

**Justice Institute of British Columbia  
COURSE OUTLINE**

<b>Course Code:</b>	<b>CCR272</b> (previously CCR 271)
<b>Course Title:</b>	<b>Identifying Control and Abuse in Pre-Mediation</b>
<b>Prerequisite Courses:</b>	CCR100 (formerly CR110A) or CCR101 (formerly CR110B) and CCR190 (formerly CR200), CCR180 (formerly CR250), CCR170 (formerly CR260)
<b>School:</b>	Community and Social Justice
<b>Division/Academy/Centre:</b>	Conflict Resolution
<b>Previous Course Code &amp; Title:</b>	CRR271 - Identifying Control and Abuse in Pre-Mediation
<b>Course First Offered:</b>	June 1, 2008

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

In this two-day course, you will look at patterns of control that lead to abuse, discuss the reality of control in any relationship and what that means to a 'fair' negotiated settlement and develop screening tools for a variety of pre-mediation applications. Forms of control that lead to coercion and abuse are sometimes overt, sometimes subtle. Played out in a mediation setting, the mediator can unwittingly assist in the continuance of that abuse. The standards of practice for many professional mediation organizations require screening prior to joint meetings. You will have opportunities for in-depth practice of the screening tool.

*Instructor: Ron Monk*

**Course Goal(s):**

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

- Screen for control and abuse issues in pre-mediation.

**Learning Outcomes:**

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

1. Describe dynamics of control and abuse in family and workplace relationships.
2. Describe research regarding mediator attitudes and impact on clients.
3. Assess own potential biases as a mediator regarding control and abuse issues.
4. Analyze purposes of screening formats.
5. Apply several screening formats to case studies.
6. Apply several screening formats to pre-mediation role-plays.

**Course Topics/Content:**

- Information about control and abuse.
- Studies regarding attitudes of mediators.
- Experiences of mediation clients.
- Pitfalls in terms of bias.
- Different formats for screening tools.
- Application and practice.

**Text and Resource Materials:**
**Required:**

Centre for Conflict Resolution. (2006). *Screening for Control and Abuse in Pre-Mediation*. New Westminster: Justice Institute of BC

Government of Canada. (2002). *Trends in Family Violence in Canada*.

- [www.phac-aspc.gc.ca/ncfv-cnivf/familyviolence](http://www.phac-aspc.gc.ca/ncfv-cnivf/familyviolence)

**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				
<b>Total Class Hours</b>	<b>14</b>			

**Comments on Delivery Methods:**
**Course Grading System:**

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

<b>Passing Grade:</b>	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.