OFFICIAL COURSE OUTLINE

Course Code:	CRES-1100
Short Title:	Foundations of Conflict Resolution
Long Title:	Foundations of Collaborative Conflict Resolution
Prerequisites:	None
Co-requisites:	None
School:	School of Health, Community and Social Justice
Division/Academy/Centre:	Centre for Conflict Resolution
Previous Code & Title:	CCR100 – Foundations of Collaborative Conflict Resolution
Course First Offered:	June 1, 2008

Credits:	1.5

Course Description

This foundations course offers you effective and practical tools in collaborative conflict resolution. Through examination of the sources of conflict attitudes and beliefs, conflict styles, and the role of assumptions and emotions, you will gain an overview of conflict dynamics and collaboration strategies. This highly participatory course emphasizes self-awareness and understanding through structured exercises and simulations. A flash drive will be provided for you to record your simulation on the final day of the course. This course is equivalent to CRES-1101 (formerly CCR101). Students must take either CRES-1100 (formerly CCR100) or CRES-1101 (formerly CCR101) as a prerequisite for other required courses in the certificates.

Course Goals

At the completion of this 3-day (21-hour) course, the learner will be able to:
- Recognize and understand the benefits and opportunities of working collaboratively in dealing with conflict.

Learning Outcomes

Upon successful completion of this course, the learner will be able to:
1. Identify factors – personal, cultural, societal – that shape beliefs and behaviours in conflict.
2. Analyze advantages and disadvantages of different conflict styles and describe appropriate uses of each.
3. Describe the components of a collaborative approach to resolving conflict in interpersonal relationships.
4. Describe underlying beliefs, goals and conditions that support collaborative conflict resolution.
5. Use a collaborative process that includes opening, identifying, exploring and closing to hold a conflict resolution dialogue.
6. Clarify assumptions in interpersonal conflict.
7. Demonstrate a balance of both listening and talking in a conflict resolution dialogue.
8. Assess personal effectiveness in conflict resolution and your impact on others.

Course Topics/Content

- Personal, cultural and societal beliefs about conflict.
- Conflict metaphors.
- Conflict styles.
- Collaborative and adversarial approaches to conflict.
- Principles of collaboration.
- Overview of collaborative process for resolving interpersonal conflict.
- Managing the conflict.
- Opening the conflict resolution conversation.
- Identifying the issues to be discussed.
- Exploring each person's point of view.
- Clarifying assumptions.
- Closing the conversation.

Text & Resource Materials

Required:
Centre for Conflict Resolution. (2017). *Collaborative Conflict Resolution, 15th edition*. New Westminster: Justice Institute of BC.

Learners must bring an electronic or hard copy of this manual to class. The electronic version of the manual is available at https://video.jibc.ca. For a hard copy learners may print their own or purchase a copy through the JIBC Store.

Recommended:
Deutsch, M. (2006). Cooperation and Competition. In Deutsch, M., Coleman, P. & Marcus, E. (Eds.) *The Handbook of Conflict Resolution: Theory and Practice, Second Edition.* San Francisco, CA: Jossey-Bass.

Equivalent JIBC Courses

N/A

Instructional Method(s) *(select all that apply)*	Hours
☒Direct Instruction (lecture, seminar, role plays, independent study, etc.)	21
☐Supervised Practice (includes simulations & labs)	
☐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 (may be represented as a range)
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

Criterion-referenced 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.