In this course we will review central topics in the interaction between mental health and the criminal justice system. Specifically, we will begin by learning key concepts from clinical psychology that help to illuminate aspects of the interaction between mental health and the criminal justice system. We will then look at diversion of people with mental disorders from the standard criminal justice system and the effect of mental disorder on one’s risk for general criminal behavior and violence. We will also look at the relationship between mental disorder and mass shootings, and legislative/societal reactions to people with mental disorder following mass shootings. Finally, we will discuss potential ways to improve how the criminal justice system addresses people with mental disorder. It is hoped that by taking this course students will greatly improve their understanding of mental disorders and how they relate to aspects of the criminal justice system and develop an understanding for how current problems in this area could be solved.

Learning Outcomes
Students will learn:

1) Key concepts from clinical psychology that are central to better understanding the interaction between mental disorder and the criminal justice system.
2) The current research, including areas of uncertainty, regarding efforts to divert people with mental disorder from the criminal justice system, the effect mental disorder has on someone’s risk for general criminal behavior and violence, the relationship between mental disorder and mass shootings and the appropriateness of legislative/societal reactions to people with mental disorders in light of mass shootings.

3) Possible ways to improve how the criminal justice system addresses people with mental disorders.

**Communication**

Blackboard or regular UTEP e-mail is the best way to communicate with me. I will do my best to respond to your messages within 24 hours, but it may occasionally take me longer to respond. Please keep in mind I do not have access to either Blackboard or UTEP e-mail during regular business hours. Also please limit calling me at the number provided separately to emergency situations.

**Blackboard**

Everything you need for this class can be found on Blackboard. I will make announcements regarding the course via Blackboard periodically, so please check Blackboard regularly.

**Disability Accommodations**

If you have a disability and require accommodation, please contact the Center for Accommodations and Support Services at 915-747-5148 or via email (case@utep.edu) during the first week of the semester. They will help you with the required paperwork necessary to obtain accommodation.

**The University Writing Center**

Students are encouraged to use the University Writing Center (Library, Rm. 227) if they would like help improving their writing. For more information please see their website at [https://www.utep.edu/uwc/](https://www.utep.edu/uwc/).

Please be clear about what the Writing Center is and what it is not. Specifically, the Writing Center is a resource students can use to **become better writers**. It is not intended as a place you can take your paper, have it proofread and then be guaranteed an ‘A’ on your paper. Put another way, it is not a ‘car wash’ for your papers. Becoming a better writer takes consistent effort over a long period of time. In many ways, you can think of becoming a better writer like learning a second language. It takes time, effort and practice. Just as it would not be rational to think you could attend a one-hour, online meeting with ‘The French Center’ and be able to speak French fluently once you were finished, it is not rational to think you can attend a meeting with The Writing Center and then have a great paper.

*Finally, regardless of if you receive help through the Writing Center or not, you are responsible for the final content of your paper. All papers will be graded in the same manner as discussed more thoroughly below regardless of if they were first brought to the Writing Center. In other words, telling me “but I took it to the Writing Center!” will have no effect on your grade for any written assignments.*

**Withdrawal From / Dropping Of The Course**

If unforeseen circumstances happen where a drop is necessary, students are responsible for initiating any course drop. It is the student’s responsibility to determine how dropping courses may affect financial aid.
Students are limited to dropping no more than 6 courses over their entire academic career of all courses taken at any public college or University in Texas.

a) For students who drop a course within the first 2 weeks before the official census date (March 18, 2022), the course will not appear on the transcript, and doesn’t count toward the 6-course drop limit.

b) Dropping a course after the official census date (March 18, 2022), but before the course drop date (April 25, 2022) will generate a “W” in the course—although the drop shows on your transcript, a “W” does not lower your GPA. However, this type of drop counts against your 6 drop limit.

c) If the course is dropped after the course drop date (April 25, 2022) or if the student just stops coming/taking tests, etc., UTEP requires the instructor to issue an “F” in the course that permanently remains on the transcript. This type of drop counts against the 6 drop limit.

d) UTEP also allows instructors to administratively drop any student because of excessive absences, lack of effort, or disciplinary reasons. In this case, the student will be notified of the course drop through their UTEP email account. A “W” will be issued if the drop occurs before the course drop date, and an “F” will be issued if a student is administratively dropped for disciplinary reasons or after the course drop date. This type of drop counts against the 6 drop limit.

e) If circumstances occur where a student must miss an excessive number of classes and/or is unable to submit multiple assignments (e.g., student medical reasons, medical conditions of a family member, death of a family member, active military service), they should first discuss the possibility of withdrawal from all classes with their academic advisor. If a student withdraws completely from all classes, kindly notify Dr. Nabors at: esnabors@utep.edu. Complete withdrawals from all classes in the same semester do not count against the 6 drop limit.

Academic Dishonesty
Academic dishonesty in any form will not be tolerated. Per UTEP policy, academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, and any act designed to give unfair advantage to a student or the attempt to commit such acts.

If I suspect you of engaging in academic dishonesty, I will contact the Office of Student Conduct and Conflict Resolution (OSCCR) regarding my suspicions. OSCCR staff will investigate the situation, decide if you have engaged in academic dishonesty, and will issue what punishment they find appropriate. This process will include asking me what I think your punishment should be. I WILL recommend, at a minimum, that you fail the class.
Course Vision & Policies

Course Vision

I hope this class helps you better understand the very complicated field of mental health and crime. Like so many topics in criminal justice, many people in the general public have arguably overly simplistic views/beliefs on this topic and I hope that by taking this course you will develop a better understanding of the complexity of the topic and that there are no easy, black-white answers, but rather a whole lot of grey.

Potential pitfalls of online classes

Let’s talk honestly about online classes. While online classes do offer a logistic benefit (my guess is some of you can only take this course because it’s offered online), there are some potential very significant pitfalls that come with taking classes online. Specifically, a lack of effort/dedication and distractions.

Lack of effort

In my experience, some students simply do not put much effort into their online classes. It’s readily apparent they are not reading, are not thinking about the class, and are essentially just faking their way through the course hoping I am putting forth as little effort into grading as they are into working. I assume the belief is ‘it’s over the computer, so I don’t have to work.’

Let me assure you, I take online classes as seriously as I do in-person classes. Truth be told, teaching online classes involves more work than in-person classes and as such I am expecting each of you to put forth the same level of effort into this class as you would an in-person class.

If you intend to coast your way through this course I suggest you drop the course now.

Distractions

In my experience, many students attend online classes in environments that are infinitely more distracting than anything they would ever experience in an in-person class. I have had students take their dog for a walk, answer phone calls, do the dishes, and make dinner while ‘attending’ class. I have heard family members asking the student various questions throughout class and watching TV in the background (including one class where the student’s family was clearly hosting a Thursday Night Football watch party in seemingly the same room where the student was ‘attending’ class). All such distractions are a tremendous hinderance to you benefitting from this course. This is true whether you are attending the class live or watching the recording.

My advice is that you ensure you are not exposed to any distractions in your home that you would not face if you were in class on campus. Do the dishes either before or after class, have somebody else take care of the dogs, and **PLEASE** put your phone away. If this means you need to seclude yourself in your house during class time so as your family can continue living their normal life, then that’s what you need to do.

I do understand that some of you have child-care responsibilities that cannot be avoided. If that is your situation, please still try to do what you can so as you get the most out of the class experience.
Late Written Assignments
All written assignments are due by 6:00 pm on the day they are due. Turning a written assignment in between one second and 23:59:59 (twenty-three hours, fifty-nine minutes and fifty-nine seconds) late may result in decreasing your score by ten points. Turning a written assignment in between 24 hours and 47:59:59 (forty-seven hours, fifty-nine minutes and fifty-nine seconds) late may result in decreasing your score by twenty points. Written assignments turned in 48 hours or more late may receive a score of zero.

In extremely rare situations, students who do not submit a paper on time due to a dire emergency (e.g. death of a family member, serious illness) may be allowed to turn it in late. You will, however, need to notify me via e-mail as soon as possible that you will be turning the paper in late and subsequently provide written documentation of the emergency. If you do need to turn a paper in late because of a dire emergency, you will be expected to do so quickly.

Course courtesy
Inappropriate Communication
There’s a well-known tendency for people to be bolder in what they communicate online than what they would say in a face-to-face situation. While this can be good, for instance when someone who may not be comfortable speaking in a face-to-face situation is comfortable speaking online, it can also be bad. Specifically, some folks get inappropriate/aggressive/hostile online when they wouldn’t be that way in person. This could be due to a number of factors including a sense that the person on the other end of their message is somehow less ‘real,’ or that their comments are somehow ‘anonymous’ because they are made online. (Neither of which, just to be clear, is true).

It’s very important to realize that all University standards of student conduct are still in effect for online classes, including standards for appropriate communication. Specifically, while the University’s interest in students’ First Amendment rights still applies, so too does its standards regarding harassment and other forms of inappropriate speech. For more information, see https://www.utep.edu/hoop/section-2/speech-expression-and-assembly.html.

Incidents of inappropriate communication in an online forum will be handled on a case-by-case basis, with the possibility that such incidents will be referred to the OSCCR.

In short, think about what you’re about to say or post before you say or post it. A good rule of thumb may be “if you wouldn’t say it in person, don’t say it online.”

Netiquette
“Netiquette” has to do with being polite and not overly informal in online communication. Issues of ‘netiquette’ are far less serious than issues of inappropriate communication, but are still good to be aware of. To make an analogy to a traditional classroom, an inappropriate communication would be cursing at me or threatening me. Issues of ‘netiquette’ would be calling me “dude” or “bro.”

Here’s a guide to netiquette that is good to review. https://www.utep.edu/extendeduniversity/cid/_Files/docs/faculty-resources/student-orientation/NetiquetteGuideforOnlineCourses.pdf
Emoticons
The truth is, communicating online is hard and is rife for misinterpretation. Words said in person that are perfectly fine given the communicator’s body language, facial expression and tone can come across as harsh when typed online. As such, I have no problem with the use of emoticons in discussion boards and other online forums. A well-placed (:-) can go a long way in showing your good intent, and is much better than saying “I hope my last statement was not interpreted as intending hostility because it was not sent with such a goal in mind.” (:-)

But DO NOT put emoticons in your papers!!!

Situations Not Specifically Addressed Above
Situations not specifically addressed in this syllabus will be addressed on a case-by-case basis. I will consult with other faculty, and reaching the decision on how to address the situation will be based on what is fair to all involved parties including the student at the center of the issue, myself, and other students in the course.

Technology Requirements
To participate in this course you’ll need a desktop/laptop computer with speakers and likely a microphone and reliable access to Blackboard through www.my.utep.edu. UTEP recommends using Firefox or Google Chrome. You’ll also need a word processor.

Please submit papers as .pdfs. Assuming you have Word, you can write your paper as you normally would, then click “Save As” and change the form of the document to .pdf. That’ll save a new copy of the paper as a pdf, but you’ll still have the Word document.

If you encounter computer problems you can’t fix, call the UTEP Help Desk.

Determination of Grade

Your grade will be based on the following:

• **Four Papers (First Paper – 10%; Second and Third Papers – 25%; Final Paper – 40%)**

Each of you will have to write four papers for this class, based on a fictional scenario created for this course. (See Appendix A for the scenario and paper topics).

All written assignments should be in 12-point, Times New Roman font, double-spaced with standard one-inch margins. If you need to cite anything, you should use American Psychological Association citation style.

Everyone will have the same topic for the first paper, and it will be worth 10% of your grade. The first paper is due on March 26, 2022.

For your second and third papers, you can select which two of three papers you want to write, i.e. you have three options and you have to pick two of them. The second and third papers will each be worth
25% of your grade. The due dates for the second and third papers will depend on which of the three possible papers you choose to write (the due dates are April 9, 2022, April 16, 2022 and April 23, 2022, respectively).

Everyone will then have the same topic for the final paper, and it will be worth 40% of your grade. The final paper will be due on April 28, 2022.

The scenario, and all paper topics are presented in Appendix A of this syllabus.

*** How The Written Assignments Will Be Graded ***

The ability to write well is one of the core skills that anyone in college must develop and it is my hope that I can help each of you become better writers. Toward this goal, I have written a Guide To Improving Your Writing which is posted on Blackboard. Everyone is required to read this guide and will be held responsible for all information in it. Please feel free to ask me questions about anything in it you do not understand. In addition, clarity of writing and grammar (including spelling) WILL affect your grade on all four written assignments.

Here is how the written assignments will be graded.

I will assign an initial score (out of 100) for the overall quality of the points you make in your assignment. This is essentially “how well did you answer the question that lies at the heart of the assignment?” The ‘best’ paper will receive an initial score of 100, with other initial scores assigned relative to the paper that earns the 100.

After this score is assigned, I will then deduct points for lack of organization, lack of clarity, and poor grammar in the following way:

Up to a 5-point reduction for papers that are poorly organized. Papers need to be well organized, which means having a thesis paragraph, supporting body paragraphs, and a summary paragraph. The order of the points within the paper (in the body paragraphs) needs to make sense, and supporting information needs to be included in the appropriate section. For instance, if you make points A, B and C, but include information supporting point B in the discussion about point C, that is poor organization. Your papers should be organized such that you effectively take the reader by the hand, tell them what points you will be making (the thesis paragraph), then make those points (the body paragraphs), then remind them what points you just made (the summary paragraph).

Please be advised, many of the paper topics are already in an outlined form and you are expected to follow the outline of those topics. Failure to do so will likely result in losing all 5 of these points for poor organization.

A 1-point reduction for each sentence that I consider to be unclear in that I have to read it twice to understand what you are saying. In addition, there will be a 1-point reduction for each simple sentence that reduces the overall stylistic quality of the paper. I understand that sometimes simple sentences improve the clarity of written material. I really do. I do not, however, want people turning in
assignments that are a string of simple sentences in an effort to ensure each individual sentence can be understood. My goal here is to push you to become better writers, and turning in a paper filled with simple sentences does not move us toward that goal. These ‘clarity reductions’ will be capped at 10 points so as a poorly written paper will be reduced by one letter grade.

There will also be a 1-point reduction for each of the specific errors listed in Section B of the Guide To Improving Your Writing. Because these specific errors are truly very easy to avoid there will be no cap for these reductions.

*** “Do you curve your grades?”

Yes, in the following ways.

For the written assignments, and as explained above, the paper(s) which answer the question at the heart of the assignment the best will receive an initial score of 100 with other papers receiving initial scores relative to that paper. This effectively ‘curves’ the scores for the written assignments. Please note, deductions for poor writing and grammatical errors will be deducted from this initial score as explained above.

For the extra-credit class participation, each student is effectively graded compared to the student(s) who participate(s) the best. As such, somebody (or many somebodies) will get a 100 for class participation and everybody else is graded in comparison to that student(s).

Because these ‘curves’ are worked into each assignment, there is no ‘curve’ for your final score for the class.

● Class Participation (up to 10% extra credit).

You can also earn extra credit up to an additional 10% on your final grade through class participation.

There are two ways to earn this extra credit. First, by participating in the live, online classes. Second, by posting on the Discussion Board.

Be advised, how much of this extra credit you earn will be based on the quality rather than the quantity of your comments. I am looking for insightful comments/questions that indicate you have been thinking about the material in a meaningful way and which move the discussion forward. Put another way posting things like “I really liked this article,” or “This article was really interesting and made me think,” or just summarizing an article or a class discussion will not earn you any extra credit. This also means that not participating at all for the first three-quarters of the course, and then inundating the Discussion Board or live classes with lots and lots and lots of comments will be of very limited benefit to you. A student who says/posts one or two insightful things each class will earn much more of this extra credit than someone who makes several low-quality comments.

As we progress through the course I will continuously update your extra credit score. That way you can see where you stand throughout the course. If your grade is not as high as you think it should be (or wish it was) that means the quality of your comments is lacking.
Grade Breakdown

90 – 100 % = A
80 – 89.99... % = B
70 – 79.99... % = C
60 – 69.99...% = D
0 – 59.99...% = F

You will receive a score of 0 – 100 on each of the five components of your grade (class participation and the four papers). Your final grade for the class will be calculated with the following formula:

\[ U(0.10) + V(0.25) + W(0.25) + X(0.40) + Y(0.10) \] = Final Grade

Where
- U = score on First Paper
- V = score on Second Paper
- W = score on Third Paper
- X = score on Final Paper
- Y = score on Extra Credit

I will not round up. In order to get a grade you MUST get the minimum score listed above for that grade, i.e. an 89.7 is a B, not an A.
Course Schedule

Adjustments to the course schedule and assignments are unlikely, but may occur. Adjustments will be announced via Blackboard.

Week 1: March 15 and 17, 2022.
Topics: 1) Class Introduction, Syllabus, GTIYW;
2) Important Constructs from Clinical Psychology, Mental Disorders


Week 2: March 22 and 24, 2022
Topics: 1) Important Constructs From Clinical Psychology, Mental Disorders;
2) The Nature of The Problem: Rates of Mental Disorder In The Criminal Justice System and Possible Explanations.


*** THE FIRST PAPER IS DUE MARCH 26, 2022 at 6:00 pm! ***

Week 3: March 29 and 31, 2022
Topics: 1) Sequential Intercept Model, Diversion Strategies, Introduction to Crisis Intervention Teams;
2) Research on Crisis Intervention Teams

“The Cost-Effectiveness of criminal justice diversion programs for people with serious

“Memphis, Tennessee, Police Department’s Crisis Intervention Team.” By Vickers. In Practitioner’s Perspectives, July 2000. (You can retrieve this document just by googling it).


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**Week 4: April 5 and 7, 2022**

**Topics:** 1) Mental Health Courts; 2) Diversion Discussion.

**Readings:**


“Improving responses to people with mental illnesses: the essential elements of a Mental Health Court.” By Thompson, Osher and Tomasini-Joshi. Bureau of Justice Assistance. (You can retrieve this document by googling it).


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*** IF YOU’RE WRITING THE ‘DIVERSION PAPER’ IT IS DUE APRIL 9, 2022!!!***
**Week 5: April 12 and 14, 2022**

**Topics:**
1) Mental Disorder and Risk For Criminal Behaviors (through Lamberti)
2) Mental Disorder and Risk For Violence; (all other articles)

**Readings:**

*** IF YOU’RE WRITING THE ‘MENTAL DISORDER AND RISK FOR CRIME’ PAPER IT IS DUE APRIL 16, 2022! ***
Week 6: April 19 and 21, 2022

Topics: 1) Charles Joseph Whitman \textit{(Sniper In The Tower)}
2) Mental Disorders and Mass Shootings.

Readings: A \textit{Sniper In The Tower: The Charles Whitman Murders.}

*** IF YOU’RE WRITING THE ‘MASS SHOOTINGS’ PAPER, IT IS DUE APRIL 23, 2022! ***

Week 7: April 26 and 28, 2022

Topics: 1) Criminal Thinking Errors and Attitudes (no readings)
2) Addressing the Problem of Mental Disorder And The Criminal Justice System

Readings: “Reducing the number of people with mental illnesses in jail: six questions county leaders need to ask.” By Haneberg, Fabelo, Osher and Thompson. January 2017. (You can retrieve this document by googling it).

*** THE FINAL PAPER IS DUE APRIL 28, 2022! *****
Appendix A

Scenario For All Papers and All Specific Paper Assignments and Due Dates

Overlook, Colorado is a mid-sized city of 750,000 people. Overlook recently elected Travis Bickle as Mayor and he has appointed you his Chief of Staff.

Two years ago, Overlook was in the national news following an incident in which an Overlook police officer shot and killed a mentally ill man whose family had called the police because he was behaving in an erratic manner. A subsequent investigation by the Department of Justice (DOJ) found the shooting was justified, but also found some potentially disturbing trends in Overlook’s criminal justice system. Specifically, the DOJ investigation found that while approximately 14% of Overlook’s population has been diagnosed with a mental disorder (6% a serious mental disorder defined as schizophrenia, schizoaffective disorder, bipolar disorder or major depressive disorder) approximately 38% of those arrested by Overlook police have a mental disorder (27% a serious mental disorder), approximately 42% of those convicted in Overlook municipal criminal courts have a mental disorder (29% a serious mental disorder) and 50% of those in the Overlook county jail have a mental disorder (35% a serious mental disorder). The DOJ investigation also found that between 2018 and 2022, 20% of 911 calls to the Overlook Police Department involved someone experiencing mental health problems (e.g. erratic behavior, fighting with family members, behaving in an otherwise grossly disruptive manner), with 15 specific people accounting for 7% of all the calls to 911.

The DOJ investigation also evaluated Overlook’s mental health care system and found “while it is not the worst in the country, it is severely lacking in a number of areas.” Specifically, it was noted that while private mental health care options were average for the state of Colorado, Overlook’s public mental health care system was “underfunded and overburdened even compared to other public systems.”

Public, outpatient mental health care in Overlook is provided through the Torrance Community Behavioral Health Center (hereinafter ‘Torrance’), the city’s lone public, outpatient mental health clinic. The DOJ investigation found that patients seeking psychiatric services through Torrance had to wait, on average, five weeks for an initial appointment and would only be seen once every 10 weeks for follow-up appointments. The DOJ investigation also found initial psychiatric appointments typically lasted 30-40 minutes, and follow-up appointments lasted 10-15 minutes. The DOJ investigation also found that someone seeking psychotherapeutic services through Torrance had to wait, on average, six weeks for an appointment and would then only be seen monthly for hour-long appointments. The DOJ investigation also found marked turnover in staff at Torrance, such that it was not uncommon for patients to only see the same provider two or three times before meeting with someone else. Finally, the DOJ investigation found that while case management services (e.g. assistance finding housing and/or employment) is available through Torrance only about 20% of those who receive mental health services through the clinic also receive case management services due to a lack of funding to hire more case management staff.

Public, inpatient mental health care in Overlook is provided through the Featherstone Psychiatric Hospital (hereinafter ‘Featherstone’), which has 50 beds for mental health patients and 30 beds for substance abuse patients (see below for information on Overlook’s public substance abuse treatment system). The DOJ investigation found that inpatient stays at Featherstone last, on average, four days and staff reported often discharging patients before they thought it was clinically warranted because of a lack of bed space. Indeed, one Featherstone staff member told DOJ investigators “We get them well enough to last a few weeks before they have to come back. But that means they’re doing better than the three or four people waiting for their bed, so we go ahead and discharge them.”
Public, substance abuse treatment is provided through Torrance and Featherstone, depending on if the treatment is outpatient or inpatient. The DOJ investigation found there was a 7-month waitlist for outpatient services, and an 18-month waitlist for inpatient services. A review of treatment and police records found that 96% of those who completed one substance abuse program relapsed within three months, compared to 90% of those who completed two programs, and 80% of those who completed three programs. In addition, of those who completed one treatment program, 60% were arrested within three months, of those who completed two treatment programs 50% were arrested within three months, and 38% of those who completed three programs were arrested within three months. Overlook offers no dual-diagnosis treatment programs.

The City of Overlook was sued by the American Civil Liberties Union (ACLU) alleging discriminatory criminal justice practices against its mentally disordered population. The ACLU has, however, agreed to arbitration, namely the development of a plan to address these trends in Overlook’s criminal justice system. Should arbitration fail, and Overlook and the ACLU fail to reach a solution acceptable to both parties regarding Overlook’s practices vis-à-vis the mentally ill and criminal justice practices, Overlook faces having their criminal justice system fall under the supervision of a federal judge. As this is the first time any city in Colorado has faced the possibility of such a takeover, it is very unclear what changes would come with federal supervision and at what financial cost. Whatever the financial cost would be, however, it would fall on the City of Overlook.

While campaigning, Mayor Bickle repeatedly promised to “find effective solutions to resolve the ACLU’s lawsuit.” The day after his election, Mayor Bickle told you one of your primary responsibilities as Chief of Staff would be to figure out what the city could do to address the ACLU’s concerns and to work to develop a plan to address the overrepresentation of the mentally ill in Overlook’s criminal justice system.

**First Paper (Which Everyone Must Do):**

The day after Mayor Bickle’s inauguration, he comes to your office and tells you he wants to know what are some possible reasons why Overlook has such a high percentage of mentally ill people in its criminal justice system.

*Specifically, Mayor Bickle wants a 3-5 page memo discussing possible explanations for why Overlook has such a high percentage of mentally ill people in its criminal justice system.*

The memo should be in Times New Roman, 12-point font, double-spaced with one inch margins. If you need to cite anything, you should use American Psychological Association citation style. Mayor Bickle wants the memo e-mailed to him by 6:00 pm on March 26, 2022.
Three Paper Topics (Everyone Needs To Pick Two Of These Four):

Paper on Diversion Strategies

As part of the ongoing negotiations to develop a plan that will address the overrepresentation of the mentally ill in Overlook’s criminal justice system, the ACLU has strongly suggested the Overlook Police Department should establish a Crisis Intervention Team program, mental health courts or both.

Specifically, Mayor Bickle is generally familiar with what these diversion programs are, but wants a 5-7 page memo explaining,

a) if Overlook should start a CIT program, mental health courts or both,

b) if Overlook should not start one of these programs why not and

c) if Overlook should start one or both of these programs what should it entail for it to be successful.

The memo should be in Times New Roman, 12-point font, double-spaced with one-inch margins. If you need to cite anything, you should use American Psychological Association citation style. The memo should be e-mailed to the Mayor by 6:00 pm on April 9, 2022.

Paper on Mental Disorder and Risk For General Criminal Behavior and Violence:

As part of the ongoing negotiations to develop a plan that will address the overrepresentation of the mentally ill in Overlook’s criminal justice system, Mayor Bickle wants to know what you think Overlook can do to lower arrest rates and recidivism of people with mental disorders?

Specifically, Mayor Bickle wants a 5-7 page memo detailing what you think Overlook can do to lower arrest rates and recidivism of people with mental disorders.

The memo should be in Times New Roman, 12-point font, double-spaced with one-inch margins. If you need to cite anything, you should use American Psychological Association citation style. The memo should be e-mailed to the Mayor by 6:00 pm on April 16, 2022.

Paper on Mass Shootings

As the negotiations between the city of Overlook and the ACLU continue, the city of Kubrick, South Carolina experiences a mass shooting at a local mall in which twenty-four people are killed. The gunman, Leonard Lawrence, is identified as a 22-year-old, White male from Kubrick. Lawrence’s personal history seems to be unremarkable, and he has no history of known mental health problems. Lawrence’s social medial profile is also largely unremarkable, consisting of a few pictures of him posing with various firearms and some posts supporting protecting Second Amendment rights. About five minutes before beginning his rampage, however, Lawrence did post a picture of himself sitting in his car outside of the mall, holding two firearms which was captioned “I live in a world of sh*t.”

The day after the shooting, Mayor Bickle comes to you and asks what do you think Overlook can do to address the risk of a mass shooting in Overlook, and will any of the efforts tied to the negotiations with the ACLU affect the city’s risk of experiencing a mass shooting? (continued on next page)
Specifically, the Mayor wants a 5-7 page memo detailing

a) what the city could do to lower its risk of experiencing a mass shooting, and

b) why, or why not, any of the efforts tied to the negotiations with the ACLU affect the city’s risk?

The memo should be in Times New Roman, 12-point font, double-spaced with one inch margins. If you need to cite anything, you should use American Psychological Association citation style. The memo should be e-mailed to the Mayor by 6:00 pm, on April 23, 2022

Final Paper (Which Everyone Must Do):

Good news! The city of Overlook and the ACLU have reached an agreement in the lawsuit. The agreed upon package of interventions involves increased training for police officers regarding law enforcement and mental disorders (both initial training in the Overlook police academy and annual, refresher training for veteran officers) although it will not establish a formal Crisis Intervention Team; the establishment of three mental health courts; funds to hire two more psychologists to work in the Overlook city jail which will bring the current ratio of approximately 1,500 inmates per psychologist down to 750 inmates per psychologist; increased staffing at Torrance that is expected to reduce wait times for an appointment with a psychologist to three weeks and provide for subsequent appointments every six weeks, reduce staff turnover and greatly increase the center’s ability to provide case management services; increased staffing and expansion of Featherstone that is expected to increase inpatient capacity to 70 mental health inpatient beds and allow for inpatients to be housed for up to 21 days. Finally, the plan also provides for significant improvement to substance abuse treatment programs such that the waitlist for outpatient services is expected to drop to approximately three months, and the waitlist for inpatient treatment is expected to drop to approximately one year. In addition, for the first time, Overlook will be able to provide both outpatient and inpatient, publicly funded, dual diagnosis treatment programs.

The Mayor’s Office approached the University of Colorado at Overlook about creating a joint venture in which the University would research the effects of the various interventions. While the University did agree to research the effectiveness of the mental health courts, specifically what services provided by the courts and what aspects of defendants are associated with reduced recidivism, they declined to research the effects of any of the other interventions.

The package has an estimated startup cost of $35 million, with an annual cost of $10 million to keep the programs running.

Failure to pass the program is expected to lead to immediate federal supervision of Overlook’s criminal justice system as it relates to treatment of people with a mental disorder. Whatever costs are associated with bringing Overlook’s criminal justice system up to federally ordered standards will be paid for by the City of Overlook.

Because of its high cost, the Overlook City Council will specifically have to approve the plan. There are also two other major projects seeking City Council’s approval. One is a plan to drastically reduce the city’s carbon footprint and is expected to reduce environmentally harmful emissions from city buildings and vehicles by 70% over the next fifteen years. The other plan is to overhaul the city’s public-school system in a way that will reduce class size by 30%, greatly increase students’ access to internet-based research databases, notably increase both student standardized test scores and college admissions, and
reduce the high school dropout rate to among the lowest in the state. Both of these other plans will cost essentially the same as the plan reached with the ACLU.

*Given the three significant proposed projects in front of them, Overlook City Council has asked for briefs on each project from its supporters. Specifically, City Council wants to know*

A) **What are the strengths of your plan?**

B) **What are the weaknesses of your plan?**

C) **Why should City Council approve your plan rather than the other two?**

City Council has said the briefs should be 6-9 pages long, in Times New Roman, 12-point font, double-spaced with one-inch margins. If you need to cite anything, you should use American Psychological Association citation style. Mayor Bickle has assigned you to write the report and says he wants it e-mailed to him by 6:00 pm, April 28, 2022.
Appendix B

How To Look Up Readings On The UTEP Library Website

For this class you will need to look up several readings through the UTEP library. I’m not going to lie, this can be slightly confusing as each journal is a little different. But I promise you, all of the journal articles for this course can be found through the UTEP Library website. So why don’t I just give you the pdfs of the readings? Two reasons: 1) It is important for you to know how to look up articles through a library search engine, 2) the UTEP library tracks how many people retrieve articles from journals and those journals that do not get a lot of traffic may get dropped. Given that these are good journals they should get “credit” for having something that students needed to read. Democracy through clicks.

1) If searching from your device, you’ll first need to log on to the UTEP library website. To do that, go to:

https://lib.utep.edu/patroninfo~S0

and enter your regular username and password. Once logged on, go back to the UTEP Library homepage (there’s a link in the upper right-hand corner of the remote log on screen).

If you’re searching from a computer at the UTEP library you can skip to Step 2.

2) Sometimes you can find a reading by just looking up the title of the reading under the “Books and Journals” search window. (I know it makes no sense that a journal article can be found under Books and Journals but sometimes it happens.) Just type in the title of the reading, hit search, and see if a pdf of the reading comes up. If so, just save or print the pdf.

3) If that does not work, look up the title of the journal in the same “Books and Journals” search window on the library home page.

4) That should lead you to the catalog entry for the journal itself. Under that entry, you should see an option for electronic access to the full text for a range of the journal that includes the volume you need. Click on that option.

5) Each journal is a little different as to what happens next, but what you are looking for is access to the specific volume you need for that journal. Once you find the volume, it should give you a list of all the articles in that volume. Find the article you need, then save or print the pdf.