Competency 2- Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color,arace2fitssl

Assignments:

Reading Reflection Journal Entries (50% of course grade): Each student in the course will complete five reading reflections over the course of the semester based on the assigned readings. These are intended to encourage students to engage in active reading of the course readings. Students will be provided with specific terminology and questions on Canvas shell

Final Paper (35%) How well do you believe you are prepared to work with justice-involved clients? Discuss three ways in which the class has helped you (please be specific) as well as three ways you can further prepare yourself. What social biases about this population do you have? What are some ways in which you can address them? What social biases did you have about this population before starting this class and how did you address them? List at least 3 evidence-based treatment practices that you would utilize when working with this population. Please provide the effectiveness of these treatment practices by researching and citing peer-reviewed articles (2-3 articles) Discuss factors that can lead to incarceration and how you think you can best balance treatment modalities focused on behavioral change, while still acknowledging, and factoring for, racial, social, economic and the various discrimination this population often faces.

VI.   EVALUATION

Students are provided opportunity to evaluate doctoral courses. An evaluation form pertaining to the course and instructor will be conducted on-line. There will also be oral discussion of students' perspectives about the course. Evaluation is ongoing and students are encouraged to provide feedback about their learning needs throughout the semester.

VII.   OFFICE OF DISABILITIES SERVICES (ODS) collaborates with students, faculty and staff to provide reasonable accommodations and services to students with disabilities. The purpose of reasonable academic accommodations is to assure that there is equal access to and the opportunity to benefit from your education at Wurzweiler. It is the student's responsibility to identify himself/herself to the Office of Disabilities Services (ODS) and to provide documentation of a disability. **http://www.yu.edu/Student-Life/Resources-and-Services/Disability-Services/**

VIII. E-RESERVES
Access full text copies of most of the "on reserve" articles for a course from your home computer. You will need Adobe Acrobat to use this service. Your professor will provide you with a password. The link for e-reserves is **http://yulib002.mc.yu.edu:2262/er.php.** Most of the articles mentioned in the curriculum are available on electronic reserve (E-reserves). You can access the full text articles from your home or from a university computer at no charge.

ACCESSING E-RESERVES
FROM CANVAS
1. Go to your class Canvas page.
2. Click the link "Library Resources & E-Reserves" (no password required)

FROM CAMPUS
1. If you wish to access e-reserves from the library home page (**library.yu.edu**),

2. Use "**wurzweiler**" all lower case, as the password.
3. If you have problems accessing e-reserves, email: Stephanie Gross, Electronic Reserves Librarian: **gross@yu.edu** or ereserves@yu.edu.

FROM OFF-CAMPUS
1. Go to the library's online resources page: **http://www.yu.edu/libraries/online_resources.asp**
2. Click on E-RES; you will be prompted for your **Off Campus Access Service login** and password.
3. Use "wurzweiler" all lower case, as the password for all courses in all social work programs.
4. If you have problems accessing e-reserves, email: Stephanie Gross, Electronic Reserves Librarian: **gross@yu.edu** or ereserves@yu.edu.

USING E-RESERVES

1. Click on "Search E-RES" or on "Course Index," and search by instructor's name, department, course name, course number, document title, or document author.
2. Click on thc72(2.)Tj6,/.6 (t)6.3 (l)-0( )Tj/, oon tlii.9 (oon)-11 (t)68 (t)6.3 (hw 1.63f4@u1EMC Y.9 wer)6.9 (e)-1.7 7 at152

changed or eliminated. This includes obvious identifiers such as names and birth dates but may also contain other information that is so unique to the person that it will allow for identification, including diagnosis, race/ethnicity or gender. If diagnosis, race/ethnicity or gender is directly related to the case presentation, it can be included if it will not allow for identification.

XI.   FERPA & OTHER UNIVERSITY POLICIES

Immigration
- Immigration and the criminal justice system
- Legal and Policy frameworks
- Arrest and Deportation
- Detention
- Core Roles and Functions of Forensic Social work in the system
- Relevant theories and frameworks
- Evidence Based Practices
- **Women**
- Women and the criminal justice system
- Pathways to female incarceration
- Trauma Exposure
- Incarcerated women and their children
- Impact of maternal incarceration on Family Structure and Child Placement
- Prison Based Restorative Services
- Evidence Based Practices

Aging
- Interventions in APS
- Policy issues connected to elder abuse
- Aging in Prison
- Life Course Perspective
- Role of Forensic Social Worker in this system
- Evidence Based Practices

LGBTQIA
- Ethical issues
- Experiences with Oppression
- Community Resources
- Policy procedures and legal issues
- Culturally sensitive practice models
- Evidence Based Practices

Substance Abuse/ MH
- Prevalence of Co-Occurring disorders
- Anxiety, bipolar, PTSD and personality disorders
- Medication Assisted Therapies (MAT), CBT. ART, 12- step

Juvenile Justice- I History
- Juvenile Justice policies and trends
- Juvenile Processing and case flow
- Juvenile court referrals and case dispositions
- Evidence Based Practices

Juvenile Justice II- Juvenile Offender/Victim of Sexual Abuse
- Theories of Crime
- treatment with juvenile offenders
- Police work- History and Trends within the juvenile justice system
- Differences between female and male offenders
- Child Protection System Intervention
- Forensic Medical Examinations
- Evidence Based Practices

Juvenile Justice III- Mental health, substance abuse
- Prevalence of psychiatric disorders among
- Prevalence of substance abuse disorders
- Screening and Assessment tools
- Juvenile Assessment Centers and Juvenile Addiction Receiving Facilities (JAC)
- Problem Solving Skills Training
- Outpatient Family Based Interventions
- Evidence Based Practices

Families as a system in Forensic Practice/Children with Incarcerated Parents/Child Welfare
- Impact of Mass Incarceration on Families
- Assessments, Prevention and Intervention Strategies
- Relevant theories and applications
- Trauma-informed Evidence based practice