

THE UNIVERSITY OF TEXAS AT AUSTIN  
SCHOOL OF SOCIAL WORK  
SPRING SEMESTER 2015

Course Number: SW 395K/360K

Youth, Delinquency, And Juvenile Justice  
MSSA, PhD

Unique Number: 61760

Meeting Time: Wednesdays 5:30-8:30

Meeting Place: SSW 2.118

Office Hours: Tue 12:00-1:30 and Wednesday 2:30-4:00PM

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### COURSE DESCRIPTION

This course is cross-listed as an upper-division elective for undergraduate students (SW360K) and as a graduate elective for graduate students (SW395K) in the School of Social Work who wish to explore the characteristics of delinquent youth and juvenile justice policies and practices. The course will profile the chronic and serious youth offender, examine current legal issues driving federal and state policy in the juvenile justice arena, explore accountability models for determining program effectiveness, and consider contemporary rehabilitative, educational, and delinquency prevention practices. Student will gain knowledge about juvenile justice mandates and the social and learning characteristics of the juvenile offender. They will have the opportunity to study and observe educational and rehabilitative practices in one of the nation's largest juvenile justice systems. Desired outcomes for students are the development of a personal theory of delinquency and juvenile justice, and a working knowledge of the promising supports and systems affecting risk and protective characteristics of delinquent youth.

### OBJECTIVES

- 1) Demonstrate the risk and protective factors associated with juvenile delinquency
- 2) Critically analyze factors associated with disproportionate numbers of ethnic, minority, and disability groups who are adjudicated delinquent.
- 3) Demonstrate an understanding of the social and educational characteristics of chronic and serious youth offenders, including those with disabilities and special education needs.
- 4) Describe and analyze major issues and trends in juvenile justice practice and programming, including the roles of federal and state governments in the juvenile justice arena.
- 5) analyze important ideologies, values and ethical decision making process in the NASW Code of Ethics that help shape juvenile justice practice for social workers.
- 6) Critically evaluate different juvenile justice programs as to their effectiveness with juvenile delinquents. This includes: (a) the adequacy of the research and knowledge base (b) the range of applicability (c) the value and ethical issues, including the student's own value system and (d) the policy implications involved in delivery of services to juvenile delinquents.

- 7) Demonstrate an understanding of how to adapt juvenile justice program models and strategies to meet the unique needs of persons from diverse backgrounds, including race, ethnicity, culture, class, gender, sexual orientation, physical or mental ability, developmental level, age, and national origin.
- 8) Identify career opportunities for social workers in the juvenile justice arena.

### TEACHING METHODS

This course involves a variety of teaching methods including: lectures, power point presentation, in-class experiential learning, group exercises, small group discussions and court room observations.

### Required Texts

Butterfield, F. (1995). *All god's children: The boskett family and the American tradition of violence*. New York, Vintage/Random House Publishing.

Lutz., L., & Stewart, M. (2010). *Crossover Youth Practice Model*. Center for Juvenile Justice Reform.

Martin, G. (2005). *Juvenile justice: process and systems*. Sage Publications

### Recommended Texts

Ellis, R., & Sowers, K. (2001). *Juvenile justice practice: A cross-disciplinary approach to intervention*. Brooks Cole.

Loeber, R., & Farrington, D. (2001). *Child delinquents: Development, intervention, and service needs*. Sage Publications.

### SPECIAL ACCOMODATIONS FOR STUDENTS WITH A DISABILITY

Any student with documented disability (physical or cognitive) who requires academic accommodations should contact the Service for Student with Disabilities area of the Office of the Dean of Students at 471-6259 (voice) or 471-4641 (TTY for users who are deaf or hard of hearing) as soon as possible to request an official letter outlining authorized accommodations.

### POLICY ON SCHOLASTIC DISHONESTY

Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harm the individual, all students, and the integrity of the University, policies on scholastic dishonesty will strictly be enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students [http://deanofstudents.utexas.edu/sjs/scholdis\\_plagiarsm.php](http://deanofstudents.utexas.edu/sjs/scholdis_plagiarsm.php).

### Grading System

Assignments and exams will be assigned according to the following scale:

A = 90 – 100

B = 80 – 89

C = 70 – 79

F = 69 and below

### GRADING AND ASSIGNMENTS

There are four primary assignments in this course (3 papers and 1 Presentation). There will also be two courtroom observations. All written assignments must be submitted via canvas on the due date. The assignments will contribute to the final grade as follows:

#### I. Boskett Family Assessment Paper (20 points)

You are to read the book entitled: *All God's Children: The Boskett Family and the American Tradition of Violence* by Fox Butterfield. The assignment requires you write a 3 (undergraduate students) or 4 (graduate students) page paper that assesses the intergenerational psychosocial dynamics of the Boskett family and how the family dynamics interfaced with the role the juvenile justice system played in the lives of Willie Boskett, senior and junior. Also discuss what you think could have been done to prevent Willie Boskett jr from being labeled as the most notorious youth in the history of New York state's juvenile justice system.

#### II. Crossover Assignment (30 points)

Each student will write a 5 (undergraduate) or 7 (graduate) page paper discussing the Crossover Practice Model in the context of their practice area of interest. This paper must conform to the following outline and is due May 6th.

1. Demographic Characteristics of population i.e., age, race, gender, educational level, socioeconomic status etc.
2. Description of behavior
3. From a systems theory and ecological perspective discuss the likely pathway to the child welfare and juvenile justice systems
4. Role of family\*\*\*
5. How can the Crossover Practice Model be used to improve the quality of service delivery systems for your population of youth

#### III. Juvenile Justice Presentation (20 points)

Each group will select an area of Juvenile Justice Practice that is of particular interest to them and prepare a 20-minute presentation. Props are encouraged but should serve only as a guide to simplify the presentation for the benefit of the audience. The presentation should include the following:

1. Description of the population of children of interest
2. Why is this area of practice important?
3. What are the most common techniques used to provide service to the population of interest? (must provide at least two)
4. The history & development of each technique
5. The extent to which the technique has been accepted by the professional community
6. Assessment of the overall effectiveness of techniques used

#### IV. Juvenile Justice Policy Research Paper (30 points)

This paper requires you to identify a juvenile justice policy that impacts the population of youth that interest you. The paper must be 5 (undergraduate) or 7 (graduate) pages. The paper must conform to the following outline.

1. Background of the policy i.e., social conditions and circumstances that led to the formation of the policy.
2. Description of the population of juveniles intended to be helped by the policy
3. Description of the effectiveness of the policy
4. What are the demographic implications of the policy i.e., race, gender, age, socioeconomic status etc.?
5. How has the policy evolved over time?

#### Weekly Course Outline

Week	Content	Readings/Assignment
I Jan 21	Course Introduction	
II Jan 28	Definitions and Important Concepts	Martin: Chapter 1
III Feb 4	Juvenile Justice History	Martin: Chapter 2
IV Feb 11	Intersection Between Juvenile Justice and Child Welfare Systems	Martin: Chapter 5
V Feb 18	The History, Role and Function of Juvenile Court	Martin: Chapter 7
VI Feb 25	The Evolution of the Juvenile Justice System	Martin: Chapters 8 & 9
VII March 4	Community Based Juvenile Focused Programs	Martin: Chapter 10
VIII March 11	Antisocial Youth Culture and Gangs	Martin: Chapter 11
IX March 18	Spring Break	Butterfield: Part 1 & 2

X March 25	Crossover Youth Practice Model Overview and Goals Practice Model Values and Principles Practice Model Flow Chart Family Engagement Reducing Disproportionality and Disparity	CYPM Manual: pp. 1-37 <b>Juvenile Justice Policy Research Paper Due</b>
XI April 1	Discussion: All God's Children	Butterfield: Part 3,4 & 5
XII April 8	Phase I Practice Area I: Arrest, Identification and Detention Practice Area II: Decision Making Regarding Changes Phase II Practice Area III Case Assignment, Joint Assignment and Case Planning	CYPM Manual: pp. 38-68 <b>Boskett Family Assessment Paper Due</b>
XIII April 15	Phase III Practice Area IV: Coordinated Case Supervision and Ongoing Assessment of Progress Phase III Practice Area V: Planning for Youth Permanency, Transition, and Case Closure	CYPM Manual pp. 69-87
IVX April 22	Juvenile Justice Assessment	
XV April 29		<b>Group Presentations</b>
XVI May 6		<b>Group Presentations Crossover Assignment Due</b>

## Practice References

- Aarons, J., Smith, L., & Wagner, L. (2009). *Dispatches from juvenile hall: Fixing a failing system*. London: Penguin Group Publishing.
- Abadinsky, H. (2011). *Drug use and abuse: A comprehensive introduction* (7<sup>th</sup> edition). Belmont, CA: Wadsworth Publishing.
- Adler, P. A., & Adler, P. (2006). *Constructions of deviance: Social power, context, and interaction* (5<sup>th</sup> edition). Belmont, CA: Thomson Higher Education.
- Agnew, R. (2009). *Juvenile delinquency: Causes and control* (3<sup>rd</sup> edition). New York: Oxford University Press.
- Alexander, R. (2000). *Counseling, treatment, and intervention methods with juvenile and adult offenders*. Belmont, CA: Wadsworth/Thomson Learning Publishers.
- Bartollas, C. (2000). *Juvenile delinquency* (5<sup>th</sup> edition). Needham Heights, MA: Allyn & Bacon.
- Bartollas, C., & Miller, S. J. (2008). *Voices in the juvenile justice system*. Upper Saddle River, NJ: Pearson/Prentice Hall.
- Battin, M. P., Luna, E., Lipman, A. G., Gahlinger, P. M., Rollins, D. E., Roberts, J. C., & Booher, T. L. (2008). *Drugs and justice: Seeking a consistent, coherent, comprehensive view*. New York: Oxford University Press.
- Belknap, J. (2007). *The invisible woman: Gender, crime, and justice* (3<sup>rd</sup> edition). Belmont, CA: Wadsworth Publishing.
- Brezina, C. (2010). *Careers in the juvenile justice system*. New York, NY: The Rosen Publishing Group.
- Butterfield, F. (1995). *All God's children: The Bosket family and the American tradition of violence*. New York: Vintage/Random House Publishing.
- Chesney-Lind, M., & Shelden, R. G. (2004). *Girls, Delinquency, and Juvenile Justice* (3<sup>rd</sup> edition). Belmont, CA: Wadsworth, Cengage Learning.
- Cole, G. F., & Smith, C. E. (2001). *The American system of criminal justice* (9<sup>th</sup> edition). Belmont, CA: Wadsworth/Thomson Learning.
- Corcoran, J. (2011). *Mental health treatment for children and adolescents*. New York: Oxford University Press.
- Cromwell, P. (1999). *In their own words: Criminals on crime, an anthology* (2<sup>nd</sup> edition). Los Angeles, CA: Roxbury Publishing.

- Curry, G. D., & Decker, S. H. (2003). *Confronting gangs: Crime and community* (2<sup>nd</sup> edition). New York: Oxford University Press.
- Decker, S. H. (2003). *Policing Gangs and youth violence*. Belmont, CA: Wadsworth/Thomson Learning Publishing.
- Egley, A., Maxson, C. L., Miller, J., & Klein, M. W. (2006). *The modern gang reader* (3<sup>rd</sup> edition). New York: Oxford University Press.
- Eller, J. D. (2006). *Violence and culture: A cross-cultural and interdisciplinary Approach*. Belmont, CA: Thomson/Wadsworth.
- Ellis, R. A. & Sowers, K. M. (2001). *Juvenile Justice Practice: A cross-disciplinary approach to intervention*. Belmont, CA: Wadsworth, Brooks/Cole.
- Fagan, T. J., & Ax, R. K. (2011). *Correctional mental health: From theory to best practice*. California: Sage Publications.
- Farrington, D. P., & Welsh, B. C. (2007). *Saving children from a life of crime: Early risk factors and effective interventions*. New York: Oxford University Press.
- Faupel, C. E., Horowitz, A. M., & Weaver, G. S. (2010). *The sociology of American drug use* (2<sup>nd</sup> edition). New York: Oxford University Press.
- Fishbein, D. (2001). *Behavioral perspectives in criminology*. Belmont, CA: Wadsworth/Thomson Learning Publishers.
- Fishbein, D. H. (Ed.) (2000). *The science, treatment, and prevention of antisocial behaviors: Application to the criminal justice system*. Kingston, NJ: Civic Research Institute.
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- Glick, B. (Ed.) (2006). *Cognitive behavioral interventions for at-risk youth*. Kingston, NJ: Civic Research Institute.
- Glick, B. (Ed.) (2009). *Cognitive behavioral interventions for at-risk youth* (Vol. II). Kingston, NJ: Civic Research Institute.
- Grimming, R., & Goodman, D. J. (2008). *Juvenile Justice: A collection of true-crime cases*. Upper Saddle

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Hess, K. M., & Drowns, R. W. (2004). *Juvenile justice* (4<sup>th</sup> edition). Belmont, CA: Wadsworth/Thomson Learning.

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Humes, E. (1996). *No matter how loud I shout: A year in the life of juvenile court*. New York, NY: Simon & Schuster.

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- Nurse, A. (2010). *Locked up, locked out: Young men in the juvenile justice system*. Nashville, TN: Vanderbilt University Press.
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#### Policy References

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