

**Justice Institute of British Columbia**  
**COURSE OUTLINE**

<b>Course Code:</b>	<b>CCR100</b>
<b>Course Title:</b>	<b>Foundations of Collaborative Conflict Resolution</b>
<b>Prerequisite Courses:</b>	None
<b>School:</b>	Community and Social Justice
<b>Division/Academy/Centre:</b>	Centre for Conflict Resolution
<b>Previous Course Code &amp; Title:</b>	CR110A-Dealing with Interpersonal Conflict
<b>Course First Offered:</b>	June 1, 2008

<b># of Credits:</b>	<b>1.5</b>
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**Course Description:**

This foundation course offers you effective and practical tools in collaborative conflict resolution. Through examination of the sources of conflict attitudes and beliefs, conflict styles, and the role of assumptions and emotions, you will gain an overview of conflict dynamics and collaboration strategies. This highly participatory course emphasizes self-awareness and understanding through structured exercises and simulations. A videotape or DVD will be provided for you to record your simulation on the final day of the course. This course is equivalent to CCR101 (formerly CR110B). Students must take either CCR100 (formerly CR110A) or CCR101 (formerly CR110B) as a prerequisite for other required courses in the certificates.

**Course Goal(s):**

At the completion of this 3-day (21-hour) course, the learner will be able to:

- Recognize and understand the benefits and opportunities of working collaboratively in dealing with conflict.

**Learning Outcomes:**

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

1. Identify factors – personal, cultural, societal - that shape beliefs and behaviours in conflict.
2. Analyze advantages and disadvantages of different conflict styles and describe appropriate uses of each.
3. Describe the components of a collaborative approach to resolving conflict in interpersonal relationships.
4. Describe underlying beliefs, goals and conditions that support collaborative conflict resolution.

5. Use a collaborative process that includes opening, identifying, exploring and closing to hold a conflict resolution dialogue.
6. Clarify assumptions in interpersonal conflict.
7. Demonstrate a balance of both listening and talking in a conflict resolution dialogue.
8. Assess personal effectiveness in conflict resolution and your impact on others.

**Course Topics/Content:**

**Day One:**

- Personal, cultural and societal beliefs about conflict.
- Conflict metaphors.
- Conflict styles.
- Collaborative and adversarial approaches to conflict.
- Principles of collaboration.

**Day Two:**

- Overview of collaborative process for resolving interpersonal conflict.
- Managing the conflict.
- Opening the conflict resolution conversation.
- Identifying the issues to be discussed.
- Exploring each person's point of view.
- Clarifying assumptions.
- Closing the conversation.
- Preparation of simulation day.

**Day Three:**

- Coached and videotaped simulation practice in groups of 5.

**Text and Resource Materials:**

**Required:**

This manual and any course material will be provided to you on the first day of class.

Centre for Conflict Resolution. (2004) *Conflict Resolution, Fourteenth Edition*. New Westminster: Justice Institute of BC



**Recommended:**

Deutsch, M. (2006). *Cooperation and Competition*. In Deutsch, M., Coleman, P. & Marcus, E. (Eds.) *The Handbook of Conflict Resolution: Theory and Practice, Second Edition*. San Francisco, CA: Jossey-Bass.

**Course Level:**

X	First Year		Second Year		Third Year		Fourth Year
	Graduate		Other (describe):				

**Equivalent Course(s) within the JIBC:** CCR101 (formerly CR110B)

**Class Delivery Methods:**

Delivery Methods	Class Option A (Hours)	Class Option B (Hours)	Class Option C (Hours)	Class Option D (Hours)
Classroom/Lecture/Discussion	14			
Simulation/Lab	7			
Practicum/Fieldwork				
Online				
Correspondence				
<b>Total Class Hours</b>	21			

**Comments on Delivery Methods:**

**Course Grading System:**

	Letter Grades		Percentage	X	Pass/Fail
	Complete/Incomplete		Attendance Only		

<b>Passing Grade:</b>	Pass
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**Evaluation Activities and Weighting:**

Final Exam	%	Assignments	%	Project	%	Capstone Project	%
Midterm Exam	%	Portfolio	%	Participation	40%	Other	%
Quizzes/Test	%	Simulations	60%	Practicum	%	TOTAL	100%

**Comments on Evaluation Activities and Weighting:** Criterion-referenced evaluation.

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

*1 or 2-Day Course:* Learners must attend the full course to receive credit.

*3, 4 or 5-Day Course:* Learners who miss more than 7 hours of classroom time must repeat the entire course at their own expense. Learners who miss less than 7 hours of classroom time will receive a status of “no credit granted” for the course on their learner record. This status can be updated to “credit granted” by attending Use It or Lose It Clinic.

*All Courses:* If the course involved a coached skills-practice simulation, the learner must complete the simulation, or they will receive a status of “no credit granted” for the course on their student record. This status can be upgraded to “credit granted” by attending a Use It or Lose It Clinic.

*Course Outline Changes:* All changes to course outlines communicated to learners in class.

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.