

OFFICIAL COURSE OUTLINE

Course Code:	CRES-1402
Short Title:	Shifting from Positions to Interests
Long Title:	Shifting from Positions to Interests
Prerequisites:	CRES-1100 (formerly CCR100) or CRES-1101 (formerly CCR101), and CRES-1180 (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:	CCR202 – Shifting from Positions to Interests
Course First Offered:	June 1, 2008

Credits:	1.5
-----------------	-----

Course Description

This course is designed to help you reach positive outcomes through a deeper exploration of positions, interests and issues. People adopt positions without fully understanding their own interests or the interests of others. Instead people will offer solutions as a means to resolve the dispute. Working towards interest-based resolutions requires skill in clarifying and understanding the wants, needs, concerns and fears that support the opposing positions. The focus of this course will be taught from an interpersonal perspective. You will enhance skills aimed at eliciting underlying interests, illuminating blocks, establishing positive outcomes and generating a wider range of choices.

Course Goals

At the completion of this 3-day (21-hour) course, the learner will be able to:

- Clarify interests of other person and disclose own interests in conflict situations.

Learning Outcomes

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

1. Describe conflict as a process of polarization.
2. Describe conflict resolution as a balancing of advocacy and facilitation.
3. Describe the layered concepts – position, interest and intention.
4. Create a climate for openness.
5. Identify the difference between what is said and what is meant.
6. Listen for meaning.
7. Use types of questions that help to unveil what is important for the other person and why it is important to them.
8. Question for context, content and process.
9. Disclose interests.

10. Clarify and explore their own interests.
11. Use common ground, shared interest, complementary differences and immediacy in disclosure.
12. Use disclosure as a rapport building skill.

Course Topics/Content

- Polarization, advocacy and facilitation.
- Layers of positions, issues and interest.
- Themes and openness.
- Listening for meaning,
- Questioning for unveiling.
- Disclosing and clarifying interests.
- Common ground, complementary differences, immediacy and self-disclosure.

Text & Resource Materials

Ridgeway, A, Soules, D, Calder, S, (2012). *Shifting from Positions to Interests, Third Edition*. New Westminister: Justice Institute of BC.

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

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

critically, and use information effectively and ethically.