

OFFICIAL COURSE OUTLINE

Course Code:	CRES-1408
Short Title:	The Art of Reframing
Long Title:	The Art of Reframing
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:	CCR366 – The Art of Reframing
Course First Offered:	June 1, 2008

Credits:	0.5
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Course Description

In this intensive one-day skill-building course, you will learn how to identify problematic conflict frames wherever and whenever they occur, and practice providing reframing that leads toward resolution. More than merely changing language, reframing can shift the entire perception of an approach to the conflict. As one of the most powerful tools available, reframing can be used effectively in every phase of conflict discussion, from building an atmosphere to identifying issues, exploring interests and reaching agreement.

Course Goals

At the completion of this 1-day (7-hour) course, the learner will be able to:

- Use reframing effectively in negotiation and mediation situations.

Learning Outcomes

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

1. Identify situations and statements in which reframing can be used to assist in resolving a conflict.
2. Use reframing to identify issues.
3. Use reframing to identify interests.
4. Use reframing to encourage constructive communication.
5. Use reframing to identify goals.
6. Use reframing to move beyond impasse.
7. Display an increasing level of self-awareness regarding own effectiveness using reframing.

Course Topics/Content

- Definition of reframing.
- Perception, feelings, interpretation and framing.

- Problematic framing typical in conflict.
- Common framing types.
- Reframing judgement.
- Reframing positions.
- Reframing negativity.
- Small group practice in a variety of conflict situations.

Text & Resource Materials

Required:

Centre for Conflict Resolution. (2006). *The Art of Reframing. Second Edition*. New Westminster: Justice Institute of BC

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

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
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 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.