

CJJ 4934: Mental Health and Criminal Justice—Fall 2024

Sections: 29846 & 29847

Instructor: Dr. Brittany LaBelle Mackey, LP, LSSP, NCSP

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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

This course focuses on the interaction between the criminal justice system and individuals with mental illness. Specifically, how the criminal justice and public mental health systems responds and treat individuals with mental illnesses. Topics include law enforcement responses, court-based strategies, mental health and corrections, community supervision of individuals with mental illness, violence and mental illnesses, and unique challenges associated with special populations.

Course Goals:

- Familiarize students with abnormal psychology concepts including most common mental health disorders seen in correctional settings and how those disorders are treated in a variety of settings
- Provide students with factual information to help them critically evaluate the treatment of correctional populations with serious mental illnesses
- Introduce students to various mental health evaluations completed by licensed forensic psychologists and what those evaluations are used to determine

Student Learning Objectives

- Identify the key policy issues, statistics of offenders with serious mental illnesses, and components of the intersection between both systems (quizzes)
- Discuss key theoretical, experiential, and policy issues as they relate to the criminal justice system and mental illness (class discussion board)
- Convey learning of mental illness and the criminal justice system with a topic of your choosing (infographic)

Required Texts

- Gosselin, D. K. (2019). *Crime and mental disorders: The criminal justice response*. West Academic Publishing.
- Slate, Risdon (2021). *The Criminalization of Mental Illness. Crisis and Opportunity for the Justice System*. Third Edition. ISBN: 978-1-5310-0442-2
- Other readings posted on Canvas (journal and magazine articles, etc.)

ASSIGNMENTS AND GRADING

Introductory Discussion Post (2 pts)

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

Content Quizzes (9 x 5 pts = 45 pts)

- 9 content multiple choice quizzes worth 5 points each
- Have due dates (must be submitted by 11:59 pm & open for 5 days)
- 20 minutes to answer 10 questions
- No makeups without valid university approved excuse

Discussion Posts (6 x 6 pts = 36 pts)

- 6 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

Mid Term Essay (5 points) (due by Sunday, October 13th, 2024)

Four to five page double spaced (12 point font) paper on Mental Health Screening and assessment practices in juvenile or adult detention centers and their implications for case processing and outcomes

Infographic (12 pts) (due November 22nd, 2024)

- You will produce an infographic about a specific topic of your choice related to the criminal justice system and individuals with mental illnesses
- Score reduced for late work
- Detailed guidelines on the last page of the syllabus.

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

1. Meme illustrating class content/material, including a one page, double spaced (12 point font) paper on its significance and importance (up to 2 pts) **(due by November 17th, 2024)**
2. Choose any tv show/movie (that is not a part of this course) that portrays an individual with mental illness involved with the criminal justice system. Write a two-to-three-page double spaced (12 point font) summary on the movie/tv show's portrayal of the individual and connect it with at least two course concepts (up to 3 points) **(due by November 10th, 2024)**

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:

- Campus Resources:

- Health and Wellness U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit U Matter, We Care website to refer or report a concern and a team member will reach out to the student in distress.
- Counseling and Wellness Center: Visit the Counseling and Wellness Center website or call 352-392-1575 for information on crisis services as well as non-crisis services.
- Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the Student Health Care Center website.
- University Police Department: Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies).
- UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website.
- GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website or call 352-2734450.
- Academic Resources
 - 3 E-learning technical support: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
 - Career Connections Center: Reitz Union Suite 1300, 352-3921601. Career assistance and counseling services.
 - Library Support: Various ways to receive assistance with respect to using the libraries or finding resources. Call 866-281-6309 or email ask@ufl.libanswers.com for more information.
 - Teaching Center: 1317 Turlington Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.
 - Writing Studio: Daytime (9:30am-3:30pm): 2215 Turlington Hall, 352-846-1138 | Evening (5:00pm-7:00pm): 1545 W University Avenue (Library West, Rm. 339). Help brainstorming, formatting, and writing papers.
 - Academic Complaints: Office of the Ombuds; Visit the Complaint Portal webpage for more information.
 - Enrollment Management Complaints (Registrar, Financial Aid, Admissions): View the Student Complaint Procedure webpage for more information.

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 1-4/ Modules 1-2				
Module 1—Introduction/Understanding Mental Illness				
Week/ Dates	Topic	Lectures/ Videos	Readings	Graded Assignments Due
Week 1 : August 22 nd , August 25 th , 2024	<ul style="list-style-type: none"> ▪ Intro to Class 	Welcome to class	<ul style="list-style-type: none"> ▪ Review Syllabus 	<ul style="list-style-type: none"> ▪ Introductory Discussion Post: About You (See instructions on Canvas) by, 8/25/24 at 11:59 pm
Week 2: August 26 th - September 1 st , 2024	<ul style="list-style-type: none"> ▪ Intro to DSM-V-TR ▪ Defining Mental Illness 	<ol style="list-style-type: none"> 1. Definitions and Terms 2. Setting the framework 	Slate: Chapter 1 Gosselin: Chapter 14	<ol style="list-style-type: none"> 1. Content Quiz 1 by Sunday, September 1st, 2024 at 11:59 p.m. 2. Discussion Post 1 by Sunday, September 1st, 11:59 pm
Week 3: September 3 rd - September 8 th , 2024 September 2nd, 2024: Labor Day	<ul style="list-style-type: none"> ▪ History of Criminalization of Persons with Mental Illness 	<ol style="list-style-type: none"> 1. Brief History Overview 2. Evolution of perceptions of Mental Illness 	Slate: Chapter 2 Gosselin: Chapters 1 & 2	<ol style="list-style-type: none"> 1. Content Quiz 2 by Sunday, September 8th, 2024 at 11:59 p.m.
Module 2—Criminal Justice System Challenges and Responses				
Week 4: September 9 th - September 15 th , 2024	<ul style="list-style-type: none"> ▪ Challenges and needs in the system 	<ol style="list-style-type: none"> 1. Challenges of the Criminal Justice System 2. Needs of the Criminal Justice System 	Slate: Chapter 3	<ol style="list-style-type: none"> 1. Content Quiz 3 by Sunday, September 15th, 2024 at 11:59 pm 2. Discussion Post 2 by Sunday, September 15th, 2024 at 11:59 pm

Weeks 5-7/ Modules 3-4

Module 3—Civil Commitment and Law Enforcement Responses

Week/ Dates	Topic	Lectures/ Videos	Readings	Graded Assignments Due
Weeks 5: September 16 th - September 22 nd , 2024	<ul style="list-style-type: none"> ▪ Civil Commitment 	All about Civil Commitment	Gosselin: Chapter 6 Slate: Chapter 4	1. Content Quiz 4 by Sunday, September 22 th , 2024 at 11:59 pm
Week 6: September 23 rd , - September 29 th , 2024	<ul style="list-style-type: none"> ▪ Law Enforcement response ▪ CIT Training 	1. CIT Training 2. Law Enforcement Responses	Slate: Chapter 5 Gosselin: Chapters 3 & 5	1. Content Quiz 5 by Sunday, September 29 th , 2024 at 11:59 pm

Module 4-Jail Processing

Week 7: September 30 th - October 6 th , 2024	Jail Processing	Processing and Moving through the system	1. Gosselin: Chapter 9 2. Slate: Chapter 6 3. LaBelle et al. (2024) provided on CANVAS	1. Discussion Posts 3 due by October 6 th at 11:59 pm
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Weeks 8-9/ Modules 5 & 6

Module 5—Competency				
Week/ Dates	Topic	Lectures/ Videos	Readings	Graded Assignments Due
Week 8: October 7 th -October 13 th , 2024	Competency and Criminal Responsibility	1. What is competency? 2. What does it mean to be criminally responsible?	1. Slate: Chapter 7 2. Gosselin: Chapter 8	1. Content Quiz 6 by Sunday, October 13 th , 2024 at 11:59 pm 2. Paper on Mental Health Screening (by Saturday, October 13 th , 2024 at 11:59 pm)
Module 6—Mental Health Courts				
Week 9: October 14 th - October 20 th , 2024 Homecoming : October 18 th & 19 th , 2024	Mental Health Courts	Importance of Mental Health Courts	Slate: Chapter 8	Content Quiz 7: By Sunday October 20 th , 2024 at 11:59 pm

Weeks 10-12/ Modules 7-8

Module 7—Prison and Re-Entry				
Week/ Dates	Topic	Lectures/ Videos	Readings	Graded Assignments Due
Week 10: October 21 st - October 27 th , 2024	Mental Illness in Prisons	Mental Illness in Prisons	Slate: Chapter 9	Content Quiz 8: By Sunday October 27 th , 2024 at 11:59 pm
Week 11: October 28 th - November 3 rd , 2024	Diversion and Re-entry	Diversion and Re-entry	Slate: Chapter 10 Gosselin: Chapters 10 and 11	Discussion Posts 4 by Sunday November 3 rd , 2024 at 11:59 pm
Module 8—Juvenile Justice				
Week 12: November 4 th - November 10 th , 2024	Juvenile Justice	Juvenile Justice	Gosselin: Chapter 12	Content Quiz 9—By Sunday November 10 th at 11:59 pm Optional: Extra Credit: Media Summary (due by November 10 th , 2024 at 11:59 pm)

Weeks 13-14/ Modules 9 & 10


Module 9—Global Perspectives/Reform

Week/ Dates	Topic	Lectures/ Videos	Readings	Graded Assignments Due
Week 13: November 11 th - November 17 th	<u>Global Perspectives</u>	Global Perspectives	Gosselin: Chapter 13	Discussion Posts 5: By Sunday, November 17 th , at 11:59 pm Optional: Extra Credit: Class Content Meme (November 17 th , 2024 at 11:59 pm)

Module 10— Informed Policies

Week 14: November 18 th - November 24 th , 2024	Striving for Informed Policies	Informed Policies	1. Slate: Chapters 11 and Epilogue	Infographic Assignment: By Friday, November 22 nd , by 11:59 pm
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Weeks 15-16/ Module 12

Week/ Dates	Topic	Lectures/ Videos	Readings	Graded Assignments Due
Week 15: Thanksgiving Holiday! <u>November 25th- December 1st, 2024</u>				
Week 16: December 2 nd - December 4 th , 2024	Moving Forward	Moving Forward		1. Discussion Posts 6 :By Wednesday, December 4 th at 11:59 pm

Infographic Assignment—Due November 22nd, 2024 by 11:59 p.m.

Purpose

1. In this assignment you will be able to teach me and your fellow classmates about a topic related to the criminal justice system and treatment of offenders with mental illnesses. 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 related to mental health and the criminal justice system. 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 12% of your grade** and will be graded out of 12 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 mental health and the criminal justice system. 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 mental illness and the criminal justice system.

If you pick one of these, your focus should be on how they relate to the problem of mental health treatment, and strategies for how we could improve the situation.

- Mental Illness in Correctional Facilities: Highlighting statistics on the prevalence of mental illness among incarcerated populations and comparing it to the general population.
- Impact of Mental Health Courts: Visualizing data on the effectiveness of mental health courts in diverting individuals with mental illness from traditional criminal justice pathways.
- Mental Health Screening in the Justice System: Explaining the importance of mental health screening in police encounters, jails, and prisons, and its role in improving outcomes
- Trauma and Criminal Justice Involvement: Showing the relationship between trauma, mental illness, and involvement in the criminal justice system, with emphasis on the need for trauma-informed approaches.
- Stigma and Mental Illness: Illustrating the impact of stigma on individuals with mental illness, including its effects on access to treatment, employment, and fair treatment within the justice system.
- Co-occurring Disorders: Visualizing the intersection of mental illness and substance abuse within the criminal justice system, highlighting the challenges and implications for treatment.
- Mental Health Diversion Programs: Explaining different diversion programs and their outcomes, including data on recidivism rates and cost-effectiveness.
- Police Crisis Intervention Teams (CIT): Detailing the role of CIT programs in improving police responses to mental health crises, and their impact on reducing use of force and promoting access to treatment.
- Mental Health Treatment in Prisons: Providing information on the availability and effectiveness of mental health treatment options within correctional facilities.
- Reentry and Mental Health: Highlighting the challenges faced by individuals with mental illness upon reentry into society after incarceration, including access to housing, employment, and healthcare.

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](#)

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)