

Justice Institute of British Columbia
COURSE OUTLINE

Course Code:	CCR172
Course Title:	Balancing Empathy and Assertion
Prerequisite Courses:	CCR100 (formerly CR110A) or CCR101 (formerly CR110B)
School:	Community and Social Justice
Division/Academy/Centre:	Conflict Resolution
Previous Course Code & Title:	CR327-Balancing Empathy and Assertion
Course First Offered:	June 1, 2008

# of Credits:	1.0
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Course Description:

You will practice strategies for achieving the mental and emotional clarity necessary to effectively use assertion and empathy. Through facilitated small-group exercises, you will have opportunities to practice finding – and keeping – the elusive balance between empathy and assertion. These are often described as the two foundations of collaborative conflict resolution, and finding the balance between them can be tricky. You will be able to recognize when conflicts are about to occur and skilfully self-manage the interactions away from the conflict or move through it.

Course Goal(s):

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

- Appropriately balance the use of listening skills and asserting skills in collaborative conflict resolution processes.

Learning Outcomes:

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

1. Analyze own communication behaviour in conflict situations for imbalance.
2. Describe impact of imbalance on self and other(s).
3. Identify own challenges re: listening.
4. Identify own challenges re: asserting.
5. Demonstrate appropriate assertive communication in simulation.
6. Demonstrate appropriate listening in simulation.
7. Create plan for continued development re: balancing communication.

Course Topics/Content:

- Communication and conflict.
- Communication imbalances.
- Self-evaluation re: listening skills.
- Self-evaluation re: assertion skills.
- Strategies and tools for appropriate listening in conflict.
- Strategies and tools for appropriate assertion in conflict.
- Managing appropriate balance between listening and asserting.

Text and Resource Materials:

Required:

Recommended:

CCR102 (formerly CR102) and/or CCR105 (formerly CR105)

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				
Total Class Hours	14			

Comments on Delivery Methods:

Course Grading System:

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

Passing Grade:	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 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.

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.