



SAN JOSÉ STATE
UNIVERSITY

Department of Justice Studies
JS 131-01 Crisis Intervention / Mediation / Restorative Justice
Fall 2015

Instructor: Jackye McClure, M.S.
Office Location: MH 512
Office Hours: M & W 8:30 – 8:50 a.m. 8:00 on-line or phone
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Class Days/Time: Monday & Wednesday 9:00 a.m. - 10:15 a.m.
Classroom: MH 520

E-Mail Guidelines and Text Messages

I request that you please adhere to the following when e-mailing or sending a text:

1. For **E-Mail**, include the course number (e.g., JS131) in the “subject line”. Please include your full name in the body of your message. If you want to be called, include a contact number and the best time to reach you. I will make every effort to respond to E-Mail messages and requests for phone contact within 24 hours.
2. **Text** messages are welcome at any time although responses may be delayed due to my schedule. Please include your name and course in the text.

Course Description

This course is designed to give students a range of communication, crisis intervention and negotiation skills for resolving conflict, intervening in critical situations and gaining cooperation of others through the use of alternative dispute resolution (ADR) methods instead of using physical force, coercion and litigation.

Instructor’s Comments on Course Design and Purpose

Education is not something you get – it is something you do. That concept sums up the approach of this course. This is not a “warm body in a seat” class – one you attend half-conscious, take the occasional note and leave after 75 minutes.

This class is built around two-way communication, and provides opportunities to improve interpersonal skills. I place very heavy emphasis on class participation, and each of you is responsible for more than just your individual success or failure. Come to class prepared to share your opinions, ask questions, challenge the norm, and get involved. I reserve the right to raise or lower your final grade based on your active participation throughout the semester in this class.

Course Goals

Students involved in the JS 131 course will develop:

1. A theoretical framework for understanding people in crisis and/or conflict and the ability to identify and apply appropriate strategies to deal with them.
2. A command of communication styles, interviewing techniques, crisis intervention and problem-solving methods necessary in crisis events, and ways of mediating just and fair solutions in various types of stressful situations.
3. The ability to identify and utilize appropriate strategies and techniques for managing and resolving conflict and adapt these strategies and techniques to a broad range of situations.

Student Learning Objectives

Upon successful completion of this course, students will be able to meet the following learning objectives:

LO1: Effectively identify and apprise individuals in crisis and/or conflict situations and apply appropriate strategies to the situation.

LO2: Demonstrate a variety of communication styles, interviewing techniques, crisis intervention and problem-solving methods necessary in crisis events, and articulate the procedures for mediating and restoring just and fair solutions in various types of stressful situations.

LO3: Students shall be able to identify and use specific and appropriate conflict management and resolution techniques and apply those techniques to a broad range of situations.

Textbook: There is not a required text book for this course. There are, however, **Required Course Readings** posted on Canvas.

Course Assignments & Evaluation Criteria

1. In-class Exercises encourage active learning and opportunities to practice practical applications of crisis intervention and mediation strategies while applying appropriate and effective communication skills. You are expected to participate in a meaningful way during these In-class exercises in order to

receive the maximum number of points for this assignment grouping. In-class exercises occur weekly. Active participation in these exercises is worth a maximum total of **15% of final grade**.

2. Written response to writing prompts posted on the course web site (Canvas). Many of the prompts relate to topics presented and discussed in class while others draw from general life events and all prompts are intended as opportunities for reflection and introspection. In order to receive full credit, the responses are a minimum of 250 words, double-spaced, 14 pt. font, (Times New Roman, Arial,) and 1-inch margins. With the double-spacing and font size your paper will be approximately 2 pages. Do not put name, class, date on the top of the page. Proof read your response prior to uploading to Canvas. Proper grammar and punctuation are expected and will count towards the total points accumulated.

These entries are not graded. . Points will be determined from my subjective assessment of your ability to compose entries that demonstrate a critical thinking process. Also factored into the final assessment are the proper number of posts made in a timely manner (due dates are noted on Canvas), and quality of writing. Completed entries contribute **15%** of the student's overall grade.

3. Agency / Topic Research Assignments produce opportunities to explore services within and outside our community. Students are also responsible for researching and reporting significant issues (symptoms, behaviors, appropriate intervention, etc.) for significant at-risk populations in our community. Directions for completing these assignments are provided in class. You are also responsible for exploring various models of Restorative Justice programs and the various options for Mediation. All written work is to be in 14 pt font and double spaced. Your findings are discussed in class. These assignments are worth a total of **30%** of the final grade.

4. Movie / Documentary / Case Analysis provides a conduit for you to vicariously experience, through the actors, events that you have hopefully not experienced in your life. Watch the movie (or documentary, case study) and complete a 4 to 6 page double spaced paper using 14 font articulating the insights and/or hypotheses you developed about the character/subject and the manifestation of the crisis. Include examples of the crisis response; intervention (used or proposed) and any additional information deemed pertinent. The completed assignment is worth a maximum **30%** towards your grade. *A list of suggested films and documentaries is available on Canvas.*

5. The Self Assessment form provides an opportunity at the end of the

semester to evaluate your accumulated knowledge and skill development in this course. Completion of this final process is worth a maximum of **10%**.

Letter Grades are based on the overall percentage of the total number of points received on the evaluation criteria (stated above) during the semester. The maximum total is **100%**. Percentages are distributed as follows:

100 – 94% = A
93 - 89% = A-
88 – 85% = B+
84 - 82% = B
81 - 79% = B-
78 – 74% = C+
73 - 70% = C
69 – 65% = D+
64 - 60% = D
59 and below = F

Incomplete Grades: Students who cannot fulfill all the work for a course due to a medical or family emergency may be assigned an incomplete only if arrangements are made with the instructor. An incomplete must be made up within one calendar year immediately following the end of the term in which it is assigned.

It is the responsibility of the student to bring pertinent information to the instructor regarding why they cannot fulfill all the work during the current semester and to reach agreement on the means by which the remaining course requirements will be satisfied. If the instructor agrees, the instructor will enter an "I" grade for that course for that semester.

Extra Credit: There are no extra credit assignments for this class. It is expected that students will earn their individual grade in JS 131 by coming to class regularly, completing the assigned reading, participating in class discussions and group work, and completing assignments.

Expectations and Classroom Etiquette

I hope that this course will be challenging both intellectually and personally. This class is designed as a collaborative endeavor. I ask that you:

1. Participate in interactive dialogue between other students and me, your instructor. **Note:** Participation does not include simply occupying a seat, nodding, shaking one's head, or simply repeating what someone else has already contributed. Substantive contributions that foster an atmosphere of open discussion conducive to learning constitute participation.

2. Complete the readings prior to class and be well prepared to participate in discussions and experiential learning assignments (level of participation is taken into consideration in final grade assignments).
3. Be responsible for all missed information, materials and announcements due to absence. Students are encouraged to create an e-mail list in order to update each other on class news and projects. Please do not e-mail me asking about what was covered in a missed class.
4. Acknowledge that people in our culture have different experiences based on race, class, sex, age and sexuality. I ask you to think about these issues and critically analyze your opinions and beliefs.
5. Agree that our classroom should be a place where no one is made to feel embarrassed or ashamed. Disrespectful behavior will not be tolerated. This includes rude interruptions, yelling, insults, or personal attacks. We do not have to agree with one another, but we must be able to discuss our differences in a respectful manner.
6. Be aware that there are most likely students in the class who have experienced (or are close to someone who has experienced) sexual assault, domestic violence, or other forms of victimization. It is important that comments made in class are respectful of these experiences and the impact that these experiences may have had on people's lives.
7. Refrain from engaging in behavior that is rude to the instructor, other students, or guests of the class. This includes coming in late, sleeping, talking, texting, playing games, listening to music, shopping, web browsing, sending of pictures / video or any other type of non-class activity on your laptop, netbook, cell phone, or any device that in any way connects to the world outside of the classroom during class time. Before class begins, please turn off and disconnect from everything electronic!
8. Regularly check Canvas for newly posted course materials and updated announcements.
9. Understand that his class includes guided discussions, small and large group exercises, and case studies. You are strongly encouraged to ask questions and share your personal opinions and viewpoints. Sharing of personal experiences is optional.
10. Know that I insist on confidentiality concerning any shared personal experience. In other words, what is shared in the classroom stays in the classroom. Examples of cases and events used in class involve real-life situations. You are asked to approach and regard all course subject matter with respect.

Department of Justice Studies Writing Philosophy

The Department of Justice Studies is committed to scholarly excellence. Therefore, the Department promotes academic, critical, and creative engagement with language, with emphasis on writing, throughout its curriculum.

A sustained and intensive exploration of language prepares students to think critically and to act meaningfully in interrelated areas of their lives—personal, professional, economic, social, political, ethical, and cultural.

Graduates of the Department of Justice Studies leave San José State University prepared to enter a range of careers and for advanced study in a variety of fields; they are prepared to more effectively identify and ameliorate injustice in their personal, professional and civic lives. Indeed, the impact of literacy is evident not only within the span of a specific course, semester, or academic program but also over the span of a lifetime.

Required University Policies Statements

Academic Integrity:

www.sjsu.edu/studentconduct/docs/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 University will not tolerate instances of academic dishonesty. 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. Students must complete all assignments 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 the SJSU 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 of building evacuation, 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 AEC (Accessible Education Center) to establish a record of their disability. For more information call their office at 408-924-6000 (v) or 408-924-5990 (TTY).]

Accommodation to Students' Religious Holidays: San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to

honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](http://www.sjsu.edu/senate/docs/S14-7.pdf) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

Student Resources

Library Liaison: Silke Higgins *Assistant Librarian, University Library, San Jose State University* (Email: silke.higgins@sjsu.edu)

Student Technology Resources: Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd 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.

Peer (Mentoring) Connections: Peer Connections offers free mentoring and tutoring services to undergraduate SJSU students.

<http://peerconnections.sjsu.edu>

Peer Connections has four locations on the SJSU main campus:

- Student Services Center (SSC) 600, on the corner of 10th and San Fernando (inside the 10th Street parking garage building)
- Martin Luther King, Jr. Main Library in room LL 67, just off of the elevator lobby on the lower level
- Academic Success Center in Clark Hall, on the first floor next to the Computer Lab
- The Living Learning Center (LLC) in Campus Village B.

SJSU Writing Center: The SJSU Writing Center located in Room 126 in Clark Hall offers a variety of resources to help students become better writers, including one-on-one tutoring sessions and numerous writing workshops. All of the services are free for SJSU students. <http://www.sjsu.edu/writingcenter/>

CASA Student Success Center: The Student Success Center located in MacQuarrie Hall, Room 533 (top floor) provides advising for undergraduate students majoring or interested in majoring in programs offered by CASA Departments and Schools. The Student Success Center provides general education advising, assistance with changing majors, answers to academic policy related questions, meetings with peer advisors and/or various regularly scheduled presentations and workshops. 408-924-2910
<http://www.sjsu.edu/casa/ssc/>