

Justice Institute of British Columbia
COURSE OUTLINE

Course Code:	CCR201
Course Title:	Defining Issues and Setting the Agenda
Prerequisite Courses:	CCR100 (formerly CR110A) or CCR101 (formerly CR110B), and CCR170 (formerly CR260) or CCR180 (formerly CR250)
School:	Community and Social Justice
Division/Academy/Centre:	Conflict Resolution
Previous Course Code & Title:	CR252-Defining Issues & Setting the Agenda
Course First Offered:	June 1, 2008

# of Credits:	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 Goal(s):

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 and 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*.

Course Level:

X	First Year		Second Year		Third Year		Fourth Year
	Graduate		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				
Practicum/Fieldwork				
Online				
Correspondence				
Total Class Hours	14			

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 Weighting:

Final Exam	%	Assignments	%	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.

All Courses: If the course involved a coached skills-practice simulation, the learner must complete the simulation, 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.