

**THE UNIVERSITY OF TEXAS
STEVE HICKS SCHOOL OF SOCIAL WORK**

Course Number:	SW 395K	Instructor:	Thea J. Posel
Unique Number:	61300	Email:	tposel@law.utexas.edu
Semester:	Spring 2025	Office:	3.116C
Class Time/Place:	Tuesdays 2:30-5:30 pm	Office Phone:	512-232-1598
	MEZ 1.212		
Office Hours:	<i>By appointment</i>		

FORENSIC SOCIAL WORK & THE LEGAL SYSTEM

I. COURSE DESCRIPTION

Forensic social work encompasses a wide variety of practice areas at the intersection between social work and legal proceedings. Forensic work requires constant negotiation of competing ethical demands, unique knowledge and skill capacity, and the ability to balance often-conflicting interests.

Forensic social workers practice in settings such as: child protective services and related legal proceedings, guardian ad litem programs, juvenile offender treatment programs, mitigation services and holistic defender offices, victim services and witness assistance programs, immigration services, and domestic violence shelters. Even social workers without a forensic-based practice often encounter client issues—like termination of parental rights, vulnerable adults, mental health commitments, child abuse and neglect, foster and permanency placement, and more—that require effective collaboration in cross-disciplinary settings with law enforcement, court personnel, attorneys, and corrections officers.

In this course, students will gain familiarity with the history, structure, and function of the American legal system with a focus on the areas most relevant to forensic social work, including expert testimony, rules of evidence, and risk assessment. The course will also discuss the complexities inherent in delineating and managing the dilemmas between social work and legal ethics, social worker’s authority and role within historically oppressive systems, and the tension between social control and social supports.

II. COURSE OBJECTIVES

Upon successful completion of the course, students will be able to:

1. Understand the various conceptualizations of forensic social work including purposes, functions, practice roles and practice settings.
2. Comprehend and articulate relevant systemic and institutional factors impacting client interaction with the legal system including the historical and ongoing use of the legal system to exert social control over marginalized groups.
3. Demonstrate familiarity with the adversarial process and the general

construction of civil legal proceedings and criminal prosecutions as well as potential alternatives.

4. Identify the relevant social work values and ethics implicated by forensic practice, understand common ethical dilemmas encountered in forensic social work practice, and critically examine the relationship and areas of conflict between legal and social work ethics.
5. Demonstrate an understanding of best practices in developing mental health evidence in forensic settings.
6. Utilize assessment skills relevant to determining competency of an accused person to understand rights, waive rights, be tried and be executed.
7. Apply the biopsychosocial assessment process to evaluate
 - a) relative degrees of criminal responsibility,
 - b) relevant mental and/or substance use disorders, and
 - c) collateral information including records, testing and medical reports.
8. Understand and apply the knowledge and skills required to present testimony in a legal proceeding, including the role and responsibilities associated with being an expert witness.
9. Understand the concept of mitigation in criminal cases and identify effective methods of developing and presenting mitigating evidence in capital and non capital cases.

III. TEACHING METHODS

This is a seminar style class, the success of which requires substantial preparation and engagement with assigned materials prior to class to enrich our weekly time together. I see my role as a facilitator of learning, meaning that I will provide content and opportunities for engagement, reflection, and growth. You are responsible for engaging with that material, and each other. Our mutual education will involve in-class discussion of assigned reading material and relevant topics, some conveyance of information in lecture format, smaller group discussion, and peer-led group discussion. You are expected to actively participate in classroom discussions and may be asked to brainstorm in small groups or pairs; you will also have regular opportunities to respond to or critique assigned materials or cultural perspectives both in and outside of class through weekly journals.

IV. REQUIRED TEXT AND MATERIALS

No textbook is required for this course.

All required materials are accessible to you **for free online** and/or through **free** academic databases which you can access through the UT Libraries online portal. We will briefly discuss how to access academic databases in our first session.

Additional materials covering real-time developments and contemporary debate may be assigned throughout the semester. Here are my pledges to you regarding additional reading or media assignments:

(1) Any additional materials will be assigned at least one week out *if at all possible*. **No** required materials will be added any later than the Friday before the following Tuesday's class.

(2) **No more than 15 pages total will be added to any given weekly assignment.** Therefore, I might assign several contemporaneous news articles covering a developing policy debate; however, if an academic article or longer piece is added to a weekly assignment I will compensate by eliminating or excerpting other pieces assigned for that week.

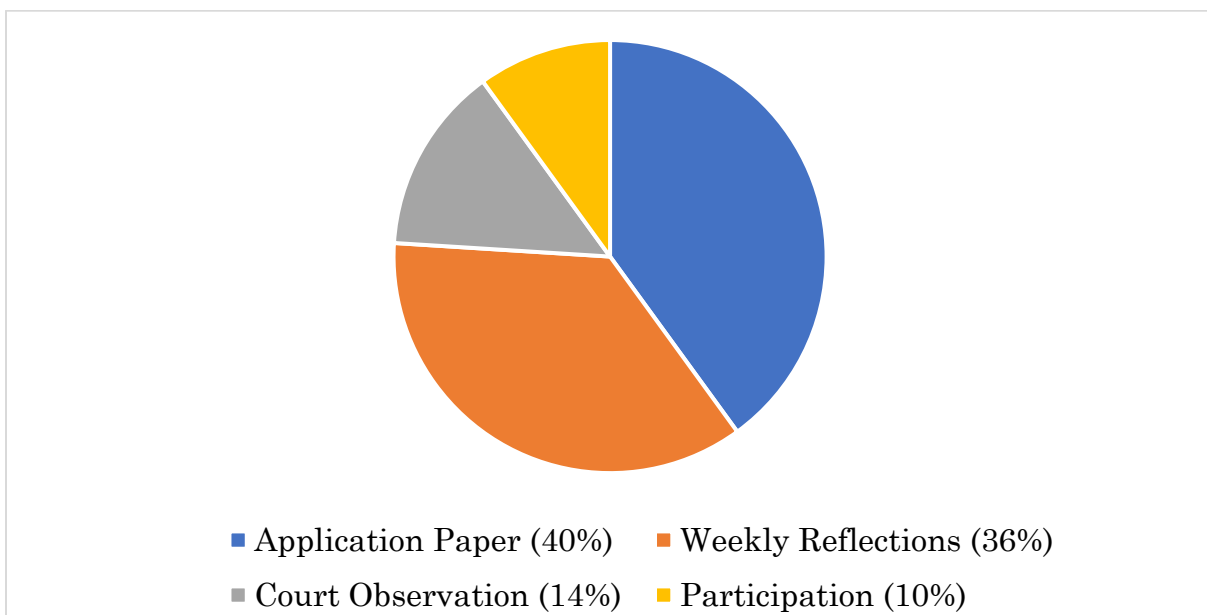
V. COURSE REQUIREMENTS

You are expected to actively prepare for and participate in each weekly session. Your final grade will be calculated as follows:

Weekly Reflections (12)	36%
Courtroom Observation/Reflection	14%
Application Paper <ul style="list-style-type: none"> • Proposal • Outline • Paper 	40%
Attendance/Participation	10%

All written assignments are due by 11:59pm the evening of class unless otherwise specified.

Assignments and Relative Grade Weight



Weekly Reflections—36 pts

Throughout the semester, you will be responsible for **12 weekly reflection** entries. Your weekly reflections should be approximately 2-3 single-spaced paragraphs, or approximately one double-spaced page. Each reflection will be worth up to three points, with a full-credit submission demonstrating (1) **substantial engagement with course materials**, (2) **meaningful internal reflection**, and (3) **relevance to social work practice**.

As the semester progresses, I will ask you to include one or more discussion questions for the class based on the week’s materials in your weekly posts. We will discuss the shift to peer-led discussions before it occurs.

You will notice there are **14 opportunities** to submit weekly reflections. This means you may opt out twice throughout the course of the semester for whatever reason you choose. To do so, simply write “opt out [#]” in the submission portal on Canvas for that week’s reflection.

Court Proceeding Observation and Response Paper—14 pts (**Due March 5**)

For this assignment, select a court proceeding of your choice and attend/observe the proceeding. Take notes—what type of proceeding, what stage of the process, who the parties are, the judge, who is present in the room, etc. Submit a paper 2-3 pages in length summarizing your observations, placing the proceeding in social and legal context (referring where possible to course materials as well as any necessary outside sources), and identifying potential ethical dilemmas. This assignment is due **March 5**, the week before Spring Break.

Application Paper—40 pts (**Final Due May 4**)

For this paper, identify an area of forensic social work practice, describe the history of the system(s) and social work’s involvement in these systems, identify and summarize common ethical issues, and discuss the future of practice in this area including contemporary influences or dilemmas.

Your paper should be 8-10 pages, double-spaced, and include at least 10 sources.

- Paper proposal—due **February 11**
- Outline—due **March 24**
- Final draft—due **May 4**

Community Participation—10 pts

Attendance, preparation for, and participation in class discussions and activities is critical to your development in this course. To successfully participate in class, you must be physically and mentally present—however, you are all adults and life can be complicated. Please refer to the Attendance Policy below for more information.

VI. GRADES

[No A+] 94.0 and Above A 90.0 to 93.999 A-	87.0 to 89.999 B+ 84.0 to 86.999 B 80.0 to 83.999 B-	77.0 to 79.999 C+ 74.0 to 76.999 C* 70.0 to 73.999 C- <i>*minimum to pass course</i>	67.0 to 69.999 D+ 64.0 to 66.999 D 60.0 to 63.999 D- Below 60.0 F
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VII. CLASS POLICIES

Attendance Policy

Because we only meet once a week and each class is structured around extended interactive discussions, **attendance is mandatory**, and any unexcused absences may cause you to fail this course or affect your grade negatively. Communication is a key skill; I am very willing to work with you, but this requires that *you* take the initiative to reach out to me if you are having issues with attendance or any other circumstances that might impact your ability to be present in class.

I realize that things may arise causing you to miss our scheduled time together, but **synchronous learning is generally required for this course**. Please contact me as soon as possible to discuss absences or other difficulties with synchronous participation, Zoom/internet accessibility, or other issues that might affect your participation, and I will do my best to work with you.

Free Exchange of Ideas and Critical Thinking Policy

Throughout the semester, we will read, engage with, and interrogate various sources and paradigms for decision-making and service provision. We will also discuss and examine our own values, principles, practices and decision-making processes.

As we explore the histories of legal systems and policies and social workers' involvement in them, we will encounter historical events, policies, and institutional structures that were (and remain) deeply harmful to millions of people. Some of the pieces we read may not consider or represent the viewpoints of people most impacted by the policies or structures about which they speak—together we will ask whose voices are elevated, who has definitional power, and whose voices are absent from the narrative. Therefore, I ask three things:

- (1) Engage with this course through a critical lens. Not all materials are assigned because I believe they represent a fair, accurate, or complete description of the topic; some are intended to prompt discussion, explore practice-based pros and cons, and/or examine the biases inherent in systems and practice models. We will critique and discuss these issues together as a class.

- (2) Examine your own reactions to the subject matter, our readings, and our class discussions. Consider what life experiences or values systems lead you to hold the beliefs and ideals you do. Other members of our learning community will bring different things to the table—I expect everyone to respect and honor each other’s perspective. Speak to (and from) your own experience, and be aware of when and how your own experiences inform your positions. You may choose to disclose during discussions, or not. You will never be called on to speak for anyone but yourself.
- (3) Everyone’s perspective is valid. Respect and honor your own reactions to the material and discussion just as you respect and honor others in the class and those affected by the policies and circumstances we will discuss. Remember that respecting and honoring each other does not leave room for sweeping statements or generalizations about other human beings. Opinions about the worth or desert of others are *not* perspectives.

Remember too that poverty, instability, criminal legal involvement, child abuse/neglect, mental illness, and vulnerability are personal issues for many of us; some of your classmates (or you yourself) may have been impacted by the systems and circumstances we’ll discuss throughout the semester. I expect respectful dialogue and commitment to conflict resolution in the classroom from each one of you, and as an instructor I promise the same.

VIII. UNIVERSITY POLICIES

I am required by the University to include the following policies:

Grading Scale

[No A+]	87.0 to 89.999 B+	77.0 to 79.999 C+	67.0 to 69.999 D+
94.0 and Above A	84.0 to 86.999 B	74.0 to 76.999 C*	64.0 to 66.999 D
90.0 to 93.999 A-	80.0 to 83.999 B-	70.0 to 73.999 C-	60.0 to 63.999 D-
		<i>*minimum to pass course</i>	Below 60.0 F

Attendance and Academic Behavior. At the University of Texas at Austin, regular attendance at all class meetings is expected. Instructors are responsible for implementing an attendance policy and must notify students of any special attendance requirements. See more information at <https://catalog.utexas.edu/general-information/academic-policies-and-procedures/attendance/>. Furthermore, students are expected to abide by the Standards for Social Work Education (available at

<https://socialwork.utexas.edu/student-resources/bsw/policies-and-procedures/>). The student shows potential for responsible and accountable behavior by being punctual and dependable, prioritizing responsibilities, attending class regularly, observing deadlines, completing assignments on time, and keeping appointments or making appropriate arrangements.

Religious Holy Days. A student who misses classes or other required activities, including examinations, for the observance of a religious holy day should inform the instructor as far in advance of the absence as possible so that arrangements can be made to complete an assignment within a reasonable period after the absence. A reasonable accommodation does not include substantial modification to academic standards, or adjustments of requirements essential to any program of instruction. Students and instructors who have questions or concerns about academic accommodations for religious observance or religious beliefs may contact the Center for Access and Restorative Engagement at <https://community.utexas.edu/care/>. The University does not maintain a list of religious holy days.

The University of Texas Honor Code. The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

Policy on Academic Integrity. Students who violate University rules on academic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and / or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on academic dishonesty will be strictly enforced. For further information, please visit the Student Conduct and Academic Integrity website at: <http://deanofstudents.utexas.edu/conduct>.

Use of Course Materials. The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

University Electronic Mail Student Notification. Electronic mail (email), like postal mail, is a mechanism for official University communication to students. The University will exercise the right to send email communications to all students, and

the University will expect that email communications will be received and read in a timely manner. Students can find UT Austin's policies and instructions for updating their e-mail address at <https://it.utexas.edu/policies/university-electronic-mail-student-notification-policy>.

Steve Hicks School of Social Work Policies

Professional Conduct and Civility in the Classroom. The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as race, ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. This atmosphere includes working intentionally to recognize and dismantle racism, sexism, heterosexism, and ableism in the classroom. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment, we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

Classroom Confidentiality. Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

Unanticipated Distress. Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling and Mental Health Center at 512-471-3515 or online at <https://cmhc.utexas.edu/>.

Policy on Social Media and Professional Communication. Public social

networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (e.g. Facebook, Twitter, Instagram) and other forms of electronic communication (e.g. blogs) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image.

Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as The University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

Resources, Prevention of Discrimination, and Safety

Disability Accommodation Statement. If you are a student with a disability, or think you may have a disability, and need accommodations please contact Disability and Access (D&A). You may refer to D&A's website for contact and more information: <https://disability.utexas.edu/>. If you are already registered with D&A, please deliver your Accommodation Letter to me as early as possible in the semester so we can

discuss your approved accommodations and how they apply in my class.

Behavior Concerns Advice Line (BCAL). If students have concerns about their behavioral health, or if they are concerned about the behavioral health of someone else, students may use the Behavior Concerns Advice Line to discuss by phone their concerns. This service is provided through a partnership between the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <https://safety.utexas.edu/behavior-concerns-advice-line>.

Covid-19 Related Information. The University's policies and practices related to the pandemic may be accessed at: <https://protect.utexas.edu/>

Title IX Reporting. In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct on the basis of sex <https://titleix.utexas.edu/>. Faculty, field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, stalking, dating violence, or any other forms of sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator. Further information, including student resources related to Title IX, may also be found at <https://titleix.utexas.edu/>.

Title IX Accommodations for Those Pregnant, Nursing and Parenting. Pregnant, nursing and parenting students, faculty, and staff are eligible for accommodations through the Title IX Office that support equal access to education and work and prevent discrimination. Students may reach out to the Title IX Office for help with accommodations to make up missed classes, complete missed coursework, keep them safe in the classroom, apply for leaves of absence, receive priority registration and other related support. Faculty and staff, including undergraduate students who work on campus and graduate student employees, may reach out for assistance with job or schedule restructuring and obtaining modified or additional work equipment. Visit the [Title IX pregnancy and parenting resource page](#) for more information or contact the [Title IX Support and Resources team](#) connect with a Case Manager.

Campus Carry Policy. The University's policy on campus carry may be found here: <https://campuscarry.utexas.edu>.

Safety. As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students

should notify the professor regarding any safety concerns.

Emergency Evacuation Policy. Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor's instructions.
- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

IX. COURSE SCHEDULE

JANUARY 14, 2025

WEEK ONE: Introduction to Forensic Social Work

Materials:

Munson, C. (2011). Forensic Social Work Practice Standards: Definition and Specification, *Journal of Forensic Social Work*, 1:37-60.

National Organization for Forensic Social Work. (2020). Specialty Guidelines and Ethics.

Reamer, F.J. (2023). Ethical Challenges in Forensic Social Work: Best Practices. *Journal of Forensic Social Work*, 7(1), 32-43.

Assignments:

Weekly Reflection Journal (Canvas)

JANUARY 21, 2025

WEEK TWO: Basic Principles of the American Legal System

Materials:

McLeod, D.A. (2017). Social Work and the Law: An Overview of Ethics, Social Work, and Civil and Criminal Law. In T. Maschi & G.S. Liebowitz (Eds.), *Forensic Social Work* (2d ed., pp. 63-77). Springer.

Duvernay, A. (Director). (2016) *Thirteenth* [Film]. Netflix.

Assignments:

Weekly Reflection Journal (Canvas)

JANUARY 28, 2025

WEEK THREE: Ethical Issues in Forensic Practice I

Materials:

Harrell, S. & Wahab, S. (2022). The Case for Mandatory Reporting as an Ethical Dilemma for Social Workers. *Re-envisioning the Social Work Profession, Education, and Practice*, 22(2), 818-40.

Winters, A.& Buser, M. (2022). Forensic Social Work Ethics in Prolonged Solitary Confinement: A Struggle with Dual Loyalty. *Journal of Forensic Social Work*, 6(1) 11-21.

Assignments:

Weekly Reflection Journal (Canvas)

FEBRUARY 4, 2025

WEEK FOUR: Mental Status in Criminal/Carceral Proceedings

Materials:

Bartlett, M. (2023). Introducing the BCAT: A Tool to Aid Treatment Providers in Assessing Adjudicative Competence. *Journal of Forensic Social Work*, 7(1) 14-31.

Assignments:

Weekly Reflection Journal (Canvas)

FEBRUARY 11, 2025

WEEK FIVE: Preparing to Testify

Materials:

National Association of Social Workers. (2009). Responding to a Subpoena. *NASW Legal Defense Fund*.

Martinez, A. U. (1980). Social Workers, Evidentiary Testimony, and the Courts. *Journal of Education for Social Work*, 16(1), 66–71.

Assignments:

Weekly Reflection Journal (Canvas)

Application Paper Proposal (Canvas)

FEBRUARY 18, 2025 – NO CLASS!

FEBRUARY 25, 2025

WEEK SEVEN: Ethical Issues in Forensic Practice II

Materials:

Becker, C. (2021, Oct. 19). We Social Workers Should Remember Our Values and Stop Policing. *Filter Magazine*.

Grady, M., Levenson, J., & Prescott, D. (2017). Empirically Informed Social Work Practice. In T. Maschi & G.S. Liebowitz (Eds.), *Forensic Social Work* (2d ed., pp. 307-20). Springer.

Prescott, D. (2022). Weaponizing Clinical Mental Health in Family Justice Courts: Ethical and Legal Minefields. *Journal of Forensic Social Work*, 6(1), 22–42.

TEDx. (2016, May 12). *Problem-Oriented Policing: Where Social Work Meets Law Enforcement* | Derrick Johnson [Video]. YouTube.

Assignments:

Weekly Reflection Journal (Canvas)

MARCH 4, 2025

WEEK EIGHT: PRACTICE SETTINGS: Dependency/Family Practice

Materials:

Roberts, D. (2020). Abolishing Policing Also Means Abolishing Family Regulation. *The Imprint*. <https://imprintnews.org/child-welfare-2/abolishing-policing-also-means-abolishing-family-regulation/44480>.

Bergen, H. & Abji, S. (2020). Facilitating the Carceral Pipeline: Social Work's Role in Funneling Newcomer Children from the Child Protection System to Jail and Deportation. *Affilia: Journal of Women and Social Work*, 35(1), 34-48. <https://doi.org/10.1177/0886109919866165>

Assignments:

- Weekly Reflection Journal (Canvas)
- Courtroom Observation Paper (Canvas)**

SPRING BREAK!

MARCH 18, 2025

WEEK TEN: PRACTICE SETTINGS: Victims' Services

Materials:

van Wormer, K. (2017). Restorative Justice: What Social Workers Need to Do—Part 2. In T. Maschi & G.S. Liebowitz (Eds.), *Forensic Social Work* (2d ed., pp. 363-75). Springer. <https://doi.org/10.1891/9780826120670>

Assignments:

- Weekly Reflection Journal (Canvas)

MARCH 25, 2024

WEEK ELEVEN: PRACTICE SETTINGS: Civil Legal Aid & Immigration

Materials:

Cleaveland, C. (2017) How the Immigration and Deportation Systems Work: A Social Workers Guide. *Journal of Sociology & Social Welfare*, 44(3), 55-73. <https://doi.org/10.15453/0191-5096.3880>

Galowitz, P. (1999) Collaboration Between Lawyers and Social Workers: Re-examining the Nature and Potential of the Relationship. *Fordham Law Review*, 67(5), 2123-54.

Assignments:

- Weekly Reflection Journal (Canvas)
- Application Paper Outline *bring to class***

APRIL 1, 2025

WEEK TWELVE: PRACTICE SETTINGS: Criminal Legal Defense/Diversion

Materials:

Vartkessian, E.S., Posel, T., Ginez, A., & Hubbard, L. (2022). When Justice Depends on It: The Need for Professional Standards for Mitigation Development in All Criminal Cases. *University of Baltimore Law Review*, 52(3), 449-87.

Dickie, I. & Maschi, T. (2017). Collaboration and Care Coordination. In T. Maschi & G.S. Liebowitz (Eds.), *Forensic Social Work* (2d ed., pp. 417-28). Springer. <https://doi.org/10.1891/9780826120670>

Assignments:

Weekly Reflection Journal (Canvas)

APRIL 8, 2025

WEEK THIRTEEN: PRACTICE SETTINGS: Capital Mitigation

Materials:

Stetler, R. & Wendel, W.B. (2023). Mitigation Reports in Capital Cases: Legal and Ethical Issues. *St. Mary's Journal on Legal Malpractice & Ethics*, 13(48), 48-107.

Assignments:

Weekly Reflection Journal (Canvas)

APRIL 15, 2025

WEEK FOURTEEN: PRACTICE SETTINGS: Re-entry

Materials:

Ojha, M., Petra, M., Burek, M., & Mahapatra, N. (2023). Accessing Behavioral Health Services and the Justice-Involved: The Significance of Ecological Considerations. *Journal of Forensic Social Work*, 7(1), 44-61. <https://doi.org/10.15763/issn.1936-9298.2023.7.1.44-61>

Assignments:

Weekly Reflection Journal (Canvas)

APRIL 22, 2025

WEEK FIFTEEN: Wrap-up & Reflection

FINAL APPLICATION PAPER DUE MAY 4

X. BIBLIOGRAPHY

- Bartlett, M. (2023). Introducing the BCAT: A Tool to Aid Treatment Providers in Assessing Adjudicative Competence. *Journal of Forensic Social Work*, 7(1) 14-31. <https://doi.org/10.15763/issn.1936-9298.2023.7.1.14-31>
- Becker, C. (2021, Oct. 19). We Social Workers Should Remember Our Values and Stop Policing. *Filter Magazine*. <https://filtermag.org/social-workers-stop-policing/>.
- Bergen, H. & Abji, S. (2020). Facilitating the Carceral Pipeline: Social Work's Role in Funneling Newcomer Children From the Child Protection System to Jail and Deportation. *Affilia: Journal of Women and Social Work*, 35(1), 34-48. <https://doi.org/10.1177/0886109919866165>
- Cleaveland, C. (2017) How the Immigration and Deportation Systems Work: A Social Workers Guide. *Journal of Sociology & Social Welfare*, 44(3), 55-73. <https://doi.org/10.15453/0191-5096.3880>
- Dickie, I. & Maschi, T. (2017). Collaboration and Care Coordination. In T. Maschi & G.S. Liebowitz (Eds.), *Forensic Social Work* (2d ed., pp. 417-28). Springer. <https://doi.org/10.1891/9780826120670>
- Duvernay, A. (Director). (2016) *Thirteenth* [Film]. Netflix.
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- Grady, M., Levenson, J., & Prescott, D. (2017). Empirically Informed Social Work Practice. In T. Maschi & G.S. Liebowitz (Eds.), *Forensic Social Work* (2d ed., pp. 307-20). Springer. <https://doi.org/10.1891/9780826120670>
- Harrell, S. & Wahab, S. (2022). The Case for Mandatory Reporting as an Ethical Dilemma for Social Workers. *Re-envisioning the Social Work Profession, Education, and Practice*, 22(2), 818-40. <https://doi.org/10.18060/24910>.
- Martinez, A. U. (1980). Social Workers, Evidentiary Testimony, And the Courts. *Journal of Education for Social Work*, 16(1), 66–71. <http://www.jstor.org/stable/23038594>.
- McLeod, D.A. (2017). Social Work and the Law: An Overview of Ethics, Social Work, and Civil and Criminal Law. In T. Maschi & G.S. Liebowitz (Eds.), *Forensic Social Work* (2d ed., pp. 63-77). Springer. <https://doi.org/10.1891/9780826120670>
- Munson, C. (2011). Forensic Social Work Practice Standards: Definition and Specification, *Journal of Forensic Social Work*, 1:37-60. <https://doi.org/10.1080/1936928X.2011.541200>
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