

Syllabus for PACS 4000: Mediation Skills

Spring 2023

Instructors: Tyler Keyworth and Elizabeth Franz

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Elizabeth calendly link

Course Location and Time: 3:35pm-6:05pm on Wednesdays in Ketchum 1B71

Office Hours: Office Hours are by appointment only. We would be happy to meet with you and would ask that you email both of us to schedule.

Learning Objectives:

1. Understand the purpose of mediation and the role of the mediator
2. Develop skills for listening, reflecting, and asking open ended questions
3. Demonstrate a basic proficiency with the mediation process
4. Recognize the ethical landscape of mediation and responsibility of mediators

Participation: 25% of Grade (250 Points)

Participation in this experiential course is highly important and we have weighted it as such. We have two parts of participation that will be evaluated: attendance and engagement.

Attendance- Attendance is worth 150 points of your grade. Everyone can miss one class period (that is not a role-play) and not be penalized. Each further class missed will result in a 2 point deduction. You are expected to attend all the sessions listed as Role Play on the syllabus. Each role play class missed will result in a 3 point deduction. We are strict about this point so that the class can function in an experiential way and ensure students meet the course objectives. If you miss a role play or 2 non-role play classes you will not receive the 40-hour Basic Mediation Training certificate.

Engagement- Engagement is worth 100 points of your grade. Engagement is about participating in the class discussion, exercises, and activities. To receive full credit for engagement points in the class, students should participate in all class activities, ask questions and provide answers during discussion, and show up to class prepared showing you are paying attention to course material.

Homework Drills: 20% of Grade (200 Points)

You will be regularly have a Homework Drill to complete linked on the Canvas page for the class period it is due. The goal for these assignments is to help support the learning in class on effective listening in mediation. These homework drills will be graded based on completion and an ability to demonstrate comprehension of the course material.

Mediation Training Journal: 25% of Grade (250 Points)

Each week you will need to complete an entry into your Mediation Training Journal. You will be given a reading or video to read or watch and then given you prompts to respond to. The prompts are meant as several options of things to write about. You do not have to stick strictly to the prompts and should feel free to elaborate as topics interest you. Journal entries are expected to be at least 200 words in length, address the reading or video from that week, and include at least three questions at the end that participants still have after the reading or video. These journal entries will be graded based on completion, how reflective the entry is, and connections drawn between the reading or video and course material.

Midterm Inclusive Listening Assignment- 10%- Due March 6th (100 Points)

After completing the majority of the content on inclusive listening, you will be required to complete the midterm, which is designed to test a student's ability to put these concepts into practice. Students will watch the Marriage Story clip below and identify the feelings, values, and topics expressed by the characters. Students will submit their answers in the Google form that will be provided as the midterm approaches.

Marriage Story- <https://youtu.be/FDFdroN7d0w>

Final Project- Group Role Play- 20% (200 Points)

For the final project students will record a mediation role play with their assigned partners. Students will co-mediate the role play through Zoom and submit the recording by the end of the final period. Grading of performance will be based on the student's ability to put the learning from the semester into practice. A rubric will be distributed as the final approaches that will help students understand what they need to do to get top marks on the final.

Grading:

A (1000-940 points)

A- (939-900 points)

B+(899-870 points)

B (869-830 points)

B- (829-800 points)

C (799-700 points)

D (699-650 points)

F (649 points or below and/or student has 3 or more unexcused absences)

Course Materials:

Course materials will be provided in PDF, You Tube, and other formats on the Canvas page. Each week the assignments for that week will open up to students at the conclusion of the previous class. This gives everyone one week to complete all assignments. The course material builds on itself, so we want to make sure folks are able to understand the material based on what was discussed in class each week. If you have any challenges accessing materials please let us know. If you would like to access the readings in one place you can do that here: [READINGS](#).

Schedule

1. January 25- Welcome, Conflict, and What is Mediation
2. February 1- Types of Mediation, Mediation Models
3. February 8- Inclusive Listening: Listening
4. February 15- Inclusive Listening: Reflecting
5. February 22- Mediation Overview and Open Ended Questions
6. March 1- Opening and Process Mapping
7. March 8- - Sharing Experiences and Topics (Midterm Due)
8. March 15- Brainstorming and Next Steps
9. March 22- Short Role Play Day 1 (2 Role Plays)
March 27- SPRING BREAK
10. April 5- Short Role Play Day 2 (2 Role Plays)
11. April 12-Long Role Play 1
12. April 19- Ethics
13. April 26- Long Role Play 2
14. May 3- Short Role Play Day and Closing Circle

Updated Class Schedule with Readings Due

1. January 25- Welcome, Conflict, and What is Mediation
 - a. NO HW Due
2. February 1- Types of Mediation, Mediation Models
 - a. Charkoudian (2009)- Mediation by Any Other Name would smell as sweet, or would it?
3. February 8- Inclusive Listening: Listening
 - a. Inclusive Listening Video
4. February 15- Inclusive Listening: Reflecting
 - a. Inclusive Listening Video
5. February 22- Mediation Overview and Open Ended Questions
 - a. Harmon-Darrow- Inclusive Mediation
6. March 1- Welcome and Introduction, Sharing Experiences, Process Mapping

- a. Mediation Demo Video
- 7. March 8 - Sharing Experiences and Topics (Midterm Due)
 - a. NONE
- 8. March 15- Brainstorming and Next Steps
 - a. Bush & Folger - Promise of Mediation. Transformative View of Conflict
- 9. March 22- Short Role Play Day (2 Role Plays)
 - a. Harmon-Darrow & Charkoudian (2021) Mediator approach and mediator behavior

March 27- SPRING BREAK

- 10. April 5- Short Role Play Day (2 Role Plays)
 - a. Charkoudian & Wilson (2010)- Fairness and Understanding
- 11. April 12- Long Role Play
 - a. Listing Topics and Brainstorming Demo
 - b. Cheevers (2019) Neutrality in Irish Mediation
- 12. April 19- Short Role Play Day in final Groups
 - a. Charkoudian (2011) giving police and courts a break
- 13. April 26- Ethics
 - a. Role Play Feedback Video
- 14. May 3- Final Due and Closing Circle
 - a. RJ vs Mediation Brief

University Syllabus Statements

Classroom Behavior

Both students and faculty are responsible for maintaining an appropriate learning environment in all instructional settings, whether in person, remote or online. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. For more information, see the [classroom behavior](#) policy, the [Student Code of Conduct](#), and the [Office of Institutional Equity and Compliance](#).

Requirements for COVID-19

As a matter of public health and safety, all members of the CU Boulder community and all visitors to campus must follow university, department and building requirements and all public health orders in place to reduce the risk of spreading infectious disease. CU Boulder currently requires COVID-19 vaccination and boosters for all faculty, staff and students. Students, faculty and staff must upload proof of vaccination and boosters or file for an exemption based on medical, ethical or moral grounds through the MyCUHealth portal.

The CU Boulder campus is currently mask-optional. However, if public health conditions change and masks are again required in classrooms, students who fail to adhere to masking requirements will be asked to leave class, and students who do not leave class when asked or who refuse to comply with these requirements will be referred to Student Conduct and Conflict Resolution. For more information, see the policy on classroom behavior and the Student Code of Conduct. If you require accommodation because a disability prevents you from fulfilling these safety measures, please follow the steps in the "Accommodation for Disabilities" statement on this syllabus.

If you feel ill and think you might have COVID-19, if you have tested positive for COVID-19, or if you are unvaccinated or partially vaccinated and have been in close contact with someone who has COVID-19, you should stay home and follow the further guidance of the Public Health Office (contacttracing@colorado.edu). If you are fully vaccinated and have been in close contact with someone who has COVID-19, you do not need to stay home; rather, you should self-monitor for symptoms and follow the further guidance of the Public Health Office (contacttracing@colorado.edu). {Faculty: insert your procedure here for students to alert you about absence due to illness or quarantine. Because of FERPA student privacy laws, do not require students to state the nature of their illness when alerting you. Do not require "doctor's notes" for classes missed due to illness; campus health services no longer provide "doctor's notes" or appointment verifications.}

Accommodation for Disabilities

If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities in the academic

environment. Information on requesting accommodations is located on the [Disability Services website](#). Contact Disability Services at 303-492-8671 or dsinfo@colorado.edu for further assistance. If you have a temporary medical condition, see [Temporary Medical Conditions](#) on the Disability Services website.

Preferred Student Names and Pronouns

CU Boulder recognizes that students' legal information doesn't always align with how they identify. Students may update their preferred names and pronouns via the student portal; those preferred names and pronouns are listed on instructors' class rosters. In the absence of such updates, the name that appears on the class roster is the student's legal name.

Honor Code

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the [Honor Code](#). Violations of the Honor Code may include, but are not limited to: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. All incidents of academic misconduct will be reported to Student Conduct & Conflict Resolution (honor@colorado.edu); 303-492-5550). Students found responsible for violating the [Honor Code](#) will be assigned resolution outcomes from the Student Conduct & Conflict Resolution as well as be subject to academic sanctions from the faculty member. Additional information regarding the Honor Code academic integrity policy can be found on the [Honor Code website](#).

Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation

CU Boulder is committed to fostering an inclusive and welcoming learning, working, and living environment. University policy prohibits sexual misconduct (harassment, exploitation, and assault), intimate partner violence (dating or domestic violence), stalking, protected-class discrimination and harassment, and related retaliation by or against members of our community on- and off-campus. These behaviors harm individuals and our community. The Office of Institutional Equity and Compliance (OIEC) addresses these concerns, and individuals who believe they have been subjected to misconduct can

contact OIEC at 303-492-2127 or email cureport@colorado.edu. Information about university policies, [reporting options](#), and support resources can be found on the [OIEC website](#).

Please know that faculty and graduate instructors have a responsibility to inform OIEC when they are made aware of any issues related to these policies regardless of when or where they occurred to ensure that individuals impacted receive information about their rights, support resources, and resolution options. To learn more about reporting and support options for a variety of concerns, visit [Don't Ignore It](#).

Religious Holidays

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, participation is paramount. Please let us know if you anticipate any scheduling conflicts with religious holidays so we can make alternate arrangements.

See the [campus policy regarding religious observances](#) for full details.