Course Change Proposal
Form A

<table>
<thead>
<tr>
<th>Academic Group (College):</th>
<th>Academic Organization (Department):</th>
<th>Date: December 11, 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>HHS</td>
<td>SWRK</td>
<td></td>
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<tr>
<th>Type of Course Proposal:</th>
<th>Department Chair: Robin Carter</th>
<th>Submitted by: Lynn Cooper</th>
</tr>
</thead>
<tbody>
<tr>
<td>New <em>X</em> Change <em>X</em> Deletion <em>X</em></td>
<td>For Catalog Copy: Yes <em>X</em> No XX</td>
<td>Semester Effective: Fall <em>X</em> Spring __, 2010</td>
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<tr>
<td>Does this course fulfill a requirement for single-subject or multiple subject credential students? Yes __ No <em>X</em></td>
<td>CCE (Extension): Yes <em>X</em> No __</td>
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This course replaces experimental course Subject Area (prefix) and Catalog Nbr (course number):

<table>
<thead>
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<th>Change from:</th>
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<tbody>
<tr>
<td>Subject Area (prefix) &amp; Catalog Nbr (course no.):</td>
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<tr>
<td>SWRK 215</td>
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JUSTIFICATION:

Mediation and restorative justice are areas in which social workers are uniquely qualified to work. Mediation has been recognized by NASW as an explicit social work method. The lecture analyzes mediation and restorative justice in a variety of settings and institutions: schools, mental health, health, child welfare services, the juvenile and adult justice systems and general community based mediation. This is a graduate level course for social work students only. There is no other course of its kink within the university. The course will examine the principles, goals and practice of mediation and restorative justice in terms of the mission, principles and goals of social work practice. Mediation and restorative justice are integral to the commitment of social work practitioners to enhancing human well-being and social justice. In 1992 NASW established Standards for Social Work Mediators, since then mediation and, more recently restorative justice, have been increasingly recognized as skills and tools essential for those working in the adult and juvenile criminal justice systems, especially with victim offender programs and youth offenders, neighborhood justice centers, family court, child welfare, schools, and community dispute resolution centers. Studies have found that those involved in mediation and/or restorative justice meetings/conferences as both participants and providers, express high levels of satisfaction with both the process and the outcome. This holds true at all levels of social work practice, with individuals and with groups and larger organizations. This class is experientially based, students will be expected to participate in weekly class exercises and role plays.

The lecture is designed to provide students with the knowledge and practice skills of mediation and restorative justice needed to work effectively with individuals as both clients and providers of services, as well as within various institutions, systems and communities.

NEW COURSE DESCRIPTION: (Not to exceed 80 words, and language should conform to catalog copy. See http://www.csus.edu/aca/unimanual/crspl.htm - Guidelines for Catalog Course Description)

The course examines the principles, policies, goals and practice of mediation and restorative justice in social work settings including the adult and juvenile criminal justice systems, family court, child welfare, schools, mental health, health, and community dispute resolution centers. Students will learn mediation and restorative justice practice skills to work effectively with individuals as both clients and providers of services, as well as within various institutions, systems and communities.

Note:
<table>
<thead>
<tr>
<th><strong>Prerequisite:</strong> None</th>
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<tr>
<td><strong>Enforced at Registration:</strong> Yes  No</td>
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<tr>
<td><strong>Corequisite:</strong></td>
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<tr>
<td><strong>Enforced at Registration:</strong> Yes  No</td>
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<td><strong>CAN (California Articulation Number):</strong></td>
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<tr>
<td><strong>Graded:</strong> Letter <em>X</em>  Credit/No Credit</td>
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<tr>
<td><strong>Instructor Approval Required?</strong> Yes  No  <em>X</em></td>
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<tr>
<td><strong>Course Classification (e.g., lecture, lab, seminar, discussion):</strong> Lecture</td>
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<tr>
<td><strong>Title for CMS (not more than 30 characters):</strong> Mediation &amp; Restor. Justice</td>
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<td><strong>Cross Listed?</strong> Yes  No  <em>X</em></td>
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<td><strong>If yes, do they meet together and fulfill the same requirement, and what is the other course.</strong></td>
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<tr>
<td><strong>How Many Times Can This Course be Taken for Credit?</strong> Once</td>
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<tr>
<td><strong>Can the course be taken for Credit more than once during the same term?</strong> Yes  No  <em>X</em></td>
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**FOR NEW COURSE PROPOSALS OR SUBSTANTIVE CHANGES ONLY:**

**Description of the Expected Learning Outcomes:** Describe outcomes using the following format: “Students will be able to: 1), 2), etc.” See the example at [http://www.csus.edu/acad/example.htm](http://www.csus.edu/acad/example.htm)

**Upon completion of the course students will be able to:**

The course will give a basic understanding of: the role of social workers in the field of mediation and restorative justice; core theoretical bases and principles and skills of mediation and restorative justice; a social work model for mediation and restorative justice; uses of mediation and restorative justice in macro and micro social work settings; and challenges in social work to mediation and restorative justice. At the end of the semester students will be able to:

- **Effectively describe** the historical development of mediation and restorative justice in general and specifically within the social work profession;
- **Analyze** restorative justice as social work practice methods;
- **Effectively describe** the power of dialogue, peacemaking, and transformation as distinct from problem solving.
- **Demonstrate** the knowledge and skills needed to successfully develop and participate in mediation and restorative justice with individuals, institutions, systems and communities;
- Demonstrate an understanding of power and power differentials related to gender, race, ethnicity, religion, national status, age, ability, language and socioeconomic status and the influence on mediation and restorative justice practices;
- **Effectively analyze and demonstrate** an understanding of common strategies for resolving conflicts between individuals, within families, between groups, in the work place and institutional settings, and within communities.

**Assessment Strategies:** A description of the assessment strategies (e.g., portfolios, examinations, performances, pre- and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above:

1. **Lead a small group discussion on the assigned readings (25 points).** Students will be assigned responsibility for leading a discussion of the week’s readings. On the assigned day, selected students will turn in an outline with the following information about the week’s readings:
   - Key themes;
   - New and challenging ideas;
   - Connections between the week’s readings and previously assigned class readings;
   - Specific relevance of the readings to social work practice (micro, mezzo, macro);
   - Additional questions/concerns.
   This assignment will be discussed in class.

2. **Take one social action to stop violence** (attend a rally or demonstration, write a letter to the editor, Congressperson, etc.) **(25 points)** Turn in a description of the action that you have taken. Explain why you selected it, what you hope to accomplish with this action, and how mediation or restorative justice could make a difference in stopping violence. If you write a letter, turn in a copy of the letter along with your explanation. **Due Week 6.**

3. **Write a paper** focusing on how the principles of mediation and restorative justice can be applied to a situation in either your field placement or a workplace setting. Include a discussion of how could the conflict have been handled differently, and how the situation was resolved. Refer to the course readings in your paper. This paper will be discussed in class. **Due Week 10.**

4. **Analyze and write up** one of the role plays or case studies used in the class OR design a role play or case study to be used in class. This paper will be discussed in class. **Due Week 15.**
For whom is this course being developed?

Majors in the Dept: X  Majors of other Depts:  Minors in the Dept:  General Education:  Other: Graduate level

Is this course required in a degree program (major, minor, graduate degree, certificate)? Yes:  No: X

If yes, identify program(s):

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer facilities, faculty, etc.)? Yes:  No: X

If yes, attach a description of resources needed and verify that resources are available.

Indicate which department or programs will be affected by the proposed course (if any). Division of Social Work, MSW program

No others

The Department Chair's signature below indicates that affected programs have been sent a copy of this proposal form.

Approvals: If proposed change, new course or deletion is approved, sign and date below. If not approved, forward without signing to the next reviewing authority, and attach an explanatory memorandum to the original copy.

<table>
<thead>
<tr>
<th>Signatures:</th>
<th>Date</th>
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<tbody>
<tr>
<td>Department Chair:</td>
<td>4/16/10</td>
</tr>
<tr>
<td>College Dean or Associate Dean:</td>
<td>4/16/10</td>
</tr>
<tr>
<td>CPSP (for school personnel courses ONLY)</td>
<td>4/16/10</td>
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<tr>
<td>Associate Vice President</td>
<td></td>
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<tr>
<td>and Dean for Academic Programs</td>
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Distribution: Academic Affairs (original), Department Chair and College Dean. Dean's office to send original after approval to Academic Affairs, at mail zip 6016. An electronic copy must also be sent.
Course Readings


Course Requirements

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4. **Analyze and write up** one of the role plays or case studies used in the class OR design a role play or case study to be used in class. This paper will be discussed in class. **Due Week 15.**

Written assignments must be typed, double-space, using a 12 point font. Always keep a copy of the papers you turn in. **Use the APA format for all papers.** If you have a disability and require accommodations, you need to provide disability documentation to SSWD, Lassen Hall 1008, 278-6955. Please discuss your accommodation needs with me after class or during my office hours early in the semester.
Course Syllabus

Week 1  Introduction and overview of seminar; historical perspective on mediation and restorative justice.
Readings:
In Kruk, Appendix. NASW. *Standards of Practice for Social Work Mediators*.

Week 2  Theories of power and theories of conflict
Readings:
In Kruk, Chapter 1 (Introduction).
Case Study

Week 3  Mediation
Readings:
Handout: SEEDS-CRC Community Mediation. Unpublished paper. #1

Role Play

Weeks 4 and 5  Models of mediation; skills building
Readings:
* Facing violence: The path of restorative justice and dialogue*.

Case Study/Role Play
Guest Speaker:  Sacramento Mediation Center

Weeks 5 and 6:  Restorative Justice; skills building
Readings:

Case Study/Role Play

Week 7  The adult criminal justice system
Readings:
In Kruk, Chapter 16 Victim-offender mediation)

Case Study/Role Play
Guest Speaker: Jaimee Karroll
Associate Director
Insight Prison Project

Week 8  The juvenile justice system
Readings:

Case Study/Role Play
Guest Speaker: Honorable Gail Brewster Bereola
Presiding Judge of the Juvenile Court
Alameda Superior Court, State of California

Week 9  Family conflict: Divorce and custody; domestic violence
Readings:
In Kruk, Chapters 2 (couples and family disputes), 3 (divorce), 4 (parenting disputes in divorce), 5 (stepfamilies), 6 (Parent-child) Students will be assigned specific chapters to report on to class.


Case Study/Role Play

Week 10  Family conflict: Parents and Children; CPS  
Readings:  
In Kruk, Chapters 7 (child protection) and 8 (adoption).  

Case Study/Role Play  
Guest Speaker:  Karrie Biehle, MSW  
Child and Family Policy Institute

Week 11  Mediation in different settings  
Readings:  
In Kruk, Chapters 9 (aging), 10 (health care settings), 11(mental health), 12 (disabilities), 14 (education) **Students will be assigned specific chapters to report on to class.**  

Case Study/Role Play  
Guest Speaker:  Erica Brown, MSW  
Mediator

Week 12  Large group community mediation  
Readings:  
In Kruk, Chapter 13 (community mediation)  
Handout

Case Study/Role Play
Week 13  Workplace issues
Readings:
In Kruk, Chapter 15 (workplace harassment)
Case Study/Role Play

Week 14  Mediation, Restorative Justice and social change
Readings:
In Kruk, Chapters 17 (social policy), 18 (intercultural disputes)

Case Study/Role Play

Week 15  Taking Action
This seminar examines the principles, goals and practice of mediation and restorative justice in terms of the mission, principles and goals of social work practice. *Mediation and restorative justice are integral to the commitment of social work practitioners to enhancing human well-being and social justice.* In 1992 NASW established *Standards for Social Work Mediators*, since then mediation and, more recently restorative justice, have been increasingly recognized as skills and tools essential for those working in the adult and juvenile criminal justice systems, especially with victim offender programs and youth offenders, neighborhood justice centers, family court, child welfare, schools, and community dispute resolution centers. Studies have found that those involved in mediation and/or restorative justice meetings/conferences as both participants and providers, express high levels of satisfaction with both the process and the outcome. This holds true at all levels of social work practice, with individuals and with groups and larger organizations. Mediation is recognized by NASW as an explicit social work method. This class is experientially based, students will be expected to participate in weekly class exercises and role plays.

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paper. #3. Handout
Case Study/Role Play

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Daly, K. (2003). Making variation a virtue: Evaluating the potential and limits of
restorative justice. In Weitekamp, E. G. M., Kerner, H-J. Restorative
justice in context. International directions and practices. UK: Willan
Publishing.

Case Study/Role Play

Week 15  Taking Action