

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

<b>Course Code:</b>	<b>CCR105</b>
<b>Course Title:</b>	<b>Asserting Yourself in Conflict Situations</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>	CR105-Asserting Yourself in Conflict Situations
<b>Course Effective Date:</b>	June 1, 2008

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

This course addresses assertiveness in a variety of challenging situations and gives you opportunities to practice improving and maintaining an assertive style under pressure. Whether you are negotiating an important issue, expressing your thoughts and feelings in a conflict or standing firm under pressure, the ability to assert yourself is crucial to reaching outcomes that work for you. In conflict situations, it can be especially difficult to maintain an assertive stance rather than overreacting or selling yourself short.

**Course Goal(s):**

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

- Integrate assertiveness with listening skills when resolving conflict, negotiating, responding to criticism and setting-limits.

**Learning Outcomes:**

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

1. Analyze and demonstrate the appropriate relationship between asserting and listening in collaborative conflict resolution.
2. Differentiate between passive, aggressive, assertive and passive-aggressive language and actions.
3. Identify own use of assertion and describe strategies for overcoming personal assertion challenges.
4. Use "I" language, descriptive language plus listening skills to assert point of view and interests in a collaborative conflict resolution process.

5. Use asserting and listening skills appropriately to set limits on objectionable behaviour.
6. Use asserting and listening skills to respond to pressure and to express non-negotiables.
7. Respond to typical aggressive and defensive responses to assertion by using listening and defusing skills non-defensively.
8. Display an increasing level of self-awareness regarding own assertive communication.

**Course Topics/Content:**

**Day One:**

Foundational principles of assertive communication.

- Characteristics of passive, aggressive and assertive communication.
- Typical responses to assertion.
- Balancing listening and asserting.

Assertive communication skills:

- “I” language, descriptive language.
- Setting limits on objectionable behaviour.

**Day Two:**

- Responding to pressure.
- Expressing non-negotiables.
- Assertive communication in collaborative conflict resolution.
- Self-evaluation re assertive communication.
- Role-play practice.

**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. (2006) *Asserting Yourself in Conflict Situations, Seventh Edition*.  
New Westminster: Justice Institute of BC

***Recommended:***

**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 Weighing:**

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

**Comments on Evaluation:** 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 involved 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 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.