Programs and the Role of the Community	
		Restorative Justice and Preparation for Release	
		Final Review: Restorative Justice in Prison or Restorative Prison	
	Activity 13 **Restorative Approaches in Prison – A Role-Play Scenario**	*Simulation of a hypothetical case and application of restorative programs* *Creating a restorative action plan to resolve a hypothetical conflict in prison*	*Case simulation 60 minutes* *Workshop - development of a restorative plan (60 min).* ***Time: 120** minutes*
	Activity 14 **Final Thoughts and Final Evaluation**	*Final test for students.* *Participants will answer 20 (multiple choice) questions about restorative practices.* *Participants will assess the quality of the course and*	*Final test (30 min), course evaluation and self-assessment of progress (30 min).* ***Time: 60** minutes*

		assess their progress.	

Activity 1: Introduction

Preliminary test for students.

📌 ***Description:*** *At the beginning of this course, students will take a preliminary test to learn their knowledge of communication and interpersonal skills*

Instructor actions:

- *Give a preliminary test*

🎓 ***Student actions:***

- *Do a preliminary test.*

- *Links : LO1 (Identify the key principles and elements of effective interdepartmental cooperation in correctional institutions).*

📌 ***Activity 2: Communication strategies in the correctional system***

Description: *Students will be introduced to key communication strategies used in correctional facilities to improve interpersonal relationships and interdepartmental cooperation.*

Instructor actions:

- *Present the basic communication strategies used in correctional facilities.*

- *Explain the importance of non-verbal communication and empathy in a professional context.*

- *Discuss challenges and solutions to conflicts within teams.*

Student actions:

- *Engage in a discussion about communication strategies.*

- *Analyze case studies that illustrate challenges and solutions to conflicts within teams.*

- *Develop practical skills of non-verbal communication and empathy through interactive exercises*.

Time: 120 minutes

Connection:

- *Learning Outcomes: LO1 (Identify the key principles and elements of effective interdepartmental cooperation in correctional institutions), LO2 (Understand the importance of interdepartmental communication for the improvement of joint work in correctional and educational settings).*

- ***Educational content:*** *PDFs and PPTs, videos*.

📌 ***Description: Activity 3: Team diagnosis and development of an action plan***

Students will reflect on their communication skills individually, and then analyze and discuss the strengths and weaknesses of team communication in small groups. Based on the discussion, they will jointly create a simple action plan to improve interpersonal relationships and cooperation within the team.

🔗 ***Connection***

Learning Outcomes: *Identifying the key principles of effective teamwork (LO3) and developing strategies for improving team skills (LO5).*

🕐 ***Duration****: 120* ***minutes***

Objective: *To encourage students to introspect and develop concrete steps to improve communication and team skills.*

Instructor actions:

- Refer students to a simple questionnaire or matrix to reflect on individual communication skills (e.g. how they listen, how they provide feedback).

- Divide students into small groups and provide them with a structured template for analyzing team communication challenges.

- Facilitate the discussion process and provide feedback during the activity.

Participant's actions:

- Fill out a questionnaire to reflect on your own skills.

- Discuss in a group the main strengths and weaknesses of team communication.

- Jointly develop an action plan with concrete proposals on how to improve people-to-people relations and cooperation.

📚 ***Resources:***

- Individual reflection form *(printed or digital).*

- Template *for creating an action plan.*

📌 ***Description: Activity 4 - Simulation of assertive techniques in a professional context***

Description: *Students will be introduced to the basic techniques of assertive communication through a short presentation, and then apply the learned skills in simulated scenarios involving professional situations in correctional facilities. The focus will be on expressing their views in a clear and respectful manner, resolving conflicts and finding solutions.*

🕑 ***Duration: 120*** *minutes*

🎯 ***Objective:*** *To develop the ability of students to apply assertive communication strategies in professional situations in order to improve cooperation and resolve misunderstandings.*

Instructor actions:

1. *Presentation: A brief introduction to the basic elements of assertive communication (e.g., "I-messages," active listening techniques, setting boundaries).*

2. *Scenario Provisioning: Preparation and distribution of simulated professional scenarios (e.g., misunderstandings between colleagues, conflict resolution with team members).*

3. *Discussion facilitator: Observing participants during the simulation and providing feedback.*

Participant's actions:

1. *Participate in an introductory discussion on the importance of assertive communication and share their opinions.*

2. *They work in pairs or small groups to play roles in simulated scenarios (e.g., a prison guard and a social worker resolve a disagreement about priorities).*

3. Apply assertive techniques (e.g. clear expression of views, active listening to the interlocutor, proposing compromise solutions).

4. They exchange feedback on the effectiveness of the techniques used after the simulation.

📚 **Resources:**

- Presentation with examples and explanations of assertive communication techniques.

- Scenarios of professional situations adapted to the context of correctional facilities.

- Cards with examples of "I-messages" and active listening exercises.

🔗 **Connection:**

- Learning Outcomes: **LO4 and LO5**

- Assessment: Discussion and feedback from instructors and peers.

Activity 5: Recognizing obstacles and practicing assertive communication

📌 **Description:** In this activity, students will work on identifying obstacles to effective communication in the prison environment and practice how to apply assertive communication to overcome them. It will combine individual work, discussion and practical practice of assertive techniques in a group.

🕐 **Duration:** 40 minutes

🎯 **Objective:** To develop an understanding of the obstacles to communication and to improve assertive communication skills in a professional context.

Instructor actions:

1. To introduce students to the basic obstacles to effective communication in the prison environment (e.g. poor coordination, maladaptive non-verbal communication).

2. Divide scenarios that contain potential obstacles to communication.

3. *Encourage students to propose solutions using assertive communication techniques (e.g., "I-messages," active listening).*

4. *Facilitate discussion among groups and provide feedback on the strategies proposed by the students.*

Participant's actions:

1. *Identify communication barriers through case scenario analysis.*

2. *Discuss in groups strategies for overcoming obstacles with the help of assertive communication.*

3. *Apply the techniques learned through a short simulation in a group where all members rotate in role-playing (e.g., clerk and supervisor).*

4. *They present the results of their simulation in front of the rest of the group and exchange feedback.*

📚 ***Resources:***

- *Prepared scenarios with descriptions of potential obstacles in communication.*

- *A short step-by-step guide to implementing assertive communication and "I-message."*

🔗 ***Connection:***

- *Learning Outcomes:* **LO3 and LO4**

- *Assessment: Feedback from instructors and peers, as well as students' reflections on the skills learned.*

- ***Educational content:*** *PDFs, PPTs.*

- ***Assessment:*** *Discussion and answers to questions; Quiz*

📌 ***Activity 6: Role-playing simulation – Overcoming communication barriers in a prison context***

Description*: Students will take on the roles of different actors in the prison system (e.g. prison guard, nurse, security supervisor, health coordinator and young person deprived of liberty). During the simulated scenarios, students will identify key communication barriers and apply assertive communication strategies to overcome challenges and improve collaboration between different departments****.***

🕐 ***Duration: 120 minutes***

🎯 **Objective:** *To encourage students to apply communication skills in practical but realistic situations, with a focus on solving communication barriers and interpersonal cooperation.*

Structure of activities

1. **Introduction:**
   - *The instructor introduces students to the context of the simulation and explains the key communication barriers in the professional environment of correctional facilities.*
   - *The instructor gives a brief overview of assertive communication strategies and how they can be used.*

2. **Simulation:**
   - *Participants are divided into groups and each group is given a scenario with a specific communication challenge (e.g., misunderstandings due to different priorities or non-verbal signals).*
   - *Participants play their roles, applying learned strategies to solve problematic situations and reach a mutual agreement.*

3. **Reflection and discussion:**
   - *Students discuss the challenges they encountered during the simulation and analyze the strategies that were most effective.*
   - *The instructor gives feedback and highlights the most important aspects of good communication in this context.*

Educational content:

- *Presentation: Key communication barriers in the prison environment.*
- *A guide to assertive communication (e.g., examples of "I-messages," active listening, and conflict resolution techniques).*
- *Prepared scenarios for simulation.*

📌 ***Activity 7: Understanding the Impact of Communication Barriers through Reflection***

Participants: Participants will work individually and in groups to explore the impact of communication barriers on the flow of information and the quality of cooperation in prison contexts. The activity includes reading the article, reflecting on what has been read and discussing the identified challenges and possible solutions.

🕐 *Duration: 120 minutes*

🎯 *Objective: To develop students' ability to recognize and critically analyze the negative effects of communication barriers and propose strategies to overcome them.*

Structure of activities

1. *Reading the article :*

   o *Instructor: An article that focuses on the impact of a lack of effective communication (e.g., reduced flow of ideas, tensions among staff).*

   o *Students: Read an article and take notes on key challenges and negative effects of barriers.*

2. *Individual reflection :*

   o *Instructor: Asks thought-provoking questions (e.g., "What communication barriers are most familiar to you from your experience?", "How do these barriers affect team collaboration?").*

   o *Students: Record their answers to the questions asked and share their thoughts with the group.*

3. *Group Discussion:*

   o *Instructor: Facilitates discussion of identified challenges and invites groups to propose strategies for overcoming communication barriers.*

   o *Students: Participate in the discussion and create a common list of recommendations for improving communication in the prison environment.*

Educational content:

- *An article on the impact of communication barriers on the flow of information and ideas in professional teams.*

- *A guide with examples of strategies for overcoming communication challenges.*

📌 *Activity 8: Activity 8: Quiz and discussion – Key principles of communication and cooperation*

Description: This activity combines a quiz to test knowledge of the key principles of effective communication and interdepartmental cooperation with a discussion to help students reflect on and apply the concepts they have learned. The quiz will test understanding of basic concepts and allow students to identify areas for improvement.

🕐 *Duration: 120 minutes*

🎯 *Objective: To test the understanding of key communication principles, to encourage analysis of the results of the quiz and to motivate students to consider more deeply the application of skills in real-world situations.*

Structure of activities

1. **Introduction:**
   - *The instructor explains the purpose of the quiz and emphasizes the importance of feedback for learning.*
   - *A brief reminder of the key principles of communication and interpersonal cooperation.*

2. **Quiz:**
   - *The instructor allows students to participate in the quiz via an online platform (e.g. Kahoot, Mentimeter, Google Forms) or in printed format.*
   - *The questions cover topics such as:*
     - *Basic principles of verbal and non-verbal communication.*
     - *Identify communication barriers.*
     - *Assertive communication and "I-messages".*
     - *Strategies for resolving conflicts in the team.*

3. **Discussion:**
   - *Instructor: Reviews the results of the quiz, explains the answers to the questions, and invites students to reflect on their results.*

o   *Pupils: Discuss in groups the quiz questions, sharing insights and considering how they can apply what they have learned in their daily work.*

Examples of quiz questions:

1.   *What is an example of an "I-message"? a) "It's your fault because you didn't inform the team." b) "I feel frustrated because I didn't get the information in time." (Correct answer: b)*

2.   *Which of the following is an obstacle to effective communication? a) Active listening b) Passive-aggressive tone (Correct answer: b)*

3.   *What is the primary purpose of non-verbal communication? a) To replace verbal communication. b) To complete and clarify verbal messages. (Correct answer: b)*

Educational content:

*   *Explain the key principles of communication and collaboration. Quiz platform (online or print format).*

📌 ***Activity 9: Development of strategies for effective communication***

📌 ***Description:*** *Students will work in groups to develop concrete strategies to improve communication in a specific scenario from the prison environment. The activity involves identifying communication challenges, brainstorming potential solutions, and developing strategies to present to the rest of the group. The focus will be on the practical application of the learned concepts and joint problem solving.*

🕒 ***Duration: 90 minutes***

🎯 ***Objective:*** *To encourage students to develop creative and functional strategies to overcome barriers to communication and improve teamwork skills.*

Structure of activities

1.   **Introduction:**

o   *The instructor introduces the students to the activity and is an example of a scenario in which there are communication challenges (e.g. a misunderstanding*

between two teams about priorities in the activity schedule).

- o *Discussion of possible causes of challenges and their consequences.*

2. **Work in groups:**

- o *Students are divided into smaller groups and each group is given a separate scenario.*

- o *They analyze the scenario, identify key communication obstacles, and brainstorm strategies to overcome obstacles.*

- o *The group prepares a short plan of strategies that includes:*

  - ▪ *Steps to solve the identified problems.*

  - ▪ *Use of specific communication techniques (e.g., assertive communication, active listening).*

  - ▪ *Ways to evaluate the effectiveness of the proposed strategies.*

3. **Presentation and reflection :**

- o *Each group presents their strategies to the rest of the group.*

- o *The instructor conducts reflection and provides feedback based on the applicability and creativity of the proposed solutions.*

Educational content:

- • *Basic guidelines on communication techniques and strategies.*

- • *Study material with examples of communication challenges in a prison context.*

📌 *Activity 10: Activity 10: Communication Mapping – Digital Challenge*

Description: Students will use digital tools to create a visual map of the flow of communication in a hypothetical scenario from a prison environment. Mapping will help students analyze key points, identify potential barriers, and suggest improvements. Through this activity,

students will develop critical thinking skills, teamwork, and the application of ICT in analyzing communication flows.

🕐 ***Duration: 120 minutes***

🎯 ***Objective:*** *To develop students' ability to visualize, analyze and improve communication flows in complex situations using innovative digital tools.*

Structure of activities

1. ***Introduction:***
   - *The instructor introduces the concept of communication mapping and explains how visual representation helps to identify challenges.*
   - *It gives an example of a simple flow of communication (e.g., between a prison guard, a doctor, and an inmate) and demonstrates on a tool such as Miro, Lucidchart, or Canva.*

2. ***Creating a map :***
   - *Group work: Students are divided into teams and given a scenario (e.g. organization of an emergency medical intervention in prison).*
   - *Each group identifies:*
     - *actors in communication.*
     - *Potential obstacles at each stage of the information flow.*
     - *Strategies for improving communication.*
   - *Students create a visual map of the flow of communication using a digital tool.*

3. ***Presentation and feedback:***
   - *Teams present their maps and explain how they solved the identified challenges.*
   - *The instructor and peers give feedback on the clarity, creativity and practicality of the proposal.*

Educational content:

- *Presentation on the basics of communication mapping and the use of digital tools.*

- *Guidelines with examples of communication flows in the prison environment.*

- *Access to online visualization tools (e.g. Miro, Canva).*

📌 ***Activity 11: Creative challenge – Designing an ideal communication flow***

Description: *In this activity, students will work in small groups to design an ideal flow of communication in a hypothetical scenario from a prison context. The focus is on creativity, practicality, and the application of learned techniques, including assertive communication, active listening, and conflict resolution. Through this exercise, students will develop analytical and team skills, as well as the ability to propose concrete solutions to communication challenges.*

🕐 ***Duration: 120 minutes***

Phases of activity:

1. ***Introduction:***
   - *The instructor briefly presents the challenge: "Imagine that you are part of a team that needs to improve interdepartmental communication in a prison facility."*
   - *Explain the key elements of the flow of communication (clarity, precision, feedback, the role of non-verbal communication).*
   - *Presentation of a short example of bad and good communication practice so that students understand the difference.*

2. ***Group work:***
   - *Students are divided into smaller groups and each group is given a specific scenario (e.g. coordination between medical staff and guards during an emergency).*
   - *The group's task is to:*
     - *Analyze the scenario and identify possible obstacles to communication.*
     - *Develop an ideal flow of communication, including verbal, non-verbal, and formal communication elements.*

▪ *It includes strategies for resolving potential conflicts.*

  o *They can visualize their solution using paper, blackboard, or digital tools, but the emphasis is on joint discussion and practical proposals.*

3. ***Presentation and discussion:***

  o *Each group presents their ideal flow of communication, explaining what obstacles they have identified and how they have solved them.*

  o *The rest of the participants and the instructor provide feedback, with an emphasis on the applicability of the suggestions in a real-world context.*

Educational content:

- *Introductory guidelines on the basic elements of communication and their importance.*
- *Examples of scenarios adapted to the prison environment.*
- *Support the use of visualizations to show the flow of communication.*

Assessment:

- ***Formative Assessment:*** *The instructor monitors group interaction and analyzes the creativity and practicality of the proposed solutions.*
- ***Self-assessment:*** *Students reflect on how much they have contributed to the group's work and what they have learned during the activity.*
- ***Peer Assessment:*** *Teams provide feedback to each other, highlighting strengths and potential improvements.*

📌 ***Activity 12: Case study on interdepartmental conflict resolution***

Description: *In this activity, students will analyze a complex conflict scenario between different teams in a prison environment. The focus will be on understanding the challenges of interdepartmental cooperation and developing collaborative solutions that meet the needs of all parties. Through guided analysis and group discussion,*

students will develop analysis, conflict resolution and decision-making skills.

🕐 *Duration: 120 minutes*

🎯 *Objective: To improve the ability of students to recognize the causes of conflicts in interdepartmental work and to apply the learned strategies of communication and conflict resolution to achieve sustainable solutions.*

Structure of activities

1. *Scenario Introduction:*
   - *The instructor presents a detailed study case of a conflict between two teams (e.g., a security team and a medical team clashing over different priorities in an emergency situation).*
   - *Basic information in the scenario and context of the conflict is discussed.*
2. *Group analysis (30 minutes):*
   - *Students are divided into smaller groups. Each group analyzes the scenario based on the following questions:*
     - *What are the key causes of conflict?*
     - *What are the communication barriers that contributed to the problem?*
     - *How did the different priorities and roles contribute to the conflict?*
   - *Each group proposes strategies for resolving conflicts, using the learned techniques (assertive communication, active listening, negotiation).*
3. *Discussion and exchange of ideas (25 minutes):*
   - *Each group presents its own analyses and proposals for solutions.*
   - *The rest of the participants provide feedback and jointly develop the best approaches to conflict resolution.*
4. *Final reflection (10 minutes):*
   - *The instructor facilitates a discussion about the lessons learned from the activity.*

o *Students reflect on how they might be able to apply the proposed strategies in a real work environment.*

Educational content:

- *A detailed study case of conflict in a prison environment.*
- *Guidelines for conflict analysis and the development of collaborative solutions.*
- *Examples of conflict resolution techniques (assertive communication, active listening, compromise solutions*

📌 *Activity 13: Reflecting on Emotional Intelligence in a Professional Context*

Description: *Students will reflect on the four key components of emotional intelligence (self-awareness, self-regulation, empathy, social skills) and how each of them is applied in the context of communication and cooperation in a prison setting. The focus is on connecting theory with personal experiences and challenges.*

🕐 ***Duration: 120 minutes***

Structure of activities:

1. ***Introduction:***
    o *The instructor provides a brief overview of the components of emotional intelligence.*
    o *Questions for reflection on students: How do emotions affect team collaboration and communication?*
2. ***Reflection and individual work:***
    o *Students analyze a situation from their practice (or an imaginary situation) in which emotions played an important role in communication.*
    o *Record the answers to the following questions:*
        ▪ *What emotions were involved?*
        ▪ *How do these emotions affect communication and collaboration?*
        ▪ *What emotional intelligence skills have been applied (or should be applied)?*
3. ***Group Discussion:***

o Students share their thoughts with the group and it is discussed how emotional intelligence skills can enhance professional relationships.

Educational content:

- An informative guide to emotional intelligence and its key components.

  Connection; **Identify the key principles and basic components of effective interdepartmental communication and cooperation** in correctional institutions. (LO1)**Apply communication strategies based on practical and legal principles to enhance collaboration between departments**, with a focus on conflict resolution. (LO2)

  Implement standards and techniques of effective communication, adapted to the needs of different departments and the specifics of the work environment. (LO3) **Critically analyze types of communication barriers** and their effects on teamwork and problem-solving in a professional context. (LO5)

Activity 14:

Final Thoughts and Final Evaluation

📌 **Description:** At the end of this course, students answer 20 questions with multiple choice of communication models .   Students answer questions about the quality of the course. Participants complete a self-assessment checklist to assess their progress.

🕐 **Duration: 60 minutes**

Instructor actions:

- Prepare and ask students in the form of a questionnaire 20 multiple-choice questions

- Prepare and ask students in the form of questionnaires questions about the quality of the course

- Prepare self-assessment checklists for students to assess their progress

🎓 **Participant's actions:**

	• *Answer 20 Multiple Choice Questions About Restorative Practices* • *Answer questions about course quality* • *Complete a self-assessment checklist to assess their progress* 🔗 ***Links:*** *Identify the key principles and essential components of effective interdepartmental communication and cooperation in correctional facilities. (LO1)Apply communication strategies based on practical and legal principles to enhance collaboration between departments, with a focus on conflict resolution. (LO2) Implement standards and techniques of effective communication, adapted to the needs of different departments and the specifics of the work environment. (LO3) Critically analyze types of communication barriers and their effects on teamwork and problem-solving in a professional context. (LO5) Evaluate real-world case studies from remedial education to identify challenges and formulate viable strategies to improve communication. (LO6)* • ***Outcome of the course*** • ***Educational content:*** *20-question questionnaire (multiple choice), Questionnaire with questions about the quality of the course, Self-assessment checklists for students to assess their progress* • ***Assessment:*** *Answers to questions*
EDUCATIONAL CONTENT / RESOURCES	• *Basic material (PDF and PPT presentations):* • *Educational content in PDF and PPT formats, including interactive modules developed using RISE software.* • *Topics covered in the materials:* • *Communication strategies in the prison environment.* • *Principles and Barriers to Interdepartmental Cooperation.* • *Assertive communication and its application.* • *Application of legal frameworks in establishing standards of interdepartmental cooperation.* • *The importance of the right to information and privacy in professional communications.* • ***"Interpersonal Communication: Everyday Encounters" (Julia T. Wood):*** *Assertive communication and the importance*

	of adapting to tone and style. Used to design activities on crafting "I-messages" and role-playing simulations. • **"The Skilled Helper" (Gerard Egan):** *Chapter 6: Active Listening and Empathy as a Tool for Resolving Conflicts.* *Inspiration for activities related to the simulation of conflict resolution and the recognition of obstacles in communication.* • **"Effective Communication in Criminal Justice" (Robert E. Grubb & K. Virginia McConnell):** *Chapter 5: Team Collaboration in Complex Environments.* • *Basis for the analysis of interdepartmental cooperation and obstacles in teamwork.* • *Scientific articles and studies:* • *An article on the importance of non-verbal communication for building professional trust.* • *Case studies in the field of conflict management in the prison environment.*
THE USE OF ICT	• **LMS integration:** • *All educational materials, including PDFs, PPT presentations, and RISE interactive modules, will be hosted on the PICTURES Learning Management System platform.* • *An LMS will enable tracking of student progress, organization of assignments, and centralized access to content.* • **Multimedia digital content:** • *Using a variety of formats for dynamic and interactive learning:* • **Videos:** *Short lessons on key communication principles and conflict resolution strategies.* • **Podcasts:** *Discussions of experts on the challenges of interdepartmental cooperation in prisons.* • **Graphics and infographics:** *Visual depictions of communication flows and the basic principles of assertive communication.* • **Platforms for online courses:**

	- *Activities and sessions will be conducted via Zoom or Microsoft Teams, with features such as screen sharing, collaboration notebooks, and interactive polls.* - *Students will have the opportunity to participate in asynchronous discussions through forum tools on the LMS platform.* - ***Digital tools for quizzes and simulations:*** - *Using tools such as Kahoot or Mentimeter for quizzes and knowledge evaluation.* - *Software tools (e.g. Miro, Canva) for creating visual maps of the communication flow and presentations of student strategies.*
TEACHING METHODS *(find details in unit 1.2.3.1)*	- ***Lectures and presentations:*** - *Providing basic knowledge of the basic principles of communication and interpersonal skills, as well as strategies for improving interdepartmental cooperation in professional settings.* - *It covers key topics such as barriers to communication, the importance of non-verbal and assertive communication, and conflict resolution through practical examples.* - *Interactive discussions:* - *Encouraging group discussions on the challenges and benefits of interdepartmental cooperation in prisons.* - *Engaging students in sharing experiences, thinking critically and solving problems related to communication together in complex teams.* - *Case study analysis:* - *Analysing real or hypothetical scenarios from the prison environment in order for students to identify key communication challenges and develop strategies to overcome them.* - *Case studies include conflicts between teams and evaluation of existing communication practices.* - ***Role-playing simulations:***

	- *Students take on the roles of different actors (e.g. medical staff, guard, young person deprived of liberty) and practice solving communication challenges using assertiveness, empathy and active listening.* - *The scenarios simulate typical situations from the prison environment with a focus on interdepartmental cooperation.* - ***Collaborative learning:*** - *Teamwork on projects, such as developing a workflow to solve a specific task in the prison system.* - *Promote team thinking and develop common strategies to improve communication.* - *** Reflective exercises:*** - *Students participate in self-assessment activities, such as writing reflections on their communication skills and their impact on interpersonal relationships.* - *Discussions of experiences from simulations and practical tasks help in a deeper understanding of the concepts learned.* - ***Guest lecturers:*** - *Organization of lectures by experts from different fields (e.g. correctional officers, psychologists, social workers) in order to give students different perspectives on the importance of interdepartmental cooperation.* - *Collaborative learning: Group discussions and team projects.* - *Guest lecturers: Judges, lawyers, police officers, correctional officers, psychologists, social workers.* - *Reflective Exercises: Self-assessment activities and discussion of learning experiences.*
DELIVERY METHOD	- *Face-to-face (face-to-face learning) and online learning: theoretical teaching, group discussions, analyses, case studies and simulations.* - *One-on-one learning with experienced professionals.* - *Work-based learning: involving students in the activities of institutions where possible.* - *Online/Self-Directed: Asynchronous Access to Readings, Videos, and Quizzes*

| **ASSESSMENT METHODS**

(formative and/or other assessments for each unit/module, if applicable) | *Diagnostic Assessment: A preliminary test at the beginning of the module.*

Formative assessments: Quizzes after the completion of some units and class discussions.

Summative estimates:

• *Final: 20-question questionnaire (multiple choice), Questionnaire with questions about the quality of the course, Self-assessment checklists for students to assess their progress*

• *Simulation Performance: Playing a role in the application of restorative practices.*

• *Written Analysis: An essay on a topic.*

Peer and Self-Assessment: Reflection and Feedback Exercises on Restorative Justice. |