

**STATE UNIVERSITY OF NEW YORK  
COLLEGE OF TECHNOLOGY  
CANTON, NEW YORK**



**MASTER SYLLABUS**

**JUST 349 – VULNERABLE POPULATIONS IN CRIMINAL JUSTICE**

**Created by: Michelle L. Currier, Ph.D.**

**SCHOOL OF SCIENCE, HEALTH, AND CRIMINAL JUSTICE  
CRIMINAL JUSTICE DEPARTMENT  
FALL 2018**

- A. **TITLE:** Vulnerable Populations in Criminal Justice
- B. **COURSE NUMBER:** JUST 349
- C. **CREDIT HOURS:** 3 credit hours; 3 lecture hours per week
- D. **WRITING INTENSIVE COURSE:** No
- E. **GER CATEGORY:** None
- F. **SEMESTER(S) OFFERED:** Spring
- G. **COURSE DESCRIPTION:** This course examines a variety of vulnerable populations whose particular characteristics make them especially susceptible to justice-system involvement, and the substantial and enduring harms resulting therefrom. Special attention is paid to the mentally ill, substance-use disordered, and veterans, as well as those whose age, race, gender, ethnicity, or socioeconomic status increase their vulnerability. Current and emerging justice-system policies and practices are evaluated.
- H. **PRE-REQUISITES/CO-REQUISITES:** None
- I. **STUDENT LEARNING OUTCOMES:**

By the end of this course, the student will be able to:

<b><u>Course Student Learning Outcome [SLO]</u></b>	<b><u>PSLO</u></b>	<b><u>GER</u></b>	<b><u>ISLO</u></b>
a. Identify and describe populations with significant vulnerability to, and from, justice involvement.	<b>PLO 1</b> – Apply standards of academic and professional discourse while speaking and writing.		1- Communication Skills [W]
b. Identify social and cultural influences that impact vulnerable populations in criminal justice contexts.	<b>PLO 7</b> - Identify the social and cultural influences that impact practice and policy in criminal justice contexts.		4 – Social Responsibility [IK]
c. Critically analyze justice-system responses to vulnerable	<b>PLO 2</b> – Analyze and		2 - Critical Thinking [IA]

	and practice in criminological/ criminal justice contexts.		
d. Evaluate emerging reforms in justice-system practice or policy, and propose new models or solutions for change.	<b>PLO 3</b> – Propose reform or new models of practice in criminal justice contexts.		2 – Critical Thinking [PS]

KEY	<b>Institutional Student Learning Outcomes [ISLO 1 – 5]</b>
ISLO #	ISLO & Subsets
1	<b>Communication Skills</b> Oral [O], Written [W]
2	<b>Critical Thinking</b> <i>Critical Analysis [CA] , Inquiry &amp; Analysis [IA] , Problem Solving [PS]</i>
3	<b>Foundational Skills</b> <i>Information Management [IM], Quantitative Lit./Reasoning [QTR]</i>
4	<b>Social Responsibility</b> <i>Ethical Reasoning [ER], Global Learning [GL], Intercultural Knowledge [IK], Teamwork [T]</i>
5	<b>Industry, Professional, Discipline Specific Knowledge and Skills</b>

J. **APPLIED LEARNING COMPONENT:** Yes \_\_\_\_\_ No X \_\_\_\_\_

K. **TEXTS:** [Selections from:]

American Psychiatric Association. (2016). *People with mental illness in the criminal justice system: Answering a cry for help*. Arlington, VA: APA Publishing [free e-text via SLLC].

Barak, G., Leighton, P., & Cotton, A. M. (2015). *Class, race, gender, and crime: The social realities of justice in America*. Lanham, MA: Rowman & Littlefield [free e-text via SLLC].

Bazemore, G. & Schiff, M. (2005). *Juvenile justice reform and restorative justice: Building theory and policy from practice*. Portland, OR: Willan Publishing [free e-text via SLLC].

Erickson, P.E., & Erickson, S.K. (2008). *Crime, punishment, and mental illness: Law and the behavioral sciences in conflict*. New Brunswick, NJ: Rutgers University Press [free e-text via SLLC].

U.S. Department of Justice. (2012). *Reducing homeless populations' involvement in*

the criminal justice system. Retrieved from <https://www.justice.gov/sites/default/files/atj/legacy/2012/05/09/doj-resource-guide.pdf> [free online].

White, Michael D. (2013). *Examining the potential for violence in arrests of special and vulnerable populations*. Phoenix, AZ: Center for Violence Prevention & Community Safety, Arizona State University [free online].

**L. REFERENCES:**

Springer, D.W., & Roberts, A.R. (2007). *Handbook of forensic mental health with victims and offenders: Assessment, treatment, and research*. New York, NY: Springer [free e-text via SLLC].

**M. EQUIPMENT:** FLEX or hybrid delivery technology

**N. GRADING METHOD:** A-F

**O. SUGGESTED MEASUREMENT CRITERIA/METHODS:**

- Exams
- Papers
- Project/Presentation

**P. DETAILED COURSE OUTLINE:** (must use the outline format listed below)

- I. Defining the Problems and Their Contexts
  - A. Identifying and Defining Vulnerable Populations
  - B. The Justice System and its Contexts
- II. Populations with Significant Vulnerability
  - A. Mentally Ill and Substance-Use Disordered
  - B. Homeless and Veterans
  - C. LGBTQ and Women
  - D. Elderly and Physically Disabled
  - E. Children and Adolescents
  - F. Racial and Ethnic Minorities
  - G. Socioeconomically Disadvantaged
- III. Problem-Solving, Reform, and Obstacles to Change
  - a. Evolution in Justice
    - i. Problem-Solving and Specialty Courts
    - ii. Therapeutic Jurisprudence
    - iii. Restorative Justice
    - iv. Youth-Run Peer Courts
    - v. CIT, Mental Health First Aid, and Other Emerging Models
  - b. Obstacles to Change