

Mini Course Syllabus

SW 796 002

Name of Course: Restorative Practices in Schools and Communities

Dates: Saturday May 14, 2016 (9am-5pm) and Saturday May 21, 2016 (9am-5pm)
SW Room 3816

Instructors: Diane Back, LLMSW

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Course Description:

Within the context of restorative justice frameworks, course participants will learn about the school to prison pipeline and implications of zero tolerance policies pushing at-risk students into juvenile and criminal justice systems. Restorative practices aim to increase cultural awareness, practice, and advocacy in practitioners incorporating best practices for social emotional well-being and learning methods with young people in schools and communities.

1. Clearly articulate the problems traditional justice and discipline models present for youth in communities and schools: addressing behavior management, school to prison pipeline, and expulsions.
2. Panel discussion of people who are working in both communities and schools.
3. Teaching skills around restorative practices (conferences and peace circles), conflict management, mediation, and facilitation.

Course Objectives:

Upon completion of this course, students will be able to:

1. Conduct both responsive and proactive use of circles and restorative practice conferences
2. Differentiate and make use of various conflict management, mediation, and facilitation skills within interpersonal, community and organizational practices.
3. Articulate the impact of restorative practices upon individuals who have been harmed as well as those who have initiated wrong-doing
4. Discern and use data, research, and personal narratives to validates the significant importance that self-advocacy and social connections have upon youth in school and community settings

Relationship to Curricular Themes & Core Competencies:

Relationship of Course to Curricular Themes –

Multiculturalism and Diversity: Students will identify ways to address race, ethnicity, class, gender, age, sexual orientation, and other forms of stratification of inequality.

Social Justice and Social Change: Emphasis is placed on how to strengthen social change and social justice through community capacity-building.

Promotion, Prevention, Treatment, and Rehabilitation: The course will focus on how to both address and reduce social problems and promote healthier communities as well as reintegrate and heal all persons involved in wrong-doings.

Behavioral and Social Science Research: Relevant research and best practices from diverse social science disciplines and professional fields will contribute to understanding of empirically-based practice.

Relationship to CSWE Core Competencies and Practice Behaviors

CSWE Competency 2- Apply social work ethical principles to guide professional practice:

- Demonstrate knowledge and critically analyze ethical issues arising in community organization practice.
- Apply and articulate social work values, ethical standards, and principles unique to interpersonal interventions involving diverse populations and settings.
- Analyze situational contexts and the interests and priorities of the organization and its external and internal stakeholders.

CSWE Competency 5- Advance human rights and social and economic justice:

- Work with others toward social justice goals using socially just processes to build organizational capacity and institutional structures.
- Use knowledge of the effects of oppression, discrimination, and historical trauma of client group to guide the development of socially just planning and interventions.
- Evaluate and enhance the practices of human service executives and managers as advocates of social change and social justice within their organizations and society.

Class Attendance, Readings, and Participation

All are expected. Required readings are to be completed prior to class session. During class time, laptop use is permitted for note taking, accessing powerpoints and other course materials ONLY. If students are using media for non-class related activities during class time, this will impact their final grade.

Accommodations for Students with Disabilities

I invite any class member who has a disability that may affect his or her participation in this course to let me know. We can discuss possible modifications or accommodations in instructional format, assignments, etc. Any student who feels they may need an accommodation based on the impact of a disability may let me know so we can work out ways to address. Please contact the Services for Students with Disability office at 734-763-3000 in room G-664 Haven Hall to coordinate accommodations for students with disabilities.

Readings

Session #1 Readings

Required:

Wachtel, T. (2010). What is restorative practices. Retrieved August, 8, 2010.

Mika, H., Achilles, M., Halbert, E., & Amstutz, L. S. (2004). Listening to victims-A critique of restorative justice policy and practice in the United States. *Fed. Probation*, 68, 32.

Growing past hate: 'Restorative justice' helps heal pain from teens' vandalism Fred Van Liew. Des Moines Register [Des Moines, Iowa] 22 Apr 2012.

Optional:

Braithwaite, J. (2007), Encourage restorative justice. *Criminology & Public Policy*, 6: 689–696. doi: 10.1111/j.1745-9133.2007.00459.x

Braithwaite, J., & Roche, D. (2001). Responsibility and restorative justice. *Restorative community justice: repairing harm and transforming communities*. Cincinnati: Anderson, 63-84.

Franke, D (2010). Repairing the Harm, A Victim's Journey: Restorative Justice at IREF. *Inside Corrections*, 14, 4-5

Session #2 Readings

Required:

Amstutz, L. (2015). The little book of restorative discipline for schools: Teaching responsibility; creating caring climates. Skyhorse Publishing, Inc. (Chapter 2)

Martin, C. (2015). Empathy, Equity, Empowerment Using Restorative Practices to Build Character and Community While Reducing Suspensions. *Voices in Urban Education*, 42, 14-18.

Raynor, A. (2015). "For These Are All Our Children": Equity, Agency, and Action to Create Positive School Discipline. *Voices in Urban Education*, 42, 2-6.

Optional:

Adamson, C. W., & Bailie, J. W. (2012). Education Versus Learning Restorative Practices in Higher Education. *Journal of Transformative Education*, 10(3), 139-156.

Davidson, J. (2014). Restorative justice. *The Education Digest*, 80(3), 19-23.

Course Requirements for Academic Credit and Grading:

An end of the course assignment to include a two-page paper (Option 1 or Option 2). Final papers are to be uploaded to Canvas on May 25, 2016. Grading will be Satisfactory or Unsatisfactory (based upon paper, participation, and attendance).

Option #1 Policy Memo: You are a policy advisor to a Dean, Principal, Superintendent, Director of an agency, etc. The issue here is how the organization should react to restorative justice/practice, in terms of research,

teaching, implementation, and service. You have been asked to prepare a two page briefing memo highlighting policy issues, policy pitfalls, possible policy process, and your own recommendations for immediate and longer term next steps.

Format: A reference can be found at <https://owl.english.purdue.edu/owl/resource/590/1/> (ie: use From, To, Re). Place sources on an extra page. Pay attention to format as well as content. Remember, policy documents should be both visually appealing as well as informative. Single spacing is appropriate for this and avoid the standard academic no break type of text.

Option #2 Reflection Paper: A two-page reflection paper that explores:

- 1) What was the most interesting thing you learned?
- 2) What was the significance to your practice of what you learned?
- 3) Moving forward, how might you integrate restorative ideas and practices into your work?

Course outline

Day 1, May 14

- I. Introduction to Restorative Justice/Practices
- II. Principles of RJ practices
- III. Restorative Practices in Communities Panel
- IV. Restorative Justice – Practice and forms of implementation
- V. Affective Questions skills

Day 2, May 21

- I. Assigned Readings Discussion/Discussion Questions
- II. Restorative Practices in Schools
- III. Informal Groups & Circles: Steps for preparing and implementing restorative justice
- IV. Practice skills of mediation and conferencing / Role play restorative justice implementation
- V. Implementation and Integration into Social Work Practice