CS100SL Barrio Service Learning: Mediation and Conflict Resolution

2013 Summer Quarter
Tuesdays & Thursdays from 10am - 12:05am
(June 25, 27, July 2, 4, 9, 11, 16, 18, 23, 25, 30, August 1, 2013)

COURSE INSTRUCTOR
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(Syllabus subject to change and class activities may increase or decrease as class time permits.)

OBJECTIVES

The course has five objectives:

1. To help students understand and conceptualize conflict as something that resides within ourselves and extends outward into the world through personal relationships and institutions;

2. To help students understand the profound influence of race, class, gender and mainstream culture on conflict and its resolution;

3. To help students understand their own style of relating to the world and how it affects their response to conflict.

4. To teach the use of conflict coaching, conciliation, facilitation, and mediation to surface and resolve conflict in both personal and professional settings;

5. To help students improve their listening and communication skills as they relate to conflict.

PURPOSE - DESCRIPTION

This service learning course introduces students to the nature of conflict and how to resolve it in a variety of settings. There is a particular focus
on the importance of race, culture, and gender in understanding, using and resolving conflict.

This training meets the requirements for certification as a trained mediator. This training includes but is not limited to:

1) The history of dispute resolution as a problem solving technique and its relationship to the traditional justice system;

2) The Dispute Resolution Programs Act—Statute and Regulations;

3) An overview of the structure of the California justice system and the traditional methods of processing civil and criminal cases;

4) The structure, design, practice, and theory of dispute resolution proceedings and services, as defined, including the varying roles, functions and responsibilities of neutral persons, and the distinction between binding and non-binding processes;

5) Communication skills and techniques, including developing opening statements, building trust, gathering facts, framing issues, taking notes, empowerment tactics, effective listening and clarifications skills. Face-to-face as well as over-the-telephone communication skills shall be addressed;

6) Problem identification and disagreement management skills, including instruction in the establishment of priorities and areas of agreement and disagreement, and the management of special problems that threaten the process;

7) Techniques for achieving agreement or settlement, including instruction in creating a climate conducive to resolution, identifying options, reaching consensus, and working toward agreement;

8) General review of varying fact patterns present in different types of disputes;

9) Administrative and intake skills related to dispute resolution services, including completion of paperwork involved in handling and tracking cases, administrative and reporting forms, correspondence with disputants and referral agencies, agreements to mediate or arbitrate, and the drafting of settlement agreements and awards;

10) The role and participation of attorneys and witnesses in dispute resolution proceedings;

11) The organization and administration of dispute resolution programs, including intake procedures, follow-up procedures, and record-keeping; and

12) The necessity of the voluntary and consensual nature of a disputant's participation in any dispute resolution proceedings.

13) Practical training, which shall include role-plays of simulated disputes and observations of actual dispute resolution services,
including intake procedures as well as actual dispute resolution proceedings.

14) The training shall also provide for personal assessments and evaluations of each student. Students will learn their strengths and challenges in working with groups and managing conflicts.

STRATEGIES

For all 12 class sessions (in the summer quarter), students will keep an electronic personal journal to help them integrate classroom learning, personal experience, assessment findings, and events outside of the classroom, and homework assignments. They will participate in classes to better understand themselves and to discover and conceptualize conflict and its resolution. These classes will also include structured mediator training that adhere to the requirements of the California Dispute Resolution Programs Act of 1986. Students will have the opportunity to use all acquired skills in daily life. Students may have an opportunity to conduct a facilitation using the acquired skills. Students who successfully complete all requirements will receive a letter grade and certificate of completion.

Students will learn a comprehensive range of dispute resolution skills, including facilitation and mediation. “Mediator, Know Thyself” will be the theme throughout the learning experience. This will be done through discussions, journaling, experiences, indexes, and/or assessments. Requirements of the California Dispute Resolution Programs Act of 1986 will form the foundation of the course, which will lead to a broader exploration of conflict in a variety of settings.

Students will be provided with Power Point presentations, in class activities, articles on related topics covered, links for self-assessments, relevant videos for additional reference and free downloadable manuals. Trainees are required to purchase 2 assessments for a total of $100 so that access can be provided to complete the Social & Emotional Intelligence Assessment and the DiSC Assessment. Trainees will also be asked to complete the Kolbe Conative Index for $49 on-line and a couple more free assessments on-line. These various assessments will provide each student with a better understanding of themselves and others. Trainees may read other materials that will be made available.
GRADING

Grades will be calculated according to the following criteria:

Course participation - 40%

It is imperative that students attend every class. Perfect attendance will positively influence the grade of the student. Attendance includes students’ physical presence and their participation in class discussions. I will be looking for evidence that students have completed the assignments (including assessments), can apply the reading to what they are learning, and actively participate in class discussions and activities. I am particularly interested in seeing students develop personal courage, learning to listen and to discuss issues with sensitivity with their classmates.

Confidentiality, or what could be called “classroom amnesia”, will be observed. Because of the large amount of weight placed on attendance and participation, student absences must be cleared with the professors prior to their occurrence, except in the case of an extreme emergency. Any request for absences must be submitted by e-mail to instructor to provide documentation and make arrangements for make-ups. More than one unexcused absence per quarter will result in a failing grade. Any dispute resulting from absences due to unforeseen but legitimate circumstances will be resolved between the professor and the involved students.

Quality of journal writing, including written reflection on readings, classes and assessments - 25%

Quality of oral presentations and completion of activities including assessments - 35%

REQUIRED READING:
Materials from Dispute Resolution for a Diverse Population will be provided to students for free via download. Students are required to complete the Social and Emotional Intelligence Assessment, DiSC Assessment, Myers-Briggs Personality Test, and the Kolbe Conative Index, which give insight into problem solving behavior. Students may be required to read other materials but they will be made available at no additional cost.
Mediation Training for a Diverse Population, Dispute Resolution Program, Los Angeles City Attorney’s Office.

The Social and Emotional Intelligence Assessment and the DiSC Assessment ($100.00 must be paid by cash or money order on the first day of class)

Please check the course message board one week before class begins for required reading for Class 1.

NOT REQUIRED-TEXTBOOKS AND OTHER MATERIALS:
The textbooks, The Magic of Dialogue and The Promise of Mediation, are available in Ackerman Union bookstore or through Amazon.


Words Work, a program that teaches youth leadership, relationship and communication skills, is available at no charge on the American Bar Association web site. Students must register with the American Bar Association, go to the online store, purchase Words Works facilitator’s manual and supplement. The cost is $ 0.00.
COURSE OUTLINE
Syllabus for Summer Quarter 2013 (All Classes meet on Tuesdays and Thursdays from 10:00am to 12:05am)

Class 1 - June 25, 2013
- Mediator, Know Thyself
- What is conflict? How do you respond?
- Thomas-Kilman Conflict Style Breakout Activity
- Distinguishing wants, needs and values
- Class and Syllabus Review
Homework - Take Personality Test, Readings: The California Dispute Resolution Programs Act of 1986: Statutes and Regulations, and Performance Based Assessment of Mediators, electronic journaling

Class 2 - June 27, 2013
NO CLASS MEETING
Students will use this class time to complete all the required assessments and readings:
- DiSC Assessment
- Social and Emotional Intelligence Assessment
- Kolbe Conative Assessment
- Homework - Read Complete Dispute Resolution Programs Act - Regulations and Statutes and Performance Based Assessment of Mediators

Class 3 - July 3rd, 2012
- Understanding conflict and collaboration using the DiSC Behavioral Assessment
- Conflict Coaching (one-on-one communication for the purpose of developing the client’s conflict-related understanding, interaction strategies and interaction skills)
- The California Justice System - An Overview
- Procedural Approaches to Resolving Conflict
- Homework - Assigned readings, electronic journaling

Class 4 - July 5th, 2012
- The RULER approach and Emotional Intelligence
- Overview of Mediation Process (ITUNA)
- Neuroscience and Conflict Resolution
- Introduction - Monologue Overview
- Role Play - Introduction
- Homework - Finalize monologue, review of assigned readings, electronic journaling

Class 5 - July 10, 2012
- Talking - Active Listening, Caucusing, Impasse
Communication Training (‘I’ Statements, Restating, Reframing)
Listening Exercise
Guest Speaker, Avis Ridley-Thomas
Review and Discussion, Kolbe Conative Assessment
Homework - Assigned readings, electronic journaling

Class 6 - July 12, 2012
- Understanding is key to resolving conflict
- Values, Perspectives, and Power
- Consensus Building Exercise (Who will live?)
- Visit from a judge
- Homework - Assigned readings, electronic journaling

Class 7 - July 17, 2012
- Role Play - Talking-Understanding
- Negotiation Overview and Impasse
- Positions v. Interest
- Creativity and Manipulation in Negotiation
- Homework - Assigned readings, electronic journaling

Class 8 - July 19, 2012
- Activity: Building Negotiation Skills
- Developing a working Agreement
- Binding and non-binding Agreements
- Homework - Assigned readings, electronic journaling

Class 9 - July 24, 2012
- Is a 5th grader smarter than a judge? Are you? 3 Question Activity
- Role Play - Talking thru Agreement
- Homework - assigned reading and electronic journaling

Class 10 - July 26, 2012
- Conciliation
- Role Play - Peer Mediation
- Homework - assigned reading and electronic journaling

Class 11 - July 31, 2012
- Putting ITUNA Into Practice
- Role Play - Full Mediations, Student Coaches
- Homework - assigned reading and electronic journaling

Class 12 - August 2, 2012
- Facilitation/Final Project Recap
- Class Debrief
- Certificate Presentations