

OFFICIAL COURSE OUTLINE

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| Course Code: | CRES-1406 |
| Short Title: | Dynamics of Power |
| Long Title: | Dynamics of Power |
| Prerequisites: | CRES-1100 (formerly CCR100) or CRES-1101 (formerly CCR101) and CRES-1170 (formerly CCR170) or CRES-1180 (formerly CCR180) |
| Co-requisites: | None |
| School: | Health, Community and Social Justice |
| Division/Academy/Centre: | Conflict Resolution |
| Previous Code & Title: | CCR206 – Dynamics of Power |
| Course First Offered: | June 1, 2008 |

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| Credits: | 1.5 |
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Course Description

This course will provide you with an opportunity to examine critical questions regarding your personal relationship with power. What is power? How do we relate it on a daily basis? How do we use personal power and influence in conflict or negotiation situations? What is the basis of our power as we work to resolve disputes and implement restorative practices, and what are the implications of using that power? Learn how to recognize the power base of others, and the implications that power dynamics have in dispute resolution and restorative practice. Through video simulations, self-reflective exercises and small-group discussions, you will become more comfortable with power dynamics and identify how power can be used positively to enhance the dispute resolution process.

Course Goals

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

- Use power positively in resolving conflict.

Learning Outcomes

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

1. Explore the nature of power.
2. Define power.
3. Identify seven power bases.
4. Identify sources of power.
5. Identify five ways of using power.
6. Clarify personal values, beliefs, and attitudes about power.
7. Analyze own relationship to power.
8. Categorize and analyze power imbalance.
9. Practice tactics for working with power imbalance.

10. Clarify the role and impact of the mediator's/negotiator's power on the process and on the outcome.

Course Topics/Content

- The nature of power and definitions of power.
- Power bases and ways of using power.
- Sources of power.
- Values, attitudes and beliefs about power.
- Power imbalances and strategies for managing.
- Impact of the negotiator or mediator's power on the process and outcome of collaborative dispute resolution processes.

Text & Resource Materials

Required:

Balmer, J. (2006). *Dynamics of Power*. New Westminster, Justice Institute of BC. This manual will be provided to you on the first day of class.

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) | 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
- 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

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.