

Pedagogical acting in judicial and forensic contexts (H002207)

Due to Covid 19, the education and evaluation methods may vary from the information displayed in the schedules and course details. Any changes will be communicated on Ufora.

Course size (nominal values; actual values may depend on programme)
Credits 5.0 Study time 150 h Contact hrs 45.0 h

Course offerings and teaching methods in academic year 2020-2021

Offering	Location	Teaching Methods	Hours
A (semester 2)	Dutch	lecture	40.0 h
		self-reliant study activities	5.0 h

Lecturers in academic year 2020-2021

Lecturer	Role
Colins, Olivier	PP10 lecturer-in-charge
Vandeveldel, Stijn	PP10 co-lecturer

Offered in the following programmes in 2020-2021

Programme	credits	offering
Master of Science in Educational Sciences (main subject Clinical Special Needs Education and Disability Studies)	5	A
Master of Science in Educational Sciences (main subject Pedagogy and Educational Sciences)	5	A

Teaching languages

Dutch

Keywords

Living climate, Education and training, Rehabilitation models (RNR/GLM), Strengths-based approaches, Trauma, Intersectionality, Recovery

Position of the course

This course is an optional course in the Master of Science in Educational Sciences and Master of Science in Social Work.

If they have committed criminal offences (in the case of minors: as criminal offences described acts), children, adolescents and adults can come into contact with the (juvenile) judge or other judicial or forensic actors (police, judges, forensic treatment, closed residential settings, ...).

This optional course focuses on theoretical frameworks, practices and interventions related to pedagogical acting with children, adolescents and adults in judicial and forensic contexts. Emphasis will be placed on different aspects related to support, guidance, education, training, and treatment, ... to/of these children, adolescents and adults.

Contents

In this course, topics/subjects that (may) facilitate or hinder education, training, or re-integration of children, adolescents and adults in judicial and forensic contexts are dealt with:

- Definitions, terminology, etiology, assessment and other relevant aspects related to characteristics of children, adolescents or adults, e.g., criminal offending, personality characteristics, psychiatric problems, ...
- Definitions, terminology, etiology, assessment and other relevant aspects related to characteristics of educators (e.g., parents, professional staff) or social networks, e.g., parental style, living group climate, social support, ...
- Definitions, terminology, etiology, assessment and other relevant aspects related to characteristics of the broader context (e.g., societal developments (including social vulnerability and poverty), policy evolutions, ...
- Theoretical frameworks in relation to (ortho)pedagogical acting and support in judicial and forensic contexts, e.g., Risk Need Responsivity-model (RNR), Good Lives Model (GLM), ...
- Risk assessment and risk management

- Applications in specific (treatment) contexts: internment measure, youth detention centres, substance abuse treatment in prison, persons in vulnerable situations who come into contact with judicial/forensic treatment
- Capita selecta in relation to education and training, support and treatment in outpatient and residential settings, focus on living climate, discussion in regard to closed settings, attention for trauma and trauma-informed care, ... (linked to recent developments and evolutions).

Initial competences

Final competences

- 1 To correctly use pedagogical concepts and definitions related to criminal offending and norm-breaking behavior with respect for clients and their context.
- 2 To map and analyse the interactions between person-, educator- and content-related variables, with attention for possible limitations and strenghts.
- 3 To have insight in, to reflect critically on and to apply pedagogical theories in situations and cases related to pedagogical acting in judicial and forensic contexts, situated within support, guidance, treatment, education and training.
- 4 To have insight in and to apply strengths-based (ortho)pedagogical practices and methods in outpatient and residential settings.
- 5 To act ethically in complex situations.

Conditions for credit contract

Access to this course unit via a credit contract is determined after successful competences assessment

Conditions for exam contract

This course unit cannot be taken via an exam contract

Teaching methods

Lecture, self-reliant study activities

Extra information on the teaching methods

- The courses are given by the teachers and some visiting lecturers/experts.

Learning materials and price

Syllabus with selected scientific texts.
Estimated cost: 30 euro

References

Andrews, D. & Bonta, J. (2016). *The psychology of criminal conduct*. 6th edition. London and New York: Routledge.

Barnao, M., & Ward, T. (2015). Sailing uncharted seas without a compass: A review of interventions in forensic mental health. *Aggression and Violent Behavior, 22*, 77-86.

Brosens, D., Croux, F., De Donder, L. (2018). Barriers to prisoner participation in educational courses: Insights from a remand prison in Belgium. *International Review of Education*.
<https://doi.org/10.1007/s11159-018-9727-9>.

Colins, O.F., Grisso, T., Mulder, E., & Vermeiren, R. (2015). The relation of standardized mental health screening and categorical assessment in detained male adolescents. *European Child and Adolescent Psychiatry, 24*(3), 339-349.

Colins, O.F. (2016). Assessing Reactive and Proactive Aggression in Detained Adolescents Outside of a Research Context. *Child Psychiatry and Human Development, 47*(1), 159-172

Colins, O.F., Van Damme, L., Fanti, K., Andershed, H. (2017). Prospective Usefulness of Callous-Unemotional Traits and Conduct Disorder in Relation to Treatment Engagement among Detained Girls. *European Child and Adolescent Psychiatry, 26*, 75-85.

Decoene, S. (2016). *Over stoute dingen doen: Een inleiding criminologische psychologie*. Leuven/Den Haag: Uitgeverij Acco.

Harder, A. T., & Knorth, E. J. (2014). Delinquente jeugdigen. In H. Grietens, J. Vanderfaeillie, & B. Maes (Eds.), *Handboek jeugdhulpverlening, Deel 1: Een orthopedagogisch perspectief op kinderen en jongeren met problemen (Vierde, herwerkte uitgave ed., pp. 299-329)*. Leuven/Den Haag: Uitgeverij Acco.

Rink, J. E. (1995). *Pedagogische verwaarlozing & orthopedagogie*. Opvoeding,

behandeling, personeelsbegeleiding, management. Leuven-Apeldoorn: Garant.

Stams, G. J., van der Put, C., Hoeve, M., & Asscher, J. (2014). Forensische orthopedagogiek. In P. Goudena, R. de Groot, & J. Janssens (Eds.), *Orthopedagogiek: state of the art* (pp. 233-248). (O&A-reeks; No. 7). Antwerpen/Apeldoorn: Garant.

Vandevelde, S., Vander Laenen, F., Van Damme, L., Vanderplasschen, W., Audenaert, K., Broekaert, E., & Vander Beken, T. (2017). Dilemmas in applying strengths-based approaches in working with offenders with mental illness: A critical multidisciplinary review. *Aggression and Violent Behavior*, 32, 71-79.

Van Damme, L., Fortune, C.-A., Vandevelde, S., & Vanderplasschen, W. (2017). The Good Lives Model among detained female adolescents. *Aggression and Violent Behavior*, 37, 179-189.

Van Damme, L., Hoeve, M., Vermeiren, R., Vanderplasschen, W., & Colins, O. F. (2016). Quality of life in relation to future mental health problems and offending: Testing the Good Lives Model among detained girls. *Law and Human Behavior*, 40(3), 285-294.

Ward, T., & Brown, M. (2004). The Good Lives Model and conceptual issues in offender Rehabilitation. *Psychology, Crime & Law*, 10(3), 243-257.

Ward, T. (2017). Prediction and agency: The role of protective factors in correctional rehabilitation and desistance. *Aggression and Violent Behavior*, 32, 19-28.

Ziv, R. (2018). *The future of correctional rehabilitation. Moving beyond the RNR Model and Good Lives Model Debate*. New York and London: Routledge.

Course content-related study coaching

Interactive support by means of the electronic learning platform.
The teacher can be consulted before and after the courses.
If necessary, an appointment can be made with the teacher (via e-mail).

Evaluation methods

end-of-term evaluation

Examination methods in case of periodic evaluation during the first examination period

Written examination

Examination methods in case of periodic evaluation during the second examination period

Written examination

Examination methods in case of permanent evaluation

Possibilities of retake in case of permanent evaluation

not applicable

Extra information on the examination methods

Written exam.

Calculation of the examination mark

The written exam counts for 100% of the evaluation.