

OFFICIAL COURSE OUTLINE

Course Code:	CRES-1472
Short Title:	Balancing Empathy and Assertion
Long Title:	Balancing Empathy and Assertion
Prerequisites:	CRES-1100 (formerly CCR100) or CRES-1101 (formerly CCR101)
Co-requisites:	None
School:	Health, Community and Social Justice
Division/Academy/Centre:	Conflict Resolution
Previous Code & Title:	CCR327 – Balancing Empathy and Assertion
Course First Offered:	June 1, 2008

Credits:	1.0
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Course Description

You will practice strategies for achieving the mental and emotional clarity necessary to effectively use assertion and empathy. Through facilitated small-group exercises, you will have opportunities to practice finding – and keeping – the elusive balance between empathy and assertion. These are often described as the two foundations of collaborative conflict resolution, and finding the balance between them can be tricky. You will be able to recognize when conflicts are about to occur and skillfully self-manage the interactions away from the conflict or move through it.

Course Goals

At the completion of this 2-day (14-hour) course, the learner will be able to:

- Appropriately balance the use of listening skills and asserting skills in collaborative conflict resolution processes.

Learning Outcomes

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

1. Analyze own communication behaviour in conflict situations for imbalance.
2. Describe impact of imbalance on self and other(s).
3. Identify own challenges re: listening.
4. Identify own challenges re: asserting.
5. Demonstrate appropriate assertive communication in stimulation.
6. Demonstrate appropriate listening in simulation.
7. Create plan for continued development re: balancing communication.

Course Topics/Content

- Communication and conflict.
- Communication imbalances.

- Self-evaluation re: listening skills.
- Self-evaluation re: assertion skills.
- Strategies and tools for appropriate listening in conflict.
- Strategies and tools for appropriate assertion in conflict.
- Managing appropriate balance between listening and asserting.

Text & Resource Materials

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

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.