

Juvenile Crime

Code: 100469
ECTS Credits: 6

Degree	Type	Year	Semester
2500257 Criminology	OB	3	1

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

Contact

Name: Arantxa Hernaez Hernando
Email: Arantxa.Hernaez@uab.cat

Use of Languages

Principal working language: spanish (spa)
Some groups entirely in English: No
Some groups entirely in Catalan: No
Some groups entirely in Spanish: Yes

Teachers

Sandra Sanchez Castro

Prerequisites

It is advisable to have a previous knowledge on criminological theories

Objectives and Contextualisation

The course approaches the subject of juvenile delinquency in several dimensions: the legal system, the study of different issues of juvenile delinquency, the means of prevention and the intervention with minors, young people and young offenders. At the end of the course, the student will be able to apply a model of prevention for specific offences, assess the risk and need of young offenders and carry out a supervision plan.

Competences

- 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

Legal Context

Lesson 1. Systems of juvenile justice and child rights

Lesson 2. The Spanish legislation and the Catalan system

Lesson 3. From the protection system to the reform system

Crime prevention

Lesson 4. Young migrants

Lesson 5. Community prevention

Lesson 6. Prevention of radicalization

Juvenile justice intervention

Lesson 7. Risk and needs assessment

Lesson 8. Mediation in juvenile justice

Lesson 9. Juvenile detention and juvenil probation

Profile and phenomenology of juvenile delinquency

Lesson 10. Types of crime

Lesson 11 Disorders and juvenile delinquency

Lesson 12. Victimology

Methodology

Statement

Teaching will be mixed: lectures will be online and seminars face-to-face.

A) Lectures

During the lectures, activities to promote reflection, incite debate, and check learning will be carried out.

B) Seminars

Students will need to prepare an essay or do other kind of activities to prepare for the seminar. During the seminar, students will have the opportunity to hear different opinions from students and professor, solve doubts, debating main ideas and, as a result, increase the learning on juvenile delinquency. The subjects of the seminar will be indicated in the virtual campus before the beginning of the course.

C) Group Research Project

Students will be offered different topics about juvenile delinquency and juvenile criminal justice system to carry out a group work during the course. During the seminars, students will need to present their progress of the Group Research Project

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Lectures	19.5	0.78	3, 4, 10, 11, 13
Seminar	19.5	0.78	3, 4, 10, 8, 11, 1, 13, 14, 15
Type: Autonomous			
Group Research Project	53	2.12	3, 4, 10, 8, 11, 1, 13, 15
Individual work	53	2.12	3, 4, 10, 8, 1, 14

Assessment

Requirements to be evaluated

Students will only be assessed when they attend a minimum of 80% of lectures and seminars

Items of evaluation

a) Individual Essays (30%)

b) Group Research Project (25%).

c) Attendance and participation (25%). Attendance counts 40% and participation 60%. Each student starts with 10 points in attendance and loses 1 point for each non-justifiable absence to lectures or seminars.

d) Exam (20%)

Requirements to pass the subject

Students need to obtain a minimum mark of 5/10 in each of the four items of evaluation.

Resit

Essays with a fail mark may be repeated during the course. Students will have a second chance to pass the exams. In case of fail in the course work, students will have the possibility to improve their course work in the exam period. Non-justifiable absences that exceed 20% will conduct to a fail mark in the subject. The maximum mark in case of resit is 5.

Other important aspects of the evaluation

Essays out of time will not accepted and the student will get a fail mark (0), without possibility of recuperation. Only excuses due to illness or similar reasons may be accepted.

Fraudulent conduct

Cheating or attempt to cheat in exams will conduct of a fail mark (0) and the student will lose the right of a new assessment. Plagiarism in essays will conduct to a fail mark (0) and warning. In case of relapse, the student will obtain a failmark (0) and will lose the right of a new assessment.

Punctuality

Lectures and seminars start on time. Late arrival will not be admitted.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Attendance and participation	25%	0	0	11
Exam	20%	5	0.2	9, 4, 8, 1, 14
Group Research Project	25%	0	0	3, 2, 9, 5, 4, 6, 10, 7, 8, 11, 1, 13, 15, 12
Seminar essays	30%	0	0	3, 5, 4, 6, 10, 8, 1, 14, 15, 12

Bibliography

Mandatory readings

Andrés-Pueyo, A. & Echeburúa, E. (2010). Valoración del riesgo de violencia: instrumentos disponibles e indicaciones de aplicación. *Psichotema*, 22 (3), 403-409.

Fernández-Molina E. & Bernuz, M. J. (2018). *Justicia de Menores*. Madrid: Síntesis.

Furthermore, the students will need to read essays and other material to prepare the seminars. The material will be indicated at the beginning of the course

Recommened readings

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

Blanch, M., Capdevila, M., Ferrer, M., Framis, B., Ruíz, U., Mora, J., Batlle, A. & I López, B. (2017). *La reincidència en la justícia de menors*. Barcelona: Generalitat de Catalunya, Departament de Justícia. Centre d'Estudis Jurídics i de Formació Especialitzada. Retrieved from: <http://cejfe.gencat.cat/ca/recerca/cataleg/crono/2017/reincidencia-jj/>

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

Ibabe, I. & Jaureguizar, J. (2011). El perfil psicológico de los menores denunciados por violencia filio-parental. *Revista Española De Investigación Criminológica*, 9, 1-19.

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

Olweus, D. (1993). *Bullying at school. What we know and what we can do*. [Conductas de acoso y amenaza entres escolares. Barcelona: Morata, 1998]

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

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

Rechea, C. & Cuervo, A. L. (2010). *Menores agresores en el ámbito familiar: un estudio de casos*. *Revista de Derecho Penal y Criminología*, 3, 353-375.

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.