

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

<b>Course Code:</b>	<b>CCR190</b>
<b>Course Title:</b>	<b>Dealing with Anger</b>
<b>Prerequisite Courses:</b>	CCR100 (formerly CR110A) or CCR101 (formerly CR110B) Recommended CCR180 (formerly CR250)
<b>School:</b>	Community and Social Justice
<b>Division/Academy/Centre:</b>	Conflict Resolution
<b>Previous Course Code &amp; Title:</b>	CR200-Dealing with Anger
<b>Course First Offered:</b>	June 1, 2008

<b># of Credits:</b>	<b>1.5</b>
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**Course Description:**

This course builds on the material in Dealing with Interpersonal Conflict (CCR100 (formerly CR110A)) and Resolving Conflict in the Workplace (CCR101 (formerly CR110B)), and presents theory, skills and approaches for managing one's own angry feelings and behaviours, and responding to anger in others. Angry, hostile or resistant feelings and behaviours are commonly generated in conflict situations. Efforts to resolve the conflict may be ineffective if these feelings are ignored or denied. Topics such as anger triggers, self-management, defusing skills, the origins of personal expressions of anger and disengaging from angry encounters are explored. Emphasis is on self-awareness and skill development through small-group exercises. A videotape or DVD will be provided for you to record your role-play on the final day of the course.

**Course Goal(s):**

At the completion of this 3-day (21-hour) course, the learner will be able to:

- Identify own anger patterns and reactions.
- Develop strategies to constructively manage their own anger in conflict and negotiation situations.
- Constructively manage own responses to other's anger.
- Use communication skills to respond to other's anger in conflict and negotiation situations.

**Learning Outcomes:**

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

1. Describe impact of anger on the collaborative approach to conflict.
2. Describe the components of anger and angry behaviour.
3. Identify own beliefs and behaviours associated with anger.

4. Describe personal history of development of anger responses.
5. Analyze the functions of anger.
6. Identify own anger triggers.
7. Describe the anger arousal cycle.
8. Use strategies to manage own anger.
9. Express own anger constructively:
  - Develop a relaxation response.
  - Use constructive self-talk.
  - Respond to anger in others by using:
    - Defusing approaches.
    - Empathy.
    - Reframing.
    - Assertiveness.
    - Limit-setting.
    - Disengaging.
10. Display an increasing level of self-awareness regarding own effectiveness in managing own anger and responding to the anger of others.

**Course Topics/Content:**

**Day One:**

- Beliefs about and origins of anger.
- Functions, triggers and experience of anger.
- Physiology of anger.
- Distorted thinking styles and self-talk.
- Managing your own anger.

**Day Two:**

- Dealing with anger in others.
- Using empathy, reframing, assertiveness, limit setting and disengaging to deal with anger.

**Day Three:**

- Coached role-play practice.

**Text and Resource Materials:**

**Required:**

Centre for Conflict Resolution. (2005). *Dealing with Anger in Conflict Situations, Eighth Edition*. New Westminster, Justice Institute of BC.

**Recommended:**

Goleman, D. (2003). *Destructive Emotions: How Can We Overcome Them?* NY: Bantam Dell.

LeDoux, J. (1998). *The Emotional Brain: The Mysterious Underpinnings of Emotional Life.* NY: Simon and Schuster.

**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	7			
Practicum/Fieldwork				
Online				
Correspondence				
<b>Total Class Hours</b>	<b>21</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	X%	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.

*3, 4 or 5-Day Course:* Learners who miss more than 7 hours of classroom time must repeat the entire course at their own expense. Learners who miss less than 7 hours of classroom time will receive a status of “no credit granted” for the course on their learner record. This status can be updated to “credit granted” by attending Use It or Lose It Clinic.

*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.