

**FLORIDASTATEUNIVERSITY
COLLEGE OF SOCIAL WORK**

SOCIAL WORK IN CRIMINAL JUSTICE SETTINGS

SOW: 4665 / 5666

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Section: 01

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Term: Spring, 2016

3 Credits

Office Location: UCC 2311

Time: W, 5:30-8:15

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**Office Hours: Wednesday 3:00-4:00 or
by appointment**

Course Description

This is a cross-listed course to be taken as an elective for BSW students, MSW students, and students from other disciplines interested in social work services for populations in the criminal justice system.

This course focuses on criminological theories and the development of both evidence-based and generalist social work practice skills pertinent to working in criminal justice settings and with individuals in the criminal justice system. The course will focus on theory and practice for social workers working in corrections, prisoner reentry programs, and juvenile justice settings. Moreover, the course will cover the philosophy and practice of restorative justice and victim-offender mediation programs, which strives to meet the needs of both offenders and victims alike. Attention is given to practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation. Ways in which working with individuals in the criminal justice system can promote social and economic justice are discussed.

Students will also gain a first-hand perspective on these issues during recommended visits to at least one correctional facility. These facilities *may* include The Wakulla County Faith and Character Based Prison and a federal prison for women.

Course Objectives

<u>Expected Student Performance Outcomes</u> Upon completion of the course, the student will:	<u>As Measured By</u>
1. Have knowledge of the historical and philosophical roots of criminal justice, corrections, and the juvenile justice system. (*FPO 5)	Paper, in-class exercise, and exams
2. Describe the populations found in prisons, jails, and the juvenile justice system. Describe the characteristics, needs, and problems of offenders leaving prison and reentering the community. Students will also become familiar with characteristics, needs, and problems of victims of crime. (*FPO 3)	Class discussions, in-class exercises, paper, site visits, and exams
3. Understand the relationship between race/ethnicity and involvement in the criminal justice system. Begin to understand how institutional racism is related to the disproportionate numbers of minorities in prisons/jails and residential treatment centers for adolescents.	Class discussion, in-class activities, paper, exams
4. Discuss the social issues involving both adult and juvenile offenders, and the prevailing perspectives on those same issues. (*FPO 4,8)	Class discussion, paper
5. Identify the root causes of various problems experienced by both adult and juvenile offenders and the role of prevention in the criminal justice system. (*FPO 1)	Site visits, class discussion, in-class exercise, paper
6. Assess the current responses to criminal/juvenile/restorative justice issues including prevention and treatment (theory, practice, and policy). (*FPO 3, 7,8)	Site visits, exam, paper, class discussion
7. Evaluate and apply criminal justice research findings to practice. (*FPO 9)	In-class exercises
8. Understand the philosophy of restorative justice, the differences between restorative justice and retributive justice, and how restorative justice attempts to meet the needs of both victims and offenders.	In-class discussion, exam, paper
9. For Graduate Students: Demonstrate an ability to apply various techniques and interventions – based on a critical analysis of the scientific literature – with juvenile delinquents, prisoners, parolees, and victims.	In-class discussions

*The corresponding Foundation Program Objective (FPO) from the Council on Social Work Education's Educational Policy and Accreditation Standards are listed by number at the end of each related course objective above. More complete information about these objectives can be accessed at http://www.cswe.org/accreditation/EPAS/EPAS_start.htm - epas.

UNIVERSITY ATTENDANCE POLICY:

Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

ACADEMIC HONOR POLICY

The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to “. . . be honest and truthful and . . . [to] strive for personal and institutional integrity at Florida State University.” (Florida State University Academic Honor Policy, found at <http://dof.fsu.edu/honorpolicy.htm>.)

AMERICANS WITH DISABILITIES ACT

Students with disabilities needing academic accommodation should:

- (1) register with and provide documentation to the Student Disability Resource Center; and
- (2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class.

This syllabus and other class materials are available in alternative format upon request.

For more information about services available to FSU students with disabilities, contact the:

Student Disability Resource Center
97 Woodward Avenue, South
108 Student Services Building
Florida State University
Tallahassee, FL32306-4167
(850) 644-9566 (voice)
(850) 644-8504 (TDD)
sdrc@admin.fsu.edu
<http://www.disabilitycenter.fsu.edu/>

COLLEGE OF SOCIAL WORK ELECTRONIC POLICY

It is the policy of the College of Social Work that technology applied to or used for a course and/or official College business cannot be used for any other purposes than those that directly relate to the curriculum and/or official College business. Technology includes but is not limited to electronic mail services (including electronic mailing lists), the Internet, software, and course web site shell programs. Furthermore, this policy applies to the use of all computer equipment owned by the College of Social Work.

Activities that are expressly prohibited under this policy include:

- a. giving or selling e-mail addresses and/or other personal information regarding students, instructors, staff, or faculty to any outside person or organization;
- b. using e-mail lists for students, instructors, staff, or faculty for commercial and/or solicitation purposes;
- c. enabling anyone who is not registered for a particular course to access the system without permission and consent from the instructor for the course;
- d. enabling anyone who is not authorized to use the University or College database to access the system without permission and consent from the supervisor;
- e. utilizing the College's electronic system for activities or purposes which do not pertain to course content and/or official College business, illegal activities, or for other activities not authorized by the College of Social Work; and,
- f. installing (or allowing to be installed) "pirated", i.e. copied unlawfully, software on any College computer or distributing software purchased with College (including grant) resources to persons for non-College related purposes.

Any person found in violation of this policy will be sanctioned by the College of Social Work according to the appropriate University policies.

REQUIRED BOOKS

Alexander, M. (2010). *The new Jim Crow: Mass incarceration in the age of colorblindness*. New York: The New Press.

Hubner, J. (2005). *Last chance in Texas: The redemption of criminal youth*. New York: Random House.

Magona, S. (1998). *Mother to Mother*. Boston, MA: Beacon Press.

Stevenson, B. (2014). *Just mercy: A story of justice and redemption*. New York: Random House

Other readings assigned throughout the semester

COURSE ASSIGNMENTS

I. Exam

There will be two exams throughout the semester. The exams will be based on readings, discussions, videos, guest speakers, and lecture material. The exams will consist of short essay questions. Make up exams will not be given unless there are unusual extenuating circumstances. Each exam is worth 20% of the final grade. **The first exam is on 2/10 and the second exam is on 4/6.**

II. Book Reviews/Book Summaries

Undergraduate students will turn in two book reviews throughout the semester, each worth 20 percent of the final grade, and two 1-page book summaries worth a total 5 percent of the total grade. **All undergraduate Students will a write book review on *Last Chance in Texas: The Redemption of Criminal Youth* due on 1/27. Undergraduate students can then choose the other book they want to review. If you choose *The New Jim Crow* then the book review is due on 2/24. If you choose *Just Mercy* then the book review is due on 3/16. If you choose *Mother to Mother* then the book review is due on 3/30. Undergraduate Students will also write 1 page book summaries on the two books they choose NOT to review.**

Graduate Students will turn in two book reviews throughout the semester, each worth 20 percent of the final grade, and 1 1-page book summary worth 5 percent of the total grade. **All graduate students will write a book review/paper comparing and contrasting *The New Jim Crow* and *Just Mercy* due on 3/16. Graduate students will write one other book review on the assigned book of their choice. If you choose to write a review on *Last Chance in Texas: The Redemption of Criminal Youth* then the book review is due on 1/27. If you choose to write the book review on *Mother to Mother* then the book review is due on 3/30. Graduate students will write a book summary on the book they do not review between *Last Chance in Texas* and *Mother to Mother*.**

Book reviews will be 3 pages long for undergraduate students and 5 pages long for graduate students. Not a word longer. Think about what Mark Twain once said: "I didn't have time to write a short letter, so I wrote a long one instead."

For the reviews, students should not just write a summary of the book, but should think critically about the book's primary premises and articulate their critical thoughts. When writing this book review, students have the liberty to discuss anything they desire about the book and the book's topics. Examples could be how the material in the book does or does not relate to course material, whether students agree with the book's primary premise, relating the topic to criminal justice/juvenile justice policy, and emotions students had while reading the book and how these emotions relate to working in criminal justice settings. These are just examples. Students may

discuss anything they want, as long as it reveals critical thinking and original thought, and is presented in an articulate and grammatically correct manner. I encourage you to be as creative as you can!

MOST IMPORTANTLY, DO NOT SIMPLY REGURGITATE AND SUMMARIZE THE BOOK, BUT THINK CRITICALLY AND DISCUSS YOUR INDEPENDENT THOUGHTS/CRITIQUES. Writing and grammar WILL be considered when grading book reviews. 'A' papers do not have typos and grammatical mistakes.

TEACHING METHODOLOGIES

This course is designed to include a variety of teaching methodologies to achieve the expectation of student mastery of theoretically-grounded skill competencies as a forensic social worker. Learning activities will include readings, writings, discussions, lectures, field visits, and small group exercises.

COURSE GRADING CRITERIA

Course Requirement	% of grade	Grading Scale
Exams	50	A = 93-100
Book Review 1	20	A- = 90-92
Book Review 2	20	B+ = 87-89
Book Summaries	5	B = 83-86
Participation	5	B- = 80-82
		C+ = 77-79
		C = 73-76
		C- = 70-72
		D+ = 67-69
		D = 63-66
		D- = 60-62
		F = 59 and below

Grading of all written assignments will take into account the quality of the writing. Written material should be carefully proofread and errors (punctuation, typographical, spelling) corrected.

COURSE OUTLINE

This schedule is intended as a guide. The student is responsible for all readings whether the material is covered as lecture material and discuss or not.

<u>Date</u>	<u>Topics, Readings, and Assignments</u>
Week 1 (1/6)	Topics: Introduction, Syllabus, Overview
Week 2 (1/13)	Topics: History and policy of juvenile justice Documentary: When Kids get Life Readings: Read The New Yorker article “No Remorse: Should a teen-ager be given a life sentence. (google it)
Week 3 (1/20)	Topics: Discuss When Kids get Life/Assessments
Week 4 (1/27)	Topics: Discuss Last Chance in Texas; history of corrections Exercise: Last Chance in Texas Readings: Have Last Chance in Texas read Assignment: BOOK REVIEW DUE FOR ALL UNDERGRADUATE STUDENTS AND GRADUATE STUDENTS WHO CHOSE TO REVIEW LAST CHANCE IN TEXAS. BOOK SUMMARY DUE FOR GRADUATE STUDENT WHO CHOSE NOT TO REVIEW LAST CHANCE IN TEXAS.
Week 5 (2/3)	Discuss Moynihan Report and Coates’ articles on mass incarceration and the black family Readings: Moynihan Report, Coates’ article. (google them) Documentary: Prison State Documentary: Solitary Confinement (if time).
Week 6 (2/10)	TEST 1

Week 7
(2/17)

Topics: Women and the criminal justice system
Readings: Tripodi & Pettus-Davis (2013), Kennedy et al., (2015), Covington et al., 2008).

Week8
(2/24)

Topics: Mental Health and Correctional Based Treatment

Readings: Have The New Jim Crow read.
Assignment: **BOOK REVIEW DUE ON THE NEW JIM CROW FOR UNDERGRADUATES WHO CHOSE TO REVIEW THIS BOOK. SUMMARIES DUE FOR UNDERGRADUATES WHO DID NOT.**

Week 9
(3/2)

Topics: Prisoner reentry
Guest Speaker: Kerensa Lockwood, Operations Management Consultant Manager, Florida Department of Corrections

Week 10
(3/9)

SPRING BREAK

Week 11
(3/16)

Topics: Death penalty, Discuss Just Mercy

Readings: Have Just mercy read.
Assignments: **BOOK REVIEW/PAPER COMPARING AND CONTRASTING THE NEW JIM CROW AND JUST MERCY DUE FOR GRADUATE STUDENTS. BOOK REVIEW FOR JUST MERCY DUE FOR UNDERGRADUATE STUDENTS WHO CHOSE TO REVIEW THIS BOOK. BOOK SUMMARY DUE FOR UNDERGRADUATE STUDENTS WHO DID NOT.**

Week 12
(3/23)

Topic: Death penalty mitigation

Week 13
(3/30)

Restorative justice
HAVE MOTHER TO MOTHER READ
(BOOK REVIEW DUE FOR THOSE OF YOU WHO CHOSE TO REVIEW MOTHER TO MOTHER. BOOK SUMMARY DUE FOR THOSE OF YOU WHO DID NOT.

Week 14
(4/6)

Test 2

Week 15
(4/13)

Topic: Restorative justice con't

Guest Speaker: Agnes Furey

Week 16
(4/20)

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