



Course & Session Number	SOWK 557.36 S04	Classroom	Online
Course Name	Contexts for Practice: Social Work & The Criminal Justice System		
Dates and Time	<p>Start of Classes: May 27, 2022 End of Classes: June 16, 2022 Dates and Time: Zoom sessions and online module activities. See course schedule. Tuesdays and Thursdays, May 31-June 16</p> <p>Synchronous Zoom sessions on:</p> <p>May 31: 9:00-12:00 & 1:00-4:00 June 2: 9:00-11:50 June 7: 9:00-11:50 June 9: 9:00-11:50 June 14: 9:00-11:50 June 16: 9:00-11:50 and 1:00-3:50</p> <p>Asynchronous online module activities: See course schedule for dates and times.</p>		
Instructor	Heidi HeavyShield, MSW, RSW	Office Hours	As requested
UCalgary E-mail	hheavysh@ucalgary.ca	UCalgary Phone	By e-mail

OUR COMMITMENT TO EQUITY, RACIAL JUSTICE, DIVERSITY, INCLUSION AND DECOLONIZATION

The Faculty of Social Work (FSW), University of Calgary (UCalgary), is committed to promoting and actualizing equity, racial justice, diversity, inclusion and decolonization. We affirm that diversity and uniqueness are enriching and valuable, and that they can strengthen our teaching, learning, research, scholarship, and community connections. We aim to foster an inclusive, thriving and equitable environment for our students, non-academic and academic staff, and community members. We take the stand that equity does not mean sameness in treatment of people, but rather requires measures and accommodations for diverse life experiences and circumstances to ensure that no one of a particular

social group is disadvantaged, underrepresented or overlooked in all aspects of our work. We intend to address systemic inequities and compounded disadvantages due to intersectionality of social locations, particularly for those who are members of racialized communities, Indigenous peoples, Black peoples, persons with disabilities, migrant groups (including refugees and immigrants), 2SLGBTQ+ communities, linguistic minorities as well as those who have experienced socioeconomic, caregiving, religious, political, and/or cultural barriers to their education and employment. We also recognize, honour, and integrate into our work diverse perspectives, ways of knowing and doing, experiences, and strengths. An anti-oppressive lens, particularly intersectional, anti-colonial, anti-racist and decolonizing frameworks, will inform our work.

Please refer to our full statement of [Our Commitment to Equity, Racial Justice, Diversity, Inclusion and Decolonization](#), [Statements on Anti-Black and Anti-Asian Racism](#), the work of the faculty's [Anti-Black Racism Task Force](#), and the university's [Indigenous Strategy](#).

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, gender diversity, Indigenous and racialized peoples and marginalised populations.

This course will be delivered fully online with both synchronous zoom classes and asynchronous online learning activity modules.

This course will take place **online** via Desire2Learn (D2L) and Zoom. To best succeed in the course, students are expected to participate in the asynchronous learning tasks using the D2L learning environment and synchronous Zoom sessions. When unable to participate live due to the time difference or unforeseen circumstances, inform the instructor in advance and propose and implement propose an alternative participation activity (e.g., watch the recordings, submit a brief reflection, and actively contribute to the follow-up online discussion).

This course consists of:

6 synchronous Zoom sessions throughout the term: **May 31: 9:00-3:50, June 2: 9:00-11:50, June 7: 9:00-11:50, June 9: 9:00-11:50, June 14: 9:00-11:50, June 16: 9:00-3:50** and each will be recorded.

6 Asynchronous learning modules involving structured and directed activities including viewing videos, learning exercises and small group work: **May 31: 1:00-3:50, June 2: 1:00-3:50, June 7: 1:00-3:50, June 9: 1:00-3:50, June 14: 1:00-3:50.**

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.

Readings and resources will also be available in the Desire to Learn (D2L) course site. A list of additional recommended readings will be shared on D2L and students are encouraged to access this list and utilize them in their class engagement and assignments. It is expected that students will use their existing resources and access to online resources and academic data bases to support their learning and coursework.

LEARNING TECHNOLOGIES AND REQUIREMENTS

- A D2L site is set up for this course, which contains required readings and other relevant class resources and materials.
- Zoom will be used for all synchronous classes. To actively participate in these sessions, you will need a laptop, desktop or mobile device with Internet access, microphone and speaker is required for D2L and Zoom access.
- Asynchronous materials will be available for viewing/listening on D2L. Class time will be given for participation in the online learning modules. Instructor will be available for consultation.

RELATIONSHIP TO OTHER COURSES

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

CLASS SCHEDULE

Important Dates for Spring 2022

- Start of Term: Monday, May 2, 2022
- End of Term: Friday, June 24, 2022
- Fee deadline: Wednesday, May 11, 2022
- Victoria Day, no classes: Monday, May 23, 2022

Class Schedule

Please note that the class schedule consists of synchronous (Zoom sessions) AND asynchronous structured and directed sessions (small group work, viewing videos, D2L online learning activities, etc.) Students will be expected to attend the Zoom sessions, and will have designated remaining class time to meet in groups and/or complete online learning activities.

Students must attend the morning and afternoon group presentations on June 16 so that they are able to support each other and engage in a collegial and collective learning process during the presentations. Further details will be discussed in class and posted to D2L.

Date	Topic/Theme	Readings/Assignments Due
May 31: Module 1	Introductions, course overview, and assignments. Justice, Social Justice, Criminal Justice and Social Work	ZOOM CLASS @9:00-12:00 & 1:00-3:50 Link posted in D2L Text Readings: <i>The little book of Restorative Justice</i> (p.7-29) Module 1 learning activity
June 2: Module 2	Criminalisation of social problems Criminalisation of Trauma Diversity, Oppression and Social Determinants	ZOOM CLASS @9:00-12:00 Link posted in D2L Text Readings: <i>Restorative Principles</i> . (p.30-100)
June 5	Assignment 1 due	Assignment 1 Due Individual Critical reflection paper Due to dropbox by 11:59p

June 7: Module 3	Restorative Justice Principles and Practices Restorative Circles processes	ZOOM CLASS @1:00-4:00 Link posted in D2L Text Readings: <i>The little book of Circle Processes</i> (p.281-355) Module 3 learning activity
June 9: Module 4	Families, Child Welfare and foster care systems, and youth criminal justice	ZOOM CLASS @09:00-12:00 Link posted in D2L Text Readings: <i>The little book of Family Group Conferencing</i> (p. 202-280) Module 4 learning activity
June 14: Module 5	Incarceration and prison systems Criminalisation & Victimisation Justice and Healing Restorative social work responses	ZOOM CLASS @1:00-4:00 Text Readings: <i>The little book of Victim Offender Conferencing</i> (p.109-195) Module 5 learning activity
June 16: Module 6	Course summary	ZOOM CLASS @9:00-4:00 Link posted in D2L Additional readings in D2L Module 6 learning activity
June 16: Last Class	Closing Talking circle Self Evaluation	ZOOM CLASS @9:00-4:00 Self evaluation in class assignment due
June 19	Assignment 3 due	Assignment 3: Restorative Justice Inquiry & Research Group Project Due to Dropbox by 11:59

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

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) for your best learning experiences. 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. Unless advised (or agreed) otherwise by their instructors, video cameras should be turned on during class and students are expected to manage their microphones as required. All students are expected to behave in a professional manner during all Zoom sessions.

MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING

The instructor may use Zoom 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 June 5 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 person as this is a personal reflection.

Assignment 2: Online Module Individual Learning Activities: 6 modules (5% each for total 30%) –Due after each class as completed and submitted to D2L DropBox by 11:59pm

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 Group Project (40%) Due June 19 to Dropbox by 11:59pm

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. In groups of 5-6, 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 Assignment June 16

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

Students will be expected to participate in a closing sharing & learning Talking 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 assignment, thus, 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

Further details and instructions for online learning activities and group project assignments will be discussed in class and posted to D2L.

ATTENDANCE AND PARTICIPATION EXPECTATIONS

- Students are expected to be fully present and engaged in each class activities and discussions. These are part of the participation grade, as outlined in the assessment components section above."
- If a student is absent from class, they miss a class or a participation component when this component is graded.

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. 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. Late assignments submitted after the deadline may be penalized with a grade reduction. Please discuss with the instructor if you are requesting an extension prior to the due date.

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

A student's final grade for the course is the sum of the separate assignments. If necessary, numeric grades will be rounded up for the final grade. 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. This grading system overrides the grading system in D2L.

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.

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's [Code of Conduct](#).

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).

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. 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. Please refer to the full policy on [Student Accommodations](#).

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](#) before beginning the assignment.

Academic Misconduct

For information on academic misconduct and its consequences, please refer to the [Integrity and Conduct](#) section in the University of Calgary Calendar.

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 who use materials protected by copyright are expected to comply with the University of Calgary policy on [Acceptable Use of Material Protected by Copyright](#) and requirements of the [Copyright Act](#) 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 and Gender-Based 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 and Gender-based 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.

Other Important Information

Please visit the [Registrar's website](#) 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