

Justice Institute of British Columbia
COURSE OUTLINE

Course Code:	CCR290
Course Title:	Mediation Skills Level II
Prerequisite Courses:	CCR100 (formerly CR110A) or CCR101 (formerly CR110B), and CCR190 (formerly CR200), CCR180 (formerly CR250) and CCR170 (formerly CR260)
School:	Community and Social Justice
Division/Academy/Centre:	Conflict Resolution
Previous Course Code & Title:	CR400-Mediation Skills Level 2
Course First Offered:	June 1, 2008

# of Credits:	2.5
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Course Description:

Building on the mediation process and skills learned in Mediation Skills Level I, this course moves to more challenging, complex and emotionally charged situations. Skills, theory and techniques include framing and tracking issues, probing for and clarifying interests, addressing power dynamics and adapting the mediation process to meet the needs of participants. You will discuss the development of a personal mediating style, legal and ethical issues in the mediation field, and caucusing. Emphasis is on skill development through simulated mediations, with assistance and feedback from 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 5-day (35-hour) course, the learner will be able to:

- Use a facilitative interest-based mediation process to mediate a dispute between two people involving emotionally charged, multiple issues.

Learning Outcomes:

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

1. Identify mediator style and influence on the mediation process, the professional of mediation and career paths.
2. During the mediation:
 - Establish and maintain an environment that supports safety and collaboration.
 - Remain impartial in dealing with participants and issues.

- Demonstrate responsiveness to procedural needs of the participants by adapting the mediation process to suit the issues and people involved.
3. Assist participants to:
 - Clarify, frame, track, link and fractionalize their issues.
 - Explore and clarify their interests.
 - Move from a past to a present and future focus.
 4. Communicate respectfully and constructively and assist participants to do so by:
 - Assisting parties to deal with strong emotions.
 - Defusing escalating emotions and personal attacks.
 - Managing blame, hostility and resistance.
 - Identify and address power dynamics between participants.
 - Develop and encourage greater understanding between the participants and assist participants to reduce the interpersonal conflict between them.
 5. Assist participants to make progress on their negotiable issues by:
 - Using skills in combination to explore and clarify interests and to move from discussion/exploration to resolution/closure.
 - Developing and using objective criteria.
 - Developing options based on interests and criteria.
 6. Use advanced communication skills to support the mediation process.
 7. Describe drafting a memorandum of consensus.
 8. Describe the appropriate involvement of other professionals.
 9. Display an increasing level of self-awareness regarding own strengths and challenges as a beginning mediator.

Course Topics/Content:

- Mediator styles and approaches.
- Mediator's appropriateness.
- Four stages of mediation process.
- Analyzing conflict.
- Framing issues.
- Uncovering and clarifying interests.
- Using criteria and standards.
- Building understanding.
- Handling emotions.

- Moving from exploration to resolution.
- Writing a memorandum of understanding.
- Mediation follow-up, evaluation.
- The power relationship.
- Neutrality of mediator.
- Caucusing.
- Ethics.
- Cultural considerations.
- Advanced communication skills (probing, reframing, refocusing, immediacy, confronting inconsistencies).

Text and Resource Materials:

Required:

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

Recommended:

Baruch Bush, R.A. & Folger, J.P. (2005). *The Promise of Mediation: The Transformative Approach to Conflict*. San Francisco: Jossey-Bass Publishers.

Lang, M.D. & Taylor, A. (2000). *The Making of a Mediator: Developing Artistry in Practice*. San Francisco, Calif.: Jossey-Bass.

Picard, C. [et. Al.] (2004). *The Art and Science of Mediation*. Toronto, Ont.: Emond Montgomery Publications.

Winslade, J. & Monk, G. (2000). *Narrative Mediation: A New Approach to Conflict Resolution*. San Francisco, Calif.: Jossey-Bass.

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	21			
Simulation/Lab	14			
Practicum/Fieldwork				
Online				
Correspondence				
Total Class Hours	35			

Comments on Delivery Methods:

Course Grading System:

<input type="checkbox"/>	Letter Grades	<input type="checkbox"/>	Percentage	<input checked="" type="checkbox"/>	Pass/Fail
<input type="checkbox"/>	Complete/Incomplete	<input type="checkbox"/>	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.

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.