# PHYLLIS AND HARVEY SANDLER SCHOOL OF SOCIAL WORK

# FLORIDA ATLANTIC UNIVERSITY

# Conflict Resolution [3 credits] SOW 6158-002 (41868)

# SPRING 2018 Boca Campus – Classroom SO 318

# Instructor: Dr. Allan Barsky Office Hours: One hour before & after class

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# Professor’s Website: [www.barsky.org](http://www.barsky.org) Canvas Website: <http://canvas.fau.edu>

Class meets from 9:15 am to 4:25 pm on March 5, 6, 7, 8, and 9, 2018 (plus online work)

###### SYLLABUS

**MSW PROGRAM MISSION**

The mission of our MSW program is to educate competent and compassionate social workers for advanced clinical social work practice with children, adolescents, adults, elders, couples, families, and groups. Our graduates possess critical thinking skills and engage in evidence-based clinical practice, with a deep respect for human diversity and strengths, and with a desire to continue lifelong learning and professional development.

**COURSE DESCRIPTION**

Conflict is a natural and common phenomenon in social interaction. Many models of social work practice – radical, ecological, systems, generalist, and problem-solving approaches – engender concepts such as conflict, advocacy, negotiation, and mediation. While different types of conflict management are discussed as important social work roles, there are few opportunities in the social work curriculum for students to explore the theoretical basis for a conflict resolution approach or to gain experience in how to put a comprehensive set of conflict resolution techniques into practice. This course will identify a range of conflict resolution approaches, but will focus primarily on negotiation, mediation, and advocacy.

**RELATION TO THE EDUCATIONAL PROGRAM:**

Conflict Resolution is an elective course designed primarily for students in the graduate social work program, though it is open to graduate students from other disciplines and professions. A diversity of backgrounds within the class allows us to deal with conflicts that often arise between people with diverse educational and practice experience, and promote positive ways of working together. This course encompasses a conflict at micro, mezzo, and macro levels of practice, and incorporates examples from a variety of fields of practice, including health, aging, child and family, criminal justice, and education. Building on the systems, strengths, and social justice perspectives learned in the foundation courses, this course provides methods of dealing with conflict in order to the advance the interests of clients and to promote social change.

**Topics:**

1. Introduction to Decision-Making Theory and Social Conflict Theory

2. The Roles of Conflict Resolution in Social Practice: The range of conflict resolution approaches: advocacy, negotiation, mediation, third party decision makers, investigation, state enforcement, restorative justice, and social control.

3. Negotiation, Mediation, Facilitation, and Advocacy between Groups

1. Social Policy: Effecting Positive Change
2. Coalitions
3. Conflict in a Multicultural/Pluralistic Society
4. Identity-Based Conflict

4. Negotiation, Mediation, and Advocacy between Individuals

1. Students
2. Co-Workers in an Agency
3. Family Members
4. Community Disputes

5. Negotiation, Mediation, and Advocacy between Individuals/Families and Social Systems

1. Child and Family
2. Health and Aging
3. Education
4. Criminal Justice

6. Limits of Negotiation, Mediation, and Advocacy

1. Values and Ethical Issues: Safety, Fairness, Responsibility
2. Power Imbalances
3. Matching Approaches with Clients, Issues, and Situations

7. Approaches, Skills, and Strategies in Practice

1. Power-based, Rights-Based, Interest-Based, Identity-Based, Therapeutic, and Transformative Models
2. Language and Techniques of Conflict Resolution
3. Styles of dealing with Conflict
4. Stages of Conflict Resolution
5. Pre-empting and Reframing
6. Developing Environments Conducive to Conflict Management

# Competencies and Practice Behaviors

The Council on Social Work Education’s Educational Policy and Accreditation Standards (2008) identify 10 core competencies for social work programs. Upon successful completion of this course, students will be able to demonstrate these advanced clinical practice behaviors.

1. **Identify as a professional social worker and conduct oneself accordingly.**

* Understands conflict styles (from Thomas-Kilmann) and is able to use different styles appropriate to particular professional roles and situations. (CB 1a)[[1]](#footnote-1)

**2. Apply social work ethical principles to guide professional practice.**

* Uses constructive dialogue, negotiation, mediation, and advocacy to manage conflicts related to values and ethics in professional practice. (CB 2a)

**3. Apply critical thinking to inform and communicate professional judgments.**

* Critically evaluates conflict resolution theory, restorative justice, and evidence-based practices in relation to negotiation, mediation, and advocacy. (CB 3a)

**4. Engage diversity and difference in practice.**

* Uses strengths-based conflict resolution practices (including interest-based and transformative CR) to engage clients from diverse backgrounds and perspectives. (CB 4a)

**5. Advance human rights and social and economic justice.**

* Uses knowledge of power, transformative conflict resolution, and restorative justice to promote peace and social justice. (CB 5a)

**6. Engage in research-informed practice and practice-informed research.**

* Uses research methods to evaluate effectiveness of conflict resolution processes. (CB 6a)

**7. Apply knowledge of human behavior and the social environment.**

* Synthesizes and differentially applies theories of conflict (including attribution theory, loss theory, social exchange theory, restorative justice, and power theory) to guide conflict resolution processes. (CB 7a)

**8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.**

* Designs and promotes conflict resolution processes that foster collaboration, peace, insight, empathy, empowerment, and social justice. (CB 8a)

**9. Respond to contexts that shape practice.**

* Anticipates and responds to the contextual variables that affect conflict resolution, including cultural, technological, geographic, political, legal, economic, and environmental contexts. (CB 9a)

**10. Engage, assess, intervene, and evaluate individuals, families, groups, organizations, and communities.**

* Engagement: Uses neutrality, empathy, genuineness, and unconditional positive regard to develop trust with client systems from diverse backgrounds. (CB 10a)
* Engagement: Attends to the interpersonal dynamics and contextual variables that may affect the relationship between conflict resolution practitioner and client systems. (CB 10b)
* Engagement: Fosters informed consent and self-determination when offering conflict resolution to client systems and when identifying mutually accepted goals of conflict resolution processes. (CB 10c)
* Assessment: Uses conflict resolution tools to assess positions, needs, interests, power, loss, and emotional issues in relation to conflict situations. (CB 10d)
* Assessment: Assesses clients’ motivation to maintain and/or resolve conflict. (CB 10e)
* Assessment: Assesses client’s strengths in relation to managing conflict more effectively. (CB 10f)
* Assessment: Selects and modifies appropriate conflict resolution strategies based on continuous clinical assessment. (CB 10g)
* Assessment: Assesses how power, social identity, loss, culture, values, beliefs, attitudes, expectations, language, and motivation are affecting a conflict situation and possibilities for resolution. (CB 10h)
* Intervention: Critically evaluates, selects, and applies best conflict resolution practices and evidence-based interventions. (CB 10i)
* Intervention: Collaborates with other professionals (including mediators, advocates, physicians, nurses, attorneys, and judges) to ensure effective conflict resolution. (CB 10j)
* Evaluation: Uses clinical evaluation strategies to assess the effectiveness of their conflict resolution interventions. (CB 10k)

**READINGS**

The primary text for this class is available at the Boca campus bookstore and from online suppliers: Barsky, A. E. (2017). *Conflict resolution for the helping professions*: *Negotiation, nediation, advocacy, facilitation, and restorative justice* (3rd ed.)*.* New York: Oxford University Press.

NOTE: Please do not purchase prior editions, as these editions are missing chapters and assignments that we will be using in this course.

Other course readings may be distributed in class. Please visit the **Canvas website** for this course <http://canvas.fau.edu> for additional information, including recommended readings posted under “Modules” and online quizzes. We may also use Canvas to post notices, to create discussion groups, and to post additional readings. Canvas can also be used by student groups for study purposes, discussions, or to work on joint papers/projects. The following FAU website has useful tips for searching databases and references relevant to Social Work - <http://libguides.fau.edu/social_work-boca>. A gateway for Conflict Resolution information may also be found at [http://crinfo.org](http://crinfo.org/).

**Please check your email address for notices from Canvas and MyFAU (**[**http://myfau.fau.edu**](http://myfau.fau.edu)**) or you may not receive important emails for this course**. On Canvas, you can set up notices to go to another email address, but FAU generally advises against this because many email providers and antivirus programs treat forwarded email as junk mail/spam. Note that you can send and retrieve mail from Canvas by clicking the “Inbox.” Since some people have not used Canvas before, I will provide a demonstration in the first class.

**Format:**

The format of this course includes presentation of theory, group discussion, guest speakers who incorporate mediation or advocacy in their practice, videos of scenarios, case application, and role-play exercises. The readings are drawn from the literature of social work, conflict resolution, and other disciplines. **Student group-work outside of class will be required for some experiential components of the assignments.**

This course will be intellectually stimulating, directly relevant to many fields of social work practice, and enjoyable as an educational experience [you have just read an example of how strategic framing can be used to foster positive expectations].

## QUIZZES (Worth 30% of final grade)

Students will take five required midterm quizzes based on the required readings from the Barsky text and the related classes. *These quizzes will be available online (on Canvas, under “Quizzes”)*. Each quiz will include 10 multiple-choice questions. You will have 20 minutes to complete each quiz. The quizzes will include questions that relate to understanding and applying conflict resolution concepts. *Please read the instructions for each quiz on Canvas as you are reading and preparing for the quiz, so you will know which topics to focus upon*. One purpose of having these quizzes is to ensure that we all have the same baseline of knowledge about conflict resolution theory and practice. With this baseline knowledge, we will be able to engage in experiential exercises that will give you an opportunity to apply knowledge and skills to practice situations. Each quiz can be taken any time **before 10 p.m**. on the due date listed above in the class schedule. The professor will post a practice quiz to help you prepare for the quizzes that count. The practice quiz is purely optional and does not count toward your final grade. The quizzes are open-book, meaning that you may use your notes or textbook, but (as per the FAU Code of Academic Integrity) you may not consult with or share answers with anyone else. Each of the five quizzes is worth 6% of your final grade (for a total of 30% for all five quizzes). You will have an opportunity to take ONE make-up quiz (as listed below) to make up for any one of the prior quizzes (e.g., if you accidentally missed a due date, were sick, experienced family emergencies, had computer problems, or otherwise scored low on a prior quiz). Your grade for the make-up quiz will replace your grade for a missed quiz (if any) or your lowest score on the other quizzes if you completed all of them. If your lowest score is the one for the make-up quiz, then it will not be used to replace your other scores. The professor will release the answers to each quiz on Canvas after all students have completed the quiz.

\* DUE DATES FOR QUIZZES – please put these reminders in your calendar to make sure you do not miss any due dates (note 10 PM deadlines):

**February 4 by 10 PM:** Student Information Survey (no reading or prepration required)

**February 11 by 10 PM:** Practice Quiz: Module I - Foundations of Conflict Resolution (pp. 1-21)

**February 25 by 10 PM:** Quiz on Chapters 1, 2, and 3 – Mindful Practitioner, The Theoretical Bases of Conflict Resolution, and Restorative Justice (pp. 23-127 – Note - You do not need to read the discussion questions, role-plays, or major assignments to prepare for this quiz or any of the other quizzes)

**March 18 by 10 PM**: Quiz on Module II and Chapters 4, 5, and 6 – Negotiation (pp. 130-236)

**March 25 by 10 PM:** Quiz on Module III and Chapters 7 and 8 – Mediation (pp. 238-382)

**April 1 by 10 PM:** Quiz on Chapter 9 – Group Facilitation (pp. 437-468)

**April 8 by 10 PM:** Quiz on Chapter 10 – Advocacy (pp. 470-522)

**April 15 by 10 PM:** Optional Make-Up Quiz on Module IV – Additional Methods of Conflict Resolution (pp. 385-436)

GROUP Assignments (worth 70% of final grade)

Throughout the course, students will role-play case situations in small groups. Certain role-plays will be designated for assignment purposes. Working in small groups, everyone will *conduct a major role-play* related to each of the THREE methods of of conflict resolution: negotiation, mediation, and advocacy. For the write-up, all students will submit written assignments for the Negotiation Role-Play. You will have a *choice on whether to do the written assignment on either the Mediation or Advocacy role-play*. Each graded group assignment will be worth 35% (for a total of 70% for both graded group assignments)

* **Due March 26 before 10 pm**
  + For the **Negotiation** role-play, you may choose between the 2 role-plays located on pages 113-117 of the Barsky text. (post on Canvas as a GROUP)[[2]](#footnote-2)
* **Due April 16 before 10 pm** 
  + For the **Mediation** role-play, you may choose between the 2 role-plays on pages 295-299 (post on Canvas as a Group)[[3]](#footnote-3)  
     OR
  + For the **Advocacy** role-play, you may choose between the 4 role-plays, located on pages 512-521. (post on Canvas as a Group)

**When choosing which of the role-play scenarios to use, please read only the “Common Facts.”** Once you have chosen a role-play for an assignment, assign different group members to different roles. **Each group member should read only the “Confidential Facts” related to his/her role.** All assignments should be submitted by groups of 2, 3, or 4 students. You do not need to stay with the same group of students for each assignment that you submit. You do not have to announce ahead of time which role-plays you are selecting.

*The due dates are scheduled so that you will complete each assignment before the next one is completed. I will try to give you feedback on each assignment as soon as possible so that you will have my feedback prior to submitting the following one. This will enable you to incorporate any suggestions into your next assignment.*

Include the following content areas for your analysis (as per pages 113-115 of the textbook; there is also an MS Word document on Canvas under “Modules” that you may use as a template for this assignment):

* 1. *Cover Page*—Indicate the assignment name and number, student(s) submitting this paper, email address for each student, professor's name, course name, educational institution, and the date submitted.
  2. *Introduction*—Briefly describe the context of the role-play (what was the conflict about). Define three or four of your learning objectives for the assignment. What did you want to learn, and why? Focus on your own objectives as a developing CR professional, rather than the particular details of the substantive conflict. For example, “My first learning objective for this assignment was to develop a practical understanding of how critical loss theory (Ypocotnod, 2015) can be applied in the context of a conflict between professionals in a social agency,” *not*, “The purpose of the assignment was to get Pam to stop calling Arnie a wimp, and to get Arnie to promise not to slash Pam’s tires every time he was mad at her.” [1 paragraph]
  3. *Preparation*—Describe the steps that you and the other parties took to prepare for this exercise, for example, reflection or mental preparation; use of instruments to aid in preparation; theory and approaches from your readings that you planned to apply; steps taken to set up the meeting; issues you expected to deal with; and strategies you prepared. Include brief descriptions of key concepts from your readings (you should use 3 to 8 scholarly books or articles in addition to this textbook). If you used any preparation instruments, you can be attached these as an appendix or simply summarize how you used them. If you decided to enter the role-play with little or no preparation, indicate this, but also note what types of preparation might have been useful in retrospect. [1 to 3 pages]
  4. *Overview of the Intervention*—Briefly describe the overall process of the conflict resolution interaction. Write this narrative in either third person or first person, depending on which you feel will be more clear and concise. [2 to 3 pages]
  5. *Process Recording*—Use the following table format to develop a process recording that provides a detailed analysis of key interactions during the role-play). The left column includes a word-for-word transcript of what the parties said during these key interactions. You do not need to transcribe the whole role-play, just the key interactions. Audiotaping your role-play can be helpful for transcribing; otherwise, use your memory. Start a new row each time a new client or professional speaks, so the comments across each row relate to just one person's response. The second column describes what you observed about the client(s) or other parties during that segment of the role-play (e.g., The client was smiling from ear to ear; The client raised her voice). Also, include different interpretations of what you observed (The raised voice may have indicated she was either nervous or angry). The third column indicates the thoughts or feelings of the work at that point in the interaction (e.g., I thought she was angry at me, so I felt defensive). The right column indicates skills and theory that either were used or could be used by the professional at this point [e.g., "Hatley's Anger Theory (2015) suggests that anger often masks feelings of insecurity; Power-based CR suggests that I could play on the client's insecurity in order to put her on the defensive (Corner, 2014)"]. [5 to 8 pages]

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| **NARRATIVE (*Verbatim*)** | **OBSERVATIONS OF CLIENT & POSSIBLE INTERPRETATIONS** | **REFLECTIONS (Thoughts and Feelings of the Professional(s))** | **SKILLS, THEORY & ALTERNATIVES** |
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[feel free to cut and paste this table into your own word-processing document and add rows as needed, or use the template posted on Canvas]

* 1. *Critique*—Provide an overall critique analysis of what worked well, what did not work well, and why. Be sure to use non-judgmental, positive, future-focused language. Rather than, “My pathetic attempt to use structured role reversal really sucked,” try, “I was trying to use role reversal so that Mable could gain an insight into Garnet’s concerns. Mable was not ready to engage in a role reversal, because I had not dealt with her anger (Sibyl, 2014). If I were to be faced with this type of conflict in the future, I would try…” Your critique may also include any ethical, cultural, or practical issues that arose in trying to apply certain theories to your role-play. Your critique should include social work values, theories, or perspectives, as they relate to the CR theory and role-play that you have analyzed (if you come from a profession other than social work, you can use that profession's perspective, rather than a social work perspective). [3 to 6 pages]
  2. *Conclusion*—Describe any follow up that you would suggest for dealing with the conflict in the exercise. Identify your key learnings from this exercise, including how the role-play and analysis may have added to your understanding of what you have read and discussed in class. Was there anything that you learned that went beyond what was covered in class and in your readings? [1 to 3 paragraphs]
  3. *References–*approximately 4 to 10 scholarly references (with focus on theory and skills related to understanding and assessing conflict, and how to intervene in conflict; you could include some references related to the specific social problems raised by the cases, such as schizophrenia, adoption, methadone maintenance, and so on, but remember the focus is on conflict resolution processes rather than an assessment of the specific social issues which are used in the case examples)
  4. Appendices (optional): You may include any tools that you used to prepare for the role-play, such as decision trees, ecomaps, negotiation preparation notes, agreement to mediate, or advocacy briefs.

Use the American Psychological Association Format for this paper (15 to 20 pages plus cover page and any appendices, double-spaced except for the process recording which is single-spaced; no abstract is needed; click for [APA help](http://owl.english.purdue.edu/owl/resource/560/10/)). I have provided a sample assignment in Appendix 3 to illustrate how to carry out this project.

**Evaluation** will be based on the following criteria: selection of relevant readings; engagement of the reader; clear format (using APA Manual of Style); literary competence, accurate description of key CR concepts, originality and creativity, linkages to social work perspectives,[[4]](#footnote-4) ability to apply skills and techniques appropriate for different phases and approaches to intervention; ability to reflect on the experiential processes (including role-plays) in an accurate and critical manner. Try to integrate skills, theory, values, and reflection as specifically and accurately as possible. This will show that you know how to apply your CR knowledge in a practice situation, as well as how to critique the CR approaches that you used. You will not be graded on your actual performance in the exercise, but rather on your analysis of the exercise. For example, even if you did not use a certain strategy effectively in the exercise, you can demonstrate in the analysis that you know how it could have been applied. Part of your evaluation will be based upon whether you fulfilled the learning objectives that you identified (e.g., if you say that you wanted to learn how to implement the model of "insight-based mediation," then your paper should define the main concepts of this model and show how they can be implemented in practice).

Please video-record your role-plays. Although you do not have to submit your videos with your assignments, please keep them in case I have any questions while grading the assignment. (Before recording parts of the class, including role-plays or discussions, ensure that you have *consent* of your colleagues).

[The written assignments relate specifically to the following Concentration Behaviors: 1a, 2a, 3a, 4a, 5a, 6a, 7a, 9a, and 10a to 10*l*]

**If you would like to develop your own alternative assignments, please submit your proposal in writing by the start of the third class. Alternatives could include class presentations, major term papers, videotapes, DVDs with subtitles showing the theory and skills put in practice, research proposals, or other projects negotiated with the instructor. On acceptance of your proposal, your written contract with the instructor should include the topic, format, length (range of pages or time), due date, and evaluation criteria.**

# COURSE GRADING

Your Final Grade for this course will consist of the weighted average of the points earned in all of the assignments and quizzes. Grades will be assigned as follows:

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| 94 – 100% = A | 73 – 76% = C |
| 90 – 93% = A- | 70 – 72% = C- |
| 87 – 89% = B+ | 67 – 69% = D+ |
| 83 – 86% = B | 63 – 66% = D |
| 80 – 82% = B- | 60 – 62% = D- |
| 77 – 79% = C+ | 0 – 59% = F |

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Winslade, J., & Monk, G. (2008). *Narrative mediation.* San Francisco: [Jossey-Bass](http://www.josseybass.com/WileyCDA/). (HM 1126 M66 Boca)

Young, P. (2008). Take it or leave it. Lump it or grieve it: Designing mediator complaint systems that protect mediators, unhappy parties, attorneys, courts, the process, and the field. *Ohio State Journal on Dispute Resolution*, 21, 721-753.

**Web Sites:**

Association for Conflict Resolution (includes the former Academy of Family Mediators, CREnet and SPIDR), <http://www.acrnet.org>

Association of Family and Conciliation Courts, <http://www.afccnet.org>

Conflict Resolution Information Source, <http://crinfo.org>

Florida Conflict Resolution Consortium, [http://consensus.fsu.edu](http://consensus.fsu.edu/)

Florida Dispute Resolution Center (accredits mediators in FL, and has a conference in Orlando each year), <http://www.flcourts.org/gen_public/adr/brochure.shtml>

Florida State Legislation, <http://www.leg.state.fl.us>

International Negotiation (Electronic Journal) <http://www.brill.nl/international-negotiation>

Nova Southeastern University Conflict Resolution Program, <http://shss.nova.edu/programs/certificate/conflict_analysis.htm>

Peace Education Foundation – Miami [http://www.peace-ed.org](http://www.peace-ed.org/)

Program On Negotiation at Harvard [http://www.pon.harvard.edu](http://www.pon.harvard.edu/)

**Videos available at FAU Libraries or Online:**

Interest-Based Mediation - <http://www.youtube.com/watch?v=sLMBIumFMRk>

Program on Negotiation (n.d.) Saving the last dance: Mediation through understanding. Cambridge, MA: Harvard Law School. (FAU Ft. Lauderdale Library Reserve VHS – 347.7309 SA)

American Management Association (n.d.). Successful negotiating. Washington, DC: Author. (FAU Ft. Lauderdale Library Reserve VHS – 658.405 SU)

Institute for the Study of Conflict Resolution (2004). *Family ties mediation.* (DVD and script – transformative mediation). Grand Forks, ND: Author.

The "Purple" House conversations [video]: Viewing a mediation in the transformative framework (2003). Boca Raton Center, HM1126 .P87 2003-7-day loan.

Restoring justice (1996). Jupiter Campus, Media, HV8688 .R498

Willer, R. (2016). How to have better political conversations. Retrieved from <http://www.ted.com/talks/robb_willer_how_to_have_better_political_conversations>

**CLASS BY CLASS** (subject to changes that will be discussed in class):

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Date** | Class Description | **Readings[[5]](#footnote-5)** |
| **Class 1** | **March 5, 2018**  **Morning** | Introductions, Definitional and Conceptual FrameworkCourse Overview, Choices and Contract,Online Quizzes, Groups | **Module I (pp. 1-22)**  (CBs 2a, 5a, 8a, 9a) |
| **Class 2** | **March 5 Afternoon** | Mindful Practitioner (Conflict Styles, Skills, Values)Theories: BPSS, Decision-making Theory; Trees; Game Theory Restorative Justice | **Chapters 1, 2, & 3 (pp.23-100)**  **Appendix** on Decision Trees  (CBs 1a, 2a, 3a, 4a, 6a, 7a) |
|  | **March 6 Morning** | Negotiation - Theory; Varied approaches: Power, Interest-based, Transformative; John Cleese videotape, Win-Squared Software | **Module II – Chapters 4, 5, & 6 (pp. 130-236)**  (CBs 9a, 10a to 10i) |
| **Class 4** | **March 6**  **Afternoon** | Negotiation - Skills and techniques | **Same readings as for morning.**  (CBs 9a, 10a to 10k) |
| **Class 5** | **March 7 Morning** | Negotiation Role-Play: DebriefMediation with Individuals and Families | **Module III (pp. 238-300)**  (CBs 3a, 4a, 10a to 10k) |
| **Class 6** | **March 7 Afternoon** | Mediation: Interest-Based vs. Transformative | **Chapter 7**  **(pp. 301-327)**  (CBs 6a, 7a, 10a to 10k) |
| **Class 7** | **March 8**  **Morning** | Family Mediation and a Therapeutic Approach Facilitation  Dialogues on Race, Religion, Oppression and Social Justice | **Chapters 8 & 9**  **(pp. 328-469)**  (CBs 1a, 2a, 3a, 5a, 9a, 10h, 10i, 10j) |
| **Class 8** | **March 8**  **Afternoon** | MEDIATION ROLE-PLAYAdvocacy - Range of Advocacy Activities;Building Alliances; Power through Weakness, Social Justice issues | **Chapter 10**  **(470-522)**  (CBs 1a, 5a, 8a, 10a to 10k) |
| **Class 9** | **March 9**  **Morning** | Advocacy (cont’d) – Values and Ethical issues, Skills, Preparation for Role-plays Advocacy Role-playsCourse Evaluation – please bring Smart Phone, Tablet or Computer | **Same as for Class 8**  (CBs 1a, 2a, 6a, 8a, 10a to 10k) |
| **Class 10**  **Last Class** | **March 9**  **Afternoon** | Advocacy Role-plays (continued)Additional 3rd Party Interventions, Summary and Options for further education and practice in CR field | **Module IV**  **(pp. 386-436)**  (CBs 1a, 3a, 5a, 8a, 10a to 10k) |

\* In the event of a hurricane warning, see [www.fau.edu](http://www.fau.edu) or watch other media announcements for updates on whether there will be a disruption in FAU classes. Class times and assignments will be modified as needed.

### Professional Expectations of Student Behavior

The Florida Atlantic University School of Social Work is mandated by the Council on Social Work Education (CSWE) to foster and evaluate professional behavioral development for all students in the social work program. The School of Social Work also bears a responsibility to the community at large to produce fully trained professional social workers who consciously exhibit the knowledge, values, and skills of the profession of social work. The values of the profession are codified in the NASW Code of Ethics. Given this context, all students in the social work program will be expected to exhibit the following ethical standards of behavior.

1. **Accountability**: Attend class, arrive on time, and return from break in a timely manner.

*Participate in group activities and assignments at a comparable level to peers.*

*Complete work in a timely fashion and according to directions provided.*

*Come to class prepared, with readings and other homework completed.*

1. **Respect**: Treat all your peers, your instructors and all those you come in contact with, with dignity and respect at all times.

*Listen while others are speaking.*

*Give feedback to peers in a constructive manner.*

*Approach conflict with peers or instructors in a cooperative manner.*

*Use positive and nonjudgmental language.*

1. **Confidentiality**: Treat any personal information that you hear about a peer or an instructor as strictly confidential.

*Maintain any information shared in class, dyads or smaller groups within that unit.*

*Use judgment in self-disclosing information of a very personal nature in the classroom. (Class time should not be used as therapy or treatment. If students feel the need to talk about issues they are struggling with, they many consult with their instructor to receive a referral for counseling.)*

*Never use names of clients or disclose other identifying information in the classroom.*

1. **Competence**: Apply yourself to all your academic pursuits with seriousness and conscientiousness, meeting all deadlines as given by your instructors. Constantly strive to improve your abilities.

*Come to class with books, handouts, syllabus, and pens*

*Seek out appropriate support when having difficulties to ensure success in completing course requirements.*

*Take responsibility for the quality of completed tests and assignment.*

*Strive to work toward greater awareness of personal issues that may impede your effectiveness with clients.*

1. **Integrity**: Practice honesty with yourself, your peers, and your instructors. Constantly strive to improve your abilities.

*Academic: Commit yourself to learning the rules of citing other’s work properly.*

*Do your own work and take credit only for your own work.*

*Acknowledge areas where improvement is needed.*

*Accept and benefit from constructive feedback*

*Submission of Papers:**Students will submit their written assignments on paper and electronically. Electronic copies will be subject to plagiarism analysis and will be kept in electronic file for future reference. A student may not submit the same paper, or essentially the same, paper, project, assignment, or finished project to an instructor, which has been submitted to another instructor, unless specifically authorized by both instructors to do so.*

1. **Diversity**: Strive to become more open to people, ideas, and creeds that you are not familiar with. Embrace diversity.

*Maintain speech free of racism, sexism, ableism, heterosexism, or stereotyping.*

*Exhibit a willingness to serve diverse groups of persons.*

*Demonstrate an understanding of how values and culture interact.*

1. **Communication**: Strive to improve both verbal and written communication skills as these skills are used heavily in interactions with clients and peers and also with creating client records.

*Demonstrate assertive communication with peers and instructors.*

*Practice positive, constructive, respectful and professional communications skills*

*With peers and instructor: (body language, empathy, listening)*

8. **Social Justice**: Strive to deepen your commitment to social justice for all populations at risk.

*Demonstrate an understanding of how institutional and personal oppression impede the experience of social justice for individuals and groups.*

*Strive to learn about methods of empowering populations and enhancing social justice at micro, mezzo, and macro levels.*

### Consequences of Unacceptable Behavior

The School of Social Work may terminate a student’s participation in the program on the basis of professional non-suitability if the School’s faculty members determine that a student’s behavior has constituted a significant violation or pattern of violations of the NASW Code of Ethics, the FAU School of Social Work Student Manual, or the FAU Academic Policies and Regulations. Examples of violations that may lead to termination include (but are not limited to) the following:

1. Failure to meet or maintain academic grade point requirements as established by the University and the Social Work program.

1. Academic cheating, lying, or plagiarism.
2. Behavior judged to be in violation of the NASW Code of Ethics.

1. Failure to meet generally accepted standards of professional conduct, personal integrity, or emotional stability requisite for professional practice.
2. Inappropriate or disruptive behavior toward colleagues, faculty, or staff (at the School or in the field placement).
3. Consistent failure to demonstrate effective interpersonal skills necessary for forming professional relationships (for example, unable to demonstrate nonjudgmental attitude or unable to allow client self-determination).
4. Documented evidence of criminal activity occurring during the course of study.

For additional university-wide policies and regulations see the FAU Catalog at <http://www.fau.edu/registrar/registration/catalog.php>. This website contains information on grading, incomplete grades, cheating on exams, plagiarism, expectations of student behavior, and communications devices (e.g., cell phones to be disabled during class sessions).

### Class Attendance and Participation

Social work education is designed to help students prepare for professional practice. In order to model ethically appropriate practice, please treat coming to classes as you would treat working at an agency. Given the Council on Social Work Education’s requirements for professional behavior, *attendance for all classes is required*. More than one unexcused absence, excessive tardiness, or patterns of leaving early may result in a reduction of the final grade. Students may be asked to present a written excuse from a healthcare provider for excused absences due to illness or other documentation for other circumstances. Since participating in class is an integral part of social work education, it is vital that the student be in class; therefore, *even with excused absences, the student may be required to withdraw or retake the class*. If a student misses more than **3 hours of class time** – whether or not there is a documented, excused absence – the student may receive a substantial decrease in the final grade. As per FAU policy, attendance at the first class is mandatory. If a student misses the first class, that student may be asked to withdraw from the course and re-register in a future term.

### Policy on Use of Recording Devices in the Classroom

The School of Social Work prohibits the use of cell phones, beepers, computers, audio recording, or video recording devices during instructional activities in classrooms, laboratories, and studios without the express written consent of the instructor. This prohibition does **not** apply to specific accommodations approved by the FAU Office for Students Accessibility Services (<http://fau.edu/sas/)>. When the instructor's consent is given, the materials produced are for personal use only and are not for distribution or sale in any fashion.

**SAFEWALK – Night Owls**

Boca Raton 561-297-6695 Davie 954-236-1902 Ft. Lauderdale 954-762-5611 Jupiter 561-799-8700

Campus security will escort individuals, day or night. Call ahead or go to their offices at Room 155 in the LA Building, Davie to make appropriate arrangements.

**STUDENT ACCESSIBILITY SERVICES**

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU’s campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/

**DISCRIMINATION OR HARASSMENT** – 561-297-3004

Students with concerns about on-campus discrimination or harassment (including sexual harassment) can contact the Office of Equity, Inclusion, and Compliance for assistance ( <https://www.fau.edu/eic> ). The Boca Raton office is located in Administration Building Room 265. FAU’s full Nondiscrimination Policy is posted at <http://www.fau.edu/regulations/chapter5/Reg%205.010%206-2015.pdf>

**RELIGIOUS HOLIDAYS**

Please advise the instructor at the beginning of the term if you require accommodations for religious holidays.

**ATTENDANCE**

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student’s responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed

Please advise the instructor at the beginning of the term if you require accommodations for *religious holidays*.

**CODE OF ACADEMIC INTEGRITY**

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001.

**COUNSELING & PSYCHOLOGICAL SERVICES (CAPS) CENTER**

additional information on student rights and responsibilities, please see the FAU Catalog at Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU’s Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to http://www.fau,edu/counseling/

**ADDITIONAL INFORMATION ON STUDENT RIGHTS and RESPONSIBILITIES**

For additional information on student rights and responsibilities, please see the FAU Catalog at <http://www.fau.edu/registrar/universitycatalog/welcome.php> and MSW policies at http://cdsi.fau.edu/ssw/current-students/msw

1. CB – stands for “concentration practice behavior” and refers to one of the 20 practice behaviors in our Clinical MSW curriculum. In order to ensure that students are able to develop and demonstrate these competencies, each practice behavior is incorporated into course content, assignments, quizzes, class activities, and evaluation. [↑](#footnote-ref-1)
2. Save your assignments with the file name in the following format: YourLastNames-Topic.docx – e.g., Smith-Keebler-Negotiation.docx [↑](#footnote-ref-2)
3. Professor must submit grades by August 10, so extensions will not be possible. [↑](#footnote-ref-3)
4. If you come from a professional background other than social work, use theory, values, and perspectives from your actual profession. [↑](#footnote-ref-4)
5. Chapter numbers are based on the required course textbook, Barsky, A. E. (2017). *Conflict resolution for the helping professions* (3rd edition). New York: Oxford University Press. Please do not use prior editions as the chapters and exercises are substantially different. [↑](#footnote-ref-5)