

| | |
|-----------------------------------|--|
| Course Code: | INDC-1250 |
| Short Title: | Advanced Facilitation |
| Long Title: | Advanced Facilitation |
| Prerequisites: | None |
| Co-requisites: | N/A |
| School: | School of Health, Community and Social Justice |
| Division/Academy/Centre: | Centre for Leadership |
| Previous Code & Title: | INDC250 |
| Course First Offered: | April 30, 2014 |

| | |
|-----------------|-----|
| Credits: | 1.5 |
|-----------------|-----|

Course Description

In this course, learners will deepen their facilitation skills by exploring ways to respond to challenging group situations where the issues are complex and potentially contentious and where multiple, competing perspectives may be represented. Learners will examine how to deal constructively with differences in opinion, heightened emotion, challenging participant behaviors, and possible conflict. Learners will have the opportunity to practice facilitative communication and intervention skills and apply their learning by facilitating a 20-minute session. Coaches will be available to provide learners with feedback on Day 3. The development of reflective practice will be encouraged through self-reflection and peer feedback.

Course Goals

The goal of this course is to enhance the learner's ability to facilitate groups that may have to address complex issues concerning content, process, and/or behavior.

Learning Outcomes

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

1. Describe personal strengths and challenges as facilitators
2. Identify facilitative approaches to complex issues
3. Conduct activities which foster trust and understanding in a group
4. Identify possible interventions in response to challenging group situations
5. Demonstrate effective communication skills in complex group situations
6. Engage in constructive peer feedback

Course Topics/Content

- Session Preparation
- Personal Presence, Trustworthiness and Authenticity
- Power Dynamics

- The Role of Trust in Group Development
- Facilitative Communication Skills
- Working with Emotions
- Intervention strategies: responding to emerging and challenging issues
- Facilitating complex issues using a process road map
- Managing challenging situations and behaviors

Text & Resource Materials

Required: N/A

Recommended: 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 checked="" type="checkbox"/> Supervised Practice (includes simulations & labs) | 14 |
| <input type="checkbox"/> Practice Education, Field Placement, Internship or Co-op | |
| Totals | 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 <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 | |
| Total | 100% |

Comments on Evaluation

100% attendance in all classes required.

Active contribution in large and small group discussions and activities expected.

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
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
- 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.

across cultures; value multiple perspectives;
utilize curiosity to learn with and from others.

(INTERNAL USE ONLY – not for distribution to students)

Primary Registration Mode (Credit Type)

- Program Management (RG) – program based registration through website
- Contract or Core Client (CC) – student registrations submitted in groupings to registration office
- Instant Enrolment (CS) – anytime web based course enrollment

CIP Code: _____ **(Confirmed by IR)**

Course Level

- | Undergraduate Course | | Graduate Course | Continuing Studies Course |
|---------------------------------|---------------------------------|---------------------------------|---------------------------|
| <input type="checkbox"/> Year 1 | <input type="checkbox"/> Year 3 | <input type="checkbox"/> Year 1 | <input type="checkbox"/> |
| <input type="checkbox"/> Year 2 | <input type="checkbox"/> Year 4 | <input type="checkbox"/> Year 2 | |

Approvals Tracking

SCC Chair _____ **Date:** _____

Name: _____

School Dean: _____ **Date:** _____

Name: _____

Program Council Chair: _____ **Date:** _____

(Where required)

Name: _____

Entered into SIS by: _____ **Date:** _____

Name: _____

Approvals Forwarded To:

- School
- Registrar's Office
- Institutional Research
- Program Council