

ORIGINAL Course Implementation Date (yyyy-mm):	2023-09
REVISED Course Implementation Date:	
Course to be REVIEWED Date: (six years after GSC approval)	2028-05
Senate Graduate Studies Committee approval:	2022-05

OFFICIAL GRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: CRIM 756		Number of Credits: 3 See Course credit policy (105) and the Principles for Course Credit Assignment: Graduate Studies															
Course Full Title: Mental Health and the Criminal Justice System Course Short Title: Mental Health & Crim. Justice																	
Faculty: Faculty of Social Sciences		Department/School: School of Criminology and Criminal Justice															
Calendar Description: Discusses historical practices and current trends in the criminal justice and forensic mental health systems' responses to individuals with mental health and addictions issues in conflict with the law. Critically analyzes the challenges with current response models and reviews innovative alternative strategies. Reviews mental health issues amongst criminal justice professionals and strategies for self-care. Note: Students with credit for CRIM 755F cannot take this course for further credit.																	
Prerequisites (or NONE):		Admission to the Master of Arts (Criminal Justice).															
Corequisites (if applicable, or NONE):																	
Pre/corequisites (if applicable, or NONE):																	
Antirequisite UFV Courses (cannot be taken for additional credit) Former course code/number: CRIM 755F Cross-listed with: Dual-listed with: Equivalent UFV course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>																	
Total Contact Hours: 45 Sample structure of instructional hours:		Special Topics Course: No If yes, the topic will be recorded when offered.															
<table border="1"> <thead> <tr> <th></th> <th>Hours</th> </tr> </thead> <tbody> <tr> <td>Face to face instruction (in class, lecture, etc.)</td> <td>45</td> </tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </tbody> </table>			Hours	Face to face instruction (in class, lecture, etc.)	45											Grading system: Letter grades	
	Hours																
Face to face instruction (in class, lecture, etc.)	45																
See: Course credit policy (105) and the Principles for Course Credit Assignment: Graduate Studies		Prior Learning Assessment and Recognition (PLAR) PLAR cannot be awarded for this course because: while students may have related practical skills based on their criminal justice system employment, this course provides the foundational skills required to develop their major paper research proposal.															
Note: For each contact hour students should expect to spend at least three hours further on coursework outside of class.		Expected Frequency of Course Offerings Annually															

Course Objective

The overall purpose/rationale for this course is to critically analyze challenges in effectively working with people in conflict with the law who are experiencing mental health issues and/or addictions. A secondary purpose is to understand mental health issues among those working in the criminal justice system and develop strategies for self-care.

Learning Outcomes

Upon successful completion of this course, students will be able to:

- Articulate the historical trends in criminal justice and community responses to individuals with mental health issues.
- Articulate the factors that increase risk for mental health issues among vulnerable populations, including Indigenous, LGBTQ2S, and diverse populations.
- Critically analyze the challenges with current response models utilized by police, courts, corrections, and community-based criminal justice agencies or organizations.
- Discuss the presence and consequences of stigma and systemic racism in the mental health and criminal justice systems and articulate strategies to address this.
- Apply theoretical explanations for mental illness and addictions, and the interplay between mental health and homelessness.
- Explain the intergenerational transmission of trauma among Indigenous Peoples and articulate Indigenous and alternative strategies and programs for healing and wellness.
- Articulate potential innovative strategies to more effectively work with individuals with mental health and related issues who are in conflict with the law.
- Explain the concept of trauma-informed care.
- Design alternative responses to people with mental health and related issues on the basis of trauma-informed care.
- Critically discuss the research regarding mental health issues among criminal justice professionals.
- Design self-care strategies in response to vicarious trauma.

NOTE: The following sections vary by instructor. Please see course syllabus available from the specific instructor.

Sample Instructional Methods

(e.g., face to face instruction, online collaborative, online self-directed, experiential, student led learning, group collaboration, etc.).

Seminar discussion, guest lectures, case study analyses, viewing media, presentations.

Sample Text(s) and Resource Materials

Type	Author or description	Title and publication/access details	Year
1. Journal	Boschma, G.	Deinstitutionalization reconsidered: geographic and demographic changes in mental health care in British Columbia and Alberta, 1950-1980. <i>Social History</i> , 44(88): 222-256.	2011
2. Journal	Lawrence, M.S.	From defect and dangerous: has the door opened for recognition of an addiction-based defence in Canadian criminal law. <i>Canadian Journal of Criminology and Criminal Justice</i> , 59(4): 572-582.	2017
3. Indigenous knowledge	Linklater, R.	Decolonizing trauma work: Indigenous stories and strategies. Fernwood Publishing.	2014
4. Journal	Martin, M.S. et al.	Risk of violence by inmates with childhood trauma and mental health needs. <i>Law and Human Behavior</i> , 39(6): 614-623.	2016
5. Textbook	Mate, G.	In the realm of hungry ghost: Close encounters with addiction. Knopf Canada.	2008
	O'Neill, L. et al.	Hidden burdens: a review of intergenerational, historical, and complex trauma. Implications for Indigenous families. <i>Journal of Child and Adolescent Trauma</i> , 11: 173-186.	2019
5. Journal	Teghtsoonian, K.	Depression and mental health in liberal times: a critical analysis of policy and discourse. <i>Social Sciences & Medicine</i> , 69: 28-35.	2009
	van der Kolk, B.	The body keeps the score: brain, mind, and body in the healing of trauma. Penguin.	2015

Sample Required Additional Supplies and Materials (software, hardware, tools, specialized clothing, etc.)

n/a

Sample Evaluation Methods and Weighting

(e.g., term paper, essay, assignment, research paper, final exam, midterm exam, major paper, thesis, practicum, research proposal, lab work, etc.)

Other	20%	Term paper	35%	Other	15%	Presentation	30%
	%		%		%		%

Sample Course Content and Topics (approximately 50-250 words)**BLOCK 1: Historical responses to persons with mental illness**

- Course overview, historical responses to persons with mental illness
- Deinstitutionalization
- Criminalization of persons with mental illness
- Comorbidity

BLOCK 2: Addictions, Homelessness, and Harm Reduction

- Pathways to addictions
- Interaction between addictions and homelessness in the criminal justice system
- Harm reduction strategies for the interaction between addictions and homelessness
- Cultural competency and decolonizing trauma work

BLOCK 3: Trauma and the Criminal Justice System

- Adverse childhood experiences
- Corrections: Importation (prisoners with mental health issues) vs Deprivation (solitary confinement and structured intervention units)
- Indigenous peoples and the intergenerational transmission of trauma; Indigenous-led and alternative strategies and programs (e.g., healing and wellness initiatives; Quí:quelstóm Justice Program; Kwikwèxwelhp Healing Village)

BLOCK 4: Trauma in the Workplace

- Group Presentations – Strategies for moving towards a trauma informed criminal justice system
- Trauma and mental health issues amongst criminal justice professionals
- Mindfulness and self-care practices; course wrap up