



UNC CHARLOTTE

College of Health and Human Services

School of Social Work

9201 University City Boulevard, Charlotte, NC 28223-0001

www.socialwork.uncc.edu

Fall 2019

SOWK 5112: Forensic Social Work – Fall 2019

3-credit Graduate 7090-002, Thursdays 11:30 a.m. – 2:15 p.m. – CHHS 285

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SOWK 7090: Special Topics in SOWK: Forensic Social Work (3). Forensic social work is the application of social work to questions and issues relating to judicial and legal systems. This specialty of the social work profession includes, but is not limited to: child custody issues, implications of child abuse and domestic violence, juvenile and adult justice services, corrections, competency and commitment, civil liberties and rights, mass incarceration, and probation and parole. **Prerequisites:** None.

Course Rationale: The purpose of this course is to introduce students to forensic social work topics, settings, and professionals.

Forensic social workers use specialized knowledge drawn from established principles and their application, familiarity with the law, painstaking evaluation, and objective criteria associated with evidence-based treatment outcomes. Forensic social workers offer relevant input to which the court can relate and conclusions/recommendations that can withstand critical review and rebuttal from opposing parties.

Course Objectives: Objectives reflect the Council on Social Work Education's Educational Policy and Accreditation Standards (EPAS). The corresponding statements are the required practice behaviors numbered as in the EPAS. As a result of successful completion of the course, students should be able to demonstrate the ability to:

- 1) Describe forensic social work and provide examples of forensic social work topics, settings, and roles and their alignment to our professional Code of Ethics.
- 2) Understand the structure of the juvenile and adult criminal justice system, their philosophies, terms, functions, theories, and trends.

- 3) Assess the unique impact of justice system involvement on specific populations and issues, including (but not limited to):
 - a) Racial and ethnic minorities
 - b) Persons with mental health issues
 - c) Persons with substance abuse problems
 - d) Women and families
 - e) LGBTQIA individuals
 - f) Veterans
 - g) Immigrants
- 4) Examine forensic social work issues from multiple levels – individual, family, community, society
- 5) Develop ideas for practice and/or policy interventions which may address justice issues using the contributions of forensic social work-informed practice, policy, and research.

SOWK 7090: Special Topics in SOWK: Forensic Social Work			
#	Objectives	Assessment	Corresponding 2015 EPAS
1	Describe forensic social work and provide examples of forensic social work topics, settings, and roles and their alignment to our professional Code of Ethics.	Class Participation, Community Experience/FSW Professional Interview, and Course Reflection Summary	EPAS 1.1. - <i>Demonstrate Ethical and Professional Behavior</i> - make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context (K, V, C&A)
2	Understand the structure of the juvenile and adult criminal justice system, their philosophies, terms, functions, theories, and trends.	Annotated Bibliography	EPAS 4.3. - <i>Engage In Practice-informed Research and Research-informed Practice</i> - apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings. (K)
3	Assess the unique impact of justice system involvement on specific populations and issues, including (but not limited to): <ol style="list-style-type: none"> a) Racial and ethnic minorities b) Persons with mental health issues c) Persons with substance abuse problems d) Women and families e) LGBTQIA individuals f) Veterans g) Immigrants 	Community Experience/FSW Professional Interview	EPAS 3.2 - <i>Advance Human Rights and Social, Economic, and Environmental Justice</i> - Engage in practices that advance social, economic, and environmental justice (K, V, S)

4	Examine forensic social work issues from multiple levels – individual, family, community, society	Professional Development Project	EPAS 9.4: - <i>Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</i> - apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.
5	Develop ideas for practice and/or policy interventions which may address justice issues using the contributions of forensic social work-informed practice, policy, and research.	Professional Development Project	EPAS 4.3. - <i>Engage In Practice-informed Research and Research-informed Practice</i> - use and translate research evidence to inform and improve practice, policy, and service delivery. (K, S, C&A)

Dimension of each competency that is addressed: K - knowledge, V - values, S - skills, C&A - cognitive and affective reactions

Instructional Method: Face-to-Face

Required Texts:

Rome, S. H. (2013). *Social Work and Law: Judicial Policy and Forensic Practice*. Boston, MA:

Pearson. [ISBN-13: 978-0-205-77689-4]

Graduate Grading Scale:

A = 90-100%

B = 80 - 89%

C = 70 - 79%

U = Below 70%

Evaluation Methods:

Class discussion and participation	10 points
Community Experience/FSW Professional Interview - Shared	20 points
Annotated Bibliography – Instructor Only	25 points
Professional Development Project - Varied	40 points
Course Summary Reflection – Instructor Only	5 points
TOTAL:	100 points

Topical/Unit Outline:

Forensic Social Work – SOWK 7090 – McCarter – Fall 2019	
Introduction	
Module 1 – Introduction to Forensic Social Work and Course Overview - 08/22/19	
Course Introduction Social Work The Law Course Overview	REaCH: Read: NASW Code of Ethics Examine/Watch: https://www.youtube.com/watch?v=5Gy8B5yrSD0

Consider: What is social work? What is the law? How are these similar? How are they different?

Examine/Watch:

<https://www.youtube.com/watch?v=YMY6lOVjQgs>

<https://www.youtube.com/watch?v=vtuHEPQYItw> 19:17

Hmm...Process/Respond: Dividing into four groups, determine which of the current Supreme Court (2019-20 Term) cases have social work implications:

Group 1 – Allen v. Cooper through County of Maui v. Hawaii Wildlife Fund

Group 2 – Dept. of Homeland Security v. U of CA through Intel v. Sulyma

Group 3 – Kahler v. Kansas through NY Rifle v. City of NY

Group 4 – Opati v. Republic of Sudan through Thole v. US Bank

<https://www.oyez.org/cases/2019>

Listen:

<https://www.oyez.org/cases/2018/17-7505>

Policy, Practice, and the Legal Environment	
Module 2 – Social Work and the Legal System - 08/29/19	
History of SW and Law Types of Law, Types of Courts Civil v. Criminal Proceedings	REaCH: Read: <i>Chapter 1, two articles, and one report:</i> 1) Madden, R. G., & Wayne, R. H. (2003). Social work and the law: A therapeutic jurisprudence perspective. <i>Social Work, 48</i> (3), 338-347. doi:10.1093/sw/48.3.338 2) Scheyett, A., Pettus-Davis, C., McCarter, S., & Brigham, R. (2012). Social work and criminal justice: Are we meeting in the field? <i>Journal of Teaching in Social Work, 32</i> (4), 438-450. DOI: 10.1080/08841233.2012.705241 3) Wilson, M. (2010). Criminal justice social work in the United States: Adapting to new challenges. Washington, DC. NASW Center for Workforce Studies. Consider: What is the relationship between social work and the law? How has that relationship changed over time? How is that relationship today? Hmm...Process/Respond: How are the values/ideologies of social work and the law similar? How are they different?
Module 3 - Law & Judicial Policy, Law and Forensic Practice - 09/05/19	
Case Law Supreme Court Forensic Interviewing Testifying in Court Forensic Evaluations and Forensic Reports Responding to a Subpoena	REaCH: Read: <i>Chapters 2 & 3</i> Examine/Watch: https://www.youtube.com/watch?v=sDJS6P2vfi0 Consider: Do you think the NASW Code of Ethics does an adequate job of providing us with guidance on how to respond to a subpoena, when doing so might jeopardize client confidentiality? Hmm...Process/Respond: Imagine having client records subpoenaed over the client's objections. What would you do? Which is more important: facilitating justice, or protecting the therapeutic relationship?
Module 4 – Influencing the Judicial System, Practicing within the Law and Theoretical Foundations for Forensic Social Work	
09/12/19	
Selecting Judges Amicus Briefs Expert Witness Testimony Informed Consent Confidentiality and Privilege Social Work Records	REaCH: Read: <i>Chapters 4 & 5 and visit</i> https://www.naswnc.org/page/JudicialElections Examine/Watch: https://www.youtube.com/watch?v=TO5g2Xhwk0M Consider: Judges in North Carolina are elected. Determine who represents your district on the bench and what their judicial record has been.

	Hmm...Process/Respond: If they run again, would you support them? Who will be running in upcoming judicial races?
Children and Families, Health and Justice	
Module 5 – Child Welfare, Child Advocacy Centers (CACs), and Forensic Interviewing, Human Trafficking – 09/19/19	
Definitions and Trends in Child Maltreatment Adoption Definitions and Trends in Child Custody Child Advocacy Centers Human Trafficking	REaCH: Read: <i>Chapters 6, 7, 8</i> Examine/Watch: https://www.ted.com/talks/jessica_pryce_to_transform_child_welfare_take_race_out_of_the_equation?language=en Consider: Model Standards of Practice for Child Custody Evaluations. NASW – Oregon Chapter. Available at: http://nasworegon.org/resources/child-custody-evaluation-guidelines Hmm...Process/Respond: Children of color are 4x more likely to be removed from their homes, they spend longer in foster care, and experience more placements as compared to White children. What can be done to address this?
Module 6 – Juvenile and Adult/Criminal Justice, Diversion, Raise the Age – 09/26/19	
Philosophies, terms, functions, and trends in Juvenile Justice Diversion Raise the Age Philosophies, terms, functions, and trends in Adult/Criminal Justice Law Enforcement	Read: <i>Chapters 11 & 12</i> Examine/Watch: https://rmji.org/wp-content/uploads/2018/12/Juvenile-Justice-Awareness-Month-Final-Report-2018.pdf and <i>State in Interest of S.H.:</i> https://law.justia.com/cases/new-jersey/supreme-court/1972/61-n-j-108-0.html Consider: What did you learn in the report and in the case? Hmm...Process/Respond: This report will be updated for Juvenile Justice Awareness month (10/29). What suggestions do you have for the authors to improve the report? What thoughts do you have about the elements raised in <i>State in Interest of S.H.</i>
Module 7 – Domestic Violence (DV) and Intimate Partner Violence (IPV) – 10/03/19	
Sexual Harassment Domestic Violence (DV) and Intimate Partner Violence (IPV) Types of Abuse Effects on Witnesses Stalking and Cyberstalking VAWA Protecting Victims – Protective Orders, Mandatory Arrest DV Courts	Read: <i>Chapter 9</i> Examine: UNC Charlotte Sexual Harassment Policy and Procedure (on Canvas) and Reauthorization of the Violence Against Women Reauthorization of 2019 Act https://www.congress.gov/bill/116th-congress/house-bill/1585/text Consider: North Carolina’s DV language:

	<p>http://www.ncsl.org/research/human-services/domestic-violence-domestic-abuse-definitions-and-relationships.aspx</p> <p>Hmm...Process/Respond: Should state DV laws include individuals in same sex relationships? What are your beliefs? What does the CoE say?</p> <p>https://rewire.news/article/2019/01/18/north-carolina-domestic-violence-laws-dont-protect-people-in-same-sex-relationships/</p>
Module 8 – Mental/Physical Health, Substance Use/Abuse, Civil Commitment, Competency, Insanity – 10/10/19	
<p>Health Disparities and Social Determinants of Health</p> <p>Reproductive Rights</p> <p>HIV/AIDS</p> <p>Human Genetics</p> <p>Civil Commitment</p> <p>Competency</p> <p>Insanity</p>	<p>Read: <i>Chapters 14 & 15</i></p> <p>Examine/Listen:</p> <p>https://www.npr.org/2011/12/28/144375339/a-brutal-chapter-in-north-carolinas-eugenics-past</p> <p>Consider:</p> <p>1) Fried, L. (2014). Putting a public health lens on incarceration. The Huffington Post. Available online: http://www.huffingtonpost.com/linda-p-fried/putting-a-public-health-l_b_5434367.html</p> <p>2) Lurigio, A.J., Epperson, M.W., Canada, K.E., & Babchuk, L.C. (2012). Specialized probation programs for people with mental illnesses: A review of practices and research. <i>Journal of Crime and Justice</i>, 35 (2), 317-326.</p> <p>Hmm...Process/Respond:</p> <p>https://criminal.findlaw.com/criminal-procedure/the-insanity-defense-among-the-states.html</p> <p>and NC Involuntary Commitment materials (on Canvas)</p>
Module 9 – Veterans, Immigration – Detection, Detention, Removal – 10/17/19	
<p>Birthright Citizenship</p> <p>Detection</p> <p>Detention</p> <p>Removal</p> <p>Freedom of Expression, Speech, Dress, Religion, Assembly</p> <p>Search and Seizure</p> <p>The School-to-Prison Pipeline</p> <p>Specialty Courts</p> <p>Optional Read:</p> <p>McCarter, S. A. (2017). The School-to-Prison Pipeline: A primer for social workers. <i>Social Work</i>, 62(1), 53-61. DOI: 10.1093/sw/sww078</p>	<p>Read: <i>Chapters 19 & 20</i></p> <p>Examine/Watch:</p> <p>https://www.miamiherald.com/news/local/immigration/article224085960.html</p> <p>Consider:</p> <p>https://www.nilc.org/ and https://immigrationforum.org/</p> <p>Hmm...Process/Respond:</p> <p>The Criminalization of Immigration: Value Conflicts for the Social Work Profession</p> <p>https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5614495/</p>
Module 10 – Correctional Settings – Felony Convictions and Subsequent Rights – 10/24/19	
<p>Felony Convictions and Voting Rights</p> <p><i>Professional Development Project Check-In</i></p>	<p>Read: <i>Review Chapter 12</i></p> <p>Examine/Watch:</p>

	<p>https://www.ncsc.org/microsites/trends/home/Monthly-Trends-Articles/2019/The-Future-of-Restoring-Voting-Rights-for-ExFelons.aspx</p> <p>Consider: What is an appropriate punishment? Can “debts to society” be fully repaid?</p> <p>Hmm...Process/Respond: Which rights (if any) should be terminated? What might folks do to earn these rights back?</p>
Module 11 – Solitary Confinement, Death Penalty, and Mitigation – 10/31/01/19	
<p>8th Amendment 14th Amendment Mitigation</p>	<p>Read: <i>Chapter 13</i></p> <p>Examine/Watch: https://www.nytimes.com/2017/12/05/opinion/courtroom-sentencing-videos-lawyers.html</p> <p>Consider: http://www.deathpenaltyinfo.org/ and https://www.socialworkersasc.org/</p> <p>Hmm...Process/Respond: What elements of the 14th amendment did you just learn? Is due process enforced equitably? Why or why not?</p>
Module 12 – Civil Liberties and Civil Rights – Mass Incarceration/RED – 11/07/19	
<p>13th Amendment Hate Crimes Equal Protection Clause Rights in Employment, Housing, Education LGBTQIA – Rights and Military Service, Marriage Equality</p> <p>Optional Watch: 13th: From Slave to Criminal with One Amendment by Ava DuVernay.</p>	<p>Read: <i>Chapters 16, 17, 18</i></p> <p>Examine: Coates, T. (2015). The black family in the age of mass incarceration. <i>The Atlantic</i>, October, 2015. Available online: https://www.theatlantic.com/magazine/archive/2015/10/the-black-family-in-the-age-of-mass-incarceration/403246/</p> <p>https://civilrights.org/</p> <p>Consider: The federal definition of a hate crime: https://www.justice.gov/hatecrimes/learn-about-hate-crimes</p> <p>Hmm...Process/Respond: Visit: https://www.justice.gov/hatecrimes/hate-crimes-case-examples and read three hate crime case examples. Do you agree with their classifications as hate crimes – why or why not?</p>
Module 13 – Re-entry, Community Supervision: Probation and Parole; Restorative Justice, Mediation, and Community Well-being – 11/14/19	
<p>Adult Protection Age Discrimination Restorative Justice Mediation</p>	<p>Read: <i>Chapter 10</i></p> <p>Examine/Watch: https://familydoctor.org/advance-directives-and-do-not-resuscitate-orders/</p> <p>Consider: Van Wormer, K. (2006). The case for restorative justice: A crucial adjunct to the social work curriculum. <i>Journal of Teaching in Social Work</i>, 26 (3/4), 57-69.</p> <p>Hmm...Process/Respond: In your own words, what is restorative justice?</p>

Module 14 – Case Level and Policy Advocacy – 11/21/19	
<p>Grand Challenges for Social Work: http://grandchallengesforsocialwork.org/</p>	<p>Read: McCarter, S. A. (2016). Holistic representation: Providing wraparound services for first-time juvenile offenders to improve functioning, decrease motions for review, and lower recidivism. <i>Family Court Review</i>, 54(2), 250-260. DOI: 10.1111/fcre.12216</p> <p>and</p> <p>Epperson, M.W. & Pettus-Davis, C. (2015, November). Formerly incarcerated individuals are a crucial element in building a decarceration movement. MacArthur Safety + Justice Challenge Blog: http://www.safetyandjusticechallenge.org/2015/11/formerly-incarcerated-individuals-are-a-crucial-element-in-building-a-decarceration-movement/</p> <p>Consider: Forensic social work issues at the individual, family, community, and societal levels.</p> <p>Hmm...Process/Respond: What ideas do you have for practice and/or policy interventions that address justice issues using the contributions of forensic social work-informed practice, policy, and research?</p>
Thanksgiving – No Class – 11/27/19	
SOWK 6151 – Exams – 12/06/19	

Syllabus Subject to Change: The standards and requirements set forth in this syllabus may be modified at any time by the course instructor based on best practices that fit changing circumstances. Notice of such changes will be by announcement in class, written or email notice, or by changes to this syllabus posted on the course Canvas site.

University Policies:

Code of Student Responsibility:

“The *UNC Charlotte Code of Student Responsibility* (the Code) sets forth certain rights and responsibilities in matters of student discipline. The Code defines these responsibilities and guarantees you certain rights that ensure your protection from unjust imposition of disciplinary penalties. You should familiarize yourself with the provisions and procedures of the Code” (Introductory statement from the UNC Charlotte brochure about the Code of Student Responsibility). The entire document may be found at this Internet address:
<https://legal.uncc.edu/policies/up-406>

Academic Integrity:

All students are required to read and abide by the Code of Student Academic Integrity. Violations of the Code of Student Academic Integrity, including plagiarism, will result in disciplinary action as provided in the Code. Students are expected to submit their own work, either as individuals or contributors to a group assignment. Definitions and examples of plagiarism and other violations are set forth in the Code. The Code is available from the Dean of Students Office or online at: <https://legal.uncc.edu/policies/up-407>

Faculty may ask students to produce identification at examinations and may require students to demonstrate that graded assignments completed outside of class are their own work.

VeriCite (or Turn it in):

[If you plan to submit ALL papers – use this section] As a condition of taking this course, all required papers may be subjected to submissions for textual similarity review to (VeriCite) for detection of plagiarism. All submitted papers will be included as source documents in the VeriCite reference database solely for the purpose of detecting plagiarism of such papers. No student papers will be submitted to VeriCite without the student's written consent and permission. If a student does not provide such written consent and permission, the instructor may: 1. Require a short reflection paper on research methodology; 2. Require a draft bibliography prior to submission of the final paper, or 3. Require the cover page and the first cited page of each reference source to be photocopied and submitted with the final paper.

[If you plan to submit only papers that you suspect contain plagiarized works – include this section] As a condition of taking this course, papers that the instructor in good faith suspects are in whole or in part plagiarized may be subject to submission for textual similarity review to VeriCite (or your choice of software) for the detection of plagiarism. Such works will be included as source documents in the VeriCite reference database solely for the purpose of detecting plagiarism of such papers. No student papers will be submitted to VeriCite without the student's written consent and permission. If a student does not provide such written consent and permission, the instructor may: 1. Require a short reflection paper on research methodology; 2. Require a draft bibliography prior to submission of the final paper, or 3. Require the cover page and the first cited page of each reference source to be photocopied and submitted with the final paper.

Title IX Reporting Obligations Regarding Incidents of Sexual Harassment, sexual assault, dating violence, domestic violence, or stalking:

UNC Charlotte is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these incidents, know that you are not alone. UNC Charlotte has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

Please be aware that many UNC Charlotte employees, including all faculty members, are considered [responsible employees](#) who are required to relay any information or reports of sexual misconduct they receive to the Title IX Coordinator. **This means that if you tell me about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, I must report the information to the Title IX Coordinator.**

Although I have to report the situation, you will still have options about how your case will be handled, including whether or not you wish to pursue a formal complaint. Our goal is to make sure you are aware of the range of options available to you and have access to the resources you need.

If you wish to speak to someone confidentially, you can contact any of the following on-campus resources, who are not required to report the incident to the Title IX Coordinator: (1) University Counseling Center (counselingcenter.uncc.edu, 7-0311); (2) Student Health Center (studenthealth.uncc.edu, 7-7400); or (3) Center for Wellness Promotion (wellness.uncc.edu, 7-7407). Additional information about your options is also available at titleix.uncc.edu under the “Students” tab.

Course Credit Workload:

This three-credit course requires three (3) hours of classroom or direct faculty instruction and six (6) hours of out-of-class student work each week for approximately 15 weeks. Out-of-class work may include but is not limited to: required reading, library research, internships, written assignments, and studying for quizzes and exams.

Last Date of Attendance:

The United States Department of Education requires UNC Charlotte’s Office of Financial Aid to determine if a student who receives financial aid and fails to earn a passing grade in a course has actually attended and/or completed the course. If you earn an F or U grade, your last date of attendance will be reported to the United States Department of Education. *This may require you to pay back any financial aid funds received for this course.* (For additional information, see [Last Date of Attendance FAQs](#) on the Registrar's website.)

Disability Accommodations: UNC Charlotte is committed to access to education. If you have a disability and need academic accommodations, please provide a letter of accommodation from Disability Services early in the semester. For more information on accommodations, contact the Office of Disability Services at [704-687-0040](tel:704-687-0040) or visit their office in Fretwell 230.

Diversity Statement:

UNC Charlotte strives to create an academic climate in which the dignity of all individuals is respected and maintained. Therefore, we celebrate diversity that includes, but is not limited to ability/disability, age, culture, ethnicity, gender, language, race, religion, sexual orientation, and socio-economic status.

All students are required to abide by the [UNC Charlotte Sexual Harassment Policy](#) and the policy on [Standard for Responsible Use](#) of University Computing and Electronic Communication Resources. Sexual harassment, as defined in the UNC Charlotte Sexual Harassment Policy, is prohibited, even when carried out through computers or other electronic communications systems, including course-based chat rooms or message boards.

Religious Accommodation:

It is the obligation of students to provide faculty with reasonable notice of the dates of religious observances on which they will be absent by submitting a Request for Religious

Accommodation Form (<https://legal.uncc.edu/sites/legal.uncc.edu/files/media/UP409-ReligiousAccommodationForStudents.pdf>) to their instructor prior to the census date for enrollment for a given semester <https://legal.uncc.edu/policies/up-409>. The census date for each semester (typically the tenth day of instruction) can be found in UNC Charlotte's Academic Calendar (<https://registrar.uncc.edu/printable-calendar>).

Campus Emergencies: UNC Charlotte and your instructor have a primary responsibility for ensuring student safety. Students are notified of impending or imminent threats via the [NinerAlert](#) system. In the event of an imminent emergency, please follow all university and/or instructor guidelines.

Disruptions to university operations are communicated via the [NinerNotice](#) system. All students are automatically enrolled in NinerNotice to receive important texts and other UNC Charlotte communications.

Course Content Recording or Sharing Is Prohibited: Electronic video and/or audio recording is not permitted during class unless the student obtains permission from the instructor. If permission is granted, ANY distribution of the recording is prohibited. Students with specific electronic recording accommodations authorized by the Office of Disability Services do not require instructor permission; however, the instructor must be notified of any such accommodation prior to recording. Any distribution of such recordings is prohibited.

All students are prohibited from copying and sharing old exams, course notes, tests, lecture slides, assignments, or online content on any other website, device, student groups, etc., as this infringes on the professor's rights and is a copyright infringement. Sharing any content without explicit permission of the instructor will result in an Academic Integrity Violation.

Preferred Gender Pronouns: This course affirms people of all gender expressions and gender identities. If you prefer to be called a different name than what is indicated on the class roster, please let me know. On the first day of class, we will introduce ourselves with our gender pronouns, please let me know the name you prefer to be called and your corresponding preferred pronouns. If you have any questions or concerns, please do not hesitate to contact me.

Food Insecurity Statement: Food insecurity is defined by the USDA as "a lack of access to enough food for an active, healthy life." Food insecure categories include: reduced caloric intake, reduced food quality, lack of variety in diet, disrupted eating patterns, and hunger. Research shows that college students experience food insecurity at higher rates than the American household rate, and that food insecurity can negatively impact academic performance and persistence. In recognition of this problem, UNC Charlotte offers assistance to students facing food insecurity through an on-campus food pantry. The Jamil Niner Student Pantry (JNSP) is located on the east edge of campus at 1224 John Kirk Road. It has regular hours which may change from semester to semester; please see the website at <https://ninerpantry.uncc.edu/> for schedule and details on its services, as well as resources about hunger and food insecurity among college students.

Course Policies:

Attendance: Punctuality, preparedness, and attendance are evidence of professionalism. Since the MSW is a professional degree, students are expected to arrive on time, be prepared, and remain for the entire class for face-to-face formats or be prepared, participate, and meet listed deadlines for distance education formats. The instructor is expected to model this same professionalism. There are no excused or unexcused absences. Students are permitted two absences without penalty. Should students exceed the permitted absences, their overall point totals will be reduced by two points for each absence over their allotment. Students in either format who are tardy for class or leave before class has ended will be considered absent for roll-keeping purposes. If you arrive late or leave early and would like your absence changed to a tardy, please the professor at the end of that day's class to make the correction; otherwise, the recording of an absence will remain permanent. Students who are tardy or who leave class early will receive one-half an absence for that day.

Instructor's absences or tardiness: If I am late in arriving to class, you must wait a full 20 minutes after the start of class before you may leave without being counted absent, or you must follow any written instructions I may give you about my anticipated tardiness.

Withdrawal Policy: Students are expected to complete all courses for which they are registered at the close of the add/drop period. If you are concerned about your ability to succeed in this course, it is important to make an appointment to speak with me as soon as possible. The University policy on withdrawal allows students only 16 credit hours to withdraw from courses. It is important for you to understand the financial and academic consequences that may result from [course withdrawal](#).

Preparation Assignments: Students should come to each module ready to actively participate in in-class or online discussions about readings and previous course materials (see also class participation). Adequate preparation involves keeping up with assigned reading and exercises. Each week's new topics will build on previous topics.

Written Work: All written work is expected to be your own (any questions about this – please see the instructor and visit: <http://legal.uncc.edu/policies/up-407>) and to meet the basic standards of writing proficiency. This includes proofreading and spell-checking all work. Other than in-class activities, written work is to be typed. Please remember to number your pages. All course papers must conform to standards in the Publication Manual of the American Psychological Association, 6th Edition (APA Manual).

Policy Regarding Late Papers: Assignment dates are published in advance, allowing ample time to prepare one's academic workload. Papers not submitted on time will automatically receive a 2-point late penalty. Thereafter, the late penalty continues to accrue at 2-points per calendar day with noon representing the cut-off time each day. Papers more than one week late will not be accepted. Being absent on a due date does not preclude a penalty.

Canvas/Internet Resources, Help, and Etiquette; Tech. Reqs.; and Teaching Strategies:

Canvas: Course materials are posted on the course website (using Canvas) for student access. Students are expected to check this course regularly (several times per week) for important announcements, scheduling changes, or any other course revisions as well as for the course quizzes, assignments, and discussions. Canvas Help is available online:

<https://cases.canvaslms.com/apex/liveagentchat> or by phone (24/7) at 877-257-9780.

Internet Resources: The number of websites devoted to social work is growing at a rapid pace. The use of the internet as a source of material for academic papers can be an outstanding resource but it is not without some challenges. For this class, students may use the following Internet sources in assignments.

- Peer-reviewed, scholarly articles. Such articles may be posted in journals on the Internet. A peer-reviewed, scholarly article will contain the name of the journal, volume and issue number, authors, and date.
- Citations from the Internet must include the exact URL and the date that the information was retrieved.

Some websites which are NOT to be used:

- <http://www.wikipedia.org> This website contains non-peer reviewed information that has not been assessed for accuracy – therefore it is an unreliable source.
- Websites that do not contain authors, contact information, etc.

Social Media: I am honored when students invite me to join them as “friends” or “followers” on social media such as Facebook, LinkedIn, or Twitter. And I love keeping in touch with my former students. However, due to concerns about dual relationships (see the Code of Ethics), I must reject or not respond to these requests until after you graduate from the program. Please do not take this personally.

Canvas/Internet Etiquette: Without facial clues and body language, virtual communication may be more complex than face-to-face exchanges. Please treat others the way you wish to be treated. Never use all capital letters. Be sure to include salutations, introductions, and closings; and spell-check your communications. Respect others’ privacy and their time. Do not send or post a communication that is not professional or that you wouldn’t want published elsewhere and make sure that your comments are ones you’d like to receive – before you send them. (This doesn’t prohibit critical feedback, as long as it is constructive and respectful.)

Technology Requirements: Though a computer and internet access are required to participate in this course, these technologies are available in all UNC Charlotte computer labs and the library. No additional technologies are required. Please note that currently, Microsoft Edge is not supported by Canvas, but Internet Explorer, Firefox, Google Chrome, and Safari support Canvas well.

Cell Phone and Computer Use in the Classroom: The use of cell phones, smart phones, or other mobile communication devices is disruptive, and is therefore prohibited during class. Except in emergencies, those using such devices must leave the classroom for the remainder of

the class period. Students are permitted to use computers during class for note-taking and other class-related work only. Those using computers during class for work not related to that class must leave the classroom for the remainder of the class period.

Teaching Strategies: A combination of lectures, discussions, audiovisual presentations, and copious hands-on exercises are used to highlight the major concepts covered in this course and to enhance your learning. All students are expected to contribute in a meaningful way to class discussions and exercises – and the instructor strives to do the same. If there is any strategy that will strengthen your learning, please let me know!

Classroom Expectations: This syllabus contains the policies and expectations that I have established for SOWK 5112. Please read the entire syllabus carefully before continuing in this course. These policies and expectations are intended to create a productive learning atmosphere for all students. Unless you are prepared to abide by these policies and expectations, you risk losing the opportunity to participate further in the course.

Classroom Conduct: I will conduct this class in an atmosphere of mutual respect for all persons. This principle is rooted in the College of Health and Human Services statements regarding [diversity, access and inclusion](#).

I encourage your active participation in class discussions. Each of us may have strongly differing opinions on the various topics of class discussions. The conflict of ideas is encouraged and welcome. The orderly questioning of the ideas of others, including mine, is similarly welcome. However, I will exercise my responsibility to manage the discussions so that ideas and argument can proceed in an orderly fashion. You should expect that if your conduct during class discussions seriously disrupts the atmosphere of mutual respect I expect in this class, you will not be permitted to participate further.

Course Assignments:

Class Participation: - (10 points); Objective 1/EPAS 1.1

Many of our modules will include local experts in the field of forensic social work. Students should come to each class having read the assignments and being ready to actively participate in class discussions. Each week students should come to class with at least one solid question related to the module. Not every question will be asked/answered, but we will work to share air time equitably and the thoughtfulness of your questions significantly contributes to your class participation grade.

Community Experience/FSW Professional Interview – (20 points); Objective 1/EPAS 1.1 and Objective 3/EPAS 3.2

Experience forensic social work practice or interview a FSW practitioner to better understand the various FSW topics, settings, and roles and their alignment to our professional Code of Ethics. Experience examples include: Observing court, touring a corrections facility, participating in a community program (e.g., the Sheriff's Office Citizen Academy), or you may also Interview a forensic social work professional (this can be anyone in the U.S. but not any of our guest speakers).

Experience choice is the first evaluation criteria, so be sure to choose carefully. In your notes (formatted per APA), please describe the experience, including the stated purpose, audience, setting, intersection of social work and the law, and your goals for the experience; assess the ideologies, values, and beliefs stated, implied, or present; and analyze your experience using course readings and materials from class.

Similarly, if you elect to conduct an interview, choice of interviewees is the first evaluation criteria, so choose carefully. In your notes (formatted per APA), please describe the interview, including the individual's name, title and brief job description, intersection of social work and the law, and your goals for the interview; assess the ideologies, values, and beliefs stated, implied, or present in the agency/interview; and analyze your interview using course readings and materials from class.

Evaluation Rubric/Deadline: Post on Canvas (Shared) before midnight 10/21.

Experience/interview selection – 3 points

Experience/interview description – 6 points

Values Assessment – 3 points

Analysis/Integration of course materials – 6 points

Mechanics and APA – 2 points

Annotated Bibliography - (25 points); Objective 2/EPAS 4.3

Before embarking on a new research study (or implementing a new intervention, or writing a grant, or developing a new community program), social workers do their homework. Who has studied this topic before me? How did they study it? What did they find? What were their study's strengths and weaknesses? How can their work serve to inform mine? This bibliography has MSW students assess the state of empirically derived knowledge on a topic of their choice.

Critically identify and analyze scholarly publications/reports, quantitative and qualitative research methods, and research findings that relate to your population and topic of interest. The topic area must be approved by the instructor. Describe your search process by including the names of databases searched, key terms used, number of hits obtained, years searched, and any other inclusion and/or exclusion criteria that guided your search process. Typically, each entry from an article in the annotated bibliography is a half-page to one full page. You will need 10 articles for this review. Your bibliography should be 5-7 double-spaced pages, include citation for each source, and follow APA guidelines with one-inch margins and a 12-point font. If you've never prepared an annotated bibliography please see these resources:

<https://guides.library.cornell.edu/annotatedbibliography>

https://owl.purdue.edu/owl/general_writing/common_writing_assignments/annotated_bibliographies/index.html

Evaluation Rubric/Deadline: Post on Canvas (Instructor Only) before midnight 11/25.

Topic and search process – 7 points

Analysis of scholarship – 12 points

Mechanics and APA – 6 points

Professional Development Project – (40 points); Objective 4/EPAS 9.4 and Objective 5/EPAS 4.3

For this assignment, students are expected to examine forensic social work issues from multiple levels – individual, family, community, society and to develop ideas for practice and/or policy interventions which may address justice issues using the contributions of forensic social work-informed practice, policy, and research. This will be done in a manner that contributes to their overall MSW portfolio/professional resume and can be undertaken individually or in small groups. (Topics and methods must be approved by the instructor.) Examples include: submitting a proposal to a national, regional, or local conference (e.g., www.nofsw.org, <http://www.ncjsa.net/w/>, <https://rmjj.org/>); publishing a relevant, scholarly book review; assisting with a technical report/monograph (consider <https://www.socialworkers.org/Careers/Specialty-Practice-Sections/Social-Work-and-the-Courts>, or <https://crispinc.org/>); delivering a lecture/scholarly presentation.

Evaluation Rubric/Deadline: Outline is due by 10/28 (Instructor Only) and final product is due by 12/06 - Post on Canvas.

Project Scope/Difficulty – 7 points

Examination of micro, mezzo, and macro forensic social work issues - 13

Scholarly Ideas/Contribution – 13 points

Mechanics and APA – 7 points

Course Summary Reflection - (5 points); Objective 1/EPAS 1.1

Reflect on this course and the semester. How have you grown as a social work professional? Would you identify as a forensic social worker – why or why not? As a practicing social worker, how will you use reflection and self-regulation to manage personal values and maintain professionalism in practice situations? Using stop, start, and continue – what suggestions do you have for strengthening this course? Finally, how do you plan to advocate for individuals, families, and communities with justice system involvement?

The reflection should be 3 double-spaced pages and follow APA guidelines with one-inch margins and a 12-point font. Post on Canvas (Instructor Only) before midnight 12/06.

School of Social Work Policies:

In preparation for professional social work practice, all students must adhere to classroom performance expectations. Furthermore, students are regularly evaluated by faculty in preparation for professional practice. Evaluations are used, at times, for student recognition, probation, or termination from the program. For further detail, please refer to the MSW Handbook and the National Association of Social Workers (NASW) code of ethics (<http://www.socialworkers.org/pubs/code/code.asp>)

School of Social Work Vision and Mission Statements:

VISION - To foster optimal health and well-being, equal human rights, and a just society.

MISSION - To prepare future social work professionals for leadership in areas of culturally-informed, community-engaged practice, policy, and research, with a particular emphasis on persistent and emerging social problems in rapidly diversifying urban areas locally, nationally, and globally.

School of Social Work Anti-Racism Statement:

The School of Social Work at the University of North Carolina at Charlotte affirms its commitment to recognizing, addressing, and eradicating all forms of racism and ethnic oppression. We focus on engaging and collaborating in teaching, service, and scholarship that challenges oppressive and unjust forces. We work to reduce racial injustices both within the academy and the broader community. The School of Social Work faculty, staff, and administrators are united in the pursuit to end racial and ethnic bias and to empower our students towards this collective goal.

We acknowledge that regardless of one's own race or ethnicity, individuals are at various points along an anti-racist journey. We also understand that bias can be unconscious or unintentional and that racism is the combination of social and institutional power plus racial prejudice. Identifying these two specific forms of oppression and disparate outcomes does not automatically mean that those involved intended negative impact and having these conversations requires courage, respect, and compassion, and may not always be or seek to be comfortable. However, as an anti-racist and ethnically unbiased community we will purposefully strive to identify, discuss, and challenge issues of race, color, ethnicity and the impact(s) they have on students, faculty, and staff members.

WE STAND COMMITTED:

1. To affirm explicitly and in united solidarity our identity as an anti-racist academic unit.
2. To individual and institutional exploration and examination of implicit bias and systemic advantage/oppression such that our anti-racism commitment be reflected in the life and culture of the School of Social Work through our policies, programs, and practices as we continue to learn about racism and ethnic oppression.
3. To the development and implementation of strategies and best-practices that dismantle racism and ethnic oppression within all aspects of our academic unit, college, university, community, and society.