

**LOMA LINDA UNIVERSITY**  
**DEPARTMENT OF SOCIAL WORK & SOCIAL ECOLOGY**  
**CRMJ 520 Restorative Justice**  
**Spring Quarter 2006-2007**

<b>Sec:</b>	<b>Instructor:</b>	<b>Contact Information:</b>	<b>Units:</b>	<b>Lecture:</b>	<b>Room:</b>
1	Dee F. Matreyek, PhD	909-946-6092 deefmat@earthlink.net	3	Monday, 6:00-8:50 p.m.	GH 107
	<i>Syllabus Co-Development:</i> Christiane C. Schubert, MS, PhD (c)	909-558-8438 cschubert@llu.edu			

**TEXTBOOKS**

Zehr, H. (1990). *Changing Lenses*. Scottsdale, Pennsylvania: Herald Press.

Zehr, H. & Toews, B. (2004). *Critical Issues in Restorative Justice*. New York: Criminal Justice Press.

**SUPPLEMENTAL READING** (*These articles will be handed out in class at least one week before they need to be read.*)

Adams, P. & Chandler, S. (2004). Responsive Regulation in Child Welfare: Systemic Challenges to Mainstreaming the Family Group Conference. *Journal of Sociology and Social Welfare*, 31(1), 93-116.

Burford, G. & Adams, P. (2004). Restorative Justice, Responsive Regulation and Social Work. *Journal of Sociology and Social Welfare*, 31(1), 7-26.

De Gruchy, J. *Reconciliation: Restoring Justice*. 2002. Minneapolis: Fortress Press. (Selected chapters to be handed out).

Estrada-Hollenbeck, M. (1996). Forgiving in the Face of Injustice: Victims' and Perpetrators' Perspectives. *Restorative Justice: International Perspectives*, eds. Burt Galaway and Joe Hudson. Criminal Justice Press: Monsey, NY.

Gumz, E. (2004). American Social Work, Corrections and Restorative Justice: An Appraisal. *International Journal of Offender Therapy and Comparative Criminology*, 48(4), 449-460.

Immarigeon, R. (1996). "Prison-Based Victim-Offender Reconciliation Programs." *Restorative Justice: International Perspectives*, eds. Burt Galaway and Joe Hudson. Criminal Justice Press: Monsey, NY.

Lovell, M. (2002). Narrative Accounts from the Citizens, Victims, and Offenders Restoring Justice Program. *Contemporary Justice Review*, 5(3), 261-272.

McElrea, F. "The New Zealand Experience of Restorative Justice Legislation."

Thom, G. "Restorative Justice and Transformation Under Fire in Soweto, South Africa."

United Nations: Economic and Social Council, Report of the Secretary-General. "Restorative Justice."

Yazzie, R. & Zion, J. (1996). "Navajo Restorative Justice: The Law of Equality and Justice." *Restorative Justice: International Perspectives*, eds. Burt Galaway and Joe Hudson. Criminal Justice Press: Monsey, NY.

## COURSE CONTEXT AND DESCRIPTION

Provides a new perspective on the purpose and role of the criminal justice system by examining how restorative justice attempts to forge new relationships between offenders and the people and communities they have victimized.

## COURSE GOALS

- To provide a comprehensive knowledge and understanding of Restorative Justice theory through readings and discussions.
- To provide an understanding of the practical applications of Restorative Justice through a review of various restorative justice programs, field interviews and dialogues.

## COURSE OBJECTIVES

- To review the different theories of justice, while examining the Biblical, legal, and political roots of Restorative Justice.
- To expose students to the practical applications of Restorative Justice and how they are and may be utilized domestically and internationally and within various fields of work.

## STUDENT EDUCATIONAL OUTCOMES

- To be able to articulate the theories and practical applications of Restorative Justice through class discussion and interviewing.
- To demonstrate through field interviews the ability to interact with professionals in the field.
- To demonstrate a scholarship of Restorative Justice through the writing and presentation of a research paper.
- To demonstrate a comprehensive knowledge of Restorative Justice through a final exam.

## COURSE ASSIGNMENTS

- A primary requirement is that each student completes all reading before class and participates in each session.
- For each session, students are to bring 1) at least one discussion question that arises from the weeks readings. Students are to document the reference and the question, pose the question in class, and lead the associated discussion. 2) Document one quote that especially interested them from the assigned readings. (20 Points)
- Action and Reflection Assignment\* – **Due on April 30, 2007.** (20 Points)

The purpose of this assignment is to work at the integration, experience and reflection aspects of working toward mastery of the Restorative Justice theory and practice.

The assignment is to make contact with a person in the criminal justice field (police officer, probation officer, prison guard, judge, etc.) in order to listen to and understand their perspective, to introduce them to Restorative Justice, to attempt to influence them in the direction of Restorative Justice, and to reflect on your experience.

1. Arrange an appointment (approx 1 hour) to meet with a criminal justice official (if you already know someone you can meet with them informally). (If you are a criminal justice official, choose someone in an area different from your own).
2. Interview them. Prepare yourself by deciding to be high on your commitment to be constructive and high on the issue of Restorative Justice. Below is a possible outline for your interview.
  - ✓ Give them an overview of your agenda for the meeting.
  - ✓ Ask them to describe their work, the most gratifying parts of their work, and the most difficult or least desirable parts of their job.
  - ✓ Present/discuss with them the principles of Restorative Justice.
  - ✓ Present to them some examples of programs that are Restorative in nature (mediation, re-entry, mentoring, etc.).
  - ✓ Ask them to evaluate their work using the Restorative Justice Evaluation continuum.
  - ✓ Ask if they would be interested in pursuing/utilizing further Restorative Justice programs/principles as they would apply in their area of influence.
  - ✓ Thanks them for their time and effort and offer assistance or resources for follow-up on their interests.
3. Write a 2-3 page reflection paper on your experience.

*\*Ron Claassen from Fresno Pacific University originally designed this exercise.*

- **Research Paper – Papers are due in class on May 21, 2007** (30 Points)

The objective of the research paper is to broaden your understanding of Restorative Justice and critically analyze its application by applying its theories and practices to an issue of importance to you. The paper should reflect your original thoughts. For example: Restorative Justice theory and practice could be utilized in addressing the following issue....

Choose a topic such as: an international issue, a criminal justice concern, an issue area within the field of social work, a domestic public policy issue, a religious or political concern, etc.

The paper should be approximately 7-9 pages in length. Quality is more important than quantity. Papers will require additional reading and research (other than what is covered in class). Papers should include a bibliography and appropriate APA referencing.

Each student will present his/her work with time for class discussion.

- **Final Exam – June 4, 2007** (30 Points)

*Attendance Policy:* Students are expected to attend all sessions of all classes. Failure to do so will negatively impact the student's grade and may place the student in jeopardy of course failure. This policy exists because the social work program is one of professional preparation. In addition to acquiring theoretical knowledge, students are expected to acquire professional values, to integrate knowledge from a range of courses, to develop professional skills and be socialized into the profession. The faculty of the Department of Social Work and Social Ecology are convinced that this cannot be accomplished through independent study alone. Thus, attendance is required unless legitimate and special reasons exist for absences or tardiness. Any such absences or tardiness should be discussed directly with the course instructor.

Classes begin on the hour unless otherwise arranged. Students are required to be in the classroom and seated by that time. Instructors have the right to refuse entry or reentry to any students who are tardy or who take frequent and/or extended breaks from class. Early departures from classes are also not acceptable. Tardiness, frequent and/or extended breaks, and early departures are all recorded as absences. All absences are factored into the

course grade and may be substantial enough to effect the final course grade; including assignment of an unsatisfactory or failing grade. Absences due to personal emergencies, jury duty, or work responsibilities will be excused only if appropriate documentation is provided. Students should give special attention to arranging for child care and making voluntary personal appointments at times that do not conflict with their responsibilities regarding class attendance.

Faculty members may choose to incorporate a + or - 1% tolerance range in the grading system. This option will be used to reflect attendance (missed classes, late arrivals and early departures) and passive participation.

*Test Taking Policy:* It is the policy of the department that all students are expected to take examinations at the scheduled time. The only acceptable excuse/s for not taking an examination on time is major illness (documented by the student health service or student's physician) or serious personal emergency. The consequences of missing an examination under these circumstances are determined by the Academic Standards Committee. If a student arrives late for an examination, s/he may be denied admission to the examination site. If a student arrives late for an examination and is allowed to take the examination, s/he will not be given extra time but is required to finish the examination at the pre-scheduled completion time.

**GRADING:** *The course requirements add up to 100%. The breakdown is as follows:*

Discussion Questions:	20%
Action and Reflection:	20%
Research Paper:	30%
Final Exam:	30%
<b>TOTAL:</b>	<b>100%</b>

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
93-100	90-92	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62	<60
4.0	3.7	3.3	3.0	2.7	2.3	2.0	1.7	1.3	1.0	0.0	<i>Assigned value for calculation of grade point averages.</i>

### **AMERICANS WITH DISABILITIES ACT (ADA) POLICY**

If you are an individual with a certifiable disability and need to make a request for reasonable accommodation to fully participate in this class, please visit the Dean's Office of your school. To view the Disability Accommodation Policy please go to: <http://www.llu.edu/llu/handbook/6e.htm>

### **ACADEMIC INTEGRITY POLICY**

[Sample; pending approval of a university-wide policy] Acts of dishonesty including theft, plagiarism, giving or obtaining information in examinations or other academic exercises, or knowingly giving false information are unacceptable. Substantiated violations are to be brought before the dean for disciplinary action. Such action may include, but is not limited to, academic probation or dismissal from the program. To view the Standards of Academic Conduct Policy please visit: <http://www.llu.edu/llu/handbook/6r.htm>

**Loma Linda University**  
**All Undergraduate & Graduate Programs**  
**Requirements for the Appropriate Use of PHI**  
**Addendum to Syllabus, Prospectus Guidelines or other Program Material**

Applicability:	All Students (LLU Students in all schools/programs & Non-LLU Students)
Purpose:	To provide guidance and establish clear expectations for students regarding the appropriate access to and use of protected health information (PHI) during course studies and related program activities.
Scope:	PHI or Protected Health Information. Under the Health Insurance Portability and Accountability Act (HIPAA), patient health information is protected. Patient health information is considered protected if any of the identifiers listed under “List of Patient Identifiers” below is attached to health data.

*Requirements & Expectations*

PHI may be accessed and used under the direction of the instructor for learning and education within the student’s formal field of study. In a course where PHI is needed to enhance and promote learning, students are allowed to access or use PHI in a manner consistent with expectations of the course and within the limits of information that would otherwise be accessed or used in the role of a licensed professional within the student’s formal field of study.

While in the possession of PHI belonging to LLU or its affiliates, students must assume legal responsibility and provide necessary security means to ensure data integrity and patient confidentiality. PHI stored on electronic portable devices e.g., laptops, PDA’s must be password protected and encrypted. PHI must be encrypted when transferred via the Internet.

If PHI is not required to meet course objectives, accessing PHI via any means (including but not limited to access to hardcopy patient charts, computers, downloading of data to electronic devices (portable or otherwise) via USB ports, flash drives, and transferring data to LLU or non-LLU email accounts e.g., Yahoo, AOL, or other means), is strictly prohibited.

Students must adhere to all outlined guidance for the proper access to and use of PHI. Non-adherence to the requirements or established expectations regarding the access to, use or disclosure of PHI is subject to disciplinary action.

1. Access to PHI

Access to PHI must be within approved methods/channels (e.g., Health Information Management (HIM) Department) established by the hospital or entity holding the PHI. Students granted system access are only allowed access to PHI when necessary to fulfill required course objectives (e.g., rotations, patient care and treatment). Students must not use system access for any other purpose.

2. Minimum Necessary

Minimum necessary applies to any access to PHI. Minimum necessary means that students must only obtain the information necessary to complete the required course objective. The required course objective will be defined class by class by instructors and listed in the class syllabus.

3. De-Identification

Any PHI that is obtained to meet a required course objective must not leave the hospital or the entity holding the PHI. Only de-identified data can be removed from the facility. Students must obtain permission from the hospital or entity holding the data to access PHI for de-identification purposes. See the “List of Patient Identifiers” section below for the fields that must be removed in order to de-identify data. Copies of PHI can only

be made with written approval by the entity holding the data. The written approval must include acknowledgement by the authorizing individual of the specific purpose of use of copies. Copies of PHI must be de-identified prior to leaving the hospital or entity.

#### 4. Case Studies involving Patients

If a unique case is described that may identify an individual to the general public simply by describing the disease or the unique treatment received, authorization from the patient is required prior to disclosing the information as part of a published article, meeting abstract, or any other form of public presentation.

IRB-approved recruitment practices should be followed in order to contact a patient or patients to acquire their authorization for disclosure of information for a case report. For example, if the case is being researched or presented by someone other than the treating physician, then the initial contact should be made by, or at least in collaboration with, the clinical department that treated the patient and with whom the patient is familiar. For further guidance on recruitment practices, see section VIII of the LLU Researcher's Guide to HIPAA, which can be found at <http://research.llu.edu>.

#### 5. Research

Research protocol/studies must be reviewed/approved through the Institutional Review Board (IRB). Visit the Office of Sponsored Research (OSR's) website (<http://research.llu.edu>) for special requirements associated with conducting research.

#### 6. Other Publications

Students must not use PHI in any publication without a valid written authorization and approval from the following: Dean of School, Legal Counsel and Compliance.

#### 7. Photographs

Photographs must not be taken of patients or any proprietary information (e.g., equipment, facilities) without obtaining appropriate consents and/or authorizations. If photographs are required for coursework, students must obtain documentation from the instructor that photographs are needed and must follow entity specific policy for taking photographs. For patient photographs, written authorization to use or disclose the photograph must be obtained from the patient in addition to obtaining written consent to take the patient's photograph. All consent/authorization forms used must be approved forms currently in use by the hospital or facility in which the photograph is taken. Note: The term "photograph" means any motion picture or still photography in any format, as well as video/digital tape, disc, or any other mechanical or electronic means of recording and reproducing images, including cell phones.

#### 8. Disclosure

PHI accessed/learned/obtained from LLU or its affiliated entities must not be shared in any way with family members, friends, fellow students, other trainees or any other individual. Family/friends that come to visit may not visit in areas where PHI is easily accessible. Note: For patient care and training purposes, PHI can be shared with those that have a need to know in order to meet patient care and training objectives.

#### 9. Disposal and Destruction of PHI

Immediately upon completion of its intended use, PHI that will not be placed in the patient medical record must be shredded. Destruction of PHI on media such as, but not limited to, CD or diskette must be handled in accordance with entity specific policy to ensure proper destruction.

#### 10. Incident Reporting

Students must report incidents of potential privacy or security breaches immediately to their instructor or Program Director. Potential privacy or security breaches include but are not limited to events or incidents that may result in compromised patient data, loss/theft of patient chart(s) or electronic devices which store patient data, and possible harm to a patient due to use/disclosure of PHI in a manner contrary to stated guidance for the proper access to and use of PHI.

### List of Patient Identifiers to be Removed for De-Identification

To de-identify data, the following fields for the patient and of the patient's family or employer must be removed:

List of Patient Identifiers	
Names	Health plan beneficiary numbers
Addresses (geographic subdivisions smaller than a state)	Account numbers
Zip codes	Certificate/License Numbers
All elements of dates (except year) (e.g. birth/death; admission/discharge)	Vehicle identifiers/Serial numbers (e.g., driver's license numbers)
All ages over 89 and all elements of dates (including year)	Device identifiers
Telephone Numbers	Web Universal Resource Locators (URLs)
Fax Numbers	Internet Protocol (IP) address numbers
Email addresses	Biometric identifiers, including voice and finger prints
Social security numbers	Full face photographic images and any comparable images
Medical record numbers	Any other unique identifying number, characteristic, or code (e.g., birthmarks, tattoos, identifying anomalies)

**CRMJ 520 Restorative Justice  
COURSE SCHEDULE**

**WEEK ONE – March 26, 2007**

LECTURE TOPICS:

- I. Overview of Course
- II. Opening the Dialogue – Our Current Lenses
- III. Overview of the Issues

READINGS/ASSIGNMENTS (*REQUIRED*):

Zehr, H. (1990). *Changing Lenses*. Scottsdale, Pennsylvania: Herald Press.

- Chapters 1- 4

Zehr, H. & Toews, B. (2004). *Critical Issues in Restorative Justice*. New York: Criminal Justice Press.

- “Preface: Opening the Dialogue” pp. vii – xi; and “Appendix – Critical Issues in Restorative Justice” pp. 409-417.

**WEEK TWO – April 2, 2007**

LECTURE TOPICS:

- I. Theories of Justice (Presented by Christiane Schubert)
- II. Retributive and Restorative Justice: Principles and Concepts

READINGS/ASSIGNMENTS (*REQUIRED*):

Zehr, H. (1990). *Changing Lenses*. Scottsdale, Pennsylvania: Herald Press.

- Chapters 5, 6, and 10

Zehr, H. & Toews, B. (2004). *Critical Issues in Restorative Justice*. New York: Criminal Justice Press.

- Part 1 Intro and Chapters 1-4

**WEEK THREE – April 9, 2007**

LECTURE TOPICS:

- I. Stakeholder Issues: Victim, Offender and Community
- II. Restorative Justice Video

READINGS/ASSIGNMENTS (*REQUIRED*):

Zehr, H. & Toews, B. (2004). *Critical Issues in Restorative Justice*. New York: Criminal Justice Press.

- Part 2 Intro and Chapters 5-14

#### **WEEK FOUR – April 16, 2007**

##### LECTURE TOPICS:

- I. Government and Systems
- II. Democracy (Liberal vs Republican)

##### READINGS/ASSIGNMENTS (*REQUIRED*):

Zehr, H. (1990). *Changing Lenses*. Scottsdale, Pennsylvania: Herald Press.

- Chapter 7

Zehr, H. & Toews, B. (2004). *Critical Issues in Restorative Justice*. New York: Criminal Justice Press.

- Part 3 Intro and Chapters 15-18

#### **WEEK FIVE – April 23, 2007**

##### LECTURE TOPICS:

- I. Practice and Practitioner Issues
- II. Guest Speaker – Theresa Cianci, MA in Marriage and Family Therapy

##### READINGS/ASSIGNMENTS (*REQUIRED*):

Zehr, H. & Toews, B. (2004). *Critical Issues in Restorative Justice*. New York: Criminal Justice Press.

- Part 4 Intro and Chapters 20, 22, 23, 25, and 26

Adams, P. & Chandler, S. (2004). Responsive Regulation in Child Welfare: Systemic Challenges to Mainstreaming the Family Group Conference. *Journal of Sociology and Social Welfare*, 31(1), 93-116.

- Responsive Regulation in Child Welfare: Systemic Challenges to Mainstreaming the Family Group Conference.” (Handout)

Burford, G.& Adams, P. (2004). Restorative Justice, Responsive Regulation and Social Work. *Journal of Sociology and Social Welfare*, 31(1), 7-26.

- “Restorative Justice, Responsive Regulation and Social Work.” (Handout)

Gumz, E. (2004). American Social Work, Corrections and Restorative Justice: An Appraisal. *International Journal of Offender Therapy and Comparative Criminology*, 48(4), 449-460.

- “American Social Work, Corrections and Restorative Justice: An Appraisal.” (Handout)

## WEEK SIX – April 30, 2007

### LECTURE TOPICS:

- I. Spiritual, Indigenous and Religious Traditions
- II. Action and Reflection Assignments Due – Class Discussion of Your Experience
- III. Guest Speaker – Verne Schweiger from the Catholic Diocese of San Bernardino Ministry of Community and Social Services.

### READINGS/ASSIGNMENTS (*REQUIRED*):

Zehr, H. (1990). *Changing Lenses*. Scottsdale, Pennsylvania: Herald Press.

- Chapter 8

Zehr, H. & Toews, B. (2004). *Critical Issues in Restorative Justice*. New York: Criminal Justice Press

- Part 5 Intro and Chapters 27-29

De Gruchy, J. *Reconciliation: Restoring Justice*. 2002. Minneapolis: Fortress Press. (Selected chapters to be handed out).

- Chapter 2 (Handout)

## WEEK SEVEN – May 7, 2007 (*Time may be moved to Tuesday May 8 from 6 – 8pm*)

### LECTURE TOPICS:

- I. Field Trip to California Institute for Women (CIW)
- II. Restorative Justice Dialogue with Inmates

### READINGS/ASSIGNMENTS (*REQUIRED*):

Estrada-Hollenbeck, M. “Forgiving in the Face of Injustice: Victims’ and Perpetrators’ Perspectives.” *Restorative Justice: International Perspectives*, eds. Burt Galaway and Joe Hudson. Criminal Justice Press: Monsey, NY. 1996.

- Handout handed out in class

Immarigeon, R. (1996). “Prison-Based Victim-Offender Reconciliation Programs.” *Restorative Justice: International Perspectives*, eds. Burt Galaway and Joe Hudson. Criminal Justice Press: Monsey, NY.

- Handout handed out in class

Lovell, M. (2002). Narrative Accounts from the Citizens, Victims, and Offenders Restoring Justice Program. *Contemporary Justice Review*, 5(3), 261-272.

- Handout handed out in class

## **WEEK EIGHT – May 14, 2007**

### LECTURE TOPICS:

- I. Social Justice and International Perspectives

### READINGS/ASSIGNMENTS (*REQUIRED*):

Zehr, Howard and Barb Toews, eds. (2004). *Critical Issues in Restorative Justice*. New York: Criminal Justice Press.

- Part 6 Intro and Chapters 30-31

United Nations: Economic and Social Council, Report of the Secretary-General. “Restorative Justice.”

- Handout will be handed out in class

Restorative Justice in Soweto, South Africa (Handout)

Restorative Justice in New Zealand (Handout)

Yazzie, R. & Zion, J. “Navajo Restorative Justice: The Law of Equality and Justice.” *Restorative Justice: International Perspectives*, eds. Burt Galaway and Joe Hudson. Criminal Justice Press: Monsey, NY. 1996. (Handout)

## **WEEK NINE – May 21, 2007**

### LECTURE TOPICS:

- I. Forgiveness and Reconciliation
- II. Research Papers Due
- III. Presentations

### READINGS/ASSIGNMENTS (*REQUIRED*):

- Reconciliation: Restoring Justice: Chapters 5-6 (Handouts)

## **WEEK TEN – May 28, 2007**

### LECTURE TOPICS:

- I. Memorial Day – No Class

## **WEEK ELEVEN – June 4, 2007**

### LECTURE TOPICS:

# I. Final Exam