

CJJ4010 Juvenile Justice--Spring 2024

Sections: 28702 (JL01)/28703 (JL02)

Instructor: Dr. Brittany LaBelle Mackey

Email: labellebrittany@ufl.edu

Class Schedule: Online only – access course at elearning.ufl.edu using Canvas

Office Hours: Wednesdays 11 a.m. - 1 p.m.; or by appointment

Course Description

Course Objectives:

- Introduce students to key policy issues pertinent to juvenile crime and juvenile justice
- Provide students with current information on juvenile crime, including both violent and nonviolent offenses
- Introduce students to the historical roots and the key components of the current juvenile justice system and help them understand the differences between the juvenile and criminal justice systems
- Help students understand the experiences of people who live and work in the juvenile justice system

Course Goals:

- Familiarize students with juvenile crime and the juvenile justice system, including terminology, practices and policies, and client experiences and outcomes
- Provide students with factual information to help them critically evaluate juvenile justice policies and current juvenile crime events as they arise.

Student Learning Objectives

- Identify the key policy issues, juvenile crime statistics, and components of the juvenile justice system (quizzes)
- Discuss key theoretical, experiential, and policy issues as they relate to juvenile crime and juvenile justice (class discussion board)
- Convey learning of juvenile justice topic of your choosing (infographic)

Required Texts

- Reymundo Sancez (2000). *My Bloody Life” The Making of a Latin King*. Chicago Review Press. ISBN: 978-1556524271. (Sanchez)
- Salzman, Mark. (2004). *True Notebooks*. New York: Alfred Knopf. ISBN: 978-0375727610 (Salzman)
- Hubner, John. (2008). *Last Chance in Texas: The Redemption of Criminal Youth*. New York. Random House Books. ISBN: 978-0375759987 (Hubner)
- Other readings posted on Canvas (journal and magazine articles, etc.)

ASSIGNMENTS AND GRADING

Introductory Discussion Post (3 pts) (due Jan 19)

- Introduce yourself to me and your peers.
- Help us learn about each other
- See Canvas for what to include.

Content Quizzes (5 x 12 pts = 60 pts)

- 6 content multiple choice quizzes worth 12 points each (the scores from your top 5 quizzes will be used for your final grade)
- Have due dates (must be submitted by 11:59 pm & usually open for 3 days)
- 30 minutes to answer 24 questions
- No makeups without valid university approved excuse

Discussion Posts (9 x 3 pts = 27 pts)

- 9 Two-part discussion posts
- Must follow directions to get full credit, see rubrics & guidance
- Give thoughtful responses, address all parts of the question
- Have due dates
- No makeups or late submissions without university approved excuse

Infographic (10 pts) (due April 13)

- You will produce an infographic about a specific topic of your choice related to juvenile crime or juvenile justice
- Score reduced for late work
- Detailed guidelines on the last page of the syllabus.

Extra Credit. There are three opportunities to earn extra credit throughout the course.

1. Two-to-three-page double spaced (12 point font) paper on Experience with or Perceptions of Police

(up to 3 pts) (by Th, Oct 7)

2. Meme illustrating class content/material (up to 2 pts) (by

3. Choose any tv show/movie (that is not a part of this course) that portrays a juvenile involved with the juvenile justice system. Write a two-to-three-page double spaced (12 point font) summary on the movie/tv show's portrayal of the juvenile and connect it with at least two course concepts (up to 5 points)

If you have questions about a grade: I am happy to review and/or discuss your performance in this class, but you must contact me within **ONE** week after a grade is posted to request a meeting about your grade on a quiz, assignment, or extra credit activity. After that time period, the grade will not be changed.

Important Note about Points Calculation in Canvas: I use total points earned and apply the grading scale. Canvas does not allow me to indicate more points possible (so extra credit) in total points. Just add your total points to see what you need to earn for the grade you want.

Grading Scale

A	93-100%	“Not passing” for crim major credit	
A-	90-92%	65-69%	C-
B+	87-89%	63-64%	D+
B	83-86%	61-62%	D
B-	80-82%	<60.0%	E
C+	77-79%		
C	70-76%		

A minimum of a C is required for general education credit. You also must earn a C for the course to count as a criminology elective toward your major

Course & University Policies

Course Policies

Attendance and Late Work: To ensure you learn the material and I have time to grade the work, you should watch lectures, videos and read all material when it is assigned. All work must be submitted by the due date and time, unless there is a university approved reason to submit it late.

UF Examples of Acceptable Reasons for Absences/Late Work/Makeup Quizzes: In general, acceptable reasons for absence from or failure to participate in class include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligation, severe weather conditions, religious holidays, and participation in official university activities such as music performances, athletic competition or debate. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) must be excused.

University/College Policies

SENSITIVE TOPICS AND CAMPUS RESOURCES: In this class, we will discuss crime, victimization, and other topics that may be sensitive and could generate strong emotions. Should you encounter serious emotional challenges with the course content, or if you are aware of other students in such a position, please consider contacting one of the following support services for students:

- Health Care Center: <http://shcc.ufl.edu/>
- Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/>
- Office of Victims’ Services: <http://www.police.ufl.edu/victim-services/>
- U Matter, We Care: <https://umatter.ufl.edu/>; email: umatter@ufl.edu; 352- 294-2273.
- University Police Department: <https://police.ufl.edu/>; 352-392-1111.

If You Need Accommodations: The university and I am committed to ensuring all students are able to learn. Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center (DRC). It is important for students to share their accommodation letter with me, and discuss their access needs, as early as possible in the semester. There is link on the Canvas page to the DRC. (<https://disability.ufl.edu/>)

Academic Honesty is Critical for Learning in this Course: You and your fellow students are best able to learn if everyone does their own work and engages with the material. I do my best to make this course and its material interesting to encourage you to do so. You are to do the work in this course alone, not with each other, so you and I both know what you have learned. All of you are bright and can do it. Gators by definition are smart and capable!

It is important that you know that UF students are bound by this Honor Pledge: “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. When you submit work you are implying: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code specifies a number of behaviors that are in violation of this code and the possible sanctions. The minimum sanction in this course is a 0 for the assignment in which a student violates the code. A link to the honor code is on the Canvas course site. If you have any questions or concerns, please feel free to contact me.

College Policy on Incompletes: An incomplete grade may be assigned at the discretion of the instructor as an interim grade for a course in which the student has completed a major portion of the course with a passing grade, been unable to complete course requirements before the end of the term because of extenuating circumstances and obtained agreement from the instructor and arranged for resolution of the incomplete grade. Instructors are not required to assign incomplete grades.

University Policy on Course Evaluations: The university requests students provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. The university will notify you when the course evaluation period opens. The evaluations will be available via an email link from GatorEvals, in the Canvas course menu under GatorEvals, or via ufl.bluera.com/ufl/.

Link to UF General Education Objectives: <https://undergrad.aa.ufl.edu/general-education/gen-ed-program/subject-area-objectives/>


Course Schedule

Weeks 1-3/ Modules 1-2				
Module 1—Introduction and Statistics				
Week/ Dates	Topic	Lectures/ Videos	Readings	Graded Assignments Due
Week 1: January 8 th , 2024- January 13 th , 2024	Intro to Class	1. Welcome to class 2. Definitions and Terms 3. Key Juvenile Justice Cases and Laws	Sanchez: Chapters 1-9	
Week 2: January 14 th , 2024- January 20 th , 2024 January 15: Martin Luther King Jr. Day	1. Ways to Measure Crime 2. Important Statistics	1. Ways to measure crime 2. Important Stats 1 3. Watch video: “Superpredators” 4. Important stats 2	Sanchez: Chapters 10- 18	Introductory Discussion Post: About You (See instructions on Canvas) by Friday, January 19 th at 11:59 pm
Module 2—Brief Introduction to Theories				
Week 3: January 21 st , 2024- January 27 th , 2024	Brief introduction to theories	1. Theoretical ideas 1 2. Theoretical ideas 2 3. Watch Video: “Raising Adam	Sanchez: Chapters 19-27	1. Content Quiz 1 by Friday, January 26 th , 2024 at 11:59 pm 2. Discussion Posts 1/Theories by Saturday,


		Lanza'' (link on Canvas)		January 27 th at 11:59 pm
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Weeks 4-6/ Modules 3-4

Module 3—Contextual Factors that Contribute to or Protect Youths from Delinquent Behavior

Week/ Dates	Topic	Lectures/ Videos	Readings	Graded Assignments Due
Weeks 4: January 28 th , 2024- February 3 rd , 2024	1. Communities 2. Families	1. Communities 2. Families	Sanchez: Chapters 28-36	
Week 5: February 4 th , 2024- February 10 th , 2024	1. Schools 2. Peers and Gangs 	1. Schools 2. Watch Video: Frontline: The Killer at Thurston High 3. Peers 4. Gangs 5. Watch Video: Why Kids Join Gangs (all parts)	Sanchez: Chapters 37-45	Discussion Post 2/Kip Kinkel: By Sat, February 10 th 11:59 pm

Module 4—History of Juvenile Justice System and Debate about Juvenile Court

Week 6: February 11 th , 2024-February 17 th , 2024 	1. Brief History of Juvenile Justice 2. Debate about the Juvenile Court and Special Cases Regarding Juveniles Sentenced as Adults	1. Brief history 2. Debate about juvenile court/court cases 3. Watch Video: Imprisoning Teenagers for Life (10:44 min) 4. Watch Video: 15 to Life: Kenneth’s Story (8.22 minutes) 5. Watch Video: Professor Elizabeth Cauffman on Juvenile Offenders 6. Watch Video: Ocala school shooter interview)	1. Sanchez: Chapters 46- 53 2. Adolescence, Brain Development & Culpability	1. Content Quiz 2— Modules 3 & 4: By Friday Feb 16 th at 11:59 pm 2. Discussion Posts 3/Ocala Shooter: By Saturday February 17 th at 11:59 pm
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Weeks 7-8/ Modules 5 & 6				
Module 5—Police and Juveniles				
Week/ Dates	Topic	Lectures/ Videos	Readings	Graded Assignments Due
Week 7: February 18 th , 2024- February 24 th , 2024	1. Police decision-making 2. Discrimination vs. Disparity 3. Gangs and Gang Suppression	1. Police decision-making and disparity/discrimination 2. Gangs and gang suppression 3. Watch Video: Murder on a Sunday Morning (Parts 1-8) (link on Canvas/Also on Amazon Prime) 4. Watch Video: How to Build Bridges Between Police Officers and Youth	1. Salzman, Chapters 1-5 2. Del Toro et al. (2019) “The Criminogenic and psychological effects of police stops on adolescent black and Latino boys.” (on Canvas)	1. Discussion Posts 4/Police: By Friday, February 23 rd , 2024 at 11:59 pm 2. Optional Extra Credit Paper on Systemic Oppression (by Saturday, February 24 th , 2024 at 11:59 pm)
Module 6—Juvenile Courts				
Week 8: February 25 th , 2024- March 2 nd , 2024	Juvenile Courts, Cases and Dispositions	1. Juvenile court structure and getting to court 2. What happens in juvenile court 3. Watch Video: Navigating the Juvenile Court	Salzman: Chapters 6-10	1. Content Quiz 3— Modules 5 & 6: By Friday March 1 st at 11:59 pm

Weeks 9-12/ Modules 7-8

Module 7—Transfer to Adult Court and Adult Sanctions

Week/ Dates	Topic	Lectures/ Videos	Readings	Graded Assignments Due
Week 9: March 3 rd , 2024- March 8 th , 2024	1. Transfer to Adult Court	1. Transfer to Adult Court	Salzman: Chapters 11-14	Discussion Posts 5/System: By Fri March 8 th , 2024 at 11:59 pm

WEEK 10: MARCH 9TH, 2024- MARCH 16TH, 2024 SPRING BREAK!!!!


Week 11: March 17 th , 2024- March 23 rd , 2024	2. Living in Adult Prison	<ol style="list-style-type: none"> Living in Adult Prison Watch Video: Should Juveniles Be Incarcerated with Adults? (10:14) Watch Video: Growing up in Prison: Juveniles Serving LWOP (11:00) Watch Video: Kids Behind Bars (46:19) 	<ol style="list-style-type: none"> Salzman: Chapters 15-20 Young Offenders: What Happens and What Should Happen Behind Bars: Teenagers Become Prey (NY Times Article) Prison is Too Violent for Young Offenders (NY Times Article) 	Discussion Posts 6/Juvenile Murderers by Saturday, March 23 rd at 11:59 pm
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Module 8—Punishment Philosophies and Juvenile Probation

Week 12: March 24 th , 2024- March 30 th , 2024	Punishment Philosophies and Juvenile Probation	<ol style="list-style-type: none"> Punishment philosophies Probation Watch Video: Interview with Juvenile Probation Officers (21:35) 	Salzman: Chapters 21-27	1. Content Quiz 4—Modules 7 & 8: By Friday March 29 th at 11:59 pm
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Weeks 13-14/ Modules 9 & 10

Module 9—Intermediate Sanctions


Week/ Dates	Topic	Lectures/ Videos	Readings	Graded Assignments Due
<p>Week 13: March 31st, 2024- April 6th, 2024</p>	<p>Intermediate Sanctions</p> 	<ol style="list-style-type: none"> Intermediate sanctions Watch Video: Martin Lee Anderson Boot Camp Video Watch Video: Teen Boot Camp (2:09) 	<ol style="list-style-type: none"> Hubner: Chapters 1-3 Article about the death of Martin Lee Anderson 	<p>Discussion Posts 7/Punishment Philosophy: By Sat, April 6th, at 11:59 pm</p> <p>Optional: Extra Credit: Class Content Meme (you can submit at any time, but no later than Wed April 24th, 11:59 pm)</p>

Module 10—Training Schools/State Juvenile Institutions

<p>Week 14: April 7th, 2024, 2024- April 13th, 2024</p>	<p>Training Schools/State Institutions</p>	<ol style="list-style-type: none"> Characteristics of youths in training schools Living experience in training schools Approaches to treatment Watch videos on Inside Juvenile Detention Watch Videos on Dozier School for Boys Watch Videos on CBT and Trauma Informed Care 	<p>1. Hubner: Chapters 4-6</p>	<ol style="list-style-type: none"> Content Quiz 5—Modules 9 & 10: By Friday April 12th, at 11:59 pm Infographic Assignment: By Saturday, April 13th at 11:59 pm
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Weeks 15-16/ Modules 11 & 12

Module 11—Death Penalty

Week/ Dates	Topic	Lectures/ Videos	Readings	Graded Assignments Due
<p>Week 15: April 14th, 2024- April 20th, 2024</p>	<p>Death Penalty</p> 	<ol style="list-style-type: none"> 1. Death penalty and juveniles 2. Watch Video: Death Row: The Final 24 Hours (42:27) 3. Watch Video: Inside the Death Chamber (7:23) 4. Watch Video: Juvenile Offenders in their Own Words (3:50) 	<p>Hubner: Chapters 7- 9</p>	<p>Discussion Posts 8/Death Penalty: By Sat, April 20th, at 11:59 pm</p>

Module 12—Future?

<p>Week 16: April 21st, 2024, 2024- April 24th, 2024</p>	<p>Training Schools/State Institutions</p>	<ol style="list-style-type: none"> 1. Where is the juvenile justice system going? 2. Watch Video: Laurence Steinberg: Keep Children Out of the Juvenile Justice System 	<ol style="list-style-type: none"> 1. Hubner: Chapters 10- Epilogue 2. OJJDP Director’s Speech about Vision and Hopes for Juvenile Justice 	<ol style="list-style-type: none"> 1. Content Quiz 6—Modules 11 & 12: By Wednesday, April 24th at 11:59 pm 2. Discussion Posts 9/Changes: By Wednesday, April 24th at 11:59 pm <p>Optional: Extra Credit: Media Summary (you can submit at any time, but no later than Wed April 24th, 11:59 pm)</p>
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Infographic Assignment—Due April 13th, 2024

Purpose

1. In this assignment you will be able to teach me and your fellow classmates about a topic related to juvenile justice and/or juvenile crime. Final projects will be shared with others in the class.
2. You will create an infographic similar to the one below that discusses an important topic in juvenile justice. When printed, this is a 2-sided, long skinny flyer. (The example obviously focuses on adults). Your submission should be no more than 2 pages (1 sheet/front and back). It is ok to load the two sides as 2 files into Canvas when you submit.
3. Infographics are visually-appealing, easy and quick to read flyers that present data accurately and ethically. The goal is that you could print and hand this out!
4. You will be able to concisely present facts and your and the pros/cons of the particular topic you choose to share with your fellow students and anyone else you would like to show. (See topic options below).
5. **This is 10% of your grade** and will be graded out of 10 points (rubric below). The one to the left took me about a day to do (in PowerPoint). It may take you twice as long, because I know the material already.

How do I Start?

1. Pick a topic from the list below or ask Dr. LaBelle Mackey if she will approve another one you would like to work on.
2. You can create an infographic in different programs (see tutorials below on how to navigate these programs):
 - **Microsoft PowerPoint** ([Blank Template Here](#) and on Canvas)
 - **Canva**
 - You should be able to do this free through your UF Google Account. You can also get a free account through the education link (<https://www.canva.com/education/>).
 - This program has a number of templates you can use. (You can resize the template that is 800 x 2000 pixels at the top ("Resize" buttons) and select "inches" to resize to the correct size--4.5 inches wide and 11 inches tall). (Note: There are about 96 pixels/inch).
 - Go to this [Canva pictures](#) page to see info on how to navigate these things
 - Canva has a lot of examples of how these infographics could look
3. Please use the template size that I provided regardless of the program you use. (4.5 inches wide and 11 inches tall--or half a page long wise).

Important Guidelines for Your Project

- The goal is to make this something you could hand out to people to teach them about your topic, and so should look more professional than "too busy" or "cartoonish." BUT, be creative! Follow the rubric regarding what you include, but design it the way that looks good to you!
- Your final project should be 4.5 inches by 11 inches (half of a long page) and saved as a picture (e.g., .png or .jpg file NOT a .pdf).
- You should cover facts derived from scholarly sources. Some websites are ok, and I will list some examples. (DO NOT use websites that are not reputable. One way to know is if there are lots of ads on the site).

- Your infographic needs to:
 - Address an important topic relevant to juvenile justice. Either from the list of topics I provide here (above) or another one specifically approved by Dr. LaBelle Mackey ahead of time
 - Include these
 - Headings
 - **Specific Sections Should Include:**
 - Title
 - Definition and description of the topic
 - Why it is Important (Why should fellow students, the public, and/or practitioners/policymakers care about it?)
 - 5 or more key statistics (this means numbers/% not facts generally)
 - At least 2 Pros and 2 Cons of the implementation of this in juvenile justice if you choose system specific topic **OR** 4 practical, real-world strategies for addressing the problem if you choose at topic focused on crime/social problems related to juvenile crime.
 - Sources in APA Format ([APA format Reference Examples](#))
 - You can use online sites (one example is [bibme.org](#) and if you allow ads you can use this one free, but there are many online options) to help create the references.
 - These sources must be scholarly. It is ok to use websites that are reputable (e.g., government websites that publish statistics or national organizations that address the topic).
 - These should be 5 sources in addition to class material/lecture, although you can also cite class material..
- Your name and creation date (Month and Year is fine) at the bottom of back page. (Don't want anyone else taking credit for your work!).
- Images of some type. Charts that show stats are awesome. Be sure to reference them appropriately if you do not make them yourself.
 - You can take a screen shot and select the chart and copy it OR in a .pdf, you can use the "snapshot tool) to select a chart
 - In government reports, you can snapshot the chart and copy (or save), but please be sure to reference where it came from in your references list
- No smaller than 11 point font

TOPICS

Possible Topics on Juvenile Crime or Social Problems as They Relate to Juvenile Crime

If you pick one of these, your focus should be on how they relate to the problem of juvenile crime, and strategies for how we could improve the situation so to decrease delinquency.

- School shootings
- School dropout, suspension or expulsion
- Schools and achievement

- Parenting
- Family problems (e.g., poverty, intimate violence, child abuse, foster care)
- Drug use and addiction
- Violent crime
- Property crime
- Prevention (generally)
- Specific Prevention Program (e.g., Head Start, Literacy programs, Big Brothers/Big Sisters)
- Police treatment of juveniles (e.g., generally, or by a characteristic such as age, race, or gender)
- Neighborhood conditions (e.g., poverty, crime, disorder)
- Witnessing crime
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Possible Topics on Juvenile Justice or Other System Responses

- Police Activities League (PAL)
- Gang Resistance Education and Training (GREAT)
- Juvenile Assessment Centers (JAC)
- Juvenile Detention or Detention Centers
- Juvenile Courts
- Probation
- Residential treatment or programs generally
- Specific residential program or types (Cognitive Behavioral Training, Strengthening Families, Thinking for a Change, Gender Responsive Programming, Wilderness Programs, etc.)
- Transfer to Adult Court
- Adult prisons or probation
- Life without Parole for Juveniles
- Death penalty

Tutorials

<https://www.youtube.com/watch?v=Anh0IYNDEGk>

<https://www.youtube.com/watch?v=t3vyyv27dMQ>

Reputable Sources Are Important

- **Books and scholarly journal articles (of course)**
 - You can search [Google Scholar](#) for your topic or the databases at the [UF Library](#)
- **Examples of Reputable Government Sites**
 - [Office of Juvenile Justice and Delinquency Prevention \(OJJDP\)](#)
 - [OJJDP Model Programs Guide](#)
 - [National Criminal Justice Reference Service \(NCJRS\)](#) (This is an online, searchable repository for government reports)
 - [National Institute of Justice \(NIJ\) Crime Solutions](#) (This is an online site that ranks programs in terms of effectiveness)
 - [Florida Department of Juvenile Justice](#)
 - [Youth.gov](#)
 - [National Institute of Corrections \(NIC\)](#)
- Major "national" newspapers like the Washington Post, New York Times, USA Today, etc. are ok, but only stories backed up with research and focus on research and facts, not opinion pieces).

- You are also encouraged to look at academic journal articles (e.g., on [Google Scholar](#) or through the [UF Library](#))
- [Human Rights Watch](#)
- [American Civil Liberties Union \(ACLU\)](#)
- [Center on Juvenile and Criminal Justice](#)
- [Annie E. Casey Foundation](#)
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Other Tips

- Please use consistent fonts. Size and color changes are ok, but it is not a good idea to make the font types too different, because it may distract the reader from your actual content. (No smaller than 11 point font)
- It is a good idea to use colors that go together well, but you can be creative about what shapes, colors, etc. you use.
- Make structure of points parallel
 - For example, if you start a bulleted list with a verb, start all points in the list with a verb. Or, if you use complete sentences, use them throughout the section.
- Relevant pictures and graphics are great additions. You can insert real pictures that you took yourself or from sites that allow use of their pictures, like "[Unsplash](#)" or "[Creative Commons](#)" or even ClipArt.
- Proofread this document so you don't lose points for sloppiness.
- Use your own words, or use "quotes" if you have something really important you must repeat. But, quotations should not be a primary part of the content.

Adult Diversion Drug Court



What is a Drug Court?

Drug courts are specialized court dockets that focus on people who break the law but also have alcohol and/or drug dependency problems

Drug courts focus on:

- Screening and needs assessment
- Increased judicial interaction
- Increased monitoring (e.g., drug testing) and supervision
- Graduated sanctions and incentives
- Providing treatment and rehabilitation services
- Long-term recovery rather than punishment

A team of people (judge, case managers, defense attorneys, prosecutors, treatment providers) work together using evidence-based practices to help clients

Diversion drug court allows people who are successful to have charges dropped after program success, usually 12-18 months

Why Are Drug Courts Important?

- About 1 in 10 people in the US have a substance abuse disorder
- Drug courts recognize that addiction is a disease of the brain and not a personal failure
- Results show that they prevent crime and drug use and work for many groups

Key Statistics

- There are more than 3300 drug courts in the US
- More than ½ are adult treatment drug courts
- They served more than 140,000 people in 2016
- 75% of graduates remain arrest free
- There are 56 adult drug courts in Florida. Some are diversion (pre-plea) and some are post-plea, where people may face prison if they fail
- The demographic characteristics of clients vary a lot by court and location

Adult Diversion Drug Court



Pros & Cons

Pros

- Recidivism is significantly lower than for those who go to prison
- Drug courts cost less than prison (about \$13,000 less per person)
- Drug courts help people recover from addiction and improve their lives

Cons

- They require patience, relapse is common
- Drug court success depends on how well evidence-based practices are implemented
- Judges and others must be well-versed in managing clients, know about addiction and treatment, and be careful that discretion does not result in differential treatment by the court
- Important services are not always available, either due to cost or to location

When clients graduate they may get this coin to remind them that sobriety has changed their lives



Sources

Adult Drug Court Research to Practice (R2P) Initiative. (n.d.). Retrieved April 8, 2021, from <https://nij.ojp.gov/topics/articles/adult-drug-court-research-practice-r2p-initiative>

Drug Courts. (n.d.). Retrieved April 8, 2021, from <https://www.flcourts.org/Resources-Services/Court-Improvement/Problem-Solving-Courts/Drug-Courts>

Drug Court Fact Sheet [Pamphlet]. (2018). National Association of Drug Court Professionals.

Overview of Drug Courts. (n.d.). Retrieved April 8, 2021, from <https://nij.ojp.gov/topics/articles/overview-drug-courts>

Rossman, S. B. (2011). *The multi-site adult drug court evaluation: Executive summary*. Washington, D.C.: Urban Institute Justice Policy Center.

What are Drug Courts? (2020, July 10). Retrieved April 8, 2021, from <https://ndcrc.org/what-are-drug-courts/>

(Created by Dr. Jodi Lane, Professor, UF, 4/21)