PSYC 381: Mental Illness and Criminal Justice (3 credits)

Fall 2019

Course Description | Required Textbooks | Course Learning Outcomes | Technology Requirements | Course Schedule | Assignments
Description | Course Policies | Grading Scale | University Policies and Resources

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Office hours: All available appointments can be viewed and made by logging on to the following website:
https://meetme.so/JustinRamsdell

Course Description
Follows the journey of five individuals diagnosed with severe mental illnesses from the day they commit a crime until one year after their final court date. The trajectory of each individual is unique and, taken together, encompasses, arrest, law enforcement response, post-booking options, jail mental health treatment, navigating legal options, correctional mental health treatment, trial, adjudication, and incarceration and release options in addition to establish other means through which the criminal justice system diverts and responds to the needs of individuals with severe mental illnesses.

Blackboard Login Instructions
Access to MyMason and GMU email are required to participate successfully in this course. Please make sure to update your computer and prepare yourself to begin using the online format BEFORE the first day of class. Check the IT Support Center website. Navigate to the Student Support page for help and information about Blackboard. In the menu bar to the left you will find all the tools you need to become familiar with for this course. Take time to learn each. Make sure you run a system check a few days before class. Become familiar with the attributes of Blackboard and online learning.
Required Textbooks
• None – All material available online via the Blackboard website for the course.

Course Learning Outcomes

1. Define the symptoms of the severe mental illnesses in question and use that knowledge to illustrate how these symptoms impact the daily functioning of the individual.
2. Explain and categorize the paths through which an individual diagnosed with a mental illness may enter the criminal justice system.
3. Describe and explain the range of arrest, correctional, treatment, and release options available to individuals diagnosed with mental illness within the criminal justice system with a particular focus on diverting these individuals from the criminal justice system for treatment.
4. Identify the types of professionals employed in the criminal justice system who have direct contact with, and affect the dispositional outcome of, individuals diagnosed with mental illnesses and distinguish the roles and responsibilities of each of these professionals with respect to diversion to treatment.

Technology Requirements

**Hardware:** You will need access to a Windows or Macintosh computer with at least 2 GB of RAM and access to a fast and reliable broadband internet connection (e.g., cable, DSL). A larger screen is recommended for better visibility of course material. You will need speakers or headphones to hear recorded content and a headset with a microphone is recommended for the best experience. For the amount of Hard Disk Space required taking a distance education course, consider and allow for:

1. the storage amount needed to install any additional software and
2. space to store work that you will do for the course.

If you consider the purchase of a new computer, please go to [Patriot Tech](#) to see recommendations.

**Software:** Many courses use Blackboard as the learning management system. You will need a browser and operating system that are listed compatible or certified with the Blackboard version available on the [myMason Portal](#). See [supported browsers and operating systems](#). Log in to [myMason](#) to access your registered courses. Some courses may use other learning management systems. Check the syllabus or contact the instructor for details. Online courses typically use [Acrobat Reader](#), [Flash](#), [Java](#), and [Windows Media Player](#), [QuickTime](#) and/or [Real Media Player](#). Your computer should be capable of running current versions of those
applications. Also, make sure your computer is protected from viruses by downloading the latest version of Symantec Endpoint Protection/Anti-Virus software for free [here](#).

Students owning Macs or Linux should be aware that some courses may use software that only runs on Windows. You can set up a Mac computer with Boot Camp or virtualization software so Windows will also run on it. Watch [this video](#) about using Windows on a Mac. Computers running Linux can also be configured with virtualization software or configured to dual boot with Windows.

Note: If you are using an employer-provided computer or corporate office for class attendance, please verify with your systems administrators that you will be able to install the necessary applications and that system or corporate firewalls do not block access to any sites or media types.

**Course-specific Hardware/Software**

Check the syllabus for your course or contact the instructor prior to the start of the course to find out about specific technical requirements for your class. Hardware or software required for your course or program may be available for purchase at [Patriot Computers](#) (the University’s computer store that offers educational discounts and special deals).

<table>
<thead>
<tr>
<th>Modules (Monday-Sunday)</th>
<th>Lesson Material</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td><strong>Module 1</strong></td>
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<td>Day 1</td>
<td>Case Materials:</td>
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<tr>
<td>“Dave and the Police”</td>
<td>• Dave – Police Report</td>
<td>• Module 1 Quiz</td>
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<td>Educational Material:</td>
<td>• Quiz: Get to Know Betty</td>
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<td></td>
<td>• Dave and the Police</td>
<td>Due: 09/01 by 11:59 pm EST</td>
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<tr>
<td><strong>Module 2</strong></td>
<td></td>
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<tr>
<td>09/03-09/08</td>
<td>Case Materials:</td>
<td></td>
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<tr>
<td>Day 2</td>
<td>• Betty – Police Report</td>
<td>• Module 2 Quiz</td>
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<tr>
<td>“Betty and the Police”</td>
<td>• Betty – Witness Statement</td>
<td>• Quiz: Get to Know Marcus and Pablo</td>
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<td>• Betty – Victim Statement</td>
<td>Due: 09/08 by 11:59 pm EST</td>
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| **Module 3**  
09/09-09/15  
Days 3 and 4  
"Marcus, Pablo and the Police" | Case Materials:  
- Marcus - Police Report  
- Marcus - Witness Statement - Jenny  
- Marcus - Witness Statement - Jon  
- Pablo - Police Report  
- Pablo - Victim Statement - Kai  
- Pablo - Witness Statement – Carmen  
Educational Material:  
- Marcus, Pablo, and the Police | • Module 3 Quiz  
• Quiz: Get to Know Susan  
Due: 09/15 by 11:59 pm EST |
| **Module 4**  
09/16-09/22  
Days 4 and 5  
"Pablo, Susan and the Police" | Case Materials:  
- Susan - Police Report  
- Susan – Day 5 - Victim Statement – Jason Wilson  
- Susan – Day 5 - Witness Statement - Terrance  
- Susan - Initial Police Interrogation  
Educational Material:  
- Pablo, Susan, and the Police | • Module 4 Quiz  
• Quiz: Get to Know Pablo's ECO and the Report Template  
Due: 09/22 by 11:59 pm EST |
| **Module 5**  
09/23-09/29  
Day 6  
"Pablo's Emergency Custody Order and Jail Basics" | Case Materials:  
- Pablo - ECO Screening Assessment - Simmons  
Educational Material:  
- Jail and Pablo’s ECO | • Module 5 Quiz  
• Module 6 Case Material Quiz  
• Background Information/Instant Offense Report  
Due: 09/29 by 11:59 pm EST |
<table>
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<tr>
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</thead>
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| **Module 6** 09/30-10/06 | Case Materials:  
- Day 6 - Initial Hearing  
- Day 6 - Bail  
- Writing Your "Diagnosis" Paper  
- Day 6 - Correctional Officers  
- Day 6 - Correctional Officers Relationship with Mental Health Professionals  
Educational Material:  
- Legal Process and Correctional Officers | • Module 6 Quiz  
• Get to Know the Rest of the Jail Incident Reports  
Due: 10/06 by 11:59 pm EST |
| **Module 7** 10/07-10/13 | Case Materials:  
- Betty - Day 4 - Jail Incident Form 4  
- Marcus - Day 4 - Jail Incident Form 2  
- Susan - Day 6 - Jail Incident Form 2  
Educational Material:  
- Mental Illness in Jail and Mental Health Treatment in Jail | • Module 7 Quiz  
• Get to Know the DSM Criteria  
Due: 10/13 by 11:59 pm EST |
| **Module 8** 10/14-10/20 | Case Materials:  
- DSM 5 Diagnostic Criteria: Schizophrenia  
- DSM 5 Diagnostic Criteria: Alcohol Use Disorder  
- DSM 5 Diagnostic Criteria: Major Depressive Disorder  
- DSM 5 Diagnostic Criteria: Intellectual Disability  
Educational Material:  
- Module 8 Quiz  
- Diagnosis Section of the Report  
Due: 10/20 by 11:59 pm EST |
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<tr>
<td><strong>Module 9</strong>&lt;br&gt;10/21-10/27</td>
<td>• DSM 5 Diagnostic Criteria: Malingering &lt;br&gt;• Diagnosing Mental Disorders and Different Secure Settings</td>
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| Day 8<br>“Self-Harming Behaviors and Suicide in Jail” | Case Materials: <br>• Betty - Day 5 - Jail Incident Form 5 | • Module 9 Quiz  
• Jail Treatment Report <br>Due: 10/27 by 11:59 pm EST |
|  | Videos: <br>• Suicide and Borderline Personality Disorder in Jail  
• Writing Your Jail Treatment Paper |  |
| **Module 10**<br>10/28-11/03 |  |  |
| Day 9<br>“Emergency Custody Order and Bail Revisited” | Educational Material: <br>• Betty and Pablo – ECOs Revisited  
• Bail… Is it Fair? | • Module 10 Quiz <br>Due: 11/03 by 11:59 pm EST |
|  |  |  |
| **Module 11**<br>11/04-11/10 | Case Materials: <br>• Susan - Competency Interview  
• MacCAT - MacArthur Competency Assessment Tool |  |
| Day 30<br>“Susan’s Competency Evaluation” | Videos: <br>• Learning the MacCAT  
• Competency to Stand Trial | • Module 11 Quiz <br>Due: 11/10 by 11:59 pm EST |
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<tr>
<td><strong>Module 12</strong>&lt;br&gt;11/11-11/17&lt;br&gt;Day 42&lt;br&gt;“Problem Solving Courts”</td>
<td>Case Materials:&lt;br&gt;• Arlington Drug Court Handbook&lt;br&gt;• Interview Clip: Veteran's Court Administrator&lt;br&gt;Education Material:&lt;br&gt;• Drug Court and Other Problem Solving Courts</td>
<td>• Module 12 Quiz&lt;br&gt;Due: 11/17 by 11:59 pm EST&lt;br&gt;• Competency Report</td>
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<td><strong>Module 13</strong>&lt;br&gt;11/18-11/24&lt;br&gt;Day 73&lt;br&gt;“Susan's Criminal Responsibility Evaluation”</td>
<td>Case Materials:&lt;br&gt;• Susan - Criminal Responsibility Interview Video&lt;br&gt;• Virginia Insanity Standard and Decision Tree&lt;br&gt;Education Material:&lt;br&gt;• Criminal Responsibility</td>
<td>• Module 13 Quiz&lt;br&gt;Due: 11/24 by 11:59 pm EST</td>
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<td><strong>Module 14</strong>&lt;br&gt;11/25-12/01&lt;br&gt;Thanksgiving Week&lt;br&gt;Days 74 and 213&lt;br&gt;“Parole and Probation”</td>
<td>Educational Material:&lt;br&gt;• Community Corrections (AKA: Parole and Probation)</td>
<td>• Module 14 Quiz&lt;br&gt;Due: 12/01 by 11:59 pm EST&lt;br&gt;• Criminal Responsibility Report</td>
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<tr>
<td><strong>Module 15</strong>&lt;br&gt;12/02-12/08&lt;br&gt;Day 365&lt;br&gt;“Where Are They Now?”</td>
<td>Case Materials:&lt;br&gt;• Sequential Intercept Model&lt;br&gt;Education Material:&lt;br&gt;• The Sequential Intercept Model&lt;br&gt;• Where are they now?</td>
<td>• Module 15 Quiz&lt;br&gt;Due: 12/08 by 11:59 pm EST</td>
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Assignments Description

1. **Papers (50% total)**: There will be six papers required for the course. They are:
   a. Background Information/Instant Offense (5%)
   b. Behavioral Observations (10%)
   c. Diagnosis (5%)
   d. Jail Treatment Plan (5%)
   e. Competency Evaluation (10%)
   f. Criminal Responsibility Evaluation (15%)

2. **Weekly Quizzes (30% total)**: There are 15 weekly quizzes during the course of the semester.
   a. Online quizzes must be completed by Sunday at 11:59pm each week… after that, the quiz closes. Missed quizzes cannot be made up.
   b. These quizzes are untimed, and you may use whatever resources you wish to answer the questions, including online content from the Blackboard site and the posted PowerPoint presentations.
   c. Each quiz is worth 2% of your overall grade in the course.

3. **Other Assignments (20%)**: Some modules will have additional assignments, including quizzes. There are seven “Get to know…” quizzes throughout the course of the semester. These all occur in Modules 1-7. They are untimed and open book. The point is for you to, literally, get to know the information in our case materials.

**Paper Assignment Instructions** - You are about to embark on the process of creating a several full psycho-legal evaluations of Susan. A couple of thoughts:

- These papers should only be written for Susan, not any other individuals from our case materials.
- Do NOT use bullet points or numbered lists in your reports. Write everything out in a narrative form.
Paper #1 - Background Information and Instant Offense
  o As the semester progresses, you will write one section of the report after the other until you have created a full psycho-legal report. This is the first step in that process.
  o Use the “Susan Wilson – Report Template” file available on the Blackboard site for the class.
  o You are tasked with creating the first portion of your psychological report in this section. All subsequent reports will build off of this, so please make sure to follow these guidelines. Please include the following sections:
    - “Reason for Referral”
      • Follow guidelines in the report template.
      • This should just be one or two sentences outlining the reason you are writing the report.
      • Use “jail treatment plan” for your reason for referral for the first couple of reports as we get started… but change as necessary when the assignment changes.
    - “Non-Confidentiality Statement”
      • Leave as is… no editing necessary. Delete highlighted text.
    - “Background Information”
      • Add your own synopsis of Susan’s background information in this section.
      • Be sure to include all information you deem relevant.
      • Be concise but encompassing.
      • Do not cut and paste from the information available on Blackboard… summarize in your own words.
      • Be sure to include a list of current medications if available.
      • Be sure to include information from the jail incident reports since that is now part of her background information.
    - “Summary of the Instant Offense”
      • The “Summary of the Instant Offense” is exactly that. A summary of the police report. In this case, “instant offense” refers to the crime with which Susan is currently charged (the attempted murder of her sons).
      • Be sure to list the date, time, and location of the offense (that is important information).
      • Summarize the police report as best you can, in your own words, and include all relevant information.
      • Include direct quotes from Susan as well (quotes form the police report… do not make up any information in this section).
  
Paper #2 - Behavioral Observations
  o Please add this section to your previous report (background information and instant offense) as outlined below.
  o This is to be written as if you are a mental health professional in the jail in which Susan is currently incarcerated. Please write this as if you are meeting Susan in jail TWO WEEKS after she arrives in the jail.
  o This is a fictional account of a meeting that you have with Susan… which is going to require some creativity on your part. Think about the videos we watched of patients diagnosed with schizophrenia and try and describe those behaviors. Think about what your “fictional” Susan looks like and describe it. Ask her questions about the crime and
the legal process and think about how she may respond. Get creative… but be realistic. Please do not add anything fantastical.

- Seeing as how this interview would happen several weeks after she was incarcerated, Susan may be taking her medications… and she may not. That is all up to you. If she has been taking medication, it is not likely to have taken full effect yet… if she is refusing medication her behaviors should still be psychotic. Which direction you choose to take is up to you.

- Use the information available in the “Mental Status Exam” form on the class website (and the PowerPoint presentation on Blackboard) to create behavioral observations that you think mimic how Susan may actually act and respond during an interview. You may also use direct quotes and comments made by correctional officers that you also interview (that you make up).

- I can’t state this clearly enough… be objective and factual. You must provide behavioral observations that back up your claims. Do not simply state that the patient appeared anxious. Instead, state that they appeared anxious and then give an example of what you were “seeing” in the interview (her actual behavior) that made you think that. For example, “the patient appeared anxious as evidenced by the fact that she was constantly shifting in her seat and repeatedly asking when the interview would be done.”

- Be sure to cover every category listed in the class PowerPoint… use that as a guide. For clarification… those are:
  - Appearance
  - Behavior
  - Mood
  - Speech
  - Cognition
  - Thought Processes
  - Insight and Judgment
  - Suicidality/Homicidality

- One caveat, you do not need to comment on everything listed in the PowerPoint. If there was nothing remarkable (in your fictional scenario) about Susan’s appearance, then state what she looked like (overall appearance) and leave it at that. The PowerPoint is a guide so you don’t forget anything.

- **Paper #3 - Diagnosis**
  - What is Susan’s official diagnosis? Why is this the diagnosis? What symptoms from the DSM does Susan display?
  - Review the DSM criteria (provided on Blackboard) for schizophrenia in your paper and state which ways Susan does, or does not, meet the criteria. Provide concrete examples from your behavioral observations (things that you made up in your behavioral observations section) and the available police reports and jail incident reports.
  - Be logical. If you are going to diagnose Susan with schizophrenia (and you should) then be sure to explicitly state which criteria she meets and how she meets that criteria.
Take this process and repeat it for Susan’s (possible) substance abuse diagnosis. However, unlike her diagnosis of schizophrenia, whether or not she meets the criteria for a substance use disorder is up to you. As it currently stands, her diagnosis could go either way. If you have added information in your behavioral observations section that pushes her one way or the other with respect to this diagnosis, make the case.

Rinse and repeat this process for depression and anxiety disorders if you think it is applicable. Remember, Susan (if you decide that she has taken her medications) has realized that she has attempted to murder her young son…. That can do a number on anyone… so symptoms of depression may be warranted. The same is true for any anxiety related disorder. She is facing a possible life sentence (or the rest of her life in a maximum security mental hospital) so she may have some anxiety (but then again, so will almost anyone awaiting trial in jail). So it is up to you whether or not she actually meets the DSM criteria for anxiety disorders (as you have portrayed her in your behavioral observations section).

- **Paper #4 - Jail Treatment Plan**
  - For this part of the paper, you are tasked with creating a jail treatment plan for Susan. This section should be added to the earlier information to create one full report.
  - Using peer-reviewed literature as a guide for what works… describe the treatment plan you would use for Susan. Individual therapy? Group Therapy? Medications? All of the above? What do you think would work best if there were no limitations on the available resources?
  - Back up all treatment recommendations with evidence from peer-reviewed literature. Provide examples of how the treatment you are suggesting has been used and the effectiveness of that treatment given the results of your research into the peer-reviewed literature. Can you find a peer-reviewed article on treating schizophrenia in a jail setting? If not, how can you use the literature on treating schizophrenia in the community and amend that so that the same process can reasonably work in a jail setting.
  - Remember, some things available in the community are not available in a secure jail setting.
  - Also remember, she is going to need medication, medication that you as a psychologist cannot provide since you are not a medical doctor. So you are going to have to refer her to a psychiatrist in the jail for medication (though this may already have occurred depending on how you portray the situation).
  - Make sure you treat every issue. If they are diagnosed with schizophrenia treat that… but if you diagnose Susan with a substance abuse disorder, treat that as well. Same holds true for depression and anxiety (if those matter to your specific description of the case and you gave her a formal diagnosis of these disorders in the “diagnosis” section of the report from before.)
• Paper #5 - Competency Evaluation:
  o For this part of the evaluation, you are going to conduct a mock competency evaluation on Susan. You will either find her competent to stand trial or not competent to stand trial. The choice is yours based on how you present Susan in your earlier versions of the report and how you have her answer the questions on the MacCAT.
  o That being said, your competency section should be added to your previous versions of the report (minus the treatment section you wrote earlier).
  o Your grade will not be based on whether or not you find Susan competent or not… there is no wrong answer since you are making up a lot of the material. Instead, your grade will be based on how logical and thorough you are in your evaluation.
  o You are to use the MacCAT (outlined in class) as a guide for determining competency and use the Dusky Standard as your legal framework (The MacCAT can be found on Blackboard).
  o Your report should contain the following section (in addition to the previous sections, minus the “treatment” section:
    o “MacCAT Results:”
      ▪ When using any assessment instrument, provide a brief description of the instrument (purpose and format). One to two sentences.
      ▪ Use the information you have learned about schizophrenia (and Susan’s case in particular) to guide how you think she may answer the questions on the MacCAT. You do not need to review each question and Susan’s answer to that question. However, you need to provide a summary, complete with direct quotes from Susan (that you make up). The reader needs to get a sense of how the individual answered the questions. Be sure to note what the individual did well and what they struggled with.
      ▪ Use separate paragraphs for each section of the instrument (for example - Understanding, Appreciation, and Reasoning for the Mac-CAT). In these sections you should describe what the section measures (what is meant by "understanding"?) Look to the questions in the section to help you frame a single sentence that sums it all up. List the individual's score and state what that means (are they impaired? on the fence?). Then provide a couple of examples that you think are indicative of their performance on that section ("for example, when Ian was asked about "X," he stated, "Y." Then summarize.
      ▪ If you do this, your papers will be logical and difficult to argue with. Write the papers as if I am going to be an expert helping the other side of the case. Make your points in a way so that I have nothing to use when I try and help the opposing attorney negate the case you are making.
      ▪ This is not going to be the most engaging reading on the planet. If you feel that the report is "boring" to read, you are probably doing it right. It should consist of facts and statements about psychological states backed up with observations that make the point.
    o “Opinion”
      ▪ This is your ultimate opinion on the individual’s competency. Use the results from the MacCAT (without going over everything twice) to state the case for, or against, competency.
Be sure to outline the Dusky Standard so the reader knows what criteria you are using. Then, review each relevant aspect of the Dusky Standard and provide your opinion, backed up with examples from earlier in the paper, on whether not the individual meets that criteria.

Be sure to provide an “ultimate opinion” with respect to competency as well… are they competent or not?

- **Paper #6 - Criminal Responsibility Evaluation:**
  - The assignment is as follows: Use the data available to you in order to conduct an evaluation on the criminal responsibility of Susan’s actions the day of the instant offense. In order to conduct this evaluation, you will need the following materials (all available on the course’s Blackboard website):
    - Susan’s previous report (minus the jail treatment section and competency section).
    - The data from intelligence and personality testing provided in the “course content” section of the Blackboard website. This information is part of the template and should remain in your final report.
    - The Rogers Criminal Responsibility Assessment Scale (R-CRAS).
    - The Virginia legal standard for determining criminal responsibility.
  - Your grade will not be based on your ultimate opinion on Susan’s criminal responsibility. Instead, your grade will be based on your ability to integrate the many sources of information into a cohesive whole and apply this information to the categories in the R-CRAS. The R-CRAS will aid you in determining Susan’s criminal responsibility based on the Virginia standard. Be sure to communicate your reasoning for your decision clearly and in detail.
  - Your report should follow this format (with the notable exceptions of the “treatment” and “competency” sections… section headings in quotation marks):
    - “Psychological Testing” (to be left in from the report template document available on the Blackboard website). Use this data, (…and there is a lot of it) to help make your determination on criminal responsibility. You must incorporate this data into your overall opinion of Susan’s responsibility. You may have to research some of the test used or ask questions in class in order to understand it.
    1. “Assessment of Criminal Responsibility”
      - When using any assessment instrument, provide a brief description of the instrument (purpose and format).
      - Please do not provide every answer to every question on the R-CRAS (though you will need to complete them to get the relevant information).
      - Remember, the R-CRAS is just a structured interview guide to help you consider everything… it’s not actually a psychological “test” that provides answers.
      - Instead, use the decision tree for the ALI standard in the back of the R-CRAS to outline this section (each question in the ALI decision tree can be a paragraph or you can combine questions when warranted). Provide specific examples from your behavioral observation section, the psychological testing section, and other relevant sections.
      - You should address the following things in separate paragraphs in your paper:
Malingering - Remember, one test states that she is malingering, another states that she is not paying attention to the tests… and another states that her IQ is a 66. So how do you reconcile this? Are the meds having an effect on the test results? Are the hallucinations? Is she really malingering? What is happening?

Diagnosis – Feel free to refer to your earlier diagnosis section.

Loss of behavioral and/or cognitive control

Was the loss of behavioral or cognitive control due to the diagnosis?

Each of these ideas should be at least one paragraph in this section with everything you have stated (background information, instant offense, diagnosis, behavioral observations, etc.) used as evidence.

If you do this, your papers will be logical and difficult to argue with. Write the papers as if I am going to be an expert helping the other side of the case. Make your points in a way so that I have nothing to use when I try and help the opposing attorney negate the case you are making.

This is not going to be the most engaging reading on the planet. If you feel that the report is “boring” to read, you are probably doing it right. It should consist of facts and statements about psychological states backed up with observations that make the point.

2. “Ultimate Opinion on Criminal Responsibility”

Review the Virginia standard for criminal insanity (available on the Blackboard site) so that the reader knows what the standard is… then go through the VA standard point by point stating whether or not Susan meets the criteria for criminal insanity providing examples you mentioned earlier in the paper (like in the behavioral observations section and the R-CRAS sections).

Provide an “ultimate opinion” on legal insanity based on your review of the VA standard… outline why you think this is the case.

There should be no new information in this section. This is the only section in the paper in which you should repeat information mentioned earlier in the paper.

Course Policies

Late Assignments: Late work will be penalized at 5 percent per day. If an assignment is worth 100 points, and is 5 days late, 25 points will be automatically deducted and grading will start at 75. If there is a legitimate emergency, non-penalty extensions will be considered.

Make-up Policy: Make-up exams will only be administered in special circumstances. Prior approval should be obtained if circumstances allow. Please let me know as soon as possible if you are unable to take an exam at the scheduled time.
Extra-Credit Assignments: There will be no extra credit assignments in this course. Please prepare for the tests and complete discussion and participation assignments accordingly

Instructor-Student Communication: I will respond to your emails within 48 hours. If I will be away from email for more than one day, I will post an announcement in the Blackboard course folder. Before sending an email, please check the following (available on your Blackboard course menu) unless the email is of a personal nature:

1. Syllabus
2. Ask Professor

Feel free to respond to other students in the Ask Professor forum if you know the answer.

Technology. You will need a reliable computer and internet access to view course materials in Blackboard. You will need to video record your two role-plays and you can do that with a smartphone or other video camera, such as Kaltura CaptureSpace in Blackboard.

Grading Criteria

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Grade Percentage</th>
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<tbody>
<tr>
<td>Papers:</td>
<td>50%</td>
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<tr>
<td>• Background Information/Instant Offense</td>
<td>5%</td>
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<td>• Behavioral Observations</td>
<td>10%</td>
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<td>• Diagnosis</td>
<td>5%</td>
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<tr>
<td>• Jail Treatment Plan</td>
<td>5%</td>
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<td>• Competency Evaluation</td>
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<td>• Criminal Responsibility Evaluation</td>
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<td>Weekly Quizzes</td>
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<td>Other Assignments</td>
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University Policies and Resources

a. **Academic Honesty**: GMU seeks to foster a spirit of academic honesty and integrity. This is as important to your professional development as the knowledge you gain in your course work. Violations of academic integrity include: cheating on exams or homework assignments (e.g. copying the work of others), passing off someone else's ideas as your own (plagiarism), and engaging in dishonesty of any kind with respect to your classroom participation and assignments. Failure to uphold these standards will result in immediate consequences (i.e. not a warning) commensurate with the violation, which may include a failing grade on the assignment and/or referral to the appropriate University resources. You are expected to be familiar with and abide by the University’s Honor Code. The Code can be found [here](#).

b. **Plagiarism**: Any work submitted by a student must represent original work produced by that student. Any source used by a student must be documented through normal scholarly references and citations. The extent to which any sources have been used must be apparent to the reader. Everything used from other sources - ideas from other's or actual language - must be cited. This policy includes the use of materials from the World Wide Web. With respect to plagiarism, it is always best to err on the side of caution. If you are caught plagiarizing material, the assignment will receive a failing grade and you will not have the opportunity to re-submit the assignment. Additionally, depending on the severity of the violation, you may be referred to the appropriate University resources.

c. Students must follow the university policy for [Responsible Use of Computing](#)
d. **Student services:** The University provides range of services to help you succeed academically and you should make use of these if you think they could benefit you. I also invite you to speak to me (the earlier the better).

e. **Privacy and Communication:** Student privacy is governed by the Family Educational Rights and Privacy Act (FERPA). As a result, students must use their MasonLive email account to receive important information about this class, including any communication with the professor via digital communication. Please allow 24 hours (48 on weekends) for a response to email messages. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

f. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students’ personal experience and academic performance. Counseling Center: Student Union I, Room 364, 703-993-2380.

g. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS). If you have a documented learning disability or other condition that may affect academic performance you should: 1) make sure this documentation is on file with the Office of Disability Services (SUB I, Room 4205; 703-993-2474) to determine the accommodations you need; and 2) talk with me by the second week of class to discuss your accommodation needs. Accommodation can only be made in cases in which proper documentation has been provided through the Office of Disability Services.

h. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

i. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing. University Writing Center: Robinson Hall Room A114, 703-993-1200. The writing center includes assistance for students for whom English is a second language.

j. **Diversity:** An emphasis on diversity and inclusion is essential to achieve our goals as a campus community. Diversity is broadly defined to include such characteristics as, but not limited to, race, ethnicity, gender, religion, age, disability, and sexual orientation. Diversity also entails different viewpoints, philosophies, and perspectives. Attention to these aspects of diversity will help promote a culture of inclusion and belonging, and an environment where diverse opinions, backgrounds, and practices have the opportunity to be heard and respected. This commitment to diversity is included in all University settings. GMU promotes continuous monitoring and self-assessment with respect to diversity and seeks to incorporate diversity and inclusion within the philosophies and actions of the individual, group, and organization to make improvements as needed. If you feel, in any way, that any aspect of your personal characteristics, viewpoints, or perspectives are not being respect, please talk to me. I will listen.