

## OFFICIAL COURSE OUTLINE

<b>Course Code:</b>	CRES-1475
<b>Short Title:</b>	Coached Small Group Clinic
<b>Long Title:</b>	Coached Small Group Clinic
<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>	CCR-175 – Role-Play Practice Clinic
<b>Course First Offered:</b>	June 1, 2008

<b>Credits:</b>	0.5
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### Course Description

Because practice is the most critical factor in gaining competence and confidence in collaborative conflict resolution, this course provides a full day of role-play. You choose what you want to work on: interpersonal conflict resolution, dealing with anger, mediation or negotiation. This course is especially helpful for those returning to the certificate program or taking courses after an absence, to those who want a skills check, to those who need it to meet the attendance and participation requirements of another course for credit, and to those who want to focus on skill development in a particular area.

### Course Goals

At the completion of this 1-day (7-hour) course, the learner will be able to:

- Apply feedback to improve conflict resolution skills.

### Learning Outcomes

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

1. Identify content area requiring practice and feedback.
2. Demonstrate appropriate conflict resolution, negotiation or mediation processes and skills in role-play.
3. Self-assess own strengths and challenges.
4. Role-play for and provide feedback to other learners.
5. Plan for applications of feedback for skill improvement.

### Course Topics/Content

- Interpersonal conflict resolution.
- Dealing with anger.
- Mediation process.
- Negotiation process.

- Feedback integration.

### Text & Resource Materials

N/A

### 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.)	7
<input type="checkbox"/> Supervised Practice (includes simulations & labs)	
<input type="checkbox"/> Practice Education, Field Placement, Internship or Co-op	
<b>Total</b>	<b>7</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	60%
Attendance/Participation (in class or online)	40%
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:

- 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.