

**Justice Institute of British Columbia  
COURSE OUTLINE**

<b>Course Code:</b>	<b>CCR205</b>
<b>Course Title:</b>	<b>Dealing with Defensiveness in Conflict</b>
<b>Prerequisite Courses:</b>	CCR100 (formerly CR110A) or CCR101 (formerly CR110B), and CCR180 (formerly CR250) or CCR170 (formerly CR260)
<b>School:</b>	Community and Social Justice
<b>Division/Academy/Centre:</b>	Conflict Resolution
<b>Previous Course Code &amp; Title:</b>	CR319 - Dealing with Defensiveness in Conflict
<b>Course First Offered:</b>	June 1, 2008

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

This course covers theories from different psychological perspectives on defence mechanisms affecting all people. These theories are then integrated with skills for addressing defensiveness in conflict situations. You will also explore how face saving affects defensive behaviours. Defensiveness is behaviour for protecting oneself from a perceived threat or attack. In negotiations and mediations, it can create major barriers, but when explored, it can open up opportunities for breakthroughs. When people are defending and protecting their self-image (face saving), listening becomes more difficult and positions become entrenched. Left un-addressed, defensiveness can stalemate the discussion. A videotape or DVD will be provided for you to record your role-play on the final day of the course. *Instructor: Donna Soules*

**Course Goal(s):**

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

- Assess what skills are required and use them to defuse a defensive person.
- Use supportive communication to assist self and others in conflict.

**Learning Outcomes:**

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

1. Describe the major reasons people defend themselves.
2. Identify the characteristics of defensive behaviours.
3. Recognize the barriers defensiveness creates in communication.
4. Describe the difference between defensive and supportive climates.

5. Describe how face-saving impacts on defensive reactions.
6. Describe the positive uses of defensiveness in a conflict situation.
7. Recognize the difference between evaluative and descriptive communication.
8. Describe defense mechanisms.
9. Identify the difference between a judgmental response and a defensive response.

**Course Topics/Content:**

- Defining defensiveness and overview of theories of defensiveness.
- Fear versus anxiety.
- Four types of goals pursued in conflict.
- Psychological defensiveness.
- Supportive climates.
- Interpersonal communication patterns in defensiveness.
  - Assertiveness.
  - Active listening.
  - Face saving.
- Intervention strategies.
- Defensive and supportive climate.
- Practice role-play.

**Text and Resource Materials:**

**Required:**

Soules, D. (2008). *Dealing with Defensiveness in Conflict*. Second Edition. New Westminster: Justice Institute of BC This manual will be provided to you on the first day of class.

Stamp, G. H., Vangelisti, A. L., & Daly, J. A. (1992). The creation of defensiveness in social interaction. In *Communication Quarterly*, Vol. 40, No. 2, pp. 178-190.

Augsberger, D. W. (1992). Conflict: The power of honor, dignity, and face. In D. W. Augsberger, (Ed.). *Conflict mediation across cultures: Pathways and patterns*. Louisville: Westminister: John Knox Press.

Gibb, J. (1961). Defensive communication. *The journal of communication*, 11, no. 3, 141-148.

**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				
<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	%	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.