

## Justice Institute of British Columbia COURSE OUTLINE

<b>Course Code:</b>	<b>ABLD114</b>
<b>Course Title:</b>	<b>Introduction to Dispute Resolution: Level 1</b>
<b>Prerequisite Courses:</b>	Acceptance into the Certificate program
<b>School:</b>	Community and Social Justice
<b>Division/Academy/Centre:</b>	Centre for Aboriginal Programs & Services
<b>Previous Course Code &amp; Title:</b>	Same
<b>Course First Offered:</b>	November 2005

<b># of Credits:</b>	<b>3</b>
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### Course Description:

Dispute resolution is an umbrella term covering a wide range of approaches to conflict. This course provides an overview of collaborative conflict resolution and cross-cultural conflict resolution. Learners will examine the dynamics and sources of conflict, attitudes and beliefs, conflict styles, conflict theory, defensiveness and the role of assumptions and emotions. This course will also focus intensively on communication theory and the skills that are the building blocks for negotiating, mediating or resolving interpersonal conflict. Skill specifics include: non-defensive listening, questioning, reframing and assertive speaking. This highly participatory course emphasizes self-awareness and skill development through structured exercises and simulations.

### Course Goal(s):

This course will prepare students to approach a wide range of conflicts, using cooperative and collaborative approaches.

### Learning Outcomes:

Upon successful completion of this course, the learner will be able to:

- Describe their own beliefs, values and attitudes towards conflict
- Identify and describe their own dominant conflict style and the style of others
- Describe the benefits of a cooperative approach to resolving conflict
- Analyze cultural content of conflict
- Interpret underlying beliefs, goals and conditions that support collaborative conflict resolution
- Differentiate the concepts of position, issue and interest
- Apply the collaborative and cooperative techniques in an emotionally charged situation
- Initiate the conversation
- Create and maintain a collaborative tone
- Frame the issues to support collaborative exploration
- Explore the issues
- Bring closure to the conversation
- Use empathic responses: open questions, "I" language
- Focus on behaviour description
- Illustrate communication skills to defuse defensiveness, judgement and resistance check perceptions and clarify assumptions

**Course Topics/Content:**

**1. Who We Are In Conflict**

- Attitudes about conflict
- Conflict through cultural lenses
- Individuals, cultures and society
- Factors affecting conflict
- Interpersonal conflict
- Destructive and constructive conflict
- Positive functions of conflict
- Shifts required for the New Approach
- Conflict Approaches and styles

**2. Levels of Conflict resolution**

**3. How We Approach Conflict**

- Culturally based models of conflict resolution
- Internal Elements of the collaborative style
- Awareness
- Readiness
- Understanding
- Reflection
- External Elements of the Collaborative style
- Opening
- The Collaborative Tone
- Identifying
- Stating Neutrally
- Exploring
- Closure
- Insight
- Combining the Internal and External Elements

**4. Skill Sets**

- Cross cultural communication awareness
- Mehrabian's Communication Model
- Language
- Inclusivity
- Maslow's Hierarchy of Needs
- Perceptions and Assumptions
- Intercultural Skills:
- Listening
- Question
- Self Disclosing
- Empathy
- Culturally defined agreement

**5. Models of Conflict Resolution**

- Conflict Resolution Continuum
- The Harvard Model
- Identity Based Conflict Resolution

**Text and Resource Materials:**

**Required:**

Asserting Yourself in Conflict Situations, 7<sup>th</sup> Edition  
 Conflict Resolution, 14<sup>th</sup> Edition  
 Style Matters: The Kraybill Conflict Style Inventory

**Recommended:**

BeeBee, Redmond, Geerinck & Milstone, Carol (1997) *Interpersonal Communication and Relating to Others*. Scarborough, ON: Allyn & Bacon, Canada

Bender, Peter Urs (1994). *Secrets of face to face communication*. Toronto, ON: Stoddart

Bush, Robert A & Folger, Joseph P. (2005). *Working through Conflict*. San Francisco, CA: Jossey-Bass

Lickson, Charles P. (1996). *Ironing it Out: Seven Simple Steps to Resolving Conflict*. Menlo Park, CA: Crisp Publications

Parry, Danaan (1989). *Warriors of the Heart*. Cooperstown, NY: Sunstone Publications

Patton, B & Heen, S (1999). *Difficult Conversations: How to Discuss What Matters Most*. New York: Viking

Rothman, Jay (1997). *Resolving Identity Based Conflict in Nations, Organizations and Communities*. San Francisco, CA: Jossey-Bass

**Course Level:**

<b>x</b>	First Year		Second Year		Third Year		Fourth Year
	Graduate		Other (describe):				

**Equivalent Course(s) within the JIBC:**

**Class Delivery Methods:**

<b>Delivery Methods</b>	Class Option A (Hours)	Class Option B (Hours)	Class Option C (Hours)	Class Option D (Hours)
Classroom/Lecture/Discussion	42			
Simulation/Lab				
Practicum/Fieldwork				
Online				
Correspondence				
<b>Total Class Hours</b>	<b>42</b>			

**Comments on Delivery Methods:**

**Course Grading System:**

<b>X</b>	Letter Grades		Percentage		Pass/Fail
	Complete/Incomplete		Attendance Only		
<b>Passing Grade:</b>		C			

**Evaluation Activities and Weighting:**

Final Exam	<b>40%</b>	Assignments	<b>20%</b>	Project	%	Capstone Project	%
Midterm Exam	%	Portfolio	%	Participation	<b>40%</b>	Other	%
Quizzes/Test	%	Simulations	%	Practicum	%	<b>TOTAL</b>	<b>100%</b>

**Comments on Evaluation Activities and Weighting:**

In order to receive an evaluation or grade, learners must participate in class, and complete the written assignments and exams.

Students who are unsuccessful in any formal evaluations may apply to the Program Coordinator for one opportunity to re-write it. Students must arrange to re-write the exam within 10 days of the original exam.

**Other Course Guidelines, Procedures and Comments:**

Late assignments will not be accepted for marking without prior permission of the lead faculty member. A student who misses assignments, quizzes, projects or exams, may, at the discretion of the lead faculty, complete the work missed.

View official versions of related JIBC academic regulations and student policies in the *JIBC Calendar* on the following pages of the JIBC website:

**Academic Regulations:**

<http://www.jibc.ca/programs-courses/jibc-calendar/academic-regulations>

- Student Academic Integrity Policy
- Academic Progression Policy
- Admissions Policy
- Academic Appeals Policy
- Evaluation Policy
- Grading Policy

**Student Policies:**

<http://www.jibc.ca/programs-courses/jibc-calendar/student-policies>

- Access Policy
- Harassment Policy – Students
- Student Records Policy
- Student Code of Conduct Policy

## **JIBC Core Competencies**

The JIBC promotes the development of core and specialized competencies in its programs. Graduates of our programs will demonstrate high levels of competence in the following areas:

### **Critical thinking**

Identify and examine issues and ideas; analyze and evaluate options in a variety of fields with differing assumptions, contents and methods.

### **Communication, oral and written**

Demonstrate effective communication skills by selecting the appropriate style, language and form of communication suitable for different audiences and mediums.

### **Leadership**

Inspire individuals and teams to reach their potential by embracing innovation through strategic thinking and shared responsibility.

### **Independent learning**

Show initiative by acting independently in choosing effective, efficient and appropriate applied learning, research and problem solving strategies.

### **Problem solving**

State problems clearly; effectively and efficiently evaluate alternative solutions; choose solutions that maximize positive and minimize negative outcomes.

### **Interpersonal relations**

Know and manage oneself; recognize and acknowledge the needs and emotions of others including those with diverse backgrounds and capabilities.

### **Inter-professional teamwork**

Understand and work productively within and between groups, respect others' perspectives and provide constructive feedback with special attention to inter-professional relationships.

### **Information literacy**

Recognize and analyze the extent and nature of an information need; efficiently locate and retrieve information; evaluate it and its sources critically, and use information effectively and ethically.