

**San José State University**  
**Department of Justice Studies**  
**JS110, Intervention/Mediation, Section 1, Fall 2009**

**Instructor:** Dr. Jan Johnston  
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**Office Hours:** Wednesdays 3-5:30pm  
**Class Days/Time:** Wednesdays 5:30-8:15pm  
**Classroom:** MH523

**Faculty Web Page and MYSJSU Messaging**

Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on my faculty web page accessible through the Quick Links>Faculty Web Page links on the SJSU home page. You are responsible for regularly checking with the messaging system through MySJSU.

**Course Description**

This course is designed to give students a range of communication and negotiation skills for resolving conflict situations and gaining people's cooperation as alternatives dispute resolution [ADR] methods to using physical force, coercion and litigation. It is divided into three sections: Part I. *Crisis Intervention* for managing conflict in stressful and dangerous situations where people are thinking and acting in a highly emotional and irrational manner; Part II. *Mediation* for conflict situations that involve civil disputes where the parties, with help, can act more rationally; and Part III *Restorative Justice* methods for resolving conflicts that involve criminal or child protection matters, where one party has committed an offense against others and needs to make restitution to the victim in some way.

The course will be most useful for students who are planning professional careers dealing with people in a whole variety of human relations situations - especially police, correctional officers,

counselors, teachers, nurses, coaches, security personnel, flight attendants, human service workers and anyone working with families, neighborhood relationships, or gangs.

## Course Goals and Student Learning Objectives

- acquire a theoretical framework for understanding people in conflict and crisis, and for using appropriate strategies in dealing with them.
- practice basic communication skills, interviewing techniques, problem-solving methods, and ways of restoring harmonious and just relationships in different types of stressful situations
- master specific strategies and techniques for managing and resolving conflict that can be adapted to a broad range of situations
- develop an awareness of cross-cultural issues that may play a role in the origins, escalation and maintenance of conflict.

## Course Content Learning Outcomes

Upon successful completion of this course,

A. In response to individuals in a crisis, students will be able to:

*LO1: Show effective strategies for communicating /relating*

*LO2: Assess for danger & take safety precautions*

*LO3: Gather relevant facts, data to assess problem*

*LO4: Explain confidentiality & reporting responsibilities*

*LO5: Problem-solve & make helpful plans*

*LO6: Influence individual in crisis & obtain commitment to act*

*LO7: Demonstrate good team work; creativity, flexibility & responsiveness*

B. In addition to the above, in response to parties in dispute, students will be able to

*L08: Prepare parties for the mediation process*

*L09: Separate out/contained emotional issues from real ones*

*L11: Surface clients' underlying interests/organized priorities*

*L12: Maintain mediator neutrality and balance of power*

*L13: Use effective strategies for breaking deadlocks*

*L14: Facilitate disputing individuals' developing alternative options*

*L15: Help clients reach mutually- acceptable agreements*

*L16: Attend to ethical concerns*

## Required Texts/Readings

**Textbook** (available at the Spartan Bookstore)

James, Richard K. (2008). *Crisis intervention strategies*. Belmont, CA: Thomson Brooks/Cole.

Karl A. Slaikeu (1996). *When push comes to shove: A Practical guide to mediating disputes*. S.F. Jossey-Bass.

## Other Readings

*Several additional required readings will be made available by the instructor as follows.*

Baron, S. (1997) "Dependency Court Mediation: The Role of the Participants", *Family & Conciliation Courts Review*, 35, 149-159.

Bazemore, G. (1996). Three paradigms for juvenile justice In B. Galaway & J/ Hudson (Eds.) *Restorative Justice International Perspective* (pp37-76), NY: Criminal Justice Press.

Bazemore, G., & Umbreit, M. (February, 2001). A comparison of four restorative conferencing models. *Juvenile Justice Bulletin*, OJJDP, US Dept. of Justice.

Pynoos, R. S., & Eth, S. (1986). Witness to violence: The child interview. *Journal of the American Academy of Child & Adolescent Psychiatry*, 25, 306-319.

Additional readings, class notes, evaluation criteria, study guides and case vignettes are available online at [http://www.sjsu.edu/faculty\\_and\\_staff/faculty\\_pages](http://www.sjsu.edu/faculty_and_staff/faculty_pages)

## **Protocol**

This class will be comprised of one lecture each week followed by role playing, class analysis and discussion during which time students practice the strategies and techniques they are learning about in theory. The class will be divided into 4 groups for purposes of preparing role plays. Each student must take an active role in a minimum of one role play to earn credit.

Making this large, highly interactive class an effective learning experience requires a set of class rules about behavioral etiquette from the beginning of the course. These are as follows:

*Regular and punctual attendance* will be necessary for students to achieve well in this class because much information that is not in the readings will be imparted through the lectures and role plays, making it clear what is expected of students in the take-home exams and role plays they are to complete.

- *Students who come late or have to leave early are expected to take seats at the back of the room.*
- *Students should avoid bathroom breaks during the hour.*
- *Students are expected to treat the real-life problem situations (vignettes) seriously, and show respect and compassion for the persons involved.*
- *No off-topic discourse is allowed during the small group break-out discussions.*
- *Students are expected to prepare for all role-play classes by reading the handout material before class.*
- *Students are required to practice their assigned role play with their team mates before class.*

Students are warmly welcomed to office hours to discuss their ideas, related career goals, and personal reactions to the material. Students will also be invited to offer problematic situations they would like to have resolved, with appropriate measures to protect confidentiality.

## **Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. [Information on add/drops are available at http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-298.html](http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-298.html). [Information about late drop is available at http://www.sjsu.edu/sac/advising/latedrops/policy/](http://www.sjsu.edu/sac/advising/latedrops/policy/). Students should be aware of the current deadlines and penalties for adding and dropping classes.

## Assignments and Grading Policy

### Course Requirements and Grading:

Three brief in-class quizzes (true/false, multiple choice, short answer) will evaluate students' conceptual understanding of the material.

Worth 10 points each: 30% of grade

Three take-home exam papers (each 5-6 double spaced pages) will evaluate students' ability to apply the principles to real-life problem situations, design strategic interventions and use appropriate techniques to resolve the problem or manage the conflict.

Worth 15 points each 45% of grade

Participation in one role-play in front of the class will evaluate students' practical mastery of the material.

Worth 15 points 15% of grade

Active participation in small group discussions in class

Worth 10 points 10% of grade

Extra credit is earned by competent performance as a crisis counselor or mediator in the role plays. Other tasks for extra credit may be assigned.

Final grades will be assigned according to the following scales:

A+ = 95%+, A = 90%+, A- = 85%+, B+ = 80%+, B = 75%+, B- = 70%+, C+ = 65%+, C = 60%+, C- = 55%+, D+ = 50%+, D = 45%+, D- = 40%+, F = <40%.

## University Policies

### Academic integrity

Students should know that the University's [Academic Integrity Policy is available at http://www.sa.sjsu.edu/download/judicial\\_affairs/Academic\\_Integrity\\_Policy\\_S07-2.pdf](http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf).

Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The website for [Student Conduct and Ethical Development is available at http://www.sa.sjsu.edu/judicial\\_affairs/index.html](http://www.sa.sjsu.edu/judicial_affairs/index.html).

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors.

## **Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

## **Student Technology Resources (Optional)**

Computer labs for student use are available in the Academic Success Center located on the 1<sup>st</sup> floor of Clark Hall and on the 2<sup>nd</sup> floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

## **Learning Assistance Resource Center (Optional)**

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. [The LARC website is located at http://www.sjsu.edu/larc/](http://www.sjsu.edu/larc/).

## **SJSU Writing Center**

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. [The Writing Center website is located at http://www.sjsu.edu/writingcenter/about/staff/](http://www.sjsu.edu/writingcenter/about/staff/).

## **Peer Mentor Center**

The Peer Mentor Center is located on the 1<sup>st</sup> floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop –in basis, no reservation required. [Website of Peer Mentor Center is located at http://www.sjsu.edu/muse/peermentor/](http://www.sjsu.edu/muse/peermentor/).

# JS110 / Intervention/Mediation, Fall 2009 Course Schedule

**CLASS SCHEDULE AND ASSIGNED READINGS**  
(Subject to change with reasonable notice given in class and posted online)

**Table 1 Course Schedule**

Week	Date	Topics, Readings, Assignments, Deadlines
1	Aug 26	<p>Course overview and review of expectations for students' participation. Group exercise.</p> <p style="text-align: center;"><i>CRISIS INTERVENTION</i></p> <p><i>Basic Techniques:</i> Identifying and assessing a crisis situation, assessing danger, securing protection for self and victims, establishing rapport with distressed persons, reflective empathic listening, conflict de-escalation strategies, identifying and dealing with one's own emotional reactions. (James, Chpt 2,3,4,5).</p>
2	Sep 2	<p><b>Vignette: Crisis - Family Disturbance. Volunteer GROUP</b></p> <p><i>Special techniques</i> for dealing with crisis situations involving mentally ill persons (especially paranoids and psychotics); (James, Chpt 7). Post-traumatic Stress Disorder. (James Chpt 6, pp 128-139).</p>
3	Sep 9	<p><b>Vignette: Crisis - Mental Illness GROUP 1</b></p> <p>Communicating with and protecting victims of rape (James, Chpt 8)</p>
4	Sep 16	<p><b>Vignette: Crisis - Rape GROUP 2</b></p> <p>Interventions in domestic violence and other forms of family abuse.</p>
5	Sep 23	<p><b>Vignette: Domestic Violence Crisis No 1 GROUP 3</b></p> <p>Special techniques for suicidal or homicidal persons and domestic violence perpetrators and victims (James, Chpt 9).</p>
6	Sep 30	<p><b>Vignettes of Suicide Crisis GROUP 4</b></p> <p>Elementary principles of hostage negotiation (James Chpt 14). Helping traumatized children in crisis. (James, Chpt 6 pp 163-169; Additional reading available on line: Pynoos &amp; Eth).</p>

Week	Date	Topics, Readings, Assignments, Deadlines
7	Oct 7	<p><b>Make-up class</b></p> <p><b>First take-home exam paper and study guide for first in-class quiz passed out. Due in one week.</b></p>
8	Oct 14	<p><b>In-class Quiz No 1. &amp; Paper #1 is due</b></p> <p><b>MEDIATION</b>  <i>Basic Principles:</i> Orienting and preparing the parties for the process; rapport building, balancing power and establishing neutrality. Defining and reframing the issues, prioritizing demands, identifying overlapping self-interest and valued exchanges. <b>Slaikau Chpts 1-5.</b></p>
9	Oct 21	<p>Mediation continued as above. Brainstorming and generating alternative solutions, drafting agreements, implementation and follow-up. <b>(Slaikau Chpts 6-9).</b></p> <p><b>Role Play: Neighborhood Dispute.          GROUP 1</b></p>
10	Oct 28	<p><b>Role Play: Landlord-Tenant Dispute          GROUP 2</b></p> <p><i>Special techniques for resolving impasses</i>, dealing with personal attacks, bringing in outside parties, indicators that mediation is useless or dangerous (i.e. when to stop trying to mediate); designing conflict management systems. <b>(Slaikau Chpts 10-18.)</b></p>
11	Nov 4	<p><b>Second take-home exam paper and study guide passed out.</b></p> <p><b>Conflict analysis and preparing the conflict grid</b></p> <p><b>Role Play: Work place Dispute                  GROUP 3</b>  <b>Role Play: Child Custody Dispute          GROUP 4</b></p>
12	Nov 11	<p><b>In-class Quiz No 2 &amp; Paper #2 is due.</b></p> <p>Introduction to Restorative Justice  <i>Theoretical Basis</i> for restorative justice as an alternative disposition to legal sanctions. The process of shaming and reintegration as a basis for victim-offender mediation. Types of crimes for which this method is suited. Dangers and contraindications for its use.</p> <p><b>Role play video on burglary victim offender mediation</b></p>
13	Nov 18	<p><b>RESTORATIVE JUSTICE</b>  Victim-offender and family conferencing models. Techniques, strategies and outcomes of the process. What research says about its effectiveness. <b>(Selected readings available online: Bazemore).</b></p>

Week	Date	Topics, Readings, Assignments, Deadlines
		NO CLASS NOV 25 THANKSGIVING BREAK
14	Dec 2	<p><i>Other Restorative Justice Models.</i>            Circle sentencing, community reparative boards, peacemaking</p> <p><b>Role Play: Role Play: Multi-family Group Mediation</b></p> <p><b>(Selected Readings available online: Umbreit)</b></p>
15	Dec 9	<p>Dependency mediation theory, method and outcomes.  <b>(Reading online: Baron)</b></p> <p><b>Role Play: Dependency Mediation for Drug Addicted Mother</b></p> <p><b>Third take-home exam paper #3 passed out and Study Guide 3 passed out.</b></p>
Final Exam	Dec 16	<p>Paper #3 is due and in-class Quiz No 3 constitutes final exam            MH523 5:30-8:15pm</p>