

**Rehabilitation Programs**

Code: 100439  
ECTS Credits: 6

Degree	Type	Year	Semester
2500257 Criminology	OB	2	2

**Contact**

Name: Jenny Cubells Serra

Email: jenny.cubells@uab.cat

**Teaching groups languages**

You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject. Please note that this information is provisional until 30 November 2023.

**Teachers**

Leonor Maria Cantera Espinosa

Nuria Michelena Fernandez Cereceda

**Prerequisites**

The course provides an updated overview of programs of intervention on crime at a local and international level.

It presents and explores the main concepts underpinning intervention programs to prevent recidivism. Therefore, this course is related to the area of psychology and pedagogy, for its contributions to understanding the problem of crime as well as the logics of the intervention programs.

**Objectives and Contextualisation**

1. Analyze the different models of intervention on offenders to prevent recidivism (at a local and international level), as well as its theoretical basis
2. Explore the most representative practical experiences on offender intervention through the study of programs and/or empirical research, and draw conclusions about their relevance and effectiveness.
3. Provide theoretical resources useful for the development of rehabilitation programs.

**Competences**

- Ability to analyse and summarise.

- Applying an intervention proposal about a person serving a sentence.
- Assessing the results of a prevention or intervention program when crime is concerned.
- Assessing the victim's needs in order to carry out an intervention proposal.
- Carrying out the criminological intervention on the basis of the values of pacification, social integration and prevention of further conflicts.
- Demonstrating a comprehension of the victim's needs on the basis of the knowledge of victimological theories.
- Drawing up an academic text.
- Identifying existing social resources to intervene in the conflict and criminality.
- Students must demonstrate a comprehension of the best crime prevention and intervention models for each specific problem.
- Students must demonstrate they know the legal framework and operating model of the crime control agents.
- 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. Acting in a professional way in the criminological field for pacifying, social integration and delinquency-prevention purposes.
3. Applying an effective evaluative model in order to detect the criminological intervention needs in prison population.
4. Appropriately applying social resources to criminality.
5. Carrying out a results analysis of a delinquency prevention program.
6. Correctly describing in the criminological field the legal-penal framework and crime control agents.
7. Demonstrating they know the means and scientific procedures of crime prevention.
8. Drawing up an academic text.
9. Effectively and individually implementing a criminological intervention.
10. Intervening in the criminological field for pacifying, conciliatory and crime-prevention purposes.
11. Mastering the individual evaluation techniques of a criminal act.
12. Properly using the criminological prevention and intervention programs.
13. Using risk analysis methods in the field of safety.
14. Verbally transmitting ideas to an audience.
15. Working autonomously.
16. Working in teams and networking.

## Content

### Part I. Tools for the design and implementation of intervention programs

1. Context and production of crime and rehabilitation. Discipline and control. Foucault's perspective. The meaning of punishment. Relationship between knowledge and power. The role of rules and assessment. The Panopticon. Production of subjectivities.
2. Theoretical perspectives on intervention programs: the cognitive-behavioral perspective and the gender perspective.  
Cognitive behavioral perspective. Behavior modification. Effectiveness of programs based on cognitive behavioral perspective. The Risk-Necessity-Responsibility principle.  
Gender perspective. Challenges for the application of the gender perspective in the penitentiary system. The

situation of women in Penitentiary facilities.

Other perspectives for intervention: analysis of a workshop for the prevention of Gender Violence (in seminar sessions).

3. RisCanvi: risk assessment of the prison population and potential for individualization of treatment

4. Effective intervention to reduce criminality: Core Correctional Practice

5. Treatment programs in custody. The progressive system.

Behavioral perspective principles, objectives, and characteristics. Progressive Systems. Experiences and results of progressive systems.

6. The intervention programs in Europe and Catalonia.

Philosophical and legal aspects of the intervention. Criminological models and intervention strategies in Europe. Effectiveness of intervention programs in Europe. Meta-analysis of the effectiveness of intervention programs in Europe

## PART II. Lectures

Lectures by professionals are planned, on topics related to the subject

Lectures by Jordi Camps (Senior officer of rehabilitation service of the Catalan Prison Service, on the design and implementation of intervention programs in prisons.

Lecture by professionals and prisoners on drug treatment programs.

Lecture by staff and inmates of the unit for intellectual disabilities (DAE) of the Catalan prison "Quatre Camins".

Lecture by staff and inmates of the Unit of women of the Catalan prison Brians.

Lecture by Núria Becerra of the Information and Care Service for Women SIAD (Badalona)

## Methodology

Reading and discussion (1 session)

Reading about the detection of necessities of intervention.

-Intervention program: Design to implement a program as a result of the RisCanvi report.

-Reading and discussion (1 session)

-Reading and discussion of a paper on the tension between desire of freedom and imprisonment (Elejabarrieta and Jeanneret, 2006)

-The students will design an activity aimed at preventing drug use to be implemented in a penitentiary (women, young people and DAE-DID)

On the Moodle platform, at the beginning of the course, the schedule will be available in which the calendar of activities and delivery of the assignments will be detailed.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

## Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Lectures	18	0.72	2, 4, 3, 5, 9, 10, 8, 1, 14, 15, 16, 12
Seminar	18	0.72	2, 3, 11, 5, 9, 1, 16, 12
Type: Autonomous			
Final evaluation	11	0.44	3, 7, 11, 5, 9, 10, 1, 15
Individual work	31	1.24	
Subject Follow-up	35	1.4	2, 3, 7, 11, 5, 9, 1, 15, 12
Team work	31	1.24	

## Assessment

### 1. Assessment Model

Continuous assessment so that students, along with teachers, can track the degree of achievement of educational objectives and competencies. Thus, students take an active role in guiding and promoting their own learning process.

Students will present three individual reports, group work, and a written test about the contents studied in the course.

### 2. Assessment requirements

Attendance at lectures and seminars (minimum 80%). Only justifiable absences, for illness or similar reasons, are accepted.

It is important to respect the date and format of delivery, otherwise the teacher will not be obliged to carry out the correction.

Copying or plagiarism implies that the delivery is not evaluated or that students are not entitled to a new delivery.

### 3. Requirements to pass the course

Students must obtain a minimum mark of (5) in each of the units of the assessment (individual work, group work and final test).

### 4. Resit

In case of not delivering, or failure of any of the assessment items, students will have the opportunity to be reassessed. The individual projects will be repeated during the academic course, once having received feed-back by the teachers, regarding the activities. The working group and the final exam will be re-taken in the period established for it, before the end of the course. The maximum score in case of reassessment will be a pass (5). Attendance and participation in the group dynamics is mandatory, in case of not being able to attend due to force majeure, the part of the dynamization must be repeated individually within the university calendar.

### 5. Fraudulent conducts

Students who cheat or attempt to cheat in exams would obtain a 0 in the course and lose the right to reassessment. In case students delivers an essay in which there is evidence of plagiarism or cannot justify the

arguments of their essays they will receive a warning. Should the student reiterate that this behavior, the maximum mark for the course will be 5. A second relapse will lead to a 0 in the subject and the student will lose the right to re-assessment

#### 6. Activities for assessment: assignments

-Reading of Jeanneret and Elejabarrieta (15%). Individual reflection on questions of reading and discussion held in class.

-Written exercise on the Violence Prevention Workshop (15%)

-Intervention program (35%)

.Final exam (35%)

#### Punctuality

Classes start on time. It is not allowed to enter class once it has started, nor to leave before its end, except for a justifiable reason

#### Unique assessment

Both the assessment and the recovery of the subject in the single assessment mode will consist of a written exam with theoretical questions and the delivery of the design of an intervention program or workshop that the student will have to present orally.

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
EV1. Reading: Detection of intervention needs	10	0	0	2, 4, 3, 7, 11, 5, 8, 1, 14, 15, 16, 12
EV2. Reading: the desire for freedom	15	1.5	0.06	2, 4, 3, 7, 5, 9, 10, 8, 1, 15, 12
EV3.1. Workshop: Presentation of objectives and activity	35	3	0.12	2, 4, 3, 7, 6, 11, 5, 9, 10, 1, 15, 16, 12
Final exam	35	1.5	0.06	2, 3, 11, 5, 9, 1, 15, 12, 13

## Bibliography

#### Mandatory readings

Jeanneret, F. & Elejabarrieta, F. (2006). La producción y gestión del deseo de libertad: la puerta de entrada al dispositivo penitenciario. *Castalia: Revista de Psicología de la Academia*, 10, 93-106.

Lindzey, G; Hall, C. & Thompson, R. (1985). *Psicología*. Omega. (Capítol sobre condicionament operant)

Dirección General de Servicios Penitenciarios (2011). *El model de rehabilitació a les presons catalanes*. [http://justicia.gencat.cat/web/.content/documents/publicacions/model\\_rehabilitacio\\_presons\\_catalanes.pdf](http://justicia.gencat.cat/web/.content/documents/publicacions/model_rehabilitacio_presons_catalanes.pdf)

#### Complementary readings

Almeda, Elisabet. (2003). *Mujeres encarceladas*. Ariel.

Andrews, D. & Bonta, J. (2006). *The Psychology of Criminal Conduct* (4ªed.). Anderson Publishing Co.

Aristizábal, Luz A. & Cubells, Jenny (2017). Delincuencia femenina y desistimiento: factores explicativos. *Universitas Psychologica*, 16(4), 1-14. <https://doi.org/10.11144/Javeriana.upsy16-4.dfdf>

Ayuso, A. (2003). *Visión crítica de la reeducación penitenciaria en España*. Nave Libros.

Birgit, Haydeé. (Ed.) (2000). *El Derecho en el Género y el Género en el Derecho*. Biblos.

Burgess-Proctor, Amanda (2006). Intersections of race, class, gender, and crime: future directions for feminist criminology. *Feminist Criminology*, 1(1), 27-47. <https://doi.org/10.1177/1557085105282899>

Dowden, C., & Andrews, D. (2004). The importance of staff practice in delivering effective correctional treatment: A meta-analytic review of Core Correctional Practice. *International Journal of Offender Therapy and Comparative Criminology*, 48(2), 203-214. <https://doi.org/10.1177/0306624X03257765>

Foucault, M. (1975). *Vigilar y Castigar*. Siglo XXI.

Mackenzie, Doris (2006). *What Works in Corrections. Reducing The Criminal Activities of Offenders and Delinquents*. Cambridge University Press.

Redondo, S; Martínez, Ana, & Andrés-Pueyo, A. (2012). Intervenciones con delincuentes juveniles en el marco de la Justicia: Investigación y Aplicaciones. *eduPsykhé*, 11(2), 143-169. <https://doi.org/10.57087/edupsykhe.v11i2.3863>

Rodó, M. (2021) *Interseccionalitat. Desigualtats, llocs i emocions*. Tigre de paper

## Software

The delivery of the evidence, the evaluation and feedback thereof will be carried out through the Moodle platform within the framework of the UAB Virtual Campus.