FORM A
College of Arts and Sciences

REVISED 05/08/2009

PROPOSAL SUMMARY AND ROUTING FORM

Proposal Title: SCWK 361 to 3 credits

Initiating Unit or Individual: Wendy Samuels/Department of Social Sciences
Contact Person's Name: Wendy Samuels  e-mail: samuelsw@ferris.edu  phone: x.5896
Date or Term of Proposal Implementation: Fall 2011
☐ Group I - A – New degree/major or major, redirection of a current offering, or elimination of a degree, major or minor
☐ Group I - B – New minors or concentrations
☒ Group II - A – Minor curriculum clean-up and course changes
☐ Group II - B – New Course
☐ Group III - Certificates
☐ Group IV – Off-Campus Programs

<table>
<thead>
<tr>
<th>Group/Individual</th>
<th>Signature</th>
<th>Date</th>
<th>Vote/Action *</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program or Academic Unit Faculty</td>
<td>Wendy Samuels</td>
<td>2/16/11</td>
<td>Support, Support with Concerns, Not Support</td>
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<tr>
<td>Department Faculty</td>
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<td>2/16/11</td>
<td>Support, Support with Concerns, Not Support</td>
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<td>Department Head</td>
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<td>2/16/11</td>
<td>Not Support</td>
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<td>College Curriculum Committee</td>
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<td>2/17/11</td>
<td>Support, Support with Concerns, Not Support</td>
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<td>Dean</td>
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<td>2/17/11</td>
<td>Not Support</td>
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<tr>
<td>University Curriculum Committee</td>
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<td>3/21/11</td>
<td>Support, Support with Concerns, Not Support (labs)</td>
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<td>Senate</td>
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<td>3/23/11</td>
<td>Not Support</td>
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<tr>
<td>Academic Affairs</td>
<td></td>
<td>4/10/11</td>
<td>Support, Support with Concerns, Not Support</td>
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* Support with Concerns or Not Support must include a list of specific concerns. Votes must be shown for faculty groups. Administrators check appropriate action taken.

To be completed by Academic Affairs

President (Date Approved)  Board of Trustees (Date Approved)  President's Council (Date Approved)
1. Proposal Summary
   (Summary is generally less than one page. Briefly: state what is proposed with a summary of rationale and highlights. Additional rationale may be attached.)

SCWK 361, Legal Aspects of Social Work has been in the catalogue as a Social Work elective for years. It was first co-taught in Fall 2010 by Wendy Samuels (social work faculty) and James Samuels (attorney). The course’s syllabus is attached. To cover the scope of legal issues in the social work field, a different topic is discussed each week, and even then, topics were prioritized and not covered (eg. elder law, educational law). Throughout the fall semester it was obvious we were “rushing” each topic; not going into the depth the topic warranted, and not adequately reflecting on the learning and experiences taking place. Students wrote a final reflection paper at the end of the semester. In this paper, students were asked to give feedback to make the course better. Nearly ALL the students indicated that more time was needed for this course. Additionally, having a 2 credit elective does not easily “fit” into student schedules, often requiring students pick up a 1 credit elective to fill out their semester. We are requesting this course be changed to a 3 credit elective. This will not change the total number of credits required by the program, as this is an elective course.

2. Summary of All Course Action Required*
   a. Newly Created Courses to FSU:
      Prefix       Number       Title

   b. Courses to be Deleted From FSU Catalog:
      Prefix       Number       Title

   c. Existing Course(s) to be Modified:
      Prefix       Number       Title
      SCWK         361          Legal Aspects of Social Work

   d. Addition of existing FSU courses to program
      Prefix       Number       Title

   e. Removal of existing FSU courses from program
      Prefix       Number       Title
3. Summary of All Consultations

Form Sent (B or C)      Date Sent    Responding Dept.    Date Received & by Whom

4. Will External Accreditation be Sought? (For new programs or certificates only)

__________ Yes            _________ No

If yes, name the organization involved with accreditation for this program.

5. Program Checksheets affected by this proposal.
I. ACTION TO BE TAKEN: MODIFY AN EXISTING COURSE

Notes:
1. Complete all parts of Sections I and II; complete only those items in Section III that represent changes.
2. If either prefix or number is being changed, use ‘Delete Course’ and ‘Create New Course’ forms rather than this form.

   a. List the changes to be made (See Proposed Changes a through p below):

   b. Term Effective (6 digit code only): [201108] Examples: 200801(Spring), 200805(Summer), 200808(Fall)

   Note: The first four digits indicate year, the next two digits indicate month in which term begins.

II. CURRENT: Include information that is in the current course database.

   a. Course Prefix: [SCWK]
   b. Number: [361]
   c. Enter Contact Hours per week in boxes.
      Lecture: ☐
      Lab: ☐
      INdependent Study – Check (x) ☐
      Practicum: ☐
      Seminar: ☐
   d. Course Title: Legal Aspects of Social Work

III. PROPOSED CHANGES: Complete only those boxes that represent proposed changes identified in Section I. Leave all other spaces blank.

   a. Course Prefix: ☐
   b. Number: ☐
   c. Enter Contact Hours per week in boxes.
      Lecture: ☐
      Lab: ☐
      INdependent Study – Check (x) ☐
      Practicum: ☐
      Seminar: ☐
   d. Course Title: ☐ (Limit to 30 characters/spaces.)
   e. College Code: ☐
   f. Department Code: ☐

   Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.

   g. Type: ☐ Variable ☒ Fixed
   h. Maximum Credit Hours: [3]
   i. Minimum Credit Hours: [3]
   j. May Be Repeated for Added Credit: Check (x) ☐ Yes ☐ No
   k. Level(s): Check (x) ☐ Undergraduate ☐ Graduate ☐ Professional
   l. Grade Method: Check (x) ☐ Normal Grading ☐ Credit/No Credit only (Pass/Fail)
   m. CATALOG DESCRIPTION – Limit to 75 words – PLEASE BE CONCISE.
   n. Term(s) Offered: ☐ (See instructions for listing.)
   o. Max. Section Enrollment: ☐

   Prerequisites/Co-requisites/Restrictions: Limited to 100 spaces. ☐

   UCC Chair Signature/Date: 3/21/11
   Academic Affairs Approval Signature/Date: 4/12/11

   To be completed by Academic Affairs Office: ☐ Standard & Measures Coding and General Education Code
   ☐ Basic Skill (BS) ☐ General Education (GE) ☐ Occupational Education (OC) ☐ G.E. Codes

   Office of the Registrar use ONLY
   Date Rec’d: ☐ Date Completed: ☐ Entered: SCACRSE ☐ SCACETL ☐ SCARRES ☐ SCAPREQ ☐
NEW COURSE INFORMATION FORM
See Sample – Limit to Two Pages Please

Note: This is not a new course.

Course Identification:

Prefix: SCWK
Number: 361
Title: Legal Aspects of Social Work

Course Description:
Enables student to gain necessary working knowledge of the United States legal system as it relates to social work. Teaches skills for dealing with legal ramifications which affect professional social work practice. Pre-Requisites: Bachelor of Social Work students only.

KEY CONCEPT OF THE COURSE:

THIS IS A LEARNING COMMUNITY – NOT A CLASSROOM IN THE TRADITIONAL SENSE!!
This course is designed to continue to help you learn the competencies of a social work practitioner and to improve your understanding of and thinking critically about social work knowledge, values and skills. The primary goal is for you to come to think as a social worker would think, and then subsequently apply that thinking to the social work profession as it interfaces with the legal system. This course is also designed to help you empathize and critically think about all the other participants in the legal system. What you learn in this course is entirely based upon the effort you put into your learning. We are your coaches – we will not be holding your hand.

Course Outcomes and Assessment Plan:

COURSE OUTCOMES

Knowledge Outcomes:
Students will be able to:
1. Describe basic legal concepts and principals for the social worker
   Practice Competency 1
2. Describe basic constitutional concepts and principles for the social worker
   Practice Competency 1
3. Describe the hearing process and the social worker’s role in the hearing process
   Practice Competency 5
4. Describe the roles, rights and responsibilities of all participants in the legal system in Child Protective Services, Foster Care, Adoption, Juvenile Delinquency, Adult Offenders and Domestic Violence.
   Practice Competency 5
5. Identify sections of the Code of Ethics that will assist with principled decisions in complicated ethical dilemmas.
   Practice Competency 2

Skill Outcomes:
Students will be able to:
1. Demonstrate the ability to articulate the perception of complicated, multi-faceted cases from all perspectives and roles (all voices).
   Practice Competency 1
2. Demonstrate a working knowledge of the interaction between social work and the law
   Practice Competencies 5 & 8
3. Demonstrate a tolerance for ambiguity in resolving ethical conflicts
   Practice Competency 2.5
4. Demonstrate the ability to critically think about the learning in this course.
   Practice Competency 3

Value Outcomes:
Students will be able to:
1. Articulate ethical and values conflicts inherent in complicated cases consistent with the NASW Code of Ethics
   Practice Competency 2
2. Recognize and manage personal values in a way that allows professional values to guide practice
   Practice Competency 2

Evaluation Methods

Weekly Quizzes – 20%
Participation – 20% (include class discussion, first person role plays, preparation for guest speakers)
### Course Outline including Time Allocation:

<table>
<thead>
<tr>
<th>Date/Week</th>
<th>Topic</th>
<th>Assignment Due</th>
</tr>
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<tbody>
<tr>
<td>Week 1 (3 hours)</td>
<td><strong>Review of Syllabus and Course Expectations</strong>&lt;br&gt;8/30/2010&lt;br&gt;Attorneys are from Mars, Social Workers are from Venus&lt;br&gt;Motivations and Expectations of Students&lt;br&gt;Knowledge of Legal System</td>
<td><strong>Review of Syllabus</strong></td>
</tr>
<tr>
<td>Week 2 (3 hours)</td>
<td><strong>Basic Legal Concepts</strong>&lt;br&gt;9/13/2010</td>
<td><strong>Chapters 1 &amp; 5</strong></td>
</tr>
<tr>
<td>Week 2 (3 hours)</td>
<td><strong>Basic Constitutional Concepts</strong></td>
<td></td>
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<tr>
<td>Week 3 (3 hours)</td>
<td><strong>The Hearing Process</strong>&lt;br&gt;9/20/2010</td>
<td><strong>Chapters 2 &amp; 3</strong></td>
</tr>
<tr>
<td>Week 4 (3 hours)</td>
<td><strong>The Protection of Children</strong>&lt;br&gt;9/27/2010&lt;br&gt;Guests: Danielle Marek, Child Protective Services Worker&lt;br&gt;Andy Leprais, Assistant Prosecutor, Osceola County</td>
<td><strong>Child Protection Law (web site)</strong></td>
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<tr>
<td>Week 5 (3 hours)</td>
<td><strong>Foster Care</strong>&lt;br&gt;10/4/2010&lt;br&gt;Guests: Family Panel affected by Foster Care System&lt;br&gt;Stacy Flanery, Attorney at Law (representing children in the system)</td>
<td><strong>Chapter 8 pages 240-243</strong></td>
</tr>
<tr>
<td>Week 6 (3 hours)</td>
<td><strong>Termination of Parental Rights and Adoption Proceedings</strong>&lt;br&gt;10/11/2010&lt;br&gt;Guest: Kathy Raidna, Attorney and Director of an Adoption Agency</td>
<td><strong>Chapter 9</strong></td>
</tr>
<tr>
<td>Week 7 (3 hours)</td>
<td><strong>Adjudication and Treatment of Juvenile Offenders</strong>&lt;br&gt;10/18/2010&lt;br&gt;Guests: Heather Striker, Juvenile Probation Officer&lt;br&gt;Erin Carrier, Attorney at Law (representing juveniles)</td>
<td><strong>Chapter 7</strong></td>
</tr>
<tr>
<td>Week 8 (3 hours)</td>
<td><strong>Family Court: The Good, The Bad &amp; The Ugly about Social Workers and Attorneys in Family Court proceedings</strong>&lt;br&gt;10/25/2010&lt;br&gt;Guest: Judge Marco Menezes - Family Court Judge&lt;br&gt;Carrie Thompson - Youth Intervention Specialist for Family Court</td>
<td><strong>Handouts</strong></td>
</tr>
<tr>
<td>Week 9 (3 hours)</td>
<td><strong>Prosecution and Punishment of Adult Offenders</strong>&lt;br&gt;11/1/2010&lt;br&gt;Guest: Carrie Sweigart, Adult Probation Officer</td>
<td><strong>Chapter 6</strong></td>
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<tr>
<td>Week 10 (3 hours)</td>
<td><strong>The Innocence Project and After Innocence</strong>&lt;br&gt;11/8/2010&lt;br&gt;Guest: Ken Wienemko - Michigan Exoneree</td>
<td><strong>Adult CSC Case Study</strong>&lt;br&gt;<strong>Web Sites on Ferris Connect</strong></td>
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<tr>
<td>Week 11 (3 hours)</td>
<td><strong>Domestic Violence and Abuse</strong>&lt;br&gt;11/15/2010&lt;br&gt;Guests: Family Advocate - WISE</td>
<td><strong>Chapter 13</strong>&lt;br&gt;<strong>DV Case Study</strong></td>
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<tr>
<td>Week 12 (3 hours)</td>
<td><strong>Legal Advocacy - Macro Practice - Changing the World!!</strong>&lt;br&gt;11/22/2010</td>
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<tr>
<td>Week 13 (3 hours)</td>
<td><strong>Student Presentations: Medical Care</strong>&lt;br&gt;11/29/2010</td>
<td><strong>Presentations &amp; Bibliography</strong></td>
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<tr>
<td>Week 14 (3 hours)</td>
<td><strong>Custody and Support of Children (how it interfaces with CPS)</strong>&lt;br&gt;12/6/2010</td>
<td><strong>Presentations &amp; Bibliography</strong></td>
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<tr>
<td>Week 15 (3 hours)</td>
<td><strong>Student Presentations: Elder Law</strong>&lt;br&gt;12/13/2010</td>
<td><strong>Case Studies - Ethical Conflicts</strong>&lt;br&gt;<strong>Reflection Paper</strong></td>
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<td><strong>12/13/2010</strong></td>
<td><strong>Persons with Mental and Physical Disabilities</strong>&lt;br&gt;12/6/2010</td>
<td><strong>Case Studies - Ethical Conflicts</strong>&lt;br&gt;<strong>Reflection Paper</strong></td>
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FERRIS STATE UNIVERSITY
SOCIAL WORK PROGRAM
SCWK 361
LEGAL ASPECTS OF SOCIAL WORK

Fall 2010

Instructors: Wendy Samuels, LMSW, Ph.D.; James R. Samuels, JD
Class Meets: Mondays 4-5:50 pm STARR 114
Office Hours: Tuesday/Thursday 2-4 pm or by appointment
Office: ASC 2102
Phone: 591-5896
email: Wendy: samuelsw@ferris.edu Jim: jssamuels@charter.net or Ferris Connect (preferred)

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**Text**
**Primary:**

Several web sites will be on the Ferris Connect Course Content page.

**Instructional Methods:**
Readings, quizzes, class discussion, case studies, guest speakers, first person role plays, reflections, attendance at court proceeding, group project and presentation.

**Evaluation Methods**

Weekly Quizzes – 30%
Participation – 30% (include class discussion, first person role plays, preparation for guest speakers)
Attendance at Legal Proceeding and Reflection – 20%
Reflection Paper – 20%

**Description of Assignments**
1. **Weekly Quizzes** – you will be assigned weekly readings. It is imperative you read the material, as we will not be “lecturing” on the text. To assure you will have a foundation in which to meaningfully participate in the discussions and case studies, weekly quizzes (some oral some written) will be given at the start of class.

2. **Class Participation** – this class will depend heavily on dialogue, particularly with guest speakers. We have asked some very busy professionals in our community to be guest panelists so that you are able to get first person accounts of social work within the legal system. To assure meaningful dialogue with these speakers, you are asked to come prepared with two questions for the guest speaker based upon the reading material. These questions may or may not be asked, but will be turned in at the start of class along with your quiz.

3. **First Person Role Plays** – The helping profession deals with living breathing human beings who experience real emotions in the CONTEXT of their life circumstances and life choices. The Native American phrase “I shall not judge another until I walk a mile in their moccasins” is a succinct way of saying what it is we must do from time to time: see a situation from the perspective of each of the participants. A week prior to covering a particular topic, you will be given an **actual case study** specific to that topic. You will be asked to take on one of those roles in the case study. While this is not a theater class, “becoming” the person, getting in touch with those emotions will be a great benefit to you and to the class in understanding the real human drama in what we do.

4. **Attendance at Legal Proceeding** - You will be asked to attend some type of legal hearing. A trial schedule will be provided to you. These hearings are almost always open to the public. Following the hearing, you will be asked to write a reflection paper on the experience. The reflection paper will include:
   a. What type of hearing was it?
   b. Who were the participants in the hearing?
   c. What did you learn?
   d. Relate your experience to the NASW Code of Ethics

This reflection paper will be 3-5 pages in length and follow the expectations for written work included in this syllabus.

5. **Reflection Paper** - You will be asked to write a 3-5 page reflection paper about the course in general. Please answer the following questions in your paper:
   a. What have you learned as a result of this course?
   b. How have you changed as a result of this course?
   c. Relate your learning in this course to specific areas of the NASW Code of Ethics
   d. What would you change in this course to make it a better course?

**ATTENDANCE**

Attendance for this class is mandatory. As we only meet once per week, if you miss a week, you are missing a significant topic. Students are allowed two absences. For every absence beyond the second, the course grade will go down ½ grade.

Students are also assessed based upon being timely. Class begins promptly at the time indicated. There will be much to cover and every minute counts. Consistent tardiness will result in attendance issues. Cell phones must be turned off during class and texting during class will not be tolerated.
CONFIDENTIALITY
The NASW Code of Ethics is practiced in this class with particular emphasis on confidentiality. What is said and/or disclosed in the class and in on-line discussions is to stay within this classroom. It will be considered a SERIOUS violation of classroom policy to disclose information from this class with persons outside this class. Violations of this policy will be subject to discipline within the social work program and/or University discipline policies.

ASSIGNMENT DUE DATES:
_Assignments are due on the due date. Unless there has been some arrangement with the instructor, and the assignment is late, the result will be a “0”._

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<td>Knowledge of Legal System</td>
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<td>9/6/2010</td>
<td>Labor Day - No Class</td>
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<td>Week 2</td>
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<td>9/13/2010</td>
<td>Basic Legal Concepts</td>
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<td>Week 3</td>
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<td>9/20/2010</td>
<td>The Hearing Process</td>
<td>Chapters 2 &amp; 3</td>
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<td>The Social Worker in the Hearing Process</td>
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<td><strong>OK, now it gets exciting!!!</strong></td>
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<td>Week 4</td>
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<td>9/27/2010</td>
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<td>Chapter 8 pages 222-240</td>
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<td>Guests: Danielle Marek, Child Protective Services Worker</td>
<td>Child Protection Law (web:</td>
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<td></td>
<td>Andy LaPres, Assistant Prosecutor, Osceola County</td>
<td>CPS Case Study</td>
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<td>Role Play: Different perspectives from the people involved</td>
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Role Play: Different perspectives from the people involved

Adjudication and Treatment of Juvenile Offenders
Guests: Heather Striker, Juvenile Probation Officer
          Erin Carrier, Attorney at Law (representing juveniles)
Role Play: Different perspectives from the people involved

Adoption Case Study
Chapter 7
Juvenile Delinquency Case Study

Family Court: The Good, The Bad & The Ugly about Social Workers
and Attorneys in Family Court proceedings
10/25/2010
Guest: Judge Marco Menezes - Family Court Judge
          Carrie Thompson - Youth Intervention Specialist for Family Court
          TAKE BACK THE NIGHT
Handouts

Prosecution and Punishment of Adult Offenders
11/1/2010
Guest: Carri Schweigert, Adult Probation Officer
Role Play: Different perspectives from the people involved
Chapter 6
Adult CSC Case Study

Domestic Violence and Abuse
11/8/2010
Case Study Analysis and Discussion from Take Back the Night
          Catching Up on Discussion of Cases
Chapter 12
DV Case Study

The Innocence Project and After Innocence
11/15/2010
Guest: Ken Wyniemko - Michigan exoneree
          Class held in BUS 111
Web Sites on Ferris ConneC

Legal Advocacy - Macro Practice - Changing the World!!
11/22/2010
Guests: Barb Pillsbury with Jim Samuels

Effective Courtroom Testimony
11/29/2010
Jim Samuels
Article on Effective Testimony

The Right Thing To Do - Ethical Conflicts
12/6/2010
Case Studies - Ethical Conflict Reflection Paper

Finals Week - Class Open for Termination and Evaluation
12/13/2010