STAFFING
Examiner: Barry Fields  
Moderator: Don Rice

RATIONALE
In recent years, a body of knowledge has developed around both the nature of conflict and strategies for its peaceful resolution. This information is widely recognised as being applicable to a broad range of conflict situations. Encompassing disputes between countries through to disagreements between individuals. In the helping professions, including education, intergroup and interpersonal conflict is often a daily reality as educators, administrators, parents, students, politicians, and community members, frequently with disparate goals and needs, strive to be heard and accommodated. The increasingly collaborative nature of the education enterprise is bringing these groups together more and more. In this environment skills of interpersonal problem solving and conflict resolution are essential if participants and stockholders are to have their needs met and for the education process to proceed in the productive manner.

SYNOPSIS
In this course, conflict is defined and several theoretical models of conflict are introduced and explained. Particular attention is given to the nature of conflict, including its causes, the characteristics of conflict situations, and types of conflict. Drawing upon the writings of a number of authorities and researchers in the field, a model of conflict management is developed and explored. Conflict management skills, tactics, and strategies are introduced and discussed in detail, with particular reference to their applicability to intergroup and interpersonal conflicts encountered in the school situation. The course provides the opportunity for students to apply knowledge of conflict resolution approaches to numerous case studies and to problems they may have had or may be encountering in their relations with colleagues, relatives, and friends.
OBJECTIVES

On successful completion of this unit students will be able to:

- Define conflict, with particular reference to intergroup and interpersonal conflict encountered in the field of education.
- Identify factors which might precipitate or contribute to intergroup and interpersonal conflict.
- Explicate a model of conflict management, with particular reference to its theoretical basis and the rationale for its skills, tactics, and strategies of conflict resolution.
- Apply knowledge of conflict resolution approaches to case studies and personal experiences of intergroup and interpersonal conflict in both education and non-education settings.

TOPICS

<table>
<thead>
<tr>
<th>Description</th>
<th>Weighting (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduction to and Definition of Conflict</td>
<td>5.00</td>
</tr>
<tr>
<td>2. Nature of Conflict: Causes; characteristics of conflict; situations and types of conflict</td>
<td>15.00</td>
</tr>
<tr>
<td>3. Conflict management: Theory and models</td>
<td>15.00</td>
</tr>
<tr>
<td>4. Conflict Management Strategies</td>
<td>35.00</td>
</tr>
<tr>
<td>5. Case Studies in Conflict Management</td>
<td>30.00</td>
</tr>
</tbody>
</table>

TEXT and MATERIALS required to be PURCHASED or ACCESSED:

Books can be ordered by fax or telephone. For costs and further details use the 'Book Search' facility at http://bookshop.usq.edu.au by entering the author or title of the text.


STUDENT WORKLOAD REQUIREMENTS

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment</td>
<td>45</td>
</tr>
<tr>
<td>Directed Study</td>
<td>90</td>
</tr>
<tr>
<td>Private Study</td>
<td>30</td>
</tr>
</tbody>
</table>
ASSESSMENT DETAILS

<table>
<thead>
<tr>
<th>Description</th>
<th>Marks Out of</th>
<th>Wtg(%)</th>
<th>Required</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASSIGNMENT</td>
<td>999.00</td>
<td>50.00</td>
<td>Y</td>
<td>15 Sep 2003</td>
</tr>
<tr>
<td>CASE STUDY</td>
<td>999.00</td>
<td>50.00</td>
<td>Y</td>
<td>03 Nov 2003</td>
</tr>
</tbody>
</table>

IMPORTANT ASSESSMENT INFORMATION

1 Attendance requirements:
There are no attendance requirements for this course. However, it is the students' responsibility to study all material provided to them or required to be accessed by them to maximise their chance of meeting the objectives of the course and to be informed of course-related activities and administration.

2 Requirements for students to complete each assessment item satisfactorily:
To complete each of the assessment items satisfactorily, students must obtain at least 50% of the marks available (or at least a grade of C-) for each assessment item.

3 Penalties for late submission of required work:
If students submit assignments after the due date without prior approval then a penalty of 5% of the total marks available for the assignment will apply for each working day late.

4 Requirements for student to be awarded a passing grade in the course:
To be assured of receiving a passing grade a student must submit all of the summative assessment items and achieve at least 50% of the available weighted marks for those items.

5 Method used to combine assessment results to attain final grade:
The final grades for students will be assigned on the basis of the weighted aggregate of the marks (or grades) obtained for each of the summative assessment items in the course.

6 Examination information:
There is no examination in this course.

7 Examination period when Deferred/Supplementary examinations will be held:
There will be no Deferred or Supplementary examinations in this course.

8 University Regulations:
Students should read USQ Regulations 5.1 Definitions, 5.6. Assessment, and 5.10 Academic Misconduct for further information and to avoid actions which might contravene University Regulations. These regulations can be found at the URL http://www.usq.edu.au/SECARIAT/calendar/Part5/ or in the printed version of the current USQ Handbook.

ASSESSMENT NOTES

1 The due date for an assignment is the date by which a student must despatch the assignment to the USQ. The onus is on the student to provide proof of the despatch date, if requested by the Examiner.
2 Students must retain a copy of each item submitted for assessment. This must be produced within five days if required by the Examiner.

3 The examiner may grant an extension of the due date of an assignment in extenuating circumstances.

4 In the event that a due date for an assignment falls on a local public holiday in their area, such as a Show holiday, the due date for the assignment will be the next day. Students are to note on the assignment cover the date of the public holiday for the Examiner's convenience.

5 Students who have undertaken all of the required assessments in a course but who have failed to meet some of the specified objectives of a course within the normally prescribed time may be awarded the temporary grade: IM (Incomplete - Make up). An IM grade will only be awarded when, in the opinion of the examiner, a student will be able to achieve the remaining objectives of the course after a period of non directed personal study.

6 Students who, for medical, family/personal, or employment-related reasons, are unable to complete an assignment or to sit for an examination at the scheduled time may apply to defer an assessment in a course. Such a request must be accompanied by appropriate supporting documentation. One of the following temporary grades may be awarded IDS (Incomplete - Deferred Examination; IDM (Incomplete Deferred Make-up); IDB (Incomplete - Both Deferred Examination and Deferred Make-up).

7 When there is more than one marker for a single item of assessment, the distributed patterns and means for the different markers will be compared and marks adjusted if necessary.

8 Marking criteria are provided in course material as mark sheets/guides or as part of assignment specifications.

9 All assessment items must be attempted/submitted and passed.

10 Summative assessment items will be given a grade of HD+, HD, HD-, A+, A, A-, B+, B, B-, C+, C, C- or F.