

FALL 2007
JS 110, Section 2
Mon-Wed 10:30-11:45am

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Office Hours: Mon & Wed
8-9am & 1-2pm.
Other times by appointment.

JS 110 INTERVENTION/MEDIATION

Course Description:

This course is designed to give students a range of communication and negotiation skills in resolving conflict situations and gaining people's cooperation as alternatives to using physical force, authority and punishment. It is divided into three sections: Part I. *Crisis Intervention* techniques for highly stressful and dangerous situations where people are thinking and acting in a highly emotional and irrational manner; Part II. *Mediation and Dispute Resolution* for those more civil disputes where the parties, with help, can behave more rationally; and Part III *Restorative Justice* methods for situations where one party has clearly committed an offense against others and needs to make restitution in some way.

Course Objectives to:

- 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.

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.

Required Texts:

Barbara Rubin Wainrib & Ellin L. Bloch (1998). *Crisis Intervention and Trauma Response: Theory & Practice*. NY: Springer.

Karl A. Slaikeu (1996) *When Push Comes to Shove: A Practical Guide to Mediating Disputes*. S.F. Jossey-Bass.

Daniel Van Ness & Karen Heetderks Strong (2001). *Restoring Justice*. 2nd Ed. Cincinnati: Anderson.

Several additional readings will be made available by the instructor.

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

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, and case vignettes are available online at http://www.sjsu.edu/faculty_and_staff/faculty_pages

Course Requirements and Grading:

Three brief in-class quizzes (true/false, multiple choice, short answer) will evaluate students' conceptual understanding of the material. Three take-home exam papers (each about 6-8 double spaced pages) are also required for this class, one after each of the three sections of the course. In each paper, students will be asked to analyze real-life problem situations that are described in a vignette. They are also required to design strategic interventions and specific techniques aimed to resolve the problem and/or to manage and de-escalate the conflict. Each quiz is worth 10% of the grade. Each exam-paper will be worth 20%. Active participation in class is worth 10% of the grade.

Teaching Philosophy:

This class will be comprised of one lecture each week followed by role playing, class analysis and discussion during the second class period each week, during which time students are invited to practice the strategies and techniques they are learning about in theory. 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 they are to complete. Students are warmly welcomed to office hours on a regular basis 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.

Academic Integrity Statement:

"Your own commitment to learning, as evidenced by your enrollment at San Jose State University, and the University's Academic Integrity Policy requires you to be honest in all your academic course work. Faculty are required to report all infractions to the Office of Judicial Affairs. The policy on academic integrity can be found at <http://www2.sjsu.edu/senate/S04-12.pdf>

In accordance with University policy this course strives to uphold academic honesty. Page 40 of the University catalogue clearly details University policies regarding cheating and plagiarism. Cheating includes copying, submitting work previously graded in another course or submitting work simultaneously in two courses (unless otherwise approved), altering or interfering with grades, and use of surrogates for examinations. Plagiarism involves "representing the work of another as one's own without appropriate credit." (S98-1, p2). If a student is suspected of academic dishonesty, the student will be instructed to meet for a mandatory conference with the instructor. Further academic and administrative sanctions will be considered based on the infraction. Academic honesty is taken very seriously and any violations of university policy will not be tolerated.

Americans with Disabilities Act

Campus Policy in compliance with the Americans with Disabilities Act:

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

CLASS SCHEDULE AND ASSIGNED READINGS

Aug 27 Course overview and review of expectations for students' participation. Group exercise

Sep 3 Labor Day – no class..

PART 1

Aug 29, Sep 5

Part I. Crisis Intervention Methods.

Identifying and assessing a crisis situation, assessing dangerousness, 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.
(Wainrib & Bloch, Chpts 1-4).

Vignette: Crisis - Family Disturbance.

Sep 10,12,17, 19, 24, 26

Special techniques for dealing with crisis situations involving mentally ill persons (especially paranoids and psychotics); drug and alcohol abusers, suicidal or homicidal persons and domestic violence perpetrators. Communicating with and protecting victims of rape, domestic violence and other forms of alleged abuse. Special techniques for helping frightened children who have been victim witnesses. Elementary principles of hostage negotiation. Decision-making and use of community and legal resources for different types of crisis situations.
(Wainrib & Bloch, Chpts 4-6).

Vignette: Crisis - Mental Illness

Vignette: Crisis - Rape

Vignette: Domestic Violence Crisis No 1 Vignettes of Suicide Crisis

Oct 1 Helping traumatized children in crisis.
(Additional reading available on line: Pynoos & Eth).

Sep 26 **First take-home exam passed out. Due in one week, Oct 3.**
Oct 3 **In-class Quiz No 1.**

PART 2

Oct 8, 10 15, 17

Part II. Mediation and Dispute Resolution.

Basic principles of mediation. 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; brainstorming and generating alternative solutions, drafting agreements, implementation and follow-up. (Slaikue Chpts 1-9).

Role Play: Neighborhood Dispute.

Role Play: Landlord-Tenant Dispute

Oct 22, 24, 29, 31

Special techniques for resolving impasses, 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. (Slaikue Chpts 10-18.)

Role Play: Child Custody Dispute

Role Play: Extended Kin Dispute

Oct 29 Second take-home exam passed out. Due Nov 5.
Nov 5 In-class Quiz No 2.

Nov 12 Veterans Day – No class.

PART 3

Nov 7, 14, 19, 21

Part III. Restorative Justice.

Theoretical basis 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. Techniques, strategies and outcomes of the process. What research says about its effectiveness. (Van Ness & Heetderks Strong, Chpts. 1-4)

Role Play: Burglary: Victim-Offender Mediation

Role Play: Father-Son Reconciliation

Nov 26, 28, Dec 3, 5

Family conferencing in juvenile and family court matters as an alternative disposition to court sentencing; mediation in dependency court. (Van Ness & Heetderks Strong, Chpts 5-7; Selected Readings available on line: Baron)

Role Play: Multiple-Family Group & School Conference

Role Play: Dependency Mediation for Drug Addicted Mother

Dec 3

Dec 10

Third take-home exam passed out. Due Dec 10

In-class Quiz No 3.