

University of North Texas
Department of Sociology and Applied Gerontology
Course Syllabus

AGER 4250.001 CRN 23988

Mediation and Aging

Fridays 2:00pm – 5:30pm; Dates: 03/29/2013 - 04/12/2013

Saturdays and Sundays 12:00 – 5:00; Dates: 03/30/2013 - 04/14/2013

BLB 140

FACULTY INFORMATION:

Faculty Name: K. Whisnant Turner, Ph.D.
Associate Professor of Applied Gerontology
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Contacts

If you have any questions or concerns about the course, please email me or call me directly at 940-390-1619 and leave a voice mail message including the number where you can be reached.



I usually return calls the same business day that they are received, but please allow 24 hours for a return call. If for some reason you have not received a return call within a day, please send me an email message at Keith.Turner@UNT.edu; please leave a detailed message including your cell phone number. I routinely check my email and phone messages.

Short Bio: Dr. Turner is Associate Professor of Applied Gerontology at the University of North Texas. He received the Interdisciplinary Doctoral Degree from the University of Cincinnati in Geriatrics, Health Policy/Administration, and Urban Planning. His current research addresses developing and evaluating community level programs and services for the aged, disabled, and populations with special healthcare needs. He instructs undergraduate and graduate students in a variety of professional practice courses including mediation, grant proposal writing, community needs assessment, program planning and evaluation. He directs field internship placement for undergraduate and graduate students in Applied Gerontology. Dr. Turner also provides volunteer leadership assistance to local community organizations including the Denton County Geriatric Services Workgroup, the North Central Texas Council of Governments Area Agency on Aging, the Denton County MH/MR Authority, and the Denton County Health Department.

For kicks, Dr. Turner conducts non-profit agency board leadership training and provides strategic planning technical assistance to non-profit agency boards of directors and designs dispute resolution systems and is a professionally trained mediator in interpersonal and organizational conflicts.

Course Information:

Course Dates/Times: Fridays (Dates: 03/29/2013 - 04/12/2013 Times: 2:00pm – 5:30pm)

Saturdays and Sundays (Dates: 03/30/2013 - 04/14/2013 Times: 12:00pm – 5:00pm)

Course Location: Business Leadership Building 140

Course Catalogue Description: (From 2010-2011 Undergraduate Course Catalogue) 5350. Basic Mediation Skills in Aging. 3 hours. This course, which utilizes negotiation and mediation principles and techniques, meets the dispute resolution training needs of individuals serving the elderly and their families. Included are such professionals as social workers, counselors, discharge planners, home health administrators, care managers, nursing home staff, adult protective service workers, ombudsmen, health and human services staff, and anyone else contracted to serve the elderly and their family members.

Required Texts:

Roger Fisher, William L. Ury, Bruce Patton, *Getting to Yes: Negotiating Agreement Without Giving In*. 1991, 2nd edition, Penguin. ISBN: 0140157352. Required.

Christopher W. Moore. *The Mediation Process: Practical Strategies for Resolving Conflict*. 2003. 3rd edition, Wiley, John & Son. ISBN: 0787964468. Required.

Learning Outcomes:

This course provides students a general (basic) introduction to negotiation and the mediation process as a method for dispute resolution. It is specifically tailored to meet the dispute resolution training needs of individuals serving the elderly and their families. Included are such professionals as social workers, counselors, discharge planners, home health administrators, care managers, nursing home staff, adult protective service workers, administrators of AAA and aging services, ombudsmen, MH/MR providers, health and human services staff and anyone else contracted to serve the elderly and their family members.

This course, which utilizes negotiation and mediation principles and techniques, meets the dispute resolution training needs of individuals serving the elderly and their families. Students gain a general (basic) introduction to negotiation theory and practice and the mediation process as a method for dispute resolution. Role play exercises serve as examples for various types of human conflict. Coaching is used to help students acquire conflict resolution tools and to encourage the application of principles of conflict resolution. The required reading provides adequate grounding in negotiation and mediation theory and practice. Classroom lectures address methods for identifying sources of conflict and applying techniques to foster resolution of conflicts. A video is presented to help illustrate and amplify some of the major dynamics in establishing and executing the practice of mediation.

Grading Criteria:

- (20 pts) **Participation:** Students must attend all scheduled class meetings, complete all scheduled assignments prior to class, and actively engage in class discussions and case role play exercises.
- (30 pts) **Case Scenario:** Students will prepare and submit one (1) typed and annotated case scenario fully illustrative of the major principles and concepts of mediation practice.
- (50 pts) **Final Exam:** Students will complete a final examination drawing upon required Readings, textbooks assignments, lectures, videos, and discussion.

Grading Scale:

A 90-100 pts

B 80-89 pts

C 70-79 pts

D 60-69 pts

F ≤ 60 pts

WF Failure to attend class sessions.

Attendance Policy: (From 2010-2011 Undergraduate Course Catalogue) “Regular and punctual class attendance is expected. Although in general students are graded on intellectual effort and performance rather than attendance, absences may lower the student’s grade where class attendance and class participation are deemed essential by the faculty member. In those classes where attendance is considered part of the grade, the instructor should so inform students at the semester’s beginning by a written notice.” See *Enrollment* section of the 2010-2011 Undergraduate Course Catalogue for entire policy.

Academic Integrity: Cheating and plagiarism are serious matters. The usual penalties for these offenses include failure for the assignment, failure in the course, and a written report to the Dean of Students. Plagiarism is the act of taking the ideas and/or words of others and presenting them as your own. If you are uncertain how to cite your sources, please contact the course instructor for assistance.

Americans with Disabilities Act Policy: It is the policy of your instructor to comply fully with the American with Disabilities Act and to make reasonable accommodations for qualified students with disabilities. Please present your written request for accommodation at the start of the semester.

Syllabus Not A Contract: The University attorney advises faculty members to notify students that the syllabus is not a contract and is therefore subject to change. We will try to adhere to the schedule provided, but it is important to note that changes may be necessary to meet unforeseen needs and events.

Diversity Statement: The Department of Sociology and Applied Gerontology at the University of North Texas prepares students to serve populations with diverse socioeconomic and educational experiences. The academic curriculum is designed to provide an environment in which students can develop the skills and attitudes essential to working with people from a wide range of backgrounds.

Assignment Submission Instructions: The final examination is due and must be submitted along with all other assignments on the last class meeting date (April 14, 2013). Exams and assignments submitted after the last class meeting date will result in up to one grade level penalty for each 24 hours late. Any exceptions would be at the discretion of the instructor and would require documentation of a severe emergency. Also to be submitted along with the exam on the last class meeting date are the written article review plus hard copy for the article reviewed as well as the written term paper assignment.

Case Presentation: Case scenario must be comprehensive and fully annotated according to guidelines provided by the course instructor. For example, the scenario must detail the parties to the dispute, the theory explaining the nature of the conflict, the factors driving it, and the issues to be addressed in the resolution, factors inhibiting resolution, factors favoring resolution, and the agenda for the mediation process to be executed, strategies to keep the process moving forward..

Participation: To gain class participation points students must be punctual and be present when attendance is taken and engage themselves in open class discussions, Respect must be shown to the instructor and other students at all times, especially during lectures and case role play exercises. It is important to share in the responsibility for educating yourself and fellow students through the quality of your study and preparation.

Advising: Students seeking advisement or consultation should meet with the instructor after class to schedule an office appointment. Requests for appointments also can be made by phone or email.

PARTIAL LECTURE OUTLINE:

- 1.1 Introduction – overview of course rules and attendance policy**
- 1.2 Course structure and requirements**
- 1.3 Course assignments and reading responsibilities**
- 1.4 What you should really know before you attempt to practice geriatric mediation**

- 2.1 Overview: Negotiation Training Manual**
- 2.2 Intro to Negotiation**
- 2.3 Negotiation as Structure**
- 2.4 Negotiation as Process**
- 2.5 Principle References on Negotiation**
- 2.6 A Continuum of ADR Procedures**

- 3.1 Overview: Mediation Training Manual**

- 3.2 Stages of Mediation**
- 3.3 The Circle of Conflict**
- 3.4 The Hypothesis Wheel**
- 3.5 Possible Strategies and Outcomes to a Dispute**

- 4.1 Market Place Theory**
- 4.2 Ethical Standards of Professional Responsibility**
- 4.3 Checklist for Mediator's Opening Remarks**
- 4.4 Joint Problem Solving & Consensus Building**
- 4.5 Other Relevant Paradigms**
- 4.6 DrTs Short Version of the Mediation Process**