

Juvenile Crime

Code: 100469
ECTS Credits: 6

2024/2025

Degree	Type	Year
2500257 Criminology	OB	3

Contact

Name: David Montero Montero

Email: david.montero@uab.cat

Teachers

Ainoa Torrado Sanchez

Ferran Restrepo Arrufat

Teaching groups languages

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

Prerequisites

It is advisable to have a previous knowledge on criminological theories

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

The theoretical classes, as well as seminars 11 and 13, will be taught in Spanish.

Seminar 12 will be taught in Catalan.

Objectives and Contextualisation

The course addresses the subject of juvenile delinquency in various dimensions: the legal system, the study of different issues of delinquency, and the means of prevention and intervention with youth and young offenders. At the end of the course the student will be able to apply a prevention model according to the criminal typology, carry out a risk-needs assessment of young offenders and implement an intervention measure.

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

Content

Topic 1: Background and contextualization. Evolution of juvenile delinquency and juvenile justice systems.

Topic 2: Development, maturity and crime.

Topic 3: Risk and protective factors in young people.

Topic 4: From criminological theories to risk assessment.

Topic 5: Prevention and intervention programs for young people.

Topic 6: Juvenile systems: protection and reform.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Exam	0	0	3, 2, 9, 5, 4, 6, 10, 7, 1, 14, 12
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			
Personal work	106	4.24	3, 4, 10, 8, 11, 1, 13, 15

A) Lectures

During the lectures, activities will be carried out to promote reflection and debate, with a learning control.

B) Seminars

Students will have to prepare a paper or perform another activity to prepare for the seminar. During the seminar, students will have the opportunity to listen to different opinions of the rest of the classmates and professors, resolve doubts, discuss the main ideas and consequently, increase their learning about juvenile delinquency. The topic of the seminars will be posted on the virtual campus at the beginning of the course.

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

Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Attendance and participation	10%	0	0	3, 9, 11, 1, 13, 15
Exam	40%	5	0.2	9, 4, 8, 1, 14
Individual Exhibition	10%	0	0	3, 2, 4, 8, 1, 14
Poster	30%	0	0	3, 5, 4, 6, 10, 8, 1, 14, 15, 12
Work in Group (Seminars)	10%	0	0	3, 2, 9, 7, 8, 1, 13, 14

Continuous Evaluation

The evaluation system for the subject is continuous evaluation, which is detailed below:

Conditions to be evaluated and to pass the course

Students can only pass the course if they attend at least 80% of the lectures and seminars.

Absences can only be excused for reasons of illness or other reasons of force majeure and academic reasons duly authorized by the professor.

A minimum grade of 5 is required to pass the course.

The student will be assessable as long as they have completed a set of activities equivalent to at least 2/3 of the total weight of the course grade. If the value of the completed activities does not reach this minimum, the course instructor may consider the student as "not assessable."

Evaluation items

a) Seminar Work (50%)

i) Individual Presentation (10%)

ii) Group Work (10%)

iii) Poster (30%)

b) Attendance and participation (10%)

c) Exam (40%).

Resit

Students will have the opportunity of a second chance in case of failing in some continuous assignments or in the exam.

Other important aspects of evaluation

Assignments submitted after the deadline will not be accepted.

Fraudulent behavior

A student who cheats or tries to cheat in an exam will get a 0 in the subject and will lose the right to resit. A student who presents an assignment in which there is evidence of plagiarism will get a 0 and will receive a warning. In case of repetition of the behavior, the student will fail the course (0), losing the right of resit.

Punctuality

Lectures and seminars start on time. Late arrival and leaving the class before the end will not be admitted, unless there is reasonable justification.

Evaluation Review

The review of evaluation follows the same procedure for both continuous evaluation and unique evaluation.

Unique Evaluation

In this case, students who meet the requirements established in the UAB regulations will be evaluated based on a final test, in which they must demonstrate that they have acquired the set of competences of the subject:

1. Design of a research on juvenile delinquency: students must design a research on a given topic within the field of juvenile delinquency - 30 min. - 20%
2. Oral presentation: students must defend their proposal with a poster in front of the subject's professor - 15 min. - 30%
3. Final synthesis exam: students must answer the questions posed in the final exam of the subject - 90 min. - 50%

In the event of not passing the first unique evaluation, students will have the opportunity to retake the evaluation.

Bibliography

Mandatory readings

Vázquez González, C. (2019). *Delincuencia juvenil*. Dykinson S.L. [caps 1, 2, 5, 6, 7, 9 i 10]

Redondo, S., & Garrido, V. (2023). *Principios de criminología* (5ª ed.). Tirant Lo Blanch. [caps 12 i 20]

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

Fernández E. & Bernuz, M. J. (2018). *Justicia de menores*. Síntesis. [caps 2, 3, 4 y 7]

Students must also work with material provided to prepare de seminars.

Other readings

Agnew, R. & Brezina, T. (2005). *Juvenile delinquency: Causes and control*. Oxford University Press.

Blanch, M., Capdevila, M., Ferrer, M., Framis, B., Ruíz, U., Mora, J., Batlle, A. & López, B. (2017). *La Reincidència en la justícia de menors*. Generalitat de Catalunya, Departament de Justícia. Centre d'Estudis Jurídics i de Formació Especialitzada. Recuperat de:
<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*. 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. <https://doi.org/10.46381/reic.v9i0.63>

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

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

Otto, R. i Douglas, K. (Eds.) (2009). *Handbook of violence risk assessment*. Routledge.

Perry, A., McDougall, C. & Farrington, D., (Eds.) (2006). *Reducing crime: The effectiveness of criminal justice intervention*. 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. 10.1016/j.cpr.2010.11.009

Software

No specific program is required in this course.

Language list

Name	Group	Language	Semester	Turn
(TE) Theory	1	Spanish	first semester	morning-mixed
