

Justice Institute of British Columbia
COURSE OUTLINE

Course Code:	CCR210
Course Title:	Resolving Conflict in Groups Level I: Effective Team Dynamics
Prerequisite Courses:	CCR100 (formerly CR110A) or CCR101 (formerly CR110B), and CCR180 (formerly CR250) or CCR170 (formerly CR260)
School:	Social and Community Justice
Division/Academy/Centre:	Conflict Resolution
Previous Course Code & Title:	CR504-Resolving Conflict in Groups Level I: Effective Team Dynamics
Course First Offered:	June 1, 2008

# of Credits:	1.0
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Course Description:

Conflict in a team situation is challenging and team members need strategies for positive resolutions. As an effective team member, you need to identify the dynamics at play in the team and learn and practice strategies for intervening to move the group towards resolution. Through role-play, case analysis and discussion, you will build your understanding of group role functions and problematic behaviours that interfere with the function of the team. You will practice a collaborative conflict resolution process.

Course Goal(s):

Upon completion of this 2-day (14-hour) course, the learner will be able to:

- Use collaborative conflict resolution processes in a group setting.

Learning Outcomes:

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

1. Identify group roles, dynamics and development.
2. Describe how roles, dynamics and development affect group functioning and conflict.
3. Use skills and strategies for identifying group dysfunction and improving group effectiveness.
4. Use communication skills in a group setting.
5. Adapt collaborative conflict resolution processes to a group setting.

Course Topics/Content:

- Dynamics of the group including atmosphere, goals, roles, participation, communication, differences, influence, decision-making procedures pressures membership and norms.
- Roles and functions within the group.
- Characteristics of an effective team member.
- Risk-taking in groups.
- Team building model.
- Characteristics of an effective team.
- Working in groups.
- Meeting structure.
- Group dysfunction.
- Improving and evaluating group's process.

Text and Resource Materials:

Required:

Centre for Conflict Resolution. (2004). *Resolving Conflict in Groups Level I, Effective Team Dynamics, 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				
Practicum/Fieldwork				
Online				
Correspondence				
Total Class Hours	14			

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.

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.

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.