

Rehabilitation Programs

Code: 100439
ECTS Credits: 6

2024/2025

Degree	Type	Year
2500257 Criminology	OB	2

Contact

Name: Jenny Cubells Serra

Email: jenny.cubells@uab.cat

Teachers

Leonor Maria Cantera Espinosa

Teaching groups languages

You can view this information at the [end](#) of this document.

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.

The course will be taught from the perspective of the Sustainable Development Goals.

The theory classes of the course will be held in Catalan. Seminar 11 will be in Catalan, seminar 13 in Spanish and seminar 12 is to be determined

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. Intervention programmes and implementation context

1. Intervention programmes in Catalan prisons

Socio-educational programmes, specific programmes. Theoretical foundations of intervention.

2. Discipline and control. Foucauldian perspective.

Punishment and punishment. Power-knowledge relationship. The role of rules and examination. The Panopticon. Production of subjectivities.

Part II. Toolbox for the design and implementation of intervention programmes.

3. Theoretical perspectives on Intervention Programmes: Cognitive-Behavioural Perspective and Gender Perspective.

3.1 Cognitive-behavioural perspective. Behaviour modification. Effectiveness of programmes based on the cognitive-behavioural perspective. The Risk-Need-Responsivity principle. Analysis of an intervention programme designed and implemented by the Department of Justice.

3.2. Gender perspective. Analysis of patriarchy and its relationship with the perpetration of gender violence and intervention in female delinquency. Review of the laws that guide intervention in gender violence.

Practical cases: intervention workshop with inmates serving sentences for gender-based violence and the potential of virtual reality in the treatment of inmates convicted of gender-based violence.

4. Risk change: risk assessment of the prison population and potential for the individualisation of treatment.

5. Effective Intervention to Reduce Reoffending: Core Correctional Practice

Part III. Lectures

Lectures by different professionals and users on subjects related to the subject

Lecture by Jordi Camps (Head of the Treatment Section. Directorate General of Resources and Penitentiary Regime of the Secretariat of Penal Measures, Reintegration and Victim Care on the design and implementation of Intervention Programmes in prisons.

Conference by the DAE of Quatre Camins (technicians and users) on the group of intellectual disabilities.

Conference by the professionals and inmates of the Brians Prison's Dons Module.

Conference by the professionals and inmates of the CP de Jóvenes.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Lectures	19.5	0.78	2, 4, 3, 5, 9, 10, 8, 1, 14, 15, 16, 12
Seminar	19.5	0.78	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	30	1.2	
Subject Follow-up	33	1.32	2, 3, 7, 11, 5, 9, 1, 15, 12
Team work	31	1.24	

Practical case

The course is structured around a project to be developed on behalf of the Department of Justice. On the first day of class, a justice professional will present the assignment, which will consist of designing and implementing an intervention workshop in three penitentiary centres (one per seminar).

Intervention programme:

Presentació d'un encàrrec: detecció de necessitats.

Reading and debate (1 session)

Reading and debate on La producción y gestión del deseo de libertad: la puerta de entrada al dispositivo penitenciario (Jeanneret & Elejabarrieta, 2006).

Participate in a workshop with a gender perspective in the intervention in gender violence (1 session)

Submission of an individual report reflecting on the activity and the training carried out.

Test on the application of the theory in the project to be carried out.

After each theory session, students will have to reflect on the applicability of the theory in the project they are developing (the information will be collected in a form).

Intervention programmes (10 sessions)

The students will design an activity oriented to respond to the request proposed by the Department of Justice to be implemented in a penitentiary centre (women, young people and DAE-DID).

On the Moodle platform, at the beginning of the course, the timetable of the course will be available with the calendar of activities and the dates for the delivery of the evidence of learning.

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.

Assessment

Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
EV1. Reading: Detection of intervention needs	15	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

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.

At the end of the session, students will answer a Google forms questionnaire at the end of the session in which they will reflect on the applicability of the theory worked on in class to the project they are developing.

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.

Students will be assessed as long as they have carried out a set of activities the weight of which is equivalent to a minimum of 2/3 of the total qualification of the course. If the value of the activities carried out does not reach this threshold, the teacher of the course may consider the student as not assessable.

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 Gender Violence Workshop (15%)

-Intervention program (35%)

-Final exam (35%)

7. 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

8. Unique assessment

Both the assessment and the recovery of the course in the single assessment mode will consist of a written exam with theoretical questions and the completion of the design of an activity to be carried out in a penitentiary centre. This activity will have to be dynamised in a group facilitated by the person to be assessed (family, friends, etc.) and will have to be recorded on video and delivered to the teacher. This audiovisual must be accompanied by a report of the activity following the instructions of the moodle space.

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. (Chapter on operational conditioning)

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

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 implicaciones. *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.

Language list

Name	Group	Language	Semester	Turn
(TE) Theory	1	Catalan	second semester	morning-mixed