

Justice Institute of British Columbia
COURSE OUTLINE

Course Code:	CCR202
Course Title:	Shifting from Positions to Interests
Prerequisite Courses:	CCR100 (formerly CR110A) or CCR101 (formerly CR110B), and CCR180 (formerly CR250) or CCR170 (formerly CR260)
School:	Community and Social Justice
Division/Academy/Centre:	Centre for Conflict Resolution
Previous Course Code & Title:	CR303-Shifting from Positions to Interests
Course First Offered:	June 1, 2008

# of Credits:	1.5
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Course Description:

This course is designed to help you reach positive outcomes through a deeper exploration of positions, interests and issues. People adopt positions without fully understanding their own interests or the interests of others. Instead people will offer solutions as a means to resolve the dispute. Working towards interest-based resolutions requires skill in clarifying and understanding the wants, needs, concerns and fears that support the opposing positions. The focus of this course will be taught from an interpersonal perspective. You will enhance skills aimed at eliciting underlying interests, illuminating blocks, establishing positive outcomes and generating a wider range of choices.

Course Goal(s):

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

- Clarify interests of other person and disclose own interests in conflict situations.

Learning Outcomes:

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

1. Describe conflict as a process of polarization.
2. Describe conflict resolution as a balancing of advocacy and facilitation.
3. Describe the layered concepts – position, interest and intention.
4. Create a climate for openness.
5. Identify the difference between what is said and what is meant.
6. Listen for meaning.

7. Use types of questions that help to unveil what is important for the other person and why it is important to them.
8. Question for context, content and process.
9. Disclose interests.
10. Clarify and explore their own interests.
11. Use common ground, shared interests, complementary differences and immediacy in disclosure.
12. Use disclosure as a rapport building skill.

Course Topics/Content:

- Polarization, advocacy and facilitation.
- Layers of positions, issues and interests.
- Themes and openness.
- Listening for meaning.
- Questioning for unveiling.
- Disclosing and clarifying interests.
- Common ground, complementary differences, immediacy and self-disclosure.

Text and Resource Materials:

Required:

Ridgeway, A. (2006). *Shifting from Positions to Interests, Second 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	7			
Practicum/Fieldwork				
Online				
Correspondence				
Total Class Hours	21			

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.

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.