

# GENERAL MEMORANDUM

## PSYCH 345 Basic Mediation–Fall Semester 2017 Psychology Room B132 JFSB

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### TEXTS AND MATERIALS

Getting to Yes, Fisher, Penguin Publishing Co., 1991.

Crucial Conversations, 2<sup>nd</sup> edition, Patterson, McGraw-Hill, 2012.

Basic Mediation Training Manual, Fackrell, 2016.

### PURPOSES AND STRUCTURE OF THE COURSE

Course Objective: As a skills-based seminar, this course will be an introduction to the conceptual knowledge and practical skills training for a mediator. Students will receive instructional mediation training each week through interactive lecture, group discussion, role-play, video and demonstration. They will learn important concepts about basic mediation such as communication skills, information gathering, managing conflict, identifying issues, active listening, reframing, problem solving, negotiating, and agreement writing. Students will practice the skills they have learned in class through role-play and in the community.

### GRADE BREAKDOWN

<b>Quizzes and Class Participation</b>	<b>25% (10 pts for daily quiz, 5 pts attendance)</b>
<b>Assignments</b>	<b>25% (see point breakdown in assignment section)</b>
<b>Research Paper</b>	<b>35% (5% rough draft, 30% final paper)</b>
<b>Final</b>	<b>15%</b>

### CLASS ATTENDANCE

Class is held weekly and the training hours are imperative to understanding the mediation concepts. Thus, punctual attendance (arriving on time and remaining until the conclusion of the class period) is expected of class members. There will be in class quizzes that students will not be allowed to make up if they miss class or are late and the quiz has already been taken. In

addition, if a student misses more than 2 classes their grade will be negatively impacted. Every three tardies (coming late or leaving early) in the class will also equal an absence. Your **final class grade** will be deducted 1/3 grade for each additional absence beyond the two.

## CLASS PARTICIPATION

Students are also expected to read the assignments given, and participate in class discussions and activities. Class participation is essential for a skills-based class. Your participation and comments are expected to be respectful to the instructor and to other members of the class. You are also expected to not have side conversations with other students while the instructor or other students are speaking. Also students that do homework for other classes, play on their phones, etc. will have participation points deducted. Daily reading quizzes will be given at the beginning of class. The daily reading quizzes will be worth 10 points and 5 points will be awarded each day for participation. The lowest quiz score will be dropped at the end of the semester. Quizzes and participation points cannot be made up if the student is late or absent from class.

## ASSIGNMENTS

Assignments will be given throughout the semester, which are noted on the syllabus schedule. A few of the assignments will be journal entries. The purpose of journal entries is not busy work, but for you to assimilate the concepts learned in class to your daily lives. Journal entries will be 1-2 pages, typewritten and double-spaced.

All assignments will be due by the beginning of the class. Assignments will be submitted via Learning Suite. Late Assignments will be accepted for half credit.

### Assignment Value

- Assignment 1: 5 points
- Assignment 2: 5 points written oral statement, 5 points presentation in class
- Assignment 3: 20 points
- Assignment 4: 5 points
- Assignment 5: 20 points
- Assignment 6: 5 points
- Assignment 7: 5 points

**Assignment 3:** Watch at least 2 hours of court--Small Claims Court or District Court. Small Claims Court is on Tuesday in Orem from 3:00 - 5:00 located at 97 East Center Street in Orem and on Friday from 1:30 - 5:00 at 125 North 100 West in Provo). *Please do not ask to watch the court mediations, but watch the actual litigation process.* Other court sessions are available at almost any time at the Provo Court House you can call the Clerk at 429-1000 to ask what time a trial is on the schedule at the court house. Write up a comparison of your observations of litigation and court procedures with mediation.

Give a basic description of your court observation experience. (Part 1)  
Compare and Contrast your observations of litigation and court procedures with mediation. (This should be at least 1-2 page long)

Attach an accounting card with the following information to your report:

### **Court Observation**

<b>Where you attended Court?</b>	<b>Date Attended</b>	<b>Time Spent:</b>	<b>Brief Description of what you watched</b>
4 <sup>th</sup> district	Sept. 27, 2016	9:00 – 10:00	Family law Temporary order hearing
4 <sup>th</sup> district	October 4, 2016	11:00 – 12:00	Criminal Trial
Total Hours		2 hours	

**Assignment 5:** Teach others dispute resolution skills for 2 hours. Professor Beck will give you ideas for dispute resolution lesson plans appropriate for students ranging from Kindergarten through College. You should turn in a (1) typed up lesson plan, (2) a write up your observations of your teaching experience, (3) and an accounting card. Teaching must be done in two separate sessions.

### **Write a 1-2 page write up on your teaching experience. (part 2)**

Below are some ideas among others that you can write about:

- Why did you choose to teach the certain skills you selected?
- How did you teach your selected conflict resolution skills? What went well? What didn't go well? What would you change if you taught them again?
- Why did you choose the people you selected to teach?
- Was what you taught helpful or meaningful to the people you taught?
- How can you apply the conflict resolution concepts you selected to your own life? How can the people that you taught do so?
- What have you learned about the conflict resolution skills that you selected?
- Any other information that you feel is relevant

### **Teaching: Conflict Resolution (part 3: Accounting Card)**

<b>Date</b>	<b>Time Spent:</b>	<b>Brief Description of what you taught:</b>	<b>Person(s) Taught:</b>
Sept. 27, 2016	9:00 – 10:00	Conflict Resolution Styles from Deming Test	2 children (3 <sup>rd</sup> grade and 5 <sup>th</sup> grade)
October 4, 2016	11:00 – 11:30	Crucial Conversation Skills: Mastering my stories	Parents
November 6, 2016	3:00-3:30 p.m.	Non-verbal Communication	Taught to a group of 4 teens
Total Hours	2 hours		

## Final Paper Requirement

In this course, students are required to write a 7-9 page paper, not including the reference or title page, on any mediation topic. At least 8 sources need to be used for the paper. The sources need at least 5 to be within the last ten years. Scholarly sources are preferred. The paper needs to include a title page, running head with page numbers, appropriate citations, and an appropriate introduction and conclusion. (Please follow the APA guidelines *strictly*.) This paper will be 35% of your grade, 5% for the rough draft and 30% for the final paper. Late Papers will be deducted 10% for each day the assignment is late and will not be accepted after April 13<sup>th</sup> at 12:00 a.m. Please bring a hard copy of the paper to class on the due date and also submit the paper via learning suite.

## Preventing Sexual Misconduct

As required by Title IX of the Education Amendments of 1972, the university prohibits sex discrimination against any participant in its education programs or activities. Title IX also prohibits sexual harassment—including sexual violence—committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of “Sexual Misconduct” prohibited by the university.

University policy requires any university employee in a teaching, managerial, or supervisory role to report incidents of Sexual Misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter Sexual Misconduct, please contact the Title IX Coordinator at [t9coordinator@byu.edu](mailto:t9coordinator@byu.edu) or 801-422-2130 or Ethics Point at <https://titleix.byu.edu/report-concern> or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at [titleix.byu.edu](http://titleix.byu.edu).

## Syllabus

### Basic Mediation - Fall Semester 2016

Class #	Subject	Readings and Assignments
9/7	Lesson 1: Introductions, Course Overview and syllabus, Overview of Mediation, Discussion on Conflict	
9/14	Lesson 2: CC discussion, Deming Test Analysis	Crucial Conversations ch. 1 and 2 Take the Deming Test and bring results to class

9/21	Lesson 3: CC group discussions, Intake and Contracting Stage (Opening Statement) and Agreement to Mediate, Begin Communication	Crucial Conversations Chapter 3-5  <b>Assignment 1 Due: (1-2 pages) (Journal):</b> What is your conflict style from the Deming Test? How will this impact your dispute resolution efforts? Reflect how your style and others has affected your conflicts in the past
9/28	Lesson 4: Follow-up on Opening Statements and Opening Statement Presentations, Communication, Active Listening	Crucial Conversations 6-7  <b>Assignment 2 Due:</b> Write out an opening statement and be prepared to give an opening statement during class. Turn in Opening Statement on Learning Suite and bring a hard copy to class.
10/5	Lesson 5: Communication: Hunt Listening Test, Reframing	Crucial Conversations Chap 8 <b>Cap Stone Paper Topic Due</b>  <b>Assignment 3:</b> Comparison between Court and Mediation
10/12	Lesson 6: Communication: Questioning, Non-verbal Communication	Crucial Conversations 10, 11  <b>Assignment 4:</b> Reframing Exercise, Fackrell pg.34
10/19	Lesson 7: Negotiation: Overview, Setting the Agenda, Generating Options	Getting To Yes ch. 1-2,4
10/26	Lesson 8: Negotiation: Interest Based Negotiation: Positions and Interests, Mapping, Peplator	Getting To Yes ch. 3  <b>Assignment 5:</b> 2 hours of teaching mediation skills and write-up
11/2	Lesson 9: Negotiation: Objective Criteria, and Wrap up of Negotiation	Getting to Yes chapter 5 and 6  <b>Final Paper Rough Draft Due Today by 12:00 a.m. (At least 5 pages with six sources.)</b> Submit via learning suite.
11/9	Lesson 10: Strong Emotion, & Breaking Deadlock, Caucus, Shuttle Mediation	Getting to Yes ch. 7,8, conclusion

11/16	Lesson 11: Moving Parties to Agreement & Agreement Writing	<p>Getting To Yes: 10 questions about <u>Getting to Yes</u></p> <p><b>Assignment 6:</b> Write an agreement for the role play from class 10 (last class). We will review these agreements in class today. Bring a hard copy.</p>
11/30	Lesson 12: Catch up day and Mediation Practice	Reading TBA
12/7	Lesson 13: Ethics & Balance of Power Culture and Gender	<p>Possible Additional Reading</p> <p><b>FINAL RESEARCH PAPER DUE TODAY</b>  <b>(Please bring a copy to class and also submit your final paper to Prof. Beck for full credit by the beginning of class.)</b></p>
12/14	Lesson 14: Mediation overview and Mediation Practice	<p><b>Assignment 7 (Journal):</b> Consider the following questions and write a response —</p> <ul style="list-style-type: none"> <li>- (1) What is one thing you liked about the class and what is one thing you would suggest that is changed for the following semester? (1 paragraph)</li> <li>- (2) Choose a gospel principle (forgiveness, peacemaker, charity etc.) and write up how the mediation principles learned in this course complement and strengthen living chosen gospel principle.</li> </ul>
12/19	FINAL EXAM	<b>B132 JFSB</b> 8:00-10:00 p.m.