

Spring 2026 Mediation Clinic

Professor Donna Erez-Navot

Office: 220B Bruton Greer

Office Hours:

Mondays, 12:15 p.m. – 1:15 p.m. (in Bruton Greer 220B)

Fridays, 1:00 p.m. – 2:00 p.m. (virtual)

Or by Appointment

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Mediation Clinic Spring 2026 Syllabus

Welcome to Mediation Clinic! I hope that you will learn a lot about yourselves and the disputing process over the semester.

I. Goals and Learning Outcomes

The four primary goals of the course are: 1) to improve your ability to represent clients effectively by improving your listening, questioning, persuasion and problem-solving skills through the context of mediation; 2) to provide a solid basis of both mediation skills and ethics for those of you that would like to make mediation a part of your legal practice; 3) by placing you in the role as a neutral rather than advocate, to help foster a collaborative problem-solving orientation to your practice of law; and 4) to help you evaluate the benefits and limitations of mediation and other dispute resolution processes so you can both counsel your clients about their choices and, as potential policy makers, make informed judgments about dispute resolution systems design.

Learning Outcomes: Students should achieve the following:

- An appreciation of the skills necessary to perform effectively as a mediator including: how to begin a mediation, how to gather information, how to develop a helpful conversational agenda, how to generate movement when parties are “stuck”, and how to develop agreements and close a session.
- An understanding of the various attitudes and traits central to the mediator’s job.
- Knowledge of the various “schools” of mediation and how mediation fits into the array of dispute resolution processes.
- Knowledge of the legal framework that undergirds mediation and, particularly, confidentiality in mediation, as well as ethical norms of practice.
- An analysis of policy debates in the mediation field.
- The ability to display mediation attitudes and skills and perform effectively both in the context of real parties and real disputes and complete the requirements for approval as a County Mediator.

II. Course Structure

Throughout the semester, the Clinic has multiple components: mediation skills and training and other classroom work, weekly seminar classes, conducting actual mediations in both Small Claims/County Mediations and EEOC cases, maintenance of journals to help analyze and reflect your experiences, optional observation of custody/visitation and child protection mediations,

videotaping of your opening statement, community presentation and regular readings including several foundational articles of the ADR (“Alternative Dispute Resolution”) field.

A. Mediation Skills Training and Other Class Work

Initial Basic Mediation Skills Training will be on **January 23, 2026** from 8:30 a.m. – 4:30 p.m., **January 24, 2026** from 8:30 a.m. – 4:30 p.m., & **January 25, 2026** from 8:30 a.m. – 4:30 p.m. **The training days will be in Room HH 285A.**

The final role plays which are also **mandatory** will be held on **February 6, 2026 from 9:00 a.m. to 2:00 p.m. We will meet in Room HOL 348** and then split up into three rooms (HOL 348, 350 & 354). **The Basic Mediation Training (including the Role Play Day) is mandatory, no exceptions.** The training is front-loaded in order that you may begin observing and co-mediating as soon as possible, in the first weeks of the semester.

Throughout the semester, we will be meeting on Monday afternoons from 1:15 p.m. – 3:15 p.m. in BG 220D for Seminar Classes and Friday mornings from 8:30 a.m. to 1:00 p.m. for County Mediations. **This semester, we will have 7 Fridays that are required in person and several options to complete the ABA required hours for clinic.** See schedule below.

Talking Circle and Seminar: We will be using a talking circle for the first 30-60 minutes of our seminar class and then we will move on to lectures and exercises. The Circle is a process based upon indigenous practices that has more recently become part of the mainstream restorative justice and conflict resolution movements. From families and communities to the juvenile justice system, schools and other arenas, the Circle aims to not only facilitate dialogue but also heal individuals, repair relationships and promote interconnectedness. Using a “talking piece” as the primary mode of regulating the conversation, each person in the Circle has an equal opportunity to speak; participants engage in a conversation about topics of common interest; the process opens and closes with some form of ceremony; building relationships is treated as equally important as tackling difficult issues. Laptops and cellphones should be put away during the circle process.

As the class progresses, we will focus on the theory behind mediation and the ADR field and have hopefully lively discussions. We will continue to work on techniques and skills to help improve your work as mediators. In classes when we don’t mediate for the Court, we will meet in small groups and participate in role plays so you can get more practice. Finally, we also may have guest speakers that will be joining us who are local and national professionals in the field of ADR.

Seminar Recording: According to Chapter 44 of Florida Statutes, all mediation communications shall be confidential. Because our Friday mediations are frequently discussed during class, the Mediation Clinic seminar will not be recorded, and student recording of the classes is prohibited. Students may not take, circulate, or post photos or videos of classroom discussions, whether they are in-person, hybrid, or completely online. Students failing to follow this rule will be referred to the College of Law Honor Code Council and the University’s Office of Student Conduct and Conflict Resolution

Attendance: Up to two absences will be allowed. Class attendance is critical for several reasons. Role plays in class can't be successful if students are late or absent and they are critical to your learning, especially at the beginning of the semester. We will be discussing the mediations and your experiences in class so that you can learn from each other and you will need to be present to participate and share your own observations. The Clinic environment has a tendency to create a safe and comfortable environment for students. But, trust and comfort can only build with consistent attendance. If you have to miss a class, please inform me via email prior to the day the class is scheduled to meet. **If you miss a day for mediations in County court, we will have to find a time for you to make up the session potentially through coordinating with the Court for a different day or during one of the days off. You can also reach out to another Circuit ADR Coordinator to schedule another day to observe mediations on zoom.**

Pro Bono Hours: If students would like to fulfill their Pro Bono Hours for the graduation requirement, we have been invited students to observe/mediate cases on other days of the week through Eric Hope (8th Circuit), Jana Sullivan (3rd Circuit), Courtney Baker (5th Circuit). You can use those extra mediations towards your Pro Bono Hours. **You are required to attend the 8 Court sessions plus observe or mediate 12 more hours of mediations.** Any sessions above that, can be used towards points for certification AND pro bono hours. You can email Eric, Jana or Courtney directly to find out about his schedule for those cases. Courtney has some in person options and Eric and Jana have online mediations. I will share their information as the semester begins.

Inclusiveness: It is my hope that students from all backgrounds can be well served by this seminar and that students needs can be addressed both inside and outside of class. I believe that the sharing of different perspectives should be viewed as a resource and benefit. I intend to present materials/role plays/exercises that are respectful of people of different backgrounds: sexuality, gender, disability, age, ethnicity, race and culture. Please provide me feedback (positive or negative) and let me know if you need any accommodation.

ABA Out of Class Requirements: ABA Standard 310 requires that students devote 120 minutes to out-of-class preparation for every "classroom hour" of in-class instruction. Since we hold mediation case rounds and mediate in court in lieu of many classes, please plan on spending 180 hours per semester on our class. This includes class time, mediation case rounds, talking circle, reading for class, mediation practicum, community presentation, journals and any other event or project you are assigned by Professor Erez-Navot.

B. Mediation Practicum

Small Claims Mediation: This semester, students will observe and co-mediate small claims monetary disputes at Alachua County Small Claims Court. Mediation service will be interspersed with seminar classes. Prof. Erez-Navot will accompany clinical students to the practicum on zoom although students may be assigned to other volunteer mediators to observe or co-mediate. The general small claims cases will be varied in subject matter, including contract, tort and property disputes. Cases that are deemed potentially suitable for mediation after a pre-trial conference with the Judge will then be referred for mediation. **Our first time in Court will**

be on Friday, January 30, 2026. The expectation is to park by 8:30 AM and then court begins at 9:00 AM on all Fridays (see schedule below) and it will end by 1:00 PM.

Patricia Antonucci, ADR Director, will be giving us a short orientation at our first class on August 19, 2025.

Once we begin mediating in Court, six student will go to Alachua County and two students joining Jana Sullivan (3rd circuit) on zoom. The hope is that we will have access to more mediations this way by splitting up the students in clinic. I will have a sign-up sheet in google docs so we can keep track of all the schedules.

EEOC Mediation: Judge Macauley, Administrative Judge for the EEOC, will be referring our Clinic federal employment discrimination cases via zoom. Judge Macauley will join us on zoom for one of our Mediation Clinic Seminars to talk about the process. We will be working with the Judge and his clerk (Matthew Pattillo) to schedule cases. At the beginning of the semester, we will pair off into groups of 2 students and find times that work around your class schedule to mediate. We will be receiving ROIs (Report on Investigation) and the Order to Mediate and ideally schedule the mediations for March or early April. We will talk more about the process in early February. You are expected to read the ROI and prepare a pre-mediation memo. We will also be calling all the parties and their attorneys for pre-mediation calls before the actual mediation on Zoom/Teams/Online Platform. This semester will be using ADR Notable which is an online ADR platform to save our documents and document all our conversations. We will have a training on this early in the semester.

NYS Custody/Visitation and Child Protection Mediation: The NYS Family Court will be referring two types of family law disputes to the Clinic: custody and visitation and child protection cases. Custody and Visitation cases is helping two parents negotiate parenting time and legal decision making for their children. Child Protection cases are where mediators issues surrounding placement of children in foster care, including relationships and communication between parties, custody/visitation/guardianship petitions, conditional surrenders and other issues. Students will be invited to observe these cases and also help provide technological and agreement writing support. We will also be de-briefing after the cases.

C. Journals

During the semester, I would like you to write to reflect upon your experiences including your readings, your training and role plays and your times mediating or observing sessions in Court. We will have 7 reflections/journals over the course of the semester, approximately 2-5 pages long. One important note, your reflection should reflect both theoretical understanding and application of theory to practice so please refer to the readings and training material. Journals are due on Fridays.

Each reflection has a specific topic that has been assigned. They focus on your assigned readings, mediations in court, stages of mediation and guest lectures that will be joining us over the course of the semester. Please refer to the readings that have been assigned in the journals as you apply theory to practice.

Self-reflection and self-awareness are critical to being an effective mediator. I believe that the combination of journal writing and debriefing after mediations with your co-mediator and mentor, and debriefing in class together will help with that reflection.

D. Videotaping of Opening Statement

Students will be required to deliver an opening statement during the week of February 16. I will coordinate groups of 4 students to deliver and record their opening statements. This will be done on Zoom and in the presence of other people in order to make the opening statement feel more realistic.

After you have watched your video, please prepare a self-reflective 2-3 page commentary of your strengths and areas for improvement with respect to the “B” of BADGER. **Please submit your journal by Friday, February 20, 2026.** This will replace your journal from that week’s mediation.

E. Community Presentations

Please develop a proposal for doing a presentation on dispute resolution to a community or other group, elementary, high school, college or law school group. Explore scheduling possibilities for your presentation! You should prepare and upload a plan for the presentation on ADR or mediation and the plan will be due on March 30. The plan should include a date and time, any publicity you will use to get attendees, a timed agenda for the program, any handouts (or other materials) you will use, and your evaluation form. You may work alone or in collaboration with one or two other students in the Mediation Clinic.

F. Grades and Evaluations

At the end of each semester, you will be given a grade for your performance in the Clinic. The Mediation Clinic grading follows the UF Grading Criteria. The grades are Satisfactory and Unsatisfactory (U). The presumption is that most students will receive an S and it is the norm. To receive this grade, the student must meet the expectations of the program, that he or she will provide a high quality work product and excellent effort. U is appropriate for students who blow off the parties, the program and their assignments or for students who engage in unprofessional and/or unethical conduct towards parties and mentors.

G. Clinic Wide Events: Swearing in Ceremony & Capstone Class

More information will be provided in the fall but please put two dates on your calendar. We will have a **Swearing in Ceremony with Alachua County Judge Rawls on Thursday, January 22 from 5:30 PM to 7 PM** in the and there will be light refreshments afterwards.

The clinics will also be hosting a clinic-wide **Capstone Class on Thursday, April 23 from 12 PM to 1:15 PM**. The location is TBD and lunch will be provided.

H. Other Administrative Issues

UF ACADEMIC POLICIES AND RESOURCES:

Other information about UF academic policies and resources can be found at [this link](#).

COMPLIANCE WITH UF HONOR CODE:

Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Law Honor Code located [here](#). The UF Law Honor Code also prohibits use of artificial intelligence, including, but not limited to, ChatGPT and Harvey, to assist in completing quizzes, exams, papers, or other assessments unless expressly authorized by the professor to do so.

OBSERVANCE OF RELIGIOUS HOLIDAYS:

UF Law respects students' [observance of religious holidays](#).

- Students, upon prior notification to their instructors, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith.
- Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence.
- Students shall not be penalized due to absence from class or other scheduled academic activity because of religious observances.

EXAM DELAYS AND ACCOMMODATIONS:

The law school policy on exam delays and accommodations can be found [here](#).

STATEMENT RELATED TO ACCOMODATIONS FOR STUDENTS WITH DISABILITIES

Students requesting accommodations for disabilities must first register with the Disability Resource Center (<https://disability.ufl.edu/>). Once registered, students will receive an accommodation letter, which must be presented to the Assistant Dean for Student Affairs (Assistant Dean Brian Mitchell). Students with disabilities should follow this procedure as early as possible in the semester. It is important for students to share their accommodation letter with their instructor and discuss their access needs as early as possible in the semester. Students may access information about various resources on the UF Law Student Resources Canvas page, available at <https://ufl.instructure.com/courses/427635>.

STUDENT COURSE EVALUATIONS

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Click [here](#) for guidance on how to give feedback in a professional and respectful manner. Students will be notified when the evaluation period opens and may complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluer.com/ufl/>. Summaries of course evaluation results are available to students [here](#).

Professional Courtesy

As a matter of professionalism, you are expected to be on time for class—meaning seated and ready to begin when class starts. Arriving late is disruptive not only to me, but to your fellow students. Please do not arrive late to class or leave early absent extenuating circumstances. If you

need to do so, please sit near one of the exits to minimize your disruption to others and notify me in advance. Please make sure your cell phone is turned off during class. I reserve the right to deduct points from your final grade if you engage in behavior that significantly disrupts the learning environment for your classmates. After two late arrivals, each additional late arrival will be counted as a class absence.

III. Course Text

Required:

Alfini, Erez-Navot, Froehlich, Press, Stulberg & Tiamiyu, *Mediation in an Evolving World: Theory and Practice* – 1st Edition, (“MEW”)

Fisher, Ury & Patton, *Getting to Yes: Negotiating Agreements Without Giving In* (GTY)

Selected Articles throughout the Semester

Optional:

Love & Stulberg, *The Middle Voice: Mediating Conflicts Successfully* (2009)

Schedule

Class Session	Reading and DVD Assignments	Reflection Assignment/Reminder
January 22 Clinic Swearing in Ceremony from 5:30 PM to 7 PM Refreshments Served		TBD
Basic Mediation Training (Fri-Sun) January 23 (8:30 AM – 4:30 PM) January 24 (8:30 AM – 4:30 PM) January 25 (8:30 AM – 4:30 PM) MANDATORY	GTY	Room HH 285A
Class #1: January 26 Review Syllabus Expectations for Practicum	MTP Chapter 1 (p. 3-15) Optional Reading: Middle Voice	BG 220D
Court #1: January 30		Expectation to arrive and park by 8:30 AM and court typically begins at 9:00 AM and can last until 1 PM. Reflection #1: Getting To Yes <i>Write a reflection about how an idea, approach or recommended skill from Getting to Yes will impact some negotiation or activity for you in the future.</i>
Class #2: February 2 Mediation Skills	MTP Chapter 3 (p. 79-114) Mediation in Small Claims Court: Achieving Compliance Through Consent (PDF will be in Canvas)	BG 220D
February 6 Role Play MANDATORY		Please meet in Room HOL 348 from 9 AM to 2 PM to Role Play and Receive Feedback from practicing

9 AM to 2 PM		mediators/ADR Court Coordinators. We will split into HOL 348, 350 & 354.
Class #3: February 9 Introduction to EEOC Cases Guest: Judge Macauley, Head Administrative Judge for EEOC NY Region EEOC Case Referral Based on Student Schedule & Student Pairs Assigned in Class.	Vivian Berger, <i>Employment Mediation in</i> <i>the 21st Century</i> , 5 UNIV. PA. J. OF LABOR AND EMPLOYMENT 487 (2003) at http://www.vberger-mediator.com/mediation/changes-b.html (or PDF will be in Canvas)	BG 220D
Court #2: February 13		<i>More Details about In-Person Alachua County and Online with Jana Sullivan</i> IN PERSON COURT + 2 STUDENTS ONLINE Reflection# 2: Mediator Approaches. Consider a mediation, or a simulated mediation, in which you have participated. In light of the models discussed in MEW, chapter 4 (mediation concepts and models), how would you describe the approach of the mediator? Place yourself (or the mediator you observed) on the Riskin Grid, using specific examples of your/the mediator's approach or conduct to explain your choice.
February 16 IN LIEU OF CLASS MEET ON ZOOM FOR OPENING STATEMENT RECORDINGS NEXT WEEK		Record Opening Statements Next Week - Sign Up on Google Doc.
Court #3: February 20		IN PERSON COURT – 2 STUDENTS WITH JANA SULLIVAN IN PERSON AT SUWANNEE COUNTY Reflection #3/The B of BADGER. Describe a key lesson(s) you learned about the “B” of BADGER from your clinical experience and based on your recording. In your analysis, compare the recommendations from your reading and training with the realities of practice.
Class #4: February 23 Mediation Roles, Orientations and Styles	MTP Chapter 4 (p. 115-174)	BG 220D
Court #4: February 27		IN PERSON COURT – 2 STUDENTS ONLINE
Class #5: March 2	MTP Chapter 2 (p. 19-75)	

Introduction to Negotiation Guest: Sydney Riddle from ADR Notable to Discuss ODR and Mediator Platform (TBD)		
Court #5: March 6		IN PERSON COURT – 2 STUDENTS ONLINE Reflection #4: Working as a Team. In light of your reading about co-mediation, how do you envision working with a co-mediator? What do you see as your challenges especially in an online environment? What advice from the reading seems particularly important? Since you will be working on EEOC cases as a team, what do you see as your strengths and weaknesses at team work?
Class #6: March 9 Representation in Mediation	MTP Chapter 10 (p. 441-485)	BG 220D
Court #6: March 13		IN PERSON COURT – 2 STUDENTS ONLINE
NO CLASS SPRING BREAK March 16-20		COURT MAY BE AN OPTION ON MARCH 20 FOR MAKE UPS
Class #7: March 23 Ethics	MTP Chapter 8 (p. 331-383)	BG 220D
Court #7: March 27		IN PERSON COURT – 2 STUDENTS ONLINE Reflection #5: The A of BADGER. Describe a key lesson(s) you learned about the “A” of BADGER from your clinical experience. In your analysis, compare the recommendations from your reading and training with the realities of practice. Take your most recent case and describe the interests, issues, proposals, BATNAs, feelings, principles, values and rules you extracted as you listened.
Class #8: March 30 Co-Mediation	Practice Guidelines for Co-Mediation: Making Certain that ‘Two Heads are Better than One’ (PDF will be in Canvas)	BG 220D <u>Plan for Community Presentation Due Today</u>
April 3 NO COURT Good Friday		
Class #9: April 6 Institutionalization of Mediation in the Courts	MTP Chapter 9 (p. 385-438)	BG 220D
April 10 NO COURT CLOSED		

Class #10: April 13 Inclusion and Justice <i>Robert Merlin, Collaborative Law Practitioner</i>	MTP Chapter 7 (p. 269-330)	BG 220D
April 17 OPTIONAL COURT		IN PERSON COURT OPTIONAL
Class #11: April 20 ODR – Tech and Dispute Resolution <i>Guest Lecturer: Professor Noam Ebner</i>		BG 220D
THURSDAY, April 23 Clinic Wide Capstone Class 12 PM to 1:15 PM (TBD LOCATION)		
Court #8: April 24		IN PERSON COURT – 2 STUDENTS ONLINE <i>Reflection #6: ODR and Technology</i> Please write a reflection on lessons you have personally learned from mediating online utilizing zoom, our work with ADR Notable this semester and also reflect on the impact of all emerging technologies (AI, VR etc) will have on ADR in the future.
Class #12 LAST CLASS: April 27 <i>Guest Lecturer: Careers in ADR -Krysta Hartley (ADR Office NYC Court) & Ashley Davis (Assistant Ombuds at University of Washington)</i>		<i>Reflection #7: Guest Lecture</i> Please write a reflection on lessons you learned or observations from one of the guest lecturers this semester or from one of your mediations.