

## OFFICIAL COURSE OUTLINE

<b>Course Code:</b>	CRES-1150
<b>Short Title:</b>	Foundations of Dispute Resolution
<b>Long Title:</b>	Theoretical Foundations of Dispute Resolution (online)
<b>Prerequisites:</b>	None
<b>Co-requisites:</b>	None
<b>School:</b>	Health, Community and Social Justice
<b>Division/Academy/Centre:</b>	Centre for Conflict Resolution
<b>Previous Code &amp; Title:</b>	CCR125 – Theoretical Foundations of Dispute Resolution
<b>Course First Offered:</b>	June 1, 2008

<b>Credits:</b>	1.5
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### Course Description

This course provides an opportunity for creative and critical examination of your dispute resolution beliefs, skills and practices, and further refinement of those skills. Mastering dispute resolution skills requires the ability to use skills and processes contextually – to adapt them as needed to different circumstances. Underlying any process of dispute resolution are assumptions about how human beings understand conflict, why they get involved in disputes, the types of behaviours and communication styles humans engage in and the meanings of resolution. Understanding these assumptions enables learners to assess when adaptations may be needed to meet particular circumstances, and what the disparate effects of particular processes might be on particular disputants. Course topics include: what is theory; theories of conflict; culture and conflict, worldview and dispute resolution; and meanings of resolution. On-line course methodology includes a series of readings, exercises, and group discussions (there are no mandatory synchronous components). The course is highly participatory and you will be expected to engage fully in exercises, consultations and assignments.

### Course Goals

At the completion of this 21-hour course, the learner will be able to:

- Think critically and contextually about dispute resolution processes, and his or her own dispute resolution practices.
- Manage cultural differences in dispute resolution.
- Adapt skills and processes to meet specific circumstances.

### Learning Outcomes

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

1. Describe the theoretical assumptions concerning the nature of conflict and the meaning of resolution implicit in problem-solving mediation and interest –based negotiation.

2. Place dispute resolution processes in their historical context, and review their historical evaluation.
3. Respond to cultural dimensions and complexities of dispute resolution.
4. Adapt dispute resolution practices and skill-sets to meet particular circumstances and contexts.
5. Analyze and identify how particular skills and processes reflect particular assumptions and beliefs.

### Course Topics/Content

- The “what” and “why” of dispute resolution theory.
- Understanding our skill-sets and practices: Assumptions underlying interest-based negotiation and mediation.
- Expanding horizons: Dispute resolution history and competing styles of mediation and negotiation.
  - Quantitative and qualitative dispute resolution.
  - Efficiency-based and relationship-based dispute resolution.
  - Adversarialism and non-adversarialism.
- Culture, conflict and dispute resolution.
  - Understanding and definitions of conflict.
  - Cultural dimensions of conflict.
  - Cultural dimensions of dispute resolution.
  - Understanding cultural analysis.
- How do I use theory in my practice?
- The multi-dimensional skill-set: Communications skills, analytical skills and environmental skills.

### Text & Resource Materials

Course material will be available to you online.

### Equivalent JIBC Courses

N/A

Instructional Method(s) <i>(select all that apply)</i>	Hours
<input checked="" type="checkbox"/> Direct Instruction (lecture, seminar, role plays, independent study, etc.)	21
<input type="checkbox"/> Supervised Practice (includes simulations & labs)	
<input type="checkbox"/> Practice Education, Field Placement, Internship or Co-op	
<b>Total</b>	<b>21</b>

### 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.)	60%
Quizzes and exams	
Simulations/Labs	
Attendance/Participation (in class or online)	40%
Practice Education/Internships	
<b>Total</b>	<b>100%</b>

### Comments on Evaluation

Criterion-referenced 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:

- |  |   |
|--|---|
| <p><input type="checkbox"/> <b>Critical thinking:</b> Identify and examine issues and ideas; analyze and evaluate options in a variety of fields with differing assumptions, contents and methods.</p> | <p><input type="checkbox"/> <b>Problem solving:</b> State problems clearly; effectively and efficiently evaluate alternative solutions; choose solutions that maximize positive and minimize negative outcomes.</p> |
| <p><input type="checkbox"/> <b>Communication, Oral and written:</b> Demonstrate effective communication skills by selecting the appropriate style, language</p>  | <p><input type="checkbox"/> <b>Interpersonal relations:</b> Know and manage ourselves; recognize and acknowledge the needs and emotions of others including those</p>   |

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

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.

**(INTERNAL USE ONLY – not for distribution to students)**

**Primary Registration Mode (Credit Type)**

- Program Management (RG) – program based registration through website
- Contract or Core Client (CC) – student registrations submitted in groupings to registration office
- Instant Enrolment (CS) – anytime web based course enrollment

**CIP Code:** (Confirmed by IR)

**Course Level**

**Undergraduate Course**

- Year 1       Year 3
- Year 2       Year 4

**Graduate Course**

- Year 1
- Year 2

**Continuing Studies Course**

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**Approvals Tracking**

SCC Chair:	Name:	Date:
_____	_____	_____
School Dean:	Name:	Date:
_____	_____	_____
Program Council Chair: (where required)	Name:	Date:
_____	_____	_____
Entered into SIS by:	Name:	Date:
_____	_____	_____

**Approvals Forwarded To:**

- School
- Registrar’s Office
- Institutional Research
- Program Council

**Credit Calculation**

Instructional method	Hours/Wk		Credit hour factor	Total factored hours		#wks/14 weeks		Factored instructional hours	Total academic credit as per the band*
Direct Instruction		X	1	=	X	/14	=		
Supervised practice		X	.5	=	X	/14	=		
Practice Education, Field Placement, Internship or Co-op		x	.33	=	X	/14	=		
<b>Credits-&gt;</b>									

\*Refer to [http://www.jibc.ca/sites/default/files/governance/policies/pdf/Procedure\\_Credit-Value.pdf](http://www.jibc.ca/sites/default/files/governance/policies/pdf/Procedure_Credit-Value.pdf)