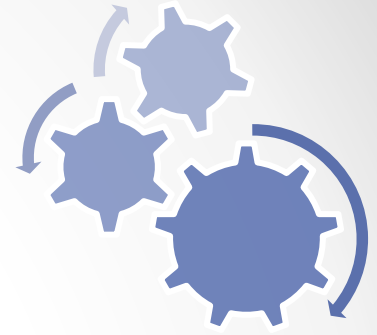


# Criminal Justice Social Work



A curriculum for probation work  
from a European perspective

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# Craftsmanship



# Programme

## 1. Presentation CJSW-programme

- Frank Philippart –
  - Researcher Centre for Public Safety & Criminal Justice
  - Lecturer Higher Professional Education
  - Program manager Criminal Justice Social Work

## 2. Discussion on needs for CEP-member organisations in professionalisation of PO's

- Angèle Geerts –
  - Departmental Coordinator International Affairs
  - Lecturer Higher Professional Education
  - Program manager Criminal Justice Social Work

# (2010) 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

# The CJSW Partners



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

# Starting Questions

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

# Rule # 1

- 1. Probation agencies shall aim to reduce reoffending by establishing positive relationships with offenders in order to supervise (including control where necessary), guide and assist them and to promote their successful social inclusion. Probation thus contributes to community safety and the fair administration of justice.
  - General knowledge / skills
  - Assessment, evaluating and monitoring
  - Human capital
  - Social capital / inclusion

Council of Europe (2010). *Appendix I of the Recommendation CM/Rec(2010)1 of the Committee of Ministers to member states on the Council of Europe Probation Rules*

# Rules #2-6

- Legitimacy:
  - Law, procedures
  - Mission
  - Accountability and discretion
- Individual professional functioning:
  - Self-awareness,
  - Emotional literacy
  - Resilience
  - Systematic reflection on personal values

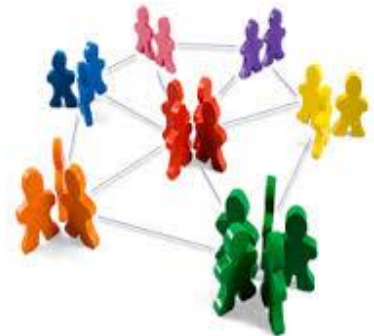
# Institutional paradigm and support paradigm

- Safety, fair justice, and social inclusion are goals of probation work
- How do clients develop? Kröber (2008):
  - **Medical model**
    - → Institutional paradigm: risks and patient role
    - Still a reality for many probation organisations
    - Machine
  - **Quality of life model**
    - → Support paradigm: rights, obligations, citizens
    - A necessary step for probation organization, culture, and formation
    - Series of networks



# Institutional paradigm and support paradigm

- Safety, fair justice, and social inclusion are goals of probation work
- ***Support paradigm competencies***
  - mutual support and co-dependency
  - welcoming new professional values
  - make concrete what has been learnt in networks
  - team-based professional reflection and constructive feedback



# Criminal Justice Social Work

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

The screenshot shows the EACEA website interface. At the top, there is a navigation bar with the URL [eacea.ec.europa.eu/llp/index\\_en.php](http://eacea.ec.europa.eu/llp/index_en.php) and various utility icons. Below this is the EACEA logo and the text "EDUCATION, AUDIOVISUAL & CULTURE EXECUTIVE AGENCY". A blue banner contains the text "EUROPA > European Commission > EACEA". The main heading is "Lifelong Learning Programme". Below the heading, there is a breadcrumb trail: "You are here: [EACEA](#) > Lifelong learning". To the right of the breadcrumb trail are "Print" and "Share" buttons. A table with a light blue background is displayed, containing information about Lifelong Learning. The table has two columns: one for a question mark icon and another for the text. The text includes "About Lifelong learning", "Comenius Action for school", and "Erasmus Higher education". To the right of the table, there is a section titled "Dissemination and exploitation of results (Key activity 4)" with a paragraph of text: "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."

?	About Lifelong learning
TORAL	Comenius Action for school
	Erasmus Higher education

**Dissemination and exploitation of results (Key activity 4)**

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
- (in development) European handbook “Criminal Justice Social Work” with special sections for new teachers and trainers
- (in development) [Community of Practice](#): e-learning environment for all materials, webinars, on-line case-discussions and on-line colleges.
- CJSW website
- Summer school in the Netherlands (summer 2017)

# 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

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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 → final assignment
- 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
- 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>
<b><i>Core ideas and concepts</i></b>		
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
<b><i>National issues and questions</i></b>		
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.	250
6. Models and skills of practice in ...		25
<b><i>Practice approaches</i></b>		
7. What is your role in the organisation		10
8. Key tasks and responsibilities of this role		10
9. Accountability and discretion in policy and in practice		10
10. Self-awareness, emotional literacy, systematic reflection on personal values and their implications for practice		10
Final evaluation / assignment		10
<b>(Totals)</b>	<b>2000 (33 hrs.)</b>	<b>170 hours</b>

# 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 in module 1

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?

?

3

## Module 2: Working alliance (6 erts)

Developers: Avans + Utrecht

	<i>Contact time (hours)*</i>	<i>Student study time (hours)</i>
<b><i>Core ideas and concepts</i></b>		
Self-assessment		4
1. The working alliance in a probation context	2	16
2. Relationships of power and involvement in the working alliance	2	16
3. Characteristics of an effective probation worker	2	16
4. Measuring the quality of working alliance in a probation context	2	8
<b><i>National issues and questions</i></b>		
5. Working alliance in probation context and national practice: working with specific groups (I)	In this section, students will look at Working Alliances practices in their own country. Agency staff could be involved. This section must be connected with the first part of the module and lead into the third.	2
6. Working alliance in probation context and national practice: working with specific groups (II)		2
<b><i>Practice approaches &amp; training skills</i></b>		
7. Creating an effective working alliance in a probational context (I): balancing between control and support and the concept of relational fairness.	4	12
8. Creating an effective working alliance in a probational context (II): developing common goals en tasks (motivational congruence).	4	12
9. Creating an effective working alliance in a probational context (III): dealing with reactance and resistance	4	12
10. Evaluating and monitoring an effective working alliance in a probational context (structured feedback on professional performance)	4	12
Final evaluation / Assignment		
(Totals)	28	140

## KRIS in module 2

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?

<b>Module 3 Assessment (6 ects)</b>		
	Developers: DMU + KRUS	
	<b>Contact time (minutes)</b>	<b>Student study time (hours)</b>
<b><i>Core ideas and concepts</i></b>		
Self-assessment		10
1. Assessment: Introduction to Core Concepts. Assessment and the ASPIRE process (Assessment, Planning, Intervention, Review and Evaluation)	200	15
2. Assessment: Risks, Needs and Responsivity (RNR) and other models	200	15
3. Methods of assessment and assessment instruments	200	15
4. Writing Pre-Sentence Reports for prosecutors and / or judges	200	15
<b><i>National issues and questions</i></b>		
5. Assessment practice in ...	In this section, students will look at the and practices of assessment , instruments and routines in their own country. Agency staff could be involved. This section must be connected with the first part of the module and lead into the third.	250
6. Reports for prosecutors and judges in ...		250
<b><i>Practice approaches</i></b>		
7. Assessment, justice and diversity	150	10
8. The processes of assessment	200	10
9. Thinking about the assessor – reflective assessment, emotional literacy	200	10
10. Motivational assessment	150	10
Final evaluation / assignment		10
(Totals)	2000 (33 hrs.)	170 hours

## KRIS in module 3

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?

## Module 4: Working in a (learning) organisation (3 erts)

Developers: Avans + Utrecht

		Contact time (hours)	Student study time (hours)
<i>Core ideas and concepts</i>			
1. Professional socialisation & professional learning		0	8
2. Professional development in a probation context		0	6
3. Organisational culture		0	8
4. Legitimacy & issues of compliance		0	8
<i>National issues and questions</i>			
5. Challenges & transformation in probation services at the national level (I)	In this section, students will look at trends and developments within the organisation of probation services in their own country and research the challenges these provide as well as the consequences for professional development of probation workers	1	4
6. Challenges & transformation in probation services at the national level (II)		1	4
<i>Practice approaches and skills training</i>			
7. Teamwork		4	8
8. Staff supervision / Learning communities		4	8
9. Personal leadership / Mentoring		4	8
10. Emotional capital & resources			8
Final evaluation / Assignment			
<b>(Totals)</b>		<b>14</b>	<b>70</b>

## KRIS in module 4

Support from colleagues and managers?

Drug agency: partnership, responsibility, values and power?

What if Kris misses appointments?

Discretion ?

## Module 5: Developing Human Capital (6 ects)

Developers: Bucharest + Univ. Latvia + Avans + Utrecht

		Contact time (minutes)	Student study (hours)
<b>Core ideas and concepts</b>			
Self-assessment			10
1. Lesson 1		200	15
<ul style="list-style-type: none"> <li>• The relationship between human capital, crime and desistance</li> <li>• Human capital as competence</li> <li>• Models of individual change / competence growth, with a focus on offenders</li> </ul>			
2. Lesson 2: Change mediators:		200	15
<ul style="list-style-type: none"> <li>• Training / guidance / education</li> <li>• Group and family dynamics</li> <li>• Life events (including ritual)</li> </ul>			
3. Effectiveness, evidence, research based knowledge and practice based knowledge		200	15
4. Combining EBP and PBE: the integrative approach		200	15
<b>National issues and questions</b>			
5. Improving human capital work in ...	In this section, students will look at the policies and practices of improving human capital in their own country. This section must be connected with the first part of the module and lead into the third.	250	25
6. Models and skills of practice in ...		250	25
<b>Practice approaches</b>			
7. Integrating behavioural interventions in the ASPIRE cycle.		150	10
8. Motivational interviewing practice sessions		200	10
9. Person- and group- centred exercises and the overall supervision process		200	10
10. Evaluation of an intervention		150	10
Final evaluation / assignment			10
(Totals)		2000 (33 hrs.)	170 hours

## KRIS in module 5

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?

## Module 6: Social Capital and Social Networks (3 ects)

Developers: Glasgow + Reims-Champagne

3 ects: 17 hours contact time + 84 hours student work

**Contact  
time**

**Student  
study  
time**

### *Core ideas and concepts*

1. Self-assessment

7 h.

2. Social capital and social networks: Understanding the concepts

100 m.

7 h.

3. Social capital, crime, punishment and reintegration

100 m.

7 h.

4. Social capital, social networks and desistance from crime

100 m.

7 h.

### *National issues and questions*

5. Society, community and reintegration in \_\_\_\_\_

100 m.

7 h.

6. The legal context of reintegration in \_\_\_\_\_

100 m.

7 h.

7. The organisational context of reintegration in \_\_\_\_\_

100 m.

7 h.

### *Practice approaches*

8. Working with and through families

100 m.

7 h.

9. Working with and through groups: Self-help, mutual aid and cooperatives

100 m.

7 h.

10. Working with and through Circles of Support and Accountability

100 m.

7 h.

11. Working with communities or localities

100 m.

7 h.

12. Final evaluation / assignment

7 h.

Totals

1000 m.  
/ 17 h.

84 h.

# KRIS in module 6

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?

ΜΙΤΡΩΣ ΣΟΜΜΗΝΥΤΕΛ;

# CJSW

## Recommendations

- Adopt a support paradigm for European probation formation
- Install an environment for the (future) PO in which working and learning become almost one
  - Learning and knowledge exchange know no borders
  - Skills 'come out of their institutional isolation'.
- Help (future) PO's to develop *learning* competencies in order to reach the stage of *professional maturity*
  - Independent workers
  - Learning mix
- Regard (future) PO's no longer as *recipients* of learning content, but as *partners for expertise development* of the organisation itself

# Questions for discussion

1. Which goals on professionalization do you want to achieve in *your organization*?
  - EU Probation Rules
2. What do PO's need to learn in order to be qualified for meeting the demands of professionalization?
  - EU Probation Rules
3. What does this mean for views and actions regarding learning and development within your organization?
4. What kind of learning strategies and learning contents are needed to achieve these goals?
  - Do you need (parts of -) the content developed in the CJSW Project?

# Thank you!

[www.cjsw.eu](http://www.cjsw.eu)

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