



A R I Z O N A   S T A T E   U N I V E R S I T Y

*Arizona State University acknowledges, with respect, that its physical locations are within the ancestral homelands of those Native American tribes that have sustained connections to its lands and waters since time immemorial, including the Akimel O'odham (Pima), Pee Posh (Maricopa), Quechan (Yuma), and Tohono O'odham peoples.*

## Course Number and Title

**CRJ 535: Crime & Forensic Mental Health**

## Faculty Information

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## Course Information

### Course Catalog Description

Clinical assessment of people under court jurisdiction. Topics include psychological paradigms, nomenclature of mental disorders, forensic clinical assessment, mental disorders and crime, legal standards governing mentally disordered criminal offenders.

### Course Enrollment Requirements

Prerequisite(s): Criminal Justice MA, Criminology and Criminal Justice MS, Criminology and Criminal Justice PhD, Forensic Psychology MS, or Law and Psychology PhD student; Credit is allowed for only CRJ 535 or CRJ 598 (Crime and Forensic Mental Health)

### Course Overview

This interdisciplinary course focuses on how individuals with mental illness are assessed and managed when they come into contact with the criminal justice system. The course will draw on research, policies, and practices from the fields of psychology, clinical neuroscience, sociology, and the law. In the first part of the course, students review major psychological paradigms and contemporary research related to the symptoms, etiology and treatment of specific mental disorders and their relationships to crime. In the second part of the course, students are provided with an overview of forensic assessment procedures, legal standards governing mentally-disordered criminal offenders (e.g., criminal competencies, insanity, diminished capacity), issues involving risk management of potentially dangerous people (e.g., violent sex offenders), and ethical issues surrounding the assessment and treatment of mentally ill offenders (e.g., civil commitment, confidentiality and privilege, the right to treatment, the right to refuse treatment, informed consent). The final portion of the course discusses the adoption of policies and practices designed to better manage mentally ill individuals who come into contact with the criminal justice system (e.g., sequential intercept model, police training, mental health court and probation, treatment within jails and prisons).

## Learning Outcomes

Upon the successful completion of the course, students should be able to:

- Explain what “abnormal psychology” and “forensic psychology/psychiatry” are and how they differ from other branches of psychology and medicine.
- Identify key symptoms, etiological factors, and effective treatments associated with selected mental health disorders from the Diagnostic and Statistical Manual of Mental Disorders – 5<sup>th</sup> Editions (DSM-5), and analyze how these disorders are related to criminal behavior.
- Describe the role of clinical forensic assessment in the management and treatment of individuals in the criminal justice system, including strengths and weaknesses of various assessment techniques.
- Differentiate the historical and current psycho-legal standards for major criminal competencies (insanity, diminished capacity, etc.) and how these laws can impact sentencing.
- Delineate how criminal justice policies and practices have been adapted to effectively manage and treat mental health disorders based on the sequential intercept model.
- Evaluate the rights and responsibilities of patients and clinicians in forensic settings, including special rules regarding confidentiality, informed consent, and the right to refuse treatment.

## Course Materials

### Books

#### *Required*

The textbooks for this course are not required. However, you are strongly encouraged to obtain them, as the reading will provide in-depth explanation to help you better understand the statistical concepts covered in this course.

Schug, R. A., & Fradella, H. F. (2015). *Mental illness and crime*. Thousand Oaks, CA: Sage.  
ISBN-13: 978-1-4129-8707-3 (paperback).

#### *Optional*

All additional scholarly articles and primary sources will be provided in Canvas.

### Computer Requirements

- **Computer System:** Windows or Macintosh desktop or laptop computer purchased within the last 5 years. Chromebooks and mobile devices will not provide full access to ASU's online courses.
- **Operating System:** Windows-based computers must be running Windows 10 or newer. Macintosh computers must be running OS 10.13 (High Sierra) or higher
- **Required Software:** [Microsoft Office 365](#) (available for all students at ASU); [Adobe Acrobat Reader DC](#) (free)
- **Web Browser:** Use only a recent version of Firefox or Chrome. Students are also advised to have both browsers installed on their computer. Safari and Edge have known compatibility issues with Canvas.
- **Internet Connection:** Courses are best viewed with high-speed internet and a reliable internet connection.
- **Speakers and a microphone:** Built-in, USB plug-in, or wireless Bluetooth
- **Webcam:** Built-in or USB plug-in

### Detailed Requirements by Application:

- [Canvas LMS computer requirements](#)
- [Zoom computer requirements](#)
- [Respondus LockDown Browser computer requirements](#)
- [HonorLock system requirements](#)

**Need Help?** Students needing help with technical issues can contact a 24/7 live chat service at [contact.asu.edu](https://contact.asu.edu) or [My ASU Service Center](#) for help.

## Workload Expectations

The Arizona Board of Regents, the governing board for ASU, NAU, and the U of A, has a policy for how much time students should invest in their courses: “A minimum of 45 hours of work by each student is required for each unit of credit.” Therefore, in a 3-credit course, students should expect to invest 45 hours in class meetings (or the online equivalent), as well as 90 hours doing homework and assignments—a total of 135 hours in any given session (A, B, or C). This translates to 9 hours per week for classes that meet over a 15 week-semester. For 7.5-week classes, the workload doubles to 18 hours per week engaging in online activities, reading, doing other homework, completing assignments or assessments, and studying. As you register for courses, keep this 135-hour standard in mind because during some semesters your work and/or family commitments may prevent you from taking a full load of classes.

## Community of Care During COVID-19

ASU’s [Community of Care plan](#) provides guidance regarding the many preventative measures that the university has implemented to help slow the spread of COVID-19 and create a safe and welcoming environment in which all students can live and learn. Prevention is key to protecting yourself, your peers and those who are most vulnerable in our community. It is important to remember that we need everyone to take personal responsibility for their actions and behavior. We remind all members of the ASU community to continue to adhere to public health protocols to mitigate the spread of COVID-19.

Respect the decision of others who are continuing to wear face coverings and/or physically distance, when possible. You may have friends, family members, and peers who have varying levels of comfort about how they wish to connect. During this time and always, it is important to not pressure people to connect socially in ways that may make them feel uncomfortable.

## Vaccinations

Arizona State University **strongly encourages** all students to be vaccinated. Appointments for COVID-19 vaccines are available at all [Health Services locations](#). Please make your appointment at [myhealth.asu.edu](https://myhealth.asu.edu). These vaccines are provided at no cost to you. You may also use [vaccines.gov](https://vaccines.gov) to find a location near you.

## Face Coverings

All students and instructors are expected to follow [ASU's Community of Care Policy](#) that requires wearing face coverings while in certain indoor settings. Those settings include all classrooms and teaching or research labs. In addition, face coverings will be required in close-quarter environments where physical distancing may not be possible. These include the following:

- All ASU clinical programs and centers that serve the general public, such as the ASU Health Centers, Child Development Laboratory, and Counselor Training Center (the “Programs”), whether on- or off-campus.

- Meeting rooms, workshop, design or production studios, and other indoor settings where social distancing is not possible.
- All other indoor areas designated by posted signage.

Additionally, consistent with CDC guidance, face covers may be required in some crowded outdoor settings or activities that involve sustained close contact with other people. Arizona State University also strongly recommends that everyone on campus wear a face cover when inside a University building, even where they are not required. Consistent with the governor's executive order and the CDC guidelines, we are not making distinctions between the vaccinated and unvaccinated. This applies to all individuals regardless of their vaccination status.

Arizona State University also urgently recommends the following on-campus protocols for all students:

- [Submit a daily health check](#) (a moment to evaluate how you feel); and
- If you are [experiencing COVID-19 symptoms](#), please stay home and get tested.

## COVID-19 Testing

To assist individuals in monitoring their own health, we have testing available for anyone who wishes to know their health status related to COVID-19. You can [participate in COVID-19 testing](#), free of charge, simply by spitting in a tube; no appointments are necessary.

## Positive COVID-19 Test Results

If you test positive for COVID-19 and let me know, I am mandated to report your name and ASU ID number to the Dean of Students as soon as possible so we may provide support and care to you and your fellow students. We will share the information with ASU Health Services to assist in determining next steps and to assess your contact with others. Determinations about what should occur—including quarantine and follow-up testing—will begin immediately upon awareness of a positive case. Close contacts or high-risk exposures (e.g., less than 6-feet distance for a cumulative total of 15 minutes or more over a 24-hour period; physical contact with a person with COVID-19) may be asked to quarantine as a result of their possible exposure. The analysis of close contacts is done by ASU medical professionals based on information informed by the CDC and Maricopa County Public Health guidance, emerging science associated with transmission risk, and interviews with the positive/exposed student/staff/faculty.

## Vulnerability to COVID-19 Infection

Students who are vulnerable to COVID-19 should contact [Student Accessibility and Inclusive Learning Services](#) (SAILS) to discuss possible accommodations.

## Course Structure

Module 1: Introduction and Scope of the Problem

Module 2: Abnormal Psychology

Module 3: Disorders of Infancy, Childhood, and Adolescence

Module 4: Mood & Anxiety Disorders

Module 5: Psychotic & Substance Abuse Disorders

Module 6: Sexual & Impulse Control Disorders

Module 7: Personality Disorders

Module 8: Overview of Forensic Assessment

Module 9: Criminal Competencies

Module 10: Insanity & Diminished Capacity

Module 11: Dangerousness, Risk Assessment

Module 12: Policing Response & Problem-Solving Courts

Module 13: Mental Health Services in Jails & Prisons

Module 14: Recap and Reflection

## Assignments and Evaluation Procedures

### Summary of Assignments

Table 1: Assessments and Their Values	
<i>Assignment</i>	<i>Points</i>
Syllabus Quiz	20 points
Critical Thinking Posts	350 points
Exam 1	60 points
Exam 2	60 points
Exam 3	60 points
<b>Total</b>	<b>550 points</b>

### Reading Assignments

Unless otherwise specifically assigned, reading assignments are taken from the required materials specified above. The reading assignments listed for each class are those readings which a student must complete *before* the class in order to be prepared for class that week. Not all of the assigned readings will be discussed in class; however, all assigned readings may be covered on quizzes, exams, or other assessments.

### Introduction

You are expected to introduce yourself to the class in the first week, including where you are from, where you live, what your profession is, and why you are pursuing a degree in Criminology and Criminal Justice. This assignment is worth 1 percent of your final grade.

## Lectures, Review Slides, and Videos

You are expected to listen to the lectures, review the slides, and watch the videos each week. Materials you obtain from these sources may be covered on homework or other assignments.

## Syllabus Quiz

The syllabus contains essential information regarding assignments, exams, and readings for the class. To ensure you understand the course requirements, you will be asked to complete a syllabus quiz before accessing any subsequent learning modules. The quiz can be accessed on Canvas welcome tab on the first day of class and must be completed by the end of the first week; otherwise, you will receive a 0. Your grade on the quiz is worth 10 points towards the final course grade.

## Homework

In lieu of a final term paper, you are expected to complete a critical thinking post assignment for each learning module. The substantive content and writing quality of these posts should resemble a brief term paper as opposed to an informal discussion. Each critical thinking post will have a few potential topic areas to select from for your initial post. After completing the initial post, you are required to write at least two reply posts in response to other classmates' initial posts. You should use a salutation when responding to others' posts (e.g., Hey "student name,") so it can easily be located for grading purposes. Your initial posts assigned each week must be completed by the deadline to be eligible for credit and your response posts must be completed within 48 hours after the deadline. This means each week you will have a critical thinking post and two responses due.

A document containing detailed instructions for completing the critical thinking posts can be found under the assignments page on Canvas. This document contains important information on word length and formatting requirements, expectations related to the content of your posts, the rubric used to grade the assignment. Make sure to review the instructions document carefully before completing your first critical thinking post. Each critical thinking post assignment is worth a total of 25 points.

## Exams

There will be three exams administered over the course of the semester covering different sections of the course. The exams will include a combination of forced choice (e.g., true/false, multiple choice) and short essay questions. The exams are spread across the duration of the course and learning modules covered for each exam are outlined on the course schedule at the end of the syllabus. You will have 90 minutes to take each exam. Unless otherwise specified by the instructor, all assigned readings, course slides, and supplemental learning materials may be covered in the exams. Many questions on the exam will ask you apply information you have learned in class, so it is critical that you have an in-depth understanding of the material covered. Each exam is worth 60 points towards the final course grade.

## Submitting Assignments

All assignments, unless otherwise announced by the instructor, **MUST** be submitted via Canvas. Each assignment will have a designated place to submit the assignment. Do not submit an assignment via email.

# Grading

## Grading Procedure

Grades reflect your performance on assignments and adherence to deadlines. Review individual assignments for grading criteria. Graded assignments will be available within 2-3 weekdays of the due date via the Gradebook.

## Grade Scale

This course uses a +/- grading system as defined in the table below:

Table 2: Grade Cut-Offs	
Grade	Percentage
A	94.00% and higher
A-	90.00% – 93.99%
B+	87.00% – 89.99%
B	84.00% – 86.99%
B-	80.00% – 83.99%
C+	77.00% – 79.99%
C	70.00% – 76.99%
D	60.00% – 69.99%
E	Below 60%
Y*	60% of higher

\* In this course, the grade of “Y” may be a possibility for students who perform satisfactorily, but that grade will only be awarded at the discretion of your professor *and* after approval by relevant School- and College-level personnel. If you are considering requesting the “Y” grade, make an appointment to discuss this with your professor.

## Course Policies

### Academic Integrity

Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions, and records. All submissions by a student are expected to be the student’s original work product of the submitting student. Material that violates this requirement in any way, or that constitutes any form of dishonesty, cheating, fabrication, the facilitation of academic dishonesty, and/or plagiarism, may result in the student receiving sanctions that include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of ‘E’), course failure due to academic dishonesty (indicated on the transcript as a grade of ‘XE’), loss of registration privileges, disqualification, suspension, and dismissal from the university. Please see the official ASU Policy on Cheating and Plagiarism (Policy Statement 08-02) for more details about the consequences of academic dishonesty. It is accessible online at: <http://provost.asu.edu/academicintegrity>

If students have questions about appropriate submissions or methods of citation or have extenuating circumstances, they should contact their instructor prior to submitting materials and prior to the assignment deadline.

Review this [tutorial on Academic Integrity](#). Anyone in violation of these policies is subject to sanctions.

### Electronic Review of Written Submissions

To ensure compliance with academic integrity policies, written submissions will be submitted to TurnItIn, or a similar plagiarism detection program. Submission of any writing assignment in the course to the professor constitutes consent by the student for the instructor to upload the paper to check against any anti-plagiarism database.

### Avoiding Plagiarism

Some students truly do not understand what plagiarism is, and therefore plagiarize unwittingly or unintentionally. But ignorance is not an excuse for unethical academic conduct. To avoid plagiarism, review this [tutorial on Plagiarism Awareness](#) and this [reference on Avoiding Plagiarism](#). Moreover, read the following rules that apply regardless of the citation form or style you may be using:

1. **Direct Quotations** – Whenever you directly quote someone else, you must provide a citation to the source of the material from which you are quoting. Moreover, you must put the material in quotation marks or otherwise set it off in an indented quote so the reader knows what words are yours and what words are quoted. It is unacceptable to use the words of others and only partially quote the



original source. This is true even if you provide citations to the source both in text and in your references section!

2. Paraphrasing/Indirect Quotations – Whenever you indirectly quote someone else (i.e., you paraphrase the work of another), you must provide a citation to the source of the material from which you are paraphrasing. Simply changing the structure of a sentence, or a few words in a sentence so that the sentence you write is not an exact quote from the original source does not mean a citation is not needed. This is because the idea you are expressing is not your own, but rather someone else's.
3. Using Other's Ideas – Even if you compose an entire paragraph of writing in your own words (i.e., neither quoted, nor paraphrased), if the idea you are expressing in that paragraph is not your own, original idea, you must provide a citation to the source from which you obtained this idea.
4. Collaborative Work – If you collaborate on any work with someone else and fail to acknowledge that collaboration, you are guilty of plagiarism. If you have received permission from your professor to collaborate on some assignment, be sure that all of the contributor's names appear on the submission.
5. Altering or Revising Another's Work – If you alter or revise the work done by someone and submit that work as your own, you have plagiarized. Similarly, if you allow someone else to alter or revise work that you have done and then allow that person to submit it as his or her own work, you are both guilty of plagiarism. Work that is not entirely your own must be credited by citation, both in text and in your references page.
6. Altering or Revising Your Own Prior Work – You should also be aware that reusing or revising your own work that was prepared for another class or another professor, and not bringing it to the attention of the professor to whom you are submitting the revised work is also academic dishonesty. If, for example, you have two classes that require a term paper, and you can write one paper that meets the requirements of both classes, you may not submit that paper to both professors unless you get permission to do so in advance from both professors. Similarly, if you wrote a paper several semesters ago that can be revised and submitted in satisfaction of a paper requirement for a course in which you are currently enrolled, doing so is academic dishonesty unless you get the advanced permission of your professor to do so. The reason this is dishonest is that it is not an original work prepared in satisfaction for the requirements of the course you are currently taking. Contact your instructor for written approval if you are seeking an exception for unique cases.

## **Accessibility Statement**

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act as amended (ADAAA) of 2008, professional disability specialists and support staff at the [Student Accessibility and Inclusive Learning Services \(SAILS\)](#) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities. SAILS staff coordinate transition from high schools and community colleges, in-service training for faculty and staff, resolution of accessibility issues, community outreach, and collaboration between all ASU campuses regarding disability policies, procedures, and accommodations.

### ***Establishing Eligibility for Disability Accommodations***

Qualified students with disabilities may be eligible to receive academic support services and accommodations. Eligibility is based on qualifying disability documentation and assessment of individual need. Students who believe they have a current and essential need for disability accommodations are responsible for requesting accommodations and providing qualifying documentation to the Student Accessibility and Inclusive Learning Services (SAILS).



Students who feel they will need disability accommodations in this course but who have not registered with the SAILS should contact SAILS immediately. Students should contact the SAILS on the campus in which your class is being held.

Students who are vulnerable to COVID-19 should contact SAILS to discuss possible accommodations.

### ***Disability Accommodations***

Every effort is made to provide reasonable accommodations for qualified students with disabilities. Prior to receiving any disability accommodations, verification of eligibility from the SAILS is required. Once registered with the SAILS, students with disabilities must meet with the instructor to discuss what reasonable accommodations they will need to be successful in this course. Students with disabilities that are known at the time this course begins are encouraged to make your request for accommodations at the beginning of the semester, either during office hours or by appointment. For disabilities that arise after the course has begun, students should meet with the instructor at the earliest possible time to arrange accommodations for their learning needs. Disability information is confidential.

Qualified students who wish to request an accommodation for a disability should contact SAILS by going to <https://eoss.asu.edu/accessibility>, calling (480) 965-1234 or emailing [student.accessibility@asu.edu](mailto:student.accessibility@asu.edu). To speak with a specific office, please use the following information:

<b>ASU Online and Downtown Phoenix Campus</b> University Center Building, Suite 160 602-496-4321 (Voice)	<b>Polytechnic Campus</b> 480-727-1165 (Voice)
<b>West Campus</b> University Center Building (UCB), Room 130 602-543-8145 (Voice)	<b>Tempe Campus</b> 480-965-1234 (Voice)

### **Attendance and Accommodation of Excused Absences**

Attendance and participation in class activities is an essential part of the learning process; thus, students are expected to attend class regularly. Some absences are, however, unavoidable.

**Excused absences** for classes will be given without penalty to the grade in the case of any of the following five reasons: (1) University-sanctioned and/or university-approved activities (e.g., artistic performances, participation in research conferences, intercollegiate athletic activities, student government, required class field trips, etc.); (2) religious holidays; (3) military work performed in the line-of-duty; (4) jury duty or similar governmental obligation (a copy of the summons or other official paperwork must be provided); and (5) illness, quarantine or self-isolation related to illness as documented by a health professional. When any of the first four reasons conflict with class meeting times, students are responsible for informing the professor of the reason for the absence *at least* one week in advance of the absence.

Accommodations for those assisting in government declared disaster incidents will also be considered. The student should provide the course instructor with an accommodation request accompanied by an explanation of the disaster-related deployment and anticipated timeline for any such deployment.

Excused absences do not relieve students from responsibility for any part of the course work required during the period of absence. Faculty will provide accommodations that *may* include participation in classes remotely, access to recordings of class activities, or make-up work.

If there is a disagreement as to whether an absence should be accommodated, the instructor and student should contact the academic unit chair immediately for resolution.

### ***Missed Classes Due to University-Sanctioned Activities***

In accordance with ACD 304–02, students who participate in university-sanctioned activities that require classes to be missed will be given opportunities to make up examinations and other graded in-class work without penalty, if possible. However, absence from class or examinations due to university-sanctioned activities does not relieve students from responsibility for any part of the course work required during the period of the absence. Thus, if making-up with work is not possible, then the student may receive an incomplete contingent upon making arrangements with the professor to complete the final coursework and earning a final grade.

### ***Accommodation for Religious Practices***

In accordance with ACD 304–04, students should notify faculty in advance of the need to be absent from class due to religious observances. The instruction will provide reasonable accommodation of individual religious practices by adjusting the academic environment, without penalty, to provide flexibility. Absence from class or examinations due to religious observance, however, does not relieve students from responsibility for any part of the course work required during the period of the absence. A list can be found here <https://eoss.asu.edu/cora/holidays>.

### ***Accommodation for Line of Duty***

In accordance with SSM 201-18:

1. Line-of-Duty Missed Assignment Make-Up Policy (incomplete or withdrawal not required).

Students who serve as active duty or reserve military personnel who miss classes, graded assignments, or examinations because of required work performed in the line-of-duty, and this absence does not require the use of the activation for military duty withdrawal policy, shall be given opportunities to make-up examinations and other graded work. However, absence from class or examinations due to line-of-duty activities does not relieve students from responsibility for any part of the course work required during the period of the absence. In addition, because of the potential for a dramatic increase in family-related responsibilities during a deployed spouse's absence, student spouses who are legally responsible for minor dependents should be afforded the same accommodations to make-up missed work when their spouse is deployed. Under this policy, when there is a question as to the validity of the line-of-duty event, Pat Tillman Veteran's Center shall determine whether a particular event qualifies as a military line-of-duty activity.

2. Activation for Military Duty (incomplete or withdrawal required).

A student who is a member of the National Guard, Reserve, or other U.S. Armed Forces branch or is the spouse, as described in the Purpose section of this policy, and is unable to complete classes because of military activation, may request complete withdrawal or course withdrawals, incompletes, or grades, depending on the timing of the activation and the individual student's needs. Absences resulting from military activation will not adversely affect a student's catalog year.

To receive consideration under the military activation policy, a student should complete a Military Activation Form and return the completed form, along with a copy of the military activation order, to the Pat Tillman Veterans Center. The Pat Tillman Veterans Center staff will coordinate the processing of the form for the student, including verification of orders, counseling on available options, referrals to academic departments, referrals or notification to offices regarding potential refunds, and initiation of processing administrative withdrawals or incomplete grades.

### **Accommodation for Illness**

Absences for illness, quarantine, or self-isolation related to illness should be documented by a health professional and communicated to the instructor as soon as possible by email or text message. Students who are vulnerable to COVID-19 should contact [Student Accessibility and Inclusive Learning Services](#) (SAILS) to discuss possible accommodations.

### **Other Absences**

Consistent attention to the pace of this course is essential for success. This is an online course, and it is expected of students to maintain a consistent focus on course materials and assignments. In the case of an excused absence or emergency, please contact the instructor as soon as possible by email or text message. Make-up work or rescheduling of an exam may be available on a case-by-case basis. Classwork missed for any other reason may not be excused.

### **Citation Style**

Students are required to use the citation style and format of the American Psychological Association (APA). Review the [APA Referencing and Citation Guide](#) or the [APA Citation Style tutorial](#). It is acceptable to cite legal materials (cases, statutes, regulations, etc.) in accordance with the style specified in *The Bluebook: A Uniform System of Citation* in all papers.

### **Communication**

Because this is an online course, you should look for the answer first before reaching out to the instructor or teaching assistant (if available). When questions arise throughout the semester, please remember to check these three sources for an answer *before* you contact your instructor:

- Course Syllabus
- Announcements in Canvas
- The Q & A Forum/Hallway Conversations

**Where to post your questions.** If you cannot find an answer to your question, and it is a question of a *general nature* (such as clarification on an assignment, or where to find something in Canvas, for example) please post your question to the Q & A Forum Discussion Board (DB). This DB can display your questions and answers for the benefit of all students. Students can answer each other's questions here, too. Your instructor will post answers on the Q & A Forum within **1-2 business days**.

For questions of a personal nature, email your instructor directly. Allow between 24 and 48 hours for replies to direct instructor emails.

### **Course Evaluation**

Students are expected to complete the course evaluation. The feedback provides valuable information to the instructor and the college and is used to improve student learning. Students are notified when the online evaluation form is available.

### **Drop and Add Dates/Withdrawals**

This course adheres to a compressed schedule and may be part of a sequenced program, therefore, there is a limited timeline to [drop or add the course](#). Consult with your advisor and notify your instructor to add or drop this course. If you are considering a withdrawal, review the following ASU policies: [Withdrawal from Classes](#), [Medical/Compassionate Withdrawal](#), and a [Grade of Incomplete](#).

### **Due Dates, Late, or Missed Assignments**

Written assignments are to be submitted on or before the due date. Unless otherwise indicated, late submissions will not be accepted unless: (1) an extension was granted by the professor in advance of the due date; or (2) documentation of an unforeseeable excused absence (as assessed by the professor's discretion) is provided. In instances where late submissions are accepted, submissions which do not meet the above criteria may be subject to a 10% per day penalty.

## Email

ASU email is an [official means of communication](#) among students, faculty, and staff. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly. ***All instructor correspondence will be sent to your ASU email account. Please ensure Canvas notifications are being sent to your email.***

Sending E-Mail to Me – All email correspondence with me must comply with the following rules:

1. Subject Line – If you send any e-mail to me, please reference “CRJ 435” in the subject line of the e-mail so that your message does not get “lost” among the e-mail messages that I receive each day.
2. Salutation – It is considered good form to begin any correspondence with a polite greeting such as, “Dear Professor Levitan or Dr. L.” This displays respect and modesty, both of which are simply good etiquette as well as good strategy.
3. Identify Yourself – Any and all e-mail messages you send to me must be “signed” with both your first and last name.
4. Compose Thoughtfully – While your friends and relatives may not care if you use proper grammar, spell correctly, use slang, or punctuate, the same is not true of formal correspondence. Ignoring the most basic rules of grammar or failing to take the time to proofread correspondence directed to faculty or staff will only serve to make you appear uneducated and unconcerned. This means that you ought not use “instant messaging” shorthand in email correspondence.
5. Timing – It is unwise to send me an email message late at night when the question needs to be answered before class the next morning. So plan ahead! As a rule, any properly labeled and signed e-mail message that you send to me will usually be responded to within 24 hours to 48 hours (barring long weekends, holidays, or vacations).

## Extra Credit

Please do not ask for extra credit. Although an extra credit assignment *may* be offered to the whole class for attending a talk or participating in a learning experience beyond those anticipated in the syllabus, no individualized extra credit will be permitted.

## Grade Appeals

Per the [University Policy for Student Appeal Procedures on Grades](#), grade disputes must first be addressed by discussing the situation with the instructor. If the dispute is not resolved with the instructor, the student may appeal to the School Director's official designee, which may include the School's Academic Grievance Officer or the Associate Director of the School. If the dispute is not resolved at the School level, the student may appeal to the Dean's official designee. The appeal process is final at the College level.

## Prohibition of Commercial Note Taking Services

In accordance with [ACD 304-06 Commercial Note Taking Services](#), written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the notetaker's name as well as the instructor's name, the course number, and the date.

## Prohibition of Sharing Copyrighted Materials and Course Content

The contents of this course, including lectures and other instructional materials, are copyrighted materials and, therefore, are protected by federal intellectual property law. Any unauthorized copying—including video-recording, audio-recording, and stenographic transcription of class lectures—is strictly prohibited. All rights are reserved by the instructor and Arizona State University.

Students may not upload, sell, or distribute—to any course shell, discussion board, website, or other forum or medium—any course content or any materials that are not the student's original work, unless the students first comply with all applicable copyright laws. Faculty members reserve the right to delete materials on grounds of suspected copyright infringement. Sharing of assignment submissions and results to websites advertising themselves as “study sites” (e.g. Course Hero) or other similar course information sharing sites are expressly prohibited. Copyright violations will subject students to disciplinary charges for academic integrity and/or Code of Conduct violations.

Any recording of class sessions by students is prohibited, except as part of an accommodation approved by the Student Accessibility and Inclusive Learning Services (SAILS).

## Student Conduct

Required behavior standards are listed in the [Student Code of Conduct and Student Disciplinary Procedures](#), [Computer, Internet, and Electronic Communications policy](#), and outlined by the [Office of Student Rights & Responsibilities](#). In addition,

1. [Students are entitled to receive instruction free from interference](#) by other members of the class. An instructor may withdraw a student from the course when the student's behavior disrupts the educational process per [Instructor Withdrawal of a Student for Disruptive Classroom Behavior](#).
2. Although you are welcome to disagree with the professor or your classmates, everyone is expected to participate respectfully. Students who engage in personal attacks; who use rude, insulting, or disrespectful language; or who engage in other disruptive or threatening behavior may face disciplinary action. Indeed, an instructor may withdraw a student from a course with a mark of 'W' or 'E' when the student's behavior disrupts the educational process. In addition, students may face formal disciplinary action in the Office of Student Judicial Affairs. For more details about the University's Student Code of Conduct, please visit the following link and read the Arizona Board of Regents Policy Manual Sections 5-301 to 5-404, the terms of which are hereby incorporated by reference into this syllabus: <https://www.azregents.edu/board-committees/policy-manual>
3. Appropriate online behavior (also known as netiquette) is defined by the instructor and includes keeping course discussion posts focused on the assigned topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate discussion board posts may be deleted by the instructor.

The Office of Student Rights and Responsibilities accepts [incident reports](#) from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct.

## Syllabus Disclaimer

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule, but the possibility exists that unforeseen events will make syllabus changes necessary. Please remember to check your ASU email and the course site often.

## Technical Support

This course uses Canvas to deliver content. It can be accessed through MyASU at <http://my.asu.edu> or the Canvas home page at <https://canvas.asu.edu>.

To monitor the status of campus networks and services, visit the System Health Portal at <http://syshealth.asu.edu/>.

To contact the help desk call toll-free at 1-855-278-5080.

## **Title IX: Sex Discrimination, Sexual Harassment, and Sexual Abuse**

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>.

As a **mandated reporter**, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling> is available if you wish to discuss any concerns confidentially and privately. ASU online students may access [360 Life Services](#).

ASU provides a dedicated [Sexual Violence Awareness and Response](#) website with a variety of [resources](#) and [educational](#) programs designed to prevent sexual violence and other acts of sexual misconduct, provide information about what to do when an incident has occurred, and increase awareness of campus and community resources for support and response. Victims of sexual violence, sexual harassment, stalking and relationship violence are encouraged to [seek support](#) and [report](#) the incident. Identify the most appropriate path for your needs using the [Sexual Assault Reporting Options and Resources](#) document.

For an online tool that is designed to help students who may be experiencing dating violence evaluate their safety, make decisions, and connect to campus and community services, visit: [www.myplanapp.org](http://www.myplanapp.org). The MyPlan app is available for students of all gender identities and sexual orientations. This tool is also for friends who want to support someone they are concerned may be in an abusive relationship.

## **Warning of Course Content**

At times, we may discuss material that may be disturbing—even traumatizing—to some students. This may include strong language (including swear words); graphic descriptions of or extensive discussions of crimes, victimization (including suicide, homicide, rape and sexual abuse, kidnapping, violent assaults, and drug abuse), or disaster scenarios; and depiction or discussion of discriminatory attitudes or actions. If you have experienced criminal victimization or some other type of trauma in your past, you should feel free to excuse yourself from the classroom during a discussion that causes you to experience distress. You will, however, be responsible for any material you miss or, alternatively, for an alternate assignment if you are unable to engage with the material. If you suffer from some form of post-traumatic stress that may be triggered by discussion of material, you are encouraged to formulate a plan for treatment with the relevant health advisers to work on preventing unexpected reactions to potentially triggering material. ASU student counseling services can be reached Monday through Friday from 8am to 5pm at 602-496-1155 or in the Historic Post Office Building, Suite 208. There is also a 24-hour ASU-dedicated crisis hotline at 480-921-1006.

Keep in mind that some discomfort is inevitable in classes because the goals of higher education include exposing students to new ideas; having students question beliefs they have taken for granted and grapple with ethical problems they have never considered; and, more generally, expanding their horizons so as to become informed and responsible democratic citizens. You may become frustrated from time to time as you struggle with viewpoints that differ from your own. Even if you have previously experienced some form of trauma or victimization, this course may offer you the benefit of helping to



understand behaviors in a manner that allows you to process what may have occurred in your past and move forward in your recovery.

## Student Success

### Tips for Success

1. Check the course **daily**, to stay in touch with the material and activities
2. **Read announcements and check email!** This is the only way your instructor can update you on course information.
3. Create a **personal organization system** to keep track of due dates specified.
4. **Communicate regularly** with your instructor and peers.
5. **Create a study and/or assignment schedule** to stay on track.
6. Set aside **regular times** in which you can do your classwork with minimal interruptions or distractions. Avoid multitasking while studying.
7. Copy and paste discussion board posts into a text document on your personal computer and save that file before submitting them. Technical glitches, while rare, do happen, and this can prevent lost work.
8. Learn about and use the student resources available to you! You can get free assistance from the [ASU Library](#), [IT Support](#), the [Writing Center](#), and more.
9. For additional information, tips, and resources, visit the resources for students learning online at <https://currentstudent.asuonline.asu.edu/>.

### University Academic Success Programs

ASU offers a number of resources to create the best opportunities for success. You are encouraged to take advantage of the resources offered by the [University Academic Success Programs](#). Programs offered include tutoring, writing support, supplemental instruction, academic skills, graduate academic support, and more. Visit the academic success programs website at <https://tutoring.asu.edu/>.

### Writing Center and Support

Students are encouraged to access the writing center for free assistance with their papers. ASU Writing Centers offer a dynamic, supportive learning environment for undergraduate and graduate students at any stage of the writing process. Free online writing tutoring is available at <https://tutoring.asu.edu/online-tutoring>. In addition, a number of writing tutorials on anything from [APA citations](#), the [Purdue Online Writing Lab](#), and much more can be found at <https://tutoring.asu.edu/student-resources/academic-resources>.

## Pacing, and Content Availability

This Course Uses “Requirements” and “Prerequisites” to control access to modules. In other words, certain tasks in one module must be completed before students will have access to a subsequent module. Requirements are conditions that must be completed for students to complete a module. Requirements include viewing particular pages in a module, completing assignments, or contributing to discussions, and so on. Prerequisites are conditions that must be completed for students to begin a module. Prerequisite conditions check whether students have completed particular requirements. Some prerequisites may be set to require completion of multiple requirements, thereby making students complete multiple tasks before being able to see new materials.



## Course Schedule

Here is an outline of the material we may cover. We may vary from this schedule depending upon the time the professor feels we need to spend on any topic. Therefore, use this schedule with the caveat that assignments may be changed by the professor for any given class session.

Unless otherwise noted, due dates are final. No exceptions will be provided unless written approval by the instructor is provided or as allowed by University policy.

ACTIVITIES/ASSIGNMENTS	POINTS	DUE DATE
<b>MODULE 0: Welcome to the Course</b>		
Readings: Syllabus	--	--
Discussion Board – Personal Introductions	--	10/17
Syllabus Quiz	20	10/17
<b>MODULE 1: Introduction and Scope of the Problem</b>		
Readings: Chapter 1	--	--
Critical Thinking Post #1	25	10/19
<b>MODULE 2: Abnormal Psychology</b>		
Readings: Chapter 2	--	--
Critical Thinking Post #2	25	10/19
<b>MODULE 3: Disorders of Infancy, Childhood, and Adolescence</b>		
Readings: Chapter 3	--	--
Critical Thinking Post #3	25	10/26
<b>MODULE 4: Mood &amp; Anxiety Disorders</b>		
Readings: Chapter 6 & Chapter 7	--	--
Critical Thinking Post #4	25	10/26
Exam 1	60	10/28
<b>MODULE 5: Psychotic and Substance Use Disorders</b>		
Readings: Chapter 4 & Chapter 5	--	--
Critical Thinking Post #5	25	11/01
<b>MODULE 6: Sexual and Impulse Control Disorders</b>		
Readings: Chapter 6 & Chapter 9	--	--
Critical Thinking Post #6	25	11/02
<b>MODULE 7: Personality disorders</b>		
Readings: Chapter 10	--	--
Critical Thinking Post #7	25	11/09
<b>MODULE 8: Overview of Forensic Assessment</b>		
Readings: Canvas	--	--
Critical Thinking Post #8	25	11/09
Exam 2	60	11/11
<b>MODULE 9: Criminal Competencies</b>		
Readings: Chapter 11	--	--
Critical Thinking Post #9	25	11/16
<b>MODULE 10: Insanity and Diminished Capacity</b>		
Readings: Chapter 11	--	--
Critical Thinking Post #10	25	11/16
<b>MODULE 11: Dangerousness, Risk Assessment</b>		
Readings: Chapter 12	--	--
Critical Thinking Post #11	25	11/23
<b>MODULE 12: Policing Response and Problem-Solving Courts</b>		
Readings: Canvas	--	--
Critical Thinking Post #12	25	11/23
<b>MODULE 13: Mental Health Services in Jails and Prisons</b>		
Readings: Canvas	--	--

Critical Thinking Post #13	25	11/30
<b>MODULE 14: Recap and Reflection</b>		
Critical Thinking Post #14	25	11/30
Exam 3	60	12/02