

SPRING 2007
JS 110, Section 1
Mon 5:30-8:15 p.m.
MH 523

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or by appointment.

JS 110 INTERVENTION/MEDIATION/RESTORATIVE JUSTICE

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 attempt to resolve their conflict situations together; 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.

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 (2006). *Restoring Justice: An Introduction to Restorative Justice*. 3rd Ed. Cincinnati: Anderson.

Teaching Philosophy and Classroom Protocol

This class will be comprised of lecture, class analysis and discussion, skill building, and role-playing. 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 expected to complete.

It is the student's responsibility to catch up on any lecture materials or other information when she or he misses a class. Please connect with someone else in the class to receive that information.

Students are warmly welcomed to office hours on a regular basis to discuss their ideas, related career goals, and personal reflections on the material.

Student Learning Outcomes:

- describe human responses to crisis and conflict
- identify strategies for managing crisis and conflict situations
- recognize own personal approach to managing crisis and conflict
- articulate the process with which to assess and intervene in a crisis situation
- articulate the mediation process

- describe the restorative processes and models used for restorative justice
- explain the value and challenges of restorative justice
- construct a plan for responding to a person in a hypothetical crisis situation
- construct a plan for mediating a conflict between two parties in a hypothetical situation
- construct a plan for restoring justice among a victim and offender in a hypothetical situation
- practice communication and negotiation skills for building rapport, assisting someone in a crisis, and mediating interpersonal conflict

Course Requirements and Grading:

Quizzes

I will give two in-class quizzes to assess your knowledge of each of the three sections of the class. The quizzes will include true/false, multiple choice, and short answer questions.

Exam Paper

You will be asked to complete three take-home exam papers, one after each of the three sections of the course. Each paper will be 3-4 pages in length (double spaced, 12 point font, 1 inch margins). In each paper, students will be asked to analyze real-life problem situations by applying the strategies and techniques described in class. Students will receive a handout describing the exam paper assignment in further detail and how it will be graded.

Final Exam

I will also give a final exam that will test you on information from the last section of the class as well as on from the first two sections. The final exam will include true/false, multiple choice, and short answer questions.

Class Participation

I will also be tracking in-class participation of skill-building exercises, role-plays and of class discussions with short in-class writing assignments.

There will be a total of 300 points possible through completion of the assignments and class participation. Each assignment will be worth the following points:

- | | |
|------------------------|---------------------|
| A. Class participation | 45 pts - 15% |
| B. Quiz #1 | 30 pts - 10% |
| C. Exam paper #1 | 45 pts - 15% |
| D. Quiz #2 | 30 pts - 10% |
| E. Exam paper #2 | 45 pts - 15% |
| F. Exam paper #3 | 45 pts - 15% |
| G. Final Exam | <u>60 pts - 20%</u> |
| | 300 pts – 100% |

Grades will be based on the percentage of total points earned in the class:

A = 100-93%	A- = 92-90%	B+ = 89-87%	B = 86-83%
B- = 82-80%	C+ = 79-77%	C = 76-73%	C- = 72-70%
D+ = 69-67%	D = 66-63%	D- = 62%-60%	F = 59-0%

Late Papers

I expect hard-copy papers to be turned in to me on the class period that the exam papers are due. Five points will be deducted for each day an exam paper is late. You can email late papers to me. The quizzes cannot be made up unless you have contacted me at least 24 hours before the class that you will not be able to attend that class period, or if you have a documentable emergency that prevents you from coming to class that night.

CLASS SCHEDULE AND ASSIGNED READINGS

**subject to change*

Date	Topic and Assignments	Reading Due
1/29	Introduction to the course; Introduction to conflict management; conflict resolution styles	
CRISIS INTERVENTION		
2/5	Guest speaker; crisis defined; types of crises; responses to crisis; ethical issues	Wainrib & Block Chpt. 1-3
2/12	Crisis intervention models; identifying and assessing a crisis situation; identifying and dealing with one's own emotional reactions.	Wainrib & Block Chpt. 4-5
2/19	Establishing rapport; attending behavior; reflective empathic listening; conflict de-escalation strategies	Wainrib & Block Chpt. 7
2/26	Guest speakers; Assessing dangerous crisis situations; Specific crisis contexts Take home exam #1 passed out	Wainrib & Block Chpt. 6
3/5	Specific crisis contexts Quiz 1	Take home exam #1 due
MEDIATION		
3/12	Mediation vs. arbitration or litigation; mediation process; orienting and preparing the parties for the process; role of the mediator;	Slaikeu Chpts 1-5
3/19	In the Mediation: opening statements; rapport building, establishing neutrality; confidentiality & informed consent; caucuses	Slaikeu Chpts 6-9
3/26	SPRING BREAK	
4/2	In the Mediation: Defining and reframing the issues, prioritizing demands; reaching understanding	Slaikeu Chpts 10-12
4/9	In the Mediation: balancing power; face saving; resolving impasses	Slaikeu Chpts 13-15
4/16	Reaching agreement: brainstorming and generating alternative solutions, drafting agreements, implementation and follow-up. Mediation Roleplays. Take home exam #2 passed out	Slaikeu Chpts 16-18
4/23	Mediation Roleplays. Quiz 2	Take home exam #2 due
RESTORATIVE JUSTICE		
4/30	What is Restorative Justice	Van Ness & Heetderks Strong,

		Chpts. 1-3
5/7	Restorative Processes Take home exam #3 passed out	Van Ness & Heetderks Strong, Chpts. 4-7
5/14	The Challenge of Restorative Justice	Van Ness & Heetderks Strong, Chpts. 8-10 Take home exam #3 due
5/21	Final Exam – 5:15–7:30pm	

Academic Integrity Statement:

Your own commitment to learning, as evidenced by your enrollment at San José State University, and the University's Academic Integrity Policy requires 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 policy on academic integrity can be found at http://sa.sjsu.edu/student_conduct.

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 office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with DRC to establish a record of their disability.