



## Justice Institute of British Columbia COURSE OUTLINE

|  |   |
|--|---|
| <b>Course Code:</b>                      | <b>ABLD117</b>  |
| <b>Course Title:</b>                     | <b>Dispute Resolution, Level 2: Overcoming the Past</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>             | March 2006  |

|                      |          |
|----------------------|----------|
| <b># of Credits:</b> | <b>3</b> |
|----------------------|----------|

### Course Description:

This course is designed to help the learner understand his/her own reactions to difficult situations. The learners will also develop skills to effectively overcome the obstacles required to reaching successful agreements. Learners will explore how withheld feelings impede the process of resolving a conflict. Learners will examine theory, skills and approaches for managing and responding to anger, unreasonable demands, attacks and outbursts. Topics such as anger triggers and self-management will be explored. Learners will focus on getting past unfinished business by clearing judgments, acknowledging hurt, reducing defensiveness and working towards a trusting relationship.

### Course Goal(s):

This course is intended to provide learners with the skills to overcoming the past and move on to reach personal and professional goals.

### Learning Outcomes:

Upon completion of this course learners will be able to:

- Describe the role of blame, judgments, resentment in resolving conflict
- Describe the impact of anger on the collaborative approach to conflict
- Describe the role of personal truth in resolving conflict
- Identify core beliefs and behaviours associated with anger
- Identify present blocks, defenses and protections
- Design strategies to manage own anger, unreasonable demands, and attacks
- Developing skills for clearing judgments
- Apply personal responsibility for co-creating conflict
- Facilitate others' learning in taking responsibility for co-creating conflict
- Elicit secondary gain and underlying interests



**Course Topics/Content:**

- Anger and the collaborative approach
- Beliefs about blame, judgments, resentment and anger
- Origins of anger
- Functions, triggers and experiences of anger
- Using anger constructively
- Anger and physiology
- Assertiveness, limit setting and disengaging
- Self-management

**Text and Resource Materials:**

**Required:**

*Dealing with Anger*: CCR – JIBC Manual

**Required:** N/A

**Course Level:**

|          |                   |  |             |  |            |  |             |
|----------|-------------------|--|-------------|--|------------|--|-------------|
| <b>X</b> | First Year        |  | Second Year |  | Third Year |  | Fourth Year |
|          | Other (describe): |  |             |  |            |  |             |

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

**Class Delivery Methods:**

| Delivery Methods             | Class Option A<br>(Hours) | Class Option B<br>(Hours) | Class Option C<br>(Hours) | Class Option D<br>(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:**

|   |                     |  |                 |  |                |  |                  |
|---|---------------------|--|-----------------|--|----------------|--|------------------|
| X | Letter Grades       |  | Percentage      |  | Pass/Fail      |  | Credit/No Credit |
|   | Complete/Incomplete |  | Attendance Only |  | Not Applicable |  |                  |

|                       |   |
|-----------------------|---|
| <b>Passing Grade:</b> | C |
|-----------------------|---|

**Evaluation Activities and Weighting:**

|              |     |             |     |               |     |                  |      |
|--------------|-----|-------------|-----|---------------|-----|------------------|------|
| Final Exam   | 20% | Assignments | 20% | Project       | %   | Capstone Project | %    |
| Midterm Exam | %   | Portfolio   | %   | Participation | 30% | Other            | 30%  |
| Quizzes/Test | %   | Simulations | %   | Practicum     | %   | TOTAL            | 100% |

**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.

### **Problem solving**

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

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

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

### **Interpersonal relations**

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

### **Leadership**

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

### **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.

### **Independent learning**

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

### **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.