Niagara University  
Graduate Mental Health Counseling Program  
College of Education  

Professor: Shannon Hodges, Ph.D., LMHC, NCC  
Building and Room: DN 206  
Spring Semester 2007  
Thursdays 7:15 PM – 10:00 PM  

A. Course Number: EDU 619  
Course Name: Mediation and Conflict Resolution  

Note: Please turn off your cell phone prior to entering the classroom.  
This syllabus is subject to change at the discretion of the professor.  
It is the student’s responsibility to be familiar with and refer to the course catalogue for  
additional information concerning such topics as academic honesty.  

B. Catalogue Description  
This graduate course is designed to provide graduate students in the Mental Health Counseling  
program and other graduate programs practical education and experience in professional mediation  
and conflict resolution. While this course has a generalist focus, topics such as family mediation,  
divorce mediation, victim-offender mediation, mediation between organizations, cultural groups,  
etc. will also be covered.  

C. Required Textbooks:  

D. Conceptual Framework:  
Niagara University’s graduate counseling programs adhere to the Eight Core Areas set forth by the  
Council for the Accreditation of Counseling & Related Educational Programs (CACREP). The  
Eight Core Areas are listed below along with which standards this course addresses.  

1. Professional Identity: not addressed  
2. Social and Cultural Diversity: addressed in this course  
3. Human Growth & Development: not addressed  
4. Career Development: not addressed  
5. Helping Relationships: addressed in this course  
6. Group Work: addressed in this course  
7. Assessment: not addressed  
8. Research & Program Evaluation: not addressed
Note: CACREP requires that each course meet at least one of the Eight Core Areas.

E. Course Objectives/requirements:
1. Objectives
   a. Demonstrated understanding of the principles and ethics of mediation
   b. Understanding the advantages and limitations of professional mediation.
   c. Mediation as distinct from counseling, arbitration and other professional services.
   d. Ability to determine when mediation is inappropriate.
   e. Weekly classroom attendance.
   f. Students must read assigned material and be prepared to demonstrate mediation skills during in-class presentations.
   g. Learning how to initiate and conduct mock mediation sessions through weekly role-plays.

2. Assignments
   a. Each student will be required to research and write a 8 to 10 page paper (in APA format) Students will research a special topic relevant to mediation and apply it to the course material, their personal experiences, and include their own opinion regarding the issue. This assignment (paper and presentation) will make up 40 points on the grading scale.

   b. Students will write two outline responses to the material read in the “Getting to Yes” text. These outline responses will include key points as well as the student’s reaction to these points. The length of these papers should be 4-6 pages (need not be APA referenced) Students may critique pages 1-56 or 81-109. Students should critique salient aspects of the text, analyze the efficacy of the text suggestions- highlighting what the student sees as the most relevant information, and finally, speculate on ways the information is useful in said student’s current or future career. Papers should be grammatically correct, and written in a way illustrating a firm grasp of the information. Also, feel free to disagree with sections of the text. The outline response project will constitute 40 points on the grading scale.

   c. Students will participate in weekly mock mediation sessions. Two students will play mediator, and 3-4 other students will be in conflict. These mock sessions are not graded, but each student is required to participate. All students will be required to play the role of co-mediator at least once. Mock role-plays will be 30 minutes, with the remainder of the class providing critique. 20 points given for the role-play.

   P.S.: Do not fear this role-play. We’re ALL going to learn together.

3. Grading:
   A+ = 100-98
   A  = 97-93
   A-  = 92-89
   B+ = 88-85
   B  = 84-80
   B-  = 79-74
   C+ = 73-70
   C  =  72-66
   C- = 65-60
   Below 60= F

Note: Students who miss more than two classes will receive a grade of incomplete (I).
F. Methods of Instruction:
Weekly sessions will be organized using a seminar approach. It is expected that students will have read and be prepared to discuss the previously assigned material (e.g. the text and handouts). Niagara University’s College of Education and Graduate Counseling programs adhere to a Constructivist philosophy of teaching, where the students are active participants in the educational process. Active participation means asking questions, participating in class discussion, role-plays, etc.

G. Course Schedule:
The material below must be read prior to the date indicated so that it can be discussed during class on the week it is listed.

Jan. 18     Getting Started
            (Distribute syllabus, outline course, and define/discuss mediation and conflict resolution, cover expectations)

Jan. 25     The Foundation of Effective Mediation
            (Chapters 1, 2, 3, & 4 – Moore text)

            Mock Role Play

Feb. 1     Foundation continued
            (Chapters 5, 6, – Moore text)

            Mock Role Play

Feb. 8     The Anatomy of a Mediation Session
            (Chapter 8 & 9 – Moore text)

            Mock Role Play

Feb. 15    Coping with Special Situations – Cultural Issues, Multiparty Mediation, Co-mediation
            (Chapters 7 & 15 – Moore text)

            Mock Role Play

Feb. 22    Getting to Yes
            Chapter 1-3 Fisher. et al. text.

            Mock Role Play

Mar. 1     Getting to Yes (Fisher text)
            Chapters 4-6

            Reaction paper 1 due (Fisher text)

            Mock Role Play

Mar. 8     Conflict Transformation
            Ten Questions People Ask About Getting to Yes – Fisher et al.

            Mock Role Play

            Reaction paper 2 due (Fisher text)

Mar. 15    No class. Winter Break

Mar. 22    Moore text, chaps. 10 & 11

            Mock Role Play

Mar. 29    Moore text, chapters 12 & 13.
### Mock Role Play

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apr. 5</td>
<td>No class. Easter Break</td>
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<tr>
<td>April 12</td>
<td>Moore text, Chapter 14</td>
</tr>
<tr>
<td>April 19</td>
<td>Moore text, Chapter 15</td>
</tr>
<tr>
<td>Apr. 26</td>
<td>Moore text, Chapter 16</td>
</tr>
<tr>
<td>May 3</td>
<td>Moore text, Chapter 17</td>
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</tbody>
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**Term papers due**

**May 10**  No class.

### Bibliography:


### Disability Accommodation:

Any student who requires academic adjustment or accommodation because of disability is requested to speak with the professor no later than the first two weeks of the semester. Students should notify Diane Stoltz, Coordinator of Specialized Services, located on the first floor of Seton Hall of their particular disability and special needs (telephone number 716-286-8076). Niagara University will make reasonable accommodations for persons with documented disabilities.

### Counseling Center:

Any student in need of personal counseling may use the Niagara University Office of Counseling Services located in Seton Hall-Lower Level. The Office of Counseling Services offers free, confidential counseling services. Call 286-8536.

### Focusing time:
Because most of us lead very busy lives, each class will begin with a focusing time. Focusing times will alternate using five minutes of silence one week and reflective music the next. This exercise is not intended to be religious or spiritual, simply a time to close off the distractions of our active life to better concentrate on the class. The only rule is for students in the class to do nothing during this time: don’t write, eat, drink, sing, etc. Focusing time will begin at 7:20pm.