

Justice Institute of British Columbia
COURSE OUTLINE

Course Code:	CCR173
Course Title:	Managing the Conflict Within
Prerequisite Courses:	CCR100 (formerly CR110A) or CCR101 (formerly CR110B)
School:	Community and Social Justice
Division/Academy/Centre:	Conflict Resolution
Previous Course Code & Title:	CR423-Managing the Conflict Within
Course First Offered:	June 1, 2008

# of Credits:	1.0
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Course Description:

This course is designed to increase your levels of self-awareness and self-mastery, and to increase your abilities and skills in managing yourself more effectively both when conflict occurs and during the resolution process. Conflict situations often provoke strong emotions and reactions such as fear, anger, bitterness, powerlessness, despondency, vulnerability, arrogance and so on. This may lead to internal confusion about the conflict itself, resulting in entrenchment of your position, an unsatisfying compromise or a collapse into accommodation. Through exercises and awareness-raising techniques, you will develop the skills of inquiry, emotional awareness, self-observation and assessment, self-management and being in the present.

Course Goal(s):

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

- Manage own emotional responses effectively in conflict situations.

Learning Outcomes:

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

1. Define inner conflict.
2. Determine components and patterns of inner conflict.
3. Analyze own inner conflicts.
4. Apply the following skills in dialogue, exercises and role-play:
 - Awareness.
 - Reflection.

- Observation of self and other.
- Self-awareness.
- Being present.
- Working with emotions.

Course Topics/Content:

- Definitions, components and patterns of inner conflict.
- Exploration of own inner conflicts.
- Skills for managing inner conflict: Awareness, reflection, observation of self and other, self-awareness, being present, working with emotions.
- Skill and awareness practice through dialogue exercises and role-play.

Text and Resource Materials:

Required:

Recommended:

Goleman, Daniel. "Working with Emotional Intelligence". New York: Bantam Books, 1998.

LeBaron, Michelle. "Bridging Troubled Waters: Conflict Resolution from Heart". San Francisco, CA: Jossey-Bass, 2002.

Nathanson, Donald N. "Shame and Pride". New York: WW Norton & Company, Inc., 1992.

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:

<input type="checkbox"/>	Letter Grades	<input type="checkbox"/>	Percentage	<input checked="" type="checkbox"/>	Pass/Fail
<input type="checkbox"/>	Complete/Incomplete	<input type="checkbox"/>	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.

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.