

OFFICIAL COURSE OUTLINE

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| Course Code: | CRES-1152 |
| Short Title: | Integrating Conflict Theory and Practice |
| Long Title: | Integrating Conflict Theory and Practice |
| Prerequisites: | None |
| Co-requisites: | None |
| School: | Health, Community and Social Justice |
| Division/Academy/Centre: | Centre for Conflict Resolution |
| Previous Code & Title: | CCR152 – integrating conflict theory and practice |
| Course First Offered: | October 2, 2011 |

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|-----------------|-----|
| Credits: | 1.5 |
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Course Description

This course examines how conflict resolution theory and practice intersect and relate to one another. This intersection of theory and practice will be explored through examining conflict resolution from three perspectives: the role of conflict and its resolution in our individual lives and relationships; the role of conflict and its resolution in society; and the changing ways that conflict and its resolution have been understood over time. Through this approach, learners will explore a number of understandings and meanings of conflict and resolution and how they relate to a range of practices and processes. You will engage in lectures, large group work, individual activities and experiential exercises.

Course Goals

Working collectively and individually throughout the duration of the course, learners will explore how to:

- Think critically and contextually about the relationship between theories of conflict resolution and models of conflict resolution practice
- Identify how ideas about conflict and its resolution influence and shape conflict resolution practices
- Develop strategies and approaches to conflict resolution practice which coherently integrate one's own commitments, ideas, and values about the nature and meaning of conflict and resolution

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 one's own predominant models of conflict resolution
2. Identify how models of conflict resolution relate to and reinforce certain patterns of individual behaviour and choice, relationships, and social patterns.

3. Integrate own beliefs and commitments about conflict and its resolution with one's conflict resolution practices
4. Adapt and design conflict resolution processes so that they coherently reflect the ideas, values, and ends they are seeking to achieve
5. Explore the implications of different conflict resolution theories for negotiation, mediation, and other resolution processes

Course Topics/Content

As this course focuses on the integration of theory and practice, the course content is designed to assist individuals to explore and understand the relationship between “what we think” (theory) and “what we do” (practice). This is achieved through exploration of three main topics:

- Exploring the implications of theory

Conflict resolution theories make both explicit and implicit assumptions about the nature of conflict and its resolution. How these assumptions and ideas impact the practice of conflict resolution will be explored by examining the shared meanings, normative behaviors, and structural forms implied by a theory of conflict resolution.

- Analyzing common theories of conflict resolution and the practices they reinforce

Several theories of conflict and resolution will be analyzed according to the conceptions of Nature, Order, and Value perpetuated by the theory. Participants will attempt to correlate the theoretical elements with the practices and outcomes reinforced by the theory.

- Applying conflict theory

Learners will engage in an active day-long experiential exercise of building a model of conflict resolution that actively integrates the elements of theory with practical outcomes. Through the activity, learners will explore a range of topics and themes including the role of context in conflict resolution, how to adapt models and practices, and identifying one's own preferred approaches and styles.

Text & Resource Materials

Required: Integrating Conflict Theory and Practice course manual, September 2011

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.) | 14 |
| <input checked="" type="checkbox"/> Supervised Practice (includes simulations & labs) | 7 |
| <input type="checkbox"/> Practice Education, Field Placement, Internship or Co-op | |
| Total | 21 |

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 <i>(may be represented as a range)</i> |
|--|--|
| 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

Student Policies:

<http://www.jibc.ca/about-jibc/governance/policies>

Access Policy
 Harassment Policy – Students
 Student Records Policy
 Student Code of Conduct Policy

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

(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 | Graduate Course | Continuing Studies Course |
| <input type="checkbox"/> Year 1 <input type="checkbox"/> Year 3 | <input type="checkbox"/> Year 1 | <input type="checkbox"/> |
| <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 4 | <input type="checkbox"/> Year 2 | |

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 | = | | |
| Credits-> | | | | | | | | | |

*Refer to http://www.jibc.ca/sites/default/files/governance/policies/pdf/Procedure_Credit-Value.pdf