

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

**Course Code:** CCR102  
**Course Title:** Building Your Communication Toolbox  
**Prerequisite Courses:** None  
**School:** Community and Social Justice  
**Division/Academy/Centre:** Conflict Resolution  
**Previous Course Code & Title:** CR102-Building Your Communication Toolbox  
**Course First Offered:** June 1, 2008

<b># of Credits:</b>	<b>1.0</b>
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**Course Description:**

If you have not had previous training in interpersonal communication skills, this elective course is strongly recommended. In this course, you will focus on communication skills that are the building blocks of mediating, negotiating and resolving interpersonal conflict. Skills are demonstrated. Following, you will have the opportunity to practice short exercises involving conflict situations. Specific skills include non-defensive listening, reframing and assertive speaking.

**Course Goal(s):**

At the completion of this 2-day (14-hour) course, the learner will be able to:

- Listen non-defensively in conflict situations.
- Speak assertively in conflict situations.

**Learning Outcomes:**

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

1. Describe the basic principles of communication.
2. Describe barriers to communication and identify qualities of effective communication.
3. Describe non-verbal communication messages.
4. Differentiate between constructive and destructive, supportive and defensive communications in conflict situations.
5. Paraphrase, summarize, reflect feelings and respond empathically.
6. Ask open questions.

7. Reframe messages to promote the resolution of the conflict.
8. Differentiate between assertive and aggressive statements/responses.
9. Speak using “I” messages and behaviour description.
10. Use communication skills to respond to defensiveness.

**Course Topics/Content:**

1. About Communication
  - Assumptions and Meaning
  - The Johari Window Theory
  - Communication and Conflict
  - Conflict-Escalating Communication Styles
  - Communicating to Resolve Conflict
2. Communication Skills
  - Non-verbal communication
  - Listening Skills
  - Assertion
  - Reframing
3. Integration Exercises
  - Role-plays

**Text and Resource Materials:**

**Required:**

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

Centre for Conflict Resolution. (2002) *Building your Communication Tool Box, Sixth Edition*. New Westminster: Justice Institute of BC

**Recommended:**

Faber, A. & Mazlish, E. (1991). *How to Talk So Kids Will Listen & Listen So Kids Will Talk*. New York: Avon Books.

Goleman, D. (1995). *Emotional Intelligence*. New York: Bantam Books.

Griffin, E. (2008). *A First Look At Communication Theory, 7th Edition*. Toronto: McGraw Hill.

Harper, G. (2004). *The Joy of Conflict*. Gabriola Island, BC: New Society Publishers.

McKay, M. and, Davis, M. (2009). *Messages: The Communication Skills Book*. Oakland: New Harbinger Publications.

Rosenburg, M.B. (2003). *Nonviolent Communication: A Language of Life*. Encinitas, CA: Puddle Dancer.

Steward, J. ed. (2001). *Bridges Not Walls: A Book About Interpersonal Communication*, 9th Edition. Toronto: McGraw Hill.

Tannen, D. (2001). *You Just Don't Understand: Women and Men in Conversation*. Harper Paperbacks.

**Course Level:**

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

**Equivalent Course(s) within the JIBC:** None

**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				
Practicum/Fieldwork				
Online				
Correspondence				
<b>Total Class Hours</b>	<b>14</b>			

**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.

*All Courses:* If the course involves a coached skills-practice role-play, the learner must complete the role-play, or they will receive a status of “no credit granted” for the course on their learner 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.