

Institutions of Justice and Rehabilitation

Code: 101669
 ECTS Credits: 6

Degree	Type	Year	Semester
2500260 Social Education	OT	3	2
2500260 Social Education	OT	4	0

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

Prerequisites

This course is part of two mentions of social education, the mention of education of children and youth and adult education mention.

Objectives and Contextualisation

1. Know the total and open institutions in the field of justice. Juvenile facilities. penitentiaries.
2. Analyze the conceptual framework of the Children's Act i the conceptual framework of the general prison organic law and its regulations and specific legislation.
3. Acquire the concepts of re-education, rehabilitation and social reintegration.
4. Know how to make treatment programs and crime prevention.
5. Analyze the functions of social educator in institutions of justice and open institutions.

Skills

Social Education

- Adopt ethical behaviour and attitudes and act according to the ethical principles of the profession.
- Contextualize educational action based on the different theoretical paradigms that have developed in science and education in accordance with the socio-historical context of individuals, groups and institutions.
- In an articulated manner, design plans, programs, projects, activities and tasks in various socio educational contexts.
- Maintain a respectful attitude to the environment (natural, social and cultural) to promote values, behaviour and sustainable practices that address gender equality, equity and respect for human rights.
- Promote autonomy among participants and seek a balance between roles as advisor, facilitator and promoter of socio-educational dynamics.
- Respect the diversity and plurality of ideas, people and situations.

Learning outcomes

1. Accept, understand and be sensitive to people in social difficulty.

2. Acquire educational intervention skills in compliance with court orders.
3. Acquire procedural knowledge to perform an intervention program in educational fields of justice.
4. Acquire values and attitudes of respect for the different social and cultural environments that are unique to our contemporary societies.
5. Analyse the ethical aspects of social education when working with people at risk of exclusion.
6. Analyse the socio-historical evolution of different forms of marginalization and social exclusion.
7. Clarify the ethical dilemmas and debates raised when working with immigrant populations in a situation of social inequality as exists today.
8. Design and implement educational measures to prevent discriminatory attitudes and actions.
9. Design guidance programs for social inclusion and finding employment.
10. Design plans and programs for groups at risk of exclusion.
11. Identifying and assessing the multiplicity of historical, social, political and legal references pertaining to inclusive education.
12. In the educational sphere pertaining to the institutions of justice, knowing how to attend to its internal population according to their specific needs.
13. Know the main lines of intervention in health education.
14. Planning and developing educational interventions with a variety of individuals and groups.
15. Recognising foreign people or those belonging to minority groups (e.g. gypsies) as citizens with full rights and freedoms on equal terms with the population as a whole.
16. Recognising the assimilating, segregating, integrating or inclusive nature of the proposed socio-educational initiatives aimed at working with the immigrant population.
17. Respecting and valuing the potential of all people regardless of the functional limitations that they may have.
18. Understand and respect diversity as a factor of educational enrichment.
19. Understand the characteristics and conditions that make up educational proposals in contexts of diversity.
20. Understand the theoretical and methodological foundations of health education.

Content

Learning outcomes

1. To accept, understand and be sensitive to the population in social difficulty.
2. Acquire the procedural knowledge to perform an intervention program in educational fields of justice.
3. Acquire skills educational intervention with population under compliance with court orders.
4. To acquire values and attitudes of respect for the diverse social and cultural backgrounds that are characteristic of our contemporary societies.
5. Analyze the ethical aspects of social education in working with people at risk of exclusion.
6. Analyze the socio-historical evolution of different forms of marginalization and social exclusion.
7. Clarifying the dilemmas and ethical debates raised by working with marginalized populations in a situation of social inequality as the current one.
8. Understand and respect diversity as a factor of enrichment.
9. Understand the characteristics and conditions that make up the educational proposals in diverse contexts.
10. Knowing the theoretical and methodological foundations of health education.
11. Know the main lines of intervention of health education.
12. Design and implement educational prevention actions attitudes and actions of discrimination.
13. Design plans and programs for groups at risk of exclusion.
14. Develop orientation programs for socio employment.
15. Identify i appreciate the multiplicity of historical, social, political and legal references themselves inclusive education.
16. Plan and develop educational interventions with individuals and various groups.
17. Recognize the nature assimilationist, segregationist, integrative or inclusive of proposed educational action aimed at working with immigrant population.

18. Recognize foreigners or people belonging monitored groups (Gypsies b.p.) as citizens with full rights and freedoms on an equal basis to the entire citizenry.
19. Respect and value the potential of all people regardless of functional limitations they may have.
20. Know and attend the institutions belonging to the internal population justice according to their specific needs education.

Content

1. JUVENILE JUSTICE

- 1.1. Juvenile Justice centers
- 1.2. types
- 1.3. Areas of activity
- 1.4. Community collaboration
- 1.5. Legislation
- 1.5.1. Circular instructions

2. CORRECTIONAL SERVICES

- 2.1. Prisons
- 2.2. Legislation
- 2.2.1. Prison Rules
- 2.2.2. Circular instructions
- 2.3. Statistics correctional institutions

3. ALTERNATIVE PENAL MEASURES

- 3.1. Historical background and evolution
- 3.2. Circular definition features
- 3.3. basic principles
- 3.4. types Programs

4. REHABILITATION AND SOCIAL AND INTEGRATION SERVICES

- 4.1. Rehabilitation and integration
- 4.2. Areas of intervention
- 4.3. Support programs for social and family relationships
- 4.4. Groups of special attention
- 4.5. Other internal care services

5. MEDIATION AND CRIMINAL REPAIR

- 5.1. Criminal mediation and reparation
- 5.2. Mediation teams and repair penal
- 5.3. institutional and social collaboration

Methodology

Student presentations, participatory work of case studies, simulations and discussion of articles or professional aspects of current events related to the subject.

Activities

Title	Hours	ECTS	Learning outcomes
Type: Directed			

Exhibitions by teachers the content and basic issues syllabus. It is done with the whole group and allows class exposure main contents through a open participation by students.	45	1.8	5, 7, 15, 17
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Type: Supervised

Distance work directed from pautes provided by teachers.	30	1.2	5, 7, 15, 17
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Type: Autonomous

Own work to acquire the skills of self-regulated manner.	75	3	5, 7, 15, 17
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Evaluation

Assessment criteria

It will leave a system based on continuous assessment criteria, a fact that makes mandatory class attendance i will allow us to measure the degree program of specific skills that the student has achieved.

General criteria such as the level of student participation, the ability to relate the conceptual content with the procedural framed all ethical values of the profession are valued.

The evaluation will consist of three assessment data. A first consisting of passing an examination of all content working on the subject by explaining the teacher, graphic display document, readings, conclusions of group work, etc. which constitute 30% of the final qualification.

A second evaluation activity will be a final course work that its content will be agreed with the professor of the course, work will constitute 30% of the final qualification.

Finally 40% of the final qualification will be the result note of the work of analysis and synthesis groupware on monographic themes proposed by the teacher.

To pass the course will need to have successfully completed the three activities. Warn that plagiarism of any text in course work will be cause for suspense.

In relation to the delivery of work, apart from reporting in class deadline to do so, it will take the virtual campus such information.

Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Examination of the relevant contents of the content.	30%	0	0	1, 3, 2, 4, 5, 6, 7, 18, 19, 20, 13, 8, 10, 9, 11, 14, 16, 15, 17, 12
Group work to be developed in relation to a specific topic to choose among several presented by the teacher	40%	0	0	2, 5, 6, 7, 19, 20, 8, 11, 16, 15, 17, 12
Individual practical work to be proposed in class and will be resolved along the course.	30%	0	0	2, 5, 6, 7, 19, 20, 8, 11, 16, 15, 17

Bibliography

Bibliography

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