

General Studies Gold Request Form

Consult the [General Studies Request FAQ](#) for more information and quick answers.

New permanent numbered courses must be submitted to the workflow in [Kuali CM](#) before a General Studies request is submitted here. The General Studies Council will not review requests ahead of a new course proposal being sent to the Senate.

Submission Information

College/School

Watts College of Public Service & Community Solutions (CPP)

Department/School

School of Criminology and Criminal Justice (CCRIMJUS)

Submission Type

Mandatory Review

ASU Request

Is this request for a permanent course or a topic?

Permanent Course

Subject Code

CRJ

Course Number

435

Units/Credit Hours

3

Course Information

Enter the course catalog information, found in the [web course catalog](#) or [Kuali CM](#).

Course Title

Crime and Forensic Mental Health

Course Catalog Description

Clinical assessment of people under court jurisdiction. Topics include psychological paradigms, nomenclature of mental disorders, forensic clinical assessment, mental disorders and crime, legal standards governing mentally disordered criminal offenders.

Enrollment Requirements (Prerequisites, Corequisites, and/or Antirequisites)

Prereq(s) w/C or better: Crimnlgy&Crim Just BS: CRJ 302; CRJ 303 OR Law&Hmn Behv cert: CRJ 302; CRJ 303 or PSY 230; PSY 290 OR Psych (Forens Psych) BA/BS: PSY 230; PSY 290 OR Pub Serv&Pub Pol (Crimnlgy, Emer Mgt&Hmld Sec, or Law&Pol) BS: PAF 301; PAF 302

Is this a crosslisted course?

No

Is this course offered by (shared with) another academic unit?

No

If this course or topic already carries a different General Studies Gold (not Maroon) designation than the one being requested, please check this box.

General Studies Gold Designation Request

Requested Designation

Social and Behavioral Sciences (SOBE)

Attach a representative syllabus for the course, including course learning outcomes and descriptions of assignments and assessments.

[2025SpringC-CRJ435G-Levitan.pdf](#)

Social and Behavioral Sciences (SOBE)

Courses in social sciences and behavioral sciences expose students to the systematic investigation of human institutions, relationships, social structures, behavior, emotions, communication, and health. Students will learn about evidence, methods, and approaches that social and behavioral scientists use to analyze, understand, and describe human activities, experiences, and systems. They will learn how social scientists and behavioral scientists conduct research, how they disseminate their findings, and how the findings from social and behavioral science can be used in the pursuit of individual, societal, and policy goals.

Most of the course content should align with the Gold category learning outcomes.

Instructions: In the fields below, state the assignment, project, or assessment that will measure each learning outcome, and provide a description. The description should provide enough detail to show how it measures the learning outcome. If needed, more than one can be identified.

The proposal does not need to include all course assessments that measure a given learning outcome. The provided assessment should include sufficient detail to allow the subcommittee to make their evaluation. When appropriate, the same assessment can be listed for more than one learning outcome (e.g., a culminating project).

You may provide links to a document (Google Drive or Dropbox) that includes the relevant details for the assessment. **Do not provide links to Canvas shells.**

SOBE Learning Outcome 1: Utilize behavioral or social science approaches, qualitative or quantitative, to examine aspects of human experiences or explain social or behavioral phenomena.

Exam 1, 2, & 3

a. There will be three exams which include a combination of forced choice (e.g., true/false, multiple choice) and short essay questions.

1. You need to create a treatment plan for a child diagnosed with attention-deficit hyperactivity disorder - combined type to address symptoms exhibited at both home and school. Describe three distinct components of an intervention that you would recommend based on empirical research regarding effective treatments for ADHD covered in the course material.
2. Describe two individual characteristics and two environmental factors that have been associated with an increased risk of developing PTSD after experiencing a trauma, such as sexual abuse.
3. You need to create a treatment plan for a child diagnosed with conduct disorder to address symptoms exhibited at both home and school. Describe three distinct components of an intervention that you would recommend based on empirical research regarding effective treatments for conduct disorder covered in the course material.
4. Imagine you are treating a male patient who has been diagnosed with major depression. Describe four different factors that would increase your concern that the patient may be at risk for attempting suicide based on existing research.

SOBE Learning Outcome 2: Describe the strengths and limitations of behavioral or social science methods in predicting or understanding human behavior.

- a. Exam 1, 2, & 3
- b. Writing Assignments (various)

- a. See above for description
 1. Describe four key differences between psychologists and psychiatrists in terms of their training and primary approach to treating mental health disorders.
 2. Describe four unique differences between psychological assessments conducted in therapeutic settings versus those done as part of forensic evaluations for the court.
- b. Students will review actual case studies and/or redacted profiles to evaluate, diagnose, and provide treatment recommendations. They will need to utilize DSM-5-TR criteria to identify behavior, explain convergent and discriminant symptoms, and provide risk assessment utilizing dynamic and static factors. Essays will conclude with identifying strengths and limitations of empirically validated tools in predicting recidivism.

SOBE Learning Outcome 3: Communicate coherent arguments using evidence drawn from qualitative or quantitative sources.

- a. Writing Assignments (various)
- b. Discussions

- a. See above for description
- b. Students will discuss research outcomes and potential reasons for variance in prevalence rates found between various peer-reviewed articles specifically as it relates to risk, recidivism, and gender differences.

List all course-specific learning outcomes. Where appropriate, identify the associated SOBE learning outcome(s) in brackets (see below for example). Note: It is expected that a majority of course-specific learning outcomes will be associated with a SOBE learning outcome.

1. Explain what “abnormal psychology” and “forensic psychology/psychiatry” are and how they differ from other branches of psychology and medicine. [SOBE LO1], [SOBE LO2]
2. Identify key symptoms, etiological factors, and effective treatments associated with selected mental health disorders from the Diagnostic and Statistical Manual of Mental Disorders – 5th Editions (DSM-5) and analyze how these disorders are related to criminal behavior. [SOBE LO1]
3. Describe the role of clinical forensic assessment in the management and treatment of individuals in the criminal justice system, including strengths and weaknesses of various assessment techniques. [SOBE LO2]
4. Differentiate the historical and current psycho-legal standards for major criminal competencies (insanity, diminished capacity, etc.) and how these laws can impact sentencing.[SOBE LO3]
5. Delineate how criminal justice policies and practices have been adapted to effectively manage and treat mental health disorders based on the sequential intercept model. [SOBE LO1]
6. Evaluate the rights and responsibilities of patients and clinicians in forensic settings, including special rules regarding confidentiality, informed consent, and the right to refuse treatment. [SOBE LO2], [SOBE LO3]

Provost Use Only

Backmapped Maroon Approval

No Response

Form Submission - Proposer

Submitted for Approval | Proposer

Alexis Cibrian - February 14, 2025 at 5:09 PM (America/Phoenix)

Department Approval

Approved

Chris Hiryak

Cody Telep - February 14, 2025 at 5:50 PM (America/Phoenix)

GSC Coordinator Review

Approved

TJ Robedeau - February 17, 2025 at 8:52 AM (America/Phoenix)

April Randall

Assistant Vice Provost Review

Approved

Tamiko Azuma - February 17, 2025 at 1:34 PM (America/Phoenix)

Required components confirmed.

Pre-GSC Meeting

Approved

TJ Robedeau - March 3, 2025 at 12:49 PM (America/Phoenix)

April Randall

Social and Behavioral Sciences (SOBE) Subcommittee

Acknowledgement Requested

Dawn DeLay

Cara McDaniel

Jen Eden

Emily Mertz - March 25, 2025 at 8:57 AM (America/Phoenix)

Thank you for the submission. The SOBE subcommittee recommends revise and resubmit based on the following feedback. For LO3, please provide a specific assessment that measures the learning outcome in the Kuali form. It is unclear what the assessment is based on given the current brief description. It's not clear how learners are specifically communicating arguments drawn from qualitative or quantitative evidence. Please provide additional information for this assessment.

General Studies Council Meeting

Waiting for Approval

TJ Robedeau

April Randall

Proposer Notification

Notification

Alexis Cibrian

College Notification

Notification

Stephanie Alvey

Judy Krysik

Margaretha Bentley

Cody Telep

Olya Sharifi

Chris Hiryak

William Terrill