

Justice, Restoration, and Mental Health
PC 3253
Summer 2021
June 1-June 11th
9:00am – noon (ET)
Online

Instructor

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Office Hours

Meetings with the instructor are available by appointment
Please use my online calendar to schedule appointments: <https://calendly.com/ashleyahicks>

Course description

This intensive seminar seeks to unpack our understanding of justice and restoration with a specific focus on the issue of mental health. Students will engage with material from psychological, theological, ethical, legal, and therapeutic perspectives to better understand the constructs of mental illness, mental health, harm, restoration, and justice. We will pay special attention to the relationship between the criminal justice system and the mental health system and discuss the criminalization of mental illness and its impact on the thriving of all people.

In this course, students will examine these concepts from both micro and macro levels of analysis. At a micro level we will address how harm can occur as a result of mental illness well as how harm is perpetrated against those with mental health concerns. We will utilize the theories of optimal psychology (OP) and contextual therapy (CT) as the basis by which we frame our understanding of the interpersonal (familial, community, and collective) dynamics that occur as a result of issues of mental illness, justice, fairness, and repair. These theoretical frameworks will provide students with tools to begin to engage in the work of addressing justice, fairness, and wholeness with those whom they provide care. At a macro level, we will build on our understanding of OP and CT and utilize Christian ethics, political philosophy, and psychological jurisprudence to better understand the current state of justice as it relates to mental health in our society. Students will begin to answer the following questions:

- What is justice? What is restoration?
- How are these two constructs connected to mental illness in American society?
- What is the role of the legal or criminal system in perpetuation harm against people because of issues related to mental health?
- How can restorative practices and approaches be contextualized as alternative ways to address issues of mental illness in society at large and our own ministerial contexts?
- How does the Christian tradition call for and resource work for justice and restoration?

MFT Student Learning Outcomes

SLO # 1 Graduating students will be able to flexibly conduct evidence-based, systemic therapy with individuals, couples and families that meets entry-level professional standards.

SLO # 2 Graduating students will demonstrate a broad knowledge of systemic theory and MFT treatment models.

SLO # 3 Graduating students will demonstrate ethical knowledge and ethical practices that meet professional and legal standards in the field.

SLO # 4 Graduating students will be able to use a multi-contextual approach to Marriage and Family Therapy that attends to religious, cultural, racial, economic, gender, and sexual orientation diversity and intersectional contexts in client, client-therapist, supervisory, and broader social systems.

SLO # 5 Graduating students will be able to use a clinically appropriate theological/spiritual framework in the practice of Marriage and Family Therapy.

SLO # 6 Graduating students will be able to apply an ethical framework, including but not limited to the AAMFT Code of Ethics, to make appropriate decisions in therapy, advocacy, service and public participation.

Course Objectives

1. Demonstrate critical awareness of a working definition of justice and restoration that is useful for addressing issues of mental health **(SLO1 and SLO6)**
2. Articulate the major tenants of optimal psychology (OP) and contextual therapy (CT) theories **(SLO2)**
3. Conceptualize client material using OP or CT theory to address issues of interpersonal or societal injustice **(SLO2 and SLO4)**
4. Identify ways in which their own religious or spiritual traditions resource the use of restorative practices or approaches to addressing mental illness in their ministerial context **(SLO5)**

Course Requirements

1) Class Attendance and Participation (15%)

Students are expected to be in class on time and prepared to discuss assigned readings. This seminar has been created to be a forum for critical discussion, based first of all on the common readings assigned. Therefore, careful reading of the materials by each participant is important to the success of the seminar for all of us. It is imperative that you ***complete assigned readings and are prepared to discuss them*** for the designated class meetings. As a result, meaningful participation and attendance are a key portion of your grade. Absences and lack of participation will impact your final grade.

2) Defining Justice Paper – First Draft and Final Draft (30%)

- a. First draft: Students will write an initial 5 page paper prior to the seminar to be turned in to the professor by **May 28, 2021 @ noon** answering the following questions:

- i. What is justice?
- ii. What is restoration?
- iii. How are these two constructs connected to mental illness in American society?

- b. Final Draft: Students will turn in a revised version of this paper that takes into account information learned in the class and takes into account feedback on their initial draft. **Due June 11th by 11:59pm**
- 3) Spiritual Integration Brief and Presentation (25%)**
- a. Students will provide a 2 page brief that identifies ways in which their own religious or spiritual traditions resource the use of restorative practices or approaches to addressing mental illness in their ministerial context. Students briefs must consist of the following:
 - i. Ministerial Context
 - ii. Overview of restorative practices or approach to be utilized
 - iii. Goals and objectives of restorative intervention
 - iv. Supporting Theological, Ethical and/or therapeutic background
 - v. Potential barriers, limitations, or additional supports needed
 - b. Students will present their research and theological reflection in a small group presentation on the due date during the seminar.
 - i. **Presentation will be occur on June 9th in class.**
 - ii. **2 page brief should be submitted online by 11:59pm on June 8th**
- 4) Optimal Psychology or Contextual Therapy Case Study (30%)**
 Students will be required to complete a 7-10 page case study utilizing optimal psychology or contextual therapy theory to conceptualize a current or past client system.
Due June 18th by 11:59pm

Course Readings (required)

Books

- Boszormenyi-Nagy, I. K. (1986). *Between give and take: A clinical guide to contextual therapy*. Routledge.
- Gardner, E. C. (2009). *Justice and Christian ethics*. Cambridge University Press.
- Myers (2003). *Our health matters: Guide to an African (Indigenous) American psychology and cultural model for creating a climate and culture of optimal health*. Columbus, Ohio: Ohio Commission on Minority Health. <https://archive.org/details/ourhealthmatters00unse>

Articles and Book Chapters (CAMS)

- Arrigo, B. A., & Bersot, H. Y. (2016). Psychological jurisprudence: Problems with and prospects for mental health and justice system reform. In *Mental Health, Crime and Criminal Justice* (pp. 266-283). Palgrave Macmillan, London.
- Barlow, J. N. (2018). Restoring Optimal Black Mental Health and Reversing Intergenerational Trauma in an Era of Black Lives Matter. *Biography*, (4), 895.
- Burns, J. (2013). A Restorative Justice Model for Mental Health Courts. *S. Cal. Rev. L. & Soc. Just.*, 23, 427.
- Cooper, L. A., & Williams, D. R. (2020). Excess deaths from COVID-19, community bereavement, and restorative justice for communities of color. *Jama*, 324(15), 1491-1492. <https://jamanetwork.com/journals/jama/fullarticle/2771762>
- Daniels, N. (2001). Justice, health, and healthcare. *American Journal of Bioethics*, 1(2), 2-16.
- Dragomir, R. R., & Tadros, E. (2020). Exploring the impacts of racial disparity within the American juvenile justice system. *Juvenile and Family Court Journal*, 71(2), 61-73.

- Fox, D. R. (1993). Psychological jurisprudence and radical social change. *American Psychologist*, 48(3), 234.
https://s3.amazonaws.com/academia.edu.documents/39054713/1993_psychjuris.pdf?AWSAccessKeyId=AKIAIWOWYYGZ2Y53UL3A&Expires=1552518679&Signature=75iwGwgJ%2FMHG9Ec%2F%2Bhu9AYbUiH4%3D&response-content-disposition=inline%3B%20filename%3DPsychological+Jurisprudence+and+Radical.pdf
- Hollenbach, D. (2002). The common good and Christian ethics (Vol. 22). Cambridge University Press. Chapters 6-7 pp. 137-211
- Hollenbach, D. (2002). The common good and Christian ethics (Vol. 22). Cambridge University Press. Chapters 4-7 pp. 87-211
<https://link.springer.com/content/pdf/10.1007/s12207-019-09363-9.pdf>
https://onlinelibrary.wiley.com/doi/pdf/10.1111/jfcj.12165?casa_token=cvalewCBeH4AAAA:zXyg8_TegOua8iMOOnN3sWJJycCa7dH1jFiZLI3D3q8AO9zlw-Irhg6TeNFBt8RI6eoksH78zQXa8g01Tw
<https://web.a.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=0&sid=27804473-94db-406f-964e-8eab86563bb8%40sessionmgr4008>
- Kaur, M., De Boer, R. J., Oates, A., Rafferty, J., & Dekker, S. (2019). Restorative just culture: a study of the practical and economic effects of implementing restorative justice in an NHS trust. In *MATEC Web of Conferences* (Vol. 273, p. 01007). EDP Sciences.
https://www.matec-conferences.org/articles/mateconf/pdf/2019/22/mateconf_icsc_eswc2018_01007.pdf
- Kious, B. M. Justice, Fairness, and Mental Health Care. In *The Oxford Handbook of Psychiatric Ethics*.
- Lee, L. H., & Cain, D. S. (2020). Mental Health Policy for Justice-Involved Persons: Exploring History, Perspectives, and Models in the United States. *Best Practices in Mental Health*, 16(2), 55-68.
- Lloyd, A., & Borrill, J. (2020). Examining the effectiveness of restorative justice in reducing victims' post-traumatic stress. *Psychological injury and law*, 13(1), 77-89.
- Myers, L. J. (2013). Restoration of Spirit: An African-Centered Communal Health Model. *Journal of Black Psychology*, 39(3), 257-260.
- Ray, B., Sapp, D., & Thelin, R. (2016). Evaluation of the Marion County Mental Health Alternative Court.
https://archives.iupui.edu/bitstream/handle/2450/11286/MentalHealthBrief_Final20031516.pdf?sequence=1
- Ruger, J. P. (2004). Health and social justice. *The Lancet*, 364(9439), 1075-1080.
- Thomas, E. C., Bilger, A., Wilson, A. B., & Draine, J. (2018). Conceptualizing restorative justice for people with mental illnesses leaving prison or jail. *The American journal of orthopsychiatry*.
https://www.researchgate.net/publication/321491498_Conceptualizing_Restorative_Justice_for_People_with_Mental_Illnesses_Leaving_Prison_or_Jail
- van der Meiden, J., Noordegraaf, M., & van Ewijk, H. (2018). Applying the paradigm of relational ethics into contextual therapy. Analyzing the practice of Ivan Boszormenyi-Nagy. *Journal of marital and family therapy*, 44(3), 499-511.
- Ware, N. C., Hopper, K., Tugenberg, T., Dickey, B., & Fisher, D. (2007). Connectedness and citizenship: Redefining social integration. *Psychiatric services*, 58(4), 469-474.
<https://ps.psychiatryonline.org/doi/full/10.1176/ps.2007.58.4.469>

Online Resources

Community Healing Network Emotional Emancipation Circles:

<https://www.communityhealingnet.org/emotional-emancipation-circle/>

The Emotional Emancipation Circle Initiative

<https://www.abpsi.org/EEC.html>

Restorative Justice & Mental Health as Young Indigenous Woman

<https://reimaginingthenewskool.files.wordpress.com/2015/05/58-61.pdf>

Tribal Healing to Wellness Courts

<http://www.wellnesscourts.org/>

An Overview

<http://www.wellnesscourts.org/files/THWC%20Overview%20Final%20-%20Sept%20%202014.pdf>

Case Management

<http://www.wellnesscourts.org/files/HTWC%20Case%20Management.pdf>

Connecting Mental Health and Justice for All

https://www.huffingtonpost.com/wayne-meisel/connecting-mental-health-_b_9509090.html

Mental Health America Policy Statements

Children with Emotional Disorders in The Juvenile Justice System

<http://www.mentalhealthamerica.net/positions/juvenile-justice>

Mental Health Courts

<http://www.mentalhealthamerica.net/positions/mental-health-courts>

Mental Health Treatment in Correctional Facilities

<http://www.mentalhealthamerica.net/positions/correctional-facility-treatment>

Life Anew Restorative Justice <https://www.elifeanew.com/>

RJOY <https://www.elifeanew.com/media>

Course Policies

Student responsibility- Class attendance is expected. Read the assigned material prior to each class session and come to class prepared to participate in the discussions. You are responsible for all assignments, material presented in class, as well as in the text. Lectures may supplement, highlight, or bring something entirely different from what is included in the text.

Classroom Behavior - Tardiness and early departures are distracting and not appreciated by me as the instructor, nor your fellow classmates. Please avoid these behaviors unless absolutely necessary.

Issues of Privacy and Confidentiality - Given the potentially sensitive nature of the course topics we need a supportive and respectful environment that allows the ability to share viewpoints, experiences, and thoughts. Please do not discuss anything that people share in class with others outside of the class. In other words, please exercise confidentiality, any discussion in the class should stay in the class

Inclusive/Expansive Language – The practice of using inclusive language is encouraged of all LPTS staff, students, and faculty. In classroom discussions and writing assignments it is important to avoid divisive terms that reinforce stereotypes or are pejorative. Please access the

following web page for resources to assist in using non-biased language:

<http://www.lpts.edu/academics/academic-resources/guides-policies-and-handbooks/inclusive-and-expansive-language>

Attendance Policy- According to the Seminary catalog, students are expected to attend class meetings regularly. In case of illness or emergency, students are asked to notify the instructor of their planned absence from class, either prior to the session or within 24 hours of the class session. **Because we only have 7 live course meetings, missing more than two live meetings will result in a failing grade in the course.**

Late work –Assignments are due at 11:59pm on the due date unless otherwise specified. Due dates for every assignment are provided on the course syllabus and course schedule. **An assignment submitted within 24 hours of the due date will only be eligible for 80% of the maximum number of points allotted. Assignments submitted more than 24 hours after the due date will not be accepted.** There are no make-ups for in-class writing, activities, or the final exam. If you experience extenuating circumstances (e.g., you are hospitalized) that prohibit you from submitting your assignments on time, please let me know. I will evaluate these instances on a case-by-case basis.

Writing guidelines - All assignments should be submitted typed in 12-point font using Times New Roman one-inch margins, and double-spaced. Homework assignments assume a certain level of writing skills, and points will be deducted if your writing assignments are difficult to read due to poor writing. If you need assistance with your writing, please visit the LPTS online writing lab, <http://lpts.libguides.com/OWL>, or schedule an appointment with the academic support center (ASC).

All assignments should be completed using APA format 7th edition.

If you have questions, please see the following resources:

American Psychological Association. (2019). *Publication manual of the American Psychological Association*. Washington, DC: American Psychological Association.

Purdue Online Writing Lab:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

Assignments that do not meet the writing guidelines will be returned for correction and will not be graded until corrected. Assignments will be reduced by 10% for each day (including the initial due date) after the assignment is late due to failure to adhere to the writing guidelines.

Drop/Withdrawal - If you decide to withdraw from this course, you must follow the Registrar's Office's specified procedures. A student can change course load during the first two weeks of regular semesters with no notation on their transcript. After the first two weeks, the student may withdraw and receive a WP or WF notation. Withdrawal from a course during the last four weeks of class will result in a failing grade; withdrawal for medical reasons may be an exception. Students seeking a withdraw-medical (WM) must file a formal request with the Dean of the Seminary no later than 5 p.m. of the last day of classes of the term in which the course is taught. In the case of medical causes, a student who receives a withdraw-medical will be required to submit to the Dean of the Seminary certification from the treating physician or therapist of the

student's ability to resume academic and professional work before being readmitted to classes in the following term or semester.

Academic Honesty - All work turned in to the instructor is expected to be the work of the student whose name appears on the assignment. Any borrowing of the ideas or the words of others must be acknowledged by quotation marks (where appropriate) and by citation of author and source. Use of another's language or ideas from online resources is included in this policy, and must be attributed to author and source of the work being cited. Failure to do so constitutes plagiarism, and may result in failure of the course. Multiple occurrences of plagiarism may result in dismissal from the Seminary. Students unfamiliar with issues relating to academic honesty can find help from the staff in the Academic Support Center. For the Seminary policy, Student Handbook, p. 16.

Special Accommodations - Students requiring accommodations for a documented physical or learning disability should be in contact with the Director of the Academic Support Center during the first two weeks of a semester. **Anyone who feels they may need an accommodation based on the impact of a disability should contact me to arrange an appointment within the first 3 class sessions.** At the appointment we can discuss the course format, anticipate your needs and explore potential accommodations. Students with environmental or other sensitivities that may affect their learning are also encouraged to speak with the instructor.

Grading Scale and Philosophy

A 96.6-100	A- 93.6-96.5	B+ 90.6-93.5	B 87.6-90.5
B- 85.6-87.5	C+ 83.6-85.5	C 81.6-83.5	C- 79.6-81.5
D 70.6-79.5	F Below 70.6		

Individuals admitted to graduate study are expected to perform consistently and well in academic work. This is translated into grades in the following way:

1. Basic mastery of the body of knowledge at a level expected in graduate study will earn scores in the B to B+ range.
2. Grades of A- are granted for work which demonstrates basic mastery of the body of knowledge, and independent thought about the subject matter.
3. Grades of A are granted for work which demonstrates mastery of the required body of knowledge, independent thought about the subject matter, and creative/integrative use of the material, exceptional writing which integrates the material into a student's own system of thought, and/or exceptionally well done or articulate research.
4. Scores C and below do not meet the standard expected for graduate level academic work.

Pass/Fail

Students may opt to take this class Pass/Fail or change from Pass/Fail to graded until the last day of the “drop” period in the Summer term (through the first 20% of summer courses). **For this class students may make this change by end of day on June 2, 2021.** To do this please discuss this option with your academic advisor and then inform the instructor and the Registrar, Steve Cook at scook@lpts.edu

In order to receive a passing grade in this class students must complete some version of all required course assignments and earn an overall course grade of at least a 70.6%.