HCSV 319 Correctional Health Fall 2010  
Department of Health and Community Services  
California State University, Chico

<table>
<thead>
<tr>
<th>Course: HCSV 319-01</th>
<th>Office Location: Virtual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reg #: 1536</td>
<td>Office Hours: Virtual. When you log in to Vista, look to see who is online in the course. If my name is present on the list, e-mail me and you should receive an immediate response. I log in about three times per day.</td>
</tr>
<tr>
<td>Class Meeting Time: Virtual</td>
<td>Ph. 530-354-6910 (cell) - It’s okay to contact me by phone any day of the week until 8pm. NO TEXTING!</td>
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<tr>
<td>Room: Virtual</td>
<td>E-Mail: Use Vista e-mail. Do not e-mail through my regular campus e-mail.</td>
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**REQUIRED COURSE MATERIALS**  

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignments</th>
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</table>
| 1    | Mon  | Aug 23      | Comprehensive Correctional Health Care | Chapter 1 Correctional Health  
**Required Reading**  
| Assignment: Paper 1 (15 points) Due Next Monday at 8am  
**Paper Topic:** Explain the significance of *Estelle v. Gamble* (Rold, 2008) and how that case is related to quality correctional health care. Provide a critical analysis of the issues.  
| 2    | Mon  | Aug 30      | Correctional Worksite Health Promotion and Civil Liabilities | Chapter 12 Doing Time Together: Correctional Officer Health  
Chapter 5 Civil Liabilities When Dental Care is Denied to Prisoners and Inmates in Correctional Facilities  
**Required Reading**  
| Assignment: Paper 2 (15 points) Due Next Monday at 8am  
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<table>
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<tr>
<th>Week</th>
<th>Topic</th>
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<tr>
<td></td>
<td>Paper Topic: If a social worker failed to provide proper post-release discharge planning for an inmate with mental health problems (e.g., continuity of care to an outpatient psychiatric facility), and the individual became homeless, stopped taking his psychiatric medicines, and was killed, can the social worker be sued? Provide a critical analysis of this issue. Make sure you use the terms Eighth Amendment, Title 42 Section 1983 in your argument. Citing a case similar to this situation is expected. Nexus Lexus (go through CSU Library Research web site).</td>
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<tr>
<td>Sept 6</td>
<td>LABOR DAY</td>
<td>NO CLASS</td>
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<tr>
<td>3 Mon Sept 13</td>
<td>Psychological Health</td>
<td>Chapter 9 Correctional Mental Health: Problems, Prevalence, and Public Health</td>
</tr>
<tr>
<td>4 Mon Sept 20</td>
<td>Term Paper Draft #1 Due</td>
<td>Submit Draft #1 as an MS Word attachment via Vista e-mail.</td>
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<tr>
<td>3 Mon Sept 13</td>
<td>Psychological Health</td>
<td>Required Readings</td>
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<tr>
<td>Assignment: Paper 3 (15 points) Due Next Monday at 8am</td>
<td>Paper Topic: Go online and research a community alternative or police-based diversion program. Discuss the specific program and provide pros and cons, and cite statistics for effectiveness. Make sure you include citations and URLs for this paper.</td>
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<tr>
<td>Weekly Quiz 2 (10 pts.): Log in 6am-10pm and take quiz. Review quiz 10pm-10am. Quiz is on Week 2 assigned readings.</td>
<td>Weekly Quiz 1 (10 pts.): Log in 6am-10pm and take quiz. Review quiz 10pm-10am. Quiz is on Week 1 assigned readings.</td>
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<tr>
<td>4 Mon Sept 20</td>
<td>Term Paper Draft #1 Due</td>
<td>Chapter 7 Addictions in Corrections</td>
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<tr>
<td>Week</td>
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<td><strong>NOTE FOR MUMOLA ARTICLE:</strong> Stick to main points being made and not specific statistics. Look for what factors are associated with drug abuse (e.g., family structure, upbringing, etc.)</td>
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<td><strong>Assignment: Paper 4 (15 points) Due Next Monday at 8am</strong> Paper Topic: Co-occurrence of substance abuse and mental illness complicates incarceration and treatment of the inmate. Discuss what correctional facilities have done to address this issue.</td>
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<td><strong>Weekly Quiz 3 (10 pts.):</strong> Log in 6am-10pm and take quiz. Review quiz 10pm-10am. Quiz is on Week 3 assigned readings.</td>
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<td>5</td>
<td>Mon</td>
<td>Sexuality in Correctional Facilities</td>
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<td><strong>Assignment: Paper 5 (15 points) Due Next Monday at 8am</strong> Paper Topic: Describe an existing conjugal visit program. Go online and conduct your research.</td>
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<td><strong>Weekly Quiz 4 (10 pts.):</strong> Log in 6am-10pm and take quiz. Review quiz 10pm-10am. Quiz is on Week 4 assigned readings.</td>
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<tr>
<td>6</td>
<td>Mon</td>
<td>Communicable Diseases</td>
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<td>Oct 4</td>
<td>Chapter 4 Communicable Diseases: Community and Correctional Health</td>
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<tr>
<td>Week</td>
<td>Topic</td>
<td>Assignments</td>
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| 7    | Term Paper Draft #2 Due | **Assignment: Paper 6 (15 points) Due Next Monday at 8am**  
Paper Topic: Discuss one TB prevention program in a correctional facility and cite research on its effectiveness. Go online and do the research.  
**Weekly Quiz 5 (10 pts.):** Log in 6am-10pm and take quiz. Review quiz 10pm-10am. Quiz is on Week 5 assigned readings. |
| Mon Oct 11 | Family Health | **Submit Draft #1 as an MS Word attachment via Vista e-mail.**  
Chapter 2 Mothers Behind Bars: Challenges and Opportunities  
**Required Readings**  
**Assignment: Paper 7 (15 points) Due Next Monday at 8am**  
Paper Topic: Promoting the parent - child bond is emphasized in Chapter 2 as a key health goal, yet, the chapter says nothing about fathers. Describe a correctional program that fosters father-child bonds. Go online and do the research.  
**Weekly Quiz 6 (10 pts.):** Log in 6am-10pm and take quiz. Review quiz 10pm-10am. Quiz is on Week 6 assigned readings. |
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignments</th>
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</table>
| 8 Mon Oct 18 | Child/Teen Health | Chapter 3 Juvenile Correctional Health Care: Prevention and Education  
**Required Readings**  
**Optional Reading**  
**Assignment: Paper 8 (15 points) Due Next Monday at 8am**  
Paper Topic: Almost 10% of young people are “diagnosed” with learning disabilities. Socially unacceptable (bad) behavior and poor academic achievement are explained and justified through psychiatric diagnoses. Investigate how learning disabilities are addressed in youth detention facilities. Provide a critical analysis of the issues.  
**Weekly Quiz 7 (10 pts.):** Log in 6am-10pm and take quiz. Review quiz 10pm-10am. Quiz is on Week 7 assigned readings. |
| 9 Mon Oct 25 | Intentional Injuries | Chapter 6 Violence Reduction: Incarceration Shouldn’t be a Death Sentence (NO POWERPOINT, READ ON OWN)  
**Assignment: Paper 9 (15 points) Due Next Monday at 8am**  
Paper Topic: Gangs in California have become more than a nuisance to society. Once a gang member is incarcerated, the chances of that person changing his (usually a male) attitudes, values, and behaviors while incarcerated is almost nil. Discuss the role of gangs in California prison and jail violence. Citations and statistics are expected. Give an example.  
**Weekly Quiz 8 (10 pts.):** Log in 6am-10pm and take quiz. Review quiz 10pm-10am. Quiz is on Week 8 assigned readings. |
| 10 Mon Nov 1 | Intentional Injuries: Suicide | Chapter 8 Savings Lives Through Suicide Prevention  
**Required Readings**  
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<th>Week</th>
<th>Topic</th>
<th>Assignments</th>
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</table>
|        |                                             | **Assignment: Paper 10 (15 points) Due Next Monday at 8am**  
Paper Topic: What is a suicide watch and when is it necessary? Please discuss an existing policy from a correctional facility, preferably from a juvenile detention facility. |
|        |                                             | **Weekly Quiz 9 (10 pts.): Log in 6am-10pm and take quiz. Review quiz 10pm-10am. Quiz is on Week 9 assigned readings.**                         |
| 11     | Elder Health                                | Chapter 10 Gray Matters: Jail and Prison Inmates                                                                                          |
| Mon    |                                             | **Required Readings**                                                                                                                      |
|        |                                             | **Assignment: Paper 11 (15 points) Due Next Class at 8am**  
Paper Topic: Discuss the ethical considerations of providing elderly inmates with universal health care for life when law-abiding citizens have little to no care. |
|        |                                             | **Weekly Quiz 10 (10 pts.): Log in 6am-10pm and take quiz. Review quiz 10pm-10am. Quiz is on Week 10 assigned readings.**                  |
| 12     | End of Life Care                            | Chapter 11 Hospice and Palliative Care Behind Bars                                                                                         |
| Mon    |                                             | **Weekly Quiz 11 (10 pts.): Log in 6am-10pm and take quiz. Review quiz 10pm-10am. Quiz is on Week 11 assigned readings.**                |
| Nov 15 |                                             | **HOLIDAY**  
THANKSGIVING - NO CLASSES                                                                                                               |
| 13     | Health Promotion in Correctional Facilities | Chapter 13 Opportunities for Change in Correctional Health                                                                                   |
| Mon    |                                             | **Weekly Quiz 12 (10 pts.): Log in 6am-10pm and take quiz. Review quiz 10pm-10am. Quiz is on Week 12 assigned readings.**               |
| Nov 22 |                                             |                                                                                                                                           |
| 14     | Course Review                               | Written Course Evaluation - see Discussion Section - **Due Next Monday at 8am**                                                            |
| Mon    |                                             | **Weekly Quiz 13 (10 pts.): Log in 6am-10pm and take quiz. Review quiz 10pm-10am. Quiz is on Week 13 assigned readings.**             |
| 15     | FINAL TERM PAPER DUE                        | Final term paper due in publishable form.                                                                                                  |
| Mon    |                                             |                                                                                                                                           |

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CLASS EXPECTATIONS
1. Students with recognized disabilities are responsible to inform me about their needs for this course. Please refer to the Handbook (http://www.csuchico.edu/dss/student_handbook.htm). You must identify your recognized disabilities prior to taking any quiz, and the Disability Support Services Office will contact me in writing. Student with recognized disabilities may receive up to twice the amount of time to complete a quiz/exam.
2. If you have questions, comments, or other concerns, please e-mail me through Vista or call me on my cell phone. Do not contact the department office. They will not be able to help you. Since this is an online course, all communication is online or by phone.

COURSE GRADE
Your course grade will be computed as follows:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Number</th>
<th>Points Each</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Research Papers</td>
<td>4</td>
<td>15</td>
<td>60</td>
</tr>
<tr>
<td>Term Paper</td>
<td>1</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Weekly Quizzes (10 questions, OPEN BOOK, multiple choice, T/F, matching)</td>
<td>13</td>
<td>10</td>
<td>130</td>
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<tr>
<td>Weekly Discussions</td>
<td></td>
<td>5</td>
<td>65</td>
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<tr>
<td><strong>TOTAL</strong></td>
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<td><strong>355</strong></td>
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Grading percentages: A=93-100%; A-=90-92%; B+=87-89%; B=83-86%; B-=80-82%; C+=77-79%; C=73-76%; C-=70-72%; D+=67-69%; D=63-66%; D-=60-62%; F=<60%. Grades may be curved at the end of the course.

1. SHORT RESEARCH PAPERS
This is an exercise to learn to write concisely in a scientific format. Each paper must be a minimum of two pages, single spaced, in length. The papers are due on Monday mornings by 8am of the respective week. There are eleven papers assigned, and worth 15 points each.

EVERYONE MUST DO PAPER 1, NO EXCEPTIONS. Choose any three other papers to hand in.

Copy and paste the paper into Vista e-mail and send it to me. Do not send me MS Word attachments. I will send you comments via e-mail and post your scores in Vista Gradebook. IN THE SUBJECT LINE OF THE E-MAIL, PLEASE INDICATE PAPER NUMBER AND TOPIC.

The main point of the paper assignments is to stimulate critical thinking about the health care issues in correctional facilities. Focus on the main points and then provide your analysis of the issues. In many cases, there is no right or wrong answers to the papers, but your analyses should support your main points. Just PASTE the paper into Vista e-mail and send it to me (do not send MS Word® attachment). The paper does not have to be in APA, MLA, or any other format.

All of your papers must be supported by facts. DO NOT USE web site such as .COM or other biased, non-scientific web sites to support your positions. It is preferable to back up what you are saying with the scientific
literature you find from government reports, professional association reports, scientific journal articles, textbooks, etc. Web pages, especially Wikipedia, are NOT acceptable.

HELPFUL ADVICE FOR STRUCTURING YOUR PAPERS
I have advice for your papers. You will be receiving comments along these lines. There are different ways for writing, depending on the profession or discipline. Writing for a history paper is not the same as writing for a health science paper. There is a different way to structure papers and different ways to argue your case. Thus, just because you were an excellent writer in an English composition course, you will still need to shift gears and learn how to write health science papers. My suggestions are below.

1. Your paper needs a professional title that reflects the main message/theme of your paper. Example: An Analysis of Estelle v. Gamble.
2. Within the first two paragraphs, please state the purpose of the paper and layout a roadmap for the reader on how you will make your case to support your main message/theme.
3. Make sure each IDEA is in a separate paragraph. Too many ideas all thrown into one paragraph confuses the reader.
4. When you start a thought, FINISH the thought before moving on to the next. Don't jump around and confuse the reader. Remember also to bring your reader back to your roadmap so that they won’t lose track of what your argument is about.
5. Avoid going off on tangential issues. Keep the reader focused on your main points that support the main message/theme of your paper.
6. The summary section at the end of your paper should recap your main message/theme and the major points you made to support that main message/theme.
7. Don’t assume the reader knows what you are talking about.

2. TERM PAPER (Submit as MS Word attachment via Vista e-mail)
Group Project worth 100 points. You will collaboratively write a scientific literature review with analysis of correctional programs that promote father-child bonds. These programs promote positive father-child relationships and opportunities for incarcerated fathers to learn parenting skills. This is a scientific paper, and the final paper must be in publishable form. Your paper should look like and be of the same quality as a chapter in a textbook on incarcerated father-child programs.

Draft #1 is due Sept 20, and Draft #2 is due Oct 11. Draft #2 must be in near publishable form. The papers will be edited (with comments) by the instructor and returned to you.

The paper will be about programs in ONE of the selected Western USA State. You will choose a state. There must not be duplication in states. Sign up for a group in the Vista discussion section.

<table>
<thead>
<tr>
<th>State</th>
<th>Students Needed</th>
<th>Group Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alaska</td>
<td>2</td>
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<tr>
<td>Arizona</td>
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<tr>
<td>California</td>
<td>4</td>
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<tr>
<td>Colorado</td>
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<tr>
<td>Hawaii</td>
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<td>Nevada</td>
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<tr>
<td>New Mexico</td>
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<tr>
<td>Oregon</td>
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</table>

You must have scientific citations. Use scientific journal articles, textbooks, official government documents,
and non-profit organization reports. If you’re not sure, send me the citation and I will tell you if it’s okay. DO NOT USE consumer web sites. All citations and reference sections must be in APA format.

If you can’t find enough information about the programs, including program evaluation studies that demonstrate effectiveness of the programs, contact those prisons or jails.

TERM PAPER FORMAT

A. Literature Review
   1. Introduce the reader to the topic using current (not more than five years old) citations from scientific journal articles, government reports, and other peer-reviewed sources.
   2. State the purpose of the paper.
   3. Discuss how the paper is organized and your main points will be discussed.

B. Discuss Programs
   1. Provide an overview of the father-child programs.
   2. Place information in a table format so that the reader can scan all programs and compare information.

C. Analyses
   1. Provide the results of program evaluation studies that demonstrate effectiveness of these programs.

D. Discussion

E. References

F. Biosketches
   1. Provide a one-paragraph overview of each author. Biosketches are often used to identify the author of scientific papers in peer-reviewed journals and scientific conference presentations.

3. WEEKLY QUIZZES
10 points each. Each week, you will take a ten-item quiz, open book, one-hour time limit. Each quiz is worth ten points. The format of the quiz questions will be multiple choice, true/false, and matching. Keep in mind that if you take too long, the computer might log you out thinking you’re not there. If it logs you out, that is your fault, and too bad. Before taking the quiz, you should have read and understood the assigned readings.

4. WEEKLY DISCUSSIONS
Each student receives a total of 65 points (see Gradebook) for participating in discussions. Post your comments on Monday, and read and respond to other student posting by the end of Wednesday. By the end of Thursday, the computer will automatically close the discussion and you will not be able to post comments.

YOU ARE REQUIRED TO RESPOND TO OTHER STUDENT POSTINGS. At the end of the semester, if you haven’t participated in the discussion, points will be deducted.

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HCSV 319 CORRECTIONAL HEALTH

Course Information from CSUC Catalog
Course Code/Number: HCSV 319
Course Title: Correctional Health
Credits/Semester Offered: 3.0 / Special Session

Course Description: Current status and future opportunities in health care for prisoners. Major health issues to be explored are addiction, sexuality, violence reduction, mental health, and health promotion. Special attention will be given to incarcerated women, juveniles, elders, and the mentally ill. Issues in worksite health promotion for prison employees will also be addressed.

COURSE OBJECTIVES

At the completion of the course, the student will be able to:

1. Explain the three basic rights of inmates to correctional health care.
2. Explain the significance of Estelle v. Gamble and how that case is related to quality correctional health care.
3. Explain social learning theory within the context of correctional health.
4. Discuss what factors are associated with providing quality correctional health care.
5. Discuss why post-release discharge planning is an essential service that needs to be provided by correctional facilities.
6. Discuss what factors are associated with the incarceration of women.
7. Describe innovative correctional programs to promote family bonds between incarcerated mothers with their children.
8. Johansen (2005): Discuss what correctional policies and programs are necessary for promoting family/social health of incarcerated women who are undocumented aliens.
9. Describe correctional program designed to promote family/social health between incarcerated fathers with their children.
10. Discuss the pros and cons of correctional programs to allow incarcerated women to raise their infants in the correctional facility.
11. Discuss what factors promote healthy living in juvenile correctional facilities.
12. Discuss the typical intake process used in juvenile correctional facilities.
13. Discuss the challenges for housing youth in correctional facilities.
14. Discuss the various treatment interventions and success indicators used in juvenile correctional facilities.
15. Discuss the etiology (origins) of communicable diseases (TB, hepatitis, HIV/AIDS) routes of transmission, medical treatment, and prevention strategies in correctional facilities.
16. Discuss liability issues with correctional condom distribution programs.
17. Discuss the concepts standard of care and deliberate indifference.
18. Discuss Title 42 Section 1983 as a justification for civil lawsuits by inmates.
19. Discuss the various models explaining prison violence.
20. Discuss what strategies have been used to reduce violence in correctional facilities.
21. Discuss the role of gangs in California contributing to violence in correctional facilities.
22. Define the following terms and recognize and example of each: drug, psychoactive drug, addictive behavior, co-occurrence, re-integration, aftercare.
23. Discuss how co-occurrence of drug abuse and mental illness affects the correctional system.
24. Analyze the purpose and value of aftercare for drug abusers, and discuss the challenges of re-integration.
25. Explain how factors are associated with suicide [gender, race, age, mental illness, substance abuse, type of
offense, time (time of day, hours/days after arrest, how long after incarceration in days, months, and years), and location of suicide and suicide attempts, suicide methods used].

27. Discuss strategies for preventing suicide in correctional facilities.
28. Describe two methods to maintain quality mental health care in correctional facilities.
29. Discuss programs to treat mentally ill offenders: diversion (community-based alternatives to incarceration and police-based), mental health courts, and corrections-based mental health programs.
30. Discuss the effects of an aging inmate population and the ability of the correctional system to provide adequate health care to this population.
31. Explain how correctional systems have responded to the special needs of elderly inmates.
32. Discuss what factors are associated with an increase in the aging population in correctional facilities.
33. Explain one example of best practices in correctional health care for elderly inmates.
34. Explain the difference between hospice and palliative care services in correctional facilities.
35. Explain how hospice and palliative standards of care are determined in correctional facilities.
36. Discuss what factors are considered for compassionate release from correctional facilities.
37. Discuss what factors contribute to correctional worker burnout.
38. Discuss the sources of stress for correctional workers, and what actions can be taken to prevent stress on the job.
39. Explain the four barriers to providing appropriate correctional health care as outlined by the National Commission for Correctional Health Care.
40. Discuss the challenges of health promotion programming in correctional facilities.
41. Discuss correctional condom distribution policies and rationale for such policies.
42. Discuss the Prison Rape Elimination Act of 2003 and the research findings.
43. Discuss societal attitudes toward inmates having sex.

DETAILED LEARNING OBJECTIVES

The learning objectives below are listed by chapter. The chapter objectives include all additional readings related to the topic.

Chapter 1 Correctional Health
1. Explain the concepts of prevention and control, and recognize an example of each.
2. Explain the three basic rights of inmates to correctional health care.
3. Explain the significance of Estelle v. Gamble and how that case is related to quality correctional health care.
4. Explain social learning theory within the context of correctional health.
5. Discuss what factors are associated with providing quality correctional health care.
6. Discuss why post-release discharge planning is an essential service that needs to be provided by correctional facilities.

Chapter 2 Mothers Behind Bars: Challenges and Opportunities
1. Discuss what factors are associated with the incarceration of women.
2. Describe innovative correctional programs to promote family bonds between incarcerated mothers with their children.
3. Describe correctional program designed to promote family/social health between incarcerated fathers with their children.
4. Discuss the pros and cons of correctional programs to allow incarcerated women to raise their infants in the correctional facility.
Chapter 3 Juvenile Correctional Health Care: Prevention and Education
1. Discuss what factors promote healthy living in juvenile correctional facilities.
2. Discuss the typical intake process used in juvenile correctional facilities.
3. Discuss the challenges for housing youth in correctional facilities.
4. Discuss the various treatment interventions and success indicators used in juvenile correctional facilities.

Chapter 4 Communicable Diseases: Community and Correctional Health
1. Discuss the etiology (origins) of communicable diseases (TB, hepatitis, HIV/AIDS) routes of transmission, medical treatment, and prevention strategies in correctional facilities.
2. Discuss liability issues with correctional condom distribution programs.

Chapter 5 Civil Liability When Dental Care is Denied to Prisoners and Inmates in Correctional Facilities
1. Discuss the concepts standard of care and deliberate indifference.
2. Differentiate between primary, secondary, and tertiary health care services.
3. Discuss Title 42 Section 1983 as a justification for civil lawsuits by inmates.
4. Identify what dental care is mandated by previous court cases.

Chapter 6 Violence Reduction: Incarceration Shouldn’t be a Death Sentence
1. Discuss the various models explaining prison violence.
2. Discuss what strategies have been used to reduce violence in correctional facilities.
3. Discuss the role of gangs in California contributing to violence in correctional facilities.

Chapter 7 Addictions in Corrections
1. Define the following terms and recognize and example of each: drug, psychoactive drug, addictive behavior, co-occurrence, re-integration, aftercare.
2. Discuss how co-occurrence of drug abuse and mental illness affects the correctional system.
3. Analyze the purpose and value of aftercare for drug abusers, and discuss the challenges of re-integration.

Chapter 8 Saving Lives Through Suicide Prevention
1. Explain how factors are associated with suicide [gender, race, age, mental illness, substance abuse, type of offense, time (time of day, hours/days after arrest, how long after incarceration in days, months, and years), and location of suicide and suicide attempts, suicide methods used].
2. Explain pros and cons of suicide risk profiling.
3. Discuss strategies for preventing suicide in correctional facilities.

Chapter 9 Correctional Mental Health: Problems, Prevalence, and Public Health
1. Describe two methods to maintain quality mental health care in correctional facilities.
2. Discuss programs to treat mentally ill offenders: diversion (community-based alternatives to incarceration and police-based), mental health courts, and corrections-based mental health programs.
3. Discuss the pros and cons of each type of program.

Chapter 10 Gray Matters: Elderly Jail and Prison Inmates
1. Discuss the effects of an aging inmate population and the ability of the correctional system to provide adequate health care to this population.
2. Explain how correctional systems have responded to the special needs of elderly inmates.
3. Discuss what factors are associated with an increase in the aging population in correctional facilities.
4. Explain one example of best practices in correctional health care for elderly inmates.

Chapter 11 Hospice and Palliative Care Behind Bars
1. Explain the difference between hospice and palliative care services in correctional facilities.
2. Explain how hospice and palliative standards of care are determined in correctional facilities. 
3. Discuss what factors are considered for compassionate release from correctional facilities.

Chapter 12 Doing Time Together: Correctional Officer Health
1. Discuss what factors contribute to correctional worker burnout.
2. Discuss the sources of stress for correctional workers, and what actions can be taken to prevent stress on the job.

Chapter 13 Opportunities for Change in Correctional Health
1. Explain the four barriers to providing appropriate correctional health care as outlined by the National Commission for Correctional Health Care.
2. Discuss the challenges of health promotion programming in correctional facilities.

Supplemental Readings
1. Identify the main points of each article and discuss how the article is related to the weekly topic.

Key Points to Consider
1. There are many dimensions of health (physical, psychological, social, spiritual, environmental). Thus, when we look at an inmate, we must consider all of these dimensions in a more holistic approach to health care.
2. Correctional health is directly tied to community health. What goes on in correctional facilities will affect the outside community and vice versa. Inmates come to the facility "broken" and must be fixed before they leave or else the community and law enforcement resources will be strained, and the individual is likely to commit more crimes.
3. PREVENTION, PREVENTION, PREVENTION. It is always best to prevent crimes from happening.
4. *Estelle v. Gamble* set in motion the right of inmates to health care. Inmates have three basic rights: (1) right to access to care, (2) right to care that is ordered, and (3) right to a professional medical judgment.
5. Discharge planning, discharge planning, discharge planning. It should not matter how long an individual is incarcerated. All inmates should have some level of discharge planning, even if it is a health assessment that can be passed to community agencies for follow up.
6. Inmates have mental illness, and their mental illnesses contribute significantly to crime. Treat the mental illness, and crime will be reduced.
7. We all have issues, including correctional workers. Treat all inmates with respect, dignity. Be objective, and conduct yourself in a professional manner.
8. No system is perfect, including the criminal justice system. Be realistic about what you can accomplish, and work within the system. If you are not realistic about what you can accomplish, you will burn out. You cannot save everyone, even though your heart wants to save everyone.
9. Inmates have families and loved ones. Even mass murders have loved ones, such as parents and grandparents, who want them to get better. Respect the family and social bonds, because these bonds are important for the rehabilitation of the inmate.

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DISCUSSION TOPICS

Each student receives a total of 65 points (see Gradebook) for participating in discussions. YOU ARE REQUIRED TO RESPOND TO OTHER STUDENT POSTINGS. At the end of the semester, if you haven’t participated in the discussion, points will be deducted.

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<thead>
<tr>
<th>Week</th>
<th>Chapter</th>
<th>Discussion Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>Chapter 1 Correctional Health</td>
<td><strong>Discussion Topic:</strong> Introduce Yourself to Class</td>
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<td>2</td>
<td>Chapter 5 Civil Liability When Dental Care is Denied to Prisoners and</td>
<td><strong>Discussion Topic:</strong> You are a new entry-level correctional administrator, partly overseeing the health clinic. You see violations of health care standards such as a physician not washing his hands in between treating patients, a nurse changing only some of the wound bandages, but not others, and an inmate being denied toothpaste because the prison ran out of funding for supplies. What is your primary responsibility to assure the inmate's constitutional rights are protected? What do you think the consequences will be?</td>
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<tr>
<td>3</td>
<td>Chapter 9 Correctional Mental Health: Problems, Prevalence, and Public Health</td>
<td><strong>Discussion Topic:</strong> People with mental illness often do not think there is anything wrong with them, especially for those who go to college, hold down a job, or are in a relationship. I’ve known many students who had mental illnesses from mild to severe, and some have committed crimes (e.g., DUI, felony DUI, resisting arrest while intoxicated, etc.) and were incarcerated. They also had co-occurring drug/alcohol abuse. How can we help some mentally ill students stay out of jail?</td>
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<td>4</td>
<td>Chapter 7 Addictions in Corrections</td>
<td><strong>Discussion Topic:</strong> If an inmate has a life sentence or on death row, should these individuals be allowed into drug treatment programs that may cost $50,000 per inmate?</td>
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<td>5</td>
<td>Sexuality Readings</td>
<td><strong>Discussion Topic:</strong> If an inmate believes he is not a man, but a woman, and a physician has approved medical and surgical treatment for gender-reassignment surgery, hormone treatments, and therapy, why shouldn’t this person be able to “change sexes”? Also, should this person be moved to an all-female correctional facility after gender-reassignment?</td>
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<td>6</td>
<td>Chapter 4 Communicable Diseases: Community and Correctional Health</td>
<td><strong>Discussion Topic:</strong> Inmates with INCURABLE viral infections such as HIV/AIDS, human papilloma virus (HPV causes genital warts), and herpes are integrated into the general prison population, knowing that sex in prison occurs. If an inmate becomes infected through consensual or rape, is the prison liable for housing infected inmates with non-infected? The key term here is &quot;incurable&quot;. Unlike bacterial infections where antibiotics may be used for curing the individual of the infection, viral infections cannot be cured with medicine.</td>
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<td>7</td>
<td>Chapter 2 Mothers Behind Bars: Challenges and Opportunities</td>
<td><strong>Discussion Topic:</strong> Incarcerated women are not ideal mothers. These women often place their child’s life in danger, and have committed serious crimes against society. After giving birth in prison, should incarcerated women be allowed to raise the child in</td>
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<td>Week</td>
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<td>prison when her other children are not allowed to live in the facility (ones placed in foster care or living with a relative)? Discuss pros and cons for the correctional system and the child, and back up your statements with facts and research.</td>
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<td>8</td>
<td>Chapter 3 Juvenile Correctional Health Care: Prevention and Education</td>
<td><strong>Discussion Topic:</strong> In previous discussions, we examined the pros and cons for “mixing” incarcerated populations. Many juveniles are in detention facilities because they committed crimes as a result of mental illnesses, personality disorders, learning disabilities (including perceptual and misinterpretation problems), anger, and other psychosocial health problems. Also, from the readings, males and females have different issues. Is there a group of juvenile offenders who should be segregated so that the rest of the population doesn’t get “contaminated”. What happens when you put a hundred, very dysfunctional people into the same room and have them live together and develop relationships? Please provide evidence from your research.</td>
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<td>9</td>
<td>Chapter 6 Violence Reduction: Incarceration Shouldn’t be a Death Sentence</td>
<td><strong>Discussion Topic:</strong> Why should society care about a California gang member being killed or committing suicide in prison?</td>
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<td>10</td>
<td>Chapter 8 Saving Lives Through Suicide Prevention</td>
<td><strong>Discussion Topic:</strong> A married, middle school teacher with two teenaged children is caught engaging in sex with a mature, 12-year-old girl in the locker room by a group of teachers and the principal, arrested, and locked up in the county jail. Discuss why this person is at risk for suicide, and the obligation of correctional workers to assure this person’s safety while in custody. Cite a case of this happening if you can find one online.</td>
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<td>11</td>
<td>Chapter 10 Gray Matters: Elderly Jail and Prison Inmates</td>
<td><strong>Discussion Topic:</strong> Better health care means longer life and higher costs of incarceration. Statistically, women will live the highest life expectancy, followed by white men. Black men will have the lowest life expectancy. What are the pros and cons of early-release programs for elderly inmates?</td>
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<td>12</td>
<td>Chapter 11 Hospice and Palliative Care Behind Bars</td>
<td><strong>Discussion Topic:</strong> Should an elderly prisoner serving a life sentence for mass murder (already served 30 years) be resuscitated? In other words, should these inmates have designated “DO NOT RESUSCITATE” (DNR) orders?</td>
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<tr>
<td>13</td>
<td>Chapter 13 Opportunities for Change in Correctional Health</td>
<td>No Discussion Topic</td>
</tr>
<tr>
<td>14</td>
<td>Course Evaluation</td>
<td><strong>Course Evaluation</strong> - Please discuss what worked, what didn’t work, and how to improve this introductory class. Please write constructive criticism of this course. Your input to making this a better online course is appreciated, and will not negatively impact your course grade. We want to offer this course again for criminal justice, social work, and other majors, thus, we need to know what you think of it so that we can tailor the course to your needs and interests.</td>
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Internet Links

Bureau of Justice Statistics
http://www.ojp.usdoj.gov/bjs/welcome.html

National Criminal Justice Reference Center
http://www.ncjrs.gov/index.html

SAMHSA’s National Mental Health Information Center
http://mentalhealth.samhsa.gov/

Revised June 22, 2010, Mark Tomita