

Certificado Internacional Universitario

# 4<sup>to</sup> DIPLOMADO EN PERSPECTIVA Y PRÁCTICA PROFESIONAL GENERATIVA 2019



En colaboración con:



Inicio: martes 23 de abril de 2019 - 18:30 a 21:30 (hora Buenos Aires)

**MODALIDAD INTERACTIVA ONLINE EN TIEMPO REAL O DIFERIDO - Frecuencia semanal - Castellano y portugués**

## Presentation of the Diploma

This theoretical-practical diploma presents the generative perspective and practice that offers new resources and proven tools for professionals working with people and groups in different fields. It has an international teaching body and an exceptional space for learning, reflection and exchange in which academic direction articulates generatively its contributions.

It offers the privilege of belonging to a multidisciplinary network of professionals who work with innovative practices in various contexts, opening a window to the world.

It contributes excellence and provides recognition to local Latin American practices that are carried out by participants, a serve as practical examples of the generative perspective.

### **Among other competencies, participants will learn:**

To encourage people's skills for innovation, searching of alternatives and generating appropriate changes in the situations they face.

To sustain a resource-oriented positive perspective and a solution-oriented and future-building practice.

To promote sustainable and effective generative processes and transformative dialogues as a means to address the questions, problems and challenges facing people.

In summary, will support participants to creatively enrich their professional practice and expand their competencies.

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## **Objectives of the Diploma**

Participants will learn to:

1. Identify the central concepts of the generative approach by understanding its epistemology, theory and practice.
2. Recognize and apply the conceptual and operational tools that it offers.
3. Understand its application in different areas of practice.
4. Acquire and apply resources to develop generative processes.
5. Relate with presence and full attention during the creation and application of generative processes.
6. Expand their ability to recognize new and emerging processes and resources, explore possibilities available in the present, as well as build new futures.
7. Establish a joint working relationship with people to recognize resources and put them into action.

## **Contents of the Diploma**

### **Principles and fundamentals of the generative perspective**

Generative perspective and practice offers professionals and researchers resources to promote dialogues that respond productively to the problems, crises and challenges faced by people, groups, communities or organizations with whom they work. It allows them to find and implement alternative solutions, to stage new versions of themselves and their relationships, to promote better dialogues, to reorganize their circumstances and contexts, and to build new and viable solutions and futures.

The Generative perspective recognizes the importance of the training and the generative positioning of the professional as a sustenance of practice. As a dialogic and relational perspective, it incorporates creativity, full attention, the awareness of emerging processes in dialogue and the resources, competencies and knowledge of participants.

The generative perspective works with a productive framework based on dialogue, narrative, learning and creativity. It promotes processes that use participant resources, relationships, values and abilities to face difficulties and/or challenges and innovate.

It helps people, communities and organizations to move from a problem-centric deficit perspective to another that promotes the creation of possibilities. It is intended to generate conditions for the present and the future.

The diploma focuses particularly, on the implementation of the generative perspective in the different areas of practice.

## **Resources and generative tools**

Recognition and recovery of possibilities, emergent processes and courses of action that give rise to innovations, alternatives and a possible future for the participants.

Work platform: Construction of a project of work built on consensus that gives direction to the process and favors viable and sustainable transformations.

Dialogue: Construction and transformation of dialogue. Creation of new conversational spaces. Facilitation of generative processes. It includes awareness and crafting of types, moments, and purposes of dialogue.

Narrative: Elaboration of narratives oriented towards the construction of a future. Use of metaphors and hyperbole.

Construction and transformation of matrices of meaning, narrations and coordination between people.

Generative and appreciative inquiry. Creative dynamics of the question. Pragmatic dimension of the question: how to propose or suggest through questioning. Types of questions.

Learning through dialogue and construction of new knowledge. Awareness of learnings as resources for transformations.

Creation of dialogues based on appreciation, respect, emotions and relational presence.

Scenarios and dramatizations that allow the construction of alternatives and to question the centrality of a problematic official history that allows for the opening of new possibilities.

Subjectivity and links with the other. Recognition and inclusion of the potentialities available in oneself, the other and in the relationship.

Awareness of timelines: reconstruction of the past and construction of the future in the present. Use of temporary transformational markers.

Inclusion of multidimensional dialogues, people and contexts to support creative processes.

Interfaces. Detection and use of "Inter" spaces: interlanguages, semantic shading and construction of dialogic bridges to innovate.

Design of new social ecologies.

# Implementation of the generative perspective in different areas of practice

The generative perspective applies to different contexts and professional spaces:

**Transformations of self, relationships and contexts** in psychosocial therapy and interventions with individuals, couples, families and communities.

**Transformations in dialogues and experience in conflict and crisis management.** Coping with problem situations and changing challenges. Mediation of meanings. Creativity and innovation.

## **Construction of generative processes in impasses or conflict situations**

– Construction of productive coordinations. Emotions, relationships and joint actions to promote productive dialogues to deal with differences and conflict in families, groups and communities.

– Violent contexts. Situations of occlusion of dialogue and reflection, denial of otherness. Restorative processes. Transformation of unproductive dialogues. Differences between dialogue, debate, conflict and violence.

## **Transformation of groups, communities and organizations**

Generative and appreciative approaches in/with/between groups, communities and organizations. Various types of group processes.

## **New relational and generative forms of leadership and coordination**

From hierarchical models to distributed knowledge, production and accountability models.

## **New social ecologies**

Interfaces, Interlanguages and the management of transformative processes between different social actors. Generative procedures for working with diverse groups.

## **Learning as a generative practice**

Located, inclusive and participatory learning. Construction of communities of practice and learning.

## **Qualitative research as a generative process and future construction**

Implications and uses of generative perspective in these processes.

**Contributions from perspective and practice generative to the political dimension** of interpersonal, community and organizational relationships. Contributions to the development of public policies – for example, public hearings, complex issues, among others.

Aimed at: professionals who work with individuals, families, groups, communities, private and public institutions, interested in enriching their resources and learning how to incorporate the theory and generative practice to different contexts (psychotherapy, Psychosocial interventions, conflict management, community and organizational development, consultancy, education, coaching, among others).

## **Teaching-Learning methodology**

The diploma proposes a generative teaching-learning methodology that favors production and creativity. The inclusive and participatory way of presenting concepts and promoting relationships enables participants to articulate new learning and knowledge, as they co-create a community of learning and practice.

It uses presentations, reflective dialogues, group work and the application of acquired resources to create a learning process that provides participants with the knowledge and tools needed to position themselves as operators in the different contexts and scenarios in which they carry out their professional practice.

It has been employed with numerous professionals from different countries and disciplines, who report important benefits in their practice, in their resources, and in themselves as operators and people.