This seminar examines the principles, policies, goals and practice of mediation and restorative justice in terms of social work practice. In 1992 NASW established *Standards for Social Work Mediators*, since then mediation and, more recently, restorative justice have been increasingly recognized as essential for those working in the adult and juvenile criminal justice systems, especially with victim offender programs, 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, with groups, communities, and large organizations. Mediation is recognized by NASW as an explicit social work method. The class is experientially based, students will be expected to participate in weekly class exercises and role plays.

The seminar 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.

The seminar 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:

- Understand the historical development of mediation and restorative justice in general and specifically within the social work profession;
- Understand mediation and restorative justice as social work practice methods;
- Understand the power of dialogue, peacemaking, and transformation as distinct from problem solving.
- Have 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;

- Demonstrate an understanding of common strategies for resolving conflicts between individuals, within families, between groups, in the workplace and institutional settings, and within communities.

Course Readings

Cooper, L.B. (2010). Handouts Available from Instructor
Readings posted on SacCT

Course Requirements

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.**

**ADA Provisions**

Students who have a learning disability or experience other reasons that might interfere with their ability to complete the class requirements, need to make an appointment and discuss this with the instructor. Students with documented learning difficulties can obtain special accommodations for course materials, testing facilities, and equipment by contacting the Office of Services to Students with Disabilities (SSWD) for coordination of academic accommodations. The SSWD is located in Lassen Hall, Room 1008. Their phone number is 916-278-6955 (voice) or 916-278-7239 (TDD). The instructor should be advised of these accommodations so as to better assist the student with his/her learning need.

**Ethical Practice**

As developing social work professionals, it is expected that you are familiar with and adhere to the **NASW Code of Ethics**. This code for professional behavior and conduct should guide your actions in class and in the field agency setting. Ethical violations (e.g., disrespect for colleagues) may result in failure of this course, particularly if the instructor or the field instructor has previously advised a student of the violation(s).

**Plagiarism:** Plagiarism is a form of cheating. At CSUS plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person’s contribution. Regardless of the means of appropriation, incorporation of another’s work into one’s own requires adequate identification and acknowledgement. Plagiarism deprives the author of rightful credit and gives credit to someone who has not earned it. Acknowledgement is not necessary when the material used is common knowledge. Plagiarism at CSUS includes but is not limited to: not only word-for-word copying, but also the "mosaic" (i.e., interspersing a few of one’s own words while, in essence, copying another’s work), the paraphrase (i.e., rewriting another’s work while still using the other’s fundamental idea or theory); fabrication (i.e., inventing or counterfeiting sources), ghost-writing (i.e., submitting another’s work as one’s own) and failure to include quotation marks on material that is otherwise acknowledged; and representing as one’s own another’s artistic or scholarly works such as musical compositions, computer programs, photographs, paintings, drawing, sculptures, or similar works.

**Writing Style:** Other than those specified in the assignment requirements, apply the **basic APA** (American Psychological Association) style for all written assignments both in the main text and in citing references. Copies of the APA manual are available in the library. All written assignments should be typed double-space, using a 12 point font. They must be mechanically and stylistically acceptable. Serious deficiencies in areas such as spelling, punctuation, sentence structure, and coherent organization will result in lower grades. See the
following APA tutorial for citations.  
http://flash1r.apa.org/apastyle/basics/index.htm  
Sample references: http://flash1r.apa.org/apastyle/basics/data/resources/sample-references2.pdf  
Always keep a copy of the papers you turn in.

Course Syllabus

Week 1  September 2  Introduction and overview of seminar; historical perspective on mediation and restorative justice  
Readings:  
In Kurk, Appendix. NASW. Standards of Practice for Social Work Mediators.

Week 2  September 9  Theories of power and theories of conflict  
Readings:  
In Kruk, Chapter 1 (Introduction).  
SacCT:  

Case Study

Week 3  September 16  Mediation  
Readings:  
SacCT:  
Handout: What is community mediation?  
Role Play

Weeks 4 and 5  September 23/30  Models of mediation; skills building  
Readings:  
Facing violence: The path of restorative justice and dialogue.  
Case Study/Role Play  
Guest Speaker:  
Bonnie Kneitel  
Program Coordinator  
Sacramento Mediation Center (9/23)  
Professor Ernest Uwaziee  
Division of Criminal Justice  
Director Center For African Peace & Conflict Resolution (9/30)

Week 6  October 7  Restorative Justice; skills building

Readings:

SacCT:

Guest Speaker: Nettie Pardue
Director of Programs
Outward Bound Center for Peacebuilding
outwardboundpeace.org

Week 7 October 14 The adult criminal justice system
Readings:
In Kruk, Chapter 16 (Victim-offender mediation)

SacCT:

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

Week 8 October 21 The juvenile justice system
Readings:

SacCT:

Video: Meeting with a Killer
Guest Speaker: Susan Sherry, MSW
Executive Director
California Center for Collaborative Policy

Week 9 October 28 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.**

**SacCT:**

Case Study/Role Play
Film: Long Night’s Journey Into Day (Berkeley Public Library VHS 968.065 L85) 95 minutes

**Week 10** November 4
Family conflict: Parents and Children; CPS

**Readings:**
In Kruk, Chapters 7 (child protection) and 8 (adoption).

**SacCT:**

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

Week 11 November 11 Veterans’ Day Campus Closed

Week 12 November 18 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.**

**SacCT:**

Case Study/Role Play
Guest Speaker: TBD

Week 13 November 25 THANKSGIVING

Week 14 December 2 Large group community mediation; Workplace issues
Readings:
In Kruk, Chapter 13 (community mediation); Chapter 15 (workplace harassment)

SacCT:


Case Study/Role Play

**Week 15 December 9** Mediation, Restorative Justice and social change

Readings:
In Kruk, Chapters 17 (social policy), 18 (intercultural disputes)

SacCT: