

Week-by-Week Course Mapping Template

Course number, department code, and course title - CJA 220 Mental Health & the Law

Textbook: [Mental Disorders and the Criminal Justice System](#)

Instructor Name/Institution: Anne Nichol / PCC

Course description: This course introduces mental health and disability issues arising in connection with the legal system, with a focus on the criminal justice system. Options for diversion from criminal prosecution and reentry into the community are discussed. The course explores challenges facing legal system participants, including police, attorneys, and others, and encourages critical thinking for improved responses employing best-practice solutions.

Expected course size: 24 students per section

Course Learning Outcomes:

1. Respond to those experiencing mental illness with professionalism and an understanding of mental health disorders. (PCC Outcome)
2. Demonstrate an increased awareness of mental health issues that legal system professionals may personally experience. (PCC Outcome)
3. Assess the legal and social forces that contribute to the criminalization of mental disorders in the USA.
4. Defend the civil rights of people who have mental disorders.
5. Evaluate current legal mechanisms and instruments that aim to protect people with mental disorders from harm in the criminal justice system.
6. Recommend legal interventions that improve outcomes for people with mental disorders in the criminal justice system.
7. Develop critical thinking and communication skills necessary to increase transparency in the criminal justice system.

Week: [Topic]	Module-Level Learning Objectives	Formative Assessments	Summative Assessments	Instructor Feedback	Lecture Topics, Readings, and/or Other Resources
	Students will be able to do these <i>specific things</i> which link to bigger course-level learning outcomes	Students will do these low stakes activities with other students, course content, and the instructor in order to check their learning	Students will demonstrate cumulative synthesis of course knowledge in the following ways	Students will know how they did on assessments in these ways (ex: gradebook score, rubrics, quiz answer explanations, global video announcements, walkthroughs of sample student work, 1:1 conferences)	Students will complete these readings and/or access these videos and course materials

1	- Describe early treatment of mental disorders that illustrates the history of abuse and stigma around mental illness and disability. - Discuss modern developments and reforms in treatment of people with mental disorders. - Evaluate the consequences of institutionalization and deinstitutionalization of people with mental disorders. - Recognize discrimination against people with disabilities, and specifically mental disorders, as a barrier to treatment and progress. - Recommend criminal justice reforms that may impact people	Week 1 Discussion Forum: Institutionalization and deinstitutionalization of people with mental disorders Week 1 Quiz		- Twice weekly announcements (weekly check-in and weekly recap with assignment and activity feedback) - Peer and instructor participation in discussion - Discussion grading rubric with individual feedback - Global discussion feedback - Quiz answer feedback	Chapter 1: Introduction: History of Mental Disorders - Video lecture & slides highlighting and explaining topics from reading
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	with mental disorders.				
2	- Describe some of the more common mental disorders encountered in the criminal justice system. - Evaluate the importance of accurate information, proper care, and negating stigma for people experiencing mental disorders who interact with the justice system. - Discuss barriers to proper care and treatment for mental disorders, inside and outside of the criminal justice system.	Week 2 Quiz	Week 2 Assignment 1: Create a slide about assigned mental disorder, using information from the mental health community, self-advocates; comment on slides created by two other students.	- Twice weekly announcements (weekly check-in and weekly re-cap with assignment and activity feedback) - Assignment grading rubric with individual feedback. - Global assignment feedback. - Quiz answer feedback.	- Read Chapter 2: Mental Disorders in the Criminal Justice System - Video lecture & slides highlighting and explaining topics from reading Videos: My Life With Bipolar (Web MD) (Viewing time 3 minutes 58 seconds) Voices: Living with Schizophrenia (Web MD) (Viewing time 9 minutes 47 seconds)
3	Discuss federal legislation and court decisions that reflect changing values in society and shape treatment of people	Week 3 Discussion: <i>Olmstead applications to criminal justice</i>		Twice weekly announcements (weekly check-in and weekly re-cap with	Read Chapter 3: Disability Activism and the Rights of People with Mental Disorders

	with disabilities, including mental disorders, in all areas of life, including the criminal justice system. • Identify important laws and court decisions that increase access to community and services for people with mental disorders. • Describe how the Americans with Disabilities Act and other key legislation is applied in the criminal justice system. • Evaluate enforcement of protections for people with mental disorders in the criminal justice system.	• Week 3 Quiz		assignment and activity feedback) • Peer and instructor participation in discussion. • Discussion grading rubric with individual feedback. • Global discussion feedback. • Quiz answer feedback.	• Video lecture & slides highlighting and explaining topics from reading
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4	- Describe the criminalization of mental disorders. - Discuss the importance and impact of diverting people with mental disorders out of the criminal justice system. - Compare and contrast diversions that may be accomplished at different points in the criminal justice system. - Explain the role of specific interventions (e.g., mental health courts) in the effort to decriminalize mental disorders. - Explore prevention measures, such as mental health services in schools and communities, as pre-criminal system “diversion” opportunities that	Week 4 Discussion Forum: <i>Sequential Intercept Model</i> Week 4 Quiz		- Twice weekly announcements (weekly check-in and weekly re-cap with assignment and activity feedback) - Peer and instructor participation in discussion - Discussion grading rubric with individual feedback - Global discussion feedback - Quiz answer feedback.	- Read Chapter 4: Reducing Criminalization of Mental Disorders - Video lecture & slides highlighting and explaining topics from reading Supplemental material (video, infographic, website with info) for discussion: Decriminalizing Mental Illness (Video by Disability Rights Oregon) (Viewing time: 7 minutes 39 seconds) Infographic on Sequential Intercept Model SAMHSA - Sequential Intercept Model Info
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	avoid the criminal justice system entirely.				
5	- Explain how policing in the community has changed in response to increases in demands related to mental disorders. - Describe best-practice guidelines and strategies for managing law enforcement encounters involving people with mental disorders. - Summarize current law enforcement training and workload status with respect to people with mental disorders in Oregon. - Compare and contrast intervention and crisis response offered by law		Week 5 Assignment 2: Follow up on Week 2 slide show; add a slide Midterm Test	- Twice weekly announcements (weekly check-in and weekly re-cap with midterm test and assignment feedback) - Assignment individual feedback from instructor - Midterm Test individual feedback from instructor	- Read Chapter 5: Crisis Response and Law Enforcement Approaches to Mental Disorders - Video lecture & slides highlighting and explaining topics from reading Video: Law Enforcement Training: Working with Individuals with Developmental Disability: Video from Arc of New Jersey (Viewing time: 18 minutes 37 seconds)

	enforcement and by policing alternatives. Recommend strategies to improve officer interactions with people with developmental disabilities.				
6	- Explain the competence requirement and insanity defense, describing the differences between the two. - Describe the conditions and standards that must be met for a person who is criminally accused to be competent to stand trial. - Analyze the insanity defense, considering variations of the defense and limitations on its use and success.	Week 6 Discussion Forum: <i>A Crime of Insanity</i> Week 6 Quiz		- Twice weekly announcements (weekly check-in and weekly re-cap with assignment and activity feedback) - Peer and instructor participation in discussion. - Discussion grading rubric with individual feedback from instructor. - Global discussion feedback from instructor. - Quiz answer feedback.	- Read: Chapter 6: Mental Disorders in the Criminal Courts: Competence and Insanity - Video lecture & slides highlighting and explaining topics from reading Video: - PBS Frontline: <i>A Crime of Insanity</i>

	• Relate significant cases involving the insanity defense to perceptions of mental health disorders and substance abuse disorders. (3, 4, 5) • Discuss the role of mental disorders in sentencing criminal offenders. (3, 4, 5, 6)				
7	• Describe the purpose of jail and its multiple systems, including evaluations and screenings, housing, victimization, population management, and suicide prevention. (2, 4, 5) • Describe the purpose of prison programs and analyze prison curriculums. (2, 4, 5) • Explain the role of therapeutic	• Optional Discussion: <i>Mental Disorders Behind Bars</i> • Week 7 Quiz		• Twice weekly announcements (weekly check-in and weekly re-cap with assignment and activity feedback) • Peer and instructor participation in discussion • Discussion grading rubric with individual feedback from instructor • Global discussion feedback from instructor	• Read: Chapter 7: Rethinking Incarceration for People with Mental Disorders • Video lecture & slides highlighting and explaining topics from reading Video: • PBS News: American prisons are hell. For women, they're even worse. (Viewing time: 6 minutes 10 seconds)

	communities within in-custody programs. (2, 4, 5)			Quiz answer feedback	
8	- Discuss specific needs for people with mental disorders entering the community, and supports that may contribute to avoid recidivism. (1, 3, 4, 5, 6) - Describe the purpose of post-conviction supervision and its function for reentry. (1, 3, 4, 5) - Identify various risk factors that may impact community safety and recidivism. (1, 2, 3, 4)	Week 8 Discussion: <i>Reentry with Disabilities</i> (based on video) Week 8 Quiz		- Twice weekly announcements (weekly check-in and weekly re-cap with assignment and activity feedback) - Peer and instructor participation in discussion - Discussion grading rubric with individual feedback from instructor - Global discussion feedback from instructor - Quiz answer feedback.	- Read: Chapter 8: Successful Community Reentry for People with Mental Disorders - Video lecture & slides highlighting and explaining topics from reading Video: On the Outs: Reentry for Inmates with Disabilities (Viewing time: 36:03)
9	Explain why and how civil commitment is used to manage people with mental disorders outside of the criminal justice system.	Week 9 Discussion: <i>Sex Offender Island (post-prison civil commitments)</i> (based on video)		Twice weekly announcements (weekly check-in and weekly re-cap with assignment and activity feedback)	- Read: Chapter 9: When Courts Order Treatment: Civil and Criminal Commitments - Video lecture & slides highlighting and

	- Discuss potential benefits and harms of civil commitment as we seek balance between maintaining community safety and protecting individual freedoms. - Describe different types of commitment that are used to manage people with mental disorders within the criminal justice system.	Week 9 Quiz		- Peer and instructor participation in discussion - Discussion grading rubric with individual feedback from instructor - Global discussion feedback from instructor - Quiz answer feedback	explaining topics from reading Video: Washington State's "Sex Offender Island" (Viewing time: 8 minutes 45 seconds)
10	- Compare career options in the overlapping areas of criminal justice, mental health, and social work. - Recognize key signs of burnout and vicarious and/or secondary trauma. - Relate the mental health of professionals in criminal justice fields		Final Test and Reflection - Final test alternative - paper about why police violence against people with mental disorders occurs and what we can do to prevent, avoid, reduce it	Final test and reflection feedback from instructor	- Read: Chapter 10: Opportunities, Rewards and Challenges in the Behavioral Health and Criminal Justice Fields - Video lecture & slides highlighting and explaining topics from reading Website: Officer Safety and Wellness

	to outcomes of the criminal justice system as a whole. • Identify healthy activities to enhance emotional well-being and increase career satisfaction.				
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