

## OFFICIAL COURSE OUTLINE

<b>Course Code:</b>	CRES-1492
<b>Short Title:</b>	Mediating the Financial Aspects of Separation
<b>Long Title:</b>	Mediating the Financial Aspects of Separation
<b>Prerequisites:</b>	CRES-1100 or CRES-1101, and CRES-1170, CRES-1180, CRES-1190, CRES-1280, FAMJ-1002, FAMJ-1000, FAMJ-1009
<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>	CCR292 – Mediating the Financial Aspects of Separation
<b>Course First Offered:</b>	September 1, 2008

<b>Credits:</b>	3.0
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### Course Description

This advanced mediation course covers the legal, financial and psychological background, as well as specific skills and tools to help you help couples negotiate the terms of their financial separation. The substantive knowledge needed to mediate financial separation will be delivered in a classroom based environment.

This course will be most useful to family mediators wishing to obtain the core preparation for becoming a comprehensive mediator as defined by Family Mediation Canada. Potential students who have not taken the pre-requisite courses from the JIBC but have education, training and experience in family mediation may contact the Centre for Conflict Resolution to discuss pre-requisite waivers or equivalency credit.

### Course Goals

Family mediators will integrate knowledge about financial aspects of separation and enhanced mediation skills into the mediation process in order to effectively and ethically assist separating families.

### Learning Outcomes

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

1. Describe the basics of law governing:
  - a. Determination of income
  - b. Prosperity and asset division, including debts
  - c. Trusts
  - d. Pensions and retirement plans
  - e. Business and partnership property
  - f. Life insurance, estates and inheritances
  - g. Spousal support

- h. Taxes and property division
2. Identify issues that affect the mediation of:
  - a. Property and asset division, including debts
  - b. Pension and retirement plans
  - c. Spousal support
3. Assess and describe how emotions and decisions affect the couple and children in a financial separation.
4. Describe the process of working with separating couples in financial mediation – from case screening, to the mediator’s opening, to agreement writing.
5. Analyze the role and responsibilities of a comprehensive mediator in helping clients with property and asset division and spousal support.
6. Practice specialized mediator skills to help your clients with property and asset division and spousal support, including techniques to deal with an impasse.
7. Recognize and deal with power imbalances.
8. Create and apply specific tools to help with financial mediation.
9. Recognize when the assistance of other professionals may be helpful to the mediation process.

### **Course Topics/Content**

- Unit 1: Introduction
- Unit 2: The Client, The Mediator and The Mediation
- Unit 3: Determining Income
- Unit 4: Spousal Support
- Unit 5: Property and Asset Division
- Unit 6: Retirement Plans and Pensions
- Unit 7: Businesses and Partnerships
- Unit 8: Valuation
- Unit 9: Income Tax Considerations
- Unit 10: Wills and Estates and Life Insurance
- Unit 11: Special Considerations
- Unit 12: Practical Applications

### **Text & Resource Materials**

**Required:** Included with course materials

**Recommended:**

- Family Law Act
- Divorce Act
- Child Support Guidelines

### **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.)	42
<input type="checkbox"/> Supervised Practice (includes simulations & labs)	
<input type="checkbox"/> Practice Education, Field Placement, Internship or Co-op	
<b>Total</b>	42

### 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.)	40%
Quizzes and exams	
Simulations/Labs	40%
Attendance/Participation (in class or online)	20%
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

#### Student Policies:

<http://www.jibc.ca/about-jibc/governance/policies>

Access Policy  
Harassment Policy – Students  
Student Records Policy  
Student Code of Conduct Policy

## Grading 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.