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Independent Living Skills (ILS) 0056 Conflict Resolution Level 3 (0 Units)

Prerequisite: Successful completion in Independent Living Skills 0055

Prerequisite knowledge and skills: Before entering the course, the student should be able to

1. identify the internal conflict resolution strategy “CALM”,
2. identify the internal conflict resolution strategy “COOL”,
3. demonstrate proactive assertiveness towards conflict resolutions,
4. demonstrate advocacy skills,
5. show understanding of key terms in conflict resolutions,
6. demonstrate through role playing conflict resolution techniques,
7. independently implement the “CALM” and “COOL” processes,
8. verbally express problem solving strategies in regard to resolving conflicts,
9. identify the differences between friendly and hurtful teasing,
10. express strategies to cope with teasing,
11. express strategies to cope with anger,
12. express strategies to cope with bullying, and
13. express strategies to cope with criticism.

Total Hours: 16 hours lecture

Catalog Description: This second course in this series is designed to further develop and improve calm and effective communication skills, further explore communication styles, expand effective ways to manage anger and stress, identify the physical symptoms of anger, stop negative angry thoughts, and further explore the conflict resolution strategies. Various role playing activities to resolve conflicts and become more aware of how anger affects communication/conflict resolution skills will be explored.

Type of Class/Course: Non credit

Texts: None

Additional Required Materials: None

Course Objectives:

By the end of the course, a successful student will be able to

1. identify the internal conflict resolution strategy “CALM”,
2. identify the internal conflict resolution strategy “COOL”,
3. demonstrate awareness of the positive and negative coping techniques for anger,
4. identify the differences among high, moderate, and low stress,
5. show understanding of three types of communication styles,
6. identify the “staircase to chaos”,
7. independently implement the “CALM” and “COOL” processes,
8. identify the physical symptoms of their anger,
9. identify relaxation techniques,
10. express strategies to cope with stress,
11. express strategies to cope with anger,
12. demonstrate effective communication techniques via role playing,
13. express strategies to cope with criticism,
14. demonstrate the “thought stop process” in regard to managing personal anger, and
15. explore the differences between perceived anger versus real anger.

#### Course Scope and Content:

##### Unit I Anger

- A. Explore anger and common reactions to anger
- B. Understand the “CALM” process
- C. Understand the “COOL” process
- D. Define anger
- E. Identify the physical symptoms of anger
- F. Gauge anger on the anger thermometer

##### Unit II Anger Management Strategies

- A. Develop anger management strategies for relationships
- B. Develop anger management strategies for the workplace
- C. Implement anger management coping techniques
- D. Explore the “thought stop process”
- E. Establish a personal plan of anger management

##### Unit III Anger Management Implementation

- A. Cessation of angry thoughts
- B. Complete the “what makes me tick” project, exploring personal anger triggers
- C. Explore perceived anger versus real anger
- D. Review anger management strategies
- E. Review the implementation parameters of the thought stop process
- F. Review individual personal anger management plans

#### Learning Activities Required Outside of Class:

The students will spend a minimum of 2 hours per week outside of their regular class time doing the following:

1. Studying
2. Completing homework exercises

Methods of Instruction:

1. Lecture
2. Group work/role playing
3. Discussion
4. Individual conference

Methods of Evaluation:

1. Class participation
2. Written homework
3. Quizzes
4. Oral evaluations/role playing
5. Exams
6. Midterm and final
7. Final written project