

**CONFLICT CLINIC:
RESTORATIVE JUSTICE PRACTICUM
2016-2017**

**Mikhail Lyubansky, Ph.D.
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Geared towards trainees who are:

- ✓ beginner
- ✓ beginner/intermediate
- ✓ intermediate/advanced
- ✓ advanced

This practicum or clinic requires trainees to:

- have evening or weekend availability
- ✓ be available on specific days of the week
- be available during academic breaks (when there are no University classes)
- travel off campus by car
- participate in summer preparation or training (before mid-August)
- ✓ participate in training days during the clin-comm training week in August

Overview:

Students in the Conflict Clinic Restorative Justice practicum will:

1. Learn theoretical and empirical foundations of restorative approaches to conflict
2. Practice conflict facilitation skills based on Dominic Barter's Restorative Circles model developed in Brazil (primary) and several U.S. approaches (secondary).
3. Provide conflict facilitation and/or restorative programming to local schools, campus units, community organizations and/or families

In addition, there may be opportunities for selected students to:

4. Support schools, campus units, and/or community organizations in implementing restorative systems/structures that will create conditions for working through conflict restoratively.
5. Participate in the evaluation of restorative approaches to conflict on campus and/or in the community.

Competencies:

Over the course of the practicum, students will work on developing skills and competencies relevant to addressing conflict in communities, groups, schools, organizations, families and couples. Though our focus will be on conflict, these skills are also relevant to facilitation and therapeutic interventions with families, organizations, and groups. Competencies will include:

- deep ("needs-based") listening
- empathic connection and presence with people in crisis
- tracking of meaning among multiple participants
- translation of difficult to hear messages into their underlying meaning
- the creation of a "safe-enough container" for participants
- differentiation between needs, emotions, strategies and evaluations in participant messages
- the ability to shift to different "forms" of facilitation or employ different types of containers depending on intensity of conflict

Opportunities will also be available for students to conduct ethical outreach and research in local community and campus settings, including but not limited to:

- understanding the needs of the setting
- building relationships with relevant stakeholders (including stakeholders at different levels of power and hierarchy)
- navigating the research process (including IRB, privacy, confidentiality, ethics)
- creating materials appropriate to community members
- collecting evaluation data in community settings

Training and Supervision:

Initially, training and supervision will focus on allowing students to:

- Learn and participate in role plays of conflict-based situations using the Restorative Circle approach
- Learn and practice deep listening skills, including empathic reflection, tracking, needs-based conceptualization, and "translation" of hard to hear material
- Learn to understand causes of conflict and practice conflict-related skills, including de-escalation and win-win approaches
- Learn the difference between an individual-level approach to conflict and system-level approach
- Understand the unique ethical considerations involved in the Restorative Circles approach to conflict

As competency develops, students will have the opportunity to:

- Co-facilitate (with supervisor or advanced trainee) and facilitate (depending on competency level) live Circles with youth at local schools, with individuals on campus and with community organizations wanting to engage conflict restoratively.
- Share the RC process with others and provide community and university organizations with support to help them establish their own restorative systems and facilitate their own Circles

Opportunities may also exist for interested students to contribute to the research examining the effectiveness and impact of the RC process in various contexts, including elementary and middle schools, university campuses, and community organizations.

More about the Restorative Circles model

Restorative Circles (RC) is a restorative practice originally developed in Brazil that is part of the recent international Restorative Justice movement. Unlike punitive/retributive approaches to justice which seek to punish the person(s) identified as having done something wrong, restorative practices seek to determine what harm was done (to relationships as well as to objects) and to repair the harm (including to relationships) and respond to unmet community needs. As such, restorative approaches to justice and conflict can both take the place of punitive approaches and function alongside them. Moreover, a review of research on restorative justice across multiple continents showed that Restorative Justice systems reduce recidivism in both violent and property crime in comparison to traditional justice systems and provide a variety of benefits to the “victims”, including improved mental health and greater satisfaction with the justice process (Sherman & Strang, 2007). Similar outcomes are also found in schools and other settings.

Restorative Circles provide a way for individuals and communities to handle conflicts compassionately, heal from these conflicts, and learn what conflicts have to teach us.

Learn more at www.restorativecircles.org

For additional information about the practicum or to request permission to enroll (enrollment is by permission only), email lyubanskym@gmail.com