George Mason University
Graduate Course Approval/Inventory Form

Please complete this form and attach a copy of the syllabus for new courses. Forward it as an email attachment to the Secretary of the Graduate Council. A printed copy of the form with signatures should be brought to the Graduate Council Meeting. Complete the Coordinator Form on page 2, if changes in this course will affect other units.

Please indicate: _____ NEW  ___X__ MODIFY  _____ DELETE

Local Unit:  ICAR  Graduate Council Approval Date:

Course Abbreviation:  CONF  Course Number:  713

Full Course Title:  Dynamics of Reflective Practice in Inter Personal and Multi Party Conflicts

Abbreviated Course Title (24 characters max.):  Refl Prct  Int Prsnt  Mul Prty Confl

Credit hours:  3  Program of Record:

Repeatable for Credit?  ___ D=Yes, not within same term  Up to hours
  ___ T=Yes, within the same term  Up to  hours
  ___ N=Cannot be repeated for credit

Activity Code (please indicate):  ___X_ Lecture (LEC)  ___ Lab (LAB)  ___ Recitation (RCT)
  ___ Studio (STU)  ___ Internship (INT)  ___ Independent Study (IND)  ___ Seminar (SEM)

Catalog Credit Format  3 : 3 : 0  Course Level:  GF(500-600)  ___ GA(700+)  ___

Maximum Enrollment:  25  For NEW courses, first term to be offered:

Prerequisites or corequisites:  CONF 501 or CONF 801

Catalog Description (35 words or less) Please use catalog format and attach a copy of the syllabus for new courses.: Conflict resolution is frequently a process that involves emotional intensity and relational complexity. This can be a factor in dyadic, interpersonal disputes as well as deep-rooted multi party conflicts. Because of this, it is critical that students be skilled at integrating theory and experiential learning into practice at three stages of engagement: (1) In analyzing or assessing the conflict in preparation for intervention; (2) during the intervention itself; (3) and post intervention reflection. Utilizing discussion, laboratory and simulation work, students will develop critical knowledge, skills, and abilities in utilizing reflective practice for dispute and conflict intervention.

For MODIFIED or DELETED courses as appropriate:

Last term offered: Fall 04  Previous Course Abbreviation:  CONF  Previous number:  713

Description of modification: Change the course credit hour format from one credit hour to three credit hours. Revise title and course description. See attached syllabus.
APPROVAL SIGNATURES:

Submitted by: ____________________________ email: ____________________________

Department/Program: __________________________ Date: _______________________

College Committee: __________________________ Date: _______________________

Graduate Council Representative: __________________________ Date: _______________________

CONF 713: Tools of Reflective Practice in Conflict Analysis and Resolution

Instructors: Sandra Cheldelin Wallace Warfield
Truland Bldg., Truland Bldg.,
Arlington Campus Arlington Campus
703.993.3652 703.993.3649
scheldel@gmu.edu wwarfiel@gmu.edu
Office hours: By appointment

Materials: Books
Kolb (1984). Experiential Learning: Experience as the Source of Learning and Development

Articles and Chapters
(Other readings to be determined)

Course description and objectives:
Reflective practice is the process of exploring a pattern of action, making adjustments during the action, or thinking about past action. In an elemental sense, most of us perform some form of reflective practice virtually every day. To the extent that reflective practice incorporates theory and experience, even the most mundane of activities engages aspects of experiential learning and nascent theory.

Conflict resolution is frequently a process that involves emotional intensity and relational complexity. This can be a factor in dyadic disputes, but is significantly present in deep-rooted multi party conflicts. Because of this, it is critical that practitioners be skilled at integrating theory and experiential learning into practice at three stages of an intervention: (1) In analyzing or assessing the conflict in preparation for intervention; (2) during the intervention itself; (3) and post intervention reflection.

In this way, reflective practice is a form of "meaning making"--attempting to make sense of phenomena occurring around you through an interdependence of theory, experience and practice.

Utilizing discussion, laboratory and simulation work, students will have the opportunity to engage aspects of reflective practice as noted above. The objective is to build an understanding of integrative practice that can be utilized in a variety of conflict settings.

Course requirements:
Along with class attendance, students are expected to participate fully in all exercises and complete all weekly required readings in preparation for class discussion. Throughout the course there will be various learning experiences: simulations, role plays, structured observation, class exercises and class discussions.

A. Simulations and Role Plays
There will be a number of simulations spread throughout the course where students will assume various party and intervention roles designed to test the application of reflective practice.

*Weight: (30 %)*

**B. Structured Observation**

Students will select a conflict situation occurring in the greater Washington metropolitan area and by conducting one or more on-site observations, determine how elements of reflective practice could be operationalized. This product will culminate in a capstone paper that integrates field work, class room exercises and discussions, and simulation/role plays.

*Weight: (45 %)*

**C. Class Discussion and Exercises**

During the course of the semester, there will be opportunities for students to engage in discussion and brief exercises to test the application of reflective practice at various points of a conflict cycle. Mediums will include videos, guest speakers, and impromptu vignettes.

*Weight: (25 %)*

**Key topics:**

- Introduction, background on reflective practice, where and how it’s been used.
- Role and importance in conflict analysis and resolution.
- Reflective practice models and degrees of adaptability to conflict analysis and resolution.
- Locating theory, research, and experience in reflective practice and identifying tension points.
- Reflective practice as a form of normative decision-making.
- Integrating reflective practice with various conflict resolution techniques.
- Ethical considerations
- Cultural factors
- Constraints

*Schedule of specific reading assignments to be determined.*
GEORGE MASON UNIVERSITY  
Course Coordination Form

**Approval from other units:**

Please list those units outside of your own who may be affected by this new, modified, or deleted course. Each of these units must approve this change prior to its being submitted to the Graduate Council for approval.

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Graduate Council approval: ___________________________ Date: ____________

Graduate Council representative: ___________________________ Date: ____________

Provost Office representative: ___________________________ Date: ____________