

**Dynamic Systems Change:**  
**Clinical Social Work Practice & Criminal Justice Reform**

MSWEL-GS3079001  
1 Washington Square North  
Room 302  
MWF, 1/12/2015, 1/14/2015, & 1/16/2015  
9:00 AM - 12:00 PM

Julian Adler, Esq., LCSW  
jadler@nycourts.gov  
Kate Barrow, LMSW  
kbarrow@nyu.edu

**COURSE OVERVIEW**

Across the five boroughs, the breadth of criminal justice practice settings is extraordinary; it ranges from court-based demonstration projects, alternative to detention programs, and reentry initiatives, to government agencies, prosecutors' offices, and indigent defense organizations. The practice of social work in criminal justice settings draws upon a broad range of clinical and theoretical frameworks developed outside of the criminal justice context, such as systems theory, trauma-informed intervention, and cognitive-behavioral approaches. Despite the influence of these diverse perspectives, however, it is by all accounts a unique – even idiosyncratic – area of clinical social work practice that is both conceptually and clinically distinct. It is also incredibly challenging – replete with complex treatment and social service issues, ethical dilemmas, interdisciplinary tensions, and a host of environmental obstacles.

This mini-course will utilize a laboratory model to prepare social work students for criminal justice settings by integrating case studies, applied ethics, relational theories, anti-oppressive praxis, and systems change perspectives.

Students will explore some of the most salient dynamics of clinical practice in the criminal justice system, including:

- Client self-determination
- Engagement strategies in mandated treatment
- Legal proportionality
- Managing roles and relationships with legal personnel
- Interpersonal dynamics, including triangulation and splitting
- Working across lines of difference, especially as it relates to race, class, gender, and culture
- Managing power dynamics with clients and legal partners
- Creating and maintaining a trauma-informed, strengths-based practice in systems that tend to pathologize and dehumanize.

**LOGISTICS**

This mini-course will meet for three sessions the week of 1/12, on Monday, Wednesday, and Friday, from 9:00AM – 12:00 PM. Class will begin promptly at 9:00 AM, and students are expected to attend the full nine hours of the course. A student who is not present for all nine hours cannot receive a passing grade except under extreme circumstances, which must be communicated with the course instructors.

***Readings***

All assigned readings must be completed *before* each class session. Students will be required to participate in small- and large-group discussions based on the assigned material, and participation is required for a passing grade. Unless otherwise indicated, all readings are available electronically.

***Assignment***

The final assignment is a 5 page paper applying and integrating concepts from class to a case example. A minimum of 2 articles from each class section are required in the paper, for a minimum total of 6 citations. A detailed overview of the assignment will be distributed in class.

The final assignment is due on Monday, 2/2/14, by 5pm. Papers must be emailed as a MS Word Document to both professors.

**ASSIGNED READINGS**

**Class #1: Overview of Clinical Practice in Problem-Solving Courts**

Adler, J. & Taylor, B. (2012). Minding the elephant: Criminal defense practice in community courts. *The Judges' Journal, American Bar Association*, 51 (2), 10-14.

Berman, G., & Fox, A. (2005). Justice in Red Hook. *The Justice System Journal*, 26 (1), 77-90.

Berman, G. (2013). Small sanities: A look at the New York miracle. *Centre for Justice Innovation*.

Hardisty, J. (2005). *Crime and political ideology*. Retrieved from [http://www.publiceye.org/defendingjustice/overview/hardisty\\_ideology.html](http://www.publiceye.org/defendingjustice/overview/hardisty_ideology.html)

Thompson, A. C. (2002). Courting disorder: Some thoughts on community courts. *Journal of Law and Policy*, 10 (36), 77-90.

**Class #2: Integrating Anti-Oppressive Practices**

Arredondo, D. E. (2004). Principles of child development and juvenile justice: Information for decision-makers. *Journal of the Center for Families, Children & the Courts*, 127-144.

Butts, J., A., Bazemore, G., & Meroe, A. S. (2010). Positive youth justice: Framing justice interventions using the concepts of positive youth development. *Coalition for Juvenile Justice*.

Herzig, R. (2005). *What is the Prison-Industrial Complex?* Retrieved from [http://www.publiceye.org/defendingjustice/overview/herzing\\_pic.html](http://www.publiceye.org/defendingjustice/overview/herzing_pic.html)

James, C. A. (2013). *The System Isn't Broken, It Was Designed That Way: A Critical Analysis of Historical Racial Disadvantage in the Criminal Justice System*. Retrieved from <http://www.hamptoninstitution.org/systemisntbroken.html>

Social Justice Leadership (2010). *Transformative organizing: Towards the liberation of self and society*. Retrieved from <http://www.racialequitytools.org/resourcefiles/SJLTransformativeOrganizing.pdf>.

**Class #3: Psychodynamic Issues in Criminal Justice Settings**

Altman, N. (2000). Black and white thinking: A psychoanalyst reconsiders race. *Psychoanalytic Dialogues*, 10, 589-605.

Klein, M. (1946). Notes on some schizoid mechanisms. *International Journal of Psychoanalysis*, 27, 99-110.

Ogden, T.H. (1979). On projective identification. *International Journal of Psychoanalysis*, 60, 357-373.

Suchet, M. (2004). A relational encounter with race. *Psychoanalytic Dialogues*, 14, 423-438.

Stern, D.N., Sander, L.W., Nahum, J.P., Harrison, A.M., Lyons-Ruth, K., Morgan, A.C., Bruschiweilerstern, N., Tronick, E.Z. (1998). Non-Interpretive mechanisms in psychoanalytic therapy: The 'something more' than interpretation. *International Journal of Psychoanalysis*, 79, 903-921.