

## COURSE OUTLINE

### 1. GENERAL

<b>SCHOOL</b>	SOCIAL, ECONOMIC AND POLITICAL SCIENCE		
<b>DEPARTMENT</b>	SOCIAL WORK		
<b>LEVEL OF STUDIES</b>	6		
<b>COURSE CODE</b>	ΣΤ12	<b>SEMESTER</b>	6
<b>COURSE TITLE</b>	LAW, DELIQUENCY AND SOCIAL WORK WITH ADOLESCENTS		
<b>TEACHING ACTIVITIES</b> <i>in case the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to a course as a whole, then please note down the teaching hours per week and the corresponding ECTS Credits.</i>	<b>TEACHING HOURS PER WEEK</b>	<b>ECTS CREDITS</b>	
	3	5	
<i>Add lines if necessary. The teaching organization and methods used are described in the point 4.</i>			
<b>COURSE TYPE</b> <i>Background, General Knowledge, Scientific Area, Skill Development</i>	Scientific Area		
<b>PREREQUISITES:</b>	No		
<b>TEACHING &amp; EXAMINATION LANGUAGE:</b>	GREEK		
<b>COURSE OFFERED TO ERASMUS STUDENTS:</b>	No		
<b>URL COURSE:</b>	<a href="https://eclass.duth.gr/courses/OKA217/">https://eclass.duth.gr/courses/OKA217/</a>		

### 2. LEARNING OUTCOMES

#### Learning Outcomes

*Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.*

Students of the course will be aware of the particularities of juvenile justice, they will know bodies and procedures of juvenile justice systems, and they will recognize the welfare and other characteristics of the structures and services dealing with problematic aspects of the lives of children and protecting this age group from violations of rules associated with their vulnerable position in modern society and their dependence on adults. This knowledge will enable students to work scientifically and professionally in the field of juvenile law and to contribute, in different capacities, in the design of programs and the provision of services for the protection of young people. In addition, students will be able to understand the need for the development of counseling, training and treatment interventions aimed at promoting social and educational reintegration of juveniles with delinquent behavior. They will also be able to understand the role of social workers in promoting rehabilitation and community integration.

#### General Skills

*Taking into account the general skills that the graduate must have acquired (as they are listed in the Diploma Supplement and are listed below), which of them is intended (for the course)?*

*Search, analysis and synthesis of data and information, using the necessary technologies*  
*Adaptation to new situations*  
*Decision making*  
*Autonomous work*  
*Teamwork*  
*Working in an international environment*  
*Working in an interdisciplinary environment*  
*Production of new research ideas*

*Project design and management*  
*Equity and Inclusion*  
*Respect for the natural environment*  
*Sustainability*  
*Demonstration of social, professional and moral responsibility and sensitivity to gender issues*  
*Critical thinking*  
*Promoting free, creative and inductive thinking*

Adaptation to new situations  
Decision making  
Autonomous work  
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Promoting free, creative and inductive thinking

### 3. COURSE CONTENT

The course is part of a circle of courses dealing with crime and the penal phenomenon. These courses are Criminology, Security and Human Rights, Criminal Phenomenon and Formal Social Control, Law, Delinquency, and Social Work with Juveniles, Crime Policy and Globalization, International and Greek Penitentiary Policy, taught in the Department as either compulsory or optional. The teaching of these courses allows students to acquire the basic knowledge which is necessary for a systematic engagement with Criminological Sciences, after they graduate. The involvement of minors in the penal system, the formation of juvenile law, the justice system for the control of juvenile delinquency and its particularities, the institutional treatment of juveniles and young offenders and the specific issues for the protection of children by preventing and tackling crime and victimization, are the subject of this course. In this context, the positive or negative aspects of specific juvenile delinquency legislation as regards its control is examined. Finally, the victimization of children and the terms and conditions of their protection are a special module of the course. These issues are dealt with in the light of the United Nations and the Council of Europe binding or non-binding standards, which reflect the international principles guiding children welfare and control policies. The course also includes Social Work treatment and rehabilitation practices addressed to juveniles with delinquent behavior. Counseling, supervision, training and treatment interventions for reducing and changing delinquent behavior are discussed according to Social Work Theory and Practice (Bradshaw & Roseborough, 2005). Vocational training, education and social rehabilitation are important aspects in the socialization process of juveniles and in the prevention of reoffending. Juvenile rehabilitation services are addressed in comparison with punitive and incarceration models. Rehabilitation programmes are discussed in relation to juveniles with delinquent behaviour needs but also in relation to social reality and applicability options. The role of Social Workers in understanding juveniles with delinquent behavior is also revealed as highly significant. Social interventions, within the criminal justice system and policy changes for improving community, family and other services are also discussed as first priority. The experience of special bodies, non-governmental organizations and child protection and support agencies (Juvenile Probation Service, Societies for Child Protection, The Smile of the Child, Amnesty International, etc.) will be discussed, with presentations of relevant material, reports and data from their activities. The project content includes the following:

1. Juvenile criminality or delinquency - Theoretical approaches.
2. Justice systems for children. Standards, principles and trends.
3. The trial of children. Particularities with emphasis on the role of the juvenile probation officer.
4. The treatment of juvenile offenders. Educational and therapeutic measures, deprivation of liberty in special custodial institutions for young people and post-release care.
5. The phenomenology of juvenile delinquency in Greek society.
6. Children as victims of violence and exploitation.
7. Protection of youth and prevention of juvenile delinquency and victimization.
8. The role of social workers in dealing with juvenile delinquency.

9. Counseling, treatment and training interventions for juveniles with delinquent behavior (e.g. Group Therapy, Family Therapy, Training, Vocational Guidance, etc.)  
 10. Social Services development and intervention programs for juvenile delinquency within the Criminal Justice System.  
 11. Networking of community agencies for the development of juvenile delinquents social integration.

#### 4. LEARNING & TEACHING METHODS - EVALUATION

<p><b>TEACHING METHOD</b> <i>Face to face, Distance learning, etc.</i></p>	Face to Face																	
<p><b>USE OF INFORMATION &amp; COMMUNICATIONS TECHNOLOGY (ICT)</b> <i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i></p>	<p><b>All available online resources, synchronous and asynchronous, are used for uploading teaching material, announcements and for communicating with students and programming educational activities with the active participation of students.</b></p>																	
<p><b>TEACHING ORGANIZATION</b> <i>The way and methods of teaching are described in detail.</i> <i>Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research &amp; analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.</i></p> <p><i>The student study hours for each learning activity are listed as well as the non-guided study hours so that the total workload at the semester level corresponds to the ECTS standards.</i></p>	<table border="1"> <thead> <tr> <th data-bbox="699 689 1031 719"><i>Activity</i></th> <th data-bbox="1035 689 1370 719"><i>Workload/semester</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="699 719 1031 748">Lectures</td> <td data-bbox="1035 719 1370 748">39</td> </tr> <tr> <td data-bbox="699 748 1031 777">Interactive teaching</td> <td data-bbox="1035 748 1370 777">14</td> </tr> <tr> <td data-bbox="699 777 1031 882">Written assignments or participation in educational activities</td> <td data-bbox="1035 777 1370 882">25</td> </tr> <tr> <td data-bbox="699 882 1031 949">Self-study and preparation for exams</td> <td data-bbox="1035 882 1370 949">35</td> </tr> <tr> <td data-bbox="699 949 1031 1016">Assignments' presentation or educational activities</td> <td data-bbox="1035 949 1370 1016">10</td> </tr> <tr> <td data-bbox="699 1016 1031 1046">Final exams</td> <td data-bbox="1035 1016 1370 1046">2</td> </tr> <tr> <td data-bbox="699 1046 1031 1113">Total Class hours (25 hours of workload per ECTS)</td> <td data-bbox="1035 1046 1370 1113">125</td> </tr> </tbody> </table>		<i>Activity</i>	<i>Workload/semester</i>	Lectures	39	Interactive teaching	14	Written assignments or participation in educational activities	25	Self-study and preparation for exams	35	Assignments' presentation or educational activities	10	Final exams	2	Total Class hours (25 hours of workload per ECTS)	125
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<p><b>STUDENT EVALUATION</b> <i>Description of the evaluation process</i></p> <p><i>Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Public Presentation, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others</i></p> <p><i>Explicitly defined assessment criteria and if and where are accessible to students are mentioned.</i></p>																		
<p>For the final evaluation the following are taken into consideration:</p> <p>1) Written assignments or participation in educational activities (preparing the various topics relevant to the curriculum, working on and presenting evidence, project planning).</p> <p>2) Written exams</p> <p>Writing and presenting assignments or participating in educational activities:</p> <p>According to the criteria for writing up academic papers, assignments and presenting academic work, such as using the right terminology, the structure and the organization of the content, the proper use of references and other resources for developing the content of the essay.</p> <p>For the evaluation of educational activities, active participation, understanding of proper educational material, taking initiatives etc.</p> <p>Relevant information is announced on the electronic class.</p>																		

#### 5. SUGGESTED BIBLIOGRAPHY

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- Danilaitou, A., Polyzoidou, B. & Bistuna, Y., (2016). *Children protection law*. Athens: Nomiki Vivliothiki (in greek)
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- Junger-Tas J. & Decker, S.H. [eds], (2006). *International Handbook of Juvenile Justice*. Dordrecht: Springer
- Mincey, B., Maldonado, N., Lacey, C. H., & Thompson, S.D. (2008). Perceptions of Successful Graduates of Juvenile Residential Programs: Reflections and Suggestions for Success. *Journal of Correctional Education*, 59 (1) 8-31
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- Pouloupoulos, Ch. (2009). "The Rights of Subjects in Treatment and Social Inclusion", *Criminal Justice*, Issue 124, pp. 459-463 (in greek)
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- Roberts, A., (2004). *Juvenile Justice Sourcebook. Past, Present and Future*. Oxford: Oxford University Press
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ANNEX OF THE COURSE OUTLINE

Alternative ways of examining a course in emergency situations

<b>Teacher (full name):</b>	Charalampos Pouloupoulos
<b>Contact details:</b>	chpoulo@sw.duth.gr
<b>Supervisors: (1)</b>	YES
<b>Evaluation methods: (2)</b>	Written assignment or/and exercises
<b>Implementation Instructions: (3)</b>	Written examination

(1) To be completed with YES or NO

(2) Note down the evaluation methods used by the teacher, e.g.

- *written assignment* or/and exercises
- written or oral examination with distance learning methods, provided that the integrity and reliability of the examination are ensured.

(3) In the **Implementation Instructions** section, the teacher notes down clear instructions to the students:

α) in case of **written assignment and / or exercises**: the deadline (e.g. the last week of the semester), the means of submitting them to the teacher, the grading system, the participation of the assignment in the final grade and every other detail that should be mentioned.

β) in case of **oral examination with distance learning methods**: the instructions for conducting the examination (e.g. in groups of X people), the way of pronouncing topics, the applications to be used, the necessary technical means for the implementation of the examination (microphone, camera, word processor, internet connection, communication platform), the way the hyperlink is sent, the duration of the exam, the grading system, the participation of the exam in the final grade, the ways in which the inviolability and reliability of the exam is ensured and every other detail that should be mentioned.

γ) in case of **written examination with distance learning methods**: the instructions for assigning the topics, the way of submitting the answers, the duration of the exam, the grading system, the participation of the exam in the final grade, the ways in which the integrity and reliability of the exam is ensured and every other detail that should be mentioned.

There should be an attached list with the Student Registration Numbers only of the beneficiaries to participate in the examination.