SPRING 2022

SWK 6913 FORENSIC SOCIAL WORK – ELECTIVE

> **INSTRUCTOR NAME**
> **INSTRUCTOR Email**
> **Phone:**
> **Office Hrs.:**

COURSE DESCRIPTION

The course provides an overview of the specialization of forensic social work and its interface with the juvenile and criminal justice systems, from arrest to sentencing, conviction, incarceration, and reentry. This course will cover legal and ethical aspects of professional practice in forensic settings, best practices with offender population, and the causes and prevention of crime and juvenile misconduct from a multi-systemic perspective. The debate regarding punishment versus rehabilitation and its impact on trends in rehabilitation and reentry services will be explored. The role of policy advocacy will be discussed using new reform laws in New York State and their impact on individuals, families, and communities.

I. COURSE COMPETENCY OUTCOMES

This course will help students achieve the following competencies:

Competency 1-Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the professional history, its mission, and the roles and responsibilities of the profession. Social workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers make ethical decisions by applying standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes as appropriate in context.

Social workers use reflection and self-regulation to manage personal values and maintain professionalism in practice situations. Social workers demonstrate professional demeanor in behavior; appearance; and oral, written and electronic communication. Social workers use technology ethically and appropriately to facilitate practice outcomes, and social workers use supervision and consultation to guide professional judgment and behavior.

MEASURE1A- Recognize and manage personal values in a way that allows professional values to guide practice.

MEASURE 1B- Make ethical decisions by applying standards of the NASW Code of Ethics.

MEASURE 1C- Ro tolerate ambiguity in resolving ethical conflicts.

Competency 2- Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Social workers apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo and macro levels. Social workers present themselves as leaners and engage clients and constituencies as experts of their experiences, and social workers workers apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituents.

II.   LEARNING OBJECTIVES
Upon completion of the course, students will be able to:
- Analyze the forensic social worker's the five systems of practice (individual, group, family, organization, community).
- Discuss key ethical issues that commonly arise in court and correctional settings.
- Explain the specialty called forensic social work-both what it is and what it isn't.
- Identify the various positions forensic social workers have in all components of the juvenile and criminal justice systems, including probation, parole, and corrections
- Describe the workings of the criminal and juvenile justice systems; particular attention to be placed on exploring each step of the government process
- Describe the interface between law enforcement and forensic social work
- Explain federal and state regulations and procedures associated with the prosecution of criminal and juvenile offenders
- Explain criminal behavior within different theoretical frameworks. Explore numerous theories of crime as established by co-existing professions and schools of thought with a conclusion on statistically established correlations of behavior and crime
- Describe the subpopulations impacted by the criminal justice system and identify best practices for each

III.   INSTRUCTIONAL METHODS
- Forensic Social Work is designed as a lecture/discussion course. Students are expected to actively participate in critical discussions and present relevant material. Films, and professional literature will be used to provide case examples and relevant didactic content.
- ***Each session includes required and recommended readings. Your course instructor will inform you of priority required readings before each class.***

IV.   COURSE EXPECTATIONS AND GRADING

Students are expected to attend all classes and to be on time. Class participation is important and there is an expectation that all students will complete the required readings and be prepared for class discussion. Class discussions are meant to enhance the student understanding of content; reading assignments will not be summarized or reviewed in class.

Assignment	Grade Percentage	Due Date

Assignment 1: Journal Reflection	10%	3rd session	
Assignment 2: Journal Reflection	10%	5th session	
Assignment 3: Journal Reflection	10%	7th session	
Assignment 4: Journal Reflection	10%	9th session	
Assignment 5: Journal Reflection	10%	11th session	
Assignment 3: Final	30%	13th Session	
Class Attendance, Participation & Discussion	20%	Ongoing	

A letter grade (A, A-, B+, B, B-, C+, C or F) will be given based on: Quality, scholarship and timeliness of papers & Quality of class participation.

Grading: A= 94-100; A- = 90-93; B+ = 87-89; B= 83-86; B-=80-82; C+ = 75-79; C=70-74 F<74

COURSE GRADING RUBRIC

Class Participation	Contributes to class discussions by raising thoughtful questions, analyzing relevant issues, building on others' ideas, synthesizing across readings and discussions, expanding the class' perspective, and appropriately challenging assumptions and perspectives **33 points**	Attends class regularly and *sometimes contributes* to the discussion in the aforementioned ways. **30 points**	Attends class regularly but *rarely contributes* to the discussion in the aforementioned ways. **27 points**	Attends class regularly but *never contributes* to the discussion in the aforementioned ways. **23 points**
Attendance	Always arrives on time and stays for entire class; regularly attends class; all absences are excused; always takes responsibility for work missed; no deadlines missed. **33 points**	Minimal lateness; almost never misses a class; no unexcused absences. No deadlines missed. **30 points**	Late to class semi-frequently; misses deadlines. **27 points**	Late to class frequently misses deadlines **23 points**
Comportment	Demonstrates excellence in communication, interpersonal skill, respect for the ideas of others and the learning environment, engages in reflective thinking, exemplifies empathy, honesty and integrity, shows respect for diversity, demonstrates ethical conduct, and conducts oneself with a professional demeanor. **33 points**	Occasionally exhibits excellence in comportment; is almost always respectful towards peers, and the learning environment **30 points**	Recurring concerning comportment issues behaves in ways that are not always respectful of peers, and the learning environment **27 points**	Consistent comportment concerns; is often disrespectful to peers and the learning environment **23 points**

Texts and Readings for the Course

Required Text

1. *Forensic Social Work*, Springer Publishing Company, New York c 2018, Maschi, Tina; Bradley, Carolyn; Ward, Kelly, Editors.
2. *Social Work in Juvenile and Criminal Justice Settings*, 4th Edition, Chas. C. Thomas Publisher, Illinois, United State, c 2007, Roberts, Ph.D., Springer, Ph.D., David W. Forward by Dean Barbara White, Ph.D.
3. Stevenson, B. (2014). Just Mercy: A story of Justice and Redemption. Penguin Random House.

Assignments:

Reading Reflection Journal Entries (50% of course grade): Each student in the course will complete five reading reflections over the course of the semester based on the assigned readings. These are intended to encourage students to engage in active reading of the course readings. Students will be provided with specific terminology and questions on Canvas shell

Final Paper (35%) How well do you believe you are prepared to work with justice-involved clients? Discuss three ways in which the class has helped you (please be specific) as well as three ways you can further prepare yourself. What social biases about this population do you have? What are some ways in which you can address them? What social biases did you have about this population before starting this class and how did you address them? List at least 3 evidence-based treatment practices that you would utilize when working with this population. Please provide the effectiveness of these treatment practices by researching and citing peer-reviewed articles (2-3 articles) Discuss factors that can lead to incarceration and how you think you can best balance treatment modalities focused on behavioral change, while still acknowledging, and factoring for, racial, social, economic and the various discrimination this population often faces.

VI. EVALUATION

Students are provided opportunity to evaluate doctoral courses. An evaluation form pertaining to the course and instructor will be conducted on-line. There will also be oral discussion of students' perspectives about the course. Evaluation is ongoing and students are encouraged to provide feedback about their learning needs throughout the semester.

VII. OFFICE OF DISABILITIES SERVICES (ODS) collaborates with students, faculty and staff to provide reasonable accommodations and services to students with disabilities. The purpose of reasonable academic accommodations is to assure that there is equal access to and the opportunity to benefit from your education at Wurzweiler. It is the student's responsibility to identify himself/herself to the Office of Disabilities Services (ODS) and to provide documentation of a disability. **http://www.yu.edu/Student-Life/Resources-and-Services/Disability-Services/**

VIII. E-RESERVES
Access full text copies of most of the "on reserve" articles for a course from your home computer. You will need Adobe Acrobat to use this service. Your professor will provide you with a password. The link for e-reserves is **http://yulib002.mc.yu.edu:2262/er.php.** Most of the articles mentioned in the curriculum are available on electronic reserve (E-reserves). You can access the full text articles from your home or from a university computer at no charge.

ACCESSING E-RESERVES
FROM CANVAS
1. Go to your class Canvas page.
2. Click the link "Library Resources & E-Reserves" (no password required)

FROM CAMPUS
1. If you wish to access e-reserves from the library home page (**library.yu.edu**),

2. Use "**wurzweiler**" all lower case, as the password.
3. If you have problems accessing e-reserves, email: Stephanie Gross, Electronic Reserves Librarian: **gross@yu.edu** or ereserves@yu.edu.

FROM OFF-CAMPUS
1. Go to the library's online resources page: **http://www.yu.edu/libraries/online_resources.asp**
2. Click on E-RES; you will be prompted for your **Off Campus Access Service login** and password.
3. Use "wurzweiler" all lower case, as the password for all courses in all social work programs.
4. If you have problems accessing e-reserves, email: Stephanie Gross, Electronic Reserves Librarian: **gross@yu.edu** or ereserves@yu.edu.

USING E-RESERVES

1. Click on "Search E-RES" or on "Course Index," and search by instructor's name, department, course name, course number, document title, or document author.
2. Click on the link to your course.
3. When the article text or book record appears on the screen, you can print, email, or save it to disk. To view documents that are in PDF format, the computer you are using must have Adobe Acrobat Reader software. You can download it FREE at **www.adobe.com/products/acrobat/readstep2.html**

IX. <u>PLAGIARISM</u>

All written work submitted by students is to be their own. Ideas and concepts that are the work of others must be cited with proper attribution. The use of the written works of others that is submitted as one's own constitutes *plagiarism* and is a violation of academic standards. The School will not condone *plagiarism* in any form and will impose sanctions to acts of *plagiarism*. A student who presents someone else's work as his or her own work is stealing from the authors or persons who did the original thinking and writing. *Plagiarism* occurs when a student directly copies another's work without citation; when a student paraphrases major aspects of another's work without citation; and when a student combines the work of different authors into a new statement without reference to those authors. It is also *plagiarism* to use the ideas and/or work of another student and present them as your own. It is **<u>NOT</u>** *plagiarism* to formulate your own presentation of an idea or concept as a reaction to someone else's work; however, the work to which you are reacting should be discussed and appropriately cited. If it is determined that a student has plagiarized any part of any assignment in a course, the student automatically **<u>FAIL</u>** the course. The student also will be placed on Academic Probation and will be referred to the Associate Dean for any additional disciplinary action which may include expulsion. A student may not submit the same paper or an assignment from another class for credit. If students or faculty are concerned that written work is indeed plagiarized, they can use the following "plagiarism checker" websites, easily accessible, and generally free on Google:
www.grammarly.com/plagiarism_checker
www.dustball.com/cs/plagiarism.checker www.plagtracker.com
www.plagium.com/
www.plagscan.com/seesources/
www.duplichecker.com/
As a Wurzweiler student, maintaining good standing in the program is dependent on developing and maintaining high standards of ethical and professional behavior. Students are required to adhere to the Code of Ethics promulgated by the National Association of Social Workers (NASW).

X. <u>HIPAA</u>

In line with HIPAA regulations concerning protected health information, it is important that you understand that any case information you present in class or coursework will need to be de-identified. What this means is that any information that would allow another to identify the person must be

changed or eliminated. This includes obvious identifiers such as names and birth dates but may also contain other information that is so unique to the person that it will allow for identification, including diagnosis, race/ethnicity or gender. If diagnosis, race/ethnicity or gender is directly related to the case presentation, it can be included if it will not allow for identification.

XI. FERPA & OTHER UNIVERSITY POLICIES

Wurzweiler's policies and procedures are in compliance with FERPA regulations. Information about

FERPA regulations can be found **here**.

Drug-Free University Policy can be found **here**.

Policy Statement on Non-Discrimination, Anti-Harassment, and Complaint procedures can be found

here.

The University's Computer Guidelines can be found **here**.

XII. COURSE SCHEDULE

Course Topics:
Criminal Justice I: History and Overview of Key Issues Criminal Justice
- Historical Development/s of the Criminal Justice System.
- Race and Ethnicity in the Criminal Justice system
- Mass Incarceration
- Bail Reform

Ethical issues in forensic social work practice (and policy)
- Diversity and Cultural Humility
- Human Rights and Social Work Practice

Understanding Civil and Criminal Law/Theories of Crime
- Types of Crimes
- Criminal Cases
- Trials and Sentencing
- Civil Cases
- Confidentiality during legal proceedings
- Duty to Warn
- Deterrence Theory
- Social Control Theory
- Strain Theory
- Social Learning Theory
- Social Disorganization Theory
- Anomie Theory

Criminal Justice II- The systems
- Police and Law Enforcement
- Legal: Defense and Prosecution
- Courts
- Court Diversion

Immigration
- Immigration and the criminal justice system
- Legal and Policy frameworks
- Arrest and Deportation
- Detention
- Core Roles and Functions of Forensic Social work in the system
- Relevant theories and frameworks
- Evidence Based Practices
- **Women**
- Women and the criminal justice system
- Pathways to female incarceration
- Trauma Exposure
- Incarcerated women and their children
- Impact of maternal incarceration on Family Structure and Child Placement
- Prison Based Restorative Services
- Evidence Based Practices

Aging
- Interventions in APS
- Policy issues connected to elder abuse
- Aging in Prison
- Life Course Perspective
- Role of Forensic Social Worker in this system
- Evidence Based Practices

LGBTQIA
- Ethical issues
- Experiences with Oppression
- Community Resources
- Policy procedures and legal issues
- Culturally sensitive practice models
- Evidence Based Practices

Substance Abuse/ MH
- Prevalence of Co-Occurring disorders
- Anxiety, bipolar, PTSD and personality disorders
- Medication Assisted Therapies (MAT), CBT. ART, 12- step

Juvenile Justice- I History
- Juvenile Justice policies and trends
- Juvenile Processing and case flow
- Juvenile court referrals and case dispositions
- Evidence Based Practices

Juvenile Justice II- Juvenile Offender/Victim of Sexual Abuse
- Theories of Crime
- treatment with juvenile offenders
- Police work- History and Trends within the juvenile justice system
- Differences between female and male offenders
- Child Protection System Intervention
- Forensic Medical Examinations
- Evidence Based Practices

Juvenile Justice III- Mental health, substance abuse

- Prevalence of psychiatric disorders among
- Prevalence of substance abuse disorders
- Screening and Assessment tools
- Juvenile Assessment Centers and Juvenile Addiction Receiving Facilities (JAC)
- Problem Solving Skills Training
- Outpatient Family Based Interventions
- Evidence Based Practices

Families as a system in Forensic Practice/Children with Incarcerated Parents/Child Welfare

- Impact of Mass Incarceration on Families
- Assessments, Prevention and Intervention Strategies
- Relevant theories and applications
- Trauma-informed Evidence based practice