University of Minnesota School of Social Work  
Syllabus  

SW 5904-Facilitation & Conflict Mgmt: Humanistic Approach  

Part I: Course information  
SW 5904-Facilitation & Conflict Mgmt: Humanistic Approach  
2 credit  
Faculty contact:  
Name:  
Email:  
Phone:  
Office Location:  

Short Description:  
The purpose of this course is to prepare students in a humanistic approach to: (1) facilitate meetings in small human service organizations and units within large bureaucratic structures; and (2) manage conflict among individuals, groups, and communities in multiple settings.  

Long Description:  
The purpose of this course is to prepare students in a humanistic approach to: (1) facilitate meetings in small human service organizations and units within large bureaucratic structures; and (2) manage conflict among individuals, groups, and communities in multiple settings, including: organizational meetings, workplace relationships, families, neighborhoods, schools, court services, and social justice movements. Students will be introduced to a number of conflict management practices, including negotiation, mediation, restorative dialogue, and the circle process.  

Moving beyond a quick settlement driven/legalistic approach to facilitating conflict management that focuses entirely on the presenting issues; social workers can offer a more humanistic approach that is dialogue driven. This approach can strengthen and even transform relationships, while also helping manage and resolve the presenting issues. It is also a culturally respectful and flexible approach. Restorative dialogue and circle processes will be highlighted since both are grounded in a humanistic approach. The numerous practices of restorative dialogue include a variety of research-based practices used in the global community that are often based on the wisdom of many indigenous cultures, particularly the circle process. Content areas will include: historical involvement of social workers in facilitation, conflict management, and conflict resolution; humanistic approach to facilitation and conflict management/resolution; and what has been learned from research.
Clinical Content for MN Social Work Licensure:

This course contains some clinical content, as required by the Minnesota Board of Social Work for eligibility for the Licensed Independent Clinical Social Worker (LICSW). The number of hours in each required category is listed below:

<table>
<thead>
<tr>
<th>Area</th>
<th>Differential Diagnosis</th>
<th>Assessment based treatment planning</th>
<th>Clinical Intervention Methods</th>
<th>Evaluation methodologies</th>
<th>SW values and ethics</th>
<th>Culturally specific clinical assessment</th>
<th>Other areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours</td>
<td>0</td>
<td>0</td>
<td>10</td>
<td>0</td>
<td>10</td>
<td>0</td>
<td>10</td>
</tr>
</tbody>
</table>

Part II: Course outcomes

At the conclusion of this course, participants will:

1) Be knowledgeable about the context in which facilitation and conflict management as a social work practice method has developed, including its connection to core social work principles and ethics.

2) Understand the basic principles and techniques of facilitating meetings in small human service organizations, and units within large bureaucratic structures, and in the community.

3) Understand the basic principles and techniques of facilitation, negotiation, mediation, and restorative dialogue as forms of conflict management and resolution, with a particular emphasis on the use of the circle process in multiple social work settings.

4) Understand the humanistic approach to facilitation and conflict management that can lead to deeper conflict transformation and healing, moving beyond mere problem solving.

5) Be knowledgeable of the impact of race and culture (broadly defined) on the experience of facilitation and management/resolution of conflict.

6) Understand the importance of peacebuilding and spirituality in the process of a humanistic approach to facilitation, negotiation, mediation, and restorative dialogue.

7) Understand how techniques of facilitation and conflict management can be applied in workplaces, families, communities, and nations, including in child welfare settings, schools, and working with seniors.

8) Be knowledgeable of empirical research findings related to the practice of mediation and restorative dialogue in a variety of micro and macro systems.
9) Be able to facilitate a conflict management session using a restorative dialogue practice.
**Competency: 2.1.1 – Identify as a professional social worker and conduct oneself accordingly**

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth. Social workers:

<table>
<thead>
<tr>
<th>Practice Behavior</th>
<th>Covered in class through (i.e., activity, reading, content)</th>
<th>Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Foundation: Practice personal reflection and self-correction to assure continual professional development</td>
<td>Session 2</td>
<td>Paper # 1</td>
</tr>
<tr>
<td>• Foundation: Demonstrate professional demeanor in behavior, appearance, and communication</td>
<td>Session 3</td>
<td>Assignment #4: Team Project Role Play</td>
</tr>
<tr>
<td>• Foundation: Use supervision and consultation</td>
<td>Session 3</td>
<td></td>
</tr>
</tbody>
</table>

**Competency: 2.1.3 – Apply critical thinking to inform and communicate professional judgments**

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers:

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Covered in class through (i.e., activity, reading, content)</th>
<th>Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Foundation: Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues</td>
<td>Session 3, 6, 7, 8, 9</td>
<td>Paper # 3 Assignment #4: Team Project Role Play</td>
</tr>
<tr>
<td>• Advanced: Identify and evaluate models of assessment, prevention, intervention and evaluation that are appropriate to their area of practice</td>
<td>Session 2, 3</td>
<td></td>
</tr>
</tbody>
</table>

**EP 2.1.4 Engage diversity and difference in practice**

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers:

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</thead>
<tbody>
<tr>
<td>• Foundation: Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.</td>
<td>Session 4</td>
<td></td>
</tr>
<tr>
<td>• Foundation: View themselves as learners and engage those whom they work as informants</td>
<td>Session 4</td>
<td>Paper # 1</td>
</tr>
<tr>
<td>• Foundation: Continuously discover, appraise, and attend to changing locales, population, scientific and</td>
<td>Session 2, 3</td>
<td></td>
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</tbody>
</table>
technological developments, and emerging societal trends to provide relevant services

- **Foundation: Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services**  
  Session 1, 3, 4  
  Paper # 2

- **Advanced: Assess the impact of historical and contemporary contexts on practice and policy in their area of practice**  
  Session 1

- **Advanced: Organize and advocate with community members, program participants, service providers, community organizations, policy makers and the public to improve practice and service delivery in their area of practice**  
  Session 3, 4, 5

**FC Competency: 2.1.10 (a)-(b) – Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities**

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

<table>
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<tr>
<th>Practice Behavior</th>
<th>Covered in class through (i.e., activity, reading, content)</th>
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</thead>
<tbody>
<tr>
<td>• Advanced - Engage: Use empathy and sensitive interviewing skills to engage individuals and families in identifying their strengths and problems.</td>
<td>Session 3</td>
<td>Role Play Assignment # 4: Team Project</td>
</tr>
<tr>
<td>• Advanced – Engage: Develop a mutually agreed-on focus of work and desired outcomes</td>
<td>Session 3</td>
<td></td>
</tr>
<tr>
<td>• Advanced - Engage: Employ diverse strategies to engage with individuals, families, groups, organizations or communities.</td>
<td>Session 3</td>
<td></td>
</tr>
<tr>
<td>• Advanced - Assess: Assess groups, organizations or communities within their local to global contexts to determine a range of effective and appropriate interventions.</td>
<td>Session 3</td>
<td></td>
</tr>
<tr>
<td>• Advanced - Assess: Identify strengths and assets that exist within communities and groups and employ intervention models that build upon them</td>
<td>Session 3, 4</td>
<td></td>
</tr>
<tr>
<td>• Advanced - Intervention: Help clients resolve problems</td>
<td>Session 1</td>
<td>Assignment # 4: Team Project Role Play</td>
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<tr>
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</tr>
<tr>
<td>• Advanced – Intervention: Negotiate, mediate, and advocate for clients</td>
<td>Session 3, 4, 5</td>
<td>Assignment # 4: Team Project Role Play</td>
</tr>
<tr>
<td>• Advanced - Intervention: Employ knowledge, skills and appropriate conceptual frameworks and theories to tailor a range of evidence-based interventions at organizations and various levels of communities</td>
<td>Session 3</td>
<td>Assignment # 4: Team Project Role Play</td>
</tr>
</tbody>
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**Part III: Course requirements**

**Required Texts and Materials**

(Text Books)


**Social Work Approaches to Conflict Resolution**


**Recommended Texts**


Assignments

Preparation of a paper (6-8 pages, double spaced) that focuses on how the principles and practices of facilitation and conflict management through negotiation, mediation, and restorative dialogue either were or could have been applied within the context of specific conflict in which you were involved within a workplace setting. How did you handle the conflict? To what extent did you apply the basic principles of facilitation and conflict management that you learned in this course? How would the conflict have been resolved differently had the principles you have learned in this course been applied, assuming they were not actually applied. DUE: __________.

#2
Visiting a local human services agency and observing a staff or community meeting. Preparation of a brief (2-3 paper) that reports on the experience, reflects on how the principles and practices of effective facilitation of meeting that were learned from the readings in class (“Running Effective Meetings and Facilitating Groups” and “Guidelines for Facilitating a Meeting”) were or were not evident, and identify what has been learned from this experience. DUE: __________.

#3
Preparation of a paper (8-10 pages, double spaced) that will be a critical analysis of the books “Social Work Approaches to Conflict Resolution” and “Restorative Justice Dialogue.” The paper should identify both several points that you found the most helpful in each book, while also identifying several points that you found the least helpful, issues that were not addressed, or other critical comments. DUE: __________.

#4
Team Project, Presentation: Each student is required to complete a class presentation project as part of a team of three or more students. Projects are to consist of developing and presenting a role-play of a specific conflict situation utilizing a form of restorative dialogue. The conflict should first be played out without any conflict resolution skills. It should then be replayed applying restorative dialogue skills. Presentations of projects should be approximately 45 minutes in length, including class discussion. Presentations will be scheduled on __________.

Grading Structure

<table>
<thead>
<tr>
<th>Element</th>
<th>Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>30%</td>
<td></td>
</tr>
<tr>
<td>Paper #1</td>
<td>15%</td>
<td>aa/bb/cccc</td>
</tr>
<tr>
<td>Paper #2</td>
<td>15%</td>
<td>aa/bb/cccc</td>
</tr>
<tr>
<td>Paper #3 - Observing an agency staff mtg</td>
<td>10%</td>
<td>aa/bb/cccc</td>
</tr>
<tr>
<td>Group Project, Presentation</td>
<td>30%</td>
<td>aa/bb/cccc</td>
</tr>
</tbody>
</table>

Grading Scale

A    =    93 - 100
A -   =    90 - 92
B+   =    87 - 89
B    =    83 - 86
B- = 80 - 82
C+ = 77 - 79
C = 73 - 76
C- = 70 - 72
D+ = 67 - 69
D = 60 - 66

Students who are taking this class S/N must earn at least 70 points in order to receive a grade of S.

Course Policies
There are many University and School of Social Work policies that govern this course. Please go to http://www.cehd.umn.edu/ssw/Documents/SSWCoursePolicies.pdf to see a complete description of all the policies.

Session Plan
Session 1

Topic: HOW FACILITATION OF MEETINGS and CONFLICT MANAGEMENT RELATE TO CORE SOCIAL WORK VALUES

Required Readings:
Text:
Chapter 1: Restorative Justice as a Social Movement
Chapter 2: A Movement Grounded in Core Social Work Values

Articles:

“Running Effective Meetings and Facilitating Groups”, Northeast SABES (System for Adult Basic Education Support, Graduate College of Education, University of Massachusetts, Boston), July 2002

“Guidelines for Facilitating a Meeting”, International Federation of University Women, Geneva, Switzerland, 2005

Related Session Activities
Lecture
Small Group Discussion
Short Simulation
Session 2

Topics: FACILITATION OF MEETINGS IN SMALL HUMAN SERVICE ORGANIZATIONS AND UNITS WITHIN LARGE BUREAUCRATIC STRUCTURES

Required Readings:
Texts:
Chapter 9: The Facilitators Role in Restorative Dialogue

Social Work Approaches to Conflict Resolution Chetkow-Yanoov, Benyamin (1997), Pages 1-44, 79-96
Chapter 1: A Systems Model for Solving Problems
Chapter 2: A Systems Model for Analyzing Conflicts
Chapter 6: Some Basic Ways to Practice Conflict Resolution


Article:

Related Session Activities
Lecture
Small Group Discussion
Short Simulation/Role Play

Session 3

Topics: HUMANISTIC APPROACH TO FACILITATION, NEGOTIATION, MEDIATION, & RESTORATIVE DIALOGUE

Required Readings:

Texts:
Chapter 4: Restorative Justice Dialogue as Intervention
Chapter 5: Victim Offender Mediation
Chapter 7: Peacemaking Circles

Related Session Activities
Lecture
Small Group Discussion
Short Simulation/Role Play

Session 4

Topics: IMPACT OF RACE AND CULTURE ON FACILITATION, NEGOTIATION, MEDIATION, AND RESTORATIVE DIALOGUE

Required Readings:

Texts:
  Chapter 9: The Facilitators Role in Restorative Dialogue
  Chapter 10: Dimensions of Culture in Restorative Dialogue

Social Work Approaches to Conflict Resolution Chetkow-Yanoov, Benyamin (1997), Pages 45-78
  Chapter 3: Conflict Generated by Unmet Needs and Clashes of Values
  Chapter 4: Conflicts Generated by Establishment-Minority Relations
  Chapter 5: Conflicts Generated by Victimization

Articles:

Related Session Activities
Lecture
Guest Speaker
Short Demonstration

Session 5

Topics: IMPORTANCE OF PEACEBUILDING AND SPIRITUALITY IN PROCESS OF DEEPER CONFLICT TRANSFORMATION AND HEALING

Required Readings:

Texts:
  Chapter 3: Spirituality
Articles:

“Peacemaking and Spirituality: Touching the Soul within the Energy of Trauma,” (2005), Umbreit.

Related Session Activities
Lecture
Small Group Discussion
Short Demonstration

Session 6

Topic: RESTORATIVE DIALOGUE IN FAMILY CONFLICTS

Required Readings:

Text:

Chapter 6: Family Group Conferencing

Articles:
“Divorce and Child Custody Mediation” in Mediating Interpersonal Conflicts (2006), Umbreit, Chapter 5


Related Session Activities
Lecture
Guest Speaker
Short Simulation

Session 7

Topics: RESTORATIVE DIALOGUE IN COMMUNITY CONFLICTS

Required Readings:

Articles:
“Community Mediation” in Mediating Interpersonal Conflicts (2006), Umbreit, Chapter 3


Related Session Activities
Lecture
Guest Speaker
Short Simulation/Role Play

Session 8

Topics: RESTORATIVE DIALOGUE IN WORKPLACE CONFLICTS

Required Readings:

Articles:

“Informal Mediation of Staff Conflict in Human Services” in Mediating Interpersonal Conflicts (2006), Umbreit, Chapter 8

Related Session Activities
Lecture
Small Group Discussion
Demonstration
Short Simulation/Role Play

Session 9

Topics: RESTORATIVE DIALOGUE IN SCHOOL CONFLICTS

Required Readings:

Text:
“School Mediation” in Mediating Interpersonal Conflicts (2006), Umbreit, Chapter 7

Articles:

Related Session Activities
Guest Speaker
Video
Simulation/Small Group Discussion

Session 10

Topics: RESTORATIVE DIALOGUE IN JUVENILE JUSTICE SYSTEMS

Required Readings:

Articles:

Related Session Activities
Lecture
Small Group Discussion
Short Simulation/Role Play

Session 11

Topics: RESTORATIVE DIALOGUE IN CHILD WELFARE SETTINGS AND WORKING WITH SENIORS

Required Readings:

Articles:


Related Session Activities
Lecture
Video
Guest speaker
Small Group Discussion
Session 12

Topics: RESTORATIVE DIALOGUE IN SEVERE CRIMINAL VIOLENCE

Required Readings:
Text:
Restorative Justice Dialogue: An Essential Guide for Research and Practice,
Umbreit and Armour, (2010), Pages 211-238
   Chapter 8: Victim Offender Dialogue in Crimes of Severe Violence

Articles:

Related Session Activities
Lecture
Guest Speaker
Small Group Discussion

Session 13

Topics: RESTORATIVE DIALOGUE IN HATE CRIMES, INTERNATIONAL POLITICAL VIOLENCE, AND TRANSITIONAL JUSTICE

Required Readings:

Articles:


Related Session Activities
Lecture
Video
Short Simulation

Session 14

Topics: Class Presentations

Required Readings:
Social Work Approaches to Conflict Resolution (1997), Chetkow-Yanoov, pages 97-156
   Chapter 7: Professional Roles in Conflict Resolution
   Chapter 8: The Role of Volunteers in Conflict Resolution
   Chapter 9: Conflict Resolution skills Can Be Taught
   Chapter 10: Summary and Recommendation

Session 15

Topics: Class Presentations

Required Readings:

Texts:
   Chapter 11: Emerging Areas of Practice

Additional Bibliography

Coming To Our Senses: Healing Ourselves and the World Through Mindfulness,(609 pages), Jon Kabat-Zinn (2005)


Positive Approaches to Peacebuilding (395 pages), Cynthia Sampson, Mohammed Abu-Nimer, Claudia Lieber, Dianna Whitney (2003)


The Little Book of Strategic Peacebuilding (84 pages), Lisa Schirch (2004)