

**University of Waterloo**  
**Peace and Conflict Studies**  
**PACS 333**  
**Advanced Mediation Practice**  
**Winter 2022**  
**Thursdays 2:30-5:20 pm, Classroom 1302**

**Instructors Information**

Instructor: Jason Dykstra & Marg Van Herk-Paradis

Office: TBD

Office Hours: TBD

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Please email instructors to set an appointment outside of office hours.

**Course Description**

Advanced Mediation is designed to give students both a thorough understanding of the mediation process and practical hands-on mediation experience. Students will develop in-depth first-hand knowledge and experience resolving conflicts through the role of the mediator as third party. The course will include a series of lectures, role plays, readings and case studies. Students are expected to attend every class, as class attendance and participation play a vital role in this course. As this course will be drawing on principles taught in PACS 202, students are encouraged to complete PACS 202 prior to taking PACS 333.

**Course Goals and Learning Outcomes**

Course Teaching Methodology

- \* Lectures related to mediation theory and practice;
- \* Case studies unpacking real life mediation successes and disasters;
- \* Mediation role-plays (students will take on the role of both disputant and mediator several times during the term);
- \* Student questions posed in class;
- \* Small group discussions during class;
- \* Excerpts from videos and guest lecturers;

Upon completion of this course, students should be able to:

- A. Define terms, concepts and core values key to mediation;
- B. Assess conflicts and determine their appropriateness for mediation;
- C. Work with distressed individuals, helping them to select a conflict resolution approach appropriate for their situation;
- D. Effectively mediate a range of disputes, navigating both simple and complex situations in the role of 3rd party;
- E. Understand the limits of their skills and the limits of the mediation process.

## Required Text

- The Dynamics of Conflict by Bernard Mayer (Jossey-Bass, 2012).
- Some use may be made of Internet sources.

## Course Requirements and Assessment

Information on course requirements and assessments.

Assessment	Date of Evaluation (if known)	Weighting
Class Participation	Date of Evaluation 1	30%
Mediation Journal	Date of Evaluation 2	30%
Final Assignment	Date of Evaluation 3	40%
Total		100%

### Assessment 1: Class Participation

- Students are expected to participate actively in class discussion related to class readings, lecture, case studies and role-plays. Participation will be graded based on attendance and level of engagement with class material. Engagement with class material is described as coming to class prepared and on time, active and meaningful engagement in class discussion and in role-plays.
- Students are asked to come to class each week with one insight and one question from the readings.
- Students lose 25% of their class participation grade for every missed class; 12.5% for every missed half class.
- In addition, students will lose 10% for every class to which they come unprepared.

### Assessment 2: Mediation Journal

Students are expected to keep a journal following each role-play they observe and/or in which they participate (either as mediator or as disputant). A total of 6 journal entries are expected. Each journal is due at the beginning of the following week's class. Each journal entry must be 400 – 500 words in length. Journal entries are to be submitted through LEARN. Please use the questions below as titles to organize your journal entries. Journals are graded out of 10. Questions students are expected to consider include:

1. What insights did I gain with regard to conflict/conflict resolution/mediation (3 points)? Why are these insights important (2 points)?
2. What did this experience teach me about my own skills and/or challenges with conflict and/or as a mediator (3 points)? Why is this learning important (2 points)?
3. Optional: What questions are emerging for me regarding mediation and/or screening and assessing conflict situations?

### Assessment 3: Final Assignment

Final Assignment - Option A

Students are expected to prepare a research essay on a mediation related topic. More information regarding possible topics will be made available in the third week of class. The topics students will research are due February 17, 2022, to be submitted through LEARN. The essay is due March 31, 2022, submitted through LEARN.

- Prepare a research essay of about 3000 – 4000 words (excluding title page and bibliography), double spaced, on a topic that is directly related to this course. Your paper should include the following:
  1. Title page (essay title, your name, ID, course number)
  2. Introduction (thesis statement that clearly, succinctly, and comprehensively explains the nature of the problem you are addressing, as well as providing an overview of how your essay will proceed)
  3. Provide an overview of the key themes of your essay.
  4. Provide a clear analysis regarding this problem.
  5. Offer a conclusion that considers both the introduction and the analysis you have provided.
  6. Footnotes (no endnotes or in-text citations; use Chicago Style)
  7. Bibliography

#### Final Assignment – Option B

Students are given a case study for which they are expected to provide a significant analysis. More information regarding this assignment will be made available in the third week of class. The assignment is due March 31, 2022, submitted through LEARN.

- The assignment is expected to be 3000 – 4000 words (excluding title page and bibliography), double spaced. The assignment should include the following:
  1. Title page (essay title, your name, ID, course number)
  2. Introduction (thesis statement that clearly, succinctly, and comprehensively explains the purpose of the assignment, as well as providing an overview of how your essay will proceed)
  3. A conflict analysis of the case itself. Students are expected to use bibliographic material to support this analysis. Questions for consideration include,
    - a. What are the key challenges being faced by the parties involved? How do you analyze these challenges? How do they intersect with one another?
    - b. How do the concepts of Conflict Escalation, Intent-Action-Effect, Positions & Interests/Needs, Triangulation (ABC triangle), polarities, etc. help you to explain what is happening in this conflict?
    - c. What power dynamics do you see?
  4. An analysis of how mediation may or may not help the parties involved. Students are expected to use bibliographic material to support this analysis. Questions for consideration include,
    - a. If this case were to go to mediation, of what must the mediator be aware? Who should be involved in the mediation itself? What challenges will the mediator face? Where could the mediator become hooked?
    - b. Of what must the parties be aware? What challenges may the mediation raise for them?
    - c. What strategy/structure for mediation would you propose for this dispute?
  5. Offer a conclusion that considers both the introduction and the analysis you have provided.
  6. Footnotes (no endnotes or in-text citations; use Chicago Style)
  7. Bibliography

## Course Outline

Week	Date	Topic	Readings Due
1	January 6, 2022	Introduction & Mediation Overview	N/A
2	January 13, 2022	<ol style="list-style-type: none"> <li>1. Conversation regarding reading</li> <li>2. Case study and conflict analysis</li> <li>3. Creating a possible mediation/intervention plan</li> </ol>	Chapters 1 & 2
3	January 20, 2022	<ol style="list-style-type: none"> <li>1. Conversation regarding reading</li> <li>2. Empathy</li> </ol>	Chapter 3
4	January 27, 2022	<ol style="list-style-type: none"> <li>1. Conversation regarding reading</li> <li>2. Details re: Final Assignment</li> <li>3. Preparing parties for mediation</li> <li>4. Role play &amp; Debrief (followed by a journal entry)</li> </ol>	Chapter 4
5	February 3, 2022	<ol style="list-style-type: none"> <li>1. Conversation regarding reading</li> <li>2. Preparing parties for mediation</li> <li>3. Role play &amp; Debrief (followed by a journal entry)</li> </ol>	Chapter 5
6	February 10, 2022	<ol style="list-style-type: none"> <li>1. Conversation regarding reading</li> <li>2. Conversation about Essay topics</li> <li>3. Mediation niches currently practiced</li> <li>4. Fishbowl simulation</li> </ol>	Chapter 6
7	February 17, 2022	<ol style="list-style-type: none"> <li>1. Essay topics due</li> <li>2. Conversation regarding reading</li> <li>3. Mediation stages 1 &amp; 2</li> <li>4. Role Play &amp; Debrief (followed by a journal entry)</li> </ol>	Chapter 7
8	March 3, 2022	<ol style="list-style-type: none"> <li>1. Conversation regarding reading</li> <li>2. Mediation Stages 3 &amp; 4</li> <li>3. Role Play &amp; Debrief (followed by a journal entry)</li> </ol>	Chapters 8 & 9
9	March 10, 2022	<ol style="list-style-type: none"> <li>1. Conversation regarding reading</li> <li>2. Mediation Stages 1-4</li> <li>3. Role play &amp; Debrief (followed by a journal entry)</li> </ol>	Chapters 10 & 11
10	March 17, 2022	<ol style="list-style-type: none"> <li>1. Conversation regarding reading</li> <li>2. Modifications to the mediation model; caucus meetings</li> <li>3. Challenges in mediation</li> <li>4. Limits/scope of mediation</li> <li>5. Intractable conflicts &amp; identity-based disputes</li> </ol>	Chapter 12
11	March 24, 2022	<ol style="list-style-type: none"> <li>1. Role Play &amp; Debrief (Followed by a journal entry)</li> </ol>	N/A
12	March 31, 2022	<ol style="list-style-type: none"> <li>1. Conversation regarding essay topics</li> </ol>	N/A

Week	Date	Topic	Readings Due
		2. Mediation values, codes of conduct 3. Fishbowl simulation 4. The reflective practitioner 5. The role of the 3 <sup>rd</sup> party	

### Late Work

Deadlines are firm. Late written assignments (journals, major paper) will be assessed an automatic penalty of 5%. A valid medical document is required for medical excuses.

### Electronic Device Policy

The use of computers for purposes other than note taking is not acceptable in this class as student interaction is critical to the success of this class. As notes will be available on Learn, any use of computers is discouraged in this class.

### Attendance Policy

This course absolutely depends on class participation, for role-plays and for class discussion. Attendance in this class is mandatory. Excused absences will only be granted for students who provide a completed verification of illness form.

### Mental Health Supports

All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health support if they are needed.

#### On Campus

***Due to COVID-19 and campus closures, services are available only online or by phone.***

- Counselling Services: [counselling.services@uwaterloo.ca](mailto:counselling.services@uwaterloo.ca) / 519-888-4567 ext. 32655
- **MATES**: one-to-one peer support program offered by the Waterloo Undergraduate Student Association (WUSA) and Counselling Services

#### Off campus, 24/7

- **Good2Talk**: Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-4300 ext. 6880
- **Here 24/7**: Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- **OK2BME**: set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 extension 213

Full details can be found online on the Faculty of Arts [website](#)

Download [UWaterloo and regional mental health resources \(PDF\)](#)

Download the [WatSafe app](#) to your phone to quickly access mental health support information.

### **Academic Integrity**

In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility. See the [Office of Academic Integrity webpage](#) for more information.

### **Discipline**

A student is expected to know what constitutes academic integrity to avoid committing an academic offence and to take responsibility for his/her actions. Check [the Office of Academic Integrity](#) for more information. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the undergraduate associate dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to [Policy 71 - Student Discipline](#). For typical penalties check [Guidelines for the Assessment of Penalties](#).

### **Grievance**

A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70 - Student Petitions and Grievances](#), Section 4. When in doubt, please be certain to contact the department’s administrative assistant who will provide further assistance.

### **Appeals**

A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances (other than a petition) or Policy 71 - Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to [Policy 72 - Student Appeals](#).

### **Note for Students with Disabilities**

[AccessAbility Services](#), located in Needles Hall, Room 1401, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term.

### **Turnitin.com**

Text matching software (Turnitin®) may be used to screen assignments in this course. Turnitin® is used to verify that all materials and sources in assignments are documented. Students' submissions are stored on a U.S. server, therefore students must be given an alternative (e.g., scaffolded assignment or annotated bibliography), if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin in this course.

It is the responsibility of the student to notify the instructor if they, in the first week of term or at the time assignment details are provided, wish to submit alternate assignment.