

OFFICIAL COURSE OUTLINE

Course Code:	CRES-1280
Short Title:	Mediation Skills Level II
Long Title:	Mediation Skills Level II
Prerequisites:	CRES-1100 (CCR100) or CRES-1101 (CCR101), and CRES-1190 (formerly CCR190), CRES-1180 (formerly CCR180) and CRES-1170 (formerly CCR170)
Co-requisites:	None
School:	Health, Community and Social Justice
Division/Academy/Centre:	Centre for Conflict Resolution
Previous Code & Title:	CCR290 – Mediation Skills Level II
Course First Offered:	June 1, 2008

Credits:	2.5
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Course Description

Building on the mediation process and skills learned in Mediation Skills Level I, this course moves to more challenging, complex and emotionally charged situations. Skills, theory and techniques include framing and tracking issues, probing for and clarifying interests, addressing power dynamics and adapting the mediation process to meet the needs of participants. You will discuss the development of a personal mediating style, legal and ethical issues in the mediation field, and caucusing. Emphasis is on skill development through simulated mediations, with assistance and feedback from trained coaches. A flash drive will be provided for you to record your role-play on the final day of the course.

Course Goals

At the completion of this 5-day (35-hour) course, the learner will be able to:

- Use a facilitative interest-based mediation process to mediate a dispute between two people involving emotionally charged, multiple issues.

Learning Outcomes

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

1. Identify mediator style and influence on the mediation process, the professional of mediation and career paths.
2. During the mediation:
 - Establish 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 by adapting the mediation process to suit the issues and people involved.
3. Assist participants to:
 - Clarify, frame, track, link and fractionalize their issues.
 - Explore and clarify their interests.
 - Move from a past to a present and future focus.
 4. Communicate respectfully and constructively and assist participants to do so by:
 - Assisting parties to deal with strong emotions.
 - Defusing escalating emotions and personal attacks.
 - Managing blame, hostility and resistance.
 - Identify and address power dynamics between participants.
 - Develop and encourage greater understanding between the participants and assist participants to reduce the interpersonal conflict between them.
 5. Assist participants to make progress on their negotiable issues by:
 - Using skills in combination to explore and clarify interests and to move from discussion/exploration to resolution/closure.
 - Developing and using objective criteria.
 - Developing options based on interests and criteria.
 6. Use advanced communication skills to support the mediation process.
 7. Describe drafting a memorandum of consensus.
 8. Describe the appropriate involvement of other professionals.
 9. Display an increasing level of self-awareness regarding own strengths and challenges as a beginning mediator.

Course Topics/Content

- Mediator styles and approaches.
- Mediator's appropriateness.
- Four stages of mediation process.
- Analyzing conflict.
- Framing issues.
- Uncovering and clarifying interests.
- Using criteria and standards.
- Building understanding.
- Handling emotions.

- Moving from exploration to resolution.
- Writing a memorandum of understanding.
- Mediation follow-up, evaluation.
- The power relationship.
- Neutrality of mediator.
- Caucusing.
- Ethics.
- Cultural considerations.
- Advanced communication skills (probing, reframing, refocusing, immediacy, confronting inconsistencies).

Text & Resource Materials

Required:

Centre for Conflict Resolution. (2005). *Mediation Skills Level II, Fourth Edition*. New Westminster: Justice Institute of BC.

Recommended:

Baruch Bush, R.A. & Folger, J.P. (2005). *The Promise of Mediation: The Transformative Approach to Conflict*. San Francisco: Jossey-Bass Publishers.

Lang, M.D. & Taylor, A. (2000). *The Making of a Mediator: Developing Artistry in Practice*. San Francisco, Calif.: Jossey-Bass.

Picard, C. [et. Al.] (2004). *The Art and Science of Mediation*. Toronto, Ont.: Emond Montgomery Publications.

Winslade, J. & Monk, G. (2000). *Narrative Mediation: A New Approach to Conflict Resolution*. San Francisco, Calif.: Jossey-Bass.

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.)	21
<input checked="" type="checkbox"/> Supervised Practice (includes simulations & labs)	14
<input type="checkbox"/> Practice Education, Field Placement, Internship or Co-op	
Total	35

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.)	
Quizzes and exams	
Simulations/Labs	60%
Attendance/Participation (in class 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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| <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 type="checkbox"/> Problem solving: State problems clearly; effectively and efficiently evaluate alternative solutions; choose solutions that maximize positive and minimize negative outcomes. |
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- 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 issues; interact respectfully and authentically across cultures; value multiple perspectives; utilize curiosity to learn with and from others.
- 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.