FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail.

Rules and regulations governing the use of FSU email may be found at http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf

II. Course Description: Forensic social work is the practice specialty that focuses on the intersection between law and health and human services. It requires the ethical knowledge and skill capacity to balance the mutual and conflicting interests of client and community. Multidisciplinary in nature, forensic social workers are found in such settings as child protective services, guardian ad litem programs, juvenile offender treatment programs, mitigation services, victim services, witness assistance programs, and domestic violence shelters. Apart from work in forensic settings, social workers increasingly encounter client problems (e.g., termination of parental rights, vulnerable adults, child abuse and neglect, and foster and permanency placement) that require them to work effectively in cross-disciplinary settings with police, court personnel, attorneys, and, corrections officers.

The purpose of this course, therefore, is to gain familiarity with the structure of the American criminal and civil legal system with an emphasis on those areas relevant to forensic social work, including expert testimony, rules of evidence, risk assessment and management, and theories of causation of violence and aggression. The course also focuses on delineating and managing the dilemmas between social work and legal ethics, the social worker’s authority, and the tension between social control and social support.

III. Disabled Student Services: In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

V. Course Competencies: Upon successful completion of the course, students will be able to:
   a. Understand forensic social work including purpose, functions, practice roles, and practice settings.
   b. Demonstrate familiarity with the adversary process including the steps in civil matters and criminal prosecution.
   c. Identify relevant social work values and ethics, apply them toward resolving ethical dilemmas encountered in forensic social work practice, and critically appraise the relationship between legal and social work ethics.
   d. Comprehend and articulate relevant theories and models of offender causation including the influence of oppression and socioeconomic injustice.
   e. Demonstrate an understanding of best practices in developing mental health evidence for forensic purposes.
   f. Utilize assessment skills relevant to determining competency of an accused to understand rights, waive rights, to be tried, and be executed.
   g. Apply biopsychosocial assessment process to evaluate: (1) degree of criminal responsibility, (2) relevant mental and/or substance disorders, and (3) collateral information including records, testing, and medical reports.
   h. Apply the knowledge and skills required to present court testimony, including the role and responsibilities associated with an expert witness.
   i. Utilize skills in forensic social work as it relates to child welfare including the interviewing of children and adults, giving of testimony, writing reports required by the courts, and assessing foster care and adoption placements.
   j. Understand the concept of mitigation in criminal cases and demonstrate an understanding of effective methods of developing skills in mitigating evidence.
   k. Identify and evaluate methods of risk assessments and risk management for their applicability to the criminal justice process.

VI. Course Requirements and Evaluation Criteria -

a. Grading Scale – University Scale

92-100 = A  83-91 = B  73-82 = C  64-72 = D  63 and below = F

b. Attendance Requirements - Class attendance is required for all students enrolled in courses at the 100 and 200 levels. Class absences will be excused only when valid documentation is provided for participation in university sponsored activities, serious illness, and family emergencies. Other absences may be excused at the discretion of the instructor, who may require documentation. Students must notify instructors, in advance when possible, of the reasons for class absences. When prior notification is impossible, students are required to explain the reasons for their absences by the next class meeting. When students fail to explain class absences, those absences are unexcused.
c. Graded Assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Project</td>
<td>15%</td>
</tr>
<tr>
<td>Class Exercises (3x10)</td>
<td>30%</td>
</tr>
<tr>
<td>Blackboard Exercises (4x5 points each)</td>
<td>20%</td>
</tr>
<tr>
<td>Final Evaluation</td>
<td>25%</td>
</tr>
<tr>
<td>Attendance, Assignments</td>
<td>10%</td>
</tr>
<tr>
<td>Quizzes, Class Participation</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

d. Evaluation: Students must be present for final evaluation as scheduled. Make-up evaluations will only be administered for legitimate university business or documented medical emergencies or deaths. All make-up evaluations will only be scheduled with prior approval and arranged by the instructor. **There is NO MAKE UP FOR CLASS EXERCISES OR CLASS PRESENTATION.**

e. Written Assignments and Class Presentation:
Students will engage collaboratively through in-class exercises that further enhance teaching points. These exercises and the final class presentation are course capstone projects designed to demonstrate the student's ability to conceptualize and to make practical application of the essences of forensic social work concepts.

f. Supplemental materials for this course will be posted on Blackboard continuously to enhance the student learning experience.

g. Students will be assigned to one of four groups. Each group will be responsible for a project and presentation on an assigned topic from the course. Each group will have a group discussion area on Blackboard to communicate and share information. Each group will present their topic area to the class on the designated date. Presentations will be 30-60 minutes in duration with a PowerPoint presentation as a minimum visual aid. Each member of the group will make meaningful contributions and have equal presentation time.

**STUDENTS ARE REQUIRED TO HAVE ACCESS TO THEIR BRONCO EMAIL ACCOUNTS AND BLACKBOARD DAILY FOR NEW INFORMATION!!!**
FSU Policy on Disruptive Behavior in the Classroom

The *Code of the University of North Carolina* (of which FSU is a constituent institution) and the *FSU Code of Student Conduct* affirm that all students have the right to receive instruction without interference from other students who disrupt classes.

FSU Core Curriculum Learning Outcome under Ethics and Civic Engagement (6.03): All students will “prepare themselves for responsible citizenship by fulfilling roles and responsibilities associated with membership in various organizations.” Each classroom is a mini-community. Students learn and demonstrate responsible citizenship by abiding by the rules of classroom behavior and respecting the rights all members of the class.

The FSU Policy on Disruptive Behavior (see FSU website for complete policy) identifies the following behaviors as disruptive:

1. Failure to respect the rights of other students to express their viewpoints by behaviors such as repeatedly interrupting others while they speak, using profanity and/or disrespectful names or labels for others, ridiculing others for their viewpoints, and other similar behaviors;
2. Excessive talking to other students while the faculty member or other students are presenting information or expressing their viewpoints,
3. Use of cell phones and other electronic devices
4. Overt inattentiveness (sleeping, reading newspapers)
5. Eating in class (except as permitted by the faculty member)
6. Threats or statements that jeopardize the safety of the student and others
7. Failure to follow reasonable requests of faculty members
8. Entering class late or leaving class early on regular basis
9. Others as specified by the instructor.

The instructor may take the following actions in response to disruptive behavior. Students should recognize that refusing to comply with reasonable requests from the faculty member is another incidence of disruptive behavior.

1. Direct student to cease disruptive behavior.
2. Direct student to change seating locations.
3. Require student to have individual conference with faculty member. At his meeting the faculty member will explain the consequences of continued disruptive behavior.
4. Dismiss class for the remainder of the period. (Must be reported to department chair.)
5. Lower the student’s final exam by a maximum of one-letter grade.
6. File a complaint with the Dean of Students for more severe disciplinary action.

Students who believe the faculty member has unfairly applied the policy to them may make an appeal with the faculty member’s department chair.

VII. **Academic Support Resources** – Students are expected to make use of the University’s Media Services in completing written assignments. Each student is responsible for reviewing their email accounts daily for course updates and announcements. The instructor’s primary contact is via email. Written assignments may be submitted via Blackboard or email no later than midnight of the due date posted. University College Learning Center is available for students that may need further assistance.
VIII. This class makes extensive use of the Internet, Smartboard, Blackboard, PowerPoint and other resources available through the University College Learning Center and Media Center.

IX. Course Outline and Assignment Schedule

Session 1 –
Introduction to course and syllabus overview
Dynamics of Local Court System (Legal terms, NC General Statues; organizational structure of NC Judicial System
Assignment(s): Read Chapters 1-7
Blackboard Exercise #1

Session 2 –
Forensic Risk Assessment, Roles, and Specialized Practices
Practical - Class Exercise #1
Juvenile Justice Process, Assessment and Treatment
North Carolina Department of Juvenile Justice Offender Flow
- Class Exercise #2
Assignment(s): Read Chapters 8-16
Blackboard Exercise #2

Session 3 –
Forensic Services and Programs for Adult Offenders
Drug Courts, Jail Mental Health Services Competency and Capacity to Proceed
Writing Reports for Court; Expert Witness; Evidence
Case Development - Class Exercise #3
Assignment(s): Blackboard Exercises #3 & #4

Session 4 –
Restorative Justice and Victim-Offender Mediation
COURT/GROUP INTERACTIVE EXERCISE
Class Project/Presentation
Review & Comprehensive Final Evaluation
X. **Teaching Strategies** - The teaching strategies will include a combination of lectures, guest presentations, discussions, student presentations, and in class exercises.