



## **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, race, sex, and gender.



**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  
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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](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 the72(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**

~~Statewide policies and procedures for compliance with FERPA 8 (g) 1862 (a)(10) 2.1.229 (h) 10.7.2281 dsgrch~~

## **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