

**UNIVERSITY OF DENVER  
GRADUATE SCHOOL OF SOCIAL WORK**

*SOWK 4245 – Restorative Approaches in Social Work*  
Spring/2019  
3 Credits

<u>Instructor</u>	<u>Contact Information</u>	<u>Office Hours</u>
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## COURSE SYLLABUS

### COURSE DESCRIPTION

This course applies the conceptual framework, strategies, and benefits of restorative approaches to social worker roles and responsibilities. This course is designed to help students develop a historical and theoretical understanding of restorative approaches, build restorative-based skills that can be used in a variety of roles, and apply restorative approaches to a variety of client population systems, settings, and needs. Ethical dilemmas, cultural competence, and decision-making in restorative approaches, and the impact this has on oppressed populations, will be discussed. This course fulfills a GSSW Values for Practice requirement, and is a general elective with relevance to all social work concentrations.

**DU Grand Challenges Classes.** [DU Grand Challenges](#) is a campus-wide initiative to bring together university and community change-makers to address the most difficult and far-reaching issues facing our society today. In this class, we will address topics related to the first DU Grand Challenges issue area: improving daily living in our communities.

### COURSE RATIONALE

Conflict is apparent in human interactions in all client systems. To understand and manage conflict in a productive way is an essential social work skill. Schools, juvenile correctional centers, and other programs and systems nation-wide are increasingly required to incorporate restorative justice into services, as it is an evidence-based and strengths-based form of managing conflict, supporting vulnerable people, and meeting the community's needs. The profession

recognizes a need for social workers to have a strong understanding of restorative practices and concepts, and this course was created to satisfy that need.

## **EDUCATIONAL OBJECTIVES AND STUDENT LEARNING OUTCOMES**

Through class participation, readings, and assignments, the educational objectives for the student include the following:

### *Knowledge:*

1. *Define conflict. Identify the basic principles and history of conflict management.*
2. *Identify various theoretical / conceptual and applied definitions of restorative justice. Identify the principles underlying the restorative paradigm. Compare and contrast restorative and retributive models.*
3. *Identify the historical, cultural, and spiritual roots of restorative justice, and discuss the importance of those roots in the development of modern day approaches.*
4. *Recognize empirical studies that both support and challenge restorative approaches.*
5. *Identify various settings and processes through which restorative approaches are most commonly offered, including the family, educational, criminal, child welfare, organizational, international, and other systems and settings.*

### *Skills:*

6. *Develop restorative-based strategies and skills for identifying, discussing, and managing conflict with a variety of individual clients and client systems.*
7. *Advocate when appropriate, for safe and evidence-based restorative approaches with clients, organizations, and other professionals.*

### *Values and Ethics:*

8. *Identify personal values and styles related to conflict management.*
9. *Evaluate and challenge assumptions about responses to conflict by individuals, families, cultural groups, organizations, systems, communities, and societies.*
10. *Explain the ethical foundations of restorative approaches.*
11. *Discuss the ethical dilemmas, which may be present in facilitating or participating in a restorative process with vulnerable or oppressed client populations.*
12. *Recognize the appropriate use of restorative approaches, with sensitivity to a client's therapeutic process, setting, and cultural identification.*

## **EDUCATIONAL POLICIES AND ACCREDITATION STANDARDS (EPAS)**

The following Social Work Core Competencies are addressed in this course:

<b>EPAS #</b>	<b>Core Competency</b>	<b>Educational Objective #</b>	<b>Assignment #</b>
<b>2.1.1</b>	<b>Professional Identity</b>	<b>9</b>	<b>1-2</b>

<b>2.1.2</b>	<b>Ethical Practice</b>	<b>10-12</b>	<b>1, 3-4</b>
<b>2.1.3</b>	<b>Critical Thinking</b>	<b>5-8</b>	<b>1-4</b>
<b>2.1.4</b>	<b>Diversity in Practice</b>	<b>3, 7-8, 11-12</b>	<b>3-4</b>
<b>2.1.5</b>	<b>Human Rights &amp; Social Justice</b>	<b>1-4</b>	<b>3-4</b>
2.1.6	Research Based Practice		
2.1.7	Human Behavior		
2.1.8	Policy Practice		
<b>2.1.9</b>	<b>Practice Contexts</b>	<b>5-8, 12</b>	<b>3-4</b>
2.1.10a	Engagement		
2.1.10b	Assessment		
<b>2.1.10c</b>	<b>Intervention</b>	<b>6-7</b>	<b>3-4</b>
2.1.10d	Evaluation		

## CONTENT ON DIVERSE POPULATIONS

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

## INCLUSIVITY STATEMENT

Social and economic justice is one of the key themes promoted throughout the curriculum at GSSW. As a community we encourage each other to critically examine issues related to power, privilege, and oppression. These issues; therefore, are integrated into each classroom experience at GSSW. As a result, there will be class discussions that may be difficult or challenging. In order to have the most supportive environment possible, we must all commit ourselves to fostering an inclusive, anti-oppressive space in which each person takes responsibility for their own language, actions and interactions. It is important that we *listen* to each other about how our words and actions are affecting one another and the learning environment. We share the task of negotiating the dual priorities of authentic free speech and active regard for one another being open to diverse perspectives and ideas. We recognize that microaggressions happen; however, overt slurs in relation to race, age, ethnicity, gender, gender identity, gender expression, sexual orientation, religion/world view, immigration status, size, nationality, dis/ability, marital status, political affiliation, or any other identities, will be addressed directly. Throughout the course, we will negotiate other guidelines about class discussions.

## **METHODS OF TEACHING**

Classes use a variety of teaching methods based on Bloom's Taxonomy of educational objectives (1956), with a focus on facilitating higher order learning such as analysis, evaluation, and synthesis. This course will include lectures, observations, discussions, activities, small group work, videos, and role-plays to achieve the course objectives and student learning. As the class develops, students will be increasingly responsible for the facilitation of their own learning, through the completion of student-led discussions and activities.

*The instructor reserves the right to update this syllabus as class needs arise. Be assured that I will communicate to you any changes to our schedule, syllabus, or policies quickly and efficiently through the announcements and/or your Canvas inbox.*

## **ROLE OF THE TEACHING ASSISTANT**

The teaching assistant (TA) is a PhD student who has training the course content. The TA will participate in class discussions, contribute insights, and provide feedback on student progress and questions as needed. Additionally, the TA will be available to meet with students by appointment to address concerns and answer questions about course content and expectations. The TA will teach at least one class session and grade assignments.

## **REQUIRED TEXTS**

**[E-version available online through DU Penrose Library]**

Beck, E., Kropf, N., & Leonard, P. (2010). *Social work and restorative justice: Skills for dialogue, peacemaking, and reconciliation*. Oxford University Press.

**[Available for purchase online through Amazon]**

Hahn, Thich Nhat (2014). *No mud, no lotus: The art of transforming suffering*. Parallax Press.

**[E-version provided via Canvas]**

Zehr, H. (2002). *The little book of restorative justice*. Living Justice Press.

## **RECOMMENDED TEXT**

**[Available for purchase online through Living Justice Press: [www.livingjusticepress.org](http://www.livingjusticepress.org)]**

Pranis, K. (2005). *The little book of circle processes: A new/old approach to peacemaking*. Living Justice Press.

## ADDITIONAL READINGS

Listed in the week-by-week topics below and posted as PDF documents in Canvas.

## RESEARCH AND INFORMATION LITERACY GUIDANCE

The following research guides and/or databases within the University of Denver Libraries <http://library.du.edu/site/> are most relevant to course assignments. The GSSW Academic Support Portfolio includes resources for APA stylistic expectations, information literacy and writing. Please visit <http://portfolio.du.edu/gsswacademicsupport>.

Databases: *Academic Search Complete*; *Applied Social Sciences Index and Abstracts*; *Palgrave Connect Social & Cultural Studies Collection*; *SocINDEX with Full Text*.

## REQUIRED USE OF THE PUBLICATION MANUAL of the AMERICAN PSYCHOLOGICAL ASSOCIATION, 6<sup>TH</sup> EDITION

Stylistic expectations of the 6<sup>th</sup> edition of the Publication Manual of the American Psychological Association, including title page format, running heads, margins, heading levels, citations, and references, must be used.

## COURSE OUTLINE

Module	Week	Topics Covered	Readings	Objectives
One	3/31	<ul style="list-style-type: none"><li>• Connect with each other</li><li>• Review syllabus and course expectations</li><li>• Introduction to restorative justice as a response to conflict</li><li>• <b>Select small groups</b></li></ul>	<ul style="list-style-type: none"><li>- Syllabus Review</li><li>- Hahn (2014), chapters 1-2</li><li>- Beck (2010), pp 31-39</li><li>- Zehr (2002), chapters 1-2</li><li>- Christie (1977)</li></ul>	#1, 8-9
Two	4/7	<ul style="list-style-type: none"><li>• Foundational Concepts</li><li>• Sociological, Moral, and Cultural Foundations</li><li>• Needs of Victims, Offenders, and Communities</li></ul>	<ul style="list-style-type: none"><li>- Hahn (2014), chapters 3-4</li><li>- Davis (2019), chapter 2</li><li>- Pranis (2012)</li><li>- Zehr (1990)</li></ul>	#2-6
Three	4/14	<ul style="list-style-type: none"><li>• Practices and Processes</li><li>• Supporting Evidence</li><li>• Essential Skills</li></ul>	<ul style="list-style-type: none"><li>- Hahn (2014), chapters 5-6</li><li>- Beck (2010), chapter 4</li><li>- Zehr (2002), chapters 3-4</li></ul>	#5-6

			- Sherman, et al. (2015)	
<b>Four</b>	<b>4/21</b>	<ul style="list-style-type: none"> <li>• Restorative Approaches in the Criminal System</li> <li>• <b>Assignment #2 Due 4/19</b></li> </ul>	<ul style="list-style-type: none"> <li>- Beck (2010), chapter 6</li> <li>- Sered (2019), chapter 1</li> <li>- Umbreit, et al. (2006), pp. 31-48</li> </ul>	#6, 9-10, 12
<b>Five</b>	<b>4/28</b>	<ul style="list-style-type: none"> <li>• Restorative Approaches in the Community</li> </ul>	<ul style="list-style-type: none"> <li>- Beck (2010), chapter 7</li> <li>- Davis (2019), chapter 6</li> <li>- Umbreit (2003; pp. 386-391)</li> <li>- Robinson &amp; Hudson (2016; pp. 339, 359-365)</li> </ul>	#5-7
<b>Six</b>	<b>5/5</b>	<ul style="list-style-type: none"> <li>• Restorative Approaches in the Educational System</li> </ul>	<ul style="list-style-type: none"> <li>- Beck (2010), chapter 5</li> <li>- Knight &amp; Wadhwa (2014)</li> <li>- Anyon (2015)</li> <li>- Chen (2003)</li> </ul>	#5-7
<b>Seven</b>	<b>5/12</b>	<ul style="list-style-type: none"> <li>• Restorative Approaches in the Individual and Family System</li> </ul>	<ul style="list-style-type: none"> <li>- Beck (2010), chapter 8, 12</li> <li>- Van Wormer (2003)</li> <li>- McNevin (2010)</li> <li>- Review: FGC Practice Guidelines</li> </ul>	#5-7
<b>Eight</b>	<b>5/19</b>	<ul style="list-style-type: none"> <li>• Restorative Approaches in the Workplace and Organizations</li> </ul>	<ul style="list-style-type: none"> <li>- Kidder (2007)</li> <li>- Lambert, et al. (2011), pp 19-34</li> <li>- Wachtel (1999)</li> </ul>	#5-7
<b>Nine</b>	<b>5/26</b>	<ul style="list-style-type: none"> <li>• Restorative Approaches in International Conflicts</li> <li>• Ethical Dilemmas and Controversies for Social Workers</li> <li>• <b>Assignment #4 5/31</b></li> </ul>	<ul style="list-style-type: none"> <li>- Beck (2010), chapter 11</li> <li>- Aina (2010)</li> <li>- Richter-Devroe (2008)</li> </ul>	#5-7, 11-12
<b>Ten</b>	<b>6/2</b>	<ul style="list-style-type: none"> <li>• Restorative Approaches in Policy</li> <li>• The Future of Restorative Approaches: What Would a Restorative System Look Like?</li> </ul>	<ul style="list-style-type: none"> <li>- Beck (2010), chapter 13</li> <li>- Sliva &amp; Lambert (2015)</li> <li>- Karp &amp; Frank (2015)</li> <li>- Davis (2019), chapter 7</li> </ul>	#4, 7, 9, 11-12

## COURSE ASSIGNMENTS

### Assignment #1: Weekly Discussion Participation – 20% of final grade

Each week, reflect on the course materials that you have read and reviewed on the weekly discussion board. The purpose of this assignment is to demonstrate your level of engagement with the materials and help you digest and synthesize the wide array of information you have recently consumed. Be prepared to actively discuss and engage with the materials in your reflection and during class.

Each discussion will be worth 2 points, with a possible total of 20 points for the quarter. Discussion question(s) for each week will be posted one week in advance. Students should respond to the discussion question by the start of class and are encouraged to respond to their classmates. In the spirit of contributing to an ongoing conversation, your discussion post may reply to another student's post – in other words, not everyone has to start a new thread in order to participate in a meaningful way. However, your response should still represent a substantive and original contribution.

Toward this end, your reflection post should demonstrate thoughtful analysis, evaluation, or synthesis of topics to advance the discussion. It might include comments related to the following:

1. Synthesizing Facts: What did the reading/ class materials say to you?
2. Making Meaning: What does the reading mean to you? What was most important to you?
3. Concretizing Abstract Information: Give a concrete example of how the ideas or principles apply in your life, your internship, or the world around you.
4. Evaluating Congruence: How does the information *confirm* or *challenge* your beliefs, feelings, and values?

You do not need to address each of these points in every discussion post. Focus on synthesizing the most important facts, meanings, etc., that you gleaned from the materials. A suggested length is 200 words.

**Grading:** You will earn 2 points each week by submitting a thoughtful reflection. You do not need to submit a reflection for week 1, prior to our review of the syllabus.

Assignment #1 meets Core Competencies: 2.1.1 - Professional Identity, 2.1.2 – Ethical Practice, and 2.1.3 - Critical Thinking.

## **Assignment #2: Self Exploration – 25% of final grade**

Due Sunday, 4/19/20.

At your discretion, create a product which explores personal beliefs and reactions to suffering and conflict. This could be an original poem, a collage, a video, a short written reflection (3 page double-spaced limit), or other creative format of your choice. You should be able to discuss with the class how some or all of the following are explored in your work:

- Transformative life events which have shaped the way you experience conflict.
- Your conflict style and any desires or plans you have to make adjustments.
- Barriers or areas of growth as they relate to this work.
- Personal or professional practices that you use to respond to conflict and suffering.

Assignment #2 meets Core Competencies: 2.1.1 - Professional Identity and 2.1.3 - Critical Thinking.

## **Assignment #3: Case Study (Small Group) – 25% of final grade**

You will work with a small group of other students to discuss one case (real or hypothetical) in which a client or client group (ex. family, workplace, system) is struggling with conflict. You will analyze the conflict from a restorative standpoint, paying particular attention to the history of the conflict, involved stakeholders, impacted parties, those responsible for reparation, and the cultural, social, and moral dynamics present. Then, you will develop a specific social work professional plan to manage this conflict using restorative approaches. Your plan must be evidence-based, attend appropriately to ethical and equity issues, and be realistically feasible given a social worker/agency's resources. Your plan will be presented in class using either role play or creative multimedia resources. This may include written, auditory, and/or visual mechanisms. Your analysis and plan must use required course readings as well as at least three outside scholarly references related to the client needs (ex. the client's cultural identification or type of conflict). This presentation will be given during class on the week in which the chosen client group is the topic of focus. Provide the instructor with a one page handout summarizing your plan and citing your references. Students will sign up for presentation topics and dates during week 1.

Assignment #3 meets Core Competencies: 2.1.2 – Ethical Practice, 2.1.4 – Diversity in Practice, 2.1.5 – Human Rights & Social Justice, 2.1.9 – Practice Contexts, and 2.1.10c – Intervention.

**Assignment #4 (Choose One of Two Options): Submit a Research Paper -OR- Host a Virtual Circle & Submit a Short Reflection Paper – 30% of final grade**

Due Sunday, 5/31/20.

**If you choose to write a Research Paper:**

Write an evidence-based paper proposing the use of restorative approaches in helping a vulnerable population you have experience with or interest in working with. It should be approximately 8-10 pages in length. Use APA style for cover sheet, running head, and references. Using whatever organization and subheadings are most appropriate, use progressive levels of knowledge (See Bloom's Taxonomy) to do the following:

1. *Describe* a specific social problem or vulnerable population you have experience with or interest in working with in the future. Summarize common or likely conflicts that may arise for this population.
2. *Apply* restorative theories, concepts, methods, skills, and processes that would benefit your population and their needs.
3. *Analyze* the existing evidence for using restorative practices in this scenario using at least five scholarly articles, in addition to required readings and classroom discussion related to the history of conflict, cultural dynamics, population needs, or other relevant considerations.
4. *Create* a restorative intervention that could effectively be used with this population and their conflicts.
5. *Evaluate* any barriers or limitations related to the implementation of your approach with this population or setting as a social worker, and any other ethical considerations.

**If you choose to host a Virtual Circle and Submit a Short Reflection Paper:**

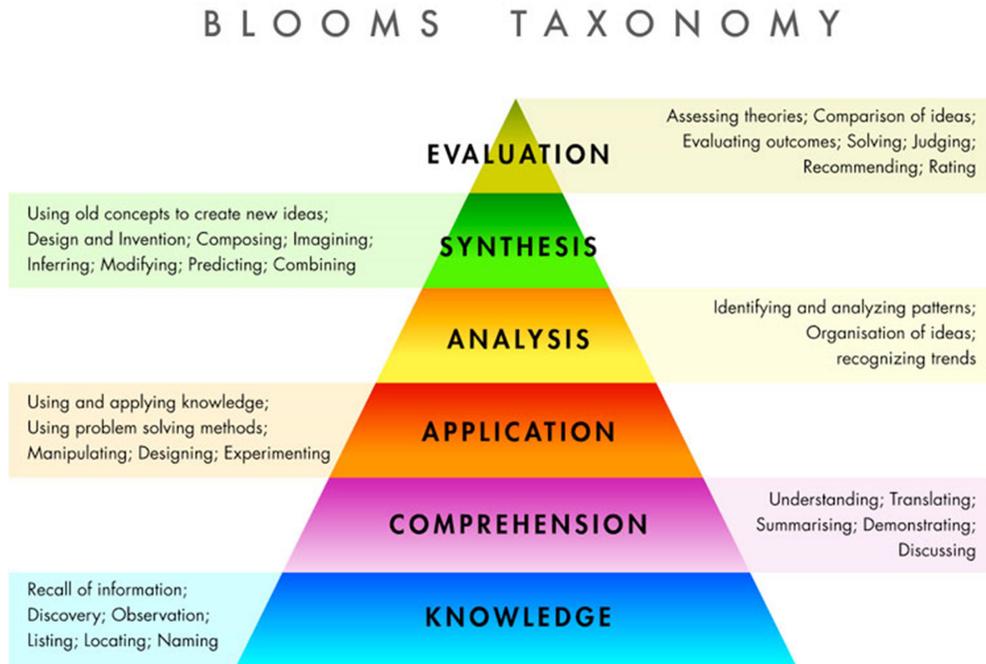
Plan and host a virtual circle for a group of your choice using the knowledge you have learned during this course.

Planning your circle should include:

- Selecting a topic/goal for the circle
- Selecting a date/time to hold your virtual circle
- Choosing a platform to host your circle (e.g. Zoom)
- Determining who you will invite and how
- Deciding how will you set the space for holding the circle, including an opening ritual, virtual centerpiece or talking piece, and closing ritual
- Deciding how will you introduce your participants to the circle and how will you facilitate creating participant agreements for the circle

- Preparing a list of conversation prompts

Write a 3-5 page reflection paper describing (1) your planning process (including the components above), (2) a recap of / reflection on how the circle went (including what went well and what you would do differently), and (3) a vision for how this method could be used in the future and what kinds of topics it could be used to address.



Assignment #4 meets Core Competencies: 2.1.2 – Ethical Practice, 2.1.4 – Diversity in Practice, 2.1.5 – Human Rights & Social Justice, 2.1.9 – Practice Contexts, and 2.1.10c – Intervention.

## EVALUATION OF STUDENT PERFORMANCE

### Participation:

Participation is broadly defined. At a minimum, it means that you attend class and are engaged, and that assigned readings and written assignments are completed on their due date. Participation also includes asking questions, applying course concepts to class discussion, contributing to the learning of others, participating in activities, providing accurate and respectful feedback to others, identifying any unique learning needs or problems to the instructor, and utilizing office hours when necessary to ask for clarification or assistance in fulfilling course expectations.

### Submission of Assignments:

Assignments must be submitted to the Canvas container by the due date and time. Written assignments will be checked for plagiarism through an online program. All assignments must be well-edited, and use APA formatting and citations.

The assignments are due on the date specified in the course syllabus. Occasionally, unforeseen circumstances arise (e.g., illness, personal or family emergency) which may make it difficult for a student to complete the assignment by its designated due date time. Should this happen, it is the responsibility of the student to notify the instructor *prior to the due date*. Without prior arrangements or accommodations, the instructor will deduct 5% of the total points designated to the assignment for each day late

**Attendance:**

**GSSW Attendance Policy**

Attendance is a matter of professional behavior. Students are expected to be punctual and attend all meetings of a class, including the scheduled hours for field instruction, for which they are registered. Attendance requires not only being physically present in class or field, but also demonstrating the readiness to learn and be accountable for the outcomes of one’s own learning.

A single missed session or lateness due to illness or personal/family emergency, inclement weather, or severe traffic jams generally does not affect a student’s grade. However, multiple absences and/or repeated lateness are detrimental to the continuity of the learning process and the learning community. Students must notify the instructor (in advance, if possible) if they will be absent from or late to class. The responsibility for reviewing content missed and completing all work in the course rests with the student. **For the Spring 2020 Quarter, GSSW will not implement our usual attendance policy. Leniency will be encouraged with how attendance is counted. For example, you may have the option to watch recorded class sessions. Proactive communication is needed about any absences. Instructor may deduct points for missed classes. Your instructor may still apply participation points and assignment deadlines, as usual.**

**Grading**

Assessment Classification	Range	Grade	Grade Point
Excellent Work (above course expectations)	94-100	A	4.0
	91-93	A -	3.7
Good Work (meets course expectations)	88-90	B+	3.3
	84-87	B	3.0
	81-83	B-	2.7
Poor Work (meets minimal course expectations)	78-80	C +	2.3
	74-77	C	2.0
	71-73	C -	1.7
Failing Work	70-0	F	0.0
Incomplete (I) – Issued as per policy in student manual.			

## GENERAL GSSW AND DU POLICIES

### *Policy Concerning Students with Disabilities*

Students who have disabilities or medical conditions and who want to request accommodations should contact the Disability Services Program (DSP); 303.871.2372/ 2278; 1999 E. Evans Ave.; 4<sup>th</sup> floor of Ruffatto Hall. Information is also available online at [www.du.edu/disability/dsp](http://www.du.edu/disability/dsp); see Handbook for Students with Disabilities. Please note that academic accommodations cannot be applied retroactively, so it is important for you to register with DSP as soon as possible if you think you may need accommodations at some point while at GSSW. You are also encouraged to contact the Director, Student and Career Development for GSSW students.

### **Use of Technology**

GSSW supports the use of technology for learning and advancing knowledge while at the same time respecting the classroom environment. In order to create and maintain an optimal learning environment, we ask that students use technology appropriately. During live sessions and in-person sessions, work on laptops, cell phones, and other devices that is not related to the course can disrupt fellow students and negatively hinder shared learning. Students are encouraged to use Zoom video conferencing to connect with instructors and peers for collaboration and consultation outside the live session and in-person class. For more information please consider these [tips for Zoom etiquette](#). **For the Spring 2020 Quarter, this course plans to hold 'live sessions' for class on Zoom at your regularly scheduled course time.**

**Please review Student Handbook materials for the following policies:**

### *Policy Concerning Religious Accommodations*

### *Policies Concerning Academic Integrity and Ethical Conduct*

### *Name and Pronoun Use in the Classroom*

The Student Handbook can be found at:

[http://www.du.edu/socialwork/media/documents/handbook\\_msw.pdf](http://www.du.edu/socialwork/media/documents/handbook_msw.pdf)

It is located on the GSSW website, within the “current students” tab, on the “Quick Links” box on the right hand side.

## TECHNOLOGY REQUIREMENTS

It is your responsibility to procure reliable, readily-accessible Internet service in order to fulfill course expectations. At minimum, you should have:

- Reliable access to a computer and the Internet

- The ability to attach a document to an email message
- The ability to download and install required plug-ins
- Supported Web Browser and operating system (refer to link below)
- Supported application (ex. Quicktime Player) to play educational videos

Please see the list of [Supported Browsers for Canvas](#). You may also be expected to navigate the use of the following programs: Adobe Connect, Course Media, Video Manager, Quicktime.

For technical questions unrelated to Canvas, or if you have problems logging in, call the DU helpdesk at 303.871.4700 or email [support@du.edu](mailto:support@du.edu).

I am under no obligation to accept late assignments or waive required tasks (e.g., discussion participation) due to lack of online access or malfunctioning computer hardware. Please consider identifying an alternative Internet source in case of technical problems. Computer support is available from the University Technology Support (UTS) Help Center.

**Canvas:** Before starting the course, please make sure you have reviewed the [Online Student Orientation](#). If you have any questions or issues related to Canvas, use the Help link located in the upper right corner in Canvas for support.

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