THE UNIVERSITY OF TENNESSEE, KNOXVILLE  
COLLEGE OF SOCIAL WORK  

SW 557 - Principles and Techniques of Mediation  
Sections 001, 002, 003  
3 credit hours  
Spring 2019  

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Offered online  
Asynchronous and synchronous  
Select Thursdays 10:00-12:00 ET  

Office Hours:  
By appointment  

Course Value Statement:  
The value of this course comes from learning to remain calm and skillful within conflict that is heavy with emotional charge and rigid positions. As a social worker this will happen every day in your professional life; as a human being it will happen in your personal life as well. Your course effort will result in having skills needed for building peace in your professional and personal life.  

Code of Conduct  
It is the student's responsibility to have read the College of Social Work Ethical Academic and Professional Conduct Code that is in the College of Social Work MSSW Handbook (www.csw.utk.edu). Students are also expected to sign and adhere to the Social Work Field Placement Code of Conduct.  

The Honor Statement  
An essential feature of The University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity. (Hilltopics).  

University Civility Statement  
Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other’s well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus: http://civility.utk.edu/
Disability
If you need course adaptations or accommodations because of a documented disability or if you have emergency information to share, please contact The University of Tennessee, Knoxville Student Disability Services office at 100 Dunford Hall (865) 974-6087. This will ensure that you are properly registered for services.

Dimensions of Diversity
The College of Social Work and the University of Tennessee welcome and honor all people. In accordance with the U.S. National Association of Social Workers (NASW) and the U.S. Council on Social Work Education (CSWE 2015 Educational Policy Statement), “the dimensions of diversity are understood as the intersectionality of multiple factors including” age, class, color, culture, mental or physical disability and ability, ethnicity, gender, gender expression, gender identity, immigration status, marital status, national origin, political ideology, race, regionality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. The College values intellectual curiosity, pursuit of knowledge, and academic freedom and integrity. “A person’s diverse life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim” (CSWE 2015 Educational Policy Statement). The College of Social Work promotes social justice and social change, and strives to end discrimination, oppression, poverty, and other forms of social injustice.

Course Description
This is a course on the principles and techniques of mediation and conflict resolution strategy. Mediation is an alternative approach to dispute resolution in which an impartial third party, called the mediator, works with parties involved in a dispute in order to facilitate the peaceful and satisfactory resolution of the dispute. This course is designed to introduce the student to theory and techniques of conflict resolution and mediation.

Course Rationale
The rapid growth of mediation as an alternative approach to dispute resolution in a wide variety of settings makes this course a useful elective for social work students studying to become either direct service workers or community practitioners. Mediation is now being used in a wide range of settings and with a wide range of disputes. Mediation is being used in such problem areas as marriage and family disputes and problems; divorce and post-divorce conflicts; child protection; criminal justice; workplace harassment; parent-child disputes; community disputes; adoptions; disputes involved with the provision of mental health services; disputes involving persons with disabilities; peer mediation in schools; and intercultural disputes, to name just a few of the contexts in which mediation is being used. There are also approaches to couples and family “therapy” that are mediation based that have been developed and are being used. Mediation can be used create change through the resolution of conflicts at both micro and macro levels. The wide range settings in which mediation can be used make this conflict resolution approach an important tool for social workers.

Course Competencies
At the end of the course, students should be able to:

1) Conduct a mediation session including:
a. preparation
b. opening statement
c. facilitating “story telling”
d. defining the dispute to be resolved
e. facilitating brainstorming solutions
f. reframing
g. and writing up an agreed upon solution

(Advanced practice: P1: Creatively work with unique, ambiguous, value-conflicted, or otherwise complex situations and resolve problems that are resistant to traditional solutions; P3: Evaluate practice theories and models, and design and implement evidence-based practice; Populations at risk and social justice 2: Appropriately implement methods of advocacy and social change strategies with and on behalf of client systems); (Content: in-class simulations; vide taped mediation sessions; course readings from text on mediation; on-line readings on mediation and mediation skills; readings in text and on line on the use of mediation to facilitate change for vulnerable populations)

2) Describe the ethical principles that guide social work mediators

(Advanced practice: Values and ethics 1: Judiciously apply the value base of the social work profession and its ethical standards in all professional interactions); (Content: Textbook readings on ethics for mediators; online readings on ethical principles; readings on the importance and limitations of neutrality);

3) Identify and demonstrate important interpersonal mediation skills

(Advanced practice: P1: Creatively work with unique, ambiguous, value-conflicted, or otherwise complex situations and resolve problems that are resistant to traditional solutions; Populations at risk and social justice 2: Appropriately implement methods of advocacy and social change strategies with and on behalf of client systems ); (Content: in-class simulations; in-class skills practice; video taped mediation sessions; course readings from text on mediation; on-line readings on mediation and mediation skills;

4) Identify special issues concerning mediation with persons from different and diverse cultures

(Diversity 2: Assess and work sensitively with practice, ethical, and research dilemmas that may arise when working with diverse client systems) (Content: Readings from course text on cultural issues in mediation; on line readings on how cultural differences impact the development of conflict, the use of mediation to resolve conflict between persons from different cultures, and special communication skills needed for conducting mediations with persons from different cultures)

5) Identify special issues concerning the use of mediation in various practice contexts, including work with couples, families, parents and children, adoptions, community systems and organizations, and in criminal justice contexts

(Advanced practice: P1: Creatively work with unique, ambiguous, value-conflicted, or otherwise complex situations and resolve problems that are resistant to traditional solutions; Populations at risk and social justice 2: Appropriately implement methods of advocacy and
Collaborative Learning Environment Statement:

This course will be offered online in both an asynchronous and synchronous fashion. The course will include readings, short instructional videos, recorded lectures, discussion boards, journals, video communication and development, audio recordings, online quizzes, self and peer assessment and 4 synchronous class sessions formats.

As a professor, I have things to teach and things to learn. As a student you also have things to learn and things to teach! In this class I have a role and you have a role. Below are descriptions of the role responsibilities.

My role:

- I will provide relevant material to read, meaningful engaging activities to complete, and clear methods of assessment to accomplish the objectives of the course.
- I will communicate clearly about technology requirements for this class.
- I will elicit and consider your feedback throughout class to understand your experience as a learner
- I will tell you what I am learning through working with you.

Your role:

- You will take responsibility for accessing technological help as needed through UT OIT helpdesk.
- You will engage in the course material, activities, and assessment of this class
- You will provide feedback to each other, me, and very importantly, to yourself!
- You will be prepared to fail at some tasks and improve as the course progresses

By engaging with each other and honoring and executing the roles well, we will be able to create a collaborative learning environment.

Required Text

The required texts are:


Zehr, J. & Menard, J. Hold on to Yourself: How to Stay Cool in Hot Conversations. (Balboa Press, 2016).
Assignments:

Mediation Simulation Video- 40% of grade (Course Competencies: #1, #3; Dimensions: Skill, Cognitive and Affective Processes)

Students will videotape an example of their mediation skills through a simulated mediation session. Students will be providing feedback to peers and for themselves on their simulations. The quality of feedback given to peers is also part of the grade. Students will be given a rubric for giving feedback.

Specific skills to be learned through the simulated mediations include:

- Conducting a mediation session:
  - Opening statement
  - Facilitating story telling
  - Defining the “problem” to be solved
  - Brainstorming
  - Facilitating negotiation; rating ideas
  - Building a tentative problem resolution strategy
  - Writing an agreement
  - Bringing the mediation session to a close

The purpose of these simulations is for students to learn mediation skills by practicing them in the simulations. Students will practice such skills as empathic listening; the use of open ended questions; reframing; speaking in a diplomatic and empathic manner; identifying disputants’ positions and needs; defining problems in a win-win manner; facilitating negotiations; interventions for interrupting angry exchanges between disputants; and writing up agreements. Simulations address competencies 1-3.

Students also learn how to give appropriate and balanced feedback.

The student must:

- Develop a conflict scenario
- Locate people to play the disputants,
- Mediate the conflict using the steps listed above
- Watch videos of peers using the self and peer assessment process
- Provide feedback to self and peers using a provided rubric and embedded video comments

The mediation video assignment is due at the end of the 3rd module. It should be edited so that it does not exceed 1 hour in length.
**Reflective Practice- 20% of grade (Course Competencies #2, #4, #5: Dimensions: Values, Cognitive/Affective Processes)**

Each quarter you will complete reflective practice entries. These entries may occur on a discussion board. Questions or videos will be provided for you to reflect upon. You will reflect on course material in discussion with your peers.

**Quizzes- 20% of grade**  
Course Competencies #2, #4, #5; Dimensions: Knowledge)

You will complete a final-quizzes for each Module 1-IV.

**Class participation- 20% of grade (Course Competencies #1, #2, #3, #4, #5: Dimensions: Values, Knowledge, Cognitive/Affective Processes)**

The dates of the live sessions will be:
- 1/10/19 10:00-12:00 online ZOOM Web meeting
- 1/31/19 10:00-12:00 online ZOOM Web meeting
- 2/28/19 10:00-12:00 online ZOOM Web meeting
- 4/4/19 10:00-12:00 online ZOOM Web meeting

Live sessions will be recorded for review. If you must miss a live session you will be asked to review the session and write a reflection about what you learned from the content in the live session.

You will also be broken into smaller groups. Each module you will need to arrange a time to meet online and record your small group discussion. You will be given questions to review in your small groups each semester.

Excellent class participation includes:

- Having the appropriate technology for the course and actively solving technological problems by contacting the OIT helpdesk at 865-974-9900
- Meeting with your group for “online share” discussions
- Participating fully and in a timely fashion
- Completing all assignments on time
- Asking for help with course content if you are confused or need guidance
- For the 4 live sessions we will have, being an active participant with your camera on and listening to others
- A willingness to fail as you learn new skills

**Grading:**  
Your grade will be a weighted average based upon the following percentages:
Grading Criteria

Final course grades will be assigned according to the following criteria:

- A = 93 and up
- A- = 90 to 92.99
- B+ = 87 to 89.99
- B = 80 to 86.99
- C+ = 75 to 79.99
- C = 70 to 74.99
- D = 64 to 69.99
- F = below 63.99

Class Outline-

Module 1: Foundations of Conflict Resolution, Peace, and Restorative Justice (1/10-1/31)

- Live session 1/11 10:00-12:00 pm
  - For those not in live session reflection paper due within 3 days
- Read Barsky Text: Chapters pgs. 1-126
- Complete online lectures, videos, and discussion boards
• Zehr Text Chapter 1-6
• Conduct and submit your group share
• Complete Module Quiz

Module II: Negotiation (2/1-2/28)
• Live session 2/1 10:00-12:00 pm
  o For those not in live session reflection paper due within 3 days
• Read Barsky Text: pgs. 130-234
• Zehr Text Chapters 7-11
• Complete online lectures, videos and discussion boards
• Conduct and submit your group share
• Complete Module Quiz

Module III: Mediation (3/1-4/4)
• Live session 3/1/18 10:00-12:00 pm
  o For those not in live session reflection paper due within 3 days
• Read Barsky Text: pgs. 238-382
• Complete online lectures, videos and discussion boards
• Conduct and submit your group share
• Complete Module Quiz
• Submit your mediation session

Module IV: Additional Methods of Conflict Resolution weeks 13-15 (4/4-4/26)
• Live session 4/4 10:00-12:00
  o For those not in live session reflection paper due within 3 days
• Read Barsky text pgs. 386-504
• Provide peer feedback on mediation session