



**Angelo State University
Department of Psychology, Sociology, and Social Work
SWK 4325: Social Work and Criminal Justice**

Course Dates, Time, and Location

Spring Semester, 2012: January 17, 2012 to May 11, 2012
Tuesday, Thursday: 11:00 am - 12:15 pm
Academic Building, Room 105

Instructor Contact Information

Thomas W. Starkey, Ph.D., LCSW
Assistant Professor
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Office Hours: MTWRF 8:00 am - 10:00 am

Course Description

A study of the various treatment and rehabilitation methods used in correctional settings. Topics include the roles of correctional personnel, the assessment and treatment of juveniles and adults, casework in correctional settings, crisis intervention, the assessment and treatment of special populations in correctional settings, and the evaluation of treatment and rehabilitation programs. Prerequisite: SWK 2307 and SWK 2317

Course Introduction

This course is designed to help prepare social workers for employment in criminal justice settings; a focus is placed on counseling, rehabilitation, and case management with victims and offenders, due to the increased workforce demand in this area of practice. A person-in-environment perspective is employed allowing for a biopsychosocial approach to individual offenders and services. The general intervention model is applied to juvenile and adult offenders including engagement, assessment, planning of services and interventions, implementation of services and interventions, evaluation of services and interventions, termination of services and interventions, and follow-up efforts with youth and adult offenders. Policy, ethical, and diversity issues are addressed throughout the course.

(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)

Student Learning Outcomes/Course Competencies: Social Work Knowledge, Values, and Skills

EP 2.1.1 -- Identify as a professional social worker and conduct oneself accordingly.

Students will continue to develop their knowledge of professional social work and what it means to be a professional social worker in relationship to social work roles, functions, ethical standards, professional demeanor, the importance of life-long learning, the use of supervision and consultation, self-correction, and professional development. Students will gain knowledge of the professional values of the social work profession and gain skill using social work values and ethics to guide professional activities. Students will build upon their existing skills necessary to identify as professional social workers and conduct themselves accordingly in their behavior, appearance, and communication.

EP 2.1.2 -- Apply social work ethical principles to guide professional practice.

Students will build upon their existing knowledge of the *NASW Code of Ethics* (and other appropriate social work codes of ethics) and their importance in social work practice. Students will recognize and manage personal values in a way that allows professional values to guide practice. Students will begin to learn the skills of applying their professional values to generalist social work practice with offenders and victims.

EP 2.1.3 -- Apply critical thinking to inform and communicate professional judgments.

Students will gain knowledge of what critical thinking is and how it can be applied to generalist social work practice with offenders and victims. Students will learn the value of critical thinking as it relates to scientific inquiry, reasoned discernment, and its importance to competent social work practice with offenders and victims. Students will practice their critical thinking skills in written class assignments and discussion.

EP 2.1.4 -- Engage diversity and difference in practice.

Students will gain knowledge of how culture, social organization, and personal values may oppress, marginalize, alienate, or unjustly create power or privilege for offenders and victims. Students will recognize their own personal values and biases when working with offenders and victims, and promote social justice in practice with these populations. Students will gain skills in recognizing and appreciating differences between people despite surface similarities.

EP 2.1.5 -- Advance human rights and social and economic justice.

Students will build knowledge of the forms and mechanisms of oppression and discrimination as it relates to offenders and victims. Students will apply social work values to advocacy in efforts to promote social and economic justice with offenders and victims. Students will learn skills to engage in generalist social work practice that advances social and economic justice with offenders and victims.

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EP 2.1.6 -- Engage in research-informed practice and practice-informed research.

Students will gain knowledge of the social work literature (i.e., research) that can be used to inform generalist social work practice with offenders and victims. Students will learn skills to apply practice experience in scientific inquiry. Students will incorporate social work values and ethics in their discussion of research informed practice and practice informed research.

EP 2.1.7 -- Apply knowledge of human behavior and the social environment.

Students will gain the knowledge necessary to incorporate human behavior in the social environment across the lifespan to generalist social work practice with offenders and victims. Students will learn the skills necessary to apply biological, psychological, and social theories to generalist social work practice with offenders and victims. Students will learn the importance of employing social work ethics and the profession's core values to guide their application of human behavior in the social environment to generalist social work practice with offenders and victims.

EP 2.1.8 -- Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Student will build upon their knowledge of social welfare policy and practice in generalist social work to analyze and advocate for social policies that advance the well being of offenders and victims. Students learn skills to advocate for policies that advance the social and economic well-being of offenders and victims. Students will learn to use social work values to guide their application of policies to generalist social work practice with offenders and victims.

EP 2.1.10 -- Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Students will gain the knowledge necessary to engage, assess, intervene, and evaluate individual offenders and victims, the families of offenders and victims, offender and victim groups, organizations that work with or provide services to offenders and victims, and the communities that offenders and victims live. Students will apply professional values to generalist practice activities (i.e., engagement, assessment, intervention with, and evaluation of individuals, families, groups, organizations, and communities) with offenders and victims. Students will discuss and learn skills necessary to engage, assess, intervene, and evaluate individual offenders and victims, the families of offenders and victims, offender and victim groups, organizations that work with or provide services to offenders and victims, and the communities that offenders and victims live.

Course Materials

Required Texts:

Green, D. L., & Roberts, A. R. (2008). *Helping victims of violent crime: Assessment, treatment, and evidence-based practice*. New York, NY: Springer. ISBN: 978-0-8261-2508-8

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Van Voorhis, P., Braswell, M., & Lester, D. (Eds.) (2009). *Correctional counseling & rehabilitation* (7th ed.). Newark, NJ: LexisNexis/Matthew Bender.

ISBN: 978-1-4224-6140-2

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

ISBN: 978-1-4338-0561-5

NOTE: All assignments submitted in this course are to be written in strict accordance with the Publication Manual of the American Psychological Association (6th ed.).

Grading Information

Grading Scale:

90 – 100 = A
80 – 89 = B
70 – 79 = C
60 – 69 = D
59 or Below = F

Professional Performance

10%

This is relevant to attendance and engaging in class activities, including frequency and quality.

- PB1 Advocate for client access to the services of social work.
- PB2 Practice personal reflection and self-correction to assure continual professional development.
- PB3 Attend to professional roles and boundaries.
- PB4 Demonstrate professional demeanor in behavior, appearance, and communication.
- PB7 Recognize and manage personal values in a way that allows professional values to guide practice.
- PB10 Apply strategies of ethical reasoning to arrive at principled decisions.
- PB11 Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.

Term Paper

30%

All students will write a term paper that adheres to the guidelines published in the American Psychological Association's most recent publication manual. You must have at least three peer-reviewed articles and two books as references (more areas are acceptable and encouraged); the paper must be at least 12 pages long including cover sheet and references. Students may not use any "Wiki" source.

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The term paper must cover generalist social work practice with victims of violent crime; a particular type of violent crime victim may be selected. The Green and Roberts (2008) textbook is offered as guidance with this assignment. In this paper students must include the following elements: a clearly defined victim population of your choice; the nature of the particular violent crime; ethical issues that may affect practice or that could impact practice with the population chosen, or value conflicts that a social worker may experience (i.e., values conflicts between professional and personal values, personal values and client values, or professional values and client values); policy issues that may affect or influence practice with this population (you may assume practice in an agency of your choice if that helps); and all papers must contact a section on assessment and evidenced-based practice across all system levels (i.e., micro, mezzo, exo, and macro). Issues related to diversity must be discussed, at a minimum, in the assessment and intervention sections; such issues are also appropriate throughout the paper as well.

Plagiarism is the presentation of someone else's information as though it were your own. If you use the words or ideas of another person; or if you use material from any source--whether a book, journal, magazine, newspaper, business publication, broadcast, speech, electronic media, or any other source--you must acknowledge that source. Plagiarism on the term paper will result in the student not receiving credit for her/his term paper.

- PB7 Recognize and manage personal values in a way that allows professional values to guide practice.
- PB11 Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.
- PB12 Analyze models of assessment, prevention, intervention, and evaluation.
- PB14 Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.
- PB15 Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.
- PB16 Recognize and communicate their understanding of the importance of difference in shaping life experiences.
- PB18 Understand the forms and mechanisms of oppression and discrimination.
- PB19 Advocate for human rights and social and economic justice.
- PB20 Engage in practices that advance social and economic justice.
- PB22 Use research evidence to inform practice.
- PB23 Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.
- PB24 Critique and apply knowledge to understand person and environment.
- PB25 Analyze, formulate, and advocate for policies that advance social well-being.
- PB29 Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.
- PB35 Select appropriate intervention strategies.

Examinations

60%

There will be three (3) online, open book, multiple attempt (no more than three attempts), timed, examinations in this course. Each of these examinations is worth 20% of your total course grade. You will take each of these examination via Blackboard using the Respondus LockDown browser.

- PB1 Advocate for client access to the services of social work.
- PB2 Practice personal reflection and self-correction to assure continual professional development.
- PB3 Attend to professional roles and boundaries.
- PB4 Demonstrate professional demeanor in behavior, appearance, and communication.
- PB5 Engage in career-long learning.
- PB6 Use supervision and consultation.
- PB7 Recognize and manage personal values in a way that allows professional values to guide practice.
- PB8 Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles.
- PB9 Tolerate ambiguity in resolving ethical conflicts.
- PB10 Apply strategies of ethical reasoning to arrive at principled decisions.
- PB11 Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.
- PB12 Analyze models of assessment, prevention, intervention, and evaluation.
- PB14 Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.
- PB15 Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.
- PB16 Recognize and communicate their understanding of the importance of difference in shaping life experiences.
- PB17 View themselves as learners and engage those with whom they work as informants.
- PB18 Understand the forms and mechanisms of oppression and discrimination.
- PB19 Advocate for human rights and social and economic justice.
- PB20 Engage in practices that advance social and economic justice.
- PB21 Use practice experience to inform scientific inquiry.
- PB22 Use research evidence to inform practice.
- PB23 Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.
- PB24 Critique and apply knowledge to understand person and environment.
- PB25 Analyze, formulate, and advocate for policies that advance social well-being.
- PB29 Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.
- PB30 Use empathy and other interpersonal skills.
- PB31 Develop a mutually agreed-on focus of work and desired outcomes.

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- PB32 Collect, organize, and interpret client data.
- PB33 Assess client strengths and limitations.
- PB34 Develop mutually agreed-on intervention goals and objectives.
- PB35 Select appropriate intervention strategies.
- PB36 Initiate actions to achieve organizational goals.
- PB37 Implement prevention interventions that enhance client capacities.
- PB38 Help clients resolve problems.
- PB39 Negotiate, mediate, and advocate for clients.
- PB40 Facilitate transitions and endings.
- PB41 Critically analyze, monitor, and evaluate interventions.

Course Policies

- Please do ask questions that are relevant to the course and feel free to utilize my office hours. I am here to help you and I want you to succeed.
- Classroom attendance and participation is necessary and expected. Students are responsible for understanding Angelo State University's Class Attendance Regulations, which is available on the web at: http://www.angelo.edu/forms/pdf/2010-2011_Undergraduate_Catalog.pdf
- All students are expected to follow the National Association of Social Workers [*Code of Ethics*](#).
- Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is available on the web at: http://www.angelo.edu/forms/pdf/Honor_Code.pdf
- Make-up examinations will be considered on a case by case basis and will only be allowed for university approved absences.
- Late assignments are not accepted for any reason unless the reason is approved by the course instructor.
- Electronic devices, including cell phones, Blackberries, laptops, and so forth, are not to be turned on or used in class. If the use of these devices is detected by the course instructor, the particular student using the device will be asked to leave the class for that day.

Persons with Disabilities

Persons with disabilities which may warrant academic accommodations must contact the Student Life Office, Room 112 University Center, in order to request such accommodations prior to their being implemented. You are encouraged to make this request early in the semester so that appropriate arrangements can be made. Additional information can be found at: http://www.angelo.edu/services/student_life/disability.html

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Course Schedule

| Week/Dates | Lecture Topics/Readings/Assignments |
|---|--|
| Week 1 1/17-1/20 | <p>Course Introduction</p> <p>Reading: Chapter 1 (Van Voorhis, Braswell, & Lester)</p> <p>Lecture Topic: Introduction to Offender Counseling and Intervention</p> |
| Week 2 1/23-1/27 | <p>Reading: Chapters 1 (Green & Roberts)</p> <p>Lecture Topic: Introduction to Victims of Violent Crime</p> |
| Week 3 1/30-2/3 | <p>Reading: Chapter 2 (Van Voorhis, Braswell, & Lester)</p> <p>Lecture Topic: The Challenges of Offender Counseling in Prison/Jail</p> |
| Week 4 2/6-2/10 | <p>Reading: Chapter 4 (Van Voorhis, Braswell, & Lester)</p> <p>Lecture Topic: Behavioral Interventions</p> |
| Week 5 2/13-2/17 | <p>Reading: Chapter 5 (Van Voorhis, Braswell, & Lester)</p> <p>Lecture Topic: Group and Milieu Intervention</p> |
| Week 6 2/20-2/24 | <p>Reading: Chapter 6 (Van Voorhis, Braswell, & Lester)</p> <p>Lecture Topic: Assessment of Offenders</p> <p>Exam 1: Chapters 1-2 & 4-5 (Van Voorhis, Braswell, & Lester) and Chapter 1 (Green & Roberts), 2/20/2011 to 2/24/2011</p> |
| Week 7 2/27-3/2 | <p>Reading: Chapter 7 (Van Voorhis, Braswell, & Lester)</p> <p>Lecture Topic: Offender Classification</p> |
| Week 8 3/5-3/9 | <p>Reading: Chapter 8 (Van Voorhis, Braswell, & Lester)</p> <p>Lecture Topic: Contemporary Social Learning Models of Intervention</p> |
| Week 9 3/19-3/23 3/12-3/16 is Spring Break | <p>Reading: Chapter 9 (Van Voorhis, Braswell, & Lester)</p> <p>Lecture Topic: Contemporary Cognitive Interventions</p> |
| Week 10 3/26-3/30 | <p>Reading: Chapter 10 (Van Voorhis, Braswell, & Lester)</p> <p>Lecture Topic: Contemporary Family Intervention</p> <p style="text-align: right;"><i>Course Schedule Continued on the Next Page</i></p> |

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| Week 11 4/2-4/6 | Reading: Chapter 11 (Van Voorhis, Braswell, & Lester) Lecture Topic: Intervention with Sex Offenders Exam 2: Chapters 6-10 (Van Voorhis, Braswell, & Lester), 4/2/2011 to 4/6/2011 |
| Week 12 4/9-4/13 | Reading: Chapter 12 (Van Voorhis, Braswell, & Lester) Lecture Topic: Interventions for Substance Abuse Assignment: Term Paper Due |
| Week 13 4/16-4/30 | Reading: Chapter 13 (Van Voorhis, Braswell, & Lester) Lecture Topic: Intervention for Personality Disorders-The Case of APD |
| Week 14 4/23-4/27 | Reading: Chapter 14 (Van Voorhis, Braswell, & Lester) Lecture Topic: Where Are We in Offender Counseling and Rehabilitation-Accomplishments and Realities |
| Week 15 4/30-5/4 | Dead Week |
| Week 16 5/7-5/11 | Exam 3: Chapters 11-14 (Van Voorhis, Braswell, & Lester), 5/5/2011 to 5/9/2011 |