

March 27, 2014

Justice Institute of British Columbia
COURSE OUTLINE

Course Code:	INDC250
Course Title:	Advanced Facilitation
Prerequisite Courses:	INDC100 (Recommended: CCR100 or CCR101)
School:	Community and Social Justice
Division/Academy/Centre:	Centre for Leadership
Previous Course Code & Title:	INDC201 (Advanced Facilitation 2 days)
Course First Offered:	April 30 - May 2, 2014

# of Credits:	1.5
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Course Description:

In this course, learners will deepen their facilitation skills by exploring ways to respond to challenging group situations where the issues are complex and potentially contentious and where multiple, competing perspectives may be represented. Learners will examine how to deal constructively with differences in opinion, heightened emotion, challenging participant behaviors, and possible conflict. Learners will have the opportunity to practice facilitative communication and intervention skills and apply their learning by facilitating a 20-minute session. Coaches will be available to provide learners with feedback on Day 3. The development of reflective practice will be encouraged through self-reflection and peer feedback.

Course Goal(s):

The goal of this course is to enhance the learner's ability to facilitate groups that may have to address complex issues concerning content, process, and/or behavior.

Learning Outcomes:

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

1. Describe personal strengths and challenges as facilitators
2. Identify facilitative approaches to complex issues
3. Conduct activities which foster trust and understanding in a group
4. Identify possible interventions in response to challenging group situations
5. Demonstrate effective communication skills in complex group situations
6. Engage in constructive peer feedback

Course Topics/Content:

- Session Preparation
- Personal Presence, Trustworthiness and Authenticity

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- Power Dynamics
- The Role of Trust in Group Development
- Facilitative Communication Skills
- Working with Emotions
- Intervention strategies: responding to emerging and challenging issues
- Facilitating complex issues using a process road map
- Managing challenging situations and behaviors

Text and Resource Materials: TBA

Required: Kaner, Sam. (2014). Facilitator's Guide to Participatory Decision-Making, 3rd edition. San Francisco, CA: Jossey-Bass.

Recommended:

Course Level:

	First Year	x	Second Year		Third Year		Fourth Year
	Graduate		Other (describe):				

Equivalent Course(s) within the JIBC:

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	14			
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		

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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:

100% attendance in all classes required.

Active contribution in large and small group discussions and activities expected.

Other Course Guidelines, Procedures and Comments:

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.

*March 27, 2014***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.

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.