

OFFICIAL COURSE OUTLINE

Course Code:	CRES-1491
Short Title:	Preparing For Your Mediation Assessment
Long Title:	Preparing For Your Mediation Assessment (Reality Check)
Prerequisites:	CRES-1100 (formerly CCR100) or CRES-1101 (formerly CCR101), and CRES-1170, CRES-1180, CRES-1190, CRES-1280
Co-requisites:	None
School:	Health, Community and Social Justice
Division/Academy/Centre:	Centre for Conflict Resolution
Previous Code & Title:	CCR291 – Preparing for Your Mediation Assessment (Reality Check)
Course First Offered:	June 1, 2008

Credits:	0.5
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Course Description

Self-reflection and self-evaluation are crucial components of mediation practice. In this one day course the learner will have the opportunity to compare their self-evaluation against detailed and concrete feedback from a senior faculty. A small class of four will engage in role playing and receive feedback based on the criteria for the mediation assessment. This course is recommended as assessment preparation for those pursuing the Certificate in Conflict Resolution: Specialization in Mediation/Third Party Intervention or those pursuing the Family Mediation Certificate. The learner will be provided with a recording of their role play exercise.

Course Goals

At the completion of this 1-day (7-hour) course, the learner will be able to:

- Assess readiness for successful completion of program evaluation – CRES-1560 (formerly ACCRM299) or CRES 1570. The learner will be able to identify areas of strength and challenge.

Learning Outcomes

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

1. Effectively prepare for mediation.
2. In an hour-long role-play mediation:
 - Develop and maintain an environment that supports safety and collaboration.
 - Remain impartial in dealing with participants and issues.
 - Demonstrate responsiveness to procedural needs of the participants.
 - Assist participants to clarify, frame, track, link and fractionalize their issues.
 - Assist the participants to explore and clarify their interests.
 - Communicate respectfully and constructively and assist participants to do so.
 - Identify and address power dynamics between participants.

- Assist participants to move from a past to a present and future focus.
 - Develop and encourage a greater understanding between the participants.
 - Assist the participants and identify and use objective criteria (if applicable).
 - Assist participants to make progress on their negotiable issues.
 - Assist the participants to develop options based on interests and criteria.
3. Plan for strengthening challenge areas in preparation for program evaluation – CRES-1560 (formerly ACCRM299) or CRES 1570.

Course Topics/Content

- Mediation preparation
- Effective mediation process – collaborative environment, impartiality, responsiveness to procedural needs, manage issues, explore interests, constructive communication, address power dynamics, create future focus, develop understanding, use objective criteria, facilitate negotiation, develop options.
- Mediator self-evaluation and development planning.

Text & Resource Materials

Required: You must receive a CRES-1491 package prior to attending the course. Call 604-528-5608 for more information.

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.)	7
<input type="checkbox"/> Supervised Practice (includes simulations & labs)	
<input type="checkbox"/> Practice Education, Field Placement, Internship or Co-op	
Total	7

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	60%
Attendance/Participation (in class or online)	40%

Practice Education/Internships

Total	100%
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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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| <ul style="list-style-type: none"> <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. <input checked="" type="checkbox"/> Communication, Oral and written: Demonstrate effective communication skills by selecting the appropriate style, language and form of communication suitable for different audiences and mediums. <input type="checkbox"/> Leadership: Inspire individuals and teams to reach their potential by embracing innovation through strategic thinking and shared responsibility. <input type="checkbox"/> Independent learning: Show initiative by acting independently in choosing effective, | <ul style="list-style-type: none"> <input type="checkbox"/> Problem solving: State problems clearly; effectively and efficiently evaluate alternative solutions; choose solutions that maximize positive and minimize negative outcomes. <input checked="" type="checkbox"/> Interpersonal relations: Know and manage ourselves; recognize and acknowledge the needs and emotions of others including those with diverse cultures, backgrounds and capabilities. <input type="checkbox"/> 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. |
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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.
- 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.