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# **CRIM3022**

Public Health and Corrections

Term One // 2019

## Course Overview

### Staff Contact Details

#### Convenors

Name	Email	Availability	Location	Phone
Tony Butler	tbutler@unsw.edu.au	Wednesday 9am-12pm	Rm 619 Wallace Wurth Building	9385 9257

#### Lecturers

Name	Email	Availability	Location	Phone
Paul Simpson	p.simpson@unsw.edu.au	Wednesday 1pm-5pm	Rm 624 Wallace Wurth Building	9385 9263
Armita Adily	a.adily@unsw.edu.au	Wednesday 1pm-5pm	Rm 613 Wallace Wurth Building	9385 9003

### School Contact Information

School of Social Sciences

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## Course Details

### Credit Points 6

### Summary of the Course

Subject Area: *Criminology*

Prisoners, community-based offenders, and other detainee groups exert huge, social, health and economic impacts on the community and pose significant challenges for society. Those in contact with the justice system endure some of the worst health outcomes in the community in terms of mental illness, substance misuse, traumatic brain injury and infectious diseases (e.g. HIV and viral hepatitis). Many of these can be attributed to the social determinants of health and lifestyle factors including injecting drug use, alcohol abuse, sexual risk behaviours, body piercing, tattooing and violence. Contact with the justice system, including incarceration, presents an important opportunity to intervene and improve health outcomes of hard-to-access populations.

Significant overlap exists between public health and criminology in terms of offender rehabilitation as the criminogenic needs of this population are also public health priorities that operate in a complex legal, human rights, research, and policy environment.

In this course you will learn about the complex health needs of those in contact with the justice system and the importance of these for offender rehabilitation. Experts in this field (e.g. a former prisoner, prison administrator, prison doctor and prisoner support worker) will present and discuss the challenges and controversies in prisoner and offender health (e.g. harm reduction strategies in prison, treatment of the mentally ill in the justice system), researching offenders, ethical dilemmas, health service delivery in prison, and prevention and intervention strategies. A visit to a prison will provide an opportunity to reflect on some of these issues.

### Course Learning Outcomes

1. Identify the major public health issues affecting those in contact with the criminal justice system
2. Describe risk behaviours and their impact on health and offending among those in contact with the criminal justice system and the public health priority populations within the criminal justice system
3. Evaluate the key public health measures and policy responses targeted at those in contact with the criminal justice system
4. Identify the key ethical and human rights issues impacting on research conducted with prisoners
5. Communicate with different audiences (policy makers and the public) on public health issues affecting offenders using different communication strategies in an individual capacity and as part of a team

### Teaching Strategies

This course will be delivered through a mixture of presentations by lecturers and guest lecturers working within the offender health clinical and research field, and group tutorials. Given this is a new and introductory course on public health and criminal justice, lectures and guest presentations are an appropriate way of introducing and establishing student interest in this field. Students will be encouraged to actively participate in weekly tutorials via discussions of lecture content and allocated weekly readings with the assistance of a set of tutor led questions/discussion points.

In addition to this participatory approach to tutorials, students will take part in an assessable group debate where they will be encouraged to work in teams in preparing content for their debating topics via an online discussion board set-up in Moodle. Group debates will provide an opportunity for students to understand both sides of the somewhat controversial nature of the offender health field, including exploring aspects of human rights and ethics within the prison context. Online participation for group debates will assist in encouraging a group effort and provide a platform for easy discussion of ideas

# Assessment

## Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Reflection	25%	29/03/2019 11:59 PM	1
Public health policy brief	50%	12/04/2019 11:59 PM	1,2,3,4
Class debate	25%	18/04/2019 10:00 AM - 12:30 PM	2,3,4,5

## Assessment Details

### Assessment 1: Reflection

**Start date:** Not Applicable

**Length:** 800-1000

**Details:** Student to write a reflection (800-1000 words) on the link(s) between public health and criminal justice and relevance to discipline and/or future profession. Students will receive written feedback and a numerical grade within two weeks of submission. The feedback sheet/rubric will be available to students at the start of the course so that they can work towards specified standards.

**Turnitin setting:** This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

### Assessment 2: Public health policy brief

**Start date:** Not Applicable

**Length:** 2500 words

**Details:** Students will write a 2500 word policy brief on their choice of a public health issue in Australia affecting prison populations (e.g. mental health, substance use, or infectious diseases). The student will be asked to adopt the persona of an intern for the Department of Justice and Attorney-General who has been asked to prepare a briefing paper to a Minister on a policy response to the chosen public health issue. The student should critically examine the evidence to inform the policy response. Final assessment task. Students will receive written feedback and a numerical grade within two weeks of submission. The feedback sheet/rubric will be available to students at the start of the course so that they can work towards specified standards.

**Turnitin setting:** This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

### Assessment 3: Class debate

**Start date:** Not Applicable

**Length:** 12 minutes per debate team

**Details:** Students will form teams of 3-4 depending on numbers and collaborate to participate in a class debate on a key and contentious offender health issues (e.g. should needle and syringe programs be allowed in prison, should offenders with mental illness be diverted away from prison and into treatments, should condoms be provided to prisoners, should prisoners have access to certain health treatments). Students will be allocated readings to inform key debate points. Internal students will participate in face-to-face tutorials held either before or after lectures; distance students will participate in an on-line tutorial group. Students will receive written feedback and a numerical grade within two weeks of submission. The feedback sheet/rubric will be available to students at the start of the course so that they can work towards specified standards.

**Turnitin setting:** This is not a Turnitin assignment

## Attendance Requirements

Students are required to attend 50% of lectures (including the lecture slot set aside for the class debate).

## Course Schedule

[View class timetable](#)

### Timetable

Date	Type	Content
Week 1: 18 February - 24 February	Lecture	<b>Introduction to public health concepts:</b> <ul style="list-style-type: none"> <li>• Course overview &amp; introductions</li> <li>• Global trends in prisoner population</li> <li>• Australian prisoner population</li> <li>• Public health approach &amp; application to criminology</li> <li>• Legal covenants protecting prisoners' health</li> </ul>
Week 2: 25 February - 3 March	Lecture	<b>Mental health and criminal justice populations:</b> <ul style="list-style-type: none"> <li>• Prevalence of mental illness in prisoners</li> <li>• Treatment of mental illness in prison</li> <li>• Court diversion schemes for the mentally ill offenders</li> <li>• Neuropsychiatric illness in offenders</li> </ul>
Week 3: 4 March - 10 March	Lecture	<b>Substance use in criminal justice populations:</b> <ul style="list-style-type: none"> <li>• Substance use and offending</li> <li>• Prison based substance abuse, treatment, residential care and recidivism</li> <li>• Treating substance and tobacco use to improve public health and safety</li> </ul>
Week 4: 11 March - 17 March	Lecture	<b>Sexual health:</b> <ul style="list-style-type: none"> <li>• Engagement in sexual risk behaviours</li> <li>• Attitudes to sex and relationships</li> <li>• Condoms &amp; dental dam use in prisons</li> <li>• Sexual assault and sexual coercion in prison</li> </ul>
Week 5: 18 March - 24 March	Lecture	<b>LGBTIQ issues in offender populations:</b> <ul style="list-style-type: none"> <li>• Why look at sexual and gender minority people in the criminal justice system?</li> <li>• Pathways that sexual and gender minority people enter the criminal justice system</li> <li>• Sex, sexuality and gender identity in prison</li> <li>• Key health, legal and human rights issues affecting sexual and gender minority people</li> </ul>

		<p>in prison</p> <ul style="list-style-type: none"> <li>• Public health and policy responses to sexual and gender minority people in prison</li> </ul>
Week 6: 25 March - 31 March	Lecture	<p><b>Communicable diseases:</b></p> <ul style="list-style-type: none"> <li>• Blood-borne viruses and their prevalence</li> <li>• Transmission of blood-borne viruses in prison</li> <li>• Harm minimisation approaches in prison (e.g. NSPs, bleach, safe tattooing, condoms)</li> <li>• Treatment of communicable diseases in prison</li> </ul>
Week 7: 1 April - 7 April	Lecture	<p><b>A public health approach to violence:</b></p> <ul style="list-style-type: none"> <li>• Violence as a public health problem</li> <li>• Risk and protective factors for violence</li> <li>• Violence prevention strategies</li> <li>• Ethical and human right issues in relation to violence prevention policy and programs</li> <li>• Family and domestic violence</li> </ul>
Week 8: 8 April - 14 April	Lecture	<p><b>Ethical issues and research challenges with offenders:</b></p> <ul style="list-style-type: none"> <li>• Ethical frameworks governing research</li> <li>• Common concerns of ethics committees</li> <li>• Research issues in offender populations</li> <li>• Use of prisoners in research – historical perspective</li> <li>• Use of prisoners in research – stakeholder views (including prisoners)</li> </ul>
Week 9: 15 April - 21 April	Presentation	Assessment 3 (debate) held on this day.
Week 11: 29 April - 1 May	Lecture	<p><b>Guest lectures (perspectives from ex-prisoners, prison medical services, and custodial):</b></p> <p>Describe the key prisoner health issues from the perspective of the prison doctor, custodial, and ex-prisoner perspectives.</p> <p>Note that due to ANZAC day this class has been rescheduled from the 25th April to the 30th April.</p>

## Resources

### Prescribed Resources

#### Week 1: Introduction to public health concepts

##### **Required:**

Moore MH. (1995). Public health and criminal justice approaches to prevention. In: Tonry M, Farrington D. (Eds.) Building a safer society. Strategic approaches to crime prevention.

Ackers TA, Lanier M. (2009). Epidemiological criminology: Coming full circle. *American Journal of Public Health*, 99, 397-402

##### **Further readings:**

Wildeman C, Wang EA. (2017). Mass incarceration, public health, and widening inequality in the USA. *Lancet*, 389,1464-1474.

Glaser JB, Greifinger RB. (1993). Correctional health care: a public health opportunity. *Annals of Internal Medicine*, 118, 139-145.

#### Week 2: Mental health in the criminal justice system

##### **Required:**

Kupers, T. (1999). Prison Madness. The mental health crisis behind bars and what we must do about it. Jossey-Bass. California. Chapters 1 & 2.

Fazel S, Danesh J. (2012). Severe mental illness in 33,588 prisoners worldwide: systematic review and meta-regression analysis. *British Journal of Psychiatry*, 200, 364-373.

##### **Further readings:**

Butler T, Andrews G, Allnut S, Smith N, et al. (2006). Mental Disorders in Australian Prisoners: a comparison with a community sample. *Australia and New Zealand Journal of Psychiatry*, 40, 272-276.

Fazel S, Zetterqvist J, Larsson H, Långström N, et al. (2014). Antipsychotics, mood stabilisers, and risk of violent crime. *Lancet*, 384,1206-1214.

Fazel S, Doll H, Langstrom N. (2008). Mental disorders among adolescents in juvenile detention and correctional facilities: A systematic review and metaregression analysis of 25 surveys. *Journal of the American Academy of Child and Adolescent Psychiatry*, 47, 1010e9.

#### Week 3: Substance use

##### **Required:**

Bennett T, Holloway K. and Farrington D. (2008). The statistical association between drug misuse and crime: A meta-analysis, *Aggression and Violent Behavior*, 13, 107-118

Butler T, Levy M, Dolan K. and Kaldor J. (2003). Drug use and its correlates in an Australian prisoner population, *Addiction Research and Theory*, 11, 89-101.

**Further readings:**

Stone A, Becker L, Huber A, and Catalano R. (2012) Review of risk and protective factors of substance use and problem use in emerging adulthood, *Addictive Behaviors*, 37, 747-775.

Stover H. and Hariga F. (2016). Prison-based needle and syringe programmes (PNSP) – Still highly controversial after all these years, *Drugs: Education, Prevention and Policy*, 23, 103-112.

Fazel S, Bains P, Doll H. (2006). Substance abuse and dependence in prisoners: A systematic review. *Addiction*, 101, 181-191.

Week 4: Sexual health

**Required:**

Butler T, Richters J, Yap L, Donovan B. (2013). Condoms for prisoners: no evidence that they increase sex in prison, but they increase safe sex. *Sexually Transmitted Infections*, 89, 377-79.

Malacova E, Butler T, Richters J, Yap L, et al. (2011). Attitudes towards sex: a comparison of prisoners and the general community. *Sexual Health*, 8, 355–362.

**Further readings:**

Beck, A., Harrison, P. (2007). Sexual Victimization in State and Federal Prisons Reported by Inmates. Available at: <https://www.bjs.gov/content/pub/pdf/svsfpri07.pdf>

Butler T, Richters J, Yap L, Papanastasiou C, et al. (2010). *Sexual health and behaviour of Queensland prisoners with Queensland and New South Wales comparisons*. ISBN: 978-0-9807054-0-9. Available at: [https://kirby.unsw.edu.au/sites/default/files/kirby/report/SHP\\_QLD-Prisoner-Report-2010.pdf](https://kirby.unsw.edu.au/sites/default/files/kirby/report/SHP_QLD-Prisoner-Report-2010.pdf)

Week 5: LGBTIQ people and the criminal justice system

**Required:**

Conover-Williams M. (2014). The Queer Delinquent: Impacts of Risk and Protective Factors on Sexual Minority Juvenile Offending in the U.S. In: Peterson, D. & Panfil, V. R. (eds.) *Handbook of LGBT Communities, Crime, and Justice*. New York, NY: Springer New York.

Wilson M, Simpson PL, Butler TG, Richters J, Yap L, and Donovan B. (2017). “You’re a woman, a convenience, a cat, a poof, a thing, an idiot”: Transgender women negotiating sexual experiences in men’s prisons in Australia’, *Sexualities*, 20, 380 – 402.

**Further readings:**

Mogul JL, Ritchie AJ, and Whitlock K. (2011). Chapter 3 : The Ghosts of Stonewall : Policing Gender, Policing Sex. In Mogul JL, Ritchie AJ, and Whitlock K. (eds.) *Queer (in)justice*. Boston: Beacon Press.

Rodgers J, Asquith N, and Dwyer A. (2017). Cisnormativity, criminalisation, vulnerability: Transgender people in prisons', *Tasmanian Institute of Law Enforcement Studies briefing paper*, 12, (1-13).

Week 6: Communicable diseases

**Required:**

Reekie J, Levy M, Richards A, Wake C, et al. (2014). Trends in HIV, hepatitis B and hepatitis C prevalence among Australian prisoners – 2004, 2007, 2010. *Medical Journal of Australia*, 200, 277-280.

Larney S, Kopinski H, Beckwith CG, Zaller ND, et al. (2013). Incidence and prevalence of hepatitis C in prisons and other closed settings: results of a systematic review and meta-analysis. *Hepatology*, 58, 1215-1224.

Niveau G. (2006). Prevention of infectious disease transmission in correctional settings: a review. *Public Health*, 120, 33-41.

**Further readings:**

Butler T and Simpson M. (2017). National Prison Entrants' Bloodborne Virus Survey Report 2004, 2007, 2010, 2013, 2016. Kirby Institute (UNSW Australia). Available at: [https://kirby.unsw.edu.au/sites/default/files/kirby/report/JHP\\_National-Prison-Entrants-Report-2004-2007-2010-2013-2016.pdf](https://kirby.unsw.edu.au/sites/default/files/kirby/report/JHP_National-Prison-Entrants-Report-2004-2007-2010-2013-2016.pdf)

Week 7: A public health approach to violence

**Required:**

Slutkin G. (2017). Reducing violence as the next great public health achievement. *Nature Human Behaviour*. Available at: <https://www.nature.com/articles/s41562-016-0025.pdf>

Chapters 11 & 13. In: Akers TA, Petter RH, Hill CV, eds. *Epidemiological Criminology: A public health approach to crime and violence*. San Francisco: Wiley; 2012.

**Further readings:**

Nittis M, Hughes R, Gray C, Ashton M. (2013). Domestic violence documentation project 2012. *Journal of Forensic and Legal Medicine*, 20, 683 – 689.

Pinto LA, Sullivan EL, Rosenbaum A, et al. (2010). Biological correlates of intimate partner violence perpetration. *Aggression and Violent Behavior*, 15, 387-398.

Dahlberg LL & Krug EG. (2002). Violence – a global public health problem (Chapter 1) In Krug EG, Dahlberg LL, Mercy JA, Zwi AB, R. L. (2002). World report on violence. Geneva: World Health Organization Available at: [http://apps.who.int/iris/bitstream/10665/42495/1/9241545615\\_eng.pdf](http://apps.who.int/iris/bitstream/10665/42495/1/9241545615_eng.pdf)

### Week 8: Ethical issues and research challenges

#### **Required:**

Hornblum AM. (1997). They were cheap and available: prisoners as research subjects in twentieth century America. The BMJ, 315, 1437-1441.

Lerner B. (2007). Subjects or objects? Prisoners and human experimentation. New England Journal of Medicine, 356, 1806-1807.

#### **Further reading:**

Smoyer AB, Blankenship KM, Belt B. (2009). Compensation for Incarcerated Research Participants: Diverse State Policies Suggest a New Research Agenda. American Journal of Public Health, 99, 1746-1752.

Matheson FI, Forrester P, Brazil A, Doherty S, et al. (2012). Incentives for Research Participation: Policy and Practice From Canadian Corrections. American Journal of Public Health, 102,1438-1442.

Some Social Scientists Are Tired of Asking for Permission The New York Times.

<https://nyti.ms/2rKLG0v>

### **Recommended Resources**

### **Course Evaluation and Development**

## **Submission of Assessment Tasks**

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### **Turnitin Submission**

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on [externalteltsupport@unsw.edu.au](mailto:externalteltsupport@unsw.edu.au). Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

## Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

**Copying:** using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

**Inappropriate paraphrasing:** Changing a few words and phrases while mostly retaining the original structure and/or progression of ideas of the original, and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

**Collusion:** working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

**Inappropriate citation:** Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

**Duplication ("self-plagiarism"):** submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (<http://www.lc.unsw.edu.au/>). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time

- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW.

<http://subjectguides.library.unsw.edu.au/elise/aboutelise>

## **Academic Information**

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
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- student equity and disability;
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<https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

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