

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

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| <b>Course Code:</b>                      | <b>CCR296</b>  |
| <b>Course Title:</b>                     | <b>Ethical Dilemmas for Mediators in British Columbia (Online)</b>   |
| <b>Prerequisite Courses:</b>             | CCR100 (formerly CR110A) or CCR101 (formerly CR110B), and 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> | CR326-Ethical Dilemmas for mediators in British Columbia   |
| <b>Course First Offered:</b>             | June 1, 2008   |

|                      |            |
|----------------------|------------|
| <b># of Credits:</b> | <b>0.5</b> |
|----------------------|------------|

**Course Description:**

This course will help you clarify the application of professional codes of conduct and the real-world application of ethical behaviour in the practice of mediation. In practice, mediators frequently encounter situations that require tough decisions. What should a mediator do when personal or professional values are challenged? Professional codes of conduct that govern the mediator can sometimes conflict. How does a mediator sort through the issues and decide what to do? When should clients be referred? When should the mediator terminate the mediation? What happens when the decision isn't clear? *Instructor: Lee Turnbull*

**Course Goal(s):**

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

- Understand and apply the elements of ethical practice as a mediator.

**Learning Outcomes:**

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

1. Examine various codes of ethics from mediator membership organizations.
2. Identify similarities and differences between codes of ethics.
3. Examine relationship between competency and ethics.
4. Identify the relationship between networking, support systems, professional development and ethical practice.

5. Apply codes of ethics to various mediation ethical situations.
6. Describe the taking of an ethical stance by the mediator.

**Course Topics/Content:**

- Mediation codes of ethics.
- Competency and ethics.
- Networking, support systems, professional development and ethical practice.
- Referrals and termination.
- The taking of an ethical stance.
- Practicing ethics – application to situations.

**Text and Resource Materials:**

**Required:**

ADR Institute of Canada, Inc. (2005). *Model Code of Conduct for Mediators*.  
 The British Columbia Arbitration and Mediation Institute. (2003), *Code of Ethics* Vancouver: BCAMI  
 British Columbia Mediator Roster Society. (2006). *Standards of Conduct*. Victoria: BC Mediator Roster Society  
 Family Mediation Canada. (2005). *Code of Professional Conduct*. Kitchener: Family Mediation Canada

**Recommended:**

Baruch Bush, R. (1992). *The Dilemmas of Mediation Practice: A Study of Ethical Dilemmas and Policy Implications*. National Institute for Dispute Resolution

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

**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 |
|-----------------------|------|

**Evaluation Activities and Weighting:**

|              |   |             |     |               |     |                  |             |
|--------------|---|-------------|-----|---------------|-----|------------------|-------------|
| Final Exam   | % | Assignments | 60% | Project       | %   | Capstone Project | %           |
| Midterm Exam | % | Portfolio   | %   | Participation | 40% | Other            | %           |
| Quizzes/Test | % | Simulations | %   | 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 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.