Instructor: Mikhail Lyubansky, Ph.D.  Office: 723 Psychology  email: lyubanskym@gmail.com

Office hours: By appointment  Phone: 333-7740 (no answering machine)

Readings and films: Assigned articles will be available on either Compass or email. Films will be used to support learning, as needed. When possible, these will be made available to students.

“Conflict is not a problem that needs solving but a phenomenon that needs understanding.” ~ Dominic Barter

“Restorative Justice is respect. Respect for all, even those who are different from us; even those who seem to be our enemies. Respect reminds us of our interconnectedness, but also of our differences. Respect insists we balance concerns for all parties. If we pursue justice as respect, we will do justice restoratively.”

~ Howard Zehr, The Little Book of Restorative Justice

“Forgiving is not forgetting; it’s actually remembering -- remembering and not using your right to hit back. It’s a second chance for a new beginning. And the remembering part is particularly important. Especially if you don’t want to repeat what happened.”

~ Desmond Tutu

“For the white person who wants to know how to be my friend...the first thing you do is to forget that I'm Black. Second, you must never forget that I'm Black.”

~ Pat Parker, 1990

“You never really understand a person until you consider things from his point of view, until you climb inside of his skin and walk around in it.”

~ Maya Angelou

“Justice is truth in action.”

~ Benjamin Disraeli

“This work is too urgent to rush”

~ Dominic Barter
Place in the Curriculum:

This is a graduate-level practicum offered as part of the Clinical/Community program in the Department of Psychology. Though space is limited and clinical/community students are given priority to enroll, the course is open to any graduate student on campus interested in restorative practices.

Course Description:

This practicum course is designed to support students in learning how to work with conflict restoratively and facilitate conflicts in their own lives and communities. Although the focus will be on exploring theoretical, empirical, and experiential writings concerning restorative approaches to conflict, the course is designed to provide students with developing applied skills and the opportunity to practice those skills in the community. Because part of the course will focus on restorative responses to criminal acts, we will also explore issues of race and ethnicity as they relate to criminality and individual and group conflict.

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

Course 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 stakeholders (and negotiating different levels of power & 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 RC 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 and system-level approach to conflict
- Understand the unique ethical considerations involved in the RC 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
Semester Schedule (Spring, 2018)

Unit 1. Definitions and History

Week 1: The Start of a Movement


Week 2: Defining Restorative Justice


Week 3: History of Justice Systems: Retributive and Restorative Justice


Week 4: Restorative Justice Critiques


Unit 2. Restorative Justice Models

Week 5: Victim Offender Mediation and Family Group Conferencing


Burning Bridges (film)
Week 6:  

**Restorative Circles**


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Unit 3. Restorative Justice in Education and the Workplace

Week 7:  

**RJ in Schools**


Illinois Criminal Justice Information Authority. Implementing Restorative Justice: A guide for Schools  
http://www.icjia.state.il.us/public/pdf/BARJ/SCHOOL%20BARJ%20GUIDEBOOOK.pdf


Evans, K., & Lester, J. (2013). Restorative justice in education: What we know so far. *Middle School Journal, 44*(5), 59-

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Week 8:  

**Restorative Justice in Higher Education**


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Week 9:  

**Restorative Justice in Organizations and Workplaces**


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Week 10  
Spring Break

Unit 4. Restorative Responses to Crime

Week 11:  
Overview


Week 12  
Homicide


Week 13  
Sexual Violence


Week 14  
Evaluating the Evidence


Week 15: **Toward Social Justice and Peacebuilding**

