

 FLORIDA ATLANTIC UNIVERSITY	NEW COURSE PROPOSAL Graduate Programs		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	Department School of Criminology and Criminal Justice College Design and Social Inquiry <i>(To obtain a course number, contact erudolph@fau.edu)</i>		
Prefix CJL Number 6521	<i>(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)</i> Lab Code	Type of Course Lecture	Course Title Problem-solving Courts
Credits <i>(Review Provost Memorandum)</i> 3	Grading <i>(Select One Option)</i> Regular <input checked="" type="radio"/> Sat/UnSat <input type="radio"/>	Course Description <i>(Syllabus must be attached; see Guidelines)</i> This course is designed to learn about common policies related to problem-solving courts and examining theoretical and empirical research underlying them.	
Effective Date <i>(TERM & YEAR)</i>			
Prerequisites		Corequisites	Registration Controls <i>(Major, College, Level)</i>
Prerequisites, Corequisites and Registration Controls are enforced for all sections of course			
Minimum qualifications needed to teach course: Member of the FAU graduate faculty and has a terminal degree in the subject area (or a closely related field.)		List textbook information in syllabus or here In lieu of a textbook, this course will use a series of scholarly journal articles.	
Faculty Contact/Email/Phone Lincoln Sloas/sloas@fau.edu/7-3243		List/Attach comments from departments affected by new course	

Approved by Department Chair _____ College Curriculum Chair _____ College Dean _____ UGPC Chair _____ UGC Chair _____ Graduate College Dean _____ UFS President _____ Provost _____	Date 10/9/18 10/25/18 10/26/18 11-14-18 11/14/18 11/15/18
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Email this form and syllabus to UGPC@fau.edu one week before the UGPC meeting.

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OCT 26 2018

Received

CJL 6521 Spring 2019: Problem-Solving Courts (3 credit hours)

Professor Lincoln Sloas, lsloas@fau.edu, 561.297.3243

A. Course Objectives and Goals

- To learn about common policies related to problem-solving courts and examining theoretical and empirical research underlying them.
- To identify strengths and weaknesses in research related to problem-solving courts and compare and contrast different perspectives and options for policy.
- To develop a critical perspective towards the literature and learn how to read and analyze, apply and synthesize literature to explore research questions and address inquiries about problem-solving courts.
- To provoke more scientific thinking about problem-solving courts to develop questions of interest and a research framework for theses and papers.

B. Course Schedule, Important Dates and Holidays

Week 1	First day of class—read and complete assignment BEFORE class
Week 5	No class—Western Society of Criminology Meetings
Week 8	Exam 1—no class
Week 9	Spring break—no class
Week 13	Exam 2—no class
Week 16	Final exam—no class

C. Office Hours

My office is located at 221 College for Design Social Inquiry, 2nd Floor. My office hours will be on Thursdays from 5 pm—6 pm and by appointment. Please feel free to email me, lsloas@fau.edu, or call me at 561.297.3243 to set up an appointment.

E. Required Readings, Materials and Course Canvas

You do not need to purchase any materials for this course. All required readings will be accessible from Canvas. You are welcome to bring a laptop to class to take notes.

F. Weekly Briefing Assignment and Random Selection Participation (55 points of your total course grade)

All readings are required and must be read **before** class. **All briefing assignments must be turned in at the beginning of class in hard copy.** You may want to bring an extra paper or electronic copy to class to take further notes upon.

About briefing assignments: Each week, you will need to prepare a brief for each reading assigned. Briefs are an excellent way to keep an in-depth record of every reading you encounter as a graduate student. For this class, I will provide you with questions to answer for each of your briefs that will help you to understand, apply and synthesize literature. The assignments are

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provided on Canvas in Word format, so feel free to use the document to type in your answers. All students must do their own briefing assignments.

Length and format of briefs: Briefs must be typed, single space, 12 point Times New Roman font, .5 to 1 inch margins all around. Please keep your briefs informative yet concise; a question set for an article(s) should not be more than 1-2 pages (thus, a 3-reading assignment should be between 3-6 single-spaced pages). Briefs must be turned in at the beginning of each class. **Try not to quote too heavily from the readings but just complete answers in your own words.**

Random selection participation and in-class discussion: The reading and briefing of every assigned article is essential to performing well in this class. To ensure briefs are completed and also for me to grade in-class participation, each briefing question will be randomly assigned to students before each class begins to answer aloud. For the first week, I will send the randomizer ahead of time to help everyone get acclimated to this process.

Assessments of briefs: I will try and return your assignments with my comments the following week. Briefs are graded on a five point scale:

- 5 Fully completed briefs in which all of the questions are answered and turned in on time.
- 4 All readings completed, but there are a few missing or incomplete answers.
- 3 Only 50-75% of the assignment was completed.
- 2 Only 25-50% of the assignment was completed.
- 1 Only 1 reading was attempted.
- 0 Assignment was not turned in.

NOTE: If you cannot attend class, you may still email me your brief ahead of the start of class but with a 1 point deduction of your briefing grade.

FREEBIE: Everyone will be allowed to turn in one set of briefs late for full credit. The last day that you can turn in this assignment will be the last day of class Monday, April 22 2019.

G. In-class Discussion Guidelines

1. **Focus on scientific arguments, rather than ideological ones.** I am seeking scientific arguments based in research, not personal opinions based on ideologies or emotions. Graduate school training is about taking that “next step” in learning how to move away from subjective, personal opinions (“we need to send kids to boot camps because they need more discipline!”), and towards scientific assessments (“boot camps have shown, in replicated randomized controlled experiments, to increase the recidivism of experimental subjects”).
2. **Be prepared.** The best way to show me you are actively engaged in the class and to obtain full credit for the readings is to be prepared each week by thoughtfully completing your briefings and being ready to address all of the questions in class.
3. **Be yourself.** You do not have to be a great public speaker to participate, and you do not need to read your answer word-for-word. Just be yourself and tell the class what you

thought was the answer for a particular question. Often questions do not have a single correct answer.

4. **Actively listen and show others support and respect.** Respect others by actively listening. Please turn off and put away cell phones, email and the internet while in class.
5. **Constructively participate.** In addition to your responses to briefing questions, ask questions of your peers and of me, and feel free to initiate discussion and debate.
6. **However, give others a chance to speak.** Many of these topics are exciting and important; if you have already participated on an issue, take a breather, and let others have a turn.

H. Examinations

All materials—the lectures, discussion of the assignments, readings, notes, class discussions, presentations given by special lectures, etc.—are fair game for the examinations. All reading materials will be expected to be constructively used. Students will be expected to evoke lessons and critical thoughts from the literature, apply them to lessons learned in class, and then synthesize across weeks for the exams.

Examinations will be conducted out of class. Each exam will be distributed by 8 a.m. on their respective date and will be due 96 hours later by 8 a.m. (i.e., Thursday—Monday). I expect you to format each of your exams using Times New Roman, 12 point font, double-spaced, and using both in-text and reference page citations properly. We will not hold class on exam days. **There are no make-up exams in this class except for very exceptional circumstances, so please plan accordingly.** One to two questions (with multiple parts) will be asked for each essay exam. Each exam focuses primarily on the portions of the syllabus noted below. I expect you to type four to five pages for each response following the guidelines above.

Week 8	Exam 1
Week 13	Exam 2
Week 16	Final exam

I. Grading

Briefs/class participation	5 points each; 55 points in total.
Three exams	15 points each; 45 points in total.
Total	100 points

96-100 = A+	86.5-89.9 = B+	76.5-79.9 = C+	60-69.9 = D
93-95.9 = A	83.5-86.4 = B	73.5-76.4 = C	<59.9 = F
90-92.9 = A-	80-83.4 = B-	70-73.4 = C-	

J. Campus Safety Statement

Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify the instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Refer to (<http://www.fau.edu/admin/EmergencyInformation.php>) for further information on emergency response protocols.

K. Code of Academic Integrity Policy

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see the Code of Academic Integrity in the University Regulations at http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf.

L. Add/Drop Deadlines

Last day to add/drop course without consequences (Full-semester course):

Last day to do a complete withdrawal and receive 25% tuition adjustment (Full-semester course):

Last day to drop without receiving an F in the course

M. Policy for Accommodating Students with Disabilities

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

N. Counseling and Psychological Services (CAPS) Center

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

O. Attendance Policy Statement

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate

activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

P. Week-by-week Course Outline and Readings

The week-by-week topics and reading assignments are shown in the next pages. **Please read and have the assignment completed before class.**

Week 1: Evidence-based Crime Policy—The Importance of Research to Crime Policy

Chalmers, I. (2003). Trying to do more good than harm in policy and practice: The role of rigorous, transparent, up-to-date evaluations. *The Annals of the American Academy of Political and Social Science*, 589(1), 22-40.

McCord, J. (2003). Cures that harm: Unanticipated outcomes of crime prevention programs. *The Annals of the American Academy of Political and Social Science*, 587(1), 16-30.

Sherman, L. W., Gottfredson, D. C., MacKenzie, D. L., Eck, J., Reuter, P., & Bushway, S. D. (1998). *Preventing crime: What works, what doesn't, what's promising*. Research in Brief. National Institute of Justice, 1-22.

Weisburd, D., Lum, C. M., & Petrosino, A. (2001). Does research design affect study outcomes in criminal justice?. *The Annals of the American Academy of Political and Social Science*, 578(1), 50-70.

Week 2: Problem-solving Courts

Richardson, E., Spencer, P., & Wexler, D. B. (2016). The International Framework for Court Excellence and therapeutic jurisprudence: Creating excellent courts and enhancing wellbeing.

Wiener, R. L., & Georges, L. (2013). Social psychology and problem-solving courts: Judicial roles and decision making. In *Problem solving courts* (pp. 1-20). Springer New York.

Week 3: Therapeutic Jurisprudence

Wexler, D. B. (2000). Therapeutic jurisprudence: An overview. *Thomas M. Cooley Law Review*, 17, 125-134.

Winick, B. J. (2002). Therapeutic jurisprudence and problem solving courts. *Fordham Urb. LJ*, 30, 1055-1090.

Week 4: The Substance Use Problem and the Notion of Drug Courts

Belenko, S., & Peugh, J. (2005). Estimating drug treatment needs among state prison inmates. *Drug and Alcohol Dependence*, 77(3), 269–281.

Jensen, E. L., & Mosher, C. (2005). Adult drug courts: Emergence, growth, outcome evaluations, and the need for a continuum of care. *Idaho L. Rev.*, 42, (Read pages 1-7).

National Assoc of Drug Court Professionals, & United States of America. (1997). *Defining Drug Courts: The Key Components*.

Marlowe, D. B. (2003). Integrating substance abuse treatment and criminal justice supervision.

Science & Practice Perspectives, 2(1), 4-14.

Week 5: NO CLASS

Week 6: Qualitative Assessment of Drug Courts

Gallagher, J. R., Nordberg, A., & Kennard, T. (2015). A qualitative study assessing the effectiveness of the key components of a drug court. *Alcoholism Treatment Quarterly*, 33(1), 64-81.

Gallagher, J. R., & Nordberg, A. (2016). Comparing and contrasting White and African American participants' lived experiences in drug court. *Journal of Ethnicity in Criminal Justice*, 14(2), 100-119.

Mericle, A. A., Belenko, S., Festinger, D., Fairfax-Columbo, J., & McCart, M. R. (2014). Staff perspectives on juvenile drug court operations a multi-site qualitative study. *Criminal Justice Policy Review*, 25(5), 614-636.

Portillo, S., Rudes, D. S., Viglione, J., & Nelson, M. (2013). Front-stage stars and backstage producers: The role of judges in problem-solving courts. *Victims & Offenders*, 8(1), 1-22.

Week 7: Quantitative Assessment of Drug Courts

Gottfredson, D. C., Najaka, S. S., & Kearley, B. (2003). Effectiveness of drug treatment courts: Evidence from a randomized trial. *Criminology & Public Policy*, 2(2), 171-196.

Gottfredson, D. C., Najaka, S. S., Kearley, B. W., & Rocha, C. M. (2006). Long-term effects of participation in the Baltimore City drug treatment court: Results from an experimental study. *Journal of Experimental Criminology*, 2(1), 67-98.

Mitchell, O., Wilson, D. B., Eggers, A., & MacKenzie, D. L. (2012). Assessing the effectiveness of drug courts on recidivism: A meta-analytic review of traditional and non-traditional drug courts. *Journal of Criminal Justice*, 40(1), 60-71.

Sullivan, C. J., Blair, L., Latessa, E., & Sullivan, C. C. (2016). Juvenile drug courts and recidivism: Results from a multisite outcome study. *Justice Quarterly*, 33(2), 291-318.

Week 8: Exam 1 (No Class)

Week 9: NO CLASS: SPRING BREAK

Week 10: The Mental Health Problem and the Notion of Mental Health Courts

Glaze, L. E., & James, D. J. (2006). *Mental health problems of prison and jail inmates*. Bureau of Justice Statistics: Washington, DC.

Petrila, J. P., & Redlich, A. D. (2007). Mental illness and the courts: Some reflections on judges as innovators. *Court Review*, 43, 164-182.

Petrila, J. (2013). Mental health courts may work, but does it matter if they do? In R. L. Wiener & E. M. Brank (Eds.). *Problem-solving courts* (pp. 133-146). New York, NY: Springer.

Redlich, A. D. (2013). The past, present, and future of mental health courts. In R. L. Wiener & E. M. Brank (Eds.). *Problem-solving courts* (pp. 147-161). New York, NY: Springer.

Week 11: Qualitative Assessment of Mental Health Courts

Canada, K. E., & Hiday, V. A. (2014). Procedural justice in mental health court: an investigation of the relation of perception of procedural justice to non-adherence and termination. *The Journal of Forensic Psychiatry & Psychology*, 25(3), 321-340.

Kopelovich, S., Yanos, P., Pratt, C., & Koerner, J. (2013). Procedural justice in mental health courts: Judicial practices, participant perceptions, and outcomes related to mental health recovery. *International Journal of Law and Psychiatry*, 36(2), 113-120.

Redlich, A. D., Hoover, S., Summers, A., & Steadman, H. J. (2010). Enrollment in mental health courts: Voluntariness, knowingness, and adjudicative competence. *Law and Human Behavior*, 34(2), 91-104.

Wolff, N., Fabrikant, N., & Belenko, S. (2011). Mental health courts and their selection processes: Modeling variation for consistency. *Law and human behavior*, 35(5), 402-412.

Week 12: Quantitative Assessment of Mental Health Courts

Burns, P. J., Hiday, V. A., & Ray, B. (2013). Effectiveness 2 years postexit of a recently established mental health court. *American Behavioral Scientist*, 57(2), 189-208.

Honegger, L. N. (2015). Does the evidence support the case for mental health courts? A review of the literature. *Law and human behavior*, 39(5), 478-488.

Sarteschi, C. M., Vaughn, M. G., & Kim, K. (2011). Assessing the effectiveness of mental health courts: A quantitative review. *Journal of Criminal Justice*, 39(1), 12-20.

Steadman, H. J., Redlich, A., Callahan, L., Robbins, P. C., & Vesselinov, R. (2011). Effect of mental health courts on arrests and jail days: A multisite study. *Archives of General Psychiatry*, 68(2), 167-172.

Week 13: Exam 2 (no class)

Week 14: Veterans Courts

Douds, A. S., Ahlin, E. M., Howard, D., & Stigerwalt, S. (2015). Varieties of Veterans' Courts A Statewide Assessment of Veterans' Treatment Court Components. *Criminal Justice Policy Review*, 0887403415620633.

Hartley, R. D., & Baldwin, J. M. (2016). Waging War on Recidivism Among Justice-Involved Veterans An Impact Evaluation of a Large Urban Veterans Treatment Court. *Criminal Justice Policy Review*, 0887403416650490.

Russell, R. T. (2009). Veterans treatment court: A proactive approach. *New Eng. J. on Crim. & Civ. Confinement*, 35, 357-372.

Week 15: Domestic Violence Courts/Other Problem-Solving Courts

Coulter, M. L., Alexander, A., & Harrison, V. (2007). Specialized domestic violence courts. *Women & Criminal Justice*, 16(3), 91-106.

Gover, A. R., MacDonald, J. M., & Alpert, G. P. (2003). Combating domestic violence: Findings from an evaluation of a local domestic violence court. *Criminology & Public Policy*, 3(1), 109-132.

Guenaga, A. (2011). Improving the Odds: Changing the Perception of Problem Gambling and Supporting the Growth of Problem Gambling Courts. *UNLV Gaming LJ*, 2, 133-154.

Wilson, A. M. (2016). A New Beginning for Milwaukee's Homeless: Addressing Homelessness through the Homeless Court System. *International Journal of Therapeutic Jurisprudence*, *Forthcoming*.

Week 16: Final Exam (No Class)