

Justice Institute of British Columbia
COURSE OUTLINE

| | |
|--|---|
| Course Code: | CCR265 |
| Course Title: | Facilitating Group Conflict |
| Prerequisite Courses: | CCR100 or CCR101, and CCR180 or CCR170 and CCR210 |
| Recommended: | INDC100 and INDC201 (for learners in the Certificate in Advanced Facilitation and Consultation) |
| School: | School of Community and Social Justice |
| Division/Academy/Centre: | Centre for Conflict Resolution |
| Previous Course Code & Title: | N/A |
| Course First Offered: | May, 2013 |

| | |
|----------------------|------------|
| # of Credits: | 1.0 |
|----------------------|------------|

Course Description:

Learners will develop and demonstrate effective strategies to assist groups in addressing group conflicts as either an internal facilitator or external consultant. You will assess your intervention strengths and practice in leading a collaborative process, managing complex group dynamics, managing challenging behaviours, moderating power issues, identifying agendas and assisting the group to move towards agreement. This course employs theory, discussion, simulation, structured feedback and self-reflection.

Course Goal(s):

This is a blended course, with online work prior and then two (2) days in class, as well as a capstone project. At the completion of this course learners will be able to: Apply conflict resolution strategies and facilitation skills effectively in a complex and conflictual group setting.

Learning Outcomes:

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

1. Outline the relative advantages and disadvantages of the internal facilitator and the external consultant depending on the specifics of the case.
2. Analyze situations involving groups for underlying or overt conflict dynamics.
3. Design effective strategies and processes to address group conflict as the intervener.
4. Apply advanced conflict resolution skills in the role of the facilitator/consultant.
5. Facilitate meaningful group dialogue to surface issues and interests of individuals in the group, and the group as a collective.

6. Guide group process towards collaborative outcomes.

Course Topics/Content:

- The roles of the internal facilitator and the external consultant as conflict intervenor.
- Typical dynamics of group conflict.
- Considerations for group conflict analysis, intervention process design and application.
- Conflict resolution approaches as a group conflict intervenor.
- How to balance the needs of the individual(s) with the needs of the group.
- Ethical uses of influence in a facilitator role.
- Reflective practices as a group conflict intervenor.

Text and Resource Materials:

Required:

Centre for Conflict Resolution. (2013). *Facilitating Group Conflict*. New Westminster: Justice Institute of BC

Recommended:

Course Level:

| | | | | | | | |
|--|------------|---|-------------------|--|------------|--|-------------|
| | First Year | X | 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 | 7 | | | |
| Simulation/Lab | 7 | | | |
| Practicum/Fieldwork | | | | |
| Online | | | | |
| Correspondence | | | | |
| Total Class Hours | 14 | | | |

Comments on Delivery Methods: May be supported by an online classroom for reference materials and submission of assignments, but this will not affect credit associated with delivery methodology.

Course Grading System:

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

| | |
|-----------------------|---|
| Passing Grade: | C |
|-----------------------|---|

Evaluation Activities and Weighting:

| | | | | | | | |
|--------------|---|-------------|-----|---------------|-----|------------------|------|
| Final Exam | % | Assignments | 40% | Project | % | Capstone Project | % |
| Midterm Exam | % | Portfolio | % | Participation | 10% | Other | % |
| Quizzes/Test | % | Simulations | 50% | Practicum | % | TOTAL | 100% |

Comments on Evaluation Activities and Weighting: Formative assessment based on quality of peer to peer feedback and summary evaluation based on short reflective/self-assessment essay.

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.