

Justice Institute of British Columbia COURSE OUTLINE

Course Code:	CCR180
Course Title:	Mediation Skills Level I
Prerequisite Courses:	CCR100 (formerly CR110A) or CCR101 (formerly CR110B) Recommended CCR170 (formerly CR260)
School:	Community and Social Justice
Division/Academy/Centre:	Centre for Conflict Resolution
Previous Course Code & Title:	CR250-Mediation Skills Level 1
Course First Offered:	June 1, 2008

# of Credits:	1.5
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Course Description:

This course introduces you to the concepts, skills and techniques needed to mediate disputes: determining whether mediation is appropriate, the role of the mediator, guiding the process, managing emotions and using communication skills as a mediator. Mediation is a practical method for helping people resolve their conflicts and attain mutually satisfactory outcomes. You will have opportunities to mediate simulated disputes involving co-workers, customers, committee members, neighbours, parents/teens and co-parents. Emphasis is on skill development through simulated mediations assisted by trained coaches. A videotape or DVD will be provided for you to record your role-play on the final day of the course.

Course Goal(s):

At the completion of this 3-day (21-hour) course, the learner will be able to:

- Use a facilitative interest-based mediation process to mediate two-party, low conflict, one or two issue disputes.

Learning Outcomes:

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

1. Describe the mediation process and the mediator's role.
2. Assess the appropriateness of a given situation for mediation.
3. Establish and maintain an environment that supports safety and collaboration.
4. Show respect to disputants.

5. Identify issues brought to mediation based on participants' perceptions of the conflict and assist participants to.
 - a. Shift from positions:
 - b. Move from a past focus to a present and future focus.
 - c. Clarify assumptions about actions and words.
 - d. Identify common goals.
6. Build understanding between parties and identify participant interests.
7. Keep discussion focused and assist parties to:
 - a. Develop options based on interests.
 - b. Identify objective criteria.
8. Manage basic power dynamics.
9. Use communication skills to support the mediation process.
10. Display an increasing level of self-awareness regarding own beliefs, strengths and challenges as a beginning mediator.

Course Topics/Content:

Day One:

- Theories and approaches to mediation.
- Mediation models.
- Mediator roles, skills and abilities.
- Beliefs and values underlying the mediation model.
- Overview of mediation model.
- Pre-mediation
- Setting the framework and establishing rapport.

Day Two:

- Clarifying and framing issues
- Exploring interests and building understanding.
- Resolution.

Day Three:

- Coached role-play.

Text and Resource Materials:

Required:

Centre for Conflict Resolution. (2005). *Mediation Skills Level 1, Twelfth Edition*. New Westminster: Justice Institute of BC.

Recommended:

Mayer, B.S. (2000). *The Dynamics of Conflict Resolution: Practitioner's Guide*. San Francisco, Calif.: Jossey-Bass Publishers.

Chicanot, J. & Sloan, G. (2003). *The Practice of Mediation: Exploring Attitude, Process and Skills*. Victoria, B.C.: ADR Education.

Course Level:

X	First Year		Second Year		Third Year		Fourth Year
	Other (describe):						

Equivalent Course(s) within the JIBC: None

Class Delivery Methods:

Delivery Methods	Class Option A (Hours)	Class Option B (Hours)	Class Option C (Hours)	Class Option D (Hours)
Classroom/Lecture/Discussion	14			
Simulation/Lab	7			
Practicum/Fieldwork				
Online				
Correspondence				
Total Class Hours	21			

Comments on Delivery Methods:

Course Grading System:

	Letter Grades		Percentage	X	Pass/Fail
	Complete/Incomplete		Attendance Only		

Passing Grade:	Pass
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Evaluation Activities and Weighing:

Final Exam	%	Assignments	X %	Project	%	Capstone Project	%
Midterm Exam	%	Portfolio	%	Participation	40%	Other	%
Quizzes/Test	%	Simulations	60%	Practicum	%	TOTAL	100%

Comments on Evaluation Activities and Weighting: Criterion-referenced evaluation.

Other Course Guidelines, Procedures and Comments:

1 or 2-Day Course: Learners must attend the full course to receive credit.

3, 4 or 5-Day Course: Learners who miss more than 7 hours of classroom time must repeat the entire course at their own expense. Learners who miss less than 7 hours of classroom time will receive a status of “no credit granted” for the course on their learner record. This status can be updated to “credit granted” by attending Use It or Lose It Clinic.

All Courses: If the course involved a coached skills-practice role-play, the learner must complete the role-play, or they will receive a status of “no credit granted” for the course on their student record. This status can be upgraded to “credit granted” by attending a Use It or Lose It Clinic.

Course Outline Changes: All changes to course outlines communicated to learners in class.

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/programs-courses/jibc-calendar/student-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.

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 oneself; recognize and acknowledge the needs and emotions of others including those with diverse 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.