



**International Center for Cooperation and Conflict Resolution (MD-ICCCR)
Teachers College, Columbia University**

Course: ORLJ 5341

Effective Mediation: Standard and Adaptive Practices

Credit Options: 3 Credits or Non-credit

Prerequisites: None

Course Schedule: 2 weekends -- Fridays (4 pm- 8pm); Saturdays & Sundays (9 am- 5 pm)

Contact the MD-ICCCR if you have questions or concerns: icccr@tc.columbia.edu

Please review: 5 Statements from The Provost and Dean of the College on the last pages of this document.

Course Description

Standard Mediation:

When negotiation skills break down, the parties may seek the help from a third-party intervener, a mediator. The mediator helps the disputants handle their conflict constructively and to find acceptable solutions. Through lecture, discussion, in-class demonstration, assessments and feedback, and role plays and simulations, students will learn the conditions when mediation is most effective, appropriate and feasible; identify basic differences in the task versus relationship nature of the cases presented; and employ strategies that are fitting and conducive to mediating these cases. Students will be introduced to the theories and techniques underlying all phases of standard mediation situations including: convening and preparing for mediation, opening the mediation session, defining the issues and creating the agenda, facilitating communication and negotiation, creative problem-solving, and reaching agreement or closure. Particular emphasis will be placed on developing essential mediator skills, such as active listening, formulating questions, reframing, creating rapport, using language effectively, deescalating negative emotions, and non-verbal communication.

Adaptive Mediation:

In this second weekend of the course, students will explore the four basic challenges or derailers to mediation (high intensity conflict, highly constrained situations, highly competitive issues, or important covert issues), how to identify them, and how to employ specific strategies to address these challenges effectively. Through lecture, discussion, in-class videos, assessments and feedback, and role plays and simulations, students will learn how to navigate these challenges to standard mediation situations and the adaptive strategies and behaviors best suited for addressing them. There will be numerous opportunities to practice mediating in both standard and challenging mediation situations.

Assignments & Readings

IMPORTANT DUE DATES	
* Weekend 1	Conflict Descriptions
* Weekend 2	Reflection Paper on Mediation Role-Play
* Final Assignment	Course Reflection Journal
	Written Assessment of Videotaped Mediation

Selected Readings

Read the following books (*CU Bookstore*):

Bowling, Daniel & Hoffman, David (2003). *Bringing peace into the room: How the personal qualities of the mediator impact the process of conflict resolution*. Jossey-Bass, USA. *The entire book is **required** reading.*

Moore, C.W. (2014). *The mediation process: Practical strategies for resolving conflict* (4th ed.). San Francisco, CA: Jossey-Bass. *This entire book is **required** reading.*

Read the following articles (*located on CANVAS*):

Bush, Robert Baruch & Folger, Joseph (2005). The mediation field: An overview and four stories. *The Promise of Mediation: The Transformative Approach to Conflict*, pp.7-39, Jossey-Bass, USA.

Kressel, K. (2014). The Mediation of Conflict: Context, Cognition, and Practice. In *The handbook of conflict resolution: Theory and Practice*. (Deutsch, M. & Coleman, P.T., Marcus, E.C., Editors., 3rd Ed.), CA: Jossey Chapter 34, pp. 817-848. San Francisco -Bass.

Coleman. P. T., Kugler, K. G. & Chatman, L. (2017). Adaptive mediation: An evidence-based contingency approach to mediating conflict. *International Journal of Conflict Management*, 28(3), 383-406.

Selected Assignments

Conflict Descriptions:

Come to class with 2 written descriptions of conflicts that you were (or are) involved in that did not end well and that you would like to revisit or that you would like to intervene in now. Each conflict should be one (double-spaced) page in length. You will have the opportunity to mediate these conflicts in class.

Mediation Role-play Analysis:

Prepare a self-reflective analysis that documents what you learned from the playing the role of Mediator in one of the in-class mediation role plays. The paper should describe the nature of the case, the positions and interests of the parties, and the skills and interventions you used to understand the conflict and to effectively address the conflict with the parties.

Written Assessment of Videotaped Mediation:

Prepare a written assessment of the assigned videotaped mediation case. The written assessment should identify the mediation skills and interventions used, an analysis of the effectiveness of the skills employed, and suggestions for what you may have tried differently and why.

IMPORTANT REMINDERS:

- *Type all assigned material double-spaced (in a 12 pt. font with standardized margins).*
- ***ALWAYS** keep a back-up copy for your records.*
- *All papers will be submitted on **Canvas**.*
- ***All citations and bibliographies should be in APA format.** You can check the format for APA citations here: <http://owl.english.purdue.edu/owl/resource/560/01/>*

- *Duplicate submissions are a violation of the policies of Teachers College. As stated in the Teachers College Student Handbook, it is a violation of academic integrity to “[submit] any work submitted to fulfill another assignment without appropriate revision to meet the instructional goals of the current course.”*

Attendance and Participation: Attendance is mandatory for all course sessions. You are expected to join all class sessions and participate fully in class assignments and activities. In the event of extenuating circumstances that cause you to miss parts of this class, you must consult with your instructors *and* the Associate Director of the ICCCR.

Grades:

Grades will be based on demonstrating the knowledge and skills you acquired in the class. This includes integration of theory, both class and personal life experience, and the required readings. You will receive a letter grade or you may opt for **Pass/Fail** by filling out the Application for Elected Grade Option by the end of the first weekend. Students who are registered for non-credit will automatically receive a Pass/Fail grade.

25% of the grade is based on active participation in class including your work in small-group simulations. You will be measured on how well you apply the skills and concepts you are learning, how open you are to receiving feedback, how well you function as a member of a small group, and other qualities. You will be evaluated on the quality and thoughtfulness of your contributions in class, not the quantity of your contributions.

75% is for written assignments. You will be measured on how well you integrate your experiences in class with the concepts from your readings, as well as, applications in your professional and personal lives. The breakdown is:

Final Grading Scale:

Grade	Percentage
A+	98–100 %
A	93–97.9 %
A-	90–92.9 %
B+	87–89.9 %
B	83–86.9 %
B-	80–82.9 %
C+	77–79.9 %
C	73–76.9 %
C-	70–72.9 %
D	60–69.9 %
F	59.9% and below

5 Statements from The Provost and Dean of the College

1. The College will make reasonable accommodations for persons with documented disabilities. Students are encouraged to contact the Office of Access and Services for Individuals with Disabilities (OASID) for information about registration. You can reach OASID by email at oasid@tc.columbia.edu, stop by 163 Thorndike Hall or call 212-678-3689. Services are available only to students who have registered and submit appropriate documentation. As your instructor, I am happy to discuss specific needs with you as well. Please report any access related concerns about instructional material to OASID and to me as your instructor.
2. The grade of Incomplete will be assigned only when the course attendance requirement has been met but, for reasons satisfactory to the instructor, the granting of a final grade has been postponed because certain course assignments are outstanding. If the outstanding assignments are completed within one calendar year from the date of the close of term in which the grade of Incomplete was received and a final grade submitted, the final grade will be recorded on the permanent transcript, replacing the grade of Incomplete, with a transcript notation indicating the date that the grade of Incomplete was replaced by a final grade. If the outstanding work is not completed within one calendar year from the date of the close of term in which the grade of Incomplete was received, the grade will remain as a permanent Incomplete on the transcript. In such instances, if the course is a required course or part of an approved program of study, students will be required to re-enroll in the course including repayment of all tuition and fee charges for the new registration and satisfactorily complete all course requirements. If the required course is not offered in subsequent terms, the student should speak with the faculty advisor or Program Coordinator about their options for fulfilling the degree requirement. Doctoral students with six or more credits with grades of Incomplete included on their program of study will not be allowed to sit for the certification exam.
3. Teachers College students have the responsibility for activating the Columbia University Network ID (UNI) and a free TC Gmail account. As official communications from the College – e.g., information on graduation, announcements of closing due to severe storm, flu epidemic, transportation disruption, etc. -- will be sent to the student's TC Gmail account, students are responsible for either reading email there, or, for utilizing the mail forwarding option to forward mail from their account to an email address which they will monitor.
4. It is the policy of Teachers College to respect its members' observance of their major religious holidays. Students should notify instructors at the beginning of the semester about their wishes to observe holidays on days when class sessions are scheduled. Where academic scheduling conflicts prove unavoidable, no student will be penalized for absence due to religious reasons, and alternative means will be sought for satisfying the academic requirements involved. If a suitable arrangement cannot be worked out between the student and the instructor, students and instructors should consult the appropriate department chair or director. If an additional appeal is needed, it may be taken to the Provost.
5. Sexual Harassment and Violence Reporting - Teachers College is committed to maintaining a safe environment for students. Because of this commitment and because of federal and state regulations, we must advise you that if you tell any of your instructors about sexual harassment or gender-based misconduct involving a member of the campus community, your instructor is required to report this information to the Title IX Coordinator, Janice Robinson. She will treat this information as private, but will need to follow up with you and possibly look into the matter. The Ombuds officer for Gender-Based Misconduct is a confidential resource available for students, staff and faculty. "Gender-based misconduct" includes sexual assault, stalking, sexual harassment, dating violence, domestic violence, sexual exploitation, and gender-based harassment. For more information, see <http://sexualrespect.columbia.edu/gender-based-misconduct-policy-students>