JIBC

Justice Institute of British Columbia
COURSE OUTLINE

Course Code: **CCR209**

Course Title: **Separate Meetings: Pre-Mediation and Caucusing**

Prerequisite Courses: CCR100 (formerly CR110A) or CCR101 (formerly CR110B), and CCR180 (formerly CR250)

School: Community and Social Justice

Division/Academy/Centre: Conflict Resolution

Previous Course Code & Title: CR415-Separate Meetings: Pre-Meeting & Caucusing

Course First Offered: June 1, 2008

# of Credits:	**1.0**

Course Description:

In this course, you will learn to recognize when, how and under what circumstances it is appropriate to meet separately with the parties. Mediators may meet separately with the parties in a pre-mediation format or caucus with them during the joint session or between joint sessions. These meetings and related conversations are key components of the mediation process, and they present their own set of challenges and strategies. The mediator should conduct these meetings efficiently and productively while ensuring balance, trust and impartiality. You will practice pre-mediation and joint session caucusing in role-play simulations with the support and assistance of skill coaches.

Course Goal(s):

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

- Use pre-mediation sessions and caucusing during joint sessions effectively in an interest-based, facilitative mediation process.

Learning Outcomes:

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

1. Assess parties' readiness to participate in a mediation process.

2. Support parties' preparedness to negotiate effectively.

3. Assess power dynamics between and among parties.

4. Assess potential impact of power dynamics on the mediation.

5. Build rapport with the parties and begin building confidence in the mediation process.

6. Describe the advantages and disadvantages of caucusing during joint sessions.

7. Identify when and why to caucus.

8. Transfer joint session mediation skills to a separate session caucusing process.

9. Effectively caucus during mediation joint sessions.

10. Maintain balance when meeting separately.

11. Use mediator interventions and skills previously covered in the context of separate meetings.

Course Topics/Content:

- Readiness and preparedness.

- Assess power dynamics.

- Confidence and rapport-building.

- Caucusing frameworks.

- Caucusing skills.

- Caucusing practice.

Text and Resource Materials:

Required:

Fogel, M. (2002). *Separate Meetings: Pre-Mediation and Caucusing.* New Westminster: Justice Institute of BC

Recommended:

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

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.

Problem solving

State problems clearly; effectively and efficiently evaluate alternative solutions; choose solutions that maximize positive and minimize negative outcomes.

Communication, oral and written

Demonstrate effective communication skills by selecting the appropriate style, language and form of communication suitable for different audiences and mediums.

Interpersonal relations

Know and manage oneself; recognize and acknowledge the needs and emotions of others including those with diverse backgrounds and capabilities.

Leadership

Inspire individuals and teams to reach their potential by embracing innovation through strategic thinking and shared responsibility.

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.

Independent learning

Show initiative by acting independently in choosing effective, efficient and appropriate applied learning, research and problem solving strategies.

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.