

Justice Institute of British Columbia
COURSE OUTLINE

Course Code:	CCR206
Course Title:	Dynamics of Power
Prerequisite Courses:	CCR100 (formerly CR110A) or CCR101 (formerly CR110B) and CCR170 (formerly CR260) or CCR180 (formerly CR250)
School:	Community and Social Justice
Division/Academy/Centre:	Conflict Resolution
Previous Course Code & Title:	CR320-Dynamics of Power
Course First Offered:	June 1, 2008

# of Credits:	1.5
----------------------	------------

Course Description:

This course will provide you with an opportunity to examine critical questions regarding your personal relationship with power. What is power? How do we relate to it on a daily basis? How do we use personal power and influence in conflict or negotiation situations? What is the basis of our power as we work to resolve disputes and implement restorative practices, and what are the implications of using that power? Learn how to recognize the power base of others, and the implications that power dynamics have in dispute resolution and restorative practice. Through video simulations, self-reflective exercises and small-group discussions, you will become more comfortable with power dynamics and identify how power can be used positively to enhance the dispute resolution process.

Course Goal(s):

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

- Use power positively in resolving conflict.

Learning Outcomes:

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

1. Explore the nature of power.
2. Define power.
3. Identify seven power bases.
4. Identify sources of power.
5. Identify five ways of using power.

6. Clarify personal values, beliefs, and attitudes about power.
7. Analyze own relationship to power.
8. Categorize and analyze power imbalances.
9. Practice tactics for working with power imbalance.
10. Clarify the role and impact of the mediator's/negotiator's power on the process and on the outcome.

Course Topics/Content:

- The nature of power and definitions of power.
- Power bases and ways of using power.
- Sources of power.
- Values, attitudes and beliefs about power.
- Power imbalances and strategies for managing.
- Impact of the negotiator or mediator's power on the process and outcome of collaborative dispute resolution processes.

Text and Resource Materials:

Required:

Balmer, J. (2006). *Dynamics of Power*. New Westminster, Justice Institute of BC. This manual will be provided to you on the first day of class.

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:

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

Passing Grade:	Pass
-----------------------	------

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 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.

Problem solving

State problems clearly; effectively and efficiently evaluate alternative solutions; choose solutions that maximize positive and minimize negative outcomes.

Communication, oral and written

Demonstrate effective communication skills by selecting the appropriate style, language and form of communication suitable for different audiences and mediums.

Interpersonal relations

Know and manage oneself; recognize and acknowledge the needs and emotions of others including those with diverse backgrounds and capabilities.

Leadership

Inspire individuals and teams to reach their potential by embracing innovation through strategic thinking and shared responsibility.

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.

Independent learning

Show initiative by acting independently in choosing effective, efficient and appropriate applied learning, research and problem solving strategies.

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.