

OFFICIAL COURSE OUTLINE

Course Code:	CRES-1405
Short Title:	Dealing with Defensiveness in Conflict
Long Title:	Dealing with Defensiveness in Conflict
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:	Conflict Resolution
Previous Code & Title:	CCR205 – Dealing with Defensiveness
Course First Offered:	June 1, 2008

Credits:	1.5
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Course Description

This course covers theories from different psychological perspectives on defence mechanisms affecting all people. These theories are then integrated with skills for addressing defensiveness in conflict situations. You will also explore how face saving affects defensive behaviours. Defensiveness is behaviour for protecting oneself from a perceived threat or attack. In negotiations and mediations, it can create major barriers, but when explored, it can open up opportunities for breakthroughs. When people are defending and protecting their self-image (face-saving), listening becomes more difficult and positions become entrenched. Left unaddressed, defensiveness can stalemate the discussion. A flash drive will be provided for you to record your role-play on the final day of the course. *Instructor: Donna Soules.*

Course Goals

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

- Assess what skills are required and use them to defuse a defensive person.
- Use supportive communication to assist self and others in conflict.

Learning Outcomes

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

1. Describe the major reasons people defend themselves.
2. Identify the characteristics of defensive behaviours.
3. Recognize the barriers defensiveness creates in communication.
4. Describe the difference between defensive and supportive climates.
5. Describe how face-saving impacts on defensive reactions.
6. Describe the positive uses of defensiveness in a conflict situation.

7. Recognize the difference between evaluative and descriptive communication.
8. Describe defense mechanisms.
9. Identify the difference between a judgemental response and a defensive response.

Course Topics/Content

- Defining defensiveness and overview of theories of defensiveness.
- Fear versus anxiety.
- Four types of goals pursued in conflict.
- Psychological defensiveness.
- Supportive climates.
- Interpersonal communication patterns in defensiveness.
 - Assertiveness.
 - Active listening.
 - Face saving.
- Intervention strategies.
- Defensive and supportive climate.
- Practice role-play.

Text & Resource Materials

Soules, D. (2008). *Dealing with Defensiveness in Conflict*. Second Edition. New Westminster: Justice Institute of BC This manual will be provided to you on the first day of class.

Stamp, G. H., Vangelisti, A. L., & Daly, J. A. (1992). The creation of defensiveness in social interaction. In *Communication Quarterly*, Vol. 40, No. 2, pp. 178-190.

Augsberger, D. W. (1992). Conflict: The power of honor, dignity, and face. In D. W. Augsberger, (Ed.). *Conflict mediation across cultures: Pathways and patterns*. Louisville: Westminster: John Knox Press.

Gibb, J. (1961). Defensive communication. *The journal of communication*, 11, no. 3, 141-148.

Equivalent JIBC Courses

None

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