

**HHSEM 2719H  
INCARCERATION AND HEALTH  
HANSON HALL 1-111  
THURSDAY 1-3:30PM**

**PROFESSOR**

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E-mail is always the best way to reach me. I check email frequently and will do my best to get back to you as soon as possible. However, please be aware that at times a 36-hour maximum response time can be expected. ***Please put HSEM2719 in the subject line of all course-related messages.***

**COURSE DESCRIPTION**

Mass incarceration is one of the major public health challenges facing the United States. Each year, millions of people cycle through the criminal justice system. Justice-involved people experience far higher rates of chronic health problems, substance use, and mental illness than the general population. Further, our country's prisons and jails are often ill-equipped to handle these complex health conditions, perpetuating health inequities. Mass incarceration contributes to powerful health disparities in the United States, affecting the health of entire communities and across generations. This course will examine the intersections of mass incarceration and public health. We will explore individual and community-level health impacts of incarceration, with a focus on the relationship between mass incarceration and health disparities, particularly in communities of color. This course will consider specific populations at particularly high risk, including detained youth, pregnant incarcerated women, and the elderly. Students will have an opportunity to tour local correctional facilities and hear directly from experts in the field, including formerly incarcerated people.

**COURSE FORMAT**

As an honor's seminar, class sessions will primarily consist of group discussions. Regular class attendance is required and necessary for students to learn course material. **It is imperative that course readings be completed before class.** Students will be expected to demonstrate their understanding of the reading through short writing assignments and class discussions. Students are expected to participate in class activities and discussions in an attentive and respectful way. Please remember that members of this class will have diverse experiences and opinions. To ensure a positive learning experience and full participation by all, please listen with an open mind and express your thoughts and responses in a respectful manner; I will do the same.

**COURSE LEARNING OUTCOMES**

This course will focus on the following [Student Learning Outcomes](#):

- *Can identify, define, and solve problems* – students will be responsible for identifying key challenges affecting children and families impacted by incarceration and will work to identify solutions to those challenges.
- *Can locate and critically evaluate information* – students will be expected to complete a final paper on a topic of their choosing. This paper will demonstrate their ability to find and critically evaluate the information on that topic.
- *Can communicate effectively* – students will be responsible for submitting a final paper that will assess their written communication skills, in addition to giving a final presentation that will assess their oral communication skills.

**STUDENT DEVELOPMENT OUTCOMES**

Students in this class will be expected to demonstrate the following characteristics, as part of their ongoing [student development](#):

- Goal orientation by managing their energy and attention to achieve specific outcomes
- Self-awareness by knowing their personal strengths and talents and acknowledging their shortcomings
- Appreciation of differences by recognizing the value of interacting with individuals with backgrounds and/or perspectives different from their own
- Tolerance of ambiguity by demonstrating the ability to perform in complicated environments where clear-cut answers or standard operating procedures are absent.

**COURSE WEBSITE**

The course website can be accessed by logging into MyU ([www.myu.umn.edu](http://www.myu.umn.edu)) then clicking the 'My Courses' link. Course information, including the syllabus, assignments, and handouts will be available on the Moodle site.

**REQUIRED READINGS**

Required readings appear in the course schedule.

Additional readings are listed in the course calendar and will be posted on the course website. Readings are assigned for each class meeting and must be completed *before* class.

**COURSE ASSIGNMENTS****Reading Reflections**

Throughout the semester, you will be asked to write very brief response papers to the assigned readings. Reading reflections should be typed and approximately one page in length (double-spaced, 1-inch margin, 12-point font). Reading reflections will be submitted online the day before each class period. Reading reflections should demonstrate that you have read the assigned readings and are thinking critically about the issues presented. In your response, include one or two discussion questions based on the assigned readings. Your reflections should be thought provoking and demonstrate an integration of course material, not simply a summary of the readings.

**Research Critique**

You will identify and critique one article related to incarceration and the family. The Research Critique should be typed and approximately five pages in length (double-spaced, 1-inch margins, 12-point font, APA style). Critiques should demonstrate that you have thought critically about the theory and methods employed by the researchers, and that you have connected the research with class discussions. It is recommended that you chose an empirical article (i.e., one in which new data collection and analyses are presented) that is related to your final paper topic.

**Policy Letter**

Using the topic that you have selected for your final paper, prepare a brief (i.e., less than one page) letter to the editor or letter to a local stakeholder (e.g., Commissioner of Corrections, prison warden). Your letter should offer a compelling argument about a policy or practice related to mass incarceration and health (e.g., mandated pregnancy testing to incarcerated women; compassionate release for end of life care).

**Final Paper**

For your final paper, you should select a topic related to incarceration and health that interests you. Prepare an 8-10 page paper (double spaced, 1-inch margins, 12-point font, APA style). Your paper should include at least five scientific references, but could also include information obtained through key informants (e.g., individuals who work with incarcerated parents, corrections staff). A draft of this assignment is due before the final version is submitted. You will receive considerable feedback from the instructor about your writing, with the goal of improving your final submission. You will be asked to complete a self-evaluation – identifying aspects of the paper that were particularly challenging and areas where you felt you excelled – for the first draft and final version.

**Tour Reflection**

Throughout the semester, you will have an opportunity to tour three correctional facilities. Near the end of the semester, you will be asked to reflect on these experiences. The Tour Reflection should be typed and approximately four pages in length (double-spaced, 1-inch margins, 12-point font). It is recommended that you take notes after each of the tours, so that you can compare and contrast specific experiences in your reflection.

**Final Presentation**

At the end of the semester, you will prepare a brief (10-15 minute) presentation about your final paper topic. Your presentation should demonstrate your knowledge of your chosen topic and

your ability to communicate key information to a diverse audience. You will use VoiceThread to create your final presentation and upload it to the course website. More information and requirements for this assignment will be shared throughout the semester.

### **Bonus Points\***

Throughout the semester, you will have opportunities to earn bonus points that will contribute to your total score in the course. I will announce these opportunities in class and through the course website; opportunities may include peer review of another student's paper, utilizing the writing center to access feedback, identifying relevant articles in the news, etc.

### **POINT DISTRIBUTION & GRADING STANDARDS**

<b>Assignment</b>	<b>Points*</b>
Reading Reflections (7 x 3 points each)	21
Research Critique	15
Tour Participation and Reflection	15
Final Paper Draft	10
Policy Letter	15
Final Paper	50
Final Presentation	15
<b>TOTAL</b>	<b>141</b>

The following cutoffs will be used to assign your final grade. Grades will be assigned according to the University's official grading system.

93% A	87% B+	77% C+	67% D+
90% A-	83% B	73% C	60% D
	80% B-	70% C-	59% or less F

### **WRITING INTENSIVE COURSE**

This course has been designated as a Writing Intensive (WI) course. To meet the definition of WI, a course must satisfy six requirements. Each of these requirements is listed below, with an explanation of how they will be met in this course.

1. *Writing is comprehensively integrated into the course:* Writing is incorporated throughout the course to provide you with numerous opportunities to develop your capacity to communicate your ideas effectively. You will have seven short writing assignments in which you are asked to reflect on the required course readings and present questions for discussion. In addition, you will have four other writing assignments. For example, you will be asked to write a final paper in which you identify a topic of your choosing (e.g., end of life care and incarceration; best practices for pregnant incarcerated women). This assignment will demonstrate your ability to locate and critically evaluate information.
2. *Writing is a significant part of the course work:* You will have a written assignment due each week throughout the semester. In addition to short written reflections on the

readings, you will also be asked to write for different audiences (e.g., policy letter) and in different styles (e.g., tour reflection vs. research critique). We will talk about writing throughout the course and a substantial portion of your time outside of class will be preparing written assignments.

3. *Writing is a significant part of the course grade:* Your final course grades are based on 141 points, 90% of which come from written assignments. The final paper is worth 35% of your final grade.
4. *Writing is learned through revision:* Throughout the semester, you will have several opportunities to revise and resubmit your written assignments. For your final paper, for example, have an opportunity to submit a draft, receive extensive feedback on that draft, and resubmit the paper for a final grade.
5. *Writing is explained and practiced in the course:* All writing assignments will be explained in class and you will be provided with additional resources (e.g., grading rubrics, example assignments) to guide your writing. For example, I will post several examples of the research critique (used with permission from students in previous semesters). These examples will be annotated, identifying key points, organizational structure, etc., with the goal of guiding you through writing your own paper. In addition, you will have an opportunity to brainstorm and practice writing for major papers during class time. For example, you will be given an opportunity to identify key stakeholders and draft key messages for your policy letter. We will explicitly discuss strategies for developing compelling arguments for different stakeholders. Throughout the semester, you will be provided with written and verbal feedback from your peers and me.
6. *Instructors should understand the practice of writing instruction:* Although I have taught several WI courses, I am also still learning about the best practices for writing instruction. I will regularly incorporate activities in the classroom that provide opportunities to practice your writing skills and will provide you with feedback on your writing to help you improve throughout the course.

## COURSE POLICIES

**Attendance and Late Work:** Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see:

<http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html>. Given the nature of the class, *attendance is required*. An *unexcused* absence will result in a 10% reduction in your final grade. All assignments must be submitted through Moodle the evening before each class (i.e., *Wednesdays at 11:59pm*). Late work will be accepted; however, there will be a 10% deduction for each day that the assignment is late.

**ADDITIONAL COURSE INFORMATION**

**Credit-work ratio:** SECTION 4A: The Senate affirms the standard (first adopted by the University Senate on February 16, 1922, and reaffirmed subsequently) that one semester credit is to represent, for the average University of Minnesota undergraduate student, three hours of academic work per week (including lectures, laboratories, recitations, discussion groups, field work, study, and so on), averaged over the term, in order to complete the work of the course. Enrollment for 15 credits in a semester would thus require approximately 45 hours of work per week, on average, over the course of the semester. All grades for academic work are based on the quality of the work submitted, not on hours of effort. It is expected that the academic work required of graduate and professional students will exceed three hours per credit per week or 45 hours per semester.

**Writing Center:** You are strongly encouraged to utilize the Student Writing Support (SWS) through the campus Writing Center, particularly for longer writing assignments (e.g., Final Paper). SWS offers free writing instruction for all University of Minnesota students—graduate and undergraduate—at all stages of the writing process. In face-to-face and online collaborative consultations, SWS consultants help students develop productive writing habits and revision strategies. SWS consultants are teachers of writing: graduate and undergraduate teaching assistants and professional staff. Some consultants specialize in working with multilingual writers, and others have experience with writing in specific disciplines. Consulting is available by appointment online and in Nicholson Hall, and on a walk-in basis in Appleby Hall. For more information, go to [writing.umn.edu/sws](http://writing.umn.edu/sws) or call (612) 625-1893. In addition, SWS offers a number of [web-based resources](#) on topics such as avoiding plagiarism, documenting sources, and planning and completing a writing project. Students in this class may use SWS for all course assignments, should they choose to do so.

**Sexual Harassment:** "Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy: <http://regents.umn.edu/sites/default/files/policies/SexHarassment.pdf>

**Equity, Diversity, Equal Opportunity, and Affirmative Action:** The University provides equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: [http://regents.umn.edu/sites/default/files/policies/Equity\\_Diversity\\_EO\\_AA.pdf](http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf).

**Disability Accommodations:** The University of Minnesota is committed to providing equitable access to learning opportunities for all students. Disability Services (DS) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DS at 612-626-1333 to arrange a confidential discussion regarding equitable access and reasonable accommodations.

If you are registered with DS and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course. For more information, please see the DS website, <https://diversity.umn.edu/disability/>.

**Mental Health and Stress Management:** As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: <http://www.mentalhealth.umn.edu>.

**Incompletes (I):** Incompletes will be assigned at the discretion of the instructors when, due to extraordinary circumstances (e.g., hospitalization), a student is prevented from completing the work of the course on time. An incomplete requires a written agreement between instructors and student. Students requesting and receiving approval for an incomplete are responsible for meeting with the instructors as soon as the incomplete is granted to generate a plan and a timeline for the completion of course work. It is the student's responsibility to complete the course work to satisfy the requirements of the course within one academic year. If coursework is not completed within the agreed upon time-frame, the student's grade will automatically become an "F" in the system.

**Student Conduct Code:** The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community. As a student at the University you are expected adhere to Board of Regents Policy: *Student Conduct Code*. To review the Student Conduct Code, please see:

[http://regents.umn.edu/sites/default/files/policies/Student\\_Conduct\\_Code.pdf](http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf). Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

**Scholastic Dishonesty:** You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code:

[http://regents.umn.edu/sites/default/files/policies/Student\\_Conduct\\_Code.pdf](http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf)) If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face

additional sanctions from the University. For additional information, please see:

<http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html>.

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty:

<http://www1.umn.edu/oscai/integrity/student/index.html>. If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

### COURSE SCHEDULE\*

WEEK	TOPIC	REQUIRED READINGS	ASSIGNMENT
1 Sept. 6	Welcome & Introduction		
2 Sept. 13	Framing the Issue: Mass Incarceration and Public Health	Dumont, D. M., Brockmann, B., Dickman, S., Alexander, N., & Rich, J. D. (2012). Public health and the epidemic of incarceration. <i>Annual Review of Public health</i> , 33, 325-339.  Maruschak, L. M. & Berzofsky, M. (2015). Medical Problems of State and Federal Prisoners and Jail Inmates, 2011-2012. <a href="https://www.bjs.gov/content/pub/pdf/mpsfj1112.pdf">https://www.bjs.gov/content/pub/pdf/mpsfj1112.pdf</a>	RR 1
3 Sept. 20	Framing the Issue: Mass Incarceration and Public Health (Provider Panel)	Cloud, D. (2014) On Life Support: Public Health in the Age of Mass Incarceration. New York, NY: Vera Institute of Justice. <a href="https://storage.googleapis.com/vera-web-assets/downloads/Publications/on-life-support-public-health-in-the-age-of-mass-incarceration/legacy_downloads/on-life-support-public-health-mass-incarceration-report.pdf">https://storage.googleapis.com/vera-web-assets/downloads/Publications/on-life-support-public-health-in-the-age-of-mass-incarceration/legacy_downloads/on-life-support-public-health-mass-incarceration-report.pdf</a>	RR 2
4 Sept. 27	FMC-Rochester Tour (Depart 7:45am, Arrival 9:30am; Depart 2pm; Return 3:30pm)		
5 Oct. 4	Juvenile Justice & Health	Barnert, E. S., Perry, R., & Morris, R. E. (2016). Juvenile incarceration and health. <i>Academic Pediatrics</i> , 16(2), 99-109.  Braverman, P. K., & Murray, P. J. (2011). Health care for youth in the juvenile justice system. <i>Pediatrics</i> , 128(6), 1219-1235.	RR 3
*Wednesday Oct. 10	Hennepin County Home School Tour (Depart 12pm, Arrival 12:45pm, Depart 3pm, Return 3:45pm)		

<b>6</b> Oct. 11	Juvenile Justice & Health	Acoca, L., Stephens, J., & Van Vleet, A. (2014). Health coverage and care for youth in the juvenile justice system: The role of Medicaid and CHIP. <i>The Kaiser Commission on Medicaid and the Uninsured, Menlo Park (CA)</i> .	Research Critique
<b>7</b> Oct. 18	Aging and Incarceration Film (Prison Terminal) Q&A with Film Director	Cloyes, K. G., Berry, P. H., Martz, K., & Supiano, K. (2015). Characteristics of prison hospice patients: Medical history, hospice care, and end-of-life symptom prevalence. <i>Journal of Correctional Health Care, 21(3)</i> , 298-308.  Wangmo, T., Meyer, A. H., Bretschneider, W., Handtke, V., Kressig, R. W., Gravier, B., ... & Elger, B. S. (2015). Ageing prisoners' disease burden: is being old a better predictor than time served in prison?. <i>Gerontology, 61(2)</i> , 116-123.  Cloyes, K. G., Rosenkranz, S. J., Wold, D., Berry, P. H., & Supiano, K. P. (2014). To be truly alive: Motivation among prison inmate hospice volunteers and the transformative process of end-of-life peer care service. <i>American Journal of Hospice and Palliative Medicine</i> , 31(7), 735-748.	RR 4
<b>8</b> *Tuesday Oct. 23	MCF-Oak Park Heights Hospice Unit Tour (Depart 11:45am, Arrival 12:45pm, Depart 3pm, Return 3:45pm)		
Oct. 25	Collateral Consequences: Life After Conviction Conference (Hamline University)		
<b>9</b> Nov. 1	Women's Health and Incarceration (Guest Presenter: Lisa Pederson)	Martin, S. L., Kim, H., Kupper, L. L., Meyer, R. E., & Hays, M. (1997). Is incarceration during pregnancy associated with infant birthweight? <i>American Journal of Public Health, 87(9)</i> , 1526-1531.  Kelsey, C. M., Medel, N., Mullins, C., Dallaire, D., & Forestell, C. (2017). An examination of care practices of pregnant women incarcerated in jail facilities in the United States. <i>Maternal and Child Health Journal, 21(6)</i> , 1260-1266.	RR 5
<b>10</b> Nov. 8	Pregnancy and Incarceration (Guest Presenters: Erica Gerrity & Rae Baker)	Bard, E., Plugge, E., & Knight, M. (2016). Perinatal health care services for imprisoned pregnant women and associated outcomes: a systematic review. <i>BMC pregnancy and childbirth, 16(1)</i> , 285.  Shlafer, R. J., Hellerstedt, W. L., Secor-Turner, M., Gerrity, E., & Baker, R. (2015). Doulas' perspectives about providing support to incarcerated women: A feasibility study. <i>Public Health Nursing, 32(4)</i> , 316-326.	RR 6
<b>11</b> *Wednesday Nov. 14	MCF-Shakopee Tour (Depart 7:45am, Arrival 8:45am, Depart 11am, Return 12pm)		Policy Letter
<b>12</b> Nov. 22	No Class – Thanksgiving Holiday		Final Paper Draft

<p><b>13</b> Nov. 29</p>	<p>Incarceration's Consequences for Children's Health</p>	<p>Turney, K. (2014). Stress proliferation across generations? Examining the relationship between parental incarceration and childhood health. <i>Journal of Health and Social Behavior</i>, 55(3), 302-319.</p> <p>Lee, R. D., Fang, X., &amp; Luo, F. (2013). The impact of parental incarceration on the physical and mental health of young adults. <i>Pediatrics</i>, 131(4), e1188-e1195.</p> <p><i>Supplemental Readings:</i> Roettger, M. E., &amp; Boardman, J. D. (2012). Parental incarceration and gender-based risks for increased body mass index: evidence from the National Longitudinal Study of Adolescent Health in the United States. <i>American Journal of Epidemiology</i>, 175(7), 636-644.</p> <p>Lee, H., Wildeman, C., Wang, E. A., Matusko, N., &amp; Jackson, J. S. (2014). A heavy burden: the cardiovascular health consequences of having a family member incarcerated. <i>American Journal of Public Health</i>, 104(3), 421-427.</p>	<p>RR 7</p>
<p><b>14</b> Dec. 6</p>	<p>Mass Imprisonment &amp; Conclusions Presentations &amp; Reflections</p>	<p>Wildeman, C. (2016). Incarceration and population health in wealthy democracies. <i>Criminology</i>, 54(2), 360-382.</p>	<p>Tour Reflection Final Paper &amp; Presentation</p>

\*Course schedule is subject to change, depending on correctional facility tour dates