

OFFICIAL COURSE OUTLINE

Course Code:	CRES-1500
Short Title:	Facilitating Group Conflict
Long Title:	Facilitating Group Conflict
Prerequisites:	CRES-1100 (formerly CCR100) or CRES-1101 (formerly CCR101), and CRES-1180 (formerly CCR180) or CRES-1170 (formerly CCR170) and CRES-1210 (formerly CCR210)
Co-requisites:	None
School:	Health, Community and Social Justice
Division/Academy/Centre:	Conflict Resolution
Previous Code & Title:	N/A
Course First Offered:	May 2013

Credits:	1.0
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Course Description

Learners will develop and demonstrate effective strategies to assist group in addressing group conflicts as either an internal facilitator or external consultant. You will assess your intervention strengths and practice in leading a collaborative process, managing complex group dynamics, managing challenging behaviours, moderating power issues, identifying agendas and assisting the group to move towards agreement. This course employs theory, discussion, simulation, structured feedback and self-reflection.

Course Goals

This is a blended course, with online work prior and then two (2) days in class, as well as a capstone project. At the completion of this course learners will be able to: apply conflict resolution strategies and facilitation skills effectively in a complex and conflictual group setting.

Learning Outcomes

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

1. Outline the relative advantages and disadvantages of the internal facilitator and the external consultant depending on the specifics of the case.
2. Analyze situations involving groups for underlying or overt conflict dynamics.
3. Design effective strategies and processes to address group conflict as the intervener.
4. Apply advanced conflict resolution skills in the role of the facilitator/consultant.
5. Facilitate meaningful group dialogue to surface issues and interests of individuals in the group, and the group as a collective.
6. Guide group process towards collaborative outcomes.

Course Topics/Content

- The roles of the internal facilitator and the external consultant as conflict intervenor.

- Typical dynamics of group conflict.
- Considerations for group conflict analysis, intervention process design and application.
- Conflict resolution approaches as a group conflict intervener.
- How to balance the needs of the individual(s) with the needs of the group.
- Ethical uses of influence in a facilitator role.
- Reflective practices as a group conflict intervener.

Text & Resource Materials

Required:

Centre for Conflict Resolution. (2013). *Facilitating Group Conflict*. New Westminster: Justice Institute of BC

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 checked="" type="checkbox"/> Supervised Practice (includes simulations & labs)	7
<input type="checkbox"/> Practice Education, Field Placement, Internship or Co-op	
Total	14

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	50%
Attendance/Participation (in class or online)	50%
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.