UNIVERSITY OF CALGARY
FACULTY OF SOCIAL WORK

Spring 2024

Course & Session Number	**SOWK** 557.36 S03	**Classroom**	Online
Course Name	Social Work and the Criminal Justice System		
Dates and Time	Start of Classes: May 7, 2024 End of Classes: May 23, 2024 Dates and Time: Synchronous Zoom online Zoom classes Thursdays 6:00-9:00 PM MST. With asynchronous online module activities. See course schedule. **Synchronous Zoom sessions on:** May 7: 6:00-9:00 PM MST. May 9: 6:00-9:00 PM MST. May 14: 6:00-9:00 PM MST May 16: 6:00-9:00 PM MST. May 21: 6:00-9:00 PM MST. May 23: 6:00-9:00 PM MST. Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre[1].		
Instructor	Heidi HeavyShield, MSW, RSW	**Office Hours**	By appointment and online as scheduled
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

[1] In the Enrolled Courses table, under Deadlines, click on the Calendar icon by each course and the deadlines will appear.

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, our Statement on Anti-Black Racism and the work of the faculty's Anti-Black Racism Task Force, our Statement on Anti-Asian Racism, 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 (in)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. Students will engage in participatory small group class exercises, broader class discussions, presentations and critical analysis of reading materials, group work, collegial and professional thought sharing and online exercises and discussions. 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 an alternative participation activity.

This course consists of:

- ***6 synchronous Zoom sessions*** throughout the term
- ***6 Asynchronous online learning modules involving structured and directed activities*** including viewing videos, learning exercises and small group work

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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 and its systems can respond
2. Develop a critical analysis framework of the criminal justice system including; colonization, oppression, and social determinants as they relate to social work practice and networks of intersecting systems and its impact on vulnerable citizens
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 Justice Calls for recommendations, The Rights of Victims of Crime, 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 date 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. Instructor will be available for consultation via e-mail and office hours/tutorial will be scheduled.

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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 2024

- Start of Term: Wednesday, May 1, 2024
- First Day of Class: Tuesday, May 7, 2024
- End of Term: Sunday, June 23, 2024
- Last Day of Class: Thursday, May 23, 2024
- Fee Deadline: Tuesday, May 14, 2024
- Victoria Day, no classes: Monday, May 20, 2024

Class Schedule

Please note that the class schedule consists of synchronous (Zoom sessions) AND asynchronous structured and directed sessions (small group work, discussion boards, viewing videos, D2L online learning activities, etc.) Students will be expected to attend the Zoom sessions and complete the asynchronous online learning activities in the time specified.

Date	Topic/Theme	Readings/Assignments Due
May 7 : Module 1	Introductions, course overview, and assignments. Justice, Social Justice, Criminal Justice and Social Work Restorative circles: small group work	**ZOOM CLASS @6:00-9:00pm MST** **Link posted in D2L** Text Readings: *The little book of Restorative Justice* (p.7-29) **Module 1 online learning activity due by May 8 to DropBox**
May 9: Module 2	Criminalisation of social problems Criminalisation of Trauma Diversity, Oppression and Social Determinants Restorative circles: small group work	**ZOOM CLASS @6:00-9:00pm MST** **Link posted in D2L** Text Readings: *Restorative Principles.* (p.30-100) **Module 2 online learning activity due by May 10 to DropBox**
May 13	Assignment 3 Due	**Critical Reflection Photo Essay due posted to Discussion board**

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May 14: Module 3	Restorative Justice Principles and Practices Restorative Circles processes Restorative circles: small group work	**ZOOM CLASS @6:00-9:00 pm MST** **Link posted in D2L** Text Readings: *The little book of Circle Processes* (p.281-355) **Module 3 online learning activity due by May 15 to Drop Box**
May 16: Module 4	Families, Child Welfare and foster care systems, and youth criminal justice Restorative Circles: small group work	**ZOOM CLASS @6:00-9:00 om MST** **Link posted in D2L** Text Readings: *The little book of Family Group Conferencing* (p. 202-280) **Module 4 online learning activity due by May 17 to DropBox**
May 21: Module 5	Incarceration and prison systems Criminalisation & Victimisation Restorative circles: small group work	**ZOOM CLASS @6:00-9:00 pm MST** Text Readings*: The little book of Victim Offender Conferencing* (p.109-195) **Module 5 online learning activity due by May 22 to DropBox**
May 23: Module 6 **Last Class**	Justice and Healing Restorative social work responses Closing Talking Circle In Class Self Evaluation	**ZOOM CLASS @9:00-4:00** **Link posted in D2L** Additional readings in D2L **Module 6 online learning activity due by May 24 to DropBox** **Assignment 4: Self evaluation assignment due during Zoom class**
May 31	**Assignment 4 Individual Film Analysis and Inquiry Project**	**Assignment 4 Due to Dropbox by May 31**

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

You are expected to participate actively in all Zoom sessions. Please be prepared, as best as you are able, to join class in a quiet space that allows you to be fully present and engaged in Zoom sessions. **Unless advised (or agreed) otherwise by your instructor, your video camera should be turned on during class and you are expected to manage your microphone as required**. Please reach out to your instructor if you experience challenges that prevent you from having your camera turned on. You are

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expected to behave in a professional manner during all Zoom sessions. Please do not share the Zoom links with anyone who is not registered in this course.

MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING (By Instructor)

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. Students will be advised before the instructor initiates a recording of a Zoom session

RECORDINGS OF ONLINE CLASSES (By Students)

Recording of lectures is generally not permitted. You must seek authorization from your instructor to record any lecture. Any student with a disability who is registered with Student Accessibility Services (SAS), and who requires an accommodation to make audio recordings of course material shall be provided with such an accommodation if determined necessary by an Access Advisor in SAS.
Please refer to the Recording of Lectures Policy and Student Non-Academic Misconduct Policy for the additional information.

ASSESSMENT COMPONENTS

Assignment 1: Individual online module learning activities: 6 modules (5% each for total 30%) –To be completed asynchronously between weekly Zoom classes. Due dates are noted in the course schedule and are to be submitted to D2L DropBox by the designated due date.

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 online learning activities in the time following each class. Each module 1 through 6 online learning activity is to be completed within the designated time 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 as it is aligned to class lecture, readings, and class discussions.

Assignment 2: Restorative Justice Circles in class activities and participation (10%) -In class

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

This **t**akes place during each Zoom class in the form of restorative circle processes involving course themes, content, readings and a range of activities as it related to each class. The intent of this assignment is to engage learners in an experiential environment to enhance, elaborate and strengthen the course content. Students will have the opportunity to promote respectful, collegial discussions and learn restorative processes through the use of small circles. It is expected that students be in attendance for class lecture, come prepared having done the readings and provide thoughtful discussion. It will be helpful for students to keep a brief log of their participation for each session so that students may

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ultimately indicate highlights of their learning and contribution. More details will be discussed in class and posted to D2L.

Assignment 3: Individual Critical Reflection Photo Essay (25%) – Due May 13 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 diversity and development of skills in critical thinking, and reflective practice, including critical analysis of assumptions, consistent with the values of social work profession. In 15-20 (max) slides using only photo images, *individually* critically reflect and explore your own current understanding of Justice. You will identify a criminal justice and social work theme and create an essay using photos to creative, organize and illustrate a narrative. Ensuring your photo essay acknowledges: *experience(s) of privilege, oppression, and/or colonization*. Reflecting on an ecological (person in environment) approach, how does your photo essay incorporate systems (micro to macro level) responding to individuals and populations who are impacted by the criminal justice system? How does this photo essay convey diverse *views, attitudes, beliefs, understanding, and biases of criminal justice?* You will post your photo essay to the discussion board in D2L by the deadline May 13. *Finally, you will review 5 other photo essays which your class colleagues have posted* and you will provide comments and feedback to their post by May 23. The feedback and comments should involve thoughtful, meaningful and critical examination of *your own understanding*; including *what are the implications of their photo essay and its theme, to your own personal social work practice?*

Assignment 4: Individual Film Analysis and Inquiry Project (30%) Due May 31 to Dropbox by 11:59pm

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

This written assignment will invite thoughtful, critical examination and exploration of themes related to social justice and the criminal justice system. On their own time outside of class, students will have the opportunity to watch a film (major motion picture or documentary) of their choosing and provide a written summary and critical analysis of the film. This assignment is intended to invite critical analysis and reflection of themes related to criminal justice, social justice, diversity, structural oppression, intersectionality, racialized groups, marginalisation of communities or other related themes. In addition to the film summary and analysis, students will relate inquiry and research to *at least one major theme from the film*. Students are encouraged to consider previous social work courses in their inquiry and to include least one of the following but not limited to: diversity, racism, oppression, privilege, human rights, trauma, poverty, families or youth, social policy, etc). This assignment is expected to be 8-10 pages double spaced, with at least 5-6 references. Creativity in your choice of film and inquiry is encouraged. Assignment details and criteria will be discussed in class and posted to D2L.

Assignment 5: In Class Student learning outcome activity: Last class sharing circle (5%) Due In Class May 23

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 May 23 @ 6:00-9:00 pm MST. Attendance and participation in this class zoom session is necessary for this piece and details will be discussed in class. This is not a formal written assignment however, you will be required to attend, fully participate and contribute by providing personal insights and individual and

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group learning outcomes in the form of a virtual Talking Circle for the purposes of self evaluation. Details and description will be provided in class and posted to D2L.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

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 or misses a participation component, the student must communicate with the instructor and/or any class colleagues as necessary. Students must discuss with the instructor if a class is missed miss a class or a participation component when this component is graded.
- Please refer to the Ucalgary calendar for more information on attendance and supporting documentation and the use of a statutory declaration.

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

- Due to the nature of the limited timeline of this course, late assignments will only be accepted in exceptional circumstances and at the discretion or the instructor.

EXPECTATIONS FOR WRITING

- Specify if writing quality is a component of any written assignments or other expectations you have for writing, such as the use of APA 7th edition formatting for referencing. For example, "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

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GRADING

- The undergraduate grading system is included below.
- Where required, the instructor will round up the grade percentage.

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. This grading system overrides the grading system in D2L.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding performance	95-100
A	4.0	Excellent performance	85-94
A-	3.7	Approaching excellent performance	80-84
B+	3.3	Exceeding good performance	77-79
B	3.0	Good performance	73-76
B-	2.7	Approaching good performance	70-72
C+	2.3	Exceeding satisfactory performance	67-69
C	2.00	Satisfactory performance	63-66
C-	1.70	Approaching satisfactory performance	60-62
D+	1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject	57-59
D	1.00	Minimal pass. Insufficient preparation for subsequent courses in the same subject.	50-56
F	0.00	Failure. Did not meet course requirements.	Below 50
CG		Credit Granted. Not included in the GPA calculation. See section F.1.3 for additional detail.	
CR		Completed Requirements. Carries no weight in calculating the grade point average. This will be noted in the calendar description as "Not Included in GPA" where applicable.	

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COURSE EVALUATION

At the close of each term, students can provide feedback on their academic learning experience in their courses, including their instructors, through university-wide online surveys. Student feedback contributes to ensuring academic excellence in the university's curriculum by bringing direct feedback to instructors.

Students will receive an email from **UCalgary Course Experience Surveys** with direct links to their current course surveys, or they can access within the D2L course shell. For more information, visit: https://www.ucalgary.ca/provost/teaching-learning/student-surveys/usri

Students are welcome to discuss the process and content of the course at any time with the instructor.

ADDITIONAL SUGGESTED READINGS

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.

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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:

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- Wellness and Mental Health Resources
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/ Assembly Points
- Safewalk

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