

Course Outline

COURSE: CRCJ 3202B Crimes in Health and Medicine

TERM: Winter 2023

PREREQUISITES: CRCJ 1000 and Third-Year Standing

CLASS: **Day & Time:** Monday's from 2:35pm – 5:25pm
Room: Please check Carleton Central for current room location.

INSTRUCTOR: Dr. Jordan Babando
(CONTRACT)

CONTACT: **Office:** Dunton 1721
Office Hrs: By Appointment
Telephone:
***Email:** Jordan.babando@cunet.carleton.ca

*You must use your Carleton email address in all correspondence with the instructor.

Link to Brightspace page: <https://brightspace.carleton.ca/d2l/home/131458>

ACKNOWLEDGEMENT & AFFIRMATION

ANISHNABE

Ni manàdjiyànànig Màmìwininì Anishinàbeg, ogog kà nàgadawàbandadjig iyo akì eko weshkad. Ako nongom ega wìkàd kì mìgiwewàdj.

Ni manàdjiyànànig kakina Anishinàbeg ondaje kaye ogog kakina eniyagizidjig enigokamigàg Kanadàng eji ondàpinangig endàwàdjìn Odàwàng.

Ninìsidawinawànànig kenawendamòdjig kije kikenindamàwin; weshkinigidjig kaye kejeyàdizidjig. Nìgijeweninmànànig ogog kà nigànì sòngideyedjig; weshkad, nongom; kaye àyànikàdj.

ENGLISH

We pay respect to the Algonquin people, who are the traditional guardians of this land. We acknowledge their longstanding relationship with this territory, which remains unceded.

We pay respect to all Indigenous people in this region, from all nations across Canada, who call Ottawa home. We acknowledge the traditional knowledge keepers, both young and old.

And we honour their courageous leaders: past, present, future

COURSE DESCRIPTION

Crimes in healthcare and medicine are abundant in Canada, although the ability to lay charges and prosecute is as complex as the organizations we seek to hold accountable. Crimes committed by those falling through the cracks of the healthcare system have become a focal point of examination, while crimes committed by the people and organizations responsible for improving our health have largely gone unnoticed. This course shifts the focus onto healthcare organizations, government, and corporate entities to provide a much-needed critical understanding of how those we often seek to cure us can also hurt us. In general, this course is designed to expose students to various intersections of medicine, health, and crime.

LEARNING OUTCOMES

Upon completion of this course, students will:

1. Have a solid grounding of how crime relates to the broad area of health and medicine
2. Be able to critically evaluate societal and institutional influences on health

3. Recognize positive alternatives and solutions to health-related crimes
4. Identify how the inequality of health further perpetuates crime
5. Be better equipped for future careers that engage with intersections of crime and healthcare

TEXTS

There is no text for this course and all readings will be posted to Brightspace. The course calendar outlines the readings for each week, but please note that readings may change throughout the course which the instructor will announce in class.

COURSE CALENDAR.

Week	Topic	Readings
Week 1 (Jan 9)	Introduction: The Nature of Crime in Health and Medicine	Thompson, V. (2016). The History of Healthcare in Canada. In "Health and Healthcare Delivery in Canada: 2nd Edition. Elsevier (pp. 1-38)
Week 2 (Jan 16)	What Protects Us?	Thompson, V. (2016). The Law and Healthcare. In "Health and Healthcare Delivery in Canada: 2nd Edition. Elsevier (pp. 101-148)
Week 3 (Jan 23)	Medical Malpractice <i>News Article 1 Due</i>	Flood, C. M., & Thomas, B. (2011). Canadian Medical Malpractice Law in 2011: Missing the Mark on Patient Safety. <i>Chi.-Kent L. Rev.</i> , 86, 1053. Caulfield, T., & Feasby, C. (2001). Potions, Promises and Paradoxes: Complementary Medicine and Alternative Medicine and Malpractice Law in Canada. <i>Health LJ</i> , 9, 183.
Week 4 (Jan 30)	Crimes Against the Body	Akbari, M. (2021). Forced Sterilization of Indigenous Women: An Act of Genocide or Policing Women's Bodies? <i>York University Criminological Review</i> , 3(1). Donohue, J. J., & Levitt, S. (2020). The Impact of Legalized Abortion on Crime over the Last Two Decades. <i>American Law and Economics Review</i> , 22(2), 241-302. Sethna, C., & Hewitt, S. (2009). Clandestine operations: the Vancouver women's caucus, the abortion caravan, and the RCMP. <i>Canadian Historical Review</i> , 90(3), 463-496.
Week 5 (Feb 6)	Crimes Against the Elderly <i>News Article 2 Due</i>	McDonald, L., Beaulieu, M., Harbison, J., Hirst, S., Lowenstein, A., Podnieks, E., & Wahl, J. (2012). Institutional abuse of older adults: What we know, what we need to know. <i>Journal of Elder Abuse & Neglect</i> , 24(2), 138-160. Karen Foss (2020). <i>OP Laser – JTFC Observations in Long Term Care Facilities in Ontario - Report</i> . Government of Canada

Week	Topic	Readings
Week 6 (Feb 13)	Mental Health and Crime <i>Photovoice Due</i>	Shapiro, G. K., Cusi, A., Kirst, M., O'Campo, P., Nakhost, A., & Stergiopoulos, V. (2015). Co-responding police-mental health programs: A review. <i>Administration and policy in mental health and mental health services research</i> , 42(5), 606-620. Kaiser, H. A. (2011). Too good to be true: Second thoughts on the proliferation of mental health courts. <i>Canadian Journal of Community Mental Health</i> , 29(2), 19-25.
Week 7 (Feb 20)	READING WEEK	(No class or readings)
Week 8 (Feb 27)	Illicit Substances: Who Decides? <i>News Article 3 Due</i>	Controlled drugs and substances act S.C. 1996, c. 19 Zlotorzynska, M., Wood, E., Montaner, J. S., & Kerr, T. (2013). Supervised injection sites: Prejudice should not trump evidence of benefit. <i>CMAJ</i> , 185(15), 1303-1304. Fritz, K. G. (2021). The Importance of Rights to the Argument for the Decriminalization of Drugs. <i>The American Journal of Bioethics</i> , 21(4), 46-48.
Week 9 (March 6)	Big Pharma as Organized Crime	Rennie, D. (2019). Organised crime, the business model of big pharma. In <i>Deadly Medicines and Organised Crime</i> (pp. 22-42). CRC Press. Attaran, A., & Beall, R. (2014). Internet pharmacies: Canada's transnational organized crime. <i>Health Law in Canada</i> , 34(4), 93-120.
Week 10 (March 13)	Crime and Madness <i>News Article 4 Due</i>	Rennie, D. (2019). Psychiatry, the drug industry' s paradise. In <i>Deadly Medicines and Organised Crime</i> (pp. 191-216). CRC Press. Shimrat, I. (2021). Reflections on survivor knowledge and Mad Studies. In <i>The Routledge International Handbook of Mad Studies</i> (pp. 53-56). Routledge. Beaupert, F., & Brosnan, L. (2021). Weaponizing absent knowledges: Countering the violence of mental health law. In <i>The Routledge International Handbook of Mad Studies</i> (pp. 119-131). Routledge.
Week 11 (March 20)	Racism in Public Health and Healthcare!	Dryden, O., & Nnorom, O. (2021). Time to dismantle systemic anti-Black racism in medicine in Canada. <i>CMAJ</i> , 193(2), E55-E57. Phillips-Beck, W., Eni, R., Lavoie, J. G., Avery Kinew, K., Kyoon Achan, G., & Katz, A. (2020). Confronting racism within the Canadian healthcare system: systemic exclusion of First Nations from quality and consistent care. <i>International Journal of Environmental Research and Public Health</i> , 17(22),

Week	Topic	Readings
		8343. Cénat, J. M. (2020). How to provide anti-racist mental health care. <i>The Lancet Psychiatry</i> , 7(11), 929-931.
Week 12 (March 27)	Intersections of Crime and Health <i>Podcast Due</i>	Robinson, F., & Keithley, J. (2000). The impacts of crime on health and health services: A literature review. <i>Health, Risk & Society</i> , 2(3), 253-266. Deza, M., Maclean, J. C., & Solomon, K. (2022). Local access to mental healthcare and crime. <i>Journal of Urban Economics</i> , 129, 103410.
Week 13 (April 3)	Healthcare in Prisons	Watson, R., Stimpson, A., & Hostick, T. (2004). Prison health care: a review of the literature. <i>International journal of nursing studies</i> , 41(2), 119-128. Lines, R. (2006). From equivalence of standards to equivalence of objectives: The entitlement of prisoners to health care standards higher than those outside prisons. <i>International Journal of Prisoner Health</i> .
Week 14 (April 10)	Even Superman can't save everyone: Lessons from the frontlines <i>Final Essay Due</i>	London, Oscar (2008). <i>Kill as Few Patients as Possible: And Fifty-Six Other Essays on How to Be the World's Best Doctor</i> . New York. Ten Speed Press. Chapters 3, 36, 52, 55 Slawomirski, L., Auraaen, A., & Klazinga, N. S. (2017). The economics of patient safety: Strengthening a value-based approach to reducing patient harm at national level. <i>OECD Health Working Papers</i> , 96.

EVALUATION

Students will receive an in-class handout that will provide a detailed description for each assignment.

All assignments are due on the Friday at 11:59pm of the indicated week in the course calendar.

Active Class Participation 15%

Students are expected to come to class prepared and to contribute to meaningful class discussion. Just showing up is not enough to receive full marks as students are expected to engage in discussion of the material.

News Article Commentaries 20%

Students are required to provide 4 separate news article commentaries (5% each). Students need to provide a short critical reflection for each news article by engaging with course content. News articles can be Canadian or international issues, although they should discuss some link between criminal justice, crime, healthcare, and/or medicine.

Photovoice 15%

Photovoice is becoming a valuable method of data collection among social scientists. Students are required to take a photograph of something relevant to the course and describe in a thousand words what the picture is, why it is important, and discussion of how it relates to the course. A picture is worth a thousand words, and 15% of

your grade.

Podcast 15%

Podcasts have become an extremely popular method of knowledge mobilization. Students can work alone or partner with a classmate and create an eight-minute podcast on a course topic of their choosing. Podcasts will be uploaded onto Brightspace for their peers to access. The top two podcasts will be played during the final class.

Final Essay 35%

Students are to submit an 8-10-page essay. The essay topic is open, although the topic should relate to some aspect of the course. Essays are expected to take an argumentative/persuasive stance. Students are encouraged to run their essay topics by the professor or teaching assistant for approval.

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Late Assignments (Contact the instructor and not the teaching assistant regarding late/missed assignments)

Students are expected to hand in assignments on time and show up for all in class quizzes. It is the responsibility of the student to contact the instructor in advance if there is some conflict with the due date, or with quiz dates – although accommodation is not guaranteed without filling out a *Self-declaration for Academic Considerations* form. If you missed an in-class quiz due to some acceptable extenuating circumstance or illness, then you must arrange a makeup with the instructor. Late assignments will be penalized 5% per day.

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

PLAGIARISM

The University Academic Integrity Policy defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This includes reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own; and
- failing to acknowledge sources through the use of proper citations when using another’s work and/or failing to use quotations marks.

Plagiarism is a serious offence that cannot be resolved directly by the course’s instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of “F” for the course.

INTELLECTUAL PROPERTY

Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course

materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

STATEMENT ON STUDENT MENTAL HEALTH

As a University student, you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful:

Emergency Resources (on and off campus): <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

Carleton Resources:

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

Off Campus Resources:

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

STATEMENT ON PANDEMIC MEASURES

It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are **a number of actions you can take** to lower your risk and the risk you pose to those around you including being vaccinated, wearing a mask, staying home when you're sick, washing your hands and maintaining proper respiratory and cough etiquette.

Feeling sick? Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or campus. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you should follow Carleton's **[symptom reporting protocols](#)**.

Masks: Carleton has paused the **[COVID-19 Mask Policy](#)**, but continues to strongly recommend masking when indoors, particularly if physical distancing cannot be maintained. It may become necessary to quickly reinstate the mask requirement if pandemic circumstances were to change.

Vaccines: While proof of vaccination is no longer required to access campus or participate in in-person Carleton activities, it may become necessary for the University to bring back proof of vaccination requirements on short notice if the situation and public health advice changes. Students are strongly encouraged to get a full course of vaccination, including booster doses as soon as they are eligible and submit their booster dose information in **[cuScreen](#)** as soon as possible. Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

All members of the Carleton community are required to follow requirements and guidelines regarding health and safety, which may change from time to time. For the most recent information about Carleton's COVID-19 response and health and safety requirements please see the **[University's COVID-19 website](#)** and review the **[Frequently Asked Questions \(FAQs\)](#)**. Should you have additional questions after reviewing, please contact **covidinfo@carleton.ca**.

REQUESTS FOR ACADEMIC ACCOMMODATIONS

Please include the following text, provided by Equity and Inclusive Communities, on all course outlines, and read it at the beginning of your first few classes to remind students. For details, see Section 8 above, and the [Instructors' Guide to Academic Accommodation](#).

ACADEMIC ACCOMMODATION

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form ([click here](#)).

Religious obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details [click here](#).

ACADEMIC ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

SURVIVORS OF SEXUAL VIOLENCE

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/equity/sexual-assault-support-services>

ACCOMMODATION FOR STUDENT ACTIVITIES

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation will be provided to students who compete or perform at the national or international level. Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>