

# North Hennepin Community College

## SOC 1730: Juvenile Justice

### A. COURSE DESCRIPTION

Credits: 3

Lecture Hours/Week: \*.\*

Lab Hours/Week: \*.\*

OJT Hours/Week: \*.\*

Prerequisites: None

Corequisites: None

MnTC Goals: None

This course analyzes the juvenile justice system and its historical and philosophical development, including theories of social causes and effects of delinquency. Students will learn strategies for working with juveniles and for preventing and investigating delinquency. The course provides a working knowledge of Minnesota statutes pertaining to juveniles through the study of case law, report writing, skills exercises, and simulation.

**B. COURSE EFFECTIVE DATES:** 09/10/1997 - Present

### C. OUTLINE OF MAJOR CONTENT AREAS

1. An overview of the American juvenile justice system including the historical formation of a separate system for juveniles. A study of the development of child welfare institutions, programs designed for children, pre-adjudication through incarceration to reintegration into the community. The juvenile justice system will be critically evaluated and examined to look for possible solutions to the juvenile crime problem.

## **D. LEARNING OUTCOMES (General)**

1. Analyze and reflect on the ethical dimensions of the juvenile justice system. (NHCC Core Ability Critical Thinking comps. b,c; NHCC Core Ability Ethical and Civic Responsibility, comp.d;,) ELOs 1, 2, 3
2. Demonstrate communication skills necessary for writing reports that will be used in the juvenile justice system where a diversity of clients exists. (NHCC Ability Human Diversity, comps. d, e; ELO 2
3. Apply techniques and strategies used in crime investigation and the enforcement of laws within communities. (NHCC Core Ability Ethical and Civic Responsibility, comp e; NHCC Core Ability Critical Thinking, comps b, c, d;) ELOs 1, 2,3
4. Understand the levels of juvenile offenses, dispositions, data privacy, traffic offenders, parental notification, court rules concerning juveniles. (NHCC Core Ability Critical Thinking comps.b.c.) ELOs 1, 2
5. MINNESOTA PEACE OFFICER STANDARDS AND TRAINING (POST BOARD) LEARNING OBJECTIVES.
6. 1.5.7. Explain how law enforcement management of status offenses and local ordinance violations can positively impact a community.
7. 2.7.1. Explain the history of and philosophy behind an independent juvenile justice system.
8. 2.7.2. Define status offense, give examples of status offenses that can only be committed by a juvenile and discuss the limits of peace officer authority in relationship to status offenses.
9. 2.7.3. Explain the key elements of the juvenile justice system including:
  - the levels of juvenile offenses,
  - criminal conviction versus adjudicated delinquent, and adult versus juvenile offense charges,
  - the juvenile court system and dispositions available to youthful offenders, and
  - the impact of juvenile case law on peace officers including: In Re Gault, In Re Winship, McKiever vs. Pennsylvania, Fare vs. Michael C., and New Jersey vs. T.L.O.
10. 2.7.4. Discuss the law enforcement officers responsibility for working as a team member with juvenile protective-services professionals.
11. 2.7.5. Identify and discuss actions that are required when processing juveniles including:
  - when photos may be taken, when they are required and when they must be forwarded to the Minnesota Bureau of Criminal Apprehension,
  - when juveniles can and cannot be used in a photo line-up,
  - the services provided by the intake officer/counselor,
  - the laws that apply to legally interviewing a juvenile,
12.
  - parental notification requirements,
  - the setting and procedures for holding conferences with juveniles and their parents,
  - the criteria needed for obtaining secure and non-secure custody orders,
  - factors to consider when making emergency placement of children, and
  - legal detentions of juveniles.
13. 2.7.8. Discuss juvenile prostitution including:
  - the cycle of recruitment, breaking in, grooming and turning out,
  - the makeup of typical users of prostitutes,
  - how prostitutes are marketed,
  - resources for victims of human trafficking and barriers to getting help, and
  - the consequences of juvenile prostitution and the significance of intervention on victims and society.
14. 2.15.1. Explain the legal definitions and significant aspects of Minnesota statutes related to child and vulnerable adult assault, abuse and neglect.
15. 2.15.2. Identify physical and behavioral indicators that aid officers in determining the likelihood of physical, psychological, emotional or sexual abuse, or neglect of a child or vulnerable adult has occurred.
16. 2.15.3. Research the personal and situational characteristics of parents who abuse their children in order to gain insight into the individual and family dynamics that produce abusive behavior.
17. 2.15.4. Describe community resources and supportive services for individuals and families involved in abusive situations.

18. 2.15.5. Define the term in loco parentis and describe the role of a guardian ad litem.
19. 2.15.6. Explain child development issues that may enable officers to respond appropriately to perceived child protection situations (Minn. Stat. 626.8455) and discuss law enforcement related scenarios where officers need to consider the psychological development of children on scene.
20. 2.15.7. Explain officer reporting requirements relative to incidents of maltreatment neglect, or physical or sexual abuse of minors and vulnerable adults and prenatal exposure to controlled substances (Minn. Stat. 626.556, Subd. 3. and Minn. Stat. 626.557).
21. 2.15.8. Describe who is mandated to report suspected child and vulnerable adult abuse and the ramifications of not reporting.
22. 2.15.9. Discuss resources law enforcement may partner with to assess and investigate incidents of maltreatment or to provide services to child or vulnerable adult victims.
23. 2.15.10. Compare and contrast familial, acquaintance and stranger types of child abductions.
24. 2.15.11. Explain the term Drug Endangered Children, the immediate and future risks related to children living in drug related environments and the impact
25. 2.22.3. Discuss the need for protection of data related to on-going investigations, crime victims, and juveniles.
26. 2.26.2. Discuss the appeal of gang membership, how gangs recruit members, and prevention and intervention methods.
27. 3.2.2. Discuss interview considerations and techniques for interviewing children, vulnerable adults and traumatized victims.
28. 3.2.3. Discuss how and why interviewing techniques must vary depending on the interviewee and the circumstances, i.e., when interviewing children, traumatized victims.
29. 3.14.5. Identify mandatory reporters of suspected abuse and discuss where to report, what must be reported, the confidentiality of reports, and the legal ramifications for not reporting.
30. 3.14.6. Discuss the collaborative child abuse team approach in investigating child abuse.
31. 3.14.7. Discuss special interview consideration when dealing with children including the terms suggestibility and child centered interviewing.
32. 3.14.8. Explain child welfare holds that allow officers to remove children from at-risk situations.
33. 3.14.48. Explain or demonstrate law enforcement procedures for responding to situations and crime scenes involving juveniles as victims and/or offenders including:
  - enforcing status offense laws,
  - apply laws applicable to interviewing a juvenile,
  - explaining the 72 hour hold rule governing shelter placements, the 36 hour hold rule governing detention hold, parent or guardian notification requirements regarding placements and detentions, and custody and liability issues,
34. - applying appropriate data practices rules governing incidents involving juveniles including who may request and receive juvenile data, and
  - explaining to whom a juvenile may be released.
35. 3.14.51. Describe the role the Minnesota Bureau of Criminal Apprehension plays as a resource in missing person investigations, missing and endangered children and child abductions.
36. 3.14.52. Describe important information to gather relative to a report of a missing child or an endangered person.
37. 3.14.53. Describe data systems and resources available to Minnesota law enforcement in the investigation of missing children and endangered persons.

#### **E. Minnesota Transfer Curriculum Goal Area(s) and Competencies**

None

#### **F. LEARNER OUTCOMES ASSESSMENT**

As noted on course syllabus

## **G. SPECIAL INFORMATION**

1. Knowledge of Human Cultures and the Physical and Natural World--Through study in the sciences, mathematics, social sciences, humanities, histories, languages, the arts, technology and professions.
2. Intellectual and Practical Skills--Including: Inquiry and analysis; Critical and creative thinking; Written and oral communication; Quantitative literacy; Information literacy; Teamwork and problem solving.
3. Personal and Social Responsibility and Engagement--Including: Civic knowledge and involvement--campus, local and global; Intercultural knowledge and competence; Ethical reasoning and action; Foundations and skills for lifelong learning.