

Juvenile Crime

Code: 100469
ECTS Credits: 6

Degree	Type	Year	Semester
2500257 Criminology	OB	3	1

Contact

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Use of languages

Principal working language: catalan (cat)
Some groups entirely in English: No
Some groups entirely in Catalan: Yes
Some groups entirely in Spanish: No

Other comments on languages

Would the course be attended by international students, lectures and seminars will be in Spanish. However, some of the material of the course will be in Catalan

Teachers

Eugenia Albani Moreno

Prerequisites

In order to follow the course is is extremely recommended taht studetnts are able to read scientific papers in English and have basic knowledge of SPSS and statistical analysis. We recommend having passed subjects on quantitative research methods and data analysis.

Objectives and Contextualisation

This subject allows students to known the juvenile justice system in both Catalan and Spanish contexts.

Contributions from criminology and related disciplines will be presented in order to understand, predict and intervene with juveniles that commit criminal offences and anti-social behaviours.

At the end of this course, students should: a) know the basis and main aspects of Catalan and Spanish juvenile justice system, b) be able to do a critical asseesment of a juvenile system c) be able to make comparisions with juvenile justice systems of other jurisdictions; d) be able to carry out preventive actions and educative interventions with juveniles.

At the beginnig of the course a weekly schedule will be facilitated to students through Moodle.

The exam will be done on the specific day, hour and classroom the Faculty of Law assigns. We reccomend international students to check it out at the beginning of the course.

Skills

- Ability to analyse and summarise.
- Accessing and interpreting sources of crime data.
- Analysing the conflict and criminology by using the criminological theories and their psychological and sociological foundations.
- Designing a criminological research and identifying the appropriate methodological strategy to the proposed goals.
- Drawing up an academic text.
- Formulating research hypothesis in the criminological field.
- Identifying existing social resources to intervene in the conflict and criminality.
- Respectfully interacting with other people.
- Students must demonstrate a comprehension of the best crime prevention and intervention models for each specific problem.
- Students must demonstrate they comprehend the criminological theories.
- Students must demonstrate they know a variety of criminal policies in order to face criminality and its different foundations.
- Using the evaluation techniques of criminogenic risk and needs of a person in order to decide an intervention proposal.
- Verbally transmitting ideas to an audience.
- Working autonomously.
- Working in teams and networking.

Learning outcomes

1. Ability to analyse and summarise.
2. Accurately applying the prevention models in specific crime situations.
3. Analysing with scientific criteria the information obtained in criminological databases.
4. Applying the criminological theories.
5. Applying the scientific criminological knowledge to the delinquency analysis.
6. Appropriately choosing the social resource for each professional intervention case.
7. Correctly drawing up every part of a criminological research project.
8. Drawing up an academic text.
9. Efficiently applying the foundations of the different crime policies in the professional activity.
10. Inferring the intervention models in accordance with a previous needs assessment.
11. Respectfully interacting with other people.
12. Using the appropriate research methodology in accordance with the suggested criminological research.
13. Verbally transmitting ideas to an audience.
14. Working autonomously.
15. Working in teams and networking.

Content

1. Legal Context
 - 1.1. International standars and norms on juvenile justice
 - 1.2. Spanish law on juvenile justice
2. Relevant Theories on Juvenile Delinquency
 - 2.1. Development and psychosocial perspectives on child development
 - 2.2. Peers and delinquency. Social Network Analysis
 - 2.3. Sexual abuse on children
 - 2.4. Juvenile life-styles and life transitions
3. Juvenile Justice System in Catalonia

- 3.1. Assessment and mediation
- 3.2. Probation and other community sanctions
- 3.3. Custody
- 4. Criminological research on juvenile delinquency
 - 4.1. What works?
 - 4.2. Applied research and juvenile delinquency
 - 4.3. Recidivism. National and International comparisons
- 5. Risk and needs assessment
 - 5.1. Risk-Need-Responsivity model
 - 5.2. Risk assessment tools: from first to third generation
 - 5.3. SAVRY: risk assessment in juvenile delinquency
- 6. Prevention and intervention with juvenile offenders
 - 6.1. Assessment of the intervention programs
 - 6.2. Individual intervention programs
 - 6.4. Community prevention programs

Methodology

Continuous evaluation

Activities

Title	Hours	ECTS	Learning outcomes
Type: Directed			
Lectures	22.5	0.9	3, 4, 10, 11, 13
Type: Supervised			
Seminar	22.5	0.9	3, 4, 10, 8, 11, 1, 13, 14, 15
Type: Autonomous			
Group work	75	3	3, 4, 10, 8, 11, 1, 13, 15
Individual work	30	1.2	3, 4, 10, 8, 1, 14

Evaluation

Requirements to be evaluated

Assistance to class sessions is mandatory. Absence will be accepted in cases of illness or similar reasons. Students need to bring written proof to justify it. In any case, a minimum of 80% assistance will be required to

have right to be evaluated. Long absences (i.e.: medical reasons) will be diverted to the coordinator of the degree.

Final mark

A minimum mark of 5/10 is needed in all evaluation items and activities to pass the course.

The final mark is the weighted sum of all evaluated items and activities.

$$\text{Nota final} = (\text{TR} * 0,25) + (\text{PPO} * 0,1) + (\text{IXS1} * 0,1) + (\text{PGR1} * 0,1) + (\text{PGR2} * 0,1) + (\text{E} * 0,25) + (\text{A} * 0,1)$$

Where TR = Group essay (25%); PPO = Poster and group defense (10%); IXS# = Individual exercise on social network analysis; PGR = Group exercises (10% + 10%); E = Exam (25%); A = Attendance (10%)

Length of essays

Maximum length: Individual essay: 1.000 words; Group essay 6.000 words

Reassessment

In case of fail in any activity (mark lower than 5/10), students will have an opportunity to repeat their work during the course. The higher mark for a repeated activity is 6/10.

Tutorials

Office hours will be notified in the first session of the course, in any case, students can contact the professor by e-mail: roger.mancho@uab.cat

Fraudulent conduct

Plagiarism and exam cheating will not be tolerated and, in case of being detected, student will be marked with 0/10, losing the right to be evaluated (final evaluation). Additionally, according to the University's normative, plagiarism and cheating cases will be notified to the University and the student may be submitted to disciplinary procedures.

Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Attendance	10%	0	0	11
Group work	25%	0	0	3, 2, 9, 5, 4, 6, 10, 7, 8, 11, 1, 13, 15, 12
Individual essays	30%	0	0	3, 4, 6, 10, 8, 1, 14, 12
Multiple choice exam	25%	0	0	4
Poster and group presentation	10%	0	0	3, 4, 10, 8, 11, 1, 13, 15

Bibliography

Mandatory readings

Bernuz, M. J., Fernández, E., Pérez, F. (2009). La libertad vigilada como medida individualizadora en la Justicia de Menores. *Revista Española de Investigación Criminológica*, 7, 1-27.

Capdevila, M., Ferrer, M., Luque, E. (2006). *La reincidència en el delictes en la justícia de menors*. Barcelona: Centre d'Estudis Jurídics i Formació Especialitzada.

Farrell, J., Young, D., Taxman, F. (2011). Effects of Organizational Factors On Use of Juvenile Supervision Practices. *Criminal Justice and Behavior*, 38(6),565-583.

Fernández, E., Rechea, C. (2006). ¿Un sistema con vocación de reforma?: La Ley de Responsabilidad Penal de los Menores. *Revista Española de Investigación Criminológica*, 4, 1-34.

Lodewijks, H., Doreleijers, T., De Rutier, C. (2008). SAVRY Risk Assessment in Violent Dutch Adolescents: Relation to Sentencing and Recidivism. *Criminal Justice and Behavior*, 35(6), 696-709.

Martínez, B., Murgui, S., Musitu, G., Monreal, M.C. (2008). El rol del apoyo parental, las actitudes hacia la escuela y la autoestima en la violencia escolar en adolescentes. *International Journal of Clinical and Health Psychology*, 8(3), 679-692.

Singh, J., Grann, M., Fazel, S. (2011). A comparative study of violence risk assessment tools: A systematic review and metaregression analysis of 68 studies involving 25.980 participants. *Clinical Psychology Review*, 31(3), 499-513.

Recommended hadbooks

Agnew, R., Brezina, T. (2005). *Juvenile Delinquency: causes and control*. New York: Oxford Universty Press.

Burnett, R., Roberts, C. (2013). *What Works in Probation and Youth Justice: Developing Evidence-based Practice*. Portland: Willan Publishing.

Heilbrum, K., Sevin-Goldstein, N., Reeding, R. (Eds.) (2005). *Juvenile delinquency: Prevention, Assessment and Intervention*. New York: Oxford University Press.

López, P., Lozares, C. (1999). Anàlisi bivariàble de dades estadístiques. Bellaterra: Universitat Autònoma de Barcelona.

Montero, T., de Vicente, R. (2016). *Justicia Juvenil*. València: Tirant lo Blanch.

Otto, R., Douglas, K. (Eds.) (2009). *Handbook of Violence Risk Assessment*. New York: Routledge.

Pallant, J. (2010). *SPSS Survival Manual* (4thed.). Berkshire: McGraw-Hil.

Perry, A., McDougall, C., Farrington, D., (Eds.) (2006). *Reducing crime: The effectiveness of Criminal Justice Intervention*. Cornwall: Willey & Sons, Ltd.