

**Justice Institute of British Columbia**  
**COURSE OUTLINE**

<b>Course Code:</b>	<b>CCR291</b>
<b>Course Title:</b>	<b>Preparing for your Mediation Assessment (Reality Check)</b>
<b>Prerequisite Courses:</b>	CCR100 (formerly CR110A) or CCR101 (formerly CR110B), and CCR170 (formerly CR260), CCR180 (formerly CR250), CCR190 (formerly CR200), CCR280 (formerly CR360), CCR290 (formerly CR400)
<b>School:</b>	Community and Social Justice
<b>Division/Academy/Centre:</b>	Centre for Conflict Resolution
<b>Previous Course Code &amp; Title:</b>	CR920-Preparing for Your Mediation Assessment (Reality Check)
<b>Course First Offered:</b>	June 1, 2008

<b># of Credits:</b>	<b>0.5</b>
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**Course Description:**

As self-reflection and self-evaluation are crucial components of mediation practice, in this one-day course you will have the opportunity to compare your self-evaluation against detailed and concrete feedback from a senior instructor. A small class of four will engage in role-playing and receive feedback based on the criteria for the mediation assessment. CCR291 (formerly CR920) is recommended for assessment preparation. A DVD will be provided for you to record your role-play.

**Course Goal(s):**

At the completion of this 1-day (7-hour) course, the learner will be able to:

- Assess readiness for successful completion of program evaluation – ACCRM299 (formerly CR975) and identify areas of strength and challenge.

**Learning Outcomes:**

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

1. Effectively prepare for mediation.
2. In an hour-long role-play mediation:
  - Develop 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.
  - Assist participants to clarify, frame, track, link and fractionalize their issues.
  - Assist the participants to explore and clarify their interests.
  - Communicate respectfully and constructively and assist participants to do so.
  - Identify and address power dynamics between participants.
  - Assist participants to move from a past to a present and future focus.
  - Develop and encourage greater understanding between the participants.
  - Assist the participants to identify and use objective criteria (if applicable).
  - Assist participants to make progress on their negotiable issues.
  - Assist the participants to develop options based on interests and criteria.
3. Plan for strengthening challenge areas in preparation for program evaluation – ACCRM299 (formerly CR975).

**Course Topics/Content:**

- Meditation preparation
- Effective mediation process – collaborative environment, impartiality, responsiveness to procedural needs, manage issues, explore interests, constructive communication, address power dynamics, create future focus, develop understanding, use objective criteria, facilitate negotiation, develop options.
- Mediator self-evaluation and development planning.

**Text and Resource Materials:**

**Required:**

You must receive a CCR291 (formerly CR920) package prior to attending the course.  
 Call 604-528-5608 for more information.

**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:**

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

**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		

<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	%	<b>TOTAL</b>	<b>100%</b>

**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 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.