

Master in

# HUMAN DEVELOPMENT

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The International Archives of the Person-Centered Approach is kept in the Francisco Xavier Clavigero Library at our university, and it represents the largest archive of its kind in the world.

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## CONTEXT AND RELEVANCE

The numerous problems we presently face entail important challenges for the practice of Human Development, being impossible to solve in the short term, they require long scope professional commitment. Human Development as a scientific discipline had its origin in the Universidad Iberoamericana, Ciudad de México. Our Master's in Human Development offers an integral training that goes beyond mere acquisition of information or knowledge, fostering students' personal growth by developing their capacities, their sense of being with and for others, and their commitment to society. Therefore, integral personal growth leads individuals to consider human beings in their interaction with others in the specific context in which they develop. Human Development considers that the process of change is a self-up-dating process involving the possibility of modifying the environment.

Today, Human Development participates in the societies of knowledge. On one hand, this has been an outcome of high-level intellectual work and humanist perspective is increasingly present in decision-making focusing in richness and well-being production. On the other hand, Human Development works hard in favor of the people and forms of knowledge that have been excluded from the developmental processes and whose contribution to the advancement of our societies is relevant. Hence, Human Development can influence political decisions and retrieve personal and local communities' experiences.

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## LINKAGE

The Psychology Department has multiple formal and informal avenues of collaboration and exchange with higher education institutions, cultural institutions and national and foreign research centers, for both students and professors. We underscore the following links:

- *Asociación de Desarrollo Humano de México*
- *Association for the Development of the Person-Centered Approach*
- *Desarrollo de la Comunidad, A. C.*
- *Facultad de Estudios Superiores Acatlán-UNAM*
- *Instituto Tecnológico de Estudios Superiores de Occidente (ITESO)*
- *Missouri State University*
- *Universidad Iberoamericana Puebla*
- *Universidad Veracruzana*
- *Universitat Autònoma de Barcelona*

## OBJECTIVES

### General

To train human development promoters who act as agents of change, conducting intentional activities that pursue the modification of established situations, moving toward desired situations, improving initial conditions with an added value in efficiency and effectiveness, equity and collective welfare.

### Specific

1. To understand, contrast and assess the theories that substantiate Human Development
2. To analyze and apply human development theories in specific situations demanding intervention to promote people's and communities' development, primarily populations with high poverty rates.
3. To analyze the reality of the contexts to broaden the field of knowledge of this discipline through scientific research, basing intervention proposals in theoretical knowledge .
4. To contribute to social well-being engaging ethically in promoting human values.

## APPLICANTS PROFILE

Candidates require sensitivity to social problems, academic capacity, adequate command of information technologies, aptitudes, attitudes and behaviors that promote and develop interpersonal relationships, openness to reflect on personal processes, willingness to accept cultural and personal diversity, and interest in social and assistance issues.

## GRADUATES PROFILE

The graduate has professional and personal capacity and expertise in the promotion of human development. He/she has acquired knowledge, abilities and attitudes to facilitate and accompany people and groups in strengthening their human capacities. Therefore, the field work is not restricted to a particular area, but seeks to influence wherever the human-personal binomial is present.

### Knowledge

The graduate will:

- Analyze the different theories of the Person-centered Approach and the Humanistic-Existential Approach as a philosophical base, as well as other human development related areas, in order to apply them in his/her professional practice
- Identify the factors determining problems associated to interpersonal, group and social relations in different areas of specific life situations
- Possess the theoretical basis to establish prevention models in personal, educational, organizational, social and transcendental settings
- Design, implement and asses prevention programs that support the development needs of groups and communities in diverse fields and contexts, showing consistency between principles, the concept of human-being, and attitudes towards persons

### Abilities

- Perceptual acuity and ability to listen empathically.
- Sensitivity to perceive the situation of groups and persons in specific sociocultural context
- Ability to establish an environment of acceptance, emotional warmth and interpersonal closeness enabling the personal exploration and communication of the individuals and groups with which he/she works

### Attitudes

- Flexibility, respect and openness to implement the facilitation criteria in different personal and/or group situations
- Capability to accompany persons and groups
- Openness to people's world views and understanding of the most relevant national problems

### Values

- Profound respect for the experiences of persons and groups.
- Commitment to social humanist ethic principles, oriented towards equilibrium and justice in relationships, defense of the person's dignity, promotion of autonomy and responsible use of freedom

## FIELD OF WORK

The promotion of human development includes all aspects of human life. The professional field is one of this dimension, and graduates perform as advisors, facilitators, coaches and guides of personal growth through consultancies, counselling, and individual, community, organizational or institutional projects. Graduates design and implement programs which can include research, teaching, dissemination and other related professional services.

Particular fields of work are:

- Educational: schools or educational institutes at elementary, high school and college levels; non-formal educational institutes; and professional, scientific and academic associations.
- Political: non-government regional, national or international organizations, political parties and related associations, and labor unions.
- Companies: macro, medium and small enterprises of goods or services
- Communication: public and private media
- Social: civil society organizations; foundations; civic and religious organizations, such as private assistance institutions, civil associations, churches, communities and faith-based organizations.
- Cultural: Cultural, sports, recreational and leisure-time institutions; spaces for artistic and cultural production.
- Personal: groups and organizations interested in exploring their experiences with the aim of fulfilling their own potential. Private consultancy and orientation practice.

Many research topics have been developed over more than 40 years, focusing on the study of human needs in the following areas: individual-groups (identities, couple and family relationship, gender roles, oneiric processes, humanist psychotherapy, orientation processes, death, pain and suffering, terminal illnesses, addictions, aging and disabilities); social (human rights, culture, art, creativity, violence, pastoral, self-generated processes in communities and organizations, resilience, community development, social assistance); educational (educational models, curricular development, meaningful learning); organizational (job and unemployment, group processes, communication, leadership) among others.

# FACULTY MEMBERS

## **Celia Mancillas Bazán**

*Ph.D. and M.A. in Human Development, B.A. in Psychology, Universidad Iberoamericana*

**Lines of Research:** Culture and Gender and Human Development

**Relevant Publications:** El péndulo de la intimidad. Relatos de vida de parejas en Valle de Chalco. México: Universidad Iberoamericana, 2006; “Migración de menores mexicanos a Estados Unidos”. In P. Leite and E. Giorguli (Ed.) El estado de la migración. Las políticas públicas ante los retos de la migración mexicana a Estados Unidos (pp. 211-246). México: CONAPO. 2010; “Muy cerca pero a la distancia: transiciones familiares en una comunidad poblana de migrantes”. Migraciones Internacionales 4 (4), 35-64. (2009); “Beyond National Borders: Family Frontiers and Expulsion from the US”. Journal of Borderlands Studies 26 (1), 53-63 (2011).

**Contact:** [celia.mancillas@ibero.mx](mailto:celia.mancillas@ibero.mx)

## **Sergio Molano Romero**

*Ph.D. in Psychological Research and M.A. in Human Development, Universidad Iberoamericana  
B.A. in Psychology, Universidad Nacional Autónoma de México*

### **Line of Research:**

Human Development.

### **Relevant Publications:**

Fuentes, M., & Molano, S. “Sentido de vida en adolescentes a partir de una intervención en Desarrollo Humano. In S. Rivera, R. Díaz Loving, I. Reyes, & M.M. Flores, Aportaciones actuales de la Psicología Social. (vol. II, pp. 441-448). Mérida: AMEPSO, 2014; Moctezuma, G., & Molano, S. “Autoconocimiento y asertividad en madres de familia: una alternativa a las relaciones agresivas en la escuela”. In M. González, L. Yedra, E. Rivera, & G. Mendoza, De la utopía a la actualización del desarrollo Humano. Aportes recientes. (pp. 185-192). Xalapa: IETEC-Arana, 2014. “Ciencia y desarrollo humano” and “Cohesión social y relaciones interpersonales en un cendi de la delegación Álvaro Obregón en la ciudad de México”. Revista del Instituto de Psicología y Educación de la Universidad Veracruzana. Vol 10, 2016. Sánchez, S. and Molano, S. “El desarrollo humano y la responsabilidad social”. In A. Tena, H. Varela y L. Zamudio, La ibero y las Ciencias Sociales. México: UIA, 2014.

**Contact:** [sergio.molano@ibero.mx](mailto:sergio.molano@ibero.mx)

## **Silvia Araceli Sánchez Ochoa**

*Ph.D. and M.A. in Human Development, B.A. in Psychology, Universidad Iberoamericana*

### **Line of Research:**

Human Development

### **Relevant Publications:**

Sánchez, S. and Domínguez, A. (2008). “Elaboración de un instrumento de viñetas para evaluar el desempeño docente”, Revista Mexicana de Investigación Educativa, Volumen XIII No. 37; Sánchez, S. and Domínguez, A. “El talento en la docencia”. In A. Tapia, M. Tarragona, M. González, Psicología Positiva. México: Trillas, 2012. Sánchez, S. and Molano, S. “El desarrollo humano y la responsabilidad social”. In A. Tena, H. Varela and L. Zamudio, La ibero y las Ciencias Sociales. México: UIA, 2014.

**Contact:** [silvia.sanchez@ibero.mx](mailto:silvia.sanchez@ibero.mx)

## **Hugo Yam Chalé**

*Member of the National Research System (SNI). Candidate Level*

*Ph.D. in Psychology, Universidad Nacional Autónoma de México*

*M.A. in Psychology Applied to Criminology, B.A. in Psychology, Universidad Autónoma de Yucatán*

### **Lines of Research:**

Vulnerable Groups, Quality of Life and Family.

### **Relevant Publications:**

“Condiciones del cautiverio y significados construidos del secuestro extorsivo económico, desde la narrativa de los sobrevivientes”, Revista Criminalidad, 58 (3) (2016); “Vivencia y repercusiones del secuestro: el caso de la esposa de un hombre secuestrado”. Revista Alternativas en Psicología, Tercera época, Febrero-Julio (32), 108-124 (2015); “Condiciones del cautiverio y estrategias de afrontamiento empleadas por víctimas de secuestro extorsivo económico”. In I. Loinaz y R. Gallardo (Eds.), Prevención y detección del maltrato infantil, (183-212). México: BUAP, 2015; “Secuestro extorsivo económico: significados construidos por una pareja sobreviviente”. Psicología & Sociedades, 26(3), 779-791 (2014).

**Contact:** [hugo.yam@ibero.mx](mailto:hugo.yam@ibero.mx)

**( Masters' Program Coordinator)**

## LINES OF RESEARCH

### 1) Human Development

Its objective is to contribute from an interdisciplinary point of view to the understanding of the relationships between human development of the persons, families and groups, and society in the different settings and socioeconomic strata, with special emphasis on disadvantaged groups.

## SYLLABUS

<b>First semester</b>	<b>16 credits</b>
Introduction to Human Development	4
Person- Centered Approach	4
Communication in Human Development	4
Research Methodology in Human Development	4
<b>Second semester</b>	<b>16 credits</b>
Personal Development Group	4
Communication Strategies in Human Development	4
Theories and Techniques of Group Process	4
Design and Evaluation of Human Development Projects	4
<b>Third semester</b>	<b>20 credits</b>
Human Development Theories, Strategies and Applications	4
Awareness for Individual and Social Change	4
Group Process Skills Development	4
Application of Human Development Projects	8
<b>Fourth semester</b>	<b>16 credits</b>
Contemporary Human Development	4
Integration Seminar	4
Elective 1	4
Elective 2	4
<b>Total</b>	<b>68 credits</b>

## ELECTIVE SUBJECTS

- Individual-Group Human Development
- Community Social Human Development
- Organizational Human Development
- Educational Human Development
- Interventions in Individual-Group Human Development
- Interventions in Community Social Human Development
- Interventions in Organizational Human Development
- Interventions in Educational Human Development
- Human Development Seminar
- Research Seminar

The program is comprised by 68 credits, which must be accredited in two years (four school periods).

## ADMISSION PROCEDURES

The following documents must be delivered to the School Services Directorate (Building N)

- Original birth certificate
- Simple photocopies of university degree and professional license, or evidence of graduating from M.A. Copies will be verified against original documents
- Subjects Application
- Application form (provided by School Service Directorate along with New-admission instruction)
- Letter of Acceptance to the Graduate Program
- Letter of Commitment and Addendum duly completed and signed (also provided by School Service Directorate)
- Application process payment receipt

In addition to delivering the appropriate documents and fulfilling the applicant's profile, the admission procedure includes interviews with faculty members, 3 psychometric exams and an induction course.

### Foreign Students

Foreign country applicants or Mexicans coming from foreign institutions must also deliver:

- Birth certificate legalized for México.
- Revalidation of studies extended by the Mexican Ministry of Public Education. If the documents are not in Spanish, they must be translated by an authorized translator.
- Photocopy of Migration Form FM-2 (the student is responsible of keeping his/her migratory status in Mexico up to date).

For further information please contact:

[sergio.molano@ibero.mx](mailto:sergio.molano@ibero.mx) or [nancy.flores@ibero.mx](mailto:nancy.flores@ibero.mx)



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