

OFFICIAL COURSE OUTLINE

Course Code:	CRES-1190
Short Title:	Dealing with Anger
Long Title:	Dealing with Anger
Prerequisites:	CRES-1100 (formerly CCR100) or CRES-1101 (formerly CCR101) Recommended CRES-1180 (formerly CCR180)
Co-requisites:	None
School:	Health, Community, and Social Justice
Division/Academy/Centre:	Centre for Conflict Resolution
Previous Code & Title:	CCR190 – Dealing with Anger
Course First Offered:	June 1, 2008

Credits:	1.5
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Course Description

This course builds on the material in Dealing with Interpersonal Conflict (CRES-1100) and Resolving Conflict in the Workplace (CRES-1101), and presents theory, skills and approaches for managing one's own angry feelings and behaviours, and responding to anger in others. Angry, hostile or resistant feelings and behaviours are commonly generated in conflict situations. Efforts to resolve the conflict may be ineffective if these feelings are ignored or denied. Topics such as anger triggers, self-management, defusing skills, the origins of personal expressions of anger and disengaging from angry encounters are explored. Emphasis is on self-awareness and skill development through small-group exercises. A flash drive will be provided for you to record your role-play on the final day of the course.

Course Goals

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

- Identify own anger patterns and reactions.
- Develop strategies to constructively manage their own anger in conflict and negotiation situations.
- Constructively manage own responses to other's anger.
- Use communication skills to respond to other's anger in conflict and negotiation situations.

Learning Outcomes

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

1. Describe impact of anger on the collaborative approach to conflict.
2. Describe the components of anger and angry behaviour.
3. Identify own beliefs and behaviours associated with anger.

4. Describe personal history of development of anger responses.
5. Analyze the functions of anger.
6. Identify own anger triggers.
7. Describe the anger arousal cycle.
8. Use strategies to manage own anger.
9. Express own anger constructively:
 - a. Develop a relaxation response.
 - b. Use constructive self-talk.
 - c. Respond to anger in other by using:
 - i. Defusing approaches.
 - ii. Empathy.
 - iii. Reframing.
 - iv. Assertiveness.
 - v. Limit-setting.
 - vi. Disengaging.
10. Display an increasing level of self-awareness regarding own effectiveness in managing own anger and responding to the anger of others.

Course Topics/Content

Day One:

- Beliefs about and origins of anger.
- Functions, triggers and experience of anger.
- Physiology of anger.
- Distorted thinking styles and self-talk.
- Managing your own anger.

Day Two:

- Dealing with anger in others.
- Using empathy, reframing, assertiveness, limit setting and disengaging to deal with anger.

Day Three:

- Coached role-play practice.

Text & Resource Materials

Required: Centre for Conflict Resolution. (2005). *Dealing with Anger in Conflict Situations, Eighth Edition*. New Westminster, Justice Institute of BC.

Recommended:

Goleman, D. (2003). *Destructive Emotions: How Can We Overcome Them?* NY: Bantam Dell.

LeDoux, J. (1998). *The Emotional Brain: The Mysterious Underpinnings of Emotional Life.* NY: Simon and Schuster.

Equivalent JIBC Courses

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 <small>(may be represented as a range)</small>
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.