



**CAMOSUN COLLEGE**  
**School of Arts & Science**  
**Department of Criminal Justice**

**CRIM-211-001 a & b**  
**Criminal Justice Perspectives on Trauma, Mental Health, & Addictions**  
**Winter, 2023**

## **COURSE OUTLINE**

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The course description is online @ <http://camosun.ca/learn/calendar/current/web/crim.html>

Ω Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.

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### **1. Instructor Information**

(a) Instructor	Blair Fisher
(b) Office hours	Thursdays 4-5pm or by appointment when works best for each of us.
(c) Location	Young 205 (drop in whenever you see my door open 😊)
(d) Phone	Please e-mail <b>Alternative:</b>
(e) E-mail	<a href="mailto:fisherb@camosun.bc.ca">fisherb@camosun.bc.ca</a>
(f) Website	online.camosun.ca

### **2. Intended Learning Outcomes**

Upon completion of this course the student will be able to:

1. Describe relevant behaviour management strategies using evidence-informed practice that demonstrate respect for diversity & social location.
2. Using a trauma-informed lens, apply intervention techniques that address client pathways related to risk, needs, social location, & lived experiences.
3. Critique the suitability of intervention strategies as they relate to current political trends, public opinion, & ethical practice.
4. Recognize the interrelationship between mental health, addictions, & trauma with crime & harmful behaviour.
5. Identify changes in behaviour that could lead to increased risk to individuals or communities, and describe strategies on how to prevent or mitigate harm.

### **3. Required Materials**

- LaBoucane-Benson, P. (2015). *The Outside Circle: A Graphic Novel*. Toronto: Anasai Press.
- Other readings and materials will be distributed via the course D2L website.

## 4. Course Content and Schedule

The primary purpose of this course is to introduce students to trauma, mental health and addictions as they relate to individual needs within criminal justice and human services related professions. Each week, students will be introduced to the concepts associated with that week's material. There will also be more skills-based time that will be used to discuss specific skills related to specific intervention strategies and evaluate their effectiveness.

The assigned readings will be primarily linked through the D2L and will play a significant role in helping you to master the subject matter of this course. It is important that each be read in the context of the other learning each week.

It is very important that you attend class prepared to discuss what you already know about that week's subject matter through your experience in other courses, volunteerism, your work life or within your personal life. The purpose is to integrate all of what you have learned during your time at Camosun and apply it to a practical understanding of how individuals experience and act within the criminal justice system.

### CLASS SCHEDULE OF TOPICS

*(subject to revision)*

#### **Week #1 January 8<sup>th</sup> & 11<sup>th</sup>**

- Introduction to the course
  - Website for course
  - Expectations of D2L materials
  - Classroom format and participation expectations
  - Overview of assignments
  - Course expectations

#### **Week #2 January 15<sup>th</sup> & 18<sup>th</sup>**

- Introduction to our own behaviours
- Identify and outline your own behavioural modification for the semester
- Reflective self-awareness and self-management plan
- Guest speaker from Camosun Counselling Services

#### **Week #3 January 22<sup>nd</sup> & 25<sup>th</sup>**

- Understanding Behaviour Management in a Criminal Justice Context
- Understanding the Roots of Violence and the Emotional Spectrum as it relates to Violent Behaviour
- Video: "Manhood and Violence: Fatal Peril"
- Understanding Trauma as it relates to the justice system and impacts behavioural progressions

**Week #4 January 29<sup>th</sup> & February 1<sup>st</sup>**

- Understanding Mental Health and its impact on the Justice System
- Relating mental health to trauma.
- Discuss intergenerational effects of trauma
- Discuss differences between Historical and Intergenerational trauma

**Week #5 February 5<sup>th</sup> & 8<sup>th</sup>**

- Understanding addictions issues
- Problematic substance use vs Recreational substance use
- The use of medications, drugs and substances in society

## **Working With Specific Behavioural Difficulties**

**Week #6 February 12<sup>th</sup> & 15<sup>th</sup>**

- Types of drugs and their behavioural characteristics
- Recognition of drug using behaviour and symptomology
- Comorbidity of addictions and mental health
- Working with people under the influence of drugs and alcohol

**Week #7 February 19<sup>th</sup> & 22<sup>nd</sup>**

- **No Classes-Reading Break**

**Week #8 February 26<sup>th</sup> & 29<sup>th</sup>**

- Self care plans revisited
- Addiction issues, cont'd
- Treatment options and typologies
- Supporting the person in recovery
- Understanding the recovery process
- Understanding harm reduction
- **Midterm Examination February 29<sup>th</sup>**

**Week #9 March 4<sup>th</sup> & 7<sup>th</sup>**

- **March 4<sup>th</sup>- Infofair**
- Dynamics of comorbid effects on trauma, mental health and addiction
- Drug and alcohol comorbidity with mental health issues
- Case Management strategies in complex care cases

**Week #10 March 11<sup>th</sup> & 14<sup>th</sup>**

- Fetal Alcohol Spectrum Disorder
- Head/Brain Injuries
- Attention Deficit Hyperactivity Disorder
- Behavioural indicators
- Understanding the operation of the brain and the uniqueness of brain injury
- Working with and supporting a person with brain injury

**Week #11 March 18<sup>th</sup> & 21<sup>st</sup>**

- Conduct Disorder, Antisocial Personality Disorder and Psychopathy
- Behavioural progression and traits.
- Understanding the PCL-r
- Borderline Personality Disorder

**Week #12 March 25<sup>th</sup> & 28<sup>th</sup>**

- Schizoaffective and Bipolar / Unipolar disorders
- Types and behavioural manifestations
- Positive v. Negative symptoms
- Support services and behaviour management

**Week #13 April 4<sup>th</sup>**

- **April 1<sup>st</sup>- Easter Monday- No class- This is not a joke, don't come to class 😊**
- Sex Offending
- Differentiating sex offence typologies
- Understanding Pedophilias
- Understanding Sexual Assault typologies
- Understanding the variety of Paraphilias related to the justice system

**Week #14 April 8<sup>th</sup> & 11<sup>th</sup>**

- Understanding trauma-informed practice and how it is applied
- Dealing with re-offences of clients
- Wrap-up
- Putting it all together 😊

**5. Basis of Student Assessment (Weighting)**

**1. Participation (10%)**

Regular attendance and active participation is required. It is expected that you will arrive on time, be attentive, non-disruptive, constructive and respectful within our online environment.

You are expected to participate in class discussions and activities based on each week's topics. This is a key component of this course as this will be a more collaborative learning environment than you will be familiar with. Active and pertinent discussion and insights will make up this participation grade.

## 2. Behavioural Modification experience: (20 %)

You will want to implement a detailed analysis of the change you are making, give regular updates and outline goals and objectives for your behavioural change. **This will not be graded on the success of the change you are attempting.** The goal is to gain insight into the difficulty of altering seemingly maladaptive behaviours and understanding how your life experiences can alter your abilities to make desired changes in your life. Thereby, gaining a better understanding of the difficulty CJ clients might experience in the behavioural change process.

**Due: March 7<sup>th</sup>, 2024 by 6:00pm**

## 3. Exams (x2) (30%)

**Dates: February 29<sup>th</sup> and during final exam week**

\*\*\*The midterm will be worth 10% of the overall course grade and the final will be 20% and will be comprehensive of the entire course.

## 4. Lab Presentation (15%)

This assignment will be chosen during the first two weeks of classes and will include a ten-minute presentation on a topic related to mental health and addictions. Assignment details will be discussed in class.

## 5. 'The Outside Circle' Analysis (25%)

This will be an assessment of your learning based on the graphic novel 'The Outside Circle'. You will analyse the connections between the content of this story with what has been learned during this course. Insights into the mental health, substance misuse and specific as well as historic and intergenerational trauma will be explored.

**Due: April 11<sup>th</sup>, by 6:00pm on D2L**

## 6. College Supports, Services and Policies



### Immediate, Urgent, or Emergency Support

If you or someone you know requires immediate, urgent, or emergency support (e.g. illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts @ <http://camosun.ca/about/mental-health/emergency.html> or <http://camosun.ca/services/sexual-violence/get-support.html#urgent>

### College Services

Camosun offers a variety of health and academic support services, including counselling, dental, disability resource centre, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit the **STUDENT SERVICES** link on the College website at <http://camosun.ca/>

## College Policies

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies. Policies are available on the College website at <http://camosun.ca/about/policies/>. Education and academic policies include, but are not limited to, Academic Progress, Admission, Course Withdrawals, Standards for Awarding Credentials, Involuntary Health and Safety Leave of Absence, Prior Learning Assessment, Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, Student Appeals, Student Conduct, and Student Penalties and Fines.

## 7. Grading System

Standard Grading System (GPA)

Competency Based Grading System

### A. GRADING SYSTEMS <http://camosun.ca/about/policies/index.html>

The following two grading systems are used at Camosun College:

#### 1. Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F	Minimum level has not been achieved.	0

## B. Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at <http://camosun.ca/about/policies/index.html> for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete</i> : A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.

IP	<i>In progress:</i> A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.