

OFFICIAL COURSE OUTLINE

Course Code:	CRES-1298
Short Title:	Ethical Dilemmas for Mediators (online)
Long Title:	Ethical Dilemmas for Mediators in British Columbia (online)
Prerequisites:	CRES-1100 (formerly CCR100) or CRES-1101 (formerly CCR101), and CRES-1180 (formerly CCR180), CRES-1170 (formerly CCR170) and CRES-1280 (formerly CCR290)
Co-requisites:	None
School:	Health, Community and Social Justice
Division/Academy/Centre:	Centre for Conflict Resolution
Previous Code & Title:	CCR298 – Ethical Dilemmas for Mediators in British Columbia
Course First Offered:	June 1, 2008

Credits:	1.0
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Course Description

In practice, mediators frequently encounter situations that require tough decisions. What should a mediator do when personal or professional values are challenged? Professional codes of conduct that govern the mediator can sometimes conflict. How does a mediator sort through the issues and decide what to do? When should clients be referred? When should the mediator terminate the mediation? What happens when the decision isn't clear? This course will help you clarify how principles contained in professional codes of conduct interact with the real-world application of ethical behaviour during the practice of mediation. Learners will use 3 codes of conduct: two national (ADRIC, FMC) and that of Mediate BC. Learners situated in other jurisdictions may use appropriate codes of conduct from their area. *Instructor: Lee Turnbull*

Course Goals

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

- Understand and apply the elements of ethical practice as a mediator.

Learning Outcomes

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

1. Examine various codes of ethics from mediator membership organizations.
2. Identify similarities and differences between codes of ethics.
3. Examine the relationship between competency and ethics.
4. Identify the relationship between networking, support systems, professional development and ethical practice.

5. Apply codes of ethics to various mediation ethical situations.
6. Describe how as mediator one takes an ethical stance in challenging situations.

Course Topics/Content

- Mediation codes of ethics.
- Competency and ethics.
- Networking, support systems, professional development and ethical practice.
- Referrals and termination.
- The taking of an ethical stance.
- Practicing ethics – application to situations.

Text & Resource Materials

Required:

ADR Institute of Canada, Inc. (2005). *Model Code of Conduct for Mediators*.

Family Mediation Canada. (2005). *Code of Professional Conduct*. Kitchener: Family Mediation Canada

Mediate BC Standards of Conduct. Revised December 19, 2013

Recommended:

Baruch Bush, R. (1992). *The Dilemmas of Mediation Practice: A Study of Ethical Dilemmas and Policy Implications*. National Institute for Dispute Resolution

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	
Total	14

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 (may be represented as a range)
Course work (activities, assignments, essays, reports, etc.)	60%
Quizzes and exams	
Simulations/Labs	
Attendance/Participation (small groups, conference calls or online)	40%
Practice Education/Internships	
Total	100%

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

Learners must attend the full course to receive credit.

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:

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| <p><input type="checkbox"/> Critical thinking: Identify and examine issues and ideas; analyze and evaluate options in a variety of fields with differing assumptions, contents and methods.</p> | <p><input type="checkbox"/> Problem solving: State problems clearly; effectively and efficiently evaluate alternative solutions; choose solutions that maximize positive and minimize negative outcomes.</p> |
| <p><input type="checkbox"/> Communication, Oral and written: Demonstrate effective communication skills by selecting the appropriate style, language</p> | <p><input type="checkbox"/> Interpersonal relations: Know and manage ourselves; recognize and acknowledge the needs and emotions of others including those</p> |

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.
- 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.