

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

|  |           |   |    |  |  |  |  |  |  |  |  |                    |           |   |  |
|--|-----------|---|----|--|--|--|--|--|--|--|--|--------------------|-----------|---|--|
| <b>Course Code and Number:</b> CRIM 402  |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>  |    |  |  |  |  |  |  |  |  |                    |           |   |  |
| <b>Course Full Title:</b> Mental Disorder and Crime<br><b>Course Short Title:</b> Mental Disorder & Crime  |           |   |    |  |  |  |  |  |  |  |  |                    |           |   |  |
| <b>Faculty:</b> Faculty of Social Sciences   |           | <b>Department/School:</b> Criminology and Criminal Justice  |    |  |  |  |  |  |  |  |  |                    |           |   |  |
| <b>Calendar Description:</b><br>Reviews the history and current legislation that govern mental disorder and crime. The relationship between crime and specific disorders, such as fetal alcohol spectrum disorder and schizophrenia, will be examined. The response to these disorders by criminal justice agencies will be evaluated.   |           |   |    |  |  |  |  |  |  |  |  |                    |           |   |  |
| <b>Prerequisites (or NONE):</b>  |           | 60 university-level credits   |    |  |  |  |  |  |  |  |  |                    |           |   |  |
| <b>Corequisites (if applicable, or NONE):</b>  |           | NONE  |    |  |  |  |  |  |  |  |  |                    |           |   |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>  |           | NONE  |    |  |  |  |  |  |  |  |  |                    |           |   |  |
| <b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i><br>Former course code/number: <b>CRIM 410G</b><br>Cross-listed with:<br>Equivalent course(s):<br><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> |           | <b>Course Details</b><br>Special Topics course: <b>No</b><br><i>(If yes, the course will be offered under different letter designations representing different topics.)</i><br>Directed Study course: <b>No</b><br><i>(See <a href="#">policy 207</a> for more information.)</i><br>Grading System: <b>Letter grades</b><br>Delivery Mode: <b>May be offered in multiple delivery modes</b><br>Expected frequency: <b>Annually</b><br>Maximum enrolment (for information only): <b>27</b> |    |  |  |  |  |  |  |  |  |                    |           |   |  |
| <b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</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><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>  |           | Lecture/seminar   | 45 |  |  |  |  |  |  |  |  | <b>Total hours</b> | <b>45</b> | <b>Prior Learning Assessment and Recognition (PLAR)</b><br>PLAR is available for this course. |  |
| Lecture/seminar  | 45        |   |    |  |  |  |  |  |  |  |  |                    |           |   |  |
|  |           |   |    |  |  |  |  |  |  |  |  |                    |           |   |  |
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|  |           |   |    |  |  |  |  |  |  |  |  |                    |           |   |  |
| <b>Total hours</b>   | <b>45</b> |   |    |  |  |  |  |  |  |  |  |                    |           |   |  |
| <b>Scheduled Laboratory Hours</b><br>Labs to be scheduled independent of lecture hours: <b>No</b>  |           | <b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> )<br>Transfer credit already exists: <b>Yes</b><br>Submit outline for (re)articulation: <b>Yes</b><br><i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>   |    |  |  |  |  |  |  |  |  |                    |           |   |  |
| <b>Department approval</b>   |           | <b>Date of meeting:</b> November 4, 2025  |    |  |  |  |  |  |  |  |  |                    |           |   |  |
| <b>Faculty Council approval</b>  |           | <b>Date of meeting:</b> December 5, 2025  |    |  |  |  |  |  |  |  |  |                    |           |   |  |
| <b>Undergraduate Education Committee (UEC) approval</b>  |           | <b>Date of meeting:</b> January 30, 2026  |    |  |  |  |  |  |  |  |  |                    |           |   |  |

**Learning Outcomes** *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

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

1. Describe the historical relationship between mental disorder and criminality, including traditional criminal justice responses to mental disorder.
2. Critically compare federal and provincial legislation governing the relationship between mental disorders and crime.
3. Explain key concepts and processes associated with mental disorder and criminality, such as fitness to stand trial, not criminally responsible on account of mental disorder, and civil commitment.
4. Analyze the relationship between specific forms of mental disorders and criminality.
5. Compare and contrast police, courts, and corrections responses to dealing with mentally disordered individuals.
6. Articulate the relationship between mental disorders and crime in vulnerable populations, Indigenous Peoples, and racialized groups.
7. Critically evaluate best practices among criminal justice and social service agencies in responding to mentally disordered offenders.
8. Propose ethical and equitable policies and practices for responding to mentally disordered offenders.

**Recommended Evaluation Methods and Weighting** *(Evaluation should align to learning outcomes.)*

|                        |     |             |     |              |     |
|------------------------|-----|-------------|-----|--------------|-----|
| Quizzes/tests/midterm: | 20% | Final exam: | 20% | Assignments: | 60% |
|                        | %   |             | %   |              | %   |

**Details:**

Assignments may include term papers, critical analysis thought papers, presentations, and self-reflective assignments.

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

**Typical Instructional Methods** *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Lectures, class discussion, group work

**Texts and Resource Materials** *(Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*

| Type               | Author or description   | Title and publication/access details  | Year |
|--------------------|---|---|------|
| 1. Textbook        | Gray, J.E., Shone, M.A., & Liddle, P.F.   | Canadian Mental Health Law and Policy (LexisNexis Canada, Inc.)   | 2008 |
| 2. Textbook        | Gosselin, D.  | Crime and Mental Disorders: The Criminal Justice Response (West Academic Publishers)  | 2019 |
| 3. Journal         | Nicholls, T.L., Charette, Y., Seto, M.C., Caulet, M., Muir, N.M., & Crocker, A.G. | How Do Persons Found NCRMD and Identified as Indigenous Differ from Other Persons Found NCRMD: Profiles, Trajectories, and Outcomes | 2023 |
| 4. Online resource | Rabinovitch, R.   | Charter Rights and Structured Intervention Units: Have Rights Abuses of Administrative Segregation Been Corrected?                  | 2023 |
| 5. Textbook        | Wiener, R.L., & Brank, E.M.   | Problem Solving Courts: Social Science and Legal Perspectives (Springer Science+Business Media, LLC)                                | 2013 |

**Required Additional Supplies and Materials** *(Software, hardware, tools, specialized clothing, etc.)***Course Content and Topics**

- Diagnosis and assessment
- How mental disorder is defined across different sectors and the implications for diagnosis, assessment, and treatment
- Mental health legislation
- Police responses to addressing mentally illness
- Impact of police work and correctional work on employee mental health and mental illness
- Fitness to stand trial and criminal responsibility
- Forensic psychiatric services
- Risk assessment, dangerousness, and civil commitment
- Similarities and differences in the relationship between mental disorder and crime among vulnerable populations, Indigenous Peoples, and racialized groups
- Use of administrative segregation for mentally disordered offenders
- Impact of structured intervention units on vulnerable populations, Indigenous Peoples, and racialized groups
- Interventions
- Trauma-informed approaches and practices to addressing mental illness (e.g., sweat lodges, Indigenous cultural liaisons)