

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

<b>Course Code:</b>	<b>CCR295</b>
<b>Course Title:</b>	<b>Mediation Skills Level III</b>
<b>Prerequisite Courses:</b>	CCR100 (formerly CR110A) or CCR101 (formerly CR110B), and CCR190 (formerly CR200), CCR180 (formerly CR250), CCR170 (formerly CR260), and CCR290 (formerly CR400)
<b>School:</b>	Community and Social Justice
<b>Division/Academy/Centre:</b>	Conflict Resolution
<b>Previous Course Code &amp; Title:</b>	CR829-Mediation Skills Level III
<b>Course First Offered:</b>	June 1, 2008

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

You will build on the skills and insights gained in Mediation Skills Level II, other foundational work and real-world application. You will learn how to deal with more difficult mediation situations by applying previously learned as well as new mediation skills and interventions in innovative and strategic ways. You will be encouraged to bring your own way of working with people into the mediation process, increasing your ability to respond genuinely and intuitively. Areas of exploration and practice include balancing content and process, the production and use of a shared base of information, the effect of mediator presence and participation, tracking and shifting focus, listening for and getting to the real interests, building capacity as a means of power balancing, the continuum of facilitative and empathic to directness and assertiveness, mediator participation in problem solving and framing of outcomes.

**Course Goal(s):**

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

- Use an interest-based facilitative mediation process to deal with difficult mediation situations.

**Learning Outcomes:**

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

1. Create the right environment.
2. Use specific interventions to reduce fear/build confidence in the mediator, the process and in themselves.
3. Build an agenda; dig out/frame the issues, use the process of "neutralizing".

4. Describe both subjective and objective criteria and the role they can play.
5. Get agreement on the criteria then slot the numbers or other quantifiable units alongside.
6. Reframe interests by peeling the onion in combination with listening between the lines and listening for interests beyond “junk”/posturing.
7. Describe mediator transparency.
8. Describe the concepts of shared base of information.
9. Use a range of mediator interventions from reflective to director, supportive to challenging.
10. Act as “mediation strategist” for the table.
11. Describe the role of mediator assertiveness and mediator statements.
12. Use questions to challenge the parties on both content and process level.
13. Describe the role of the mediator as observer/reporter.
14. Move parties from past “stuff” to present and into the future.
15. Conduct pre-mediation meetings.
16. Maintain a balance between advocacy and inquiry.
17. Use problem-solving strategies; closing, reality testing and implementation.
18. Terminate the mediation productively.

**Course Topics/Content:**

- Appropriateness and objectives of mediation.
- Four stages of interest-based mediation.
- Process of interest-based mediation.
- Overview of power.
- Three cornerstones of effective communication; intent, action and effect.
- Strategies for moving from positions to interests.
- Balancing advocacy and inquiry.
- Three-dimensional negotiation.
- Empathic listening.
- Conditions of implementation.
- Underminers of transformation.
- Managing resistance.
- Driving and restraining forces.
- Mediator tips.

**Text and Resource Materials:**

**Required:**

Fogel, M. (2003). *Mediation III*. 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				
<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.

**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.