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What is Restorative Justice? Going Beyond the Term to Framework & Application in MedEd

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Learning Objectives

At the end of this workshop, you will be able to

- Explain the foundational principles of restorative justice.
- Define interconnectedness and describe its importance as the foundation to community-building in a learning group.
- Recognize the potential applications for restorative justice practices in relationship to existing curricular structures in medical education.

Why RJP in Medical Education?

- Medicine is taught and practiced in learning communities
- Conflict and harm arise in MedEd
 - Interpersonal
 - Curricular
- In this setting, what do we do when harm occurs within our learning community?
 - Do the processes we employ facilitate reconciliation and reformation?
- Restorative Justice & Restorative Justice Practices provide a framework to build & sustain learning communities and to respond when harm occurs

What brings you to restorative justice and this workshop?

Interconnected

Many words and phrases that describe *interconnected*. What is yours

- **Harambee** (Kenyan Philosophy): All pull together
- **Hózhó** (Navajo): Harmony in all things
- **In Lak'ech** (Mayan proverb): You are another me
- **Jung** (Korean): love, affection, sympathy
- **Kapwa** (Filipino): The idea of togetherness
- **Mitákuye Oyás'įn** (Lakota Metaphor): We are all relatives
- **Pono** (Hawaiian): righteousness and balance
- **Ubuntu** (Nguni proverb): I am because we are
- **Whakapapa** (*Māori*): The idea of shared genealogy

Cajete, G. (2015). *Indigenous community: Rekindling the teachings of the seventh fire* (First edition). Living Justice Press.

Davis, F. (2019). *The little book of race and restorative justice: Black lives, healing, and US social transformation*. Good Books.



Restorative justice emphasizes bringing together everyone affected by wrongdoing to address needs and responsibilities and to heal the harm to relationships and community.

Restorative justice is also a proactive relational strategy to create a **culture of connectivity** where all members of a community thrive and feel valued. (Davis, 2019)

Fania Davis, 2018

Co-found of Restorative Justice for Oakland Youth

Approaches to Restorative Justice

- **Proactive**
 - Build a sense of community
 - Strengthen relationships in the community
- **Responsive**
 - Respond to relational harm
 - Identify individual and community needs
 - Restore respect, dignity, and care to the individuals and their community



Implementation Framework

Support Circles

Tier 3: Re-entry

reintegrate

Restorative Circles and RJ Conference

Tier 2: Repair Relationships

respond to conflict and repair harm

Community Circles

Tier 1: Build/Strengthen Relationships

build community

Value of Sharing and Listening to Stories

Coming to the Table for Truth-Telling, Liberation, and Transformation

Four Pillars Process:

1. Uncover history
2. Make connections
3. Work towards healing
4. Take action: Actively champion systemic and structural change

Sharing Personal Stories:

- Allows us to know who we are
- Share with others what's in our hearts
- Invites us to understand each other
- Can be emotional and difficult
- Takes time and patience
- Antidotes to urgency
- Allows us to develop authentic and accountable relationships

DeWolf, T. N., & Geddes, J. (2019). *The little book of racial healing: Coming to the table for truth-telling, liberation, and transformation*. Good Books.

Responding to Harm

WHAT CONSTITUTES A HARM?

Restorative justice views interpersonal wrongdoings and misconduct as causing relational harm to people, relationships, and the community.

Punitive Mindset

- What was the rule/policy violation?
- Who broke the rule?
- What is the punishment?

The response is focused on explaining the intent of the person who caused harm.

Restorative Mindset

- What happened?
- Who was harmed?
- What impact has the incident had on you and others?
- What is needed for repair?
- Whose obligations are these?

The response is focused on exploring the impact and the needs of the impacted persons.

Community Agreements

The Mental Frame: Communal Habits of Mind that Protect Trust

1. Autonomy
 2. Affiliation
 3. Acceptance
 4. **Agreement**
- Trust is built on the community agreements that everyone has accepted.
 - "Are community agreements still working for us? Or should we change them? Do our agreements still reflect our values?"

Circle Agreements

- We will move in a circle.
- Speak and listen from the heart.
- Share what feels comfortable (stretch/don't break).
- Be mindful of the time to allow for equal opportunity for participants to share stories.
- Slow down if someone experiences an *Ouch*.
- Honor privacy.
- Take care of yourself.

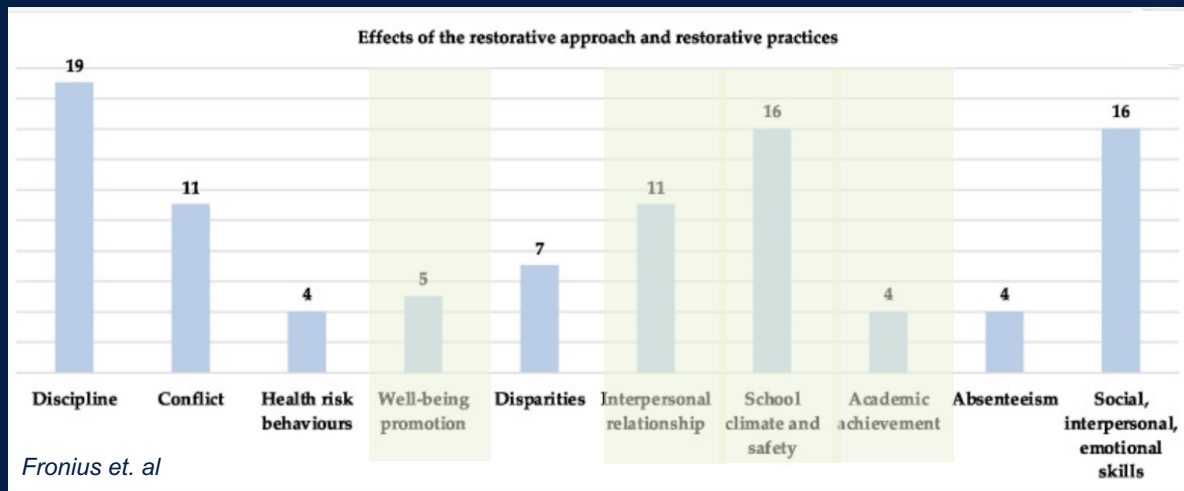
What is a term, or phrase in your culture, family, or community that describes interconnectedness?

What resonated with you from what the person next to you shared?

RJ & RJP in Education

RJ & RJP in Education - Overview

- Diverse definitions, methods of implementation, and outcomes
- Need for acknowledgment of indigenous origins & expertise
- While often focused on behavior modification, RJ programs do focus on outcomes pertinent to MedEd including:



RJ & RJP in Education

K-12 & University

- Details are crucial: Need a unified understanding of definition of RJ, understanding of practices, and longitudinal plan
- Key aspects associated with successful RJ implementation
 - Readiness for change
 - Training of teachers and facilitators
 - Funding to facilitate programmatic implementation

McCluskey, et. Al. Educational Review. 2008.

Sandwick, T. Education Policy Analysis Archives. 2019

RJ & RJP in Education

K-12 & University

- "Whole School" approach associated with successful outcomes
 - RJP to build community & relationships – not to deal with discipline
 - Included as part of the school philosophy
 - Multi-level integration of stakeholders

RJ & RJP in Education

K-12 & University

- Implementation of RJ that focuses on "Whole School" approaches associated with improvement in:
 - Teachers' perceptions of conducive learning & teaching environment
 - Students perceptions of school connectedness
 - Relationship between students and teachers
 - Learning climate and sense of being valued for students
- **However**, heterogeneity when not integrated as an overall philosophy
- Poor implementation risks causing more harm

Elements of RJ & RJP Already Part of HPE

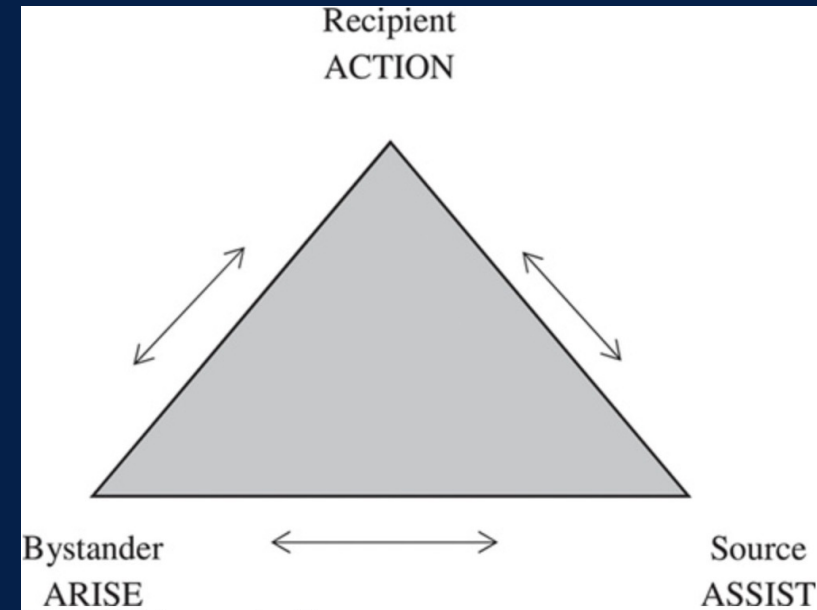
- Small Group Agreements
- Medical School Learning Communities
- Empathy as foundation for understanding patients

COMMUNITY AGREEMENT

- Agree that we all have biases, whether we are conscious of them or not
- Respect for each other
- Gift of Listening and Gift of Speaking
- Honesty and transparency are vital
- Tell your *own* story, not someone else's
- If you make an error, heartfelt apologies are usually appreciated
- This session is not about judging or blaming
- Confidentiality

RJ & RJP in Education - HPE

- Limited studies
- Focus on:
 - Interpersonal harm
 - RJ **after** harm occurs
- Organizations practicing RJP In HPE are generally discuss starting with community circles
- Study of nursing & medical students starting with community circles found increased empathy, improved learning climate, teamwork and across hierarchies



Experiences from Medical Schools

- **Rush** - “collectively identifying the needs and harms in a given group and working collectively to repair them”
 - New students
 - Opportunities for student-faculty circles
- **University of Washington**
 - Sessions with leaders and facilitator trainings focused on RJ 3-tiers
- **UC San Diego – Restorative Accountability in Healthcare Model**



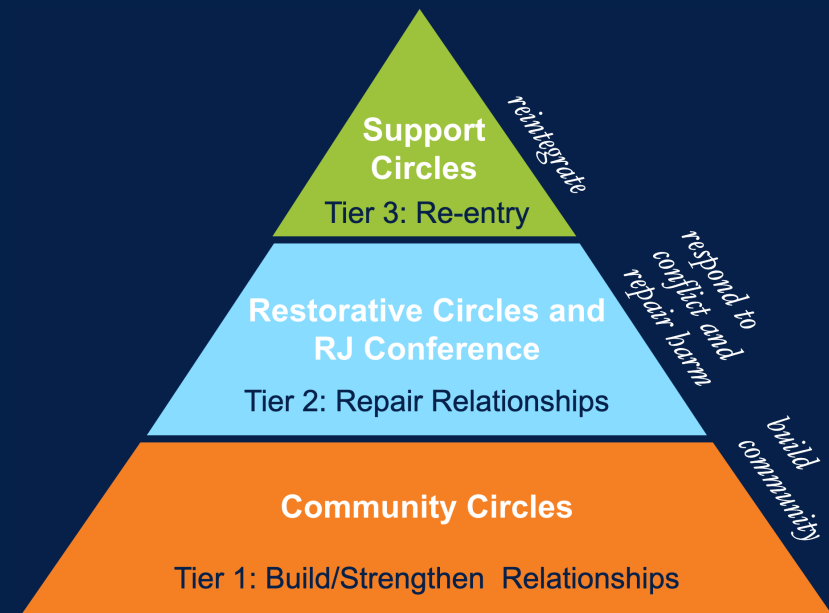
Lessons Learned from Restorative Justice at UCSF

Lessons Learned

- On-the-Ground Experiences from:
 - The UCSF Graduate Division
 - The UCSF Office of Restorative Justice Practices

Takeaways from Today

- At this time, we do not have an exemplar model in MedEd...
 - ❑ ...but given the data from K-12, undergrad, UCSF most evidence for the "whole school model"
 - ❑ Start with community
- RJ works best when starting with building a learning community
- Bring in experts!



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