

# SWK-D 602 Working with Court-Ordered Clients (3 cr.)

## Course Information

**Semester Year:** Fall 2018  
**Section Number:** XXXXX  
**Location:** XXXXX  
**Day:** XXXXX  
**Time:** XXXXX

**Instructor:** XXXXX XXXXXXXXXX  
**Office:** XXXX  
**Email:** XXXX  
**Phone:** XXXXX  
**Office Hours:** XXXXXXXXXX

## Course Description

Due to legal, familial, and other societal consequences of mental illness and addiction, social workers need to be equipped to address co-occurring disorders with clients who are referred by the court system and who may not necessarily have internal motivation for change. Moreover, social workers need to be prepared to deliver appropriate interventions that address both client and referral source needs to, ultimately, improve client functioning and well-being. Social workers need to fulfill the aforementioned goals while adhering to social work values and ethics. Both actual and potential complexities associated with effectively working with court-ordered clients presenting with a range of psychosocial problems, addressing the needs of referral sources, and managing associated ethical dilemmas necessitate a formal graduate social work course to address the unique needs of court-ordered clients.

This course assists graduate social work students in working with court-ordered clients and the referral source to address addiction, mental illness, domestic violence, anger management, and sexual aggression issues in accordance with the reasons for client referral to treatment. Graduate social work students build upon assessment and intervention knowledge gained in their foundation and concentration courses to engage, assess, intervene, and evaluate outcomes associated with court-ordered clients. The course will provide students with opportunities to demonstrate knowledge and skills regarding assessment of motivation to change and the tailoring of appropriate interventions for a particular stage of change. Students will apply motivational interviewing skills and cognitive-behavioral interventions to address resistance and change, respectively. The course will aid social work students in building client self-efficacy and internal locus of control beyond simply fulfilling court mandates.

## Course Competencies

Council on Social Work Education (CWSE) 2015 EPAS Competencies addressed by this course.

### Primary

- Competency 6: Engage with Individual Client Systems

Social workers engage involuntary client systems referred from various legal sources to collaboratively increase internal motivation for change to address reasons for their referral, including addictions, mental illness, anger management, or other internalized and externalized disorders (or the co-occurrence of these disorders) (CSWE, 2015 EPAS, p. 8).

- Competency 7: Assess Individual Client Systems

Social workers assess involuntary client systems referred from various legal sources to address targets for change, including addictions, mental illness, anger management, or other internalized and externalized disorders (or the co-occurrence of these disorders) (CSWE, 2015 EPAS, p. 9).

- **Competency 8: Intervene with Individual Client Systems**

Social workers intervene with involuntary client systems referred from various legal sources to collaboratively construct and use cognitive, behavioral, biological, and/or environmental techniques or strategies to address targets for change, including addictions, mental illness, anger management, or other internalized and externalized disorders (or the co-occurrence of disorders) (CSWE, 2015 EPAS, p. 9).

- **Competency 9: Evaluate Individual Client Systems**

Social workers evaluate client outcomes using a single subject design and specific to the reason for client referral (referral source outcomes) (CSWE, 2015 EPAS, p. 9).

## Course Objectives

1. Synthesize assessment information to develop a treatment plan consistent with both court-ordered client and referral source objectives.
2. Apply social work and multidisciplinary theories to explain the etiology and course of court-ordered client problems and use theoretical explanations to dictate research-based interventions.
3. Synthesize intrapersonal (cognitive, behavioral, biological), interpersonal (social, domestic), and environmental (political, economic, cultural, rural/urban) factors that may contribute to the reasons for court-ordered client referrals and collaboratively develop treatment plans that reduce recidivism.
4. Comprehend how race, ethnicity, age, socioeconomic status, disability, sexual orientation, and gender may influence engagement, assessment, intervention, and evaluation with court-ordered clients.
5. Apply research-based social work interventions to achieve intrapersonal (cognitive, behavioral, biological) and interpersonal (social, domestic) change relevant to collaboratively developed court-ordered client goals and the reasons for the court-ordered mandate to treatment.
6. Evaluate court-ordered client outcomes to determine the extent to which both client and referral source goals are achieved. Evaluate client outcomes to determine if, and the extent to which, it is necessary to alter the treatment plan.
7. Evaluate how your own beliefs and experiences could help or hinder work with various types of court-ordered clients.

## Required Texts

Maschi, T., & Liebowitz, G. S. (Eds.). (2018). *Forensic social work: Psychosocial and legal issues across diverse populations and settings* (2<sup>nd</sup> ed.). New York: Springer Publishing Company.

Tafrate, R. C., & Mitchell, D. (Eds.). (2014). *Forensic CBT: A handbook for clinical practice*. Chichester, West Sussex, UK: Wiley-Blackwell.

## Course Content

Be mindful that academic and experiential content in social work courses may trigger an emotional response, especially in individuals who have prior trauma history. As social workers, it is our responsibility to be present for clients who have experienced trauma; therefore, it is necessary to cultivate compassionate self-awareness and address our personal histories in a timely manner for competent social work practice. If you are triggered in the classroom, your priority is self-care as well as continuing to gain knowledge for practice. You may need to seek consultation from faculty as to your readiness for practice and/or how to better prepare for social work practice.

This course prepares students to work effectively with court-ordered clients, who may not necessarily have internal motivation to change with regard to addiction, mental illness, anger, sexual aggression, and/or domestic violence. Students are initially oriented to personal, societal, and other factors that contribute to court-ordered recommendations for treatment. An overview of the various judicial systems that mandate treatment is also provided.

The treatment component of this course is sequenced with regard to motivation level to allow for interventions that are based on each client's degree of internal motivation for change. Therefore, students are taught to assess motivation for change and increase internal motivation for change via applying motivational interviewing in the context of working with offenders who are court-ordered for treatment (Stinson & Clark, 2017). In the context of motivational interviewing and court-ordered treatment, students are taught to: establish therapeutic rapport; use tools for assessing motivation for change; engage, focus, evoke, and plan for change in court-ordered clients with regard to addiction, mental illness, anger, sexual aggression, and/or domestic violence.

Once internal motivation has been developed to begin change, cognitive-behavioral therapy (CBT) is the treatment used to conceptualize problems and aid clients in their change efforts with regard to court treatment for addiction, mental illness, anger, sexual aggression, and/or domestic violence (Tafrate & Mitchell, 2014). Students are introduced to a general cognitive model for working with court-ordered clients that can be used to conceptualize the specific issues of addiction, mental illness, anger, sexual aggression, and/or domestic violence court-ordered clients are mandated to address. In concert with the cognitive-behavioral case conceptualization, students are taught specific CBT interventions (cognitive restructuring, problem-solving, and others) to address cognitive and/or behavioral targets for change with court-ordered clients. The course also presents various reliable and valid measures for assessing outcomes to evaluate clients and referral sources objectives to measure treatment response. The course seeks to prevent relapse by developing internal motivation for change that extends beyond that of the court referral source.

Working with court-ordered clients presents various ethical dilemmas and challenges. Consequently, students will use the NASW Code of Ethics to evaluate various ethical decisions pertaining to court-ordered clients. In conjunction with social work ethics, the course also addresses issues pertaining to testimony and pertinent laws that affect social workers who are testifying with regard to court-ordered clients.

## Resources

- Canvas email will also be used a way to communicate between instructor and students. You are expected to check the course announcements on Canvas before each class.
- Additional readings will be assigned throughout the semester and be posted on Canvas (Resource tab).

## Course Outline

### Module 1: Introduction to Working with Court-Ordered Clients and Referral Sources

Weeks 1, 2

#### Overview

- A. Intrapersonal, interpersonal, environmental, and societal factors that contribute to clients' court-ordered treatment for addiction, mental illness, anger management, and/or other internalized and externalized disorders
- B. Referral sources that refer court-ordered clients and the treatment objects associated with court referrals

#### Assignments

##### Readings

1. Maschi, T., Liebowitz, G. S., & Killian, M. L. (2018). Conceptual and historical overview of forensic social work. In T. Maschi & G. S. Leibowitz (Eds.), *Forensic social work: Psychosocial and legal issues across diverse populations and settings* (2<sup>nd</sup> ed.) (pp. 3-30). New York, NY: Springer Publishing Company. (Canvas)
2. James, K. (2018). The criminal justice system: A history of mass incarceration with implications for forensic social work. In T. Maschi & G. S. Leibowitz (Eds.), *Forensic social work: Psychosocial and legal issues across diverse populations and settings* (2<sup>nd</sup> ed.) (pp. 237-249). New York, NY: Kluwer Academic/Plenum Publishers. (Canvas)
3. Levenson, J., & Grady, M. (2016). Childhood adversity, substance abuse, and violence: Implications for trauma-informed social work practice. *Journal of Social Work Practice in the Addictions, 16*, 24-45. (Canvas)
4. Sarteschi, C. M., & Vaughn, M. G., (2013). Recent developments in mental health courts: Have we learned? *Journal of Forensic Social Work, 3*, 34-55. (Canvas)

##### Group Discussion Assignment

1. Discussion:

##### Individual Assignment

1. M1 Readings Quiz

### Module 2: Assessment for Working with Court-Ordered Clients and Communication with Courts

Weeks 3, 4

## Overview

- A. Court-ordered clients' internal motivation for change, progress in therapy, achievement of referral source objectives
- B. Interviewing techniques for court-ordered clients
- C. Quality social work communication with courts

## Assignments

### Readings

1. Burrowes, N., & Needs, A. (2009). Time to contemplate change? A framework for assessing readiness to change with offenders. *Aggression and Violent Behavior, 14*(1), 39–49. <https://doi-org.proxy.ulib.uits.iu.edu/10.1016/j.avb.2008.08.003>
2. Robbins, S. P. (2018). Forensic interviewing. *Forensic social work: Psychosocial and legal issues across diverse populations and settings* (2<sup>nd</sup> ed.) (pp. 333-342). New York, NY: Springer Publishing Company. (Canvas)
3. Mandal, S. (2018). Expert witness testimony in forensic practice and justice systems. *Forensic social work: Psychosocial and legal issues across diverse populations and settings* (2<sup>nd</sup> ed.) (pp. 343-349). New York, NY: Springer Publishing Company. (Canvas)
4. Swain, P. A. (2005). "No expert should cavil at any questioning":<sup>1</sup> Reports and assessments for courts and tribunals. *Australian Social Work, 58*(1), 44-57. (Canvas)
5. Brodsky, S. L., & Terrell, J. J. (2011). Testifying about migration: When social workers and other mental health professionals face aggressive cross-examination. *Journal of Forensic Social Work, 1*, 73-81. (Canvas)

### Group Discussion Assignment

1. Discussion: Assessment for Court-Ordered Clients and Communication with Courts

### Individual Assignment

1. M2 Readings Quiz

## Module 3: Motivational Interviewing with Court-Ordered Clients

### Weeks 5, 6

## Overview

- A. Motivational interviewing techniques that facilitate adherence
- B. Basic therapeutic conditions necessary for engagement using person-centered approach
- C. Motivational interviewing skills for focusing and evoking change in court-ordered clients

## Assignments

### Readings

1. Alexander, M., VanBenschoten, S. W., & Walters, S. T. (2008). Motivational Interviewing Training In Criminal Justice: Development Of A Model Plan. *Federal Probation, 72*(2), 61–66. Retrieved from <https://search-ebSCOhost-com.proxy.ulib.uits.iu.edu/login.aspx?direct=true&db=aph&AN=36530739&site=ehost-live>

2. Chovanec, M. (2008). Innovations Applied to the Classroom for Involuntary Groups: Implications for Social Work Education. *Journal of Teaching in Social Work, 28*(1–2), 209–225.
3. Lincourt, P., Kuettel, T. J., & Bombardier, C. H. (2002). Motivational interviewing in a group setting with mandated clients: A pilot study. *Addictive Behaviors, 27*(3), 381–391. doi:10.1016/S0306-4603(01)00179-4
4. Owens, M. D., & Tafrate, R. C. (2016). Finding the niche for Motivational Interviewing in forensic practice. *The Behavior Therapist, 39*(5), 178–180. Retrieved from [https://search-ebscohost-com.proxy.ulib.uits.iu.edu/login.aspx?direct=true&db=psyh&AN=2016-35103-008&site=ehost-live](https://search.ebscohost-com.proxy.ulib.uits.iu.edu/login.aspx?direct=true&db=psyh&AN=2016-35103-008&site=ehost-live)
5. Prescott, D. S., & Leibowitz, G. S. (2018). Motivational interviewing. In T. Maschi & G. S. Leibowitz (Eds.), *Forensic social work: Psychosocial and legal issues across diverse populations and settings* (2<sup>nd</sup> ed.) (pp. 323 – 330). New York: Springer Publishing Company.
6. Rogers, C. R. (1957). The necessary and sufficient conditions of therapeutic personality change. *Journal of Consulting Psychology, 21*(2), 95-103. (Canvas)

### Group Discussion Assignment

1. Discussion: Motivational Interviewing with Court-Ordered Clients: The case of Mr. C

### Individual Assignment

1. M3 Readings Quiz

## Module 4: Integrating Motivational Interviewing & CBT for Court-Ordered Clients

Weeks 7, 8

### Overview

- A. Understand the link between motivational interviewing and CBT in the context of court-ordered treatment

### Readings

1. Morgan, K., Denison-Vesel, K., Voelkner, A., Brouard, C., Smith, J. & Nowak, A. (2018). Substance use and co-occurring psychiatric disorders treatment: Systems and issues for those in jail, prison, and on parole. In T. Maschi & G. S. Leibowitz (Eds.), *Forensic social work: Psychosocial and legal issues across diverse populations and settings* (2<sup>nd</sup> ed.) (pp. 195 – 209). New York: Springer Publishing Company.
2. Tafrate, R. C. & Luther, J. D. (2014). Integrating motivational interviewing with forensic CBT: Promoting treatment engagement and behavior change with justice – involved clients. In R. C. Tafrate & D. Mitchell (Eds.), *Forensic CBT: A handbook for clinical practice* (pp. 411 – 435). Chichester, West Sussex, UK: Wiley-Blackwell.
3. Seeler, L., Freeman, A., DiGiuseppe, R., & Mitchell, D. (2014). Traditional cognitive-behavioral therapy models for antisocial patterns. In R. C. Tafrate & D. Mitchell (Eds.), *Forensic CBT: A handbook for clinical practice* (pp. 15 – 42). Chichester, West Sussex, UK: Wiley-Blackwell.

### Group Discussion Assignment

1. Discussion: Integrating Motivational Interviewing and CBT for Court-Ordered Clients

### Individual Assignments

1. M4 Readings Quiz
2. Application: Case Example: Focusing Motivational Interviewing Skills
3. Application: Case Example: Identifying Specific Evoking Strategies

## Module 5: Social Work Values and Ethics with Court-Ordered Clients

Weeks 9, 10

### Overview

- A. Social work values and ethics with court-ordered clients
- B. Apply motivational interviewing skills for planning change in court-ordered clients
- C. Understand the link between motivational interviewing and CBT in the context of court-ordered treatment
- D. Apply CBT interventions, within the context of court-ordered treatment, to change thoughts, mood, and behaviors pertaining to various personality traits and criminal thinking

### Assignments

#### Readings

1. Amrod, J. & Hayes, S. C. (2014). ACT for the incarcerated. In R. C. Tafrate & D. Mitchell (Eds.), *Forensic CBT: A handbook for clinical practice* (pp. 43 – 65). Chichester, West Sussex, UK: Wiley-Blackwell.
2. Kroner, D. G., & Morgan, R. D. (2014). An overview of strategies for assessment and treatment of criminal thinking. In R. C. Tafrate & D. Mitchell (Eds.), *Forensic CBT: A handbook for clinical practice* (pp. 87 – 103). Chichester, West Sussex, UK: Wiley-Blackwell.
3. Walters, G. D. (2014). Applying CBT to the criminal thought process. In R. C. Tafrate & D. Mitchell (Eds.), *Forensic CBT: A handbook for clinical practice* (pp. 104 – 121). Chichester, West Sussex, UK: Wiley-Blackwell.
4. McLeod, D. A. (2018). Social work and the law: An overview of ethics, social work, and civil and criminal law. In T. Maschi & G. S. Leibowitz (Eds.), *Forensic social work: Psychosocial and legal issues across diverse populations and settings* (2<sup>nd</sup> ed.) (pp. 63 – 77). New York: Springer Publishing Company.
5. National Association of Social Workers (NASW). (2017). *Code of ethics of the national association of social workers*. Washington, DC: Author.  
<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

#### Individual Assignments

1. CBT with Court-Ordered Clients: Student Introspection and Social Work Values and Ethics
2. M5 Readings Quiz

## Module 6: Intervention – Forensic Cognitive-Behavioral Therapy (CBT) - Addiction

Weeks 11, 12

## Overview

- A. Apply CBT interventions, within the context of court-ordered treatment, to change thoughts, mood, and behaviors pertaining to various personality traits and criminal thinking
- B. CBT interventions, within the context of court-ordered treatment, to change thoughts, mood, and behaviors in pertaining to addiction

## Assignments

### Readings

1. Bishop, F. M. (2014). An integrated REBT-based approach to the treatment of addicted offenders. In R. C. Tafrate & D. Mitchell (Eds.), *Forensic CBT: A handbook for clinical practice* (pp. 233 – 251). Chichester, West Sussex, UK: Wiley-Blackwell.
2. Wanberg, K. W., & Milkman, H. B. (2014). Social and community responsibility therapy (SCRT): A cognitive-behavioral model for the treatment of substance abusing judicial clients. In R. C. Tafrate & D. Mitchell (Eds.), *Forensic CBT: A handbook for clinical practice* (pp. 252 – 277). Chichester, West Sussex, UK: Wiley-Blackwell.
3. Day, A. (2014). Culturally responsive CBT in forensic settings. In R. C. Tafrate & D. Mitchell (Eds.), *Forensic CBT: A handbook for clinical practice* (pp. 377– 390). Chichester, West Sussex, UK: Wiley-Blackwell

### Individual Assignments

1. M5 Readings Quiz
2. Application: Case Example: CBT for Addiction with Court-Ordered Clients: The Case of Mr. B

## Module 7: Intervention – Forensic CBT: Sexual Aggression

Weeks 13, 14

## Overview

- A. CBT interventions, within the context of court-ordered treatment, to change thoughts, mood, and behaviors in pertaining to sexual aggression

## Assignments

### Readings

1. Marshall, W. L., & O'Brien, M. D. (2014). Balancing clients' strengths and deficits in sexual offender treatment: The Rockwood treatment approach. In R. C. Tafrate & D. Mitchell (Eds.), *Forensic CBT: A handbook for clinical practice* (pp. 281 – 301). Chichester, West Sussex, UK: Wiley-Blackwell.
2. Wheeler, J., & Covell, C. (2014). Recidivism risk reduction therapy (3RT): Cognitive-behavioral approaches to treating sexual offense behavior. In R. C. Tafrate & D. Mitchell (Eds.), *Forensic CBT: A handbook for clinical practice* (pp. 302 – 326). Chichester, West Sussex, UK: Wiley-Blackwell.

### Individual Assignments

1. M6 Readings Quiz

2. Application: Case Example: CBT for Addiction with Court-Ordered Clients: The Case of Mr. D
- 3.

## Module 8: Intervention – Forensic CBT: Anger Management and Domestic Violence

Weeks 15, 16

### Overview

- A. CBT interventions, within the context of court-ordered treatment, to change thoughts, mood, and behaviors pertaining to anger management and domestic violence

### Assignments

#### Readings

1. Kassinove, H. & Toohey, M. J.. (2014). Anger management for offenders: A flexible CBT approach. In R. C. Tafrate & D. Mitchell (Eds.), *Forensic CBT: A handbook for clinical practice* (pp. 142 – 160). Chichester, West Sussex, UK: Wiley-Blackwell.
2. Gardner, F. L., & Moore, Z. E. (2014). Contextual anger regulation therapy (CART): An acceptance based treatment for domestic and non-domestic violent offenders. In R. C. Tafrate & D. Mitchell (Eds.), *Forensic CBT: A handbook for clinical practice* (pp. 161 – 183). Chichester, West Sussex, UK: Wiley-Blackwell.
3. Eckhardt, C. I., Cane, C. A., & Sprunger, J. G. (2014). CBT for perpetrators of intimate violence: The “I<sup>3</sup>” approach. In R. C. Tafrate & D. Mitchell (Eds.), *Forensic CBT: A handbook for clinical practice* (pp. 187 – 210). Chichester, West Sussex, UK: Wiley-Blackwell.
4. Ronan, G. F., Maurelli, K., & Holman, K. M. (2014). Couples-based violence reduction approach to curbing intimate partner assault. In R. C. Tafrate & D. Mitchell (Eds.), *Forensic CBT: A handbook for clinical practice* (pp. 211 – 229). Chichester, West Sussex, UK: Wiley-Blackwell.

#### Individual Assignments

1. M8 Readings Quiz
2. Group Application: Case Example: Court-Ordered Anger Management and Domestic Violence - CBT

## Assignments and Grading

More specific instructions for each assignment will be posted on Canvas. Instructor also will discuss details or answer any questions related to assignment during the class and office hours.

All assignments should be produced on a wordprocessor (or typed), double spaced, with one-inch margins on all sides, carefully edited and proofed, using no smaller than a 12 point font, and conforming to APA style (6th ed.)

### Assignments

1. Discussion: Reasons for Court-Ordered Treatment (Group Assignment)
  - a. DUE: .....[insert due date here]

Revision: April 2021



- b. Final Grade Percentage: .....10%
- 2. M1 Readings Quiz (Individual Assignment)
  - a. DUE: .....[insert due date here]
  - b. Final Grade Percentage: .....2.5%
- 3. Discussion: Uses of Assessment (Group Assignment)
  - a. DUE: .....[insert due date here]
  - b. Final Grade Percentage: .....10%
- 4. M2 Readings Quiz (Individual Assignment)
  - a. DUE: .....[insert due date here]
  - b. Final Grade Percentage: .....2.5%
- 5. Discussion: Motivational Interviewing Skills and Engagement (Group Assignment)
  - a. DUE: .....[insert due date here]
  - b. Final Grade Percentage: .....10%
- 6. M3 Readings Quiz (Individual Assignment)
  - a. DUE: .....[insert due date here]
  - b. Final Grade Percentage: .....2.5%
- 7. M4 Readings Quiz (Individual Assignment)
  - a. DUE: .....[insert due date here]
  - b. Final Grade Percentage: .....2.5%
- 8. Application: Case Example: Focusing Motivational Interviewing Skills (Individual Assignment)
  - a. DUE: .....[insert due date here]
  - b. Final Grade Percentage: .....8%
- 9. Application: Case Example: Identifying Specific Evoking Strategies (Individual Assignment)
  - a. DUE: .....[insert due date here]
  - b. Final Grade Percentage: .....8%
- 10. M5 Readings Quiz (Individual Assignment)
  - a. DUE: .....[insert due date here]
  - b. Final Grade Percentage:.....2.5%
- 11. Application: Case Example: Developing a Plan (Individual Assignment)
  - a. DUE: .....[insert due date here]
  - b. Final Grade Percentage:.....8%
- 12. M6 Readings Quiz (Individual Assignment)

- a. DUE: .....[insert due date here]
  - b. Final Grade Percentage:.....2.5%
  - a. Application: Case Example: Selecting a Cognitive-Behavioral Intervention for Domestic Violence (Individual Assignment)
  - b. DUE: [insert due date here]
  - c. Final Grade Percentage:.....8%
13. M7 Readings Quiz (Individual Assignment)
- a. DUE: .....[insert due date here]
  - b. Final Grade Percentage:.....2.5%
14. Application: Case Example: Select a Cognitive-Behavioral Intervention for Alcohol Use (Individual Assignment)
- a. DUE: .....[insert due date here]
  - b. Final Grade Percentage:.....8%
15. M8 Readings Quiz (Individual Assignment)
- a. DUE: .....[insert due date here]
  - b. Final Grade Percentage:.....2.5%
16. Application: Case Example: Ethical Decision Making (Individual Assignment)
- a. DUE: .....[insert due date here]
  - b. Final Grade Percentage:.....8%

## Grading Standards

Papers are graded on the quality of the final product not on the effort you extended completing them. The grade of A is reserved for truly outstanding work that goes beyond basic requirements.

In the Indiana University School of Social Work MSW program, grades of B are the expected norm. Reflecting competency and proficiency, grades of B reflect good or high quality work typical of graduate students in professional schools. Indeed, professors typically evaluate students' work in such a way that B is the average grade. Grades in both the A and the C range are relatively uncommon and reflect work that is significantly superior to or significantly inferior, respectively, to the average, high quality, professional work conducted by most IU MSW students. Because of this approach to grading, students who routinely earned A grades in their undergraduate studies may conclude that a B grade reflects a decrease in their academic performance. Such is not the case. Grades of B in the IU MSW program reflect the average, highly competent, proficient quality of our students. In a sense, a B grade in graduate school is analogous to an A grade in undergraduate studies. MSW students must work extremely hard to achieve a B grade. If you are fortunate enough receive a B, prize it as evidence of the professional quality of your work.

Grades of A reflect Excellence. Excellent scholarly products and academic or professional performances are substantially superior to the "good," "the high quality," "the competent," or the "satisfactory." They

are unusual, exceptional, and extraordinary. Criteria for assignments are not only met, they are exceeded by a significant margin. Excellence is a rare phenomenon. As a result, relatively few MSW students earn A grades.

Grades of B signify good or high quality scholarly products and academic or professional performance. Grades in the B range reflect work expected of a conscientious graduate student in a professional program. Criteria for assignments are met in a competent, thoughtful, and professional manner. However, the criteria are not exceeded and the quality is not substantially superior to other good quality products or performances. There is a clear distinction between the good and the excellent. We expect that most MSW students will earn grades in the B range—reflecting the good or high quality work expected of competent future helping professionals.

Grades of C and C+ signify work that is marginal in nature. The scholarly products or professional performances meet many but not all of the expected criteria. The work approaches but does not quite meet the standards of quality expected of a graduate student in a professional school. Satisfactory in many respects, its quality is not consistently so and cannot be considered of good or high quality. We anticipate that a minority of MSW students will earn C and C+ grades.

Grades of C- and lower reflect work that is unsatisfactory. The products or performances do not meet several, many, or most of the criteria. The work fails to approach the standards of quality expected of a graduate student and a future MSW-level professional. We anticipate that a small percentage of MSW students will earn unsatisfactory grades of C-, D, and F.

### *Grading scale*

Grade minimums are as follows [Note: grades below C are Unsatisfactory in the MSW Program]:

A	93%	Excellent, Exceptional Quality
A-	90%	Superior Quality
B+	87%	Very Good, Slightly Higher Quality
B	83%	Good, High Quality (expected of most MSW students)
B-	80%	Satisfactory Quality
C+	77%	Marginal, Modestly Acceptable Quality
C	73%	Marginal, Minimally Acceptable Quality
C-	70%	Unsatisfactory Quality

## Course Policies

### Assignment

Students are expected to submit all assignments on time. If you need to extend a deadline you **MUST** speak to me in advance of the due date to get an approval and an agreement will be reached. Late submission (except by prior agreement) will be marked down 5% per day late. IU has a subscription with the Turnitin plagiarism

detection service, and faculty members have the right to submit student papers to the service to check for originality. Turnitin.com service will be used for all student papers in this course.

## Attendance and participation

Students are expected to attend and participate in all class sessions. Students should complete readings and homework as assigned and come to class prepared for discussion and questions. Because of the nature of this course and group assignments, regular attendance is required and extremely important. Class attendance and active participation in class activities are considered essential for the satisfactory completion of the course objectives. If you are absent, it is your responsibility to get notes from other students regarding materials covered during your absence. If you are absent on the day when an assignment is due, you need to submit your assignment before the beginning of the class. Missing more than 2 of the scheduled classes will result in a letter-grade deduction for the course. Late arrivals and early departures will also lead to course point deductions. It's up to instructor's discretion to decide the deduction points. If you miss five or more classes you will fail the course.