OFFICIAL COURSE OUTLINE

Course Code:	CRES-1210
Short Title:	Conflict Dynamics in Groups
Long Title:	Conflict Dynamics in Groups
Prerequisites:	CRES-1100 (formerly CCR100) or CRES-1101 (formerly CCR101), and
	CRES-1180 CCR180 (formerly CCR180) or CRES-1170 (formerly CCR170)
Co-requisites:	None
School:	Health, Community and Social Justice
Division/Academy/Centre:	Centre for Conflict Resolution
Previous Code & Title:	CCR210 – Conflict Dynamics and Groups
Course First Offered:	June 1, 2008

Credits:	1.0

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 will the function of the team. You will practice a collaborative conflict resolution process.

Course Goals

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 & Resource Materials

Centre for Conflict Resolution. (2004). *Conflict Dynamics in Groups Second Edition*. New Westminster: Justice Institute of BC.

Equivalent JIBC Courses

N/A

Instructional Method(s) *(select all that apply)*	Hours
☒ Direct Instruction (lecture, seminar, role plays, independent study, etc.)	14
☒ Supervised Practice (includes simulations & labs)	
☐ Practice Education, Field Placement, Internship or Co-op	
Total	14

Course Evaluation

The evaluation criteria used for this course are represented below. Specific course evaluation information will be provided by the instructor at the start of the course.

Criterion	% of Final Grade (may be represented as a range)
Course work (activities, assignments, essays, reports, etc.)	
Quizzes and exams	
Simulations/Labs	60%
Attendance/Participation (in class or online)	40%
Practice Education/Internships	
Total	**100%**

Comments on Evaluation

Course Grading Scheme*

☐ **JIBC1 (A to F)**   ☐ **JIBC2 (MAS/NMA)**   ☐ **JIBC3(CM/IN)**   ☒ **JIBC4 (P/F)**

(* http://www.jibc.ca/policy/3304 Grading policy)

Other Course Guidelines, Procedures and Comments

Learners must attend the full course to receive credit.

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/about-jibc/governance/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.

☐ **Globally minded:** Self-aware of own identity and culture, recognize the interconnectedness of world events and

☐ **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 ourselves; recognize and acknowledge the needs and emotions of others including those with diverse cultures, 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.

issues; interact respectfully and authentically across cultures; value multiple perspectives; utilize curiosity to learn with and from others.