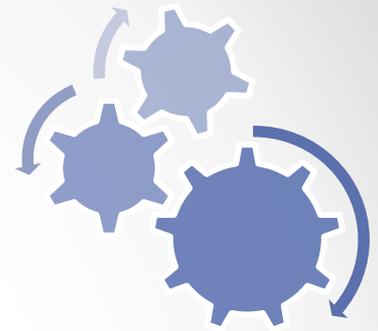


Criminal Justice Social Work



A curriculum for probation work
from a European perspective

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Council of Europe | 20th Council of Europe Conference of Directors of
Prison and Probation Services | 9-10 June 2015 Bucharest, Romania

Life long learning



Circumstances change



Probation work is a performance



EU Probation Professionalization Challenges

- Council of Europe: Probation Rules with basic competencies for probation officers.
- Probation Services are still under development in a large number of European countries.
- European Probation Framework Decisions: Citizens in Europe must have the opportunity for (suspended) prison in the country of origin.
- → **CJSW Project**

Starting point: great variation and pressures

- State of probation training in Europe ¹⁾
 - Social work
 - Prison
 - De/centralized
 - Academic level
- European approach to probation training is both desirable and possible ²⁾
 - Incorporation of both social work orientation and risk assessment culture
 - Modular framework
- External pressures: economical, political and governmental
- internal pressures: bureaucracy and implementation

1) Farrow, Kelly & Stout 2011 2) Stout and Durnescu 2011

Questions before developing

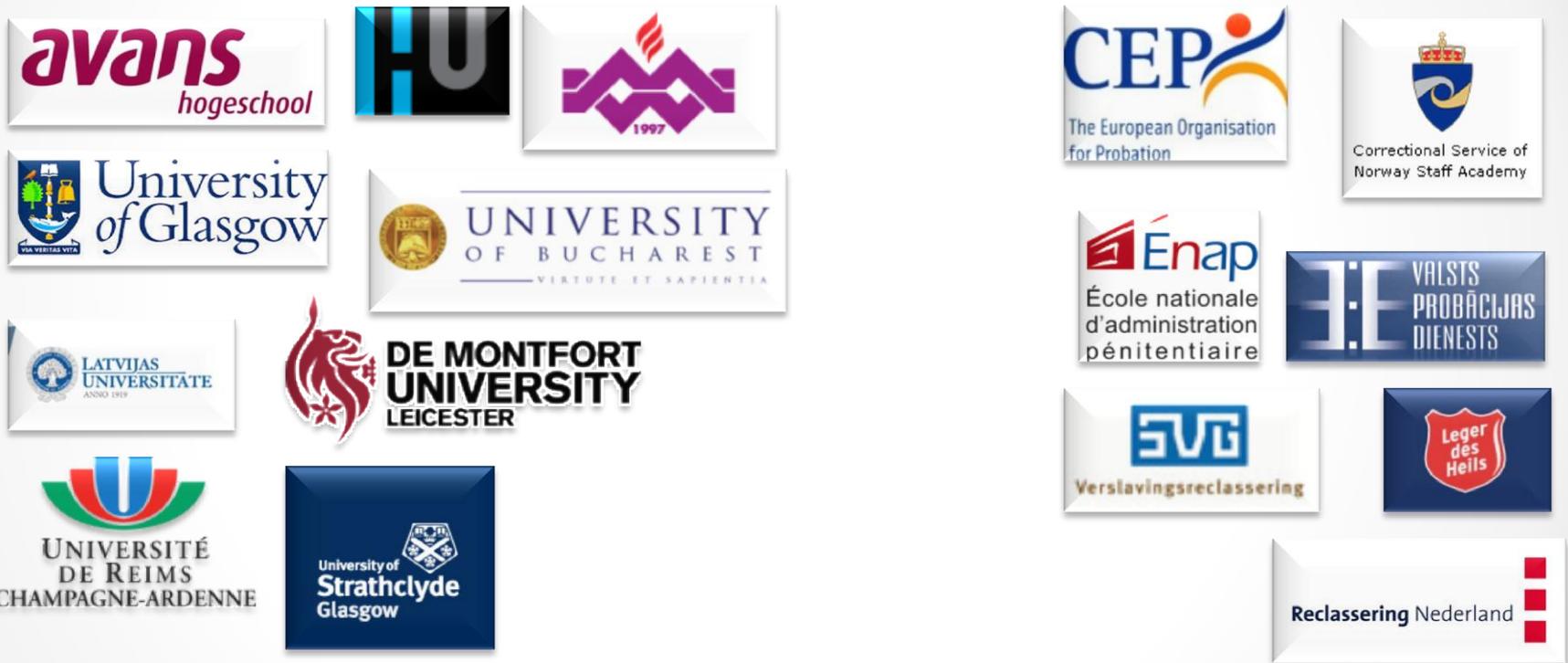
1. Core purposes of probation in Europe?
 - EU Probation Rules
2. What do PO's need to learn in order to be qualified for meeting the demands of these purposes?
 - EU Probation Rules
3. What does this mean for views and actions regarding learning and development within their organization?
 - Institutional paradigm and support paradigm
4. What kind of learning strategies and learning contents are needed to achieve these goals?
 - CJSW Project

Results

- The core purposes of probation are linked to probation competencies.
- The support paradigm leads to additional probation competencies
- A network-based, learning organization is important



The CJSW Partners



Netherlands, France, Scotland, England and Wales,
Norway, Turkey, Rumania, Latvia

Criminal Justice Social Work

- Priority 4 of EACEA: support to the modernization agenda of higher education, including curriculum reform.
- 2011-2014
- 425K

The screenshot shows the EACEA website for the Lifelong Learning Programme. The browser address bar displays 'eacea.ec.europa.eu/lp/index_en.php'. The page header includes the European Commission logo and the text 'EDUCATION, AUDIOVISUAL & CULTURE EXECUTIVE AGENCY'. Below the header, the page title is 'Lifelong Learning Programme'. A breadcrumb trail indicates 'You are here: EACEA > Lifelong learning'. The main content area features a table with a 'TOTAL' column and a 'Dissemination and exploitation of results (Key activity 4)' section. The table lists 'About Lifelong learning' with sub-items: 'Comenius Action for school', 'Erasmus Higher education', and 'Dissemination and exploitation of results (Key activity 4)'. The text below the table states: 'In order to maximise their impact, activities and projects funded by the Lifelong Learning programme, or previous programmes, should be made as widely known as possible to potential users. Therefore, it is necessary that each EU-funded project disseminates and exploits its own results.'

Deliverables

- 6 modules, in English and French, bachelor and master level
- Advance organizer for students
- European handbook “Criminal Justice Social Work” with special sections for new teachers and trainers
- Community of Practice: **blended-learning environment** for all materials, webinars, on-line case-discussions and on-line colleges.
- CJSW website
- Summer school

Process

- **Contents & Form**
 - Discussions
 - Benchmark
- **Development 1**
 - Basic modules and Advanced Organizers
 - Basic CoP
- **Testing**
 - Non-developers
 - Local lessons
- **Development 2**
 - Final modules and Advanced Organizers
 - Final CoP
 - International conference France
- **Summer school**

6 modules

- Perspectives and legal context of probation • 6
- Working alliance • 6
- Assessment • 6
- Working within a (learning) organization • 3
- Developing human capital • 6
- Social capital and social networks • 3

30 ECTS

± 1000 hrs

± 175 hrs. teacher contact time

± 825 hrs. selfstudy or independent-group study

Module structure

- Self-assessment
- → 10 lessons, divided in 3 sections
 1. Knowledge section of 4 lessons: core ideas and concepts
 2. National section of 2 lessons: locally tailored
 3. Applied section of 4 lessons: skills and attitudes
- → final assignment
- many cross-references
- 4 case-studies

Module 1: Perspectives & Legal Context (6 ects)

Developers: DMU + Reims-Champagne

	<i>Contact time (minutes)</i>	<i>Student study (hours)</i>
Core ideas and concepts		
Self-assessment		10
1. The mission of probation work: why probation has developed as an alternative to custody across most European countries and what are its shared foundations	200	15
2. The purposes and goals of probation work in Europe	200	15
3. How probation is embedded in national and international law; issues of legitimacy	200	15
4. How probation works e.g. What Works, the desistance / good lives approach and basic elements of social work with offenders	200	15
National issues and questions		
5. Probation work in ...	In this section, students will look at the policies and practices of probation in their own country. This section must be connected with the first part of the module and lead into the third.	25
6. Models and skills of practice in ...		25
Practice approaches		
7. What is your role in the organisation	150	10
8. Key tasks and responsibilities of this role	200	10
9. Accountability and discretion in policy and in practice	200	10
10. Self-awareness, emotional literacy, systematic reflection on personal values and their implications for practice	150	10
Final evaluation / assignment		10
(Totals)	2000 (33 hrs.)	170 hours



Kris

(Case study #3)

- Kris is a 23 year old white man. He has a number of previous convictions, mainly for theft, and has most recently been in court for possession of cocaine.
- He has told the probation officer that it is his drug use that lies behind much of his offending. He says he has stolen to raise money to buy drugs. He uses many kinds of substances.
- He has no record of being involved in the supplying or selling of drugs, but he has mentioned that pressure is being put upon him by suppliers to whom he owes money. He won't go into detail about this.





Kris

(Case study #3)

- He was made redundant from his job as an engineer about 18 months ago. Although he has some skills, there are no jobs available in this sector where the industry is in decline.
- He lived in rented accommodation for a few years, but had to return to live with his parents when he lost his job and his income.
- His father is elderly and in poor health. His mother is struggling to keep things going and is very upset by Kris's behaviour. They all agree it would be better if he left home, but he cannot afford to do so.



Kris

(Case study #3)

- Kris feels very pessimistic about his future. He says he would like to work with young people as a youth worker, but he believes that his criminal convictions have now made this impossible.
- He knows that his drug use is causing problems and he fears it is getting out of control, but he says that drugs bring him some break from the hard realities of life and that all his mates are users as well.

Kris

(Case study #3)

KRIS in module 1: perspectives & legal context

What can probation intervention contribute to Kris's position?

Rights, legal duties and authority?

Specific national context?

Influence of your own views, experiences and values. Moral obligation?

?



KRIS in module 2: working alliance

How might the probation officer create an effective working alliance with Kris?

How are control and support to be balanced?

How would common goals and tasks be negotiated with Kris?

What skills might be required here? What might be the difficulties in sustaining his motivation?

How might you respond to resistance?



KRIS in module 3: assessment

How to identify risks needs, responsivity?

Strengths and limitations of an actuarial assessment?

Small amount of cocaine: how might you advise the prosecutor?

What kind of information should be put before the court in a pre-sentence report?



What kind of information should be put before the court in a pre-sentence report?

KRIS in module 4: working in a (learning) organization

Support from colleagues and managers?

Drug agency: partnership, responsibility, values
and power?

What if Kris misses appointments?

Discretion ?



DISCRETION ;

What if Kris misses appointments?

KRIS in module 5: developing human capital

What does the evidence suggest about the best way of working with someone like Kris?

RNR?

GLM and / or desistance paradigms?

Cognitive deficit ?

Prospects of success of complete abstinence, a more controlled use of drugs or minimising harm?



more controlled use of drugs or minimising harm?
prospects of success of complete abstinence, a

cognitive deficit ?

KRIS in module 6: social capital & networks

Kris's social capital?

- illicit networks

What social resources might be available to support Kris in his efforts to desist?

- family?
- groups?

If so, what issues arise for working together ?

Wider community?



ΜΤΡΟΕΙΣ ΣΟΜΜΑΝΟΥΤΕΛ;

Τε 20' μηατ ιςςουεε εμττε τοι μοικτινε φοβετηε ;

The CoP

- SURFnet
- One-stop sign-in
- Advanced Organizers Modules 1-6
 - Learning strategy
 - Assignments
 - Tests
 - Literature (open source)
- Big Blue Button
- Calendar

Achievements & plans

- CoP & Modules
- New probation organizations show interest
- Project partners adopted (parts of) the minor.
- Strong team of almost 30 European experts:
 - further development in the future
 - support group for new teachers and trainers
- Different countries & cultures working together:
 - higher quality and support of the end products
- 8/10 score Erasmus
- 2016:
 - modules for prison work and forensic psychiatry
 - international minor & summer school Avans
 - university certificate Reims-Champagne

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Disclaimer: This presentation has been produced with the financial support of the Erasmus EACEA Division of the European Union. The contents of this publication are the sole responsibility of Avans University of Applied Sciences and can in no way be taken to reflect the views of the European Commission.