



Course & Session Number	SOWK 557.36 S04	Classroom	Online
Course Name	CONTEXTS FOR PRACTICE: SOCIAL WORK & THE CRIMINAL JUSTICE SYSTEM		
Day(s) & Time	Tuesdays and Thursdays May 6-May 27 Zoom classes on: May 6: 9:00-12:00 & 1:00-4:00 May 11: 9:00-12:00 May 13: 1:00-4:00 May 18: 9:00-12:00 May 20: 1:00-4:00 May 25: 9:00-12:00 May 27: 9:00-12:00		
Instructor	Heidi HeavyShield, MSW, RSW		
U of C E-mail	hheavysh@ucalgay.ca	U of C Phone	By e-mail

SYLLABUS STATEMENT

This course examines social work practice in specific contexts.

COURSE DESCRIPTION

Through a variety of online blended learning activities, students will experience and demonstrate an understanding of social work practice within the context of various aspects of the criminal justice system. Based on their prior learning from generalist practice coursework and their own lived experiences, students will learn to reflect critically on responses to justice; including restorative justice principles and approaches, the relationship between criminalisation and victimisation, integrating a trauma-informed lens, Indigenous restorative principles and how social work practice intersects with the criminal justice system. Key themes will include a focus on vulnerable populations in the criminal justice system to include but not limited to; mental health, youth, women, Indigenous and racialized peoples and marginalised populations.

COURSE LEARNING OUTCOMES

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

1. Develop a conceptual, experiential and practical understanding of the criminal justice system and how social work can respond;
2. Develop a critical analysis framework of the criminal justice system, colonization, oppression, and social determinants as they relate to social work practice and networks of intersecting systems;
3. Become aware of the social justice and human right impacts of those involved or impacted by the criminal justice system as well as policy implications, including the TRC (Truth and

Reconciliation Commission) process, Calls to Action recommendations, and the implications for social work practice, including acknowledging Indigenous healing responses and restorative justice principles;

4. Acquire knowledge and skills to evaluate social work interventions across fields of practice, addressing complex social problems, using culturally relevant approaches;
5. Apply critical thinking skills to identify and challenge structural inequities and injustices, and ways to promote advocacy and social change;
6. Understand the relationships among direct practice, social issues, social policy development and social action.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

The required textbook for this course is:

Zehr, H., Amstutz, L. S., MacRae, A., & Pranis, K. (2015). *The big book of restorative justice: Four classic justice and peacebuilding books in one volume*. New York, NY: Good Books.

Other recommended readings are posted in D2L

LEARNING TECHNOLOGIES AND REQUIREMENTS

- A D2L site is set up for this course which contains required readings and other relevant class resources and materials. A laptop, desktop or mobile device with Internet access, microphone and speaker is required for D2L and Zoom access.
- ZOOM web conferencing will be used in this course. A device with speaker, microphone and camera is required for ZOOM access.

RELATIONSHIP TO OTHER COURSES

This course will provide students with frameworks for critically exploring and understanding social work practice within specialised contexts.

CLASS SCHEDULE

This course is offered fully online for the Spring 2021 semester.

Zoom classes on:

Thursday, May 6: 9:00-12:00 & 1:00-4:00

Tuesday, May 11: 9:00-12:00

Thursday, May 13: 1:00-4:00

Tuesday, May 18: 9:00-12:00

Thursday, May 20: 1:00-4:00

Tuesday, May 25: 9:00-12:00

Thursday, May 27: 9:00-12:00

Date	Topic/Theme	Readings/Assignments Due
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May 6 : Module 1	<p>Introductions, course overview, and assignments.</p> <p>Justice, Social Justice, Criminal Justice and Social Work</p>	<p>ZOOM CLASS @9:00-12:00 & 1:00-4:00</p> <p>Link posted in D2L</p> <p>Text Readings: <i>The little book of Restorative Justice</i> (p.7-29)</p> <p>Module 1 learning activity</p>
May 11: Module 2	<p>Criminalisation of social problems</p> <p>Criminalisation of Trauma</p> <p>Diversity, Oppression and Social Determinants</p>	<p>ZOOM CLASS @9:00-12:00</p> <p>Link posted in D2L</p> <p>Text Readings: <i>Restorative Principles.</i> (p.30-100)</p> <p>Module 2 learning activity</p>
May 13: Module 3	<p>Restorative Justice Principles and Practices</p> <p>Restorative Circles processes</p>	<p>ZOOM CLASS @1:00-4:00</p> <p>Link posted in D2L</p> <p>Text Readings: <i>The little book of Circle Processes</i> (p.281-355)</p> <p>Module 3 learning activity</p>
May 18: Module 4	<p>Families, Child Welfare and foster care systems, and youth criminal justice</p>	<p>ZOOM CLASS @09:00-12:00</p> <p>Link posted in D2L</p> <p>Text Readings: <i>The little book of Family Group Conferencing</i> (p. 202-280)</p> <p>Module 4 learning activity</p>
May 20: Module 5	<p>Incarceration and prison systems</p> <p>Criminalisation & Victimisation</p>	<p>ZOOM CLASS @1:00-4:00</p> <p>Text Readings: <i>The little book of Victim Offender Conferencing</i> (p.109-195)</p> <p>Module 5 learning activity</p>
May 25: Module 6	<p>Justice and Healing</p> <p>Restorative social work responses</p>	<p>ZOOM CLASS @9:00-12:00</p> <p>Link posted in D2L</p> <p>Additional readings in D2L</p> <p>Module 6 learning activity</p>
May 27: Last Class	<p>Course summary and closing circle</p>	<p>ZOOM CLASS @9:00-12:00</p> <p>Self evaluation in class</p>

Please note important dates for Spring 2021:

- Start of Classes: Wednesday, May 5, 2021
- Victoria Day: Monday, May 24, 2021
- End of Classes: Thursday, June 17, 2021 Add/Drop/Swap and Withdraw deadlines: Check the Student Centre

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

EQUITY, DIVERSITY AND INCLUSION

The Faculty of Social Work acknowledges the inequities experienced by racialized people, Indigenous people, and other marginalized populations. We aim to foster an environment that recognizes and celebrates diverse perspectives. Therefore, we are committed to eradicating all forms of injustices based on race, gender, ethnicity, sexual orientation, age, socio-economic status, religion, and disability.

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

Students are expected to participate actively in all Zoom sessions. If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session (e.g., to review a recorded session). Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected, if they are able, to turn on their webcam (for group work, presentations, etc.). All students are expected to behave in a professional manner during the session.

MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING

The instructor may use media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

ZOOM RECORDINGS OF ONLINE CLASSES

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

ASSESSMENT COMPONENTS

Assignment 1: Individual Critical Reflection Paper (25%) – Due May 10 by 11:59 to D2L DropBox.

Aligned Course Learning Outcome: 1, 2, 3, 4, 5, 6

The intent of this assignment is to encourage the development of skills in critical thinking, reasoning and reflective practice, including critical analysis of assumptions, consistent with the values of social work profession. In 4-5 pages max. (1000-1250 words, not including references), *individually* critically reflect and explore your understanding of Justice. Examining your *personal experience(s) of privilege, oppression, and/or colonization* into your discussion. Reflecting on an ecological (person in environment) approach, how do you view systems (micro to macro level) responding to individuals and populations who are impacted by the criminal justice system? What are your *views, attitudes, beliefs, understanding, and biases of criminal justice*? Finally, what are the implications of the above, to your own personal social work practice? This can be written in 1st personal as this is a personal reflection.

Assignment 2: Online Module Learning Activities: 6 modules (5% each for total 30%) –Due weekly as completed submitted to D2L DropBox

Aligned Course Learning Outcome: 1, 2, 3, 4, 5,6

An orientation to the weekly module activities will be covered in the course introduction Zoom class and instructions and guidelines will also be posted in D2L. Six (6) individual Module learning activities will be posted in D2L with the expectation that students actively participate and complete the learning activities during designated class time. Each module activity is to be completed within the corresponding class session over the course of the semester, as indicated in the schedule. Students must complete and post each Module to the DropBox before the next module is started. It is in the student's best interest to use the class time designated for these learning activities.

Assignment 3: Restorative Justice Inquiry & Research Project (40%) – Due June 6 by 11:59 submitted to D2L DropBox

Aligned Course Learning Outcome: 1, 2, 3, 4, 5, 6

The intent of this project is to encourage meaningful collaboration, research and self-directed learning and inquiry based approach. This project provides a conjoint theoretical, contextual and experiential learning process through the development of restorative circle processes. Students will combine course learnings, text readings and outside resources to develop a case scenario involving the criminal justice system. This project will provide an opportunity for students to examine and explore the dynamics of restorative justice responses to problems in criminal justice. Based on readings from the text and class content, students will develop a restorative justice response in the form of a circle process (e.g healing circle, talking circle, mediation, family group conference, sentencing circle, victim-offender circle, community reintegration, etc.). This project can be a powerpoint (30-35 slides), an academic paper 10-12 pages or website or similar format. Further details and resources relating to this project will be discussed in class and the assignment guidelines and criteria will be posted in D2L.

Assignment 4: Student learning outcome activity: Last class sharing circle (5%) – In class May 27

Aligned Course Learning Outcome: 1, 3, 5, 6

Students will be expected to participate in a closing sharing & learning circle in our last class. Attendance and participation is necessary for this piece and details will be discussed in class. This is not a formal written assignment, rather, the assignment will be providing personal insights and individual and group learning outcomes in the form of a Talking Circle.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

Additional details on assignment criteria and guidelines will be discussed in class and posted in D2L

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to attend class regularly and to be fully present and engaged in class activities and discussions. Student should notify the instructor if they miss a class or learning activity.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective Dropbox in D2L. Assignments may be submitted in Word or PDF format. Assignments should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith Assignment 2). Assignments are due by 11:59pm on their due date, unless otherwise specified. Please note that it is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted.

LATE ASSIGNMENTS

Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor. If you require an extension, please discuss with the instructor. Assignments submitted after the deadline without prior approval for an extension may be penalized with a grade reduction.

EXPECTATIONS FOR WRITING

All assignments will be assessed partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented and referenced in APA 7th edition format. If you need writing support, please connect with the Student Success Centre, at: <https://www.ucalgary.ca/student-services/student-success/writing-support>

ACADEMIC MISCONDUCT

It is expected that all work submitted in assignments is the student's own work, written expressly by the student for this particular course. Students are reminded that academic misconduct, including plagiarism, has serious consequences, as set out in the University Calendar: <http://www.ucalgary.ca/pubs/calendar/current/k.html>

GRADING

The undergraduate and graduate grading systems are included below – delete the one that does not apply to your course.

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course.

The University of Calgary **Undergraduate Grading System** and Faculty of Social Work Percentage Conversion will be used.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding	95 - 100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	95 – 100
A-	3.7		90 – 94
B+	3.3		85 – 89
B	3.0	Good – clearly above average performance with knowledge of subject matter generally complete	80 – 84
B-	2.7		75 – 79
C+	2.3		70 – 74
C	2.0	Satisfactory – basic understanding of subject matter	65 – 69
C-	1.7		60 – 64
D+	1.3		55 – 59
D	1.0	Minimal Pass – marginal performance	50 – 54
F	0.0	Fail – unsatisfactory performance or failure to meet course requirements	Below 50

COURSE EVALUATION

Student feedback will be sought at the end of the course through the standard University and Faculty of Social Work course evaluation forms. Students are welcome to discuss the process and content of the course at any time with the instructor.

ADDITIONAL SUGGESTED READINGS

Any additional suggested readings and/or resources will be posted in D2L.

UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

PROFESSIONAL CONDUCT

As members of the University community, students and staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar

<http://www.ucalgary.ca/pubs/calendar/current/k.html>

Students and staff are also expected to demonstrate professional behaviour in class that promotes and maintains a positive and productive learning environment. Consistent with the aims of the Social Work Program and the University of Calgary, all students and staff are expected to respect, appreciate, and encourage expression of diverse world views and perspectives; to offer their fellow community members unconditional respect and constructive feedback; and to contribute to building learning communities that promote individual and collective professional and personal growth. While critical thought and debate is valued in response to concepts and opinions shared in class, feedback must always be focused on the ideas or opinions shared and not on the person who has stated them.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics, as outlined in the Canadian Association for Social Workers, Code of Ethics (2005) and the Alberta College of Social Work Standards of Practice (2019). Both can be found online at:

<https://acsw.ab.ca/site/practice-resources?nav=sidebar>

ACADEMIC ACCOMMODATION

It is the student's responsibility to request academic accommodations according to the University policies and procedures. Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS). SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available <https://ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Accommodation-Policy.pdf>

RESEARCH ETHICS

"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the CFREB Ethics Website (<http://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb>) before beginning the assignment.

ACADEMIC MISCONDUCT

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

INSTRUCTOR INTELLECTUAL PROPERTY

Course materials created by professor(s) (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is

prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

COPYRIGHT LEGISLATION

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Acceptable-Use-of-Material-Protected-by-Copyright-Policy.pdf>) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

SEXUAL VIOLENCE POLICY

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Sexual-Violence-Policy.pdf>

OTHER IMPORTANT INFORMATION

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- **Wellness and Mental Health Resources**
- **Student Success**
- **Student Ombuds Office**
- **Student Union (SU) Information**
- **Graduate Students' Association (GSA) Information**