

COURSE OF STUDY Psychology (LM-51) curriculum: Forensic Psychology and Neuropsychology (CU-2)

ACADEMIC YEAR 2023-2024

ACADEMIC SUBJECT Applied Criminology

General information	
Year of the course	First
Academic calendar (starting and ending date)	First semester
Credits (CFU/ETCS):	6 CFU
SSD	Sociology of law, deviance and social change (SPS/12)
Language	Italian
Mode of attendance	Highly recommended

Professor/ Lecturer	
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Virtual room	Team code for mentoring activities: rm6tpi8
Office Hours (and modalities: e.g., by appointment, on line, etc.)	Saturday room 210 9:30 a.m. - 12:30 p.m.

Work schedule			
Hours			
Total	Lectures	Hands-on (laboratory, workshops, working groups, seminars, field trips)	Out-of-class study hours/ Self-study hours
Es. 150	32	28	90
CFU/ETCS			
Es. 6	4	2	

Learning Objectives	The Applied Criminology course aims to provide students with an adequate and up-to-date training, on a theoretical and operational level, of the application profiles of criminological science in the field of adult and juvenile criminal justice in relation to the different procedural phases of possible entry of expert opinion, from the phase of preliminary investigations for the identification of the offender up to the phase of execution and qualitative modulation of the sentence for the assessment of social dangerousness and the risk of reoffending, also considering in a comparative and socio-legal key the models of jurisdictional use of the scientific contributions and operational tools available.
Course prerequisites	It is a first-year, first-semester exam, there are no specific prerequisites other than those required for admission to the degree course.

Teaching strategie	Teaching in classroom for the acquisition of the theoretical and methodological knowledge of criminology in relation to the expert opinion required by criminal justice according to the possible socio-legal models; for the practical application
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	<p>part, exercises, seminars, simulations, within the scope of the identification of the offender during preliminary investigations and the assessment of the risk of adult and juvenile recidivism during the execution of the sentence, with the performance of exercises, group work also using the student debate method or case studies.</p>
<p>Expected learning outcomes in terms of</p>	<p>Adequate mastery of the knowledge and methods of the discipline of criminology with reference to the legal-forensic dimension of the expert opinion required at various moments and stages of adult and juvenile criminal justice and with reference to the procedures and techniques for assessing personality and social dangerousness of an individual according to their procedural use as defined by the possible socio-legal models.</p>
<p>Knowledge and understanding on:</p>	<ul style="list-style-type: none"> ○ Knowledge and ability to understand the theoretical frameworks and methodological tools of criminological science relevant to the identification of the offender in the investigation pre-trial phase according to the socio-legal model of its usability in court; ○ Knowledge and ability to understand the theoretical frameworks and methodological tools of criminological science relevant to the assessment of social dangerousness and the risk of reoffending according to the socio-legal model of its trial usability and the declinations of the function of punishment; ○ Knowledge and understanding of the theoretical frameworks and methodological tools of criminological science relevant to the examination of personality in criminal proceedings, in particular in juvenile proceedings, according to the socio-legal model of its procedural usability, e.g. diversion and restorative justice.
<p>Applying knowledge and understanding on:</p>	<ul style="list-style-type: none"> ○ Assessing and providing a reasoned opinion on the socio-demographic and personological characteristics, as well as reconstructing the interactional dynamics with the victim in the light of the theoretical frames and statistical data of criminology, interpreting the elements identified through criminalistics for the identification of the perpetrator; ○ Assessing and providing a reasoned opinion on social dangerousness and the risk of recidivism, as well as on criminogenetic needs for the purposes of intra- and extra-mural treatment, according to the socio-legal model of its procedural usability and the declinations of the function of punishment. ○ Assessing and providing a reasoned opinion on the offender's criminogenetic needs, especially in the juvenile field, as a function of the application of trial diversion measures, in the light of the theoretical frames and statistical data of criminology, according to the socio-legal model of its procedural usability;
<p>Soft skills</p>	<ul style="list-style-type: none"> ● Making informed judgments and choices <ul style="list-style-type: none"> ○ Ability to collect and interpret criminalistic or criminogenetic data deemed useful and/or significant to determine independent judgements on the socio-demographic and personological characteristics of the offender, as well as to reconstruct the interactional dynamics with the victim; ○ Ability to collect and interpret criminogenetic data deemed useful and/or significant to determine autonomous judgments on social dangerousness and risk of reoffending; ○ Ability to express scientific opinions with a critical-problematic approach including related social or ethical profiles. <p>Activities contributing to the development of these skills are guided case analysis, writing reports, exercises.</p>

	<ul style="list-style-type: none"> • Communicating knowledge and understanding <ul style="list-style-type: none"> ○ Communicating and conveying information, ideas, problems and solutions to specialised interlocutors, in an interdisciplinary way considering the different approaches of the legal, sociological and pedagogical disciplines of the professions involved in the assessment of offender behaviour in relation to the claims of the criminal justice system; ○ Communicating and conveying information, ideas, problems and solutions to specialised interlocutors, also for the purposes of teamwork in relation to the assessment of the risk of reoffending and qualitative and quantitative declinations of punishment; ○ Communicating and conveying information, ideas, problems and solutions to non-specialist interlocutors, in the context of criminological treatment intervention <p>The activities contributing to the development of these skills are exercises, group work also using the student debate method or case studies;</p> • Capacities to continue learning <ul style="list-style-type: none"> ○ Ability to delve into relevant and significant theoretical contexts to deduce the socio-demographic and personal characteristics of the offender, as well as to reconstruct the interactional dynamic with the victim; ○ Ability to explore relevant and significant theoretical contexts for determining the risk of reoffending and the offender's criminogenic needs; ○ Ability to research empirical data in relation to the theoretical frameworks investigated or to support one's evaluations. <p>The activities that contribute to the development of these skills are written reports, group work also using the student debate method or case studies</p>
Syllabus	
Content knowledge	<p>Application profiles of criminological science in the field of criminal justice in relation to the procedural phase of preliminary investigations: the analysis of crime science in relation to the identification of the perpetrator and the interactional dynamics with the victim; criminal profiling: history, models, scientificity and procedural usability.</p> <p>Application profiles of criminological science in the field of criminal justice in relation to the procedural phase of the trial: history of the "criminological expert opinion"; the examination of the offender's personality in the criminal trial, procedural usability under Art. 220 of the Code of Criminal Procedure; socio-legal and comparative models of usability.</p> <p>Application profiles of criminological science in criminal justice in relation to the executive phase of punishment: recidivism and risk assessment in criminology and forensics; origins, developments, method, tools and legal framework.</p> <p>Application profiles of criminological science in the field of criminal justice regarding the juvenile criminal process.</p>
Texts and readings	<p>Massimo Picozzi, Angelo Zappalà (a cura di) Criminal Profiling: dall'analisi della scena del delitto al profilo psicologico criminale, McGraw-Hill, Milano, 2002: i capp. 1, 2, 4, 5, 6, 13</p> <p>Armando Saponaro, L'esame della personalità del reo nel processo penale, Cacucci, Bari, 1997: i capp.6, 7, 8, 9;</p> <p>Georgia Zara, Valutare il rischio in ambito criminologico. Procedure e strumenti per l'assessment psicologico, Il Mulino, 2016: capp.I, II, III, IV, V (parag.1,2,3, fino pag.191)</p>

	Giorgia Zara La psicologia criminale giovanile, Carocci, 2006: capp. 3, 4, 5, 6, 7, 8
Notes, additional materials	
Repository	Any additional teaching or practical material will be made available in the teacher teams platform channel repository

Assessment	
Assessment methods	The assessment of learning will be carried out by means of an oral and interview-type test on the contents of the course.
Assessment criteria	<ul style="list-style-type: none"> • Knowledge and understanding <ul style="list-style-type: none"> ○ ability to sufficiently discursively organise the knowledge learnt in relation to theoretical frameworks, research methods and application profiles, highlighting its peculiarities in relation to the moment of entry of criminological expert opinion into the various procedural stages of criminal justice; • Applying knowledge and understanding <ul style="list-style-type: none"> ○ ability to apply the knowledge learnt to the technical and scientific problem-solving of criminal profiling hypotheses, risk assessment for the prevention of recidivism, and in the juvenile field; • Autonomy of judgment <ul style="list-style-type: none"> ○ ability to reason sufficiently critically about the study carried out, and to highlight problematic or controversial profiles in the application; • Communicating knowledge and understanding <ul style="list-style-type: none"> ○ clarity in presenting, theoretical frames, concepts and empirical data; sufficient competence in the use of specialist vocabulary; • Communication skills; <ul style="list-style-type: none"> ○ sufficient quality, effectiveness, overall linearity of the presentation of information, ideas, problems, and solutions; • Capacities to continue learning <ul style="list-style-type: none"> ○ ability to autonomously identify, in at least a minimum way, possible lines of development for in-depth thematic research or research in the disciplinary and professional field.
Final exam and grading criteria	The final grade is awarded in thirtieths. The examination is deemed passed when the mark is greater than or equal to 18. In order to achieve a high mark, the student must have developed autonomy of judgement and adequate argumentation and exposition skills according to the criteria set out below
Further information	