

Institutions of Justice and Rehabilitation

Code: 101669
ECTS Credits: 6

Degree	Type	Year	Semester
2500260 Social Education	OT	3	1
2500260 Social Education	OT	4	1

Contact

Name: Alejandro Díaz Fuentes

Email: alejandro.diaz@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.

Prerequisites

It is recommended to follow the information that appears in the written press or other news in the media related to
The reading of some of the bibliographic proposals contained in this guide

Objectives and Contextualisation

1. knowing closed and open institutions in the field of justice: prisons.
2. Analysing the basic conceptual and regulatory framework regulating justice institutions.
3. Acquiring the concepts of reeducation, rehabilitation and social reintegration.
4. Knowing how to make reeducational treatment programs.
5. Analysing the functions of the social educator in institutions of justice and in open institutions.

Competences

Social Education

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- 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.
- Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.
- Promote autonomy among participants and seek a balance between roles as advisor, facilitator and promoter of socio-educational dynamics.
- Take account of social, economic and environmental impacts when operating within one's own area of knowledge.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.

Learning Outcomes

1. Acquire educational intervention skills in compliance with court orders.
2. Acquire procedural knowledge to perform an intervention program in educational fields of justice.
3. Acquire values and attitudes of respect for the different social and cultural environments that are unique to our contemporary societies.
4. Analyse the ethical aspects of social education when working with people at risk of exclusion.
5. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
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. Communicate using language that is not sexist or discriminatory.
9. Critically analyse the principles, values and procedures that govern the exercise of the profession.
10. Design and implement educational measures to prevent discriminatory attitudes and actions.
11. Design guidance programs for social inclusion and finding employment.
12. Design plans and programs for groups at risk of exclusion.
13. Identify situations in which a change or improvement is needed.
14. Identify the principal forms of sex- or gender-based inequality and discrimination present in society.
15. Identify the social, economic and environmental implications of academic and professional activities within one's own area of knowledge.
16. Identifying and assessing the multiplicity of historical, social, political and legal references pertaining to inclusive education.
17. In the educational sphere pertaining to the institutions of justice, knowing how to attend to its internal population according to their specific needs.
18. Know the main lines of intervention in health education.
19. Planning and developing educational interventions with a variety of individuals and groups.
20. Propose new experience-based methods or alternative solutions.
21. Recognising the assimilating, segregating, integrating or inclusive nature of the proposed socio-educational initiatives aimed at working with the immigrant population.
22. Understand the characteristics and conditions that make up educational proposals in contexts of diversity.
23. Understand the theoretical and methodological foundations of health education.
24. Weigh up the impact of any long- or short-term difficulty, harm or discrimination that could be caused to certain persons or groups by the actions or projects.

Content

1. REEDUCATION AND REINTEGRATION

1.1. Definition and understanding of concepts

- 1.2. Differences with related notions
- 1.3. Conceptual and regulatory framework
- 1.4. Approach to the theories of the penalty function
- 1.5 Restorative justice

2. PENITENTIARY SERVICES

- 2.1. Penitentiary centres: types and characteristics
- 2.2. Approach to basic regulations
- 2.3. Organisation of penitentiary and professional centres and generic functions they develop
- 2.4. Effects of deprivation of freedom on inmates

3. PENITENTIARY TREATMENT

- 3.1. Penitentiary treatment and rehabilitation programs
- 3.2. Functions of social educators in penitentiary centres
- 3.3. Skills of social educators in the penitentiary field

Methodology

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

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			
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	4, 7, 13, 20
Type: Supervised			
Distance work directed from pautes provided by teachers.	30	1.2	4, 7, 13, 20
Type: Autonomous			

Assessment

In any of the evaluation modalities chosen by the students, the ability to relate the conceptual contents with the procedural ones will be valued, framed all by the deontological values of the profession.

Likewise, in addition to the evaluative areas that determine the final grade, the general communicative competence, oral and written, and a good command of the vehicular language that appears in the teaching guide will be valued. All activities will take into account linguistic correctness, writing and formal aspects of presentation. Students must be able to express themselves fluently and correctly. An activity may be returned (not evaluated) or suspended if it is deemed not to meet this requirement.

Plagiarism or copying in any of the evaluation activities will be grounds for suspension.

There will be an outing/visit to the Model Prison of Barcelona. The date shall be determined at least one month in advance and shall be made between the months of October and November. The visit will take place on a Wednesday from 8:30 a.m. to 9:30 a.m. Admission will be free. The cost involved will be, only, that of travel. For those students who cannot attend, the content of the visit will be explained in class.

The continuous evaluation will be constituted by three evaluative categories:

- A first one that consists of passing an individual written exam, of development, which will include all the content worked on in the subject: theoretical explanations of the teacher, visualization of graphic documents, readings, conclusions of group work, etc. It will constitute 50% of the final grade. It will be held on 24.01.24.
- A second evaluation activity will consist of a final group work related to the development of a rehabilitation program. The content of this will be agreed with the teacher of the subject. The work will be valued with 25% of the final grade. The maximum date of delivery of the group work will be 20.12.23.
- Finally, 25% of the final grade will be the grade or grades resulting from the presentations, participations and monographic topics proposed by the teacher.

To pass the subject it is necessary to obtain a minimum grade of 5 out of 10 in the average of the three evaluation activities. It will not be averaged and the subject will be understood as not passed if a minimum of 4 out of 10 is not reached in each of the 3 evaluation areas.

For those who request it, the revision date will be agreed with the teacher (the revision date will be approximately between 3 and 4 days after the individual written exam).

The date of recovery will be January 31, 2024 through an oral test.

To participate in the recovery it is necessary to be evaluated in a set of activities, the weight of which is equivalent to a minimum of two thirds of the subject. The recovery test will consist of an individual oral exam that can include any aspect taught throughout the course. The grade assigned in the recovery will be the final grade, which will not average with the grades obtained previously.

Single evaluation: The single evaluation will consist of two evaluative elements:

- A written development exam that will deal with the syllabus, worked on the subject, which will have a value of 50% of the final grade. The date of the exam will be 24.01.23.
- An individual work related to the development of a rehabilitation program, which will have the value of 50% of the final grade and will be delivered at the beginning of the written test.

To pass the subject in the single evaluation modality it is necessary to obtain a minimum grade of 5 out of 10 once the average of the 2 evaluation areas has been made. The subject will not be averaged and will be understood as not passed if a minimum of 4 out of 10 is not reached in each of the 2 evaluation areas.

For those who request it, the revision date will be agreed with the teacher (the revision date will be approximately between 3 and 4 days after the individual written exam). To participate in the recovery it is necessary to be evaluated in a set of activities, the weight of which is equivalent to a minimum of two thirds of the subject. The recovery test will consist of an individual oral exam that can include any aspect taught throughout the course. The grade assigned in the recovery will be the final grade, which will not average with the grades obtained previously.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Group work to be developed in relation to a specific topic to choose among several presented by the teacher	25%	0	0	1, 4, 6, 7, 22, 23, 10, 16, 21, 17
Individual examination of the relevant contents.	50%	0	0	2, 1, 3, 4, 6, 7, 22, 23, 18, 10, 12, 11, 16, 19, 21, 17
Individual practical work to be proposed in class and will be resolved along the course.	25%	0	0	1, 9, 4, 6, 5, 7, 22, 8, 23, 10, 16, 15, 14, 13, 20, 21, 24

Bibliography

Bibliography

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Comunicación del II Congreso la Familia en la sociedad del siglo XXI Fundación de Ayuda contra la Drogadicción.

Software

No specific programs are used