

## OFFICIAL COURSE OUTLINE

<b>Course Code:</b>	CRES-1401
<b>Short Title:</b>	Defining Issues and Setting the Agenda
<b>Long Title:</b>	Defining Issues and Setting the Agenda
<b>Prerequisites:</b>	CRES-1100 (formerly CCR100) or CRES-1101 (formerly CCR101), and CRES-1170 (formerly CCR170) or CRES-1180 (CCR180)
<b>Co-requisites:</b>	None
<b>School:</b>	Health, Community and Social Justice
<b>Division/Academy/Centre:</b>	Centre for Conflict Resolution
<b>Previous Code &amp; Title:</b>	CCR201-Defining Issues and Setting the Agenda
<b>Course First Offered:</b>	June 1, 2008

<b>Credits:</b>	1.0
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### Course Description

This two-day elective focuses on Stage 2 of the model and is expanded to include negotiation as well as mediation. Using a variety of video, demonstration and in-the-moment examples, you will learn how to sift through the dynamics and the emotion and the way people express themselves in order to clearly isolate issues that should form the agenda. You will learn how to ask the kinds of questions that clarify themes and issues, how to summarize to provide focus and how to get agreement on the agenda. You will have lots of opportunity to practice. *Instructor: Ron Monk*

### Course Goals

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

- Listen for, and isolate the negotiable issues in a two-party mediation or negotiation.

### Learning Outcomes

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

1. Assess opening remarks in Stage 2 to determine the negotiable issues.
2. Formulate key questions that would assist in quickly clarifying embedded issues.
3. Summarize opening statements with a focus on the specific issues in dispute, while acknowledging any emotion and key interests that are expressed.
4. Reframe the issues using neutral and non-blaming language.
5. Gain the parties' acceptance of an agreement to the agenda.

### Course Topics/Content

- The way parties express themselves.
- Key clarifying questions, including those that could be used in pre-mediation.
- More charged and/or complicated issues and methods of expressions.

- How to reframe issues.
- How to obtain the acceptance of the parties in developing the agenda.
- Practice.

### Text & Resource Materials

**Required:** None

**Recommended:**

Moore, Christopher. (1996). *The Mediation Process, Second Edition*. Josey-Bass. Part Three: Chapter 9 *Defining Issues and Setting an Agenda*.

### 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	
<b>Total</b>	<b>14</b>

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

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