

Justice Institute of British Columbia
COURSE OUTLINE

Course Code:	CCR176
Course Title:	Conflict Coaching Practice Clinic
Prerequisite Courses:	Conflict Coaching Level I
School:	Community and Social Justice
Division/Academy/Centre:	Conflict Resolution
Previous Course Code & Title:	N/A
Course First Offered:	October 2010

# of Credits:	0.5
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Course Description:

This engaging practice course provides a full day of conflict coaching. Using real life scenarios (please bring a coaching situation you would like to be coached) this course creates an opportunity to practice skills and methods of conflict coaching in a safe, support, completely “coach-like” environment! It is helpful for those who want to convert their 14 hours of credit for CCR111 to 21 hours of credit for CCR131, and for those who want to polish their conflict coaching skills or prepare for their assessment

Course Goal(s):

At the completion of this 1-day (7-hour) course, the learner will be able to:

- To gain confidence and competence in conflict coaching.

Learning Outcomes:

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

1. Create an engaging, effective conflict coaching relationship
2. Demonstrate awareness of conflict coaching structures, skills and methodology.
3. Review and practice the conflict coaching skills learned in previous course work.

Course Topics/Content:

- Review conflict coaching premises and methodologies.
- Prepare client for conflict coaching
- Demonstrate the differences between consulting and coaching during the conflict coaching session.
- Develop the coaching relationship with the client.
- Design with the client; goals, focus and parameters of conflict coaching
- Examine personal self management when conflict coaching.
- Co-construct agreements for sustainable results.

Text and Resource Materials:

Required:

Conflict Coaching Level I or Coaching Strategies (prior to October, 2010)

Recommended:

Course Level:

	First Year		Second Year		Third Year		Fourth Year
	Graduate	X	Other (describe): Follows completion of Conflict Coaching Level I				

Equivalent Course(s) within the JIBC:

Class Delivery Methods:

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

Comments on Delivery Methods:

Course Grading System:

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

Passing Grade:	
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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:

Coaches will not only deliver a conflict coaching session, they will also serve as coaches to their peers throughout the course.

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.