

OFFICIAL COURSE OUTLINE

Course Code:	CRES-1474
Short Title:	Identifying Control and Abuse in Pre-Mediation
Long Title:	Identifying Control and Abuse in Pre-Mediation
Prerequisites:	CRES-1100 (formerly CCR100) or CRES-1101 (formerly CCR101) and CRES-1190 (formerly CCR190), CRES-1180 (formerly CCR180), CRES-1170 (formerly CCR170)
Co-requisites:	None
School:	Health, Community and Social Justice
Division/Academy/Centre:	Conflict Resolution
Previous Code & Title:	CCR272 – Identifying Control and Abuse in Pre-Mediation
Course First Offered:	June 1, 2008

Credits:	1.0
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Course Description

In this two-day course, you will look at patterns of control that lead to abuse, discuss the reality of control in any relationship and what that means to a “fair” negotiated settlement and develop screening tools for a variety of pre-mediation applications. Forms of control that lead to coercion and abuse are sometimes overt, sometimes subtle. Played out in a mediation setting, the mediator can unwittingly assist in the continuance of that abuse. The standards of practice for many professional mediation organizations require screening prior to joint meetings. You will have opportunities for in-depth practice of the screening tool. *Instructor: Ron Monk*

Course Goals

At the completion of this 2-day (14-hour) course, learners will be able to:

- Screen for control and abuse issues in pre-mediation.

Learning Outcomes

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

1. Describe dynamics of control and abuse in family and workplace relationships.
2. Describe research regarding mediator attitudes and impact on clients.
3. Assess own potential biases as a mediator regarding control and abuse issues.
4. Analyze purposes of screening formats.
5. Apply several screening formats to case studies.
6. Apply several screening formats to pre-mediation role-plays.

Course Topics/Content

- Information about control and abuse.

- Studies regarding attitudes of mediators.
- Experiences of mediation clients.
- Pitfalls in terms of bias.
- Different formats for screening tools.
- Application and practice.

Text & Resource Materials

Required:

Centre for Conflict Resolution. (2006). *Screening for Control and Abuse in Pre-Mediation*. New Westminster: Justice Institute of BC

Government of Canada. (2002). *Trends in Family Violence in Canada*.

- www.phac-aspc.gc.ca/ncfv-cnivf/familyviolence

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.)	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 <i>(may be represented as a range)</i>
Course work (activities, assignments, essays, reports, etc.)	
Quizzes and exams	
Simulations/Labs	40%
Attendance/Participation (in class or online)	60%
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:

- 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
- 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.

issues; interact respectfully and authentically across cultures; value multiple perspectives; utilize curiosity to learn with and from others.