

SUPERVISION AND TRAINING OF VOLUNTEER MEDIATORS
MEDIATING PARENT/ADOLESCENT CONFLICT

BY

GISÈLE BOUCHARD

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FOR THE DEGREE OF

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SUPERVISION AND TRAINING OF VOLUNTEER MEDIATORS

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BY

GISELE BOUCHARD

A practicum submitted to the Faculty of Graduate Studies of the University of Manitoba in partial fulfillment of the requirements of the degree of

MASTER OF SOCIAL WORK

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Abstract

The primary aims of this practicum were to provide training and supervision to the volunteer mediators involved with the Mediation Project established by the Winnipeg Child and Family Services South West area and the Assiniboine South School Division. Practicum interventions such as training sessions and direct clinical supervision were offered to promote the development of knowledge and skill of volunteer mediators mediating with families with adolescents.

Conclusions include that the interventions which were utilized in this practicum to train and supervise the volunteer mediators were effective in facilitating skill development in trainees. The practicum report identifies the importance of training and supervision for volunteer mediators and provides recommendations should a similar program be initiated. It was not possible to measure the impact of mediation on the level of family conflict given the small number of families and the lack of opportunity to secure post measures.

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Supervisor with Child and Family Services helped to make this practicum possible.

What made this practicum most rewarding and comprehensive was the tremendous participation and support of the volunteers. Their generous contributions of their time, energy and ideas surpassed my expectations. I hope this experience has also been helpful for them.

CHAPTER 1

INTRODUCTION

In the spring of 1993, the Assiniboine South School Division and Winnipeg Child and Family Services South West Area were working very closely to develop a plan in their respective community, which would provide mediation services to families who wished to resolve parent/adolescent conflict. The purpose for developing such a service was to expand the continuum of services offered to families.

The school division and the child welfare agency established a steering committee¹ which was actively involved in the development and establishment of the program. In the earlier stages the committee was comprised of a social worker from the school division, the volunteer coordinator from the child welfare agency, and her supervisor.

In late spring of 1993, I was approached by the steering committee to have an active role in their project. Following some initial discussions with the committee and my practicum advisor, Dr. Barry Trute, I agreed to participate in the project as an opportunity to expand my learning and skills.

1 The steering committee was made up of six members: Bobbie Docking, Gary Johnson, Eleanor Moore, Joe Michalchysyn, Neta Friesen, and Gisèle Bouchard.

I agreed to become involved as the supervisor of the volunteer mediators.

I initially began my career development in the field of child welfare in 1983. Over the course of my employment with Child and Family Services I functioned both as a resource worker and a protection worker, both in the rural and urban area. In my role as resource worker I developed and/or facilitated educational programs for families in the community. In my work as a protection worker I was faced with the issue of parent/adolescent conflict on an ongoing basis. In 1990, I was hired by Family Conciliation, where I continue to be employed. The agency provides services to families of divorce where there is a dispute over the on-going care of the children. Interventions also include helping families to restructure and reduce conflict. One of the services offered to help families reduce their conflict is mediation. I have been practising in the field of mediation for four years. During the last three years I have had the opportunity to facilitate conflict resolution and mediation training to Child and Family Services social workers. The combination of these two employment experiences made me a suitable candidate for

the role of supervisor of volunteer mediators with the mediation project.

The practicum involved the provision of supervision and training to a group of volunteer mediators, who were recruited through the Child and Family Services South West area's volunteer program. The practicum interventions were to focus on the coordination of the training program and supervision of the volunteers in their role as mediators of parent/adolescent conflict. The supervision was to offer ongoing support to the volunteers in their new role, as well as to enhance their learning about the family mediation process.

My involvement with the project required that I become more familiar with the specific needs of volunteers. I also needed to become more familiar with the requirements of adult learners and the various issues relevant to supervision.

Expected Educational Benefits

I had several expectations of the practicum. The first expectation was that the practicum would offer me the opportunity to enhance my skills in training and to further develop my skills in the practise of supervision. As well, it

was to acquire additional knowledge in the area of supervision of volunteers.

I anticipated that executing the tasks related to this practicum would expand my understanding of the following aspects of training and supervision:

1. The theory of supervision.
2. Methods and techniques of supervision.
3. The steps or phases of supervision.
4. The impact of supervision of volunteers.
5. The issues which the supervisor confronts in providing supervision.

CHAPTER 2

LITERATURE REVIEW

Introduction

The focus of this literature review is to offer a synopsis of the literature which addresses the aims of this practicum, which are the training and supervision of volunteer mediators mediating parent/adolescent conflict.

There has been a great deal written about the issue of parent adolescent conflict, the review in this report is not exhaustive of the literature. It is more a reflection of those global issues which may have relevance for the volunteer mediator.

There are several authors, Irving (1980), Saposnek (1983), Milne (1985), Irving and Benjamin (1987), Haynes (1981), who have written about the process of mediation, the majority having focused their efforts on divorce mediation. More recently, (approximately the last decade) authors such as Phear (1985), Murnion (1987), Van Slyck, Newland and Stern (1992), Lam, Rifkin and Townley (1989), Zetzel (1985) and Shaw (1985) have begun publishing on the topic of mediation with families with adolescents. Their writings have focused more

on issues relevant to this intervention as opposed to a specific mediation process.

There is a large body of literature on the supervision of social workers. I have chosen to focus on those authors who provide an overview of the various functions of supervisors. Much of this literature can be transferred to the supervision of volunteers working in direct client service, as the volunteer management literature on the topic of volunteers working in direct client service is limited.

The following literature review has been divided into four areas of examination. It begins by providing an overview of parent/adolescent relationships. The review then examines family mediation as a process for resolving parent/adolescent conflict. In a more global way, the review then examines the mediation process as a model of intervention, and finally there is a fourth area which reviews the topic of supervision. Within this larger topic, there are sub-categories of literature reviewed. They encompass: supervision in social work, supervision issues in mediation, and the supervision of volunteer mediators.

An Overview of Parent Adolescent Relationships

Families with adolescents have been researched for several decades. Gecas and Seff (1990) report that research on adolescents and their families in the 1980's showed considerable continuity with the themes and topics found in past decades. These topics include the relative influence of parents and peers, the degree of "storm and stress" during adolescence, the "generation gap" and intergenerational continuity, the effects of parental behaviour, self and identity issues, and life course considerations (Gecas and Seff 1990).

Gecas and Seff report that the study of adolescence in the 1980's was characterized by a substantial increase in research activity and by a shift in focus from individual development to the social contexts within which adolescent development occurs. They argue that the focus on the individual has not disappeared, however, much of the focus has shifted to the social contexts within which the physical, cognitive and emotional development of adolescents takes place. The authors contend that there has been a renewed emphasis on the family context of adolescence (Gecas and Seff 1990, p. 941).

According to McGoldrick and Carter (1980) the family life cycle is the major context for the development of family members. They propose that the family is the basic unit of emotional development, the phases and course of development can be identified and predicted. The authors state that this family perspective is crucial to understanding the emotional problems that families develop as they move together through this basic process of the family life cycle. Adolescence can be viewed to be a predictable stage of the "normal" family life cycle. In order to successfully master the necessary transformations the family needs to make structural shifts and re-negotiate roles. One of the major tasks of the family with adolescents is to establish new boundaries that are both flexible and permeable. At this stage the family needs boundaries that are flexible enough to allow adolescents to move in and be dependent, and to move out of the family to experiment with independence when they are ready (McGoldrick & Carter, 1980). Garcia Preto (1988) notes that families experience an overall transformation as they try to master the tasks of adolescence. As the adolescent struggles with both emotional and physiological developmental tasks, the family structure and organization must also change. The family with

adolescents faces some unique developmental tasks and challenges. This involves changes in intergenerational relationship patterns as well. Parents of adolescents experience change in their own family of origin as they enter mid life and grandparents face old age.

Steinberg (1987), in discussing family processes at adolescence, states that periods of disequilibrium are natural, expected, and healthy. Despite experiencing times of confusion and disruption, most families are able to manage this life stage and work through problems. However, some families become "stuck" during this stage and continue to try solutions that are ineffective and perpetuate dysfunctional patterns. For these families adolescence can be a crisis of epic proportions. MacDonald (1992) states that there are some general characteristics shared by these kind of families. There are almost always problems in the parental hierarchy, and because they sometimes lack a clear sense of the adolescent's development process, these families feel threatened by the adolescents autonomous growth. There are boundary problems both within the family itself and between generations, and there are problems with role deficiencies and role reversals. MacDonald states that these families have

communication problems and are often critical, negative, and blaming towards their children. Interaction is often lineal and focused on the problem child.

Unable to make the necessary shifts to facilitate growth, these families may repeat dysfunctional patterns that may eventually lead to symptomatic behaviour in adolescents (Garcia Preto, 1988). As a result many families feel frustrated, helpless, and overwhelmed. They may seek therapy voluntarily, but usually external systems, such as schools, courts, or physicians, refer them or become involved in assisting these families. Preto (1988) argues that regardless of how they are referred or whether they welcome or resist the referral, families tend to arrive feeling confused, angry, and out of control, and present problems that reflect the family's inability to deal with the tasks of adolescence.

Hall (1987) argues that conflict between parents and adolescents is usually seen as a normal and necessary part of human development. However, treatment approaches for problematic conflict differ depending on several variables including theoretical orientation of the clinician. Hall (1987) contends that various treatment approaches have been

proposed, however empirical support for these approaches varies, no single approach is an unequivocal choice (p. 768).

Family Mediation As a Process for Resolving Parent/Adolescent Conflict

Family mediation is a relatively recent development. According to Irving and Benjamin (1987), family mediation first made its appearance in 1969, when the Federal Ministry of Health and Welfare Canada established the "Divorce Counselling and Family Affairs " unit. Services focused on separating and divorcing families. More recently the field of mediation has expanded to address the need for alternative dispute resolution in many disciplines such as business and school systems. Over the course of the last few years there has been more attention paid to the utilization of mediation as a resource to families faced with parent/adolescent conflict.

Mediation is a method of conflict resolution that employs the presence of an impartial, acceptable, and neutral third party in assisting the disputants to reach a voluntary and mutually acceptable agreement (Donohue, Burrell, and Allen, 1989, p. 37).

According to Phear (1985) mediation seeks to return the responsibility for resolving conflicts to the disputants, and it is well suited to facilitate the resolution of complex and reciprocal interpersonal disputes for which a single correct solution is not likely to exist (Phear, 1985, p. 35). In this regard, Phear notes that mediation may be an appropriate intervention with parents and adolescents.

Van Slyck, Newland, and Stern (1992) discuss the various goals of parent/child mediation. They describe the fundamental goal of parent/child mediation as assisting the family members in defining the underlying issues in the conflict, and to facilitate their movement toward some common agreement focusing on future behaviour (p. 194). They discuss an additional goal that emerges for parent/child mediation, which is to affect a basic positive change in the dynamics of the interactions of family members. They go on to describe an ancillary component of this latter goal of parent-child mediation. That is, to educate the family members in positive conflict resolution techniques to enhance the family's ability to resolve future conflicts.

Lam, Rifkin, and Townley (1989) maintain that the mediation process gives a family a sense of its own ability to

function better, to communicate, and to make decisions and choices. They state: "Mediation offers young people a voice and provides parents with a rule-making process in the settlement of family conflict situations" (p. 15).

Van Slyck et al., (1992) report that the largest single source of presenting problems was identified as an attitudinal and behavioral problem on the part of the child (p. 200). They also report that parents and adolescents have highly divergent perceptions of the causes of conflict and of appropriate responses to the conflict (p. 200). Van Slyck et al., argue that the belief that parent/adolescent conflict results solely from the adolescent's misbehaviour is a simplistic one. They describe a troubled adolescent in the context of a family with dysfunctional characteristics. They argue that this perspective is supported by the consistent findings that mediation results in a positive impact on overall family functioning, and is not merely related to reported improvements in the adolescent's behaviour or attitude (p. 200). They contend that mediation may be addressing the "true nature" of the problem; the family's pattern of interaction around the issue of conflict, which provides the context for the adolescent's problems (p. 200).

Van Slyck et al., (1992) maintain that mediation as a process for resolving disputes encourages several facilitative factors. The authors argue that mediation both theoretically and practically is aimed at increasing positive interactions between family members through enhanced communication and greater concern for the needs and interests of others. These improvements generally enhance the level of support the adolescent feels. The development of a personal sense of responsibility, and the necessary skills for resolving both the present and future conflict, are central features of the mediation process. Van Slyck, Newland, and Stern argue that mediation fosters the development of an internal locus of control and self-efficacy beliefs. They also suggest that mediation promotes problem-solving behaviour on the part of the disputants, and thereby discourages a reliance on such emotion-based coping strategies as denial, avoidance, and self-blame. They argue that this problem-solving fosters a positive developmental outcome, and it increases the likelihood the adolescent will be better able to adjust to future stressors and conflict. In this regard, they argue that mediation can provide additional benefits.

Van Slyck, Newland, and Stern report:

"The literature suggests that mediation may be effective in resolving parent-child conflicts because families view their conflicts as more serious, and due to the nature and strength of bonds in the family, family members may have greater motivation to resolve the conflict. The literature further suggests that mediation is successful in improving family interactions because its approach is consistent with both the developmental needs of the adolescent involved, and with the dynamics of the family system (p. 204)."

Lam et al., (1989) conclude that mediation can provide procedural equality, but cannot alter the division of resources or the structural conditions that determine the basic power relations between the parties. They argue that mediation cannot alter the organization of power within families, but can inform the differing perceptions of fairness in disputes between parents and their children. They state:

"Our study affirms that mediation provides a fair and useful arena for the negotiation of agreements between parents and adolescents" (p. 31).

Generally all of the authors maintain that more research is required to measure the impact of mediation in helping parents and adolescents resolve their conflicts. Van Slyck et al., contend:

"There is a need for better outcome measures of success and changes within the family. Empirically derived screening instruments that examine family conflict, as well as other family and individual dynamics, could provide a missing link in understanding the appropriateness and impact of mediation" (p. 204).

In summary, the various authors do agree that mediation can be helpful to families with adolescents in resolving some of the conflicts they face. There continues, however, to be a need for further longitudinal studies and research to identify those situations whereby mediation is the most appropriate treatment intervention.

The Mediation Process

There are several models of mediation which have been developed over the last few decades. For the purposes of this study and the practicum report, the model utilized by the staff at Family Conciliation of the Province of Manitoba is described as Family Conciliation provided the mediation training for the volunteers. Some of the more influential authors who have helped shaped the mediation practise of Family Conciliation, are the work of Irving (1980), Irving and Benjamin (1987), Haynes (1981), Saposnek (1983), Milne (1985), Burdine (1987) and Temrick (1988). The models developed by these authors often vary in how they structure the tasks and stages of mediation, however the skills and process often remain similar. Much of the focus of these writers has been in the area of mediation of child custody disputes. As mediation of parent/adolescent conflict has only developed over the last decade, there is a more limited body of literature available. Authors such as Phear (1985), Van Slyck, Newland, and Stern (1992), Lam, Rifkin and Townley (1989), Murnion (1987), Zetzel (1985) and Shaw (1985) have discussed the practise of mediating with parents and adolescents. None of the authors identify a model from which

they conceptualize their work. It seems to be assumed that the reader of their writings would already have an understanding of the mediation process.

According to Shearer (1990):

"It has been noted that a great deal of the thinking and interventions utilized in systemic theory can be transferred to the process of family mediation. Family systems theory is able to provide a framework for family mediation in understanding the interactions between family members" (p. 6).

Saposnek (1983) argues:

"The mediator who conceptualizes from a family systems viewpoint takes a functional perspective and observes how they attempt to meet their needs - that is, what strategies they use - then directly initiates mediation strategies for dealing with these needs. A functional perspective deals with the effect that a particular behavioral

sequence has on interpersonal interactions" (p.30).

Thus, from the beginning stages of the screening process, the mediator is assessing and hypothesizing as to the dynamics in the family, and the various factors which play into the conflict. In order to partialize and focus on the issues, the mediator is required to follow a structured process, which assists in reducing the conflict and addressing the underlying needs of the family members.

As mentioned previously, the model which was utilized for the purposes of this practicum was the one presented to the volunteers for their training (Appendix A). This model has been adapted by the staff at Family Conciliation. Family Conciliation is the social service component of the Court of Queen's Bench, Family Division, Province of Manitoba. Over the years its name has evolved as has its primary functions. Family Conciliation as it operates today was established in 1984. The agency provides services to families of divorce where there is a dispute over the on-going care of the children. Interventions also include helping the families to restructure and reduce conflict. Services offered are mediation, court ordered assessment reports, conciliation

counselling, children's and adult's groups, and training. Over the years staff have received mediation training from Howard Irving (1984), Donald Saposnek (1987), and Anne Milne, which have all influenced their practise. More recent employees, like myself have participated in mediation training with Marjorie Burdine and Paula Temrick, which have also influenced our practise. All of the practitioners mentioned have influenced and formed some of the original sources for the creation of the Family Conciliation's training manual written by Orysia Kostiuk, Andrew Zurawsky, and Gisèle Bouchard.² The authors have broken down the mediation process into a three stage model. They are entitled: opening stage, middle stage, and end stage. The writers go on to describe in detail the process of mediation and skills required to facilitate the process. The following synopsis of the mediation model is a reflection of the manual distributed to the volunteers, as well as my own conceptualization of the mediation process based on my training and work experience.

²Orysia Kostiuk, Andrew Zurawsky, and Gisèle Bouchard are employed by Family Conciliation.

Opening Stage

In the opening stage the writers describe the mediator as involved in screening the participants, orienting them to the process, and setting the stage for mediation. The screening process begins with the first contact. It includes engaging with the participants to the mediation, orienting the participants to the process, responding to their anxieties, resistance, concerns, and motivating and gathering information. The screening process will not end in the opening stage, in that it also includes determining the appropriateness of the mediation process for the family. It is not always possible to determine in advance whether a particular case is "mediatable" (Kostiuk, 1992, p. 1).

Kostiuk states: "It is essential that a person entering into mediation is voluntarily choosing to do so. This is the only manner in which a person will commit to the process" (p. 4).

The mediator is not personally involved in the situation, nor is the mediator invested in the outcome of the agreement. The mediator is to be seen as an independent and neutral party in the sessions. A mediator does influence the process in many ways, however not by imposing his/her agenda, but with specific skills and interventions.

In the opening stage the participants need to be oriented to the process either individually or through a group format. The orientation process serves as an educative function to provide the participants with more information about the mediation process and begin to preempt any agendas which may undermine the process. This is done by focusing on the objectives of the mediation. The orientation process also assists in encouraging and developing people's motivation to make the process work. The participants are often more motivated to participate in a process whereby they have been provided with detailed information concerning the process. In this regard they understand what it is they are committing themselves to.

Setting the stage in the beginning process is an essential step to establishing a climate that is respectful and cooperative. It is the role of the mediator to demonstrate the skill of listening and showing respect to the participants, which helps to set the stage for a more cooperative and respectful atmosphere. Setting the stage can also be helpful in reducing people's anxiety, as it can help to create a safe environment whereby the parties feel comfortable to begin dialoguing openly. The mediator has a

role in demonstrating the skills which are required to establish cooperative, respectful, open, and constructive communication. Setting the stage is also utilized to establish the guidelines of the process and commitment of the participants involved. Saposnek (1983) writes: "It can be quite soothing to be offered some authoritative guidelines that describe what they are going through" (p. 40). It is important to explain the mediation process and the mediator's role as impartial, and establish the participants' ownership in the process. "Establishing their investment in the process helps to ensure their continued commitment to the agreement" (Bouchard, 1992, p. 18). It is also important at this point that the mediator affirm the clients and encourage them in their efforts to resolve their conflict.

In this beginning stage it is also important for contracting to occur. As in most therapeutic work with families, it becomes necessary to establish what the clinician's role is and what the process provides. In the mediation process the mediator describes the mediation process as voluntary, and the role of the mediator is to be an impartial third party who facilitates the process. It is important to emphasize the impartiality of the mediator.

Shearer (1990) argues: "Neutrality is also an important foundation for successful mediation" (p. 8).

"It is also important for the mediator to address the issue of confidentiality, and clarify that the mediator will not discuss the sessions outside of the mediation process" (Bouchard, p. 21). The mediator also needs to review with the family how they wish to address confidentiality for themselves outside of the sessions. As a final step to contracting, it is helpful to elicit a statement of commitment from the participants to the mediation process.

Middle Stage

The middle stage begins by generating an agenda. the manual discusses two major aspects of generating the agenda. They are: opening statements and goal summary. In stating their opening statements the participants are actively involved in the process from the beginning, emphasizing their mutual participation. Trust also begins to be built in the process, since they all have an uninterrupted opportunity to speak. The issues in conflict begin to surface, and mutual understanding is encouraged by listening to the other without interrupting. When stating their opening statements

information is provided which will be expanded, clarified, and explored later in the process. Throughout this period the mediator is able to observe communication styles and indications of how these people interact with each other, as well as the issues to be resolved (Kostiuk, Zurawsky, Bouchard, 1992).

Following the opening statements the mediator paraphrases what he or she heard. Often the participants statements are biased, elaborate, or inflammatory. The mediator then restates the essence of their statements to form a neutral agenda and the goals to be accomplished in mediation. The summary of the agenda should frame the issues without implying blame or fault to any of the participants, and where possible common ground should be emphasized. Often the opening statements are an expression of the participants' position, and these positional statements are often not conducive to fostering an atmosphere of cooperation. Often these positions are based on assumptions or partial information and reflect a lack of understanding of the other person's perspective. The task is to clarify information and perspectives, and ensure understanding of the other person. Often positional statements mask the underlying needs of the individual.

Exploring underlying issues is essential in resolving the dispute, as the positions which people take are often generated by their interests. Often these hidden interests represent the individual's fears, concerns, and hopes. Zurawsky states: "The participants may or may not be aware of what motivates their positions, but are convinced of their validity" (p. 41). The mediator uses a number of interventions to help the parties clarify the interests beneath their positions. The mediator asks questions to probe issues with the use of open-ended questions. Questions will help get more information, clarify perceptions, and develop understanding. In order to shift positions to interests, the mediator makes use of listening and questioning skills such as empathic response, open ended questions, and summarizing. The mediator is exploring each person's expectations, hopes, concerns, fears, beliefs, values, and priorities. Reframing is a critical skill in conflict resolution. The mediator reframes to identify the underlying interests of each person. Reframing can eliminate blame and accusations, shift a person from a negative to a more positive goal. This helps to model the use of neutral and objective language. Much like with family therapy, reframing is a very powerful technique in

mediation, as it is very useful in defusing anger and shifting positions to interests. Saposnek argues:

"Reframing is a very powerful strategy. It consists of relabelling or redefining a particular concept or reality so as to give it a slightly different and more constructive perspective" (p. 42).

The mediator has a role throughout the mediation process as an educator, and role model. The participants are learning and developing alternative ways of communicating and relating to one another. It is important for the mediator to identify with the participants the potential blocks they may encounter when attempting to communicate more openly. The mediator may discuss the management of these blocks/pitfalls. It may be helpful during this period to assign tasks to help prepare for these potential pitfalls. Zurawsky states: " The mediator may assign 'homework' tasks between mediation sessions to give the participants an opportunity to practise their new ways of communicating" (p. 56).

Throughout the middle stage the participants are brainstorming options. The purpose of brainstorming is to develop new ideas and consider alternatives or options

(Bouchard, p. 58). Brainstorming is useful in creating a team effort and an atmosphere whereby people are more likely to generate and risk new and creative ideas. It can encourage a larger range and higher quality of thinking than the participants might produce on their own. Brainstorming allows participants' the right and responsibility for determining their own solutions and future plans (Bouchard, p. 59).

End Stage

In the final stage it is important to explore the implications of the options generated and preempt any potential problems. It is important to identify problems as it will affect the appropriateness and practicality of the options generated. The participants need to make decisions about the options. This can be done by combining options or ranking them in relation to specific criteria. It is important that the mediator generate a lasting commitment to the agreement. It is useful at this point to review the family's successes, as well as to review coping strategies should future difficulties arise. The parties may want to include the option of returning for a mediation session if required.

Following these considerations the mediator and the family can write an agreement which should be in neutral terms. It is important to be as clear and specific as possible, to avoid any misinterpretation and potential for conflict.

In closing with the family it is important to acknowledge and affirm the clients' accomplishments, and reflect to them their ability to resolve issues. It is helpful to remind the family that mediation is a resource which they can come back should they need to.

Throughout the mediation process the mediator has a specific role which he or she needs to fulfil. It is the role of the mediator to maintain a safe environment, and to listen for misunderstandings, assumptions, and attempt clarification. The mediator needs to manage the process and pace the work. The mediator also remains uninvested in the outcome of the agreement, and identifies common ground and options. The mediator generally keeps the parties negotiating and challenges unreasonable positions in individual caucus. Throughout the process, the mediator must be alert to power imbalances which may indicate that the parties will not be able to interact without intimidating. The role of the mediator is to

facilitate a problem-solving process, while maintaining the emotional climate and remaining outside the family system.

Saposnek (1983) argues:

"By far the most important aspect of the mediator's interventions to elicit cooperative efforts is in maintaining firm and flexible control over every phase of the process. The mediation process needs to be firmly structured and carefully designed to yield just the right emotional and attitudinal climate, topic choice, and sequence and timing of topics" (p. 36).

Kelly (1983) in her work describes the unique characteristics of mediation. She states: "Family mediation is unique in the extent to which it has been derived and synthesized from diverse fields of practise. Theory, practise and technique have been borrowed from the fields of labour mediation and negotiation, law, social psychology and the psychological disciplines that provide psychotherapy and counselling" (p.33). Kelly does distinguish the difference between mediation and psychotherapy. She states: "the

mediation process is explicitly a problem-solving one that focuses primarily on concrete, external data and realistic need. In contrast, therapy most often deals with pressing internal or intra-psychic issues, emotional needs and the relationship between the individual's emotional needs and the quality of his or her relationships" (p.36).

Authors such as Folberg and Taylor (1984) have also highlighted the differences between mediation and therapy. They argue: "Mediation does not have the same goal as counselling and therapy. The primary goal of mediation is to create a set of agreements that will guide future actions and consequences between the participants. Its other goal is to reduce the negative effects of the conflict by improving communication and enhancing negotiation skills. The goal of counselling and therapy is to change certain behaviour or perceptions" (p.33).

Mediation, although not therapy, can have a therapeutic effect for people. This process can teach new ways of relating to each other as a family, and teach techniques for generating present and future options. Clients realizing that there are options can be therapeutic in itself, and offer an

alternative to their present conflictual pattern of interacting.

Shearer (1990) states:

"There is much overlap between the framework of systemic therapy and the framework utilized in mediation. The system is holistic with the family's needs being the major focus. Families' goals are not chosen by the therapist or mediator, but are left open to the family to select. It is intended that the family be able to select more appropriate behaviours and goals as a result of increased knowledge and understanding" (p. 9).

In summary, mediation is a goal oriented, task oriented process through which participants may learn to clarify and communicate their concerns and through which they may be assisted to reach their own decisions.

Supervision in Social Work

There is a large body of literature which covers the supervision of social workers. The following review is not

exhaustive by any means, but represents a review of the functions of supervision which are relevant to this practicum.

Kadushin (1992) notes that historically, supervision has always been an important element in social work. He maintains that the function and process of supervision have achieved special importance in social work as contrasted with most other professions (p.30). He states: "This prominence might be explained by some distinctive aspects of the profession, the nature of its service delivery pattern, the problems with which it is concerned, the clientele to whom service is offered, and the characteristics of social workers" (p.30).

Kadushin defines supervision as:

"A social work supervisor is an agency administrative-staff member to whom authority is delegated to direct, coordinate, enhance, and evaluate the on-the-job performance of the supervisee whose work he is held accountable. In implementing this responsibility, the supervisor performs administrative, educational, and supportive functions in interaction with

the supervisee in the context of a positive relationship" (p. 22 & 23).

Kadushin also explains the supervisor's ultimate objective as delivering quality service to clients in accordance with the policies and procedures of an agency or program. He explains that generally the supervisors do not offer direct service to clients, however they do affect the level of service through their impact on the supervisee. Although Kadushin reports supervisors as not involved in direct service with clients, many supervisors do engage in direct work with clients.

Shulman (1993) in defining supervision drew on the work of Kadushin. Shulman also stresses the importance of the interactional nature of supervision and cites the work of Schwartz (1968). Shulman argues that it is the interactional process which can offer the most challenge in implementing the functions of supervision, while at the same time the interactional process may also offer the most satisfaction. Shulman stresses the importance of the supervisor developing their communication and relationship skills.

The Dellcrest Children's Centre has defined supervision as "a goal directed, contractual, interpersonal relationship

between a worker and his immediate superior, and that it has jurisdiction over all aspects of job responsibilities, performance, and organizational interpersonal functioning" (Clarke, Shaw, Weinstein, 1977, p. 13). The authors stress that the most important aspect of the supervision is that it is "an interpersonal relationship and as such has the potential for warmth, growth, and the satisfaction which comes from such relationships" (p.14). It is evident that the interactional relationship between the supervisor and supervisee is a very significant aspect of the supervision process.

Kadushin (1992) identifies the three main functions of supervision as administrative, educational, and supportive. He contends that the largest number of tasks performed by supervisors were administrative in nature (p.23). He reports that the administrative tasks comprise sixty percent of all tasks performed. Kadushin defines administrative tasks as: "assigning, directing, reviewing, coordinating, and evaluating work: making personnel decisions regarding hiring, promoting, termination, program planning" (p.23). He reports that the task related to educational supervision, such as staff development and training, constitute ten percent of all tasks

performed. He describes these tasks as: "assessing training needs of workers, facilitating training, suggesting teaching and demonstrating, orienting and inducting new workers, and providing needed information" (p.23). Kadushin noted that "tasks related to supportive supervision were rarely explicitly identified, although some of the task items selected indicated the supervisor's responsibility for maintaining productive levels of morale" (p. 23).

Kadushin (1992) identifies the principal administrative functions of supervision as: "(1) staff recruitment and selection, (2) inducting and placing the worker, (3) work planning, (4) work assignment and delegation, (5) monitoring, reviewing, and evaluating work, (6) coordinating work, (7) the communication function, (8) acting as advocate, (9) administrative buffering, and (10) acting as a change agent" (p. 46). He contends that in implementing the administrative functions "the supervisor organizes the work place, agency facilities, and human resources to achieve agency administration objectives in a way which, quantitatively and qualitatively, is in accordance with agency policies and procedures" (p.77).

Kadushin (1992) maintains that "administrative supervision and educational supervision share the same ultimate

objective: to provide the best possible service to the clients. Administrative supervision provides the organizational structure and the resources directed toward this goal; educational supervision provides the training that enables workers to achieve it" (p. 138 & 139).

Kadushin (1992) distinguishes educational supervision from in-service training and staff development. He describes staff development as all of the procedures that might be utilized to enhance the job-related knowledge, skills, and attitudes of employees, and includes in-service training and educational supervision. Kadushin describes in-service training as planned, formal training provided to a specific group of personnel who would perform the same job responsibilities.

Kadushin adds "educational supervision supplements in-service training by individualizing general learning in application to the specific performance of the individual worker. Educational supervision is a more specific kind of staff development" (p. 136). He describes the supervisor's role as assisting the worker to implement and apply the more general learning provided through the in-service training program. This assists the worker to apply specific skills to

specific cases. Similarly, Kadushin argues that the supervisor's primary responsibility in educational supervision is that of teaching the supervisee how to do the job. The author maintains that the supervisor's knowledge base should not be restricted to the content of the material to be taught, but also includes knowledge about the learner, teaching techniques, and the teacher herself (p. 183). Middleman and Rhodes (1985) emphasize the need for the supervisor's "teaching plan to raise questions of her own values, beliefs, and power orientation as she contemplates what she will do" (p. 245). This is especially critical when considering the interactional process that occurs between supervisor and supervisee. Shulman (1993) in his writings states: "In short, experience should suggest that the complex process of teaching is affected by many variables in the subject, the context of learning, the teacher, and the learner, as well as the interaction among them" (p. 157).

Kadushin (1992) discusses the importance of the supervisor engaging in regular dialogue with the supervisee as a function of educational supervision. He identifies this dialogue as "a voyage of joint exploration in which the supervisor, through probing questions and response, provides

the supervisee with the opportunity to think more perceptually about the client's situation and what interventions might be helpful" (p. 154). Kadushin argues that "the intent in educational supervision is to transform information into knowledge, knowledge into understanding, and understanding into changed behaviour" (p. 154). Tom and Wright (1979) describe this concept as the development of perceptual, conceptual and executive skills. They state:

"The perceptual/conceptual skills refers to what is taking place in the mind of the therapist, and form the basis for his actions referred to as executive skills. The perceptual aspect refers to the therapist's ability to make pertinent and accurate observations. The conceptual aspect refers to the process of attributing meaning to observations or of applying previous learning to specific therapeutic situations. The executive skills also comprise two components, the therapists affective response and his overt intervention. The affective component of

the executive skills refers to the therapist's ability to use his own emotional reactions constructively in channelling them into specific therapeutic activity" (p. 228 and 229).

Kadushin argues that some significant content cannot be taught either didactically, through discussion, or experimentally. Such content can only be taught through modelling. He states: "Good supervision is then a model for what the supervisee needs to learn, and an instrumentality for facilitating such learning. Educational supervision is both a model and method" (p. 156).

Shulman (1993) in discussing the educational function of supervision, describes the concept of parallel process as that of the supervisor modelling skills to the supervisee that can be utilized in the supervisee's practise with clients. He states: "In teaching core practise skills to workers supervisors must demonstrate the same skills they teach. Modelling the use of these skills in supervision practise is an effective way of teaching their use in the worker-client context" (p. 202).

It is apparent from the literature that the supervisor/supervisee relationship can be a process whereby the supervisee is able to translate their knowledge to their practise. The supervisor's ability to demonstrate the skills necessary for working with clients is very significant. The supervisor himself or herself needs to be cognizant of their own communication and relationship skills.

The third supervisory function which Kadushin describes is that of supportive supervision. He argues that the supportive component of supervision is primarily concerned with expressive considerations. Kadushin states: "Supportive supervision provides the psychological and interpersonal context that enables the worker to mobilize the emotional energy needed for effective job performance" (p. 227). The supervisor can provide insight from their own experiences, support, and a listening ear. In a similar way this is what the supervisee can offer their client. It is evident that the supervisor has a significant role to play in modelling the skills necessary in working with families.

From a review of the social work supervision literature, there appears to be some consensus on the traditional functions of supervision as being administrative, educational, and

supportive. Certain authors such as Shulman have emphasized the importance of the interactional process. It is evident that the supervisor needs to ensure their communication skills and relationship skills are well developed. The concept of the supervisor being in a position to model skills and techniques for the supervisee is a critical one.

Supervision Issues in Mediation

Haynes (1986) in discussing supervision issues in mediation states: "mediation is essentially the management of other people's negotiations and that good supervision mirrors the mediation process" (p. 31). In essence, mediation supervision becomes a role model for effective mediation with clients. Haynes describes mediation supervision as a team exercise in problem solving, whereby the trainee takes back their learning to their work with families. It is the supervisor's role to assign the appropriate case in accordance with the mediator's skill level. Haynes does state that trainees at the lower skill levels can be assigned to discreet parts of cases, such as intakes, or can be assigned to co-mediate with experienced mediators until appropriate skill levels are reached (Haynes, 1986, p.35). Phear (1985) also

discusses the advantages of a co-mediation model in training beginning mediators. He explains that the mediators can offer support to each other, and bring different skills to the mediation process. The two mediators can also serve the purpose of demonstrating the skills required to work together cooperatively (Phear 1985). Zetzel (1985) also emphasizes the advantages of a co-mediation model. She states: "Given the power and complexity that a family brings into the room, it is useful to have the counterforce of two people on the other side of the table. The situation seems more balanced, both the mediators and the family can feel safe enough for the hard work of mediation to happen. For the individual mediator, having a partner supplies much-needed support, a different point of view, different strengths and skills in the mediation" (p. 62). Zetzel also notes that how the co-mediators work together also serves as a model for the family. Despite these advantages of a co-mediation model there is an ongoing need for supervision for beginning mediators.

Moore(1983) discusses the importance of training for new mediators and the availability of a supervisor or coach. He states: "Learning to mediate requires trainees to learn both new cognitive skills and new behavioral skills. Cognitive

skills can be learned through lectures, analytical exercises and demonstrations. Behavioral skills are learned through practise. Mediation training programs need to provide trainees with extensive practise. Simulations should be conducted under the supervision and coaching of experienced mediators" (p.88).

Haynes argues that the supervisor and the trainee should share the same theoretical approach, and the trainee should be aware of the theoretical orientation of the program. The focus of the supervisor with a low-skilled mediator is different from that of a highly skilled mediator. The focus for the beginning mediator would be that of process in order that the supervisor can identify for the mediator the relationship of each task and skill within the process. The supervision of a highly skilled mediator focuses more on outcomes and how they were shaped by the process (Haynes, 1986, p. 37).

Haynes notes that supervisors need to know that their diagnosis of the mediator's skill level is correct, and therefore must get regular reports from trainees at points appropriate to the skill levels of trainees. As the mediator's skills improve, the supervisor continues to change

the supervisor/trainee relationship to reflect the trainee's growth accurately. The supervisor is required to constantly monitor his or her supervision method and behaviour, to be sure that supervision is consistent with the supervisee's needs (Haynes, 1986).

Supervision of Volunteer Mediators

The profession of social work has developed extensive research and literature on the use of specific supervisory methods, for the training of social workers and the ensuring of quality service to clients. There are definite parallels between the supervision of social workers working directly with clients, and the supervision of volunteers providing direct client services. The supervisor of volunteers can draw upon a large body of social work supervision literature, however there still exists a need to be cognizant of the specific issues related to the supervision of volunteers.

Phear (1985) describes the advantages of utilizing community volunteers to mediate with families. He states: "Not only is this cost effective, it also allows for a diverse pool of mediators that can to some extent be matched with

disputants, such matching creates a sense of identity and balance between mediators and clients" (p. 40).

Zetzel (1985) also reports the advantages of utilizing lay mediators. She states: "In follow-up interviews, families have repeatedly singled out this factor as key to their satisfaction with the mediation process. The mediators, seen as representatives of the community, convey a sense of worth to the families by the concern they demonstrate. The underlying message is one of caring and hopefulness" (p. 63).

Zischka and Jones (1987) in discussing the special skills required in supervising volunteers, argue that a background in social work supervision is crucial, however they argue that it must be utilized in creative ways. They state: "While this background is essential to the supervisor, it must be adapted in creative and flexible ways when working with unpaid volunteers in order to meet the needs of training, and to retain the motivation of volunteers to continue their service" (p. 19).

Zischka and Jones (1987) in their writings cite the three traditional functions of supervision as administrative, educational, and supportive. They go on to report on the work of Middleman and Rhodes who identified a fourth component titled

the "catalytic." They define the latter as: "Catalyzing is the supervisory function focused on maintaining the implied contract linking individual, group, and agency goals. Specifically, it involves actions related to morale building and fostering interdependence" (p. 20).

Zischka and Jones maintain that one of the primary considerations when supervising volunteers is what does the volunteer derive from their work. They argue that generally the volunteer feels satisfaction from the recognition and gratification they receive from the agency and/or its personnel. They contend that the supervisor's feedback is critical. Zischka and Jones state: "the support, praise, and recognition by the supervisor, which helps to allay the frustrations which can lead to burnout is crucial" (p.20).

Zischka and Jones (1987) discuss the importance of the initial orientation and training volunteers need to receive, as the group of volunteers comes from a varied background, skill levels, and knowledge. They describe the use of group learning experiences such as role plays and the potential benefits for learning. In discussing group learning experiences they state: "It also lays the foundation for peer supports, commonality of purpose, and for a working relation-

ship between the supervisor and the volunteers, and among the volunteers as a group of peers" (p. 21). The authors also discuss the importance of the supervisor being available for direction, reassurance, support, and praise. The authors contrast this need to that of the paid social worker. "Whereas the motivation of the paid professional social worker is not only commitment to the profession, but also a means of earning a livelihood, the volunteer's motivation stems solely from gratification received from the endeavour" (p. 22).

Macduff (1986) argues that "volunteers who are treated in a professional manner tend to become more professional" (p. 18). She maintains that when volunteers view themselves as "volunteer-staff" they work closely with staff to achieve the goals of the agency. The staff and the volunteers become mutually supportive. Macduff contends that this sense of team spirit is dependent to a large extent on the style of supervision. She lists five principles of good supervision of volunteers. The first is that "volunteers must understand what is expected of them" (p. 18), and they need to have an understanding of the agency and how it functions. The volunteers need to be clear on what their job is and how they might be evaluated. The second principle Macduff discusses is

"coaching," which she describes as "a process of continually providing information, offering techniques to do the job more effectively, and suggesting steps for improvement" (p. 18). The third principle she highlights is that of "recognition," something that can be easily forgotten. The fourth component she discusses is "constructive criticism," which involves the supervisor offering feedback to the volunteer regarding their performance. Finally, Macduff discusses the importance of offering an "opportunity for growth." She describes the need for volunteers to be made aware of opportunities for further learning within an agency. It is the role of the supervisor to offer opportunities to try new things. At the same time volunteers should not be forced into opportunities for which they are not ready. Macduff also points to supervisors needing to periodically evaluate their own skills.

In summary, it can be said that the literature on supervision of volunteers providing direct client service is limited. What is available can be repetitive. The majority of the materials available to the reader only touch upon several of the significant issues relevant to supervision. There is little focus on the issues of a formal evaluation

process, training, and the interactional process of supervision.

Whether the supervisee is a volunteer or a paid employee, the skills a supervisor requires to be competent and helpful in her practice are crucial. Thus, the supervisor needs to be evaluating his/her own skills on a regular basis to ensure that he/she can offer the supervisee the education, administrative support, and emotional support they may require. This in turn offers quality service to the clients served.

Conclusion of The Literature Review

The purpose of this practicum was to provide training and clinical supervision to volunteer mediators to enhance their knowledge and skill in mediating with families with adolescents. The literature review has focused on key elements related to mediation with families of adolescents. An understanding of the dynamics of families with adolescents is a necessary foundation to engaging families in the mediation process. Over the course of the last two decades, mediation has evolved as a resource for families with adolescents who struggle with conflictual issues. A review of the literature on volunteer mediators suggest that the development of volunteer mediation programs to assist families is

increasing. The literature has identified the benefits of utilizing volunteer mediators with families. At the same time the literature also acknowledges the importance of ongoing training and supervision for beginning mediators.

The practise of supervision encompasses multiple tasks. Several authors (Kadushin, Middleman & Rhodes and Shulman) have identified the primary functions of supervision as administrative, educational and supportive. These primary functions can be applied to the supervision of volunteer mediators. The supervisor is often in a position to be modelling the skills necessary to engage families.

CHAPTER 3

FOCUS AND PROCEDURES OF PRACTICUM

Study Site and Volunteers

During the course of this practicum, training and supervision were provided to the volunteers with the Mediation Project. These activities took place in several locations in Winnipeg over a period of nine months.

The volunteers were generally recruited through the volunteer program of Winnipeg Child and Family Services South West area. Initially ten volunteers were recruited, interviewed, and screened for the project. The volunteers were from a variety of backgrounds and they ranged in age. There were a total of four men and six women who also varied in their experience and post secondary education.

Initially all ten volunteers participated in the various training activities. As the training progressed certain of the volunteers withdrew from the project, due to time restraints and a general feeling of not being able to fulfil the commitment of one year. In the end, six volunteers continued with the training and had the opportunity to mediate with families.

The training sessions, supervision meetings and mediation sessions with families were held in several locations. The mediation training facilitated by staff from Family Conciliation was held at Our Lady of Perpetual Help Church which is located in the catchment area of both Assiniboine South School Division and Winnipeg Child and Family Services South West area. The family dynamics training and the role play exercises were held at the Corydon Street office of Winnipeg Child and Family Services South West area. The mediation sessions with families took place at the Charleswood office of Winnipeg Child and Family Services South West area and the Broadway office of Winnipeg Child and Family Services Central area. Supervision meetings with volunteers occurred at the Corydon Street office of Winnipeg Child and Family Services South West area. Meetings held to coordinate the various aspects of the study and the mediation project occurred at the University of Manitoba, the Community Resource Clinic, and the Winnipeg Child and Family Services South West area offices.

Practicum Committee

The practicum committee members were as follows:

- (1) Dr. Barry Trute
- (2) Ms. Bobbie Docking, M.S.W.
- (3) Dr. Harvy Frankel

Dr. Barry Trute, Professor, Faculty of Social work, acted as chairperson of my practicum committee. He was the primary supervisor for the practicum. Dr. Trute coordinated and supervised me in the academic and practical components of my practicum.

Dr. Trute has been a resource, and offered guidance regarding academic and clinical issues as well as practical issues. He offered suggestions and resources regarding measurements for the practicum as well as strategies to deal with concerns as they arose. Dr. Trute's supervision guided me as I developed in my role as supervisor.

Ms. Bobbie Docking, who was a social worker with the Assiniboine South School Division and a member of the Mediation Project steering committee, was also a member of my practicum committee. Ms. Docking met with me on a monthly basis as well as was available to me on a regular basis by

telephone. Ms. Docking's supervision and consultation played a significant role in guiding my learning about the supervision of volunteers working with families. She was available to me to assist me with day-to-day practical issues, as well as acted as a resource and offered helpful strategies and plans of action for fulfilling the role of the mediation project supervisor.

Dr. Harvy Frankel, Professor, Faculty of Social Work agreed to act as a consultant on the practicum committee. Dr. Frankel was available for committee meetings and to offer feedback on my practicum proposal and final report.

Summary of Activities to Complete Practicum

My practicum activities were identified as several different yet inter-connected tasks to achieve my learning goals:

1. Identifying my role with the steering committee for the project.
2. Screening, interviewing, and selection of volunteers.
3. Identifying training needs, designing, coordinating, and facilitating training

sessions which included the family dynamics training and the role play exercises.

4. Attending regular steering committee meetings to address practical issues and ongoing planning for the functioning of the project.
5. Screening and processing mediation referrals, acting as coordinator to match families with volunteer mediators, as well as match the volunteers with the lead mediators.
6. Supervising the mediation sessions. Facilitating briefing sessions prior to the family interview and debriefing following the family interview.
7. Offering individual supervision meetings to volunteers.

These various tasks did not occur in isolation. The initial task of screening and selecting the volunteers occurred in the earlier stages of the study. The remaining tasks continued throughout the study period. I continued to identify training needs with the volunteers such as role play exercises or reading materials. As well, I continued to coordinate the mediation referrals and match the volunteers

with the families. I attended all of the mediation sessions that were held with all of the families. As a way of ensuring ongoing communication and feedback I attended all of the steering committee meetings. These meetings provided feedback, for the committee, but also provided the supervisor with information regarding larger agency issues which helped to form a larger picture for the volunteers.

Direct Client Contacts

During the course of the study, I had direct contact with all the families that became involved with the project. I generally spoke with all the family members by telephone, and eventually met with them prior to the first interview. These meetings generally occurred on the same day or evening as the first session.

As the mediation project supervisor, I had the opportunity to observe the volunteer mediators mediate with the families, or would be involved as a co-mediator myself. Each family completed a consent form prior to the sessions beginning (Appendix B). In completing the form they agreed to my involvement as supervisor, observing the volunteer mediators or in my occasional role as lead mediator.

The families were encouraged to contact me at any point if they required any further information or had any concerns. I was clear with the families as to the purpose of my studies, and that the information they shared was to be treated as confidential by myself and the volunteers.

There were a total of thirteen families referred to the project, ten of which were engaged in the mediation process. Of the ten families, nine families presented with issues related to conflict within the family between the parent(s) and adolescent. One referral was a unique referral as it was a community dispute. This referral involved a dispute between two adolescents which also included conflict between parents in the two families.

Measures

Several outcome measures were selected by the steering committee. They were: the Abbreviated Family Assessment Measure (Skinner, Steinhauer and Santa-Barbara 1983) and the Index of Parental Attitude and Child's Attitude Towards Mother (CAM) and Father(CAF) (Hudson 1982). The Abbreviated Family Assessment Measure is a measure which examines the overall functioning of the family. The Abbreviated version correlates

highly with the general scale of FAM III $r > .90$. The FAM III is a measure of family adjustment with strong psychometric properties with well developed norms based on Canadian families. The Index of Parental Attitude measures "the extent, severity or magnitude of parent-child relationship problems as seen and reported by a parent" (p.445, Corcoran + Fischer 1987). The Child's Attitude Toward Father (CAF) and Mother (CAM) is designed to "measure the extent, degree, or severity of problems a child has with his or her father or mother" (p.421, Corcoran + Fischer 1987). The Attkisson Client Satisfaction Questionnaire was distributed to nine of the families. A sample of the above instrumentation is included in Appendix B. For the purposes of this practicum I developed two questionnaires, a supervision evaluation form and a consumer feedback questionnaire. The first questionnaire I developed was a questionnaire (Appendix D) that I administered prior to the Mediation and Conflict Resolution training and following the training. The questionnaire was designed to measure the volunteers' knowledge of the mediation process and the impact of the training. I designed a similar questionnaire focusing on different content, for the Family Dynamics training (Appendix G). The third measure I developed

was a Supervision Evaluation form (Appendix H). This measure was utilized when I observed the volunteers mediating with families. The measure was designed to monitor the individual volunteer's skill development. The fourth measure I developed was the Training and Supervision Evaluation form (Appendix E). The purpose of this evaluation was to receive feedback from the volunteers as to the usefulness of the training and supervision they received. The evaluation also requested suggestions for future training events.

CHAPTER 4

Training

The training sessions for the volunteer mediators were organized into four components and initiated in a planned sequence. There were designed as separate training activities, however, they were interconnected. The activities are described in this chapter in the order in which they were initiated during the course of the practicum. First, the objectives which were specific to each of the four components are identified. This is followed by a summary of the activities which were selected to achieve the objectives. Lastly, is a discussion of some of the issues which emerged during the planning and implementation stages.

The volunteers evaluated certain aspects of the training. They also completed questionnaires prior to and following two of the training components. As we progressed through the training and mediation work, five of the volunteers withdrew from the project and one volunteer joined the project at a later point. This accounts for the discrepancy in the numbers of persons who might have completed the questionnaires. Where

applicable, the results are presented in the sections of the report which address these issues.

Training Component 1:
Conflict Resolution and Mediation Training

One of the goals of this training component was for the volunteers to develop knowledge of conflict resolution theory. A second goal was for the volunteers to develop an understanding of the mediation process and the role of the mediator. A third goal was for the volunteers to develop beginning skills in mediation.

The training package is designed to offer the trainee a beginning understanding of conflict resolution theory, an overview of the mediation model adapted by Family Conciliation, and the skills required to facilitate the mediation process. The training encompassed approximately twenty-four hours of theory and experiential learning (Appendix C).

As the contracting for this training component was negotiated prior to my involvement in the Mediation Project, I did not have any direct involvement in the planning and establishment of the training. I am very familiar with the

training package which was offered by Family Conciliation, as I also teach the same training package.

My involvement with this component of the training was limited to the design and administering of a questionnaire (Appendix D) measuring the knowledge base of the volunteers regarding conflict resolution and mediation. In designing the questionnaire, I reviewed the objectives and goals of the training and attempted to design questions which were consistent with the learning objectives. I also reviewed the material which is taught in the training workshop, and established questions based on the content to be taught. Lastly, I reviewed the questions with my advisor, Dr. Barry Trute; Bobbie Docking, one of the practicum committee members and two members of the steering committee. Following helpful feedback and suggestions I made a few revisions to the questionnaire. The questionnaire was administered prior to the training and following completion of the training.

The results of these questionnaires reflected a general increase in knowledge following completion of the training. This was reflected by the volunteers' overall ability to answer more questions following the training, and to answer the questions more thoroughly. In the pre-training

questionnaire results, eight volunteers had difficulty describing the mediation process and the role of the mediator. They described a beginning understanding of the process and role of the mediator. Two of the ten volunteers had previous mediation training and offered more complete answers. Eight of the ten volunteers also had more difficulty answering the questions which discussed the concept of neutrality and screening. The previous mediation training which the two other volunteers had participated in seemed to contribute to their ability to answer the questions more thoroughly. The same results occurred for the last three questions relating to power imbalances and the process of exploring for underlying interests. All ten volunteers appeared to have difficulty answering the first question on conflict resolution which may have been due to a lack of understanding of what was being asked. It is possible that the question was too vague and did not specify adequately what information was being sought.

The results from the post-training questionnaire reflected a marked increase in knowledge regarding the mediation process and the role of the mediator. All of the volunteers were able to answer these questions thoroughly. They continued to have difficulty answering the question

regarding conflict resolution theory which may be due to the structure of the question. All of the volunteers were able to complete the questions regarding the concept of neutrality and the screening process more thoroughly. Certain of the volunteers had more difficulty completing the questions on power imbalances and exploring underlying interests. This is likely due to the latter concepts requiring more experience and exposure with the mediation process.

In summary, based on the information provided by the administering of the questionnaire, it is apparent that the volunteers' knowledge regarding the mediation process, the mediator role, and the skills required in mediation did increase. The training contributed to their learning.

At the end of the practicum study, I distributed a questionnaire (Appendix E) to the final six volunteers. This questionnaire was designed to measure their satisfaction with the training and supervision. The design of the questionnaire and the results regarding the supervision component will be addressed in the following supervision chapter.

With respect to their evaluation of the Conflict Resolution and Mediation Training the results would indicate that overall the volunteers felt the training was beneficial and

assisted them in their learning. Five of the six volunteers completed this section as the sixth volunteer did not participate in this training, because she joined the group at a later point. With regards to the first question, two of the volunteers rated the training as very comprehensive. The three other volunteers rated it at one scale lower, which can be interpreted as also quite comprehensive. With regards to the second question, three of the volunteers found the training to be very useful in their role as a volunteer mediator. The two remaining volunteers evaluated it one scale lower, signifying that they also experienced the training as quite useful. The answers to the third question regarding the training reflected an overall opinion that the training contributed moderately to their ability to execute the mediation process. The scores were reported at the mid-range of the scale. This result may be due to the volunteers' experience, that as they progressed through their learning, the more opportunities they had for experiential learning the more their mediation skills developed. This would reflect Kadushin's argument that "the intent in educational supervision is to transform information into knowledge, knowledge

into understanding, and understanding into changed behaviour" (p. 154).

Finally, the fourth question was an open-ended question which asked for suggestions on how the training might be improved. Four of the five volunteers answered this question. Two of the volunteers stated that they felt the training should not be separated into two sections and scheduled one month apart. They felt that this did not contribute to the continuity of their learning. Other comments included that the training might have been more helpful if held in conjunction with more role playing and mediation experience. An additional comment made was that the training could have been more case specific and less general. A fourth volunteer commented on the over emphasis of one part of the process, i.e. the introduction, at the expense of other parts of the process. Overall the comments were helpful, and offer useful feedback for the planning of future mediation training packages.

Training Component 2:
Orientation to Child and Family Services System and
Assiniboine South School Division

The primary objective of this training component was to provide the volunteers with an overview of the child welfare system and the school division. This orientation was provided primarily by Gary Johnson, supervisor with Winnipeg Child and Family Services South West area, and Ms. Bobbie Docking, social worker with the school division. A third person, Shannon Cheekie, who practises mediation with the agency, was an invited guest.

I did not have any direct involvement with the planning of this three-hour orientation. My role was limited to that of observer. This component of the training was not evaluated as part of the training and supervision evaluation I distributed. Overall it would appear that the volunteers found the information useful from the verbal comments they offered.

Training Component 3:
Family Dynamics Training

One of the primary objectives of this training was to provide the volunteers with the opportunity to expand or develop their knowledge of family dynamics of families with

adolescents. This was accomplished by developing a six-hour training package which covered several topics. These topics as listed in the training outline (Appendix F) included a brief overview of Family Systems Theory/Model and the concepts of the Structural Family Therapy Model. Other topics included: developmental issues in family systems, understanding family health and family problems, and family of origin issues. The training was scheduled in two three-hour evening sessions and was facilitated by two Family Therapists with the Winnipeg Child and Family Services South West area, Loretta Doyle and Ken Atnikov.

In my role as supervisor I was involved in identifying for the trainers the topics I felt should be included in their training. In preparation for this I consulted with Bobbie Docking, and we agreed to what should be included in the training. I forwarded my comments to the trainers and also consulted with them by telephone. My suggestions included the trainers presenting on the topics of: (a) Systems Theory/Model, (b) Structural Family Therapy Model, (c) Family Life Cycles, and (d) Family of Origin Issues. The facilitators reviewed my comments and developed the outline mentioned previously (Appendix F).

I was not involved in the direct facilitation of the training, however I attended both training evenings. Periodically the facilitators would call upon me to comment on the topic's relevance to the mediation process and to discuss practise issues. Overall, the volunteers appeared to enjoy and appreciate the relaxed competent approach of the trainers.

As I had done with the Conflict Resolution and Mediation Training, I developed and administered a questionnaire (Appendix G) to measure the volunteers' knowledge prior to and following the training. I developed this questionnaire by reviewing the topics to be covered in the training, and from my discussions with the trainers. As a final step in the development of the questionnaire, I reviewed the questions with Dr. Barry Trute and Ms. Docking. Following their comments and suggestions I made the necessary revisions.

Eight of the original ten volunteers participated in the family dynamics training. The remaining two volunteers withdrew from the project due to time constraints. As well, one of the eight volunteers was unable to attend the first family dynamics training and did not complete the questionnaire. The results from the questionnaires would indicate a general increase in knowledge from having participated in this

training component. Five of the seven volunteers who completed the questionnaire appeared to have a basic understanding of the concepts of boundaries and triangulation prior to beginning the training. They were able to provide a beginning description of the concepts. The remaining two volunteers had more difficulty describing the concepts. The last two questions appeared to prove more of a challenge, although the volunteers did make efforts to describe the concepts of power and hierarchy and developmental issues in families.

The results from the post training questionnaire reflect an increase in knowledge on the concepts presented. All seven of the volunteers' answers were more complete for all questions. A few of the volunteers did continue to have some difficulty with the last two questions. This may be attributable to the fact that the teaching of such concepts is not easily done within so few hours.

As discussed in the section on Conflict Resolution and Mediation Training, I distributed an evaluative questionnaire at the end of the practicum. The second training component the volunteers were asked to evaluate was the Family Dynamics training. As only six volunteers continued with the project for the duration of it, only six questionnaires were

completed, and one person did not participate in this training. All five of the volunteers who completed this portion of the questionnaire rated the training as quite comprehensive. They also felt that the training did contribute to their learning of family dynamics to a large extent. The volunteers varied on their opinion as to whether the training helped them in their role as a volunteer mediator. The responses ranged from extremely helpful to the mid-range point. Generally the volunteers found it quite helpful. Finally, the last question asked for any suggestions on how the training might be improved. Only three of the five volunteers completed this question. One volunteer stated that they felt the training had been informative. A second volunteer suggested that the training could have been repeated when the mediation with the families were occurring. The third volunteer suggested that the training could have been more case specific. Overall, all five volunteers' answers reflected a general satisfaction with the training and an increase in their learning.

Training Component 4:
Role Play Exercises

The primary objective of the role play exercises was to provide volunteers with an opportunity to expand their mediation skills. It offered the volunteers an opportunity to practise the skills required by the mediator in the mediation process. It is a necessary step to experiential learning.

Initially I planned for two evenings of role play exercises. Eleanor Moore, the Volunteer Coordinator, and I worked together to design the role play scenarios and the structure for the evenings. Due to the projects initial lack of referrals, I decided to schedule more role play exercises than originally planned. There were a total of six role play evenings planned. Attendance was sporadic and varied on each evening. There was not one evening whereby all volunteers attended together.

The role plays were structured with two volunteers co-mediating together and two or three volunteers role playing the family members. Everyone was given the opportunity to practise being the mediator. Eleanor Moore and myself provided feedback to the volunteers. Ms. Moore attended the

initial three or four sessions, and we then agreed I would facilitate the evenings alone.

The initial lack of referrals to the project made it necessary to continue with the role plays as a means for the volunteers to stay abreast of the process of mediation and the skills required. It became a challenge to keep the volunteers interested in the role plays, and attendance became sporadic. What also became apparent through the role play exercises was the disparity in the volunteers readiness to begin working with families. As a means of addressing this development, Eleanor Moore and I decided to group the volunteers based on their skill level and readiness to proceed. Those with lower skill levels would require further practise, and those with higher skill levels could proceed to mediate with families. This worked out well in theory but not in practise. Two dilemmas seemed to present themselves which made this plan more difficult to implement. The first was with respect to the sporadic attendance. The second involved the issue of a lack of referrals to the project, which made it difficult for the volunteers with higher skills to mediate with families.

After six role play evenings, the role plays seemed to loose their purpose, and people's motivation and commitment

declined. As an alternative I planned an information evening for the volunteers to gather, and I would facilitate a brief presentation and discussion on co-mediation. The volunteers had previously identified an interest in discussing this topic more thoroughly. I invited the volunteer mediators who had already begun working with families to attend and share their experiences. Unfortunately only one of those three volunteers attended. The remaining volunteers who attended seemed to find the information and discussion useful and helpful. There were no further role play evenings initiated. As time progressed, volunteers were beginning to have the opportunity to mediate with the limited referrals we did receive.

As discussed in the previous section, I distributed an evaluative questionnaire at the end of the practicum. All six of the volunteers completed the questionnaire (Appendix E). In regards to the question: "How useful were the role play sessions in helping you in your role as a volunteer mediator?" The volunteers evaluated the role play exercises as quite useful. One volunteer evaluated them in the mid-range, which may have been due to the fact that she had previous mediation experience and had higher skill levels. The second question asked: "To what extent did the role plays contribute to your

learning of the mediation process?" Five of the volunteers evaluated the role plays as contributing highly to their learning of the mediation process. One volunteer evaluated them in the mid-range as she had the previous question. The third question, which asked: "To what extent did the role plays contribute to your learning of the skills required in the mediation process?" Five volunteers rated them as high. One volunteer rated them in the mid-range. The fourth question asked for an evaluation of the feedback provided during the role plays. Five of the volunteers rated the feedback as quite helpful to very helpful. One person did not answer the question. The final question requested any suggestions on how the role plays might have been improved. Two of the six volunteers suggested that it would have been helpful to observe the entire mediation process being role played in one evening. A third person commented that they would have liked to observe the supervisors mediate. A fourth person suggested the use of a video taped session with a family to observe, and discuss afterwards. Another volunteer felt the role plays could have been open-ended and less structured. Finally, one volunteer commented that they felt role plays were the best learning experience short of a live

mediation with a family. One person did not complete this question. Overall, all of the comments were helpful and offered useful feedback.

In summary, it would appear that all of the four training components contributed to the volunteers development of their conceptual, perceptual, and executive skills. The primary goals and objectives of each training component seemed to have been met. The volunteers reported a general satisfaction with the three training components. It is difficult to report on the second training component as there was no questionnaire distributed for this component.

I have found the volunteers' comments, feedback, and suggestions to be helpful and useful to me in my learning as a supervisor. I appreciated their commitment and energy to the process. Due to the lack of referrals, it could have been easier for the volunteers to withdraw from the project, however the volunteers continued to work hard and remain involved.

I learned that one needs to be creative and flexible in their planning of training activities. Dilemmas arise which offer a challenge, and one needs to find creative solutions. I learned to utilize my own supervision time with Bobbie

Docking and Dr. Trute to reflect on what was happening in the various training components, and what still needed to occur. As Haynes described, this ability to learn from my own supervisors taught me to reflect this back in my role as supervisor. I also learned the importance of being directive and managing a group of supervisee with various individual learning needs.

With respect to the planning, designing, and structuring of training activities, I learned that the timing and sequence in which training occurs is crucial. I also learned that it is always important to be open to new challenges, and to be planning creative solutions to these challenges.

CHAPTER 5

SUPERVISION

As discussed in the literature review, Kadushin has identified the three primary functions of supervision as administrative, educational, and supportive. In my role as project supervisor, I feel that I completed various tasks which could be described as falling within these three functions. Also, Shulman's emphasis on the interactional process of supervision was a significant part of the process of supervision with the project.

The following is a description of the various activities I completed throughout the practicum study in my role as supervisor. The various tasks did not occur in isolation. Most of the supervision components were interconnected and continued throughout the practicum study.

Supervision Component 1: Identifying my role with the steering committee for the project.

In my preliminary discussions with the steering committee members, I identified my role as more that of coordinator of the project. After careful consideration and discussions with two of my practicum committee members, Dr. Trute and Ms.

Docking, my focus changed more to a role with the project as a supervisor. The rationale for such a decision was to address an area that fell within the clinical stream of social work practise, and helped me to develop skills in an area in which I was interested.

As there was no coordinator for the mediation project, a portion of the tasks I performed were of a coordinating nature. Due to a lack of a coordinator to bring things together, there were times when the steering committee had to establish each person's role, and what were some of the tasks that needed to be shared. Overall the steering committee worked well together and accomplished a great deal.

Supervision Component 2: Screening, interviewing, and selecting volunteers.

This component of my supervision activities would fall within Kadushin's description of administrative functions. These activities occurred early on in the practicum study, following my joining of the project steering committee.

Eleanor Moore, the Volunteer Coordinator for Winnipeg Child and Family Services South West area, had begun the recruitment for the volunteer mediators prior to my

involvement in the project. At the point that I became involved in the project, Eleanor and I immediately began meeting and scheduling a full day of interviews with the ten volunteers. In preparation for these interviews, we drafted a list of twenty-one questions to utilize as a guide in the interviews.

All ten volunteers were from various backgrounds with divergent work experiences and education. Certain of the volunteers had their Bachelor of Social Work, others were volunteers with the agency with a great deal of life experience, and others were employed as Family Intervention Workers with the agency. The group of them reflected a good mixture of talent, experience, and education. All were very keen and interested in learning new skills. Interviewing the volunteers was a very rewarding experience, as each volunteer brought such unique characteristics and thoughts to the interview. It was very exciting and encouraging to feel their energy and commitment.

After all of the interviews Eleanor and I consulted and agreed that all ten volunteers would participate in the training. We agreed to monitor their involvement and make any decisions regarding exclusions as the need arose. We were

operating under the assumption that all the volunteers would continue with the training activities and eventually mediate with the families. We did anticipate from our interviews that various issues regarding experience, training, and background would surface. All of the ten volunteers agreed to a one-year commitment with the project.

A second group of volunteers whom I interviewed were the potential lead mediators for the project. I met individually with all of the persons who were offering their time to volunteer as lead mediators with the project. During these interviews I described the development of the project and the anticipated goals. Initially there were three lead mediators. All had received their mediation training from Mediation Services, and were not familiar with the model taught to the volunteers. We reviewed the similarities and focused more on the importance of following a structured process, whether it was divided into three or four stages. We agreed that skill development was also key. At one point one of the lead mediators needed to withdraw from the project due to a change in employment. She did offer me a name of a potential replacement. I also met with this lead mediator and reviewed

the information discussed previously. She agreed to volunteer as a lead mediator with the project.

Of the three lead mediators, two were male and had previous experience as lead mediators with Winnipeg Child and Family Services East area. The third volunteer, a woman, had a great deal of mediation experience as well. All three volunteers agreed to offer their time, generally one evening every one to two weeks. They are all very talented and unique in their approach, which was a good learning experience for the volunteers. As a supervisor, I maintained regular contact with them by telephone, and was present at all of their mediation sessions with families. Overall they were very committed to the project, and offered a great deal of experience, skill, and talent. The task of working together worked very well.

Supervision Component 3: Identifying training needs, designing, coordinating, and facilitating training sessions.

As this training component was discussed in detail in the previous chapter, I will not repeat the tasks associated with it. The training role that I played as supervisor can be seen as a function of both administrative and educational

supervision. Early on in the practicum study, the steering committee and I identified the training needs of the volunteers. We worked together to design, coordinate, and facilitate the various training components.

As mentioned previously, the combination of all of the training sessions have contributed to the volunteers learning of mediating with families with adolescents. There are some changes which could be incorporated for future training which I shall discuss in my final chapter.

Supervision Component 4: Attending regular steering committee meetings to address practical issues and to plan for the functioning of the project.

As mentioned previously, early on in my involvement with the mediation project I identified my role as that of supervisor of the volunteer mediators. As the supervisor with the project I was also a member of the steering committee. The committee worked well together and worked diligently to establish the program.

In the initial stages of our meetings we worked together to create a package of information, forms, a brochure, and identified family assessment measures to be utilized. These

packages were to be distributed to the staff possibly making referrals, and to the volunteers. Different members focused their energies on different aspects. I acted more in a consultative role, and identified some of the criteria for inclusion and exclusion of referrals, and also identified reference material which could be utilized. I met with one of the coordinators of the mediation project at Winnipeg Child and Family Services East area to review their procedures. I reported on my findings to the steering committee. With their permission we reproduced certain of their mediation forms and adapted others. I was not directly involved in the writing of the package, but as mentioned acted more as a consultant.

In the beginning of the practicum study these meetings were held quite regularly, a minimum of bi-monthly. With time, as the more administrative work had been accomplished we met monthly. Our focus in the meetings began to change, as we needed to address some of the practical issues which were arising. The administrative issues such as work space, file recording, and file storage were easily resolvable. The larger issue which required more attention and intervention was the lack of referrals to the project. Being an outsider to the agency it was difficult to understand what were some of

the reasons for the lack of referrals, and what could be done. The original unit or team that had been targeted, prior to my involvement, was not referring families for mediation. As a committee we agreed to expand the program to two other units. In my role as supervisor, I made a presentation to one of these units to provide them with further information. At the time the workers seemed interested. We did receive one referral from this unit not long after. I attempted to meet with the second unit, however, we could not coordinate a suitable time. We also received one referral from this unit.

As time progressed we had received a limited number of referrals, most of which came from the school division. In an effort to establish more referrals and ensure that the volunteers had an opportunity to work with families, we expanded our intake outside of the agency. A few of the committee members contacted Winnipeg Child and Family Services Central area, Mediation Services, and Winnipeg Child and Family Services East area to request referrals. Shortly after these contacts we received inquiries and referrals from three social workers with Winnipeg Child and Family Services Central area. Towards the end of the project Winnipeg Child and Family Services East area contacted us with referrals,

unfortunately we had agreed to close off intakes as the summer was approaching. Throughout the project we received a small number of regular referrals from the school division. This was likely due to Ms. Docking's regular and consistent outreach to the school division personnel. In the end we did receive enough referrals for the remaining six volunteers to have an opportunity to begin mediating.

Towards the end of the project, the steering committee reviewed the future possibilities for the mediation project to continue beyond its original mandate. Due to the lack of referrals from the agency, and an inability to predict the programs viability due to this, it was agreed the project would not continue beyond the school year. The committee held a final meeting to wrap up any issues and disbanded.

My involvement as a member of the steering committee was a very good learning experience. I learned how committees can achieve a lot when they work well together, and also learned that role clarification is very important. As there had been some initial confusion as to my role with the project, it seemed to take some time to define my role as a committee member. Also as there was no coordinator, I seemed to naturally take on some of those functions. This did not

create any significant problems, as the lines of communication were generally open amongst members. What I did learn from this experience is that initially contracting one's role and the tasks associated with it is important. At the same time I learned and benefitted from the various tasks I undertook. Furthermore, I can say that it was very rewarding to participate in the development of a program.

Supervision Component 5: Screening and processing mediation referrals, acting as coordinator to match families with volunteer mediators, and matching the volunteers with the lead mediators.

I, along with the other steering committee members, agreed that in my role as supervisor I would have the task of screening and processing the mediation referrals. It had been established that the social worker making the referral to the project would complete an intake form, and complete some initial screening by reviewing our information package for criteria guidelines. Also, the referring person would have some preliminary discussions with the family about the mediation process. Following this I would receive the written information and follow-up with the family members that were to participate in the mediation process. All of the first

contacts occurred by telephone. I offered to meet with people to provide further information prior to the first mediation session, however they declined. Over the telephone I sought further background information, and screened for violence issues and readiness to proceed. I also explained the mediation process in detail, and discussed the co-mediation model which was to be utilized. I further explained my role as supervisor, and how I would be involved either as a lead mediator or observing the mediation session behind a one-way mirror. I discussed the various forms with families and asked them to arrive ten to fifteen minutes early to complete them.

In total the project received thirteen potential referrals. This number could have been greater as we had further requests towards the end of the project, and had already made a decision to close intake off. These requests were from both Winnipeg Child and Family Services East area and Central area. Of the thirteen families we mediated with ten families. With respect to the other three referrals, for two of the families one member decided not to participate, and the third referral was inappropriate.

As discussed in the section on role plays, different volunteers were at different stages of readiness to work with

families. As a result, those who began mediating first had the opportunity to mediate with more than one family. In the end only six volunteers continued through with the project to the point of mediating.

When I received a referral and was faced with the task of assigning the case and matching the leads with the volunteers, I needed to review several factors. In making this selection process, I would consider what the issues were that the family was presenting, and at times the gender of the teenager. I considered the volunteer's experience and skill level. Haynes in his work discusses the importance of assessing the mediator's skill level when assigning cases. I attempted to mix the gender of the lead mediator and the volunteer to reflect a balance. I also attempted to have those mediators who mediated more than once to do so with different lead mediators. At times I was not afforded the luxury of considering all of these factors, due to the availability of people and the volunteer's readiness to proceed. I also acted as lead mediator when required.

Following all of these considerations I would contact all the parties involved, including the family, and schedule appointments. We began by offering sessions on Tuesday and

Thursday evenings, and eventually considered other evenings as well, due to schedules. Often I would also follow-up with the referring worker once the mediation had terminated, and offer them feedback on the outcome. All of these tasks proved to be quite time consuming apart from the direct clinical supervision.

From this experience, I learned that careful screening of families and the selection of volunteers to work together was important. When I wasn't afforded the luxury of selectively matching people, it still worked well. I believe my outreach to families was helpful in encouraging them to participate in the project. It seemed to be helpful to have a central person to contact, and in certain cases families still called for information after the mediation sessions were over. The more information I provided to people the more committed they were to the process.

Supervision Component 6: Supervising the mediation sessions, facilitating briefing sessions prior to the family interview, and debriefing following the mediation session.

Prior to each mediation session with a family the lead mediator, the apprentice mediator, and I would meet for

approximately a half hour to review the dynamics of the case. I would provide them both with the information I had gathered and we would plan a direction for the session. We also utilized this time for the lead mediator and the apprentice to contract their part in the interview. Initially I would allow the apprentice to contract a role they were comfortable with. I did encourage the apprentice to have an active role early on in the sessions, as I observed that when they didn't do so they had difficulty actively participating in the process later. As the apprentices began their second or third session with a family, I would direct them to taking on larger parts of the process.

Following each session with a family there would be a debriefing period with the lead mediator, volunteer, and myself. The volunteer would share how they felt and their observations about their work. Often the leads would be encouraging and point to the strengths of the apprentice. I would echo these statements and feedback my own observations. We also discussed the issues for the family and a potential agenda for the next meeting.

When I was in the role of lead mediator we followed a similar process of briefing and debriefing the sessions. I

did experience a difference as a participant rather than an observer. I felt as a participant I was less able to be outside of the system making global observations. I needed to be aware of my role as lead mediator and supervisor. As I practise very little in a co-mediation model I was sensitive to the interactional process which goes on between the lead mediator and the volunteer. As Shulman discusses I was in a position of modelling to the supervisee the skills required to mediate with families. Of the ten families we worked with I was the lead mediator for three of them. For the other seven families, I was able to observe the process from a one-way mirror.

In order to monitor the volunteers progress and skill development, I designed a supervision evaluation form (Appendix H). In preparation for developing this form I reviewed the evaluation format utilized by Mediation Services and a supervision observation form and evaluation form from the American Association of Marriage and Family Therapists forms book. These forms were provided to me by Dr. Trute. After reviewing the above mentioned I adapted an evaluation form. I circulated the form to Dr. Trute and Ms. Docking for their

feedback. Following their comments and suggestions I made the necessary revisions.

I informed each volunteer of my intention to utilize the form and its purpose. I explained that it would be helpful to me in evaluating their skill level and offering them feedback. I utilized the form for all six volunteers. The form was helpful in monitoring the volunteer's progress or areas of needed improvement. At the same time the form had its limitations. Generally all the volunteers had the beginning skill level to explain the process, set out the guidelines, and remain impartial. Some of the other functions listed were more advanced, and at times the volunteers had difficulty executing the skill. What the form didn't provide was a skill level between introductory and above average. Certain of the volunteers stayed at the introductory level, while others progressed to a higher level, however I would not have described this level as above average. The problem seems to be in how the supervisor, myself in this case, conceptualizes average. When volunteers were moving beyond the introductory level, I did rate them as between introductory and above average. There were a few volunteers who did demonstrate above average skills with practice. They were generally those

who had more opportunity to mediate, or who had more opportunities to mediate in the past or other types of counselling experience. In the open ended questions section, I was able to record people's strengths such as humour, calmness, genuineness, approachability, and strong communication skills. This was helpful in providing feedback to people.

What was most rewarding to observe was people's progression from conceptual/perceptual skills to executive skills. As Kadushin discusses: "The intent in educational supervision is to transform information into knowledge, knowledge into understanding, and understanding into changed behaviour" (p. 154). I observed growth and learning for all volunteers from the first time I met with them to their actual work with families. Their skill levels varied with experience, opportunity to work with families, and willingness to take risks. The volunteers themselves expressed excitement and satisfaction to be able to have the opportunity to mediate with families. They felt they benefitted from the experience of working directly with families. I witnessed a clear progression in their knowledge, understanding, and skills in mediating with families with adolescents.

Supervision Component 7: Facilitating individual supervision meetings with volunteers.

Following the training sessions and prior to beginning mediating with families, I met with all the volunteers in an individual meeting. The purpose of these first meetings were to determine their readiness to proceed with families. It was also a process whereby I could offer support and encouragement to the volunteers in their new role. As well, it was an opportunity to provide the volunteers with information regarding the project. A second meeting was scheduled with the volunteers. As there were no immediate referrals it was difficult to discuss the specific content of cases. I did encourage people to do some of the readings provided by the training, however time constraints seemed to get in the way of their being able to do so.

Following these initial interviews certain volunteers began mediating with families, and found the briefing and debriefing sessions to be sufficient time to discuss issues. Individual meetings were offered, and when a volunteer declined I maintained regular contact through the role play evenings, the mediation sessions with families, and by telephone. I had originally planned to have bi-monthly

individual meetings with the volunteers. It generally worked out to monthly meetings in addition to the regular briefing and debriefing meetings.

I utilized this meeting time to offer feedback and deal with issues as required. Kadushin (1992) discusses the importance of the supervisor engaging in regular dialogue with the supervisee as a function of educational supervision. There were times when I was required to be more directive and address sensitive issues. I initially found this to be a challenge, and utilized my own supervision time with Ms. Docking to explore creative interventions. Her support, guidance, and suggestions were a good role model and learning experience for me to take back to my supervision of the volunteers.

At the end of the practicum study I distributed the training and supervision evaluation discussed in the previous chapter (Appendix E). I developed the section on supervision by reviewing other client feedback questionnaires and evaluations. I reviewed some of June Gallessich's writings in the Profession and Practise of Consultation. Dr. Trute and Ms. Docking also reviewed the questionnaire. I will not report on the training evaluation as I did so in the previous chapter.

I will discuss the supervision evaluation only. All of the evaluations were anonymous. There were a total of six volunteers who completed it. There were ten questions, the first eight being scaling questions and the last two open ended. For the scaling questions the scores ranged primarily in the four to five range. The volunteers evaluated the supervisor as quite helpful and supportive. Scores in terms of the supervisor's helpfulness in their learning were from three to five. For certain volunteers the supervisor was very helpful in enhancing their knowledge, and for others it was moderately helpful. This may be attributable to certain volunteers having had more experiences in other areas, which enhanced their learning. It may also be due to varying learning styles. A third possibility may be due to the lack of opportunities to mediate with families and less opportunity for feedback. The volunteers rated the supervisor as having enhanced their understanding of the mediation process. The scores were within the four and five range.

In the open ended question which asked what was most helpful to the volunteer, one volunteer reported the supervisor as very encouraging and supportive, and allowing this individual the freedom to explore and experiment with the

process. A second volunteer described the supervisor as very supportive and encouraging. A third volunteer reported that the supervisor's knowledge of the process, experience in the field, helpful suggestions, and opportunity to observe the supervisor mediate was very helpful. A fourth volunteer reported that talking with and hearing the supervisor helped this person to develop a practical/working understanding of the mediation process. A fifth volunteer reported the supervisor's directness and practise of asking questions in such a way as the person could find their own solution to their own dilemmas as they arose was helpful. The sixth volunteer did not complete this question. Three of the volunteers did not answer question ten, which asked for suggestions on areas the supervisor might improve. One volunteer suggested that the role plays be sooner after the training. A second volunteer commented that the supervisor might be quicker to delegate, as this is expected of a supervisor. The third volunteer suggested that the entire mediation process be role played.

In the additional comments section those volunteers that answered generally made favourable comments about the supervisor. One volunteer commented that the reading material

provided was very helpful. With regard to future training and supervision, four volunteers completed this question. One volunteer commented on her desire to attend a family dynamics training as she had missed it. A second volunteer expressed their disappointment with the program ending, and requested a refresher in the fall. A third volunteer also stated they wished the program was continuing, and hoped for more training in this area. The fourth volunteer also suggested a refresher course and further opportunities to mediate with families. Overall all of the evaluations were quite favourable, and reflected a general satisfaction with the supervisor. They do express some disappointment with the program ending, and not having had as many opportunities to mediate as they would have liked.

CHAPTER 6

DISCUSSION AND RECOMMENDATIONS

This practicum was established to provide an experience in supervision and training. The practicum interventions were to focus on the coordination of a training program and supervision of volunteers, in their role as mediators of parent/adolescent conflict. This chapter addresses areas of my learning, specifically dealing with the tasks I carried out during the intervention phase of the practicum. Recommendations are proposed should a similar practicum be initiated in the future.

As discussed in previous chapters, Kadushin (1992) identifies the three primary functions of supervision as: administrative, educational and supportive. The various tasks that were performed in my role as supervisor could be described as falling within these three themes of supervision. There are several issues which emerged during the course of the practicum which helped form the basis of my learning. The following is a discussion of these issues. Although the issues are categorized according to administrative, educational, and clinical/supportive issues, I experienced them as inter-related and inter-connected.

Administrative Issues

A significant portion of the tasks I performed as supervisor were of an administrative nature. As discussed in the previous chapter, I functioned as a member of the steering committee for the project. My experience as a member of the steering committee provided me with opportunities for learning. There are certain issues which arose during the course of the project which needed to be addressed by the committee.

In the initial stages of the project, the steering committee was comprised of five members. They were: the social worker with the school division, two supervisors and the volunteer coordinator from Winnipeg Child and Family Services South West area, and myself. As the committee began planning and designing the various aspects of the project, we recognized that we had not included the intake worker from the particular unit from which the referrals were being sought. Following our recognition of this oversight, we invited the intake worker to join the committee and have an active role with the committee. Once invited, the intake worker did initially attend a few committee meetings, and provided helpful information for the planning of the project. As the

project progressed, the intake worker attended less committee meetings due to time constraints. From this experience I learned the importance of involving all the key players in the initial stages of planning. This enables the exchange of information and ideas, and helps to promote a partnership between the agency staff and the program.

A significant issue which arose for the steering committee was the initial lack of referrals. As discussed in previous chapters, there was an initial lack of referrals to the project. The steering committee had anticipated receiving referrals shortly after the training was completed. When this did not occur, the committee began developing strategies to address this issue. The first strategy which was implemented was to expand the referral base to two other units within the agency. As the project supervisor, I met with one unit and described the project's goals and the need for referrals. I also met individually with the intake worker of this unit and discussed the potential referrals. A second unit within the agency was targeted for a similar meeting, however we were unable to coordinate such a meeting. We initially anticipated a significant number of referrals from both these units. In total, we received two referrals from both units. As time was

passing and the volunteers were not having an opportunity to mediate with families, the steering committee was required to develop an alternate plan to generate referrals.

As a second strategy, several committee members contacted outside agencies to request any potential referrals. Winnipeg Child and Family Services Central and East area were contacted, as was Mediation Services. From these contacts we did generate three referrals from Winnipeg Child and Family Services Central area. They described being very interested in the project, and would have continued referring families had the committee not closed off the intake of new referrals. Similarly, Winnipeg Child and Family Services East area contacted the project with potential referrals, and we had to decline any new referrals, as the project was in its final stages. Throughout the duration of the project, we did receive regular referrals from the Assiniboine South School Division. This was likely due to Ms. Docking's regular and consistent outreach to the school division personnel.

As a committee we faced the dilemma of having few referrals, and established strategies to deal with these. When these didn't work we sought referrals outside the agency.

Shortly after the steering committee welcomed new referrals from outside the agency there was a good response from two of the three agencies approached. Both Winnipeg Child and Family Services Central and East area contacted the project with referrals. Given the response from these agencies and the Assiniboine South school division's response, it would appear that the lack of referrals were a function of dealing with Winnipeg Child and Family Services South West only. It is also noteworthy that other agencies such as Winnipeg Child and Family Services East area have a volunteer mediation program which is well utilized.

As an outsider to the Winnipeg Child and Family Service agency, I have limited understanding as to why the staff were not referring to the project. It is likely there are many reasons, and there is no single answer. There are complex issues within the agency, which render it difficult to establish a cause or the causes for a lack of referrals. One can only speculate as to the reasons. It may be that the needs of families amongst agencies varies and as a result demands for service would be different. A second potential reason may be subtle barriers between the staff of the agency

and the volunteers, which poses the question: "Do the agency staff perceive the volunteers to be capable?".

I learned that as an outsider to an agency it is difficult to be engaged in the system and understand its workings. Due to my role as a part-time student, I also found it difficult to engage in ongoing contact and outreach with the staff. In this regard, I learned there are disadvantages to not being an employee of the agency who is coordinating the project. I can only speculate that this is also true of the volunteers in their role, as they also did not have significant contact with the potential referral sources. From this experience I also learned that operating both as a supervisor and a "coordinator" with a limited schedule made it difficult to do the possible outreach required.

Another of the administrative tasks I was required to fulfil was the screening and processing of mediation referrals. I also acted as a coordinator to match families with volunteer mediators, and matched the apprentice volunteers with the lead mediators. As described in the previous chapter, I agreed along with the steering committee that I would be responsible for the screening of cases and

assigning of work. Kadushin (1992) describes such activities as a necessary function of administrative supervision.

I learned that work assignment and delegation is an important function of the supervisor. It allows the coordinator or supervisor an opportunity to assess the issues for the family, and also assess the skill level of the apprentice volunteers. Haynes (1986) in his work discussed the importance of matching and assessing the mediator's skill level when assigning cases. I was able to rotate the volunteers' opportunities to work with different lead mediators, offering them an opportunity to observe various working styles. This opportunity to selectively match families and volunteers seemed to be beneficial to both the family and the volunteers. I was able to match the individual volunteer's strengths with the needs of the family. From this experience I learned the importance of a supervisory role to screen cases and assign the work. It allowed me an opportunity to plan, organize, and direct the work with families, which ensured the best possible service to families and a satisfying learning experience for the volunteers.

It would appear that my outreach to all the families was helpful in establishing their commitment to the process. I

was able to answer the families' questions and elaborate on the mediation process. I believe it was helpful for families to have one centralized person whom they could contact as needed. This was apparent to me when one family contacted me for information and guidance, once they had already terminated with the project. I feel that had we had more referrals, there would have been some benefit to the volunteers contacting the families and completing the preliminary screening. This would have provided a good learning experience for them.

As discussed in chapter three, the steering committee selected pre and post measures to be completed by the families. All nine of the families completed the pre measures. A review of the pre measure scores for the Abbreviated FAM indicates that all of the nine families report family problems and would be considered clinical families. Amongst the nine families there are varying perceptions within the family as to the extent of their problems. In six of the nine of the families, all of the family members reported family problems which would place them in the problem range. The three remaining families had varying perceptions amongst family members as to their troubles. For one family the

parents reported less troubles within the family than did the adolescent. The adolescent's score fell within the range of clinical families requiring treatment. The parents' score was within normal ranges of family functioning. In a second family, the adolescent's score fell within the normal range and the parents' score fell within the clinical range of troubled families. In the third family the mother and adolescent's score fell within the range of troubled family functioning and the father's score fell within the normative range for normal family functioning.

From my review of the Abbreviated Family Assessment Measure and my contact with the families, there appeared to be some general themes which emerged. The majority of parents felt family duties were not equally shared. The adolescents also reported feeling that duties were not equally shared and too much was expected of them. Generally all family members in mediation reported they didn't tell each other when things were bothering them. The majority (80%) of family members reported feeling loved. The family members in mediation generally presented as very concerned and committed to a resolution of their difficulties. Parents reported feeling frustrated with their adolescent's behaviour and their child's

lack of responsibility in the home or with their child's schooling. Overall the families appeared to be experiencing disputes involving issues related to the adolescent's level of responsibility in the home, community and at a school. The adolescents for their part reported feeling constrained and wanted more freedom and trust from their parents.

As noted previously only two families completed both the pre and post measures. In both of these families the mediation process was disrupted. In one family a risk emerged that the adolescent might suicide and this required more intensive treatment. In the case of the second family mediation didn't work because of the parent's inability to stop raising past issues and blaming the child.

Of the other eight families, in seven cases the post measures were not completed. For two of these families, they only attended one appointment. A third family cancelled appointments and only attended one session as a result. In the case of a fourth family only the parent completed the measures. Two other families had agreed to contact the project for an appointment at a later time if required and did not. Measures were mailed out to them and they did not return them. The seventh case was the community dispute and

measures were not administered other than the client satisfaction questionnaire.

Unfortunately there were not enough cases in total to render any conclusive findings regarding the effectiveness of the mediation process in resolving the family's dispute. Had there been a larger group of cases to administer measures with, there may have been a better response rate and a higher likelihood of the mediation process being completed in more cases.

The Attkisson Client Satisfaction Questionnaire was distributed to all of the ten families. Four of the families returned the questionnaire. Of the four families, three reported that the quality of service they had received was good to excellent. These same three families reported they received the service they wanted, and would recommend the program to their friends. The families did comment favourably about the mediators and their willingness to help. The four questionnaire was completed by one of the families who were part of the community dispute referral. They reported that the issues had not been totally resolved, as their child continued to display the same behaviours that had caused them concern. One family indicated this had not been due to the

service, but more so due to their child's unwillingness to cooperate. The fourth family reported being unhappy with the service, and felt there had been no change in their situation. Overall the comments regarding the service received were favourable. The families seemed to report only small improvements in their family functioning, which they attributed to the child's behaviour. As there are no valid results from the research component, one cannot form any conclusive thoughts regarding the effectiveness of the service. As noted in the literature review, authors such as Van Slyck, Stern and Newland (1992) have maintained the need for more research to measure the impact of helping parents and adolescents resolve their conflicts.

In my role as both student and supervisor, I developed three measures and one client satisfaction questionnaire. In preparation for this task I reviewed other questionnaires, the content of the training material, and consulted with both the steering committee and my practicum committee. Through this experience I learned the importance of designing questionnaires which address the content which needed to be covered. In consulting with my own supervisors, I learned to construct the questions in such a way as to measure the

volunteers development of their conceptual, perceptual, and executive skills. I attempted to track a progression in their learning. The results from the questionnaires did reflect that the volunteers did experience growth, and an increase in their ability to conceptualize and facilitate the mediation process. In my personal observations of the volunteers, I also witnessed growth in their learning and skills. The checklist I developed was helpful in offering feedback to the volunteers. I feel that it also had its limitations and might benefit from some revisions. With respect to the scaling of the skills from zero to five, I felt there should be more intervals on the scale. Many of the volunteers did not go from beginning skills to above average. I also experienced certain of the questions to not be specific enough to the skills required. I learned that at times, until you begin utilizing a measuring device, you are not always able to anticipate the issues which may arise.

Educational Issues

There were several issues which arose from the various functions I performed within the context of educational supervision. In my role as supervisor, I coordinated the

training components for the volunteers. In preparation for determining what should be included in the training, I reviewed the limited literature on the training of volunteer mediators. I established what I felt should be included in the training and planned accordingly. I was not directly involved in the organizing and planning of the mediation training and the orientation to Child and Family Services and the school division. I did have an active role in the planning and designing of the family dynamics training and the role play exercises.

What I learned from this experience is that when I had an active role in the planning and designing of the training, I was able to ensure the content was appropriate to the volunteers' learning needs. I was able to plan the sequence and timing of events which had a positive impact on the volunteers' learning. Unfortunately other administrative issues, such as a lack of referrals and long periods of time between the learning and practising of the skills, made it more difficult for the volunteers to integrate the material.

I learned that in order to promote learning, the volunteers would have needed more of an opportunity to practise their skills during or soon after the training had

occurred. In order to make the transference from knowledge to practise, the training must include opportunities for experiential learning. I also learned the importance of designing and facilitating training sessions which address the learning needs of the trainees.

As discussed in previous chapters, the initial lack of referrals did not allow opportunities for the volunteers to practise their skills. Additional role play exercises were scheduled to attempt to compensate for the lack of opportunity to engage with families. Initially the volunteers were quite committed to this training component, and invited the opportunity to practise their mediation skills. However, after five or six role play exercises, the exercises seemed to lose their purpose and the volunteers' motivation and commitment declined. I believe this was due to number of role play exercises which demanded a large time commitment. As well, the content seemed repetitive for some, and did not address their individual learning needs.

What had become apparent through the role plays was the disparity in the volunteers' readiness to begin working with families. It became necessary to cluster the volunteers in groups based on their skill level and readiness to proceed.

The group of volunteers had agreed that certain volunteers would move ahead to begin mediating with families, and other would continue to participate in the role plays to increase their self-confidence and readiness to proceed with families. This disparity in the volunteers' readiness to proceed had created some interesting challenges for the supervisor. These were: How to continue to motivate all of the volunteers given their different needs? How to maintain the group meetings to offer them an opportunity for support, encouragement and an opportunity for learning?

As I struggled with how to address these challenging dilemmas, I utilized my own supervision time to find ways to be creative. I recognized that the role play exercises were losing direction and momentum. The volunteers wanted to begin mediating with families, and there were not a sufficient number of referrals. I planned an information evening on co-mediation as an alternate training event. This was generally well attended, however those volunteers who had already begun working with families felt they were limited in how much time they could offer the project. It became evident that the needs of the various group members were changing. Unfortunately those volunteers who had an opportunity to

mediate with families could have provided useful and interesting feedback to their peers. As a supervisor of volunteers, I struggled with the time commitment we were requesting of the volunteers. Our initial contracting had included approximately forty hours of training. We began to surpass this amount of time, and I was faced with the dilemma of requesting more of the volunteers' time. Shortly after the role play exercises terminated, the project began to receive enough referrals for each volunteer to have an opportunity to engage with a family.

Overall, I observed the volunteers as having benefitted and had an opportunity to learn by participating in the role plays. The volunteers required the experiential learning the role plays provided. I learned that the role plays should have been scheduled at the same time as the mediation training or soon after. This would have provided more continuity for their learning, and promoted the development of their conceptual/perceptual and executive skills.

In my role as supervisor, I initially contracted to meet with the volunteer mediators individually to offer supervision. As discussed in chapter five, the individual meetings with volunteers were not as frequent as initially

anticipated. As certain volunteers only had the opportunity to mediate with one family, they did not feel the need for regularly scheduled supervision meetings. Many of the volunteers found the briefing and debriefing sessions to be sufficient time to discuss and review the content and process issues. I observed the volunteers to learn from these discussions, and begin to transfer this information into knowledge, the knowledge into understanding, and that understanding into changed behaviour.

As mentioned in the literature review, there are several issues relating to mediation and therapy which are presently being debated in the literature. As a supervisor I was faced with this same debate. There were occasions whereby the lead mediators and myself had varying opinion as to what content forms part of the mediation process. The discussion focused around the issue of how much emotional content and exploration was appropriate in the mediation process. As a mediator who mediates with families on a full time basis I felt it necessary to address certain emotional content to address the underlying needs of the family. I felt it important to the resolution of the issues and the conflictual interaction the family was experiencing. It is my belief that although

mediation is not therapy, the process does need to address the underlying issues for families.

When discussing educational supervision, Kadushin (1992) argues that some significant content cannot be taught either didactically, through discussion, or experimentally. Such content can only be taught through modelling. Haynes (1986) discusses the importance of mediation supervision being a team exercise in problem solving, and that mediation supervision is a role model for good mediation with clients. In my role as supervisor I attempted to model and demonstrate the skills required to work with families. I attempted to be respectful, encouraging, supportive, challenging, and hopeful. I observed the volunteers to demonstrate these same skills with the families they engaged with.

Clinical/Supportive Issues

Kadushin (1992) identifies the third element of supervision as supportive. He discusses the importance of the supervisor offering a listening ear and support. In my role as supervisor I did not find it difficult to be supportive. The challenge that I faced was more one of how to be challenging and directive with the volunteers. I initially found it more difficult to be challenging and directive, and

had to consciously work at making the necessary shifts. Once I was able to be more directive, the volunteers seemed to appreciate this shift in my supervision style. As I reflect back, it seemed clear in their minds that as the supervisor I needed to be both supportive and challenging.

It can be a delicate balance to be supportive yet have to address sensitive issues with supervisee. At times I was called upon to address sensitive issues, and I learned to utilize my own supervision time to consult and develop a plan of action. This often provided me with the impetus I required. At other times I reviewed with other steering committee members what needed to happen, and I undertook to address the issues as part of my role. From these experiences I learned to be more comfortable in my role, and appreciated the necessity for challenging and directing supervisee.

In summary, although I have discussed the various issues which arose for me in my role as supervisor under the three functions of administrative, educational, and supportive supervision, I believe them to be inter-connected and inter-dependent. Administrative issues effect educational issues and in turn educational issues effect administrative issues. Similarly, supportive issues can effect the other functions of

supervision. The interactional process of supervision also has a significant impact on the experience of the supervisor/supervisee relationship. I would concur with Shulman's (1993) belief that the interactional process can offer a challenge yet also provide the most satisfaction. In my role as supervisor there were times that addressing issues with individuals was a challenge. Overall, however, I would state that I have experienced a great deal of gratification from observing the volunteers grow and develop their knowledge and skills in engaging with families. I have also observed that administrative issues can prove to be demanding, and can have an impact on the supervisor's ability to execute the remaining functions of supervision.

Recommendations

The following are recommendations should a similar project be initiated in the future: (1) The coordinator and/or supervisor of such a project be an employee of the agency, to ensure that there is a direct link with referral sources. This individual would also be in a position to facilitate more outreach to staff. (2) That any potential referrals begin being screened prior to the training being complete, as to ensure that the trainees have an opportunity to mediate with

families soon after the training. (3) If the mediation training would be scheduled in two sections, the role play exercises should be scheduled between sessions. A second possibility to enhance learning would be not to schedule the mediation training in two sections. The use of video role plays or role play demonstrations by experienced mediators would be helpful as an ongoing training technique. (4) It would be beneficial for the group of trainees to meet on a monthly basis and discuss relevant issues. (4) It would be important for the volunteers to have a link with the staff of the agency through a coordinator or supervisor with the program. This would help the volunteers to have an understanding and appreciation for how the agency functions. Similarly, this link would provide the staff of the agency with relevant information regarding the volunteers and their role with the agency. This may help to foster a certain collaboration.

Conclusions

The methods which were utilized in this practicum study to train and supervise volunteer mediators appeared to be effective. In addition to their self-reporting, I witnessed a clear progression in the volunteers' learning of the

conceptual and perceptual skills of mediation, and a beginning ability to execute the skills. It would appear that all of the training sessions, and the opportunity for feedback from experienced mediators, contributed to the volunteers growth. As the exact causes of the volunteers' learning was not researched, one can only speculate as to what contributed most to their learning. I would argue however that there is a strong indication that most of the training and supervision components played a significant role in their learning. I observed the volunteers as only making a progression to executive skills once they had a certain number of opportunities to practise their skills in an experiential setting. Adult learners learn best from opportunities for both didactic and experiential learning.

With respect to future planning for the volunteers, I have received feedback from the volunteers that they would appreciate a refresher course when they begin mediating again. As the project is no longer occurring, the volunteers are being referred to Child and Family Services East area to become involved in their mediation program.

In conclusion, I have found this practicum to be a rewarding and valuable experience. Participation in the

activities related to the practicum have helped me to enhance my knowledge to develop the skills necessary to pursue my interest in these areas. Through this experience I have also met my expectations for this practicum and have achieved my learning goals. My desire is that the practicum has also been an opportunity for growth and change for the volunteers.

APPENDICES

APPENDIX A

The figure is a map of the northern Adriatic Sea. The coastline of Italy is shown on the left and bottom. Sampling stations are indicated by numbers 1 through 10. Station 1 is near the Italian coast, and station 10 is further out in the sea. The map includes latitude and longitude coordinates along the axes.

Exploring issues: Getting at underlying needs.

Reframing issues: Positive restatement.

Discussion of possible blocks:

- Summary of communication blocks

- Identifying pitfalls

- Management of blocks/pitfalls

- Homework

Brainstorming options (occurs throughout the Middle Stage)

Caucusing

END STAGE

Exploring Implications of Options: Making Decisions

Generating commitment to lasting agreement:

- Review of "successes"

- Review of coping strategies/mechanisms

Writing agreements:

- Content

 - Specific v. general

 - Present/future orientation

- Clarity

Closure:

- Final affirmations of clients' accomplishments.

- Consideration of mediation as a tool and resource.

- Consideration of follow up.

APPENDIX B

ASSINIBOINE SOUTH SCHOOL DIVISION

CONSENT FORM

This Volunteer Demonstration Project is a result of a joint initiative between Assiniboine South School Division and Winnipeg Child and Family Services, Southwest Area. This Project is aimed at exploring the relative effectiveness of parent/teen co-mediation using trained community based volunteer parent/teen mediators.

The volunteer mediators will be supervised by an experienced professional mediator who has also had previous child welfare experience. In order to assist the supervisors to better supervise the volunteer mediators, it may be necessary for the supervisor to occasionally observe a mediation session in progress. The volunteer mediators will also be meeting with the supervisor on a regular basis to discuss issues which may have arisen during your family's mediation session. These meetings will be regarded as confidential. We ask your cooperation in allowing the supervisor to observe and monitor your family's contact with the mediation project.

In order to assist us in evaluating the relative effectiveness of such a program, as well as being able to more clearly define what families and the types of presenting problems can benefit from such a program, we ask your cooperation in completing some questionnaires before service begins and upon completion.

It is important that you understand that participation in this program is entirely voluntary and that all information that you provide on the questionnaire remains strictly confidential.

Based on this description, we agree to participate.

Signature

Date

Signature

Date

Signature

Date

Signature

Date

Sample of Child's Attitude Toward Father (CAF)
and Mother (CAM) Scales

- 1=Rarely or none of the time
- 2=A little of the time
- 3=Some of the time
- 4=Good part of the time
- 5=Most or all of the time

CAF

- 1. My father gets on my nerves.
- 9. My father puts too many limits on me.
- 23. My father does not understand me.

CAM

- 2. I get along well with my mother.
- 14. My mother is very patient with me.
- 24. I can really depend on my mother.

Sample of Index of Parental Attitudes (IPA)

IPA

- 1. My child gets on my nerves.
- 9. I have a hard time controlling my child.
- 23. I just do not understand my child.

Hudson (1982)

Sample of Attkisson Client Satisfaction Questionnaire (CSQ-8)

1. How would you rate the quality of service you have received?

<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>
Excellent	Good	Fair	Poor

2. Did you get the kind of service you wanted?

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
No, definitely	No, not really	Yes, generally	Yes, definitely

6. Have the services you received helped you to deal more effectively with your problems?

<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>
Yes, they helped	Yes, they helped somewhat	No, they really didn't help	No, they seemed to make things worse

Attkisson (1979)

APPENDIX C



MEDIATION AND CONFLICT RESOLUTION

Our Lady of Perpetual Help Church
Roblin and Grant

November 1, 2, 3, 29, 30, December 1, 1993

Presenters:
Orysia Kostiuik
Andy Zurawsky

MONDAY, Nov. 1, 1993 (1:00 p.m. - 4:30 p.m.)

Introduction
Housekeeping Issues
Warmup Exercise
Introduction of Conflict Mode Instrument
Completion of Conflict Mode Instrument
Definition of Conflict
Definition of Mediation: Continuum of Degree of Control in
Conflict Resolution

Win-Win/Win-Lose Approaches:
Characteristics
Tactics
Definitions

Conflict Resolution Theory - Rationale for Mediation
Conflict Styles:
Discussion of Conflict Mode Instrument
Definition of Modes
Uses

TUESDAY, Nov. 2, 1993 (9:00 a.m. - 4:30 p.m.)

Review
Question Exercise
Problems with Questioning
The Skill of Questioning
Open/Closed Questions
Uses of Questioning

Outline of Mediation Model
Role of the Mediator

Mediation: Opening Stage

Process: Screening
Orientation
Setting the Stage
Ground Rules
Contracting
Working with Resistance
Affirming

Skills: Non-Verbal Communication
Neutrality
Balance
Attending
Preempting

Managing the Emotional Climate

Anger: Definition
Myths
Adaptive Aspects
Arousal Cycle
Positive Response to Anger
Strategies in Dealing with Anger
Mediator's Personal Response to Anger

Mediation: Middle Stage

Process: Generating Agenda
Dealing With Positions
Exploring Underlying Interests
Reframing

Skills: Note Taking
Clarifying Assumptions
Reframing
Paraphrasing
Empathic Response
Identifying Interests vs. Positions

WEDNESDAY, Nov. 3, 1993 (9:00 a.m. - 12:00 noon)

Review
Fishbowl: Opening Stage
Role play: Opening Stage
Wrap up
Feedback

MONDAY, Nov. 29, 1993 (1:00 p.m. - 4:30 p.m.)

Review

Mediation: Middle Stage (continued)

Process: Summary of Communication Blocks
Brainstorming
Caucusing

Skills: Note Taking
Clarifying Assumptions
Reframing
Paraphrasing
Empathic Response
Identifying Interests vs. Positions

Fish Bowl: Middle Stage

TUESDAY, Nov. 30, 1993 (9:00 a.m. - 4:30 p.m.)

Review

Role Play: Middle Stage

Mediation End Stage:

Process: Exploring Implications of Options
Generating Commitment to Lasting Agreement
Writing Agreements
Generating Commitment to a Lasting Agreement
Closure

Skills: Summarizing
Affirming
Clarity and Precision in Wording Agreements

Role Play: Middle/End Stage

Feedback in Groups

Role Play: End Stage

General Feedback

WEDNESDAY, Dec. 1, 1993 (9:00 a.m. - 12:00 noon)

Review

Overview of Strategies, Skills, and Issues

Break and Small Group Brainstorming re Mediation in Child
Welfare/School Setting

Feedback

Wrap Up

Evaluation

APPENDIX D

QUESTIONNAIRE: MEDIATION AND CONFLICT RESOLUTION TRAINING

NAME: _____ DATE: _____

1. What is your understanding of conflict resolution theory? What are some of the principles?
2. Can you define mediation?
3. Please describe the stages of the mediation process.

4. What are some of the essential communication skills utilized in mediation?
5. What is your understanding of the concept of "neutrality" in mediation?
6. Can you describe the role of the mediator as compared to other roles which you assume in your practise/work?
7. Can you describe the importance of the screening process in mediation?

8. What, if any, conflicts should not be resolved by the mediation process?
9. What is your understanding of the importance of the issue of power imbalances in the mediation process?
10. What is meant by the concept of "exploring underlying interests" in mediation?

APPENDIX E

Training and Supervision Evaluation

The following information is being collected to assess the training and supervision you received with the Mediation Project. Please answer as candidly as possible. Your responses are completely confidential. Your name or other identification is not needed. Your responses will be pooled with the other volunteers. Your responses will provide valuable feedback to Gisèle Bouchard and help her to evaluate the training program and the supervision offered through the Mediation Project.

Thank You.

Date: _____

Evaluation: Training and Supervision

Topic: Volunteer Mediation of Parent/Adolescent
Conflict

Supervisor: Gisèle Bouchard, Graduate Student,
Faculty of Social Work

I **TRAINING**

A **Mediation Training** (November 1,2+3/93, November 29+30/93
+ December 1/93 with Andy Zurawsky + Orysia Kostiuik).

1. How comprehensive was the content?

Lacking	1	2	3	4	5	Very
comprehensiveness						comprehensive

2. How useful was the training in helping you in your role
as a volunteer mediator?

Not useful	1	2	3	4	5	Very
at all						useful

3. To what extent did the training contribute to your
learning to execute the mediation process?

Not at all	1	2	3	4	5	Extremely
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4. Do you have any suggestions on how the training might have been improved?

B Family Dynamics Training (November 24/93 + December 8/93, with Loretta Doyle and Ken Atnikov)

1. How comprehensive was the content?

Lacking	1	2	3	4	5	Very
comprehensiveness						comprehensive

2. To what extent did the training contribute to your learning of family dynamics as they relate to parent/teen conflict?

Not at all	1	2	3	4	5	Extremely
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3. To what extent did this training help you in your role as volunteer mediator?

Not at all	1	2	3	4	5	Extremely
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4. Do you have any suggestions on how the family dynamics training might have been improved?

C Role Plays (January 6,13,+27/94, February 3,10,+21/94
with Gisèle Bouchard and Eleanor Moore)

1. How useful were the role play sessions in helping you in
your role as a volunteer mediator?

Not at all 1 2 3 4 5 Very useful

2. To what extent did the role plays contribute to your
learning of the mediation process?

Not at all 1 2 3 4 5 Extremely

3. To what extent did the role plays contribute to your
learning of the skills required in the mediation process?

Not at all 1 2 3 4 5 Extremely

4. Was the feedback you received during the role play
sessions helpful?

Not at all 1 2 3 4 5 Very helpful

5. Do you have any suggestions on how the role plays might
have been improved?

II SUPERVISION (Gisèle Bouchard)

1. In general, how helpful has the supervisor been to you in
your learning?

Not at all 1 2 3 4 5 Very helpful

2. Did you feel the supervisor was supportive to you in your learning?
- Not at all 1 2 3 4 5 Very supportive
3. Was the supervisor helpful in finding ways to apply the content of your discussions to specific cases?
- Not at all 1 2 3 4 5 Very helpful
4. Did the supervisor help you in ways that were consistent with your learning needs?
- Not at all 1 2 3 4 5 Very helpful
5. Did the supervisor offer helpful suggestions?
- Not at all 1 2 3 4 5 Very helpful
6. Did the supervisor help supplement your knowledge of families?
- Not at all 1 2 3 4 5 Extremely
7. Did the supervisor help enhance your understanding of the mediation process?
- Not at all 1 2 3 4 5 Extremely
8. Did the supervisor help you to understand the family more objectively?
- Not at all 1 2 3 4 5 Extremely
9. How was the supervisor most helpful to you?

10. Do you have any suggestions on areas the supervisor might improve on?

III Future Training and Supervision

What learning opportunities would you like to have made available for this fall?

IV Additional Comments:

APPENDIX F

FAMILY DYNAMICS TRAINING

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FOR VOLUNTEER MEDIATION PROGRAM

PRESENTERS: Ken Atnikov, Family Therapist
Loretta Doyle, Family Therapist

DATES: November 24, 1993, 6:30 p.m. to 9:30 p.m.
December 8, 1993, 6:30 p.m. - 9:30 p.m.

OUTLINE

I. INTRODUCTION

1. About the Trainers

- a) Who we are?
- b) What we do?

2. About the Training

- a) General comments about various models presented (beliefs, values and biases).
- b) Our purpose to present an overview relevant to the volunteer mediation project context and focus on families with adolescents
- c) What we know about mediation and the relevance or integration to family dynamics concepts.

II. ASSESSING AND OBSERVING FAMILY DYNAMICS

1. Family Systems Theory/Model

- a) Basic concepts of systems theory
- b) Subsystems are formed and separated by boundaries.
- c) The family system contains various subsystems:
 - individual
 - spouse
 - parental
 - sibling
 - extended family

2. Structural Family Therapy Model

- a) Alignment
- b) Power/Hierarchies
- c) Triangles
- d) Coalitions
- e) Family Roles
- f) Family Rules

III. UNDERSTANDING THE FAMILY FROM A STRUCTURAL AND SYSTEMIC PERSPECTIVE

Belief #1

- The Family Is A System
- the family system contains the elements of a system and behaves in certain ways.

Belief #2

- The Family System Performs Functions
 - a) General functions
 - the need to belong and the need to be separate
 - closeness and distance in families
 - family loyalty and individual growth
 - b) Functions and possible malfunctions of the spouse, parental, sibling and extended family subsystems.

Belief #3

- The Family System Develops Patterns of Behavior
 - basic elements in a circular pattern
 - common circular patterns
 - detailed circular patterns
 - "runaway" or vicious cycles
 - coalitions, alliances, triangles, hierarchies
 - complementarity

Belief #4

- The Family System Strives For Equilibrium
 - stress
 - Homeostasis

IV. DEVELOPMENTAL ISSUES IN FAMILY SYSTEMS

- 1) Individual Life Cycle Issues
 - Adolescence and Youth, developmental tasks
- 2) Family Life Cycle Issues
 - adolescent family and launching family, developmental tasks

V. UNDERSTANDING FAMILY HEALTH AND FAMILY PROBLEMS

- 1) Indicators of healthy family functioning.
- 2) Family stress and coping.
- 3) Common developmental and transitional problems.
- 4) Common structural problems.

VI. FAMILY OF ORIGIN ISSUES

- 1) We all have them, what does it mean?
- 2) Pushes and pulls of the family system, even neutral parties are affected.

APPENDIX G

QUESTIONNAIRE: FAMILY DYNAMICS TRAINING

NAME: _____

DATE: _____

1. What is meant by the concept of boundaries in family systems? How is the concept of boundaries relevant to mediation?
2. Can you describe the concept of triangulation? Can you think of an example when a mediator might be triangulated?

APPENDIX H

SUPERVISION EVALUATION FORM

NAME: _____

- 0 - Skill not required
 1 - Skill required but not used
 2 - Introductory skill level
 3 - Above average skill level
 4 - Outstanding skill level

	0	1	2	3	4
1) Demonstrates the ability to explain the mediation process to the disputants.					
2) Demonstrates the ability to set out guidelines for the mediation process.					
3) Demonstrates the ability to remain neutral and non-judgemental.					
4) Demonstrates a knowledge of the communication skills needed in mediation (summarizing, affirming, paraphrasing, questioning, reframing).					
5) Demonstrates the ability to convey information, both verbally and in written form, in a clear, concise manner.					
6) Demonstrates the necessary interpersonal skills to diffuse emotionally charged situations.					
7) Demonstrates the ability to help the family clarify their problem.					
8) Demonstrates the ability to help the family define their goals.					
9) Demonstrates the ability to identify positions and interests and to emphasize common ground between disputants.					
10) Demonstrates the ability to guide and control the mediation process.					
11) Demonstrates the ability to work effectively with a co-mediator.					

12)Major Strengths:

13) Areas of needed improvement and suggestions:

14) Comments:

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