

Justice Institute of British Columbia
COURSE OUTLINE

Course Code:	CCR260
Course Title:	Resolving Conflict in Groups Level II: Facilitating the Collaborative Process
Prerequisite Courses:	CCR100 (formerly CR110A) or CCR101 (formerly CR110B), and CCR180 (formerly CR250) or CCR170 (formerly CR260) and CCR210 (formerly CR504)
School:	Community and Social Justice
Division/Academy/Centre:	Conflict Resolution
Previous Course Code & Title:	CR508-Resolving Conflict in Groups Level II: Facilitating the Collaborative Process
Course First Offered:	June 1, 2008

# of Credits:	1.0
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Course Description:

Learn practical ways of assisting teams to resolve conflicts as either an internal or external facilitator. Assess your facilitation strengths and practice leading a collaborative process, managing group dynamics, dealing with challenging behaviours, handling power struggles, identifying hidden agendas and assisting the group to come to agreement. This course uses discussion, role-play and case studies and is intended for those who are already comfortable and confident in using basic facilitation skills.

Course Goal(s):

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

- Use facilitation skills and techniques effectively in a group setting

Learning Outcomes:

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

1. Describe the role of the facilitator with a group.
2. Describe the advantages/disadvantages of the “internal” facilitator.
3. Describe the use of conflict resolution and negotiation problem-solving model(s) in a group setting.
4. Evaluate the type of meeting planned and design a process for that type of meeting.

5. Apply knowledge of group dynamics, group development and conflict resolution processes to intervene effectively.
6. Manage complex discussions and difficult group dynamics.
7. Apply specific exercises and facilitation techniques to assist the group in achieving its goals.
8. Apply basic and advanced conflict resolution skills in the role of the facilitator.
9. Bring group meetings to closure: Problem and goal frames, divergent/convergent thinking, and differentiation/integration.

Course Topics/Content:

- Principles of facilitating:
 - Role of the facilitator.
 - Internal/external facilitators.
 - Group problem-solving models.
 - Group dynamics and group development
- Skills of facilitating:
 - Designing processes to meet group goals.
 - Effective interventions.
 - Adapting conflict resolution processes to group.

Text and Resource Materials:

Required:

Centre for Conflict Resolution. (2004). *Facilitating the Collaborative Process*. 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:

	Letter Grades		Percentage	X	Pass/Fail
	Complete/Incomplete		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.