

## OFFICIAL COURSE OUTLINE

<b>Course Code:</b>	CRES-1473
<b>Short Title:</b>	Managing Conflict Within
<b>Long Title:</b>	Managing Conflict Within
<b>Prerequisites:</b>	CRES-1100 (formerly CCR100) or CRES-1101 (formerly CCR101)
<b>Co-requisites:</b>	None
<b>School:</b>	Health, Community and Social Justice
<b>Division/Academy/Centre:</b>	Conflict Resolution
<b>Previous Code &amp; Title:</b>	CCR173 – Managing the Conflict Within
<b>Course First Offered:</b>	June 1, 2008

<b>Credits:</b>	1.0
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### Course Description

This course is designed to increase your levels of self-awareness and self-mastery, and to increase your abilities in managing yourself more effectively both when conflict occurs and during the resolution process. Conflict situations often provoke strong emotions and reactions such as fear, anger, bitterness, powerlessness, despondency, vulnerability, arrogance and so on. This may lead to internal confusion about the conflict itself, resulting in entrenchment of your position, an unsatisfying compromise or a collapse into accommodation. Through exercises and awareness-raising techniques, you will develop the skills of inquiry, emotional awareness, self-observation and assessment, self-management and being in the present.

### Course Goals

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

- Manage own emotional responses effectively in conflict situations.

### Learning Outcomes

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

1. Define inner conflict.
2. Determine components and patterns of inner conflict.
3. Analyze own inner conflicts.
4. Apply the following skills in dialogue, exercises and role-play:
  - Awareness.
  - Reflection.
  - Self-awareness.
  - Being present.
  - Working with emotions

### Course Topics/Content

- Definitions, components and patterns of inner conflict.
- Exploration of own inner conflicts.
- Skills for managing inner conflict: Awareness, reflection, observation of self and other, self-awareness, being present, working with emotions.
- Skills and awareness practice through dialogue exercises and role-play.

### Text & Resource Materials

**Recommended:**

Goleman, Daniel. "Working with Emotional Intelligence". New York: Bantam Books, 1998.

LeBaron, Michelle. "Bridging Troubled Waters: Conflict Resolution from Heart". San Francisco, CA: Jossey-Bass, 2002.

Nathanson, Donald N. "Shame and Pride". New York: WW Norton & Company, Inc., 1992.

### Equivalent JIBC Courses

None

Instructional Method(s) <i>(select all that apply)</i>	Hours
<input 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	
<b>Total</b>	<b>14</b>

### 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	40%
Attendance/Participation (in class or online)	60%
Practice Education/Internships	
<b>Total</b>	<b>100%</b>

**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:

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| <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Critical thinking:</b> Identify and examine issues and ideas; analyze and evaluate options in a variety of fields with differing assumptions, contents and methods.</li> <li><input type="checkbox"/> <b>Communication, Oral and written:</b> Demonstrate effective communication skills by selecting the appropriate style, language and form of communication suitable for different audiences and mediums.</li> <li><input type="checkbox"/> <b>Leadership:</b> Inspire individuals and teams to reach their potential by embracing innovation through strategic thinking and shared responsibility.</li> <li><input type="checkbox"/> <b>Independent learning:</b> Show initiative by acting independently in choosing effective, efficient and appropriate applied learning, research and problem solving strategies.</li> <li><input type="checkbox"/> <b>Globally minded:</b> Self-aware of own identity and culture, recognize the</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Problem solving:</b> State problems clearly; effectively and efficiently evaluate alternative solutions; choose solutions that maximize positive and minimize negative outcomes.</li> <li><input type="checkbox"/> <b>Interpersonal relations:</b> Know and manage ourselves; recognize and acknowledge the needs and emotions of others including those with diverse cultures, backgrounds and capabilities.</li> <li><input type="checkbox"/> <b>Inter-professional teamwork:</b> Understand and work productively within and between groups, respect others' perspectives and provide constructive feedback with special attention to inter-professional relationships.</li> <li><input type="checkbox"/> <b>Information literacy:</b> Recognize and analyze the extent and nature of an information need; efficiently locate and retrieve information; evaluate it and its sources</li> </ul> |
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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.