

CJA 220: Taught as CCJ 399: Mental Illness and Crime Syllabus

Contact Information

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Email me if you need help with anything

My office hours will be virtual. This means I will be available via email at that time, but we can also set up a Google chat, Skype session, Zoom, or a phone call. I will do my best to accommodate your needs.

Netiquette

The online setting of our course promotes the advancement of knowledge through positive and constructive debate. Discussions via the Internet, however, can occasionally devolve into insults and improper comments before I have a chance to intervene. Such activity and the failure to use proper etiquette and manners are not acceptable in an academic setting, and such inappropriate conduct will not be tolerated. Basic academic rules of ethical behavior and proper "Netiquette" are required and must prevail. Our online classroom is a place to enjoy the excitement of learning and does not include room for personal attacks on others or student attempts to stifle the discussion of others. Note about the use of humor: Despite the best of intentions, jokes and- especially satire can easily be lost or taken seriously. Avoid the use of humor and satire in our academic setting.

Catalog Course Description

In this course, we will review central topics in the interaction between mental health and the criminal justice system. We will focus on various topics involved in the intersection between mental disorders/mental health and the criminal justice system including rates of mental illness in the criminal justice system, civil commitment (inpatient and outpatient), competency to stand trial, criminal responsibility, diversion programs, capital punishment, solitary confinement, mental health courts and providing mental health treatment in correctional settings. Finally, we will discuss potential ways to improve how the criminal justice system addresses people with mental disorders. It is hoped that by taking this course students will enhance their understanding of mental disorders and how they relate to aspects of the criminal justice system and develop an understanding of how current problems in this area could be solved.

Purposeful Learning

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The EDI lens prioritizes the critical awareness of historical and contemporary structural inequity and its causes; encourages the development of empathy, respect, and skills for communicating across differences; and develops tools in service of a diverse, equitable, and inclusive society. My big dream for this course is to examine the way people with mental illnesses are treated in the criminal justice system from a multidisciplinary approach to reflect the diverse nature of criminal justice. As a class community, we will:

- examine mental illness in the criminal justice system from criminological, historical, and legal perspectives;
- understand the causes, manifestations, and consequences of our actions and laws committed against people of marginalized groups, such as those with a disability or mental illness and other identities;
- recognize that you have the power to change the criminal justice system and disrupt the system of oppression that impacts marginalized populations.

Learning Objectives for Criminology and Criminal Justice

1. Students will demonstrate an understanding of how the criminal justice system operates and will identify challenges facing the criminal justice system.
2. Students will analyze and communicate different issues of diversity and social justice concerning the workings of the criminal justice system and criminology to contribute and thrive within a demographically and culturally diverse environment.
3. Students will employ critical thinking skills through a comprehensive exploration of issues and ideas before accepting or formulating an opinion when evaluating issues in criminology and criminal justice.
4. Students will apply the combination of knowledge, skills, values, and motivation to be effective in the civic life of our communities.

Learning Objectives for the Class

1. Recognize myths about the intersection of mental disorders and mental health and the criminal justice system.
2. Describe and explain the range of interactions and release options available to individuals diagnosed with mental disorders and mental health conditions within the criminal justice system with a particular focus on diverting these individuals from the criminal justice system for treatment.
3. Analyze the consequences of criminalizing mental disorders.
4. Develop and evaluate possible solutions that lead to well-grounded conclusions to improve the criminal justice system.

Course Materials and Textbooks

This course will utilize Moodle, PowerPoint, Microsoft Word, Netflix, YouTube, and PDFs in Adobe Acrobat. Students will be expected to have access to all those, as well as read their

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free online open educational resource, [Mental Disorders and the Criminal Justice System](https://openoregon.pressbooks.pub/mentalcrimjustsys/). That online textbook can be found at the following link:
<https://openoregon.pressbooks.pub/mentalcrimjustsys/>

Tips for Success

I encourage you to contact me as soon as you start to feel like you are struggling with the course. If you wait until the course is over, it is much more difficult for me to help you succeed. Commit yourself to a work schedule for this course, and remember that what you do not complete today, you will have to do tomorrow on top of tomorrow's tasks. I expect you to check your e-mail regularly in case I send out information relating to this class. Make sure your email is properly connected to Moodle.

Beliefs, Prejudice, Facts, and Opinions

If you do not get emotional, angry, excited, or discouraged at least once or twice this semester I haven't done my job. However, this is an academic setting designed to promote scholarship and critical thinking. Everyone is welcome to express their own beliefs and opinions. I encourage you to challenge the opinions of others, but those discussions will be respectful, open-minded, and tolerant. *You also need to have information and research to support an opinion that opposes the research provided in class. I am a firm believer that an opinion without evidence or facts is simply just a belief.* Beliefs cannot be disproven or even contested rationally or logically. Since beliefs are inarguable, they cannot serve as the thesis of a formal argument. Unlike an opinion, **a belief is a conviction based on cultural or personal faith, morality, or values.**

Another kind of assertion that has no place in serious argumentation is **prejudice, a half-baked opinion based on insufficient or unexamined evidence.** (Example: "Women are bad drivers.") Unlike a belief, prejudice is testable: it can be contested and disproved on based on facts (How could we evaluate our example? Look at driving records... tickets... accidents... citations...). We often form prejudices or accept them from others such as our family, friends, the media, and more without questioning their meaning or evaluating their truth. *At best, prejudices are careless oversimplifications. At worst, they reflect a narrow-minded view of the world.* Most of all, they are not likely to win the confidence or agreement of your readers.

A fact is verifiable, and we can determine whether it is true by researching the evidence. Facts provide crucial support for the assertion of an argument. **An opinion is a judgment based on facts**, an honest attempt to draw a reasonable conclusion from factual evidence. (For example, we know that millions of people go without proper medical care, and so you form the opinion that the country should institute national health insurance even though it would cost billions of dollars.

An opinion is potentially changeable--depending on how the evidence is interpreted. By themselves, opinions have little power to convince. **You must always let your reader**

know what your evidence is and how it led you to arrive at your opinion. (Adapted from Fowler, H. Ramsey. *The Little, Brown Handbook*. Boston: Little, Brown, 1986)

Higher Level of Learning and Developing Critical Thinking

Qualities of a critical thinker (and of arguments that embody critical thinking) include:

1. Certainty is not always necessary for a critical thinker; possibility and probability should always be a consideration—in other words, just because the book tells you it is true, does not mean that there may not be another solution or possibility to consider. The way that facts relate to one another—and not just fact alone—should be used to determine truth.
2. Critical thinkers are not only independent and global thinkers needed for studying criminology; they are also fair-minded in that they are willing to consider all points of view, and they consider every aspect of an argument into consideration—your way of thinking may not necessarily be the only way or the right way of thinking. Consider other perspectives.
3. Consider evidence (facts), source (from what source did your evidence come), and motivations (what might be the underlying motivation behind these facts)—in other words, gather information from credible sources and evaluation of these sources/information in the context of what you have been asked to discuss/evaluate.

(Scriven, M. & Paul, R., presented at the 8th Annual International Conference on Critical Thinking and Education Reform, Summer 1987). You will be graded (in part) on how well you can perform critical thinking in this course.

Moodle Submissions, Late Submissions & Make-Up Work

There will be weekly work on Moodle that can include reading quizzes, discussion boards, film questions, or other assignments. Each student must post on all discussion boards listed on Moodle for each week and have a minimum word count of 250 words for each post. You should read the guidelines under the start here tab so you can see what is expected of you. You are responsible for checking spelling and grammar.

Every assignment has a due date. I expect you to strive to submit each assignment by the due date. This ensures I can give you feedback. Missing a due date in an online class often leads to missing another due date. Getting behind is overwhelming and can derail your ability to make progress toward your learning goals. I want you to succeed.

Federal law requires that employees of institutions of higher learning (faculty, staff, and administrators) report to a Title IX officer any time they become aware that a student is a victim or perpetrator of gender-based bias, sexual harassment, sexual assault, domestic

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violence, or stalking. Further, Oregon law requires a mandatory report to law enforcement of any physical or emotional abuse of a child or other protected person, including elders and people with disabilities, or when a child or other protected person is perceived to be in danger of physical or emotional abuse. If you are the victim of sexual or physical abuse and wish to make a confidential disclosure please use [SOU's confidential advising](#) or SOU's [Anonymous Harassment, Violence, and Interpersonal Misconduct Reporting Form](#).

Syllabus Statements for Winter 2023

Raider Reminder

All students must abide by the [Code of Student Conduct](#) and [Equal Opportunity, Harassment, and Sexual Misconduct Policy](#). Make sure that any contact with others is wanted, that any recording is done with informed consent of any other party, and that it involves no illegal downloads or activity.

In addition, we remain committed to the [University's mission and values](#). We provide a healthy, safe, and civil campus; respectful, inclusive, and equitable interactions in all our learning spaces including physical and virtual classrooms; and no tolerance for racist, sexist, or other forms of hurtful discourse.

COVID-19 Response

We continue to monitor national and regional developments regarding Covid-related guidelines. We also monitor and modify our internal SOU policies and procedures to reflect the changes to Jackson County Public Health, OHA, and CDC's guidelines. Please review the revised [vaccine policy](#) and [protocols](#).

To reduce risk to the campus community, all staff, faculty, students, and visitors are required to adhere to [SOU's face covering policy](#).

We will continue our efforts to keep all members of the SOU community safe; those efforts will include attempts to limit contact between individuals and may include restricted access to buildings and other spaces on campus. Please follow all guidelines provided on SOU's [COVID-19](#) pages and adhere to campus building closures and restrictions. Should these guidelines be adjusted, SOU will communicate any adjusted expectations to all students.

SOU Cares and Equity Grievance Reporting

SOU has a wide range of resources to help you succeed. Our faculty, staff, and administration provide you with the best possible support. The SOU Cares System allows us to connect you with staff members who can assist with concerns and connect you to

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further available resources. This includes concerns regarding finances, food security, health, housing, mental health, wellbeing, legal concerns, family concerns, study skills, time management, etc. You are also welcomed to use the SOU Cares System to share concerns about yourself, a friend, or a classmate. Go to www.sou.edu/cares to submit a note of concern.

The Dean of Students' Office and the Office of Equity Grievance provide recourse for students through the Student Code of Conduct, Equal Opportunity, Harassment and Sexual Misconduct Policy, and other applicable policies, regulations, and laws. SOU's Equity Grievance Program addresses concerns about sexual harassment, sexual assault, stalking, intimate partner violence, bias and discrimination for students, staff, and faculty. Reports related to sexual misconduct, assault, harassment, or bias may be made anonymously or confidentially by completing [this form](#).

Academic Honesty Statement and Code of Student Conduct

Students are expected to maintain academic integrity and honesty in completion of all work for this class. According to SOU's Student Code of Conduct: "Acts of academic misconduct involve the use or attempted use of any method that enables a student to misrepresent the quality or integrity of his or her academic work and are prohibited."

Such acts include, but are not limited to: copying from the work of another, and/or allowing another student to copy from one's own work; unauthorized use of materials during exams; intentional or unintentional failure to acknowledge the ideas or words of another that have been taken from any published or unpublished source; placing one's name on papers, reports, or other documents that are the work of another individual; submission of work resulting from inappropriate collaboration or assistance; submission of the same paper or project for separate courses without prior authorization by faculty members; and/or knowingly aiding in or inciting the academic dishonesty of another.

Any incident of academic dishonesty will be subject to disciplinary action(s) as outlined in SOU's [Code of Student Conduct](#). In case of loss, theft, destruction, or dispute over authorship, always retain a copy of any work you produce and submit for grades. Retain all work that has been graded and returned to you.

Turnitin Originality Checker

Per SOU's [Code of Student Conduct](#), each student's education is the product of their own intellectual effort and engagement. Breaches of academic integrity compromise the overall quality of scholarship and detract from the value of the SOU degree. To provide opportunities for the instructor and students to review their work for originality, instructors may require students to submit all or some of their work to Turnitin. To meet this requirement, students must agree to the Turnitin End User License Agreement (EULA). Any work submitted to Turnitin without a EULA in place may not be accepted by the instructor for credit. Any student who does not wish to accept the EULA in a

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course where Turnitin is required should withdraw from the course. [Learn more about Turnitin](#) and review the terms and conditions.

Emergency Notifications

SOU is committed to a safe community. Student, faculty, and staff emails are automatically enrolled in SOU Alert, the campus emergency communication system. In the event of emergency, closure, or other significant disruption to campus operations, such as inclement weather, messages are delivered via SOU Alert. To ensure timely notification, students, faculty, staff are **strongly** encouraged to visit Inside SOU to register their cell phone numbers and/or add family members to the system. Campus Public Safety is available 24 hours/day by dialing 541-552-6911. CPS responds to safety concerns, incidents, and emergencies and can provide safety escorts to on-campus locations. CPS works in collaboration with Ashland Police and Fire.

Statement on Title IX and Mandatory Reporting

Federal law requires that employees of institutions of higher learning (faculty, staff, and administrators) report to a Title IX officer any time they become aware that a student is a victim or perpetrator of gender-based bias, sexual harassment, sexual assault, domestic violence, or stalking. Further, Oregon law requires a mandatory report to law enforcement of any physical or emotional abuse of a child or other protected person, including elders and people with disabilities, or when a child or other protected person is perceived to be in danger of physical or emotional abuse. If you are the victim of sexual or physical abuse and wish to make a confidential disclosure please use [SOU's confidential advising](#) or SOU's [Anonymous Harassment, Violence, and Interpersonal Misconduct Reporting Form](#).

SOU Academic Support/Disability Resources

To support students with disabilities in acquiring accessible books and materials, and in planning their study and time management strategies, SOU requires all professors to include information regarding Academic Support and Disability Resources on course syllabi. It is the policy of Southern Oregon University that no otherwise qualified person shall, solely by reason of disability, be denied access to, participation in, or benefits of any service, program, or activity operated by the University. Qualified persons shall receive reasonable accommodation/ modification needed to ensure equal access to employment, educational opportunities, programs, and activities in the most appropriate, integrated setting, except when such accommodation creates undue hardship on the part of the provider. These policies comply with Section 504 of the Rehabilitation Act of 1974, the Americans with Disabilities Act of 1990, and other applicable federal and state regulations that prohibit discrimination based on disability.

If you need support because of a documented disability (whether it be learning, mobility, psychiatric, health-related, or sensory) you may be eligible for academic or other accommodations through Disability Resources. See the [Disability Resources webpage](#) for more information or to schedule an appointment. If you are already working with

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Disability Resources, make sure to request your accommodations for this course as quickly as possible to ensure that you have the best possible access since these services are not retroactive. All students may benefit from the ability to convert files posted in Moodle to alternate formats including audio, eBook, and Braille. [Learn more about file conversion](#).

Statement on Military and Other Forms of Active Service Duty

Pursuant to Oregon law, any student enrolled at a public university who is a member of the military, state National Guard, or other federal or state service protected by ORS 352.293 who is ordered to active duty for more than 30 consecutive days has the right to request accommodation for such service, subject to the conditions and requirements of applicable Oregon law or regulation. Such accommodations may include, but are not limited to, the right to withdraw from a course without penalty, a grade of Incomplete and option to complete later once service has concluded, and/or the right to credit for any tuition and fees already paid, depending on the student's status.

Any student enrolled at a public university who is a member of the military, state National Guard, or other federal or state service protected by ORS 352.293 who is ordered to active duty for fewer than 30 consecutive days and misses a course session, assignment, examination or other coursework due to serving on active duty or is receiving medical treatment for an injury sustained on active duty has the right to request accommodation for their service or medical treatment, subject to the conditions and requirements of applicable Oregon law or regulation. Such accommodations may include, but are not limited to, the right to submit any missed examination, assignment or other course requirement upon completion of service or treatment; and/or the right to have a course grade assigned without submitting missed assignment or examinations, should the instructor determine that sufficient work has been assessed for the determination of a grade. Any student who expects to be called for active duty should contact instructors as soon as possible to discuss accommodations.

Attendance and Financial Aid

Students who receive federal financial aid are required to attend and participate in all the courses for which they register, starting with the first week of class. For face-to-face courses, in-person attendance is necessary. The US Department of Education (USDE) describes the following activities as indicators of attendance and active participation (see the [formal rules](#) at the USDE website):

- Attending a synchronous class, lecture, recitation, or field or laboratory activity where there is an opportunity for interaction between the instructor and students.
- Submitting an assignment.
- Participating in an interactive tutorial or webinar.
- Participating in an assigned study group, group project or an online

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- discussion; or
- Interacting with an instructor about academic matters.

The following activities are not considered by the USDE to be indicators of first-week engagement:

- Living in campus housing or using an institutional meal plan,
- Logging into an online class or tutorial without any further participation, or
- Participating in academic counseling or advising.

Instructors will report students who are absent during the first week of an in-person course or those who do not participate in an online course as described above. Any students who are reported as no-shows will have their financial aid status reviewed and their award may be adjusted as a result.

Your Course Expectations and Grades

All course expectations will be located on Moodle weekly. For major assignments or detailed guidelines, you can go to the important course documents file under the start here tab.

Active Participation in the Classroom and Online Environment (varies each week but make sure to complete all work on Moodle).

I know how important it is for you to be actively engaged in the material to learn the material. There will be weekly reading journals, Podcasts, videos, discussion boards, and activities throughout the term you will receive points for participating in activities and/or discussions, both in class and online. I highly encourage you to log onto your Moodle page at least twice a week, so you do not fall behind in the class AND attend every class possible. I check this! You cannot work at your own pace, log in a few times, or attend occasionally. I do this so that you get the most out of the course I can provide. I check course progress throughout the term, and I care that you are actively engaging in-class time. The course schedule indicates what you are to complete that week, and it is always due Sunday by midnight.