

## OFFICIAL COURSE OUTLINE

<b>Course Code:</b>	CRES-1305
<b>Short Title:</b>	Asserting Yourself in Conflict Situations
<b>Long Title:</b>	Asserting Yourself in Conflict Situations
<b>Prerequisites:</b>	None
<b>Co-requisites:</b>	None
<b>School:</b>	Health, Community and Social Justice
<b>Division/Academy/Centre:</b>	Centre for Conflict Resolution
<b>Previous Code &amp; Title:</b>	CCR105 – Asserting Yourself in Conflict Situations
<b>Course First Offered:</b>	June 1, 2008

<b>Credits:</b>	1.0
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### Course Description

This course addresses assertiveness in a variety of challenging situations and gives you opportunities to practice improving and maintaining an assertive style under pressure. Whether you are negotiating an important issue, expressing your thoughts and feelings in a conflict or standing firm under pressure, the ability to assert yourself is crucial to reaching outcomes that work for you. In conflict situations, it can be especially difficult to maintain an assertive stance rather than overreacting or selling yourself short.

### Course Goals

At the completion of this 2-day (14-hour) course, the learner will be able to:

- Integrate assertiveness with listening skills when resolving conflict, negotiating, responding to criticism and setting-limits.

### Learning Outcomes

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

1. Analyze and demonstrate the appropriate relationship between asserting and listening in collaborative conflict resolution.
2. Differentiate between passive, aggressive, assertive and passive-aggressive language and actions.
3. Identify own use of assertion and describe strategies for overcoming personal assertion challenges.
4. Use “I” language, descriptive language plus listening skills to assert point of view and interests in a collaborative conflict resolution process.

5. Use asserting and listening skills appropriately to set limits on objectionable behaviour.
6. Use asserting and listening skills to respond to pressure and to express non-negotiables.
7. Respond to typical aggressive and defensive responses to assertion by using listening and defusing skills non-defensively.
8. Display an increasing level of self-awareness regarding own assertive communication.

## Course Topics/Content

### Day One:

Foundational principles of assertive communication.

- Characteristics of passive, aggressive and assertive communication.
- Typical responses to assertion.
- Balancing listening and asserting.

Assertive communication skills:

- “I” language, descriptive language.
- Setting limits on objectionable behaviour.

### Day Two:

- Responding to pressure.
- Expressing non-negotiables.
- Assertive communication in collaborative conflict resolution.
- Self-evaluation re assertive communication.
- Role-play practice.

## Text & Resource Materials

### Required:

This manual and any course material will be provided to you on the first day of class.

Centre for Conflict Resolution. (2006) *Asserting Yourself in Conflict Situations, Seventh Edition*. New Westminster: Justice Institute of BC

## Equivalent JIBC Courses

N/A

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

### Course Evaluation

Learners must attend the full course to receive credit.

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

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

#### Student Policies:

<http://www.jibc.ca/about-jibc/governance/policies>

Access Policy  
Harassment Policy – Students  
Student Records Policy  
Student Code of Conduct Policy

## Grading 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.