



UNIVERSITY of HAWAII
WINDWARD COMMUNITY COLLEGE

Ke Kulanui Kaiāulu o ke Ko'olau

PSY 253 Conflict Resolution and Mediation

Spring 2026

January 12-May 6, 2026

3 Credits | CRN 63438

* This syllabus and/or our Course Schedule is subject to change at any time. I will notify you of any changes via course announcement. Mahalo!

About Windward Community College

Mission Statement

‘O keia ka wā kūpono e ho‘onui ai ka ‘ike me ka ho‘omaopopo i kō Hawai‘i mau ho‘oilina waiwai. Aia nō ho‘i ma ke Kulanui Kaiāulu o ke Ko‘olau nā papahana hou o nā ‘ike ‘ake akamai a me nā hana no‘eau. Me ke kuleana ko‘iko‘i e ho‘ohiki ke Kulanui e kāko‘o a e ho‘okumu i ala e hiki kē kōkua i ka ho‘onui ‘ike a nā kānaka maoli. Na mākou nō e ho‘olako, kāko‘o a paipai i nā Ko‘olau a kō O‘ahu a‘e me nā hana no‘eau ākea, ka ho‘ona‘auao ‘oihana a me ka ho‘onui ‘ike ma ke kaiāulu— hō‘a‘ano a e ho‘oulu i nā haumāna i ka po‘okela.

Windward Community College offers innovative programs in the arts and sciences and opportunities to gain knowledge and understanding of Hawai‘i and its unique heritage. With a special commitment to support the access and educational needs of Native Hawaiians, we provide the Ko‘olau region of O‘ahu and beyond with liberal arts, career and lifelong learning in a supportive and challenging environment — inspiring students to excellence.

‘Āina

Windward Community College is located in the ahupua‘a of Kāne‘ohe and He‘e‘ia in the moku of Ko‘olaupoko on the island of O‘ahu. Both ahupua‘a are directly connected to the mo‘o ‘ōlelo of Pāpa and Wākea, who are seen as the ancestors of the Hawaiian nation. The campus sits beneath the pu‘u of Keahiakahoe, which is also connected to many mo‘o ‘ōlelo of this ‘āina. Because wind names and rain names are associated with specific ‘āina, the rain name of Kāne‘ohe is known as the ‘Āpuakea and the rain name of He‘e‘ia is the Ulumano.

Instructor Information

About Your Instructor

Aloha kākou! My name is Dr. Park and I am excited to be your instructor. I was born and raised on Hawai‘i Island and have been on O‘ahu since 2009. I have almost 20 years of experience as an educator and am also a licensed mental health counselor with counseling experience in the public and private sectors.

How to Contact Your Instructor

Dr. Christine Park, Ph.D., LMHC, NCC, REAT

Mental Health Technician: windward.hawaii.edu/programs-of-study/mental-health-technician/

Office: Na'auao 107

Office Hours: Email for appointment

Email: cmpark@hawaii.edu

ZOOM: <https://us02web.zoom.us/j/3121390616>

Asking Course Questions

Please use the Q&A forum in the Lamakū Discussions for all general course questions about content, activities, due dates, etc. For specific grading questions and/or personal matters, please email me directly. Per FERPA, to keep your information protected, it is best to use the Lamakū email.

I will do my best to respond to you within 48 hours weekdays (M-F), however, if I do not, please send me a follow-up email. Please note that on weekends and holidays, my response time may be slower. Also, if using the messaging feature in Lamakū, my response time may be slower as I do not check the instant messaging feature as frequently.

Alternate Contact Information

If you are unable to contact the instructor, have questions that your instructor cannot answer, or for any other issues, please contact the Academic Affairs Office:

- Location: Alaka'i 121
- Phone: (808) 235-7422

Contingency Plan

If there is an outage, weather situation, or family emergency on my end, I will do my best to find a way to communicate an update as soon as possible about my return to the course. Mahalo in advance for your understanding and I hope you will do the same.

Course Format & Structure

Catalog Description

This is a fully online asynchronous course. This course is offered in a 16-week format. Please note that this is not a self-paced course. Students are required to engage and participate weekly. Each week will consist of chapter readings from the text, additional learning resources, and weekly assignments posted in Lamakū. Students are expected to review all learning resources for each module.

Course content will be released at the start of each week and will remain open for the duration of the course to give you access to material throughout the term. Content is delivered through:

- Online readings, videos, and activities
- Online discussions (written and video posts)
- Projects and papers
- Quizzes

Regular Substantive Interaction

Online courses at Windward Community College follow the college's [RSI Definition](#) for ensuring quality instruction. You can expect me to communicate with you frequently (and in a timely fashion) about our coursework in the following ways during our 8-weeks.

- **Announcements** will be posted at the start of each week (typically by Monday 8am).
- **Modules & Content** for the course is available from the start of the term. However, students are encouraged NOT to jump too far ahead as additional resources and minor changes may be made leading into each week/module.
- **Assignments** will be graded using Lamakū rubrics. Grading feedback will also be provided through comments in Lamakū. Grading times will vary depending on the scope and depth of the assignment.
- **Discussions** will take place in each module/week. I will check and monitor the weekly discussion forum several days each week. I may not respond to each student each week, but will monitor responses, answer questions, provide general feedback, offer additional resources, and provide additional guidance and insight. Discussions will be graded using the Lamakū discussion rubric.
- **Q&A Forum** in Lamakū discussions is a forum for you to ask general questions. I will check the Q&A periodically and respond accordingly. For urgent or personal matters, please reach out to me directly ("How to contact your instructor" above).
- **Final Exam** attempts are open in the final week of the course. The exams are auto-graded. You will have 2 attempts and will be able to see which questions you got wrong, however, answers to the exam will be posted once the exam closes.

All course activity due dates are listed in Lamakū on the Calendar. Please check your UH email often and set your [Lamakū Notifications](#) (both email and D2L Brightspace [Pulse App](#)) to receive course notices, such as grading updates, announcements, and activity reminders. I will keep our Lamakū course grades as current as possible. Grading turnaround times may vary depending on the depth of the assignment. Modes of feedback and evaluation are stated in our course grades.

Participation Verification

Campuses are required by federal regulations to verify the participation of students in their classes. In accordance with [Executive Policy 7.209](#), all students in the University of Hawai'i system are required to establish "participation" to ensure that they are not dropped from their class(es). Effective Fall 2021, students who fail to participate by the late registration period for a class will be administratively dropped from that class. Students may also be dropped from dependent prerequisite and/or corequisite classes if both courses do not establish participation.

Course Information

Catalog Description

Explores the reasons for conflict and the different approaches for seeking resolution for conflict. Studies personal and societal value systems, the psychology of how people respond to conflict, the impact of culture on conflict styles, communication skills useful in dealing with conflict, and alternative resolution strategies. Practices mediation skills as a third party intervention method.

Prerequisites: Grade of C or better in PSY 100

Activities Required at Scheduled Times Other than Class Times

This is an online asynchronous course. Participation in weekly lessons and learning activities in Lamakū is required.

Student Learning Outcomes

As a result of taking this course, students can expect to attain the following outcomes:

- List and discuss the basic issues of conflict, conflict management, and resolution.
- Apply the basic theories of conflict resolution.
- Integrate critical thinking of conflict resolution into communication and interaction patterns.
- Integrate constructs presented with personal knowledge and experience with conflict situations.

Required Materials

1. Hocker & Wilmot, W. (2021). *Interpersonal Conflict* (11th ed.). McGraw-Hill Higher Education (US).
2. Isaacson, K., Ricci, H., & Littlejohn, S. W. (2020). *Mediation: Empowerment in Conflict Management* (3rd ed.). Waveland Press, Inc.

Learn about the Hawaiian meaning of the word “lamakū”: [Lamakū Pronunciation, Meaning, and Importance](#).

- [UHCC Lamakū Student Resources](#) (how-to videos)
 - Contact [UH ITS](#) for 24/7 Lamakū assistance.
- [Keeping Accessibility and UDL in Mind](#)
 - If you find any course content that needs remediation and/or updating, please kindly share and I will immediately work to make the content accessible.
- Lamakū courses will appear 5 days before the first day for the academic term and will become inactive (no longer be available to access) 3 weeks after the end of the term. Be sure to save any coursework you may need from Lamakū *during* the term.
- Lamakū automatically logs you out *if it does not detect activity for three hours*. A warning message will appear, notifying you of the lack of activity. Activity is defined as clicking a

button in Lamakū, such as "Save Draft" or "Next" (in a test), clicking on a course tab, or taking an action that sends information to the server.

Other Technology

D2L Brightspace, the parent company of Lamakū, recommends users choose the latest versions of [Google Chrome](#), [Mozilla Firefox](#), [Microsoft Edge](#), or [Apple Safari](#) as their internet browser.

We recommend that students update their internet browser at the start of each term, search how to allow pop-up windows, adjust their cookies, and clear device history. Also, fully restart your computer and/or device from time-to-time to optimize performance.

Review the privacy/security policies before using the technologies we will be using in this class. Contact me if you would like to discuss the use of alternate options or technologies.

- [Adobe Reader](#) is used to read course files ([accessibility statement](#), [privacy policy](#))
- [Canva](#) is a presentation, graphic design software, and more ([accessibility statement](#), [privacy policy](#))
- [Google Drive](#) is UH-provided cloud storage ([accessibility statement](#), [privacy policy](#))
- [Google Docs](#) is used to create documents ([accessibility statement](#), [privacy policy](#))
- [Google Sheets](#) is used to create assignment and reference worksheets ([accessibility statement](#), [privacy policy](#))
- [Google Slides](#) is a presentation authoring software provided by UH ([accessibility statement](#), [privacy policy](#))
- [H5P](#) is used for creating review activities ([accessibility](#), [privacy policy](#))
- [YouTube](#) is used for delivering some of the course content ([accessibility statement](#), [privacy policy](#))
- [Zoom](#) is used for the Synchronous Sessions and virtual office ([accessibility statement](#), [privacy policy](#))

Course Activities & Grading Policy

Assessment Tasks and Grading:

Assignment or Activity	Point Value
Discussion Forum Posts	40
Journals	40
Conflict Mapping	25
Conflict Case Study Analysis	25
Final Project: Conflict Mapping and Mediation Proposal	30
Total	105

Grading Scale:

A:	90-100%
B:	80-89%
C:	70-79%
D:	60-69%
F:	59% and below

Grading Feedback

Grading feedback will be provided through Lamakū. You will receive grading based on the Lamakū rubrics and also comments. Text annotations may also be made through Lamakū in the document view. Please allow at least 1 week for discussion and at least 2 weeks for key assignment feedback and grading. The Final Exam is auto-graded and grades will be auto-generated upon completion of the exam.

Course Schedule

Module	Weeks	Topic	Readings Learning Resources	Assignments Due
1	1 & 2	Welcome & Getting Started	Lamakū Resources	Introduction & Syllabus Review
				Journal #1
2	3 & 4	The Nature of Conflict	Isaacson et al. Chapter 1 Hocker et al. Chapter 1 Lamakū Resources	Review Resources
				Discussion #1
3	5 & 6	Perspectives on Conflict Interests & Goals	Hocker et al. Chapters 2 & 3 Isaacson et al. Chapter 2 Lamakū Resources	Review Resources
				Journal #2
4	7 & 8	The Structure of Conflict	Chapter 4 Isaacson et al. Chapters 3 & 4 Lamakū Resources	Review Resources
				Discussion #2 Conflict Mapping due Sunday
5	9	Conflict Styles & Bullying	Hocker et al. Chapter 5 & 8 Isaacson et al. Chapters 4 & 5 Lamakū Resources	Review Resources
SPRING BREAK				
5	90	Conflict Styles & Bullying		Journal #3 Discussion #3
6	11 & 12	Emotions in Conflict &	Chapter 6 & 7 Isaacson et al. Chapter 7	Review Resources
				Journal #4

Module	Weeks	Topic	Readings Learning Resources	Assignments Due
		Analyzing Conflict	Lamakū Resources	Case Study Role Play due Sunday
7	13 & 14	Interpersonal Negotiation & De-escalation	Isaacson et al. Chapter 9 Lamakū Resources	Review Resources Discussion #4 Final Project due Sunday
8	15 & 16	Reconciliation and Forgiveness	Isaacson et al. Chapter 10 Lamakū Resources	Review Resources Journal #4

Course Tasks

A. Discussions: (5 points - 20 points total)

Each student will be expected to participate in periodic discussions. Optimal learning will require preparation through reading and processing, and then sharing the work product or information in class or online class forums.

Written Discussions: to receive credit for participation, each student will need to participate on time and respond to at least 1 peer. Main posts should be a minimum of 250 words and include 1 question for the class. Peer responses should be made in the form of a VIDEO and include a response to the question a peer posed. More details on discussion requirements are posted in Lamakū.

B. Journals: (5 points - 20 points total)

Students will write periodic reflective journals throughout the course. Journals should be 1-2 pages long and are an opportunity to reflect on the material covered throughout the course. Students will use the journal reflection questions to help guide their responses.

C. Conflict Mapping (25 points)

In a 2-3 page paper, examine a conflict example. Students identify a minor conflict they have experienced (e.g., with a roommate, friend, coworker, or family member). It should be a low-stakes conflict that is not sensitive or overly personal. In the paper, students will:

- Briefly describe the conflict
- Answer the following prompts:
 - TRIP Goals: What were your topic, relational, identity, and process goals in this conflict?
 - Power Dynamics: What kinds of power (resource control, expertise, relational linkages, communication skills) influenced the situation?
 - Conflict Style: Which style did you use (avoiding, competing/dominating, compromising, obliging, integrating)? How did the other person respond?
- Discuss the application of a constructive strategy:
- Based on the textbook, suggest one change in style or power use that could have led to a more constructive outcome.

D. Conflict Case Study Role Play with AI (25 points)

This assignment will help students to practice conflict analysis and resolution skills through an interactive role play with AI. Students will generate a realistic conflict scenario, engage in a role-play with AI, and then analyze the conflict and recommend mediation and de-escalation strategies. AI use is ONLY for generating the scenario and role-play. The prompt and role-play will be included in the paper.

1. Use AI (such as Chat GPT) to generate a realistic scenario using the sample parameters (prompt below).
 - Generating the prompt: Copy and paste the following. You can expand by adding the topic or context for the conflict (co-workers arguing about duties, a couple in conflict about household responsibilities, etc.), but be sure to include the bulleted items.
 - “Create an interpersonal conflict/argument between two people with the following parameters
 - The conflict should involve competing needs or goals
 - There should be emotional tension and potential misunderstanding
 - The conflict should allow for escalation or de-escalation depending on communication choices
 - Provide brief background information for both the characters
 - Do NOT resolve the conflict Yet.”
 - Role-Play: Once the scenario has been generated, you will act out the conflict in a role-play with AI. You will select one of the characters to play and use the following prompt to engage AI.
 - “You will role play as ___ in this conflict. Stay in character and respond realistically. I will role-play as ___. Do not resolve the conflict too quickly”
2. After completing the role-play, analyze the interaction for the following. This must be completed without support of AI.
 - TRIP Goals (Topic, Relational, Identity, Process).
 - Conflict Styles (Avoiding, Competing/Dominating, Compromising, Obliging, Integrating).
 - Power Dynamics (bases of power such as resource control, expertise, or relational linkages).
 - Possible Cultural Considerations
 - Identify where destructive patterns appeared and propose strategies for transforming the conflict into a constructive resolution
Propose a mediation strategy and provide a rationale.
 - Critically assesses opportunities for challenge AND constructive outcomes.

E. Final Project: Conflict Mapping and Mediation Proposal (30 points)

In a 5-7 page paper, students will apply mediation and conflict management theories to analyze a conflict scenario, identify underlying goals and dynamics, and design a mediation proposal for constructive resolution.

1. Choose a Conflict Scenario (1/2-1 page)
 - o Select a fictional conflict from a book, film, or show.
 - Or a provided case study from the course materials.
 - o Write a short summary (200–300 words) describing the scenario.
2. Conflict Mapping (1-2 pages)
 - o Identify the TRIP goals (Topic, Relational, Identity, Process) for each party.
 - o Analyze the conflict styles of each participant (avoiding, competing/dominating, compromising, obliging, integrating).
 - o Describe any power dynamics at play (e.g., resource control, expertise, relational linkages).
 - o Possible Cultural Considerations:
 - o Identify where destructive patterns appeared and propose strategies for transforming the conflict into a constructive resolution.
3. Mediation Proposal (2–3 pages)
 - o Draft a plan as if you are the mediator in this conflict. Your proposal should include:
 - Ground rules you would set for the mediation process.
 - Identify cultural, organizational, or relational factors that might influence the mediation process.
 - Communication strategies (active listening, reframing, validating).
 - Interventions to balance power and manage emotions.
 - Steps for resolution, including possible compromises or collaborative solutions.
 - Critically assesses opportunities for challenge AND constructive outcomes.
4. Reflection (1–2 pages)
 - o Conclude with a reflection on what you learned about conflict and mediation through this assignment.
 - o How might this process influence your approach to real-life conflicts?

Academic Integrity

Work submitted by a student must be the student's own work. The work of others should be explicitly marked, such as through the use of quotes or summarizing with reference to the original author. In this class, students who commit academic dishonesty, cheating, or plagiarism will have the following consequence(s):

1. Students will receive a failing grade for plagiarized assignments.

All cases of academic dishonesty are referred to the Vice Chancellor for Student Affairs.

[Windward CC Student Conduct Information](#)

[UH System Student Conduct Policy EO 7.208](#)

Use of Artificial Intelligence (AI)

In this course, students must be the primary and majority authors of text, code, analysis, images, graphics, and all coursework products and assignments. Students are permitted to use AI to generate ideas, polish text they have drafted, or perform tasks that are not essential to completing the learning outcomes of the course. Students are encouraged to keep drafts of assignments and logs of interactions with AI applications to demonstrate their contribution and original authorship, and to check what is permissible for each assignment. **If students use AI to support the development of assignments, they MUST cite AI as a source using APA format for citations and reference lists. Failure to do so is a violation of the Academic Integrity Policy.**

Student Responsibilities

- Expectations
- Additional policies (e.g., cell phones in the classroom, late work, attendance, missed work, extra credit, participation, netiquette)
- Any information you feel the student needs to know
- Students may check the [Student Notifications](#) page on the website for canceled classes

How to Seek Academic or Technical Support

Academic Support

- [Windward Community College Library](#)
- [Library eResources](#)
- [Ka Piko Writing Lab](#)
- [Ka Piko Speech Lab](#)
- [Ka Piko Math Lab](#)
- [Evening and Online Learning at Windward Community College](#)
- [STAR Balance](#)

Technical Support

- [UH ITS Help Desk](#) – email help@hawaii.edu or call 956-8883 (or 1-800-558-2669) for Lamakū and most technology support. Available 24 hours a day, 7 days a week, including holidays.
- Student Tech Support - email winhelp@hawaii.edu, call 808-235-7437, or stop by in person at Hale La‘akea 228. Available Monday–Friday from 8:00 am–4:00 pm.
- Lamakū – Click on the [Lamakū Help](#) link in the menu bar at the top of the Lamakū homepage to fill out and submit a question and get your answer via email.
- [Information Security for Students](#)

College Policies & Support Services

Disabilities Accommodations Statement

The Windward Community College’s Disability Student Services Office (WCC-DSSO) is committed to providing equal access to qualified students with disabilities.

If you have a physical, sensory, health, cognitive, or mental health disability that could limit your ability to participate fully in this class, you are encouraged to contact the Disability Specialist Counselor, Roy Inouye, to discuss reasonable accommodations that will help you succeed in this class. The Disabilities Counselor can be reached at 808-235-7448, wccdsso@hawaii.edu, or stop by the office (Hale Kako‘o 106) for more information.

TRIO PROGRAM

The Federal TRiO Programs are educational opportunity outreach programs designed to motivate and support students from disadvantaged backgrounds. TRiO includes six outreach and support programs targeted to serve and assist low-income, first-generation college students and students with disabilities in progressing through the academic pipeline from middle school to post-baccalaureate programs. Here is their contact info: <https://windward.hawaii.edu/trio/>

Basic Needs

Basic needs include food and housing, childcare, mental health, financial resources, and transportation. Student basic needs security is critical for ensuring strong academic performance, persistence and graduation, and overall student well-being. If you or someone you know is experiencing basic needs insecurity, please see the [UH System Basic Needs website](#).

Mental Health Counseling

Mental Health and Wellness at Windward Community College counseling services and activities on campus to support students’ life goals as well as their academic goals. Information about services can be found at the [WCC Mental Health & Wellness website](#).

LGBTQ+

The University of Hawai'i system and Windward Community College are committed to building an inclusive community that supports and advocates for all Students, Staff, and Faculty. We welcome all members of our campus community to our campuses: transgender, māhū, and people of all gender identities. All members of our campus community deserve a work and educational environment free from harassment or bullying based on their sexual orientation, gender identity, or expression. University of Hawai'i Commission on LGBTQ+ Equality at their website: <http://www.hawaii.edu/offices/president/lgbtq/> Windward Community College Commissioner: Scott Sutherland, scottjks@hawaii.edu

UH Alerts

The UH Alert emergency notification system alerts the university community in the event of a natural, health or civil emergency. The information you provide will only be used in the event of an emergency that impacts the health and safety of the UH community or the closure of whole campuses. It will not be shared with others or used for routine UH communications or announcements. To sign up, visit [UH Alerts website](#) for more information.

Financial Aid

If you are receiving financial aid and are contemplating not completing the course, BEFORE you withdraw, it is highly recommended that you contact the Financial Aid Office at 808-934-2712 or email them at wccfao@hawaii.edu to discuss the impact this decision may have on your financial aid eligibility.

Student Conduct Code

Windward Community College follows the University of Hawai'i Code of Student Conduct which defines expected conduct for students and specifies those acts subject to University sanctions. Students should familiarize themselves with the Code of Student Conduct since, upon enrollment at Windward Community College, the student has placed herself/himself under the policies and regulations of the University and its duly constituted bodies. The disciplinary authority is exercised through the Office of the Vice Chancellor for Student Affairs. Copies of the Student Conduct Code are available at the Office of the Vice Chancellor for Student Affairs or [online](#).

Title IX - Sex Discrimination And Gender-Based Violence Resources

Windward Community College is committed to providing a learning, working, and living environment that promotes personal integrity, civility, and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking.

If you or someone you know is experiencing any of these, WCC has staff and resources to support and assist you. To report an incident of sex discrimination or gender-based violence, as well as receive information and support, please contact one of the following:

Leslie Cabingabang, UH System Confidential Advocate

Phone/Text: (808) 348-0432 or (808) 341-4952

Email: advocate@hawaii.edu

Office: Hale Kāko'o 107 (Wednesdays)

Mykie E. Menor Ozoa-Aglugub, J.D., Title IX Coordinator

Phone: (808) 235-7468

Email: mozoa@hawaii.edu

Office: Hale Kāko'o 109

Desrae Kahale, Mental Health Counselor & Confidential Resource

Phone: (808) 235-7393

Email: dkahale3@hawaii.edu

Office: Hale Kāko'o 101

Karen Cho, Deputy Title IX Coordinator

Phone: (808) 235-7404

Email: kcho@hawaii.edu

Office: Hale 'Alaka'i 120

As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator. Although the Title IX Coordinator and I cannot guarantee confidentiality, you will still have options about how your case will be handled. My goal is to make sure you are aware of the range of options available to you and have access to the resources and support you need.

For more information regarding sex discrimination and gender-based violence, the University's Title IX resources, and the University's Policy, Interim EP 1.204, go to manoa.hawaii.edu/titleix/