

OFFICIAL COURSE OUTLINE

Course Code:	CRES-1180
Short Title:	Mediation Skills Level I
Long Title:	Mediation Skills Level I
Prerequisites:	CRES-1100 (formerly CCR100) or CRES-1101 (formerly CCR101) Recommended CRES-1170 (formerly CCR170)
Co-requisites:	None
School:	Health, Community and Social Justice
Division/Academy/Centre:	Centre for Conflict Resolution
Previous Code & Title:	CCR180 – Mediation Skills Level I
Course First Offered:	June 1, 2008

Credits:	1.5
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Course Description

This course introduces you to the concepts, skills and techniques needed to mediate disputes: determining whether mediation is appropriate, the role of the mediator, guiding the process, managing emotions and using communication skills as a mediator. Mediation is a practical method for helping people resolve their conflicts and attain mutually satisfactory outcomes. You will have opportunities to mediate simulated disputes involving co-workers, customers, committee members, neighbours, parents/teens and co-parents. Emphasis is on skill development through simulated mediations assisted by trained coaches. A flash drive will be provided for you to record your role-play on the final day of the course.

Course Goals

At the completion of this 3-day (21-hour) course, the learner will be able to:

- Use a facilitative interest-based mediation process to mediate two-party, low conflict, one or two issue disputes.

Learning Outcomes

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

1. Describe the mediation process and the mediator's role.
2. Assess the appropriateness of a given situation for mediation.
3. Establish and maintain an environment that supports safety and collaboration.
4. Show respect to disputants.
5. Identify issues brought to mediation based on participants' perceptions of the conflict and assist participants to:
 - a. Shift from positions

- b. Move from a past focus to a present and future focus.
 - c. Clarify assumptions about actions and words.
 - d. Identify common goals.
6. Build understanding between parties and identify participant interests.
7. Keep discussion focused and assist parties to:
 - a. Develop options based on interests.
 - b. Identify objective criteria.
8. Manage basic power dynamics.
9. Use communication skills to support the mediation process.
10. Display an increasing level of self-awareness regarding own beliefs, strengths and challenges as a beginning mediator.

Course Topics/Content

Day One:

- Theories and approaches to mediation.
- Mediation models.
- Mediator roles, skills and abilities.
- Beliefs and values underlying the mediation model.
- Overview of mediation model.
- Pre-mediation
- Setting the framework and establishing rapport.

Day Two:

- Clarifying and framing issues
- Exploring interests and building understanding.
- Resolution.

Day Three:

- Coached role-play.

Text & Resource Materials

Required:

Centre for Conflict Resolution. (2005). *Mediation Skills Level 1, Twelfth Edition*. New Westminster: Justice Institute of BC.

Recommended:

Mayer, B.S. (2000). *The Dynamics of Conflict Resolution: Practitioner's Guide*. San Francisco, Calif.: Jossey-Bass Publishers.

Chicanot, J. & Sloan, G. (2003). *The Practice of Mediation: Exploring Attitude, Process and Skills*. Victoria, B.C.: ADR Education.

Equivalent JIBC Courses

N/A

Instructional Method(s) <i>(select all that apply)</i>	Hours
<input checked="" type="checkbox"/> Direct Instruction (lecture, seminar, role plays, independent study, etc.)	14
<input checked="" type="checkbox"/> Supervised Practice (includes simulations & labs)	7
<input type="checkbox"/> Practice Education, Field Placement, Internship or Co-op	
Total	21

Course Evaluation

The evaluation criteria used for this course are represented below. Specific course evaluation information will be provided by the instructor at the start of the course.

Criterion	% of Final Grade <i>(may be represented as a range)</i>
Course work (activities, assignments, essays, reports, etc.)	
Quizzes and exams	
Simulations/Labs	60%
Attendance/Participation (in class or online)	40%
Practice Education/Internships	
Total	100%

Comments on Evaluation

Course Grading Scheme*

JIBC1 (A to F)
 JIBC2 (MAS/NMA)
 JIBC3(CM/IN)
 JIBC4 (P/F)

(* <http://www.jibc.ca/policy/3304> Grading policy)

Other Course Guidelines, Procedures and Comments

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/about-jibc/governance/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.
- Globally minded:** Self-aware of own identity and culture, recognize the interconnectedness of world events and issues; interact respectfully and authentically across cultures; value multiple perspectives; utilize curiosity to learn with and from others.
- 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 ourselves; recognize and acknowledge the needs and emotions of others including those with diverse cultures, 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.