

Subject Description Form

Subject Code	APSS516														
Subject Title	Delinquency and Family														
Credit Value	3														
Level	5														
Pre-requisite / Co-requisite / Exclusion	Nil														
Assessment Methods	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">100% Continuous Assessment</th> <th style="width: 33%;">Individual Assessment</th> <th style="width: 33%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Term paper</td> <td style="text-align: center;">50%</td> <td style="text-align: center;">0 %</td> </tr> <tr> <td>2. Group presentation</td> <td style="text-align: center;">0%</td> <td style="text-align: center;">30 %</td> </tr> <tr> <td>3. Participation</td> <td style="text-align: center;">20%</td> <td style="text-align: center;">0 %</td> </tr> </tbody> </table> <p>The students' learning outcomes will be assessed through their performance in coursework. The seminar presentation, discussion, case studies, and a term paper are to sum up and apply their learning to resolve issues and problems related to delinquency and family.</p> <ul style="list-style-type: none"> • The grade is calculated according to the percentage assigned; • The completion and submission of all component assignments are required for passing the subject; and • Student must pass the specific component(s) (standard of passing) if he/she is to pass the subject. 			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Term paper	50%	0 %	2. Group presentation	0%	30 %	3. Participation	20%	0 %
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Objectives	<p>The subject aims at enabling students to:</p> <ul style="list-style-type: none"> • critically examine the nature of juvenile delinquency and explore different possibilities of responses to the problem; • tackle the juvenile delinquency problems at different levels of intervention from essential perspectives, especially that in relation to the family; and • be more aware of the nature of their professional activities and be able to devise and choose appropriate intervention strategies amidst a wide array of intervention possibilities in juvenile delinquency. 														

<p>Intended Learning Outcomes</p>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. Critically appraise the usefulness of different theories of juvenile delinquency; b. Recognize the family context of delinquency, with specific reference to the local context; c. Identify the professional roles of the learners in preventing juvenile delinquency in the light of different theories of delinquency management; d. Devise programs of delinquency management in the light of the research evidence on different type of programmes; e. Have the cognitive abilities and skills in working with other professionals in helping delinquents and their families.
<p>Subject Synopsis / Indicative Syllabus</p>	<p>The contents of the course are divided into 4 main parts.</p> <p>Part I: Understanding of juvenile delinquency</p> <ul style="list-style-type: none"> • The concept of juvenile delinquency • The theoretical explanations • The statistics, picture and trend in Hong Kong <p>Part II: Family context of delinquency</p> <ul style="list-style-type: none"> • Criminal family • Parenting and delinquency • Family factors (e.g. structure, size, poverty and neighbourhood) and delinquency <p>Part III: Responses and programs of delinquency management</p> <ul style="list-style-type: none"> • Models: the deficit model, the positive development model, and the empowerment model • Measures: criminal justice measures, individual measures, social measures, and situational measures • System: juvenile justice system and criminal procedure <p>Part IV: Working with juvenile delinquents</p> <ul style="list-style-type: none"> • Resistance, engagement and motivation • Working with delinquent youth with WDEP procedures • Handling delinquent behaviours, e.g. drugs abuse, compensated dating, suicidal behaviour, cyber bullying.
<p>Teaching / Learning Methodology</p>	<p>The participation of students both in the lectures and seminars are crucial for learning in this subject. The subject lecturer will be responsible for providing students with the theoretical and knowledge inputs about delinquency and family while students are expected to share on topics and case discussion guided by the lecturer as the subject is delivered. Web-based Learning is used to offer a more flexible learning environment.</p>

Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods / tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				
			a	b	c	d	e
	1. Term paper	50%	√	√	√	√	
2. Group presentation	30%	√	√	√	√	√	
3. Participation in class	20%	√	√	√	√	√	
Total	100%						
<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <ol style="list-style-type: none"> (1) Term paper requires students to consolidate their thoughts and understanding of the current debates and discussions about delinquency and family; (2) Participation through class exercises is an idea creation, data collection, thinking and writing exercise for students to apply a theoretical framework to analyze and to handle delinquency problems; (3) The small group presentation encourages students to explore and explain issues related delinquency in good depth, and facilitate the learning and discussion. 							
Student Study Effort Expected	Class contact:						
	▪ Lecture (including interactive lectures, class discussion, small-group presentation in class)		36 Hrs.				
	▪ e-Learning/Web-based Learning		3 Hrs.				
	Other student study effort:						
	▪ Reading		20 Hrs.				
	▪ Group discussion outside class, preparing presentation and essay writing		64 Hrs.				
Total student study effort			123 Hrs.				
Reading List and References	<p><u>Essential</u></p> <p>Hagan, F. E. (2017). <i>Introduction to criminology: theories, methods, and criminal behavior. 9th edition</i>. L.A.: Sage Publications.</p> <p>Lee, F. W-L. (2011). <i>Nuturing pillars of society. Hong Kong</i>. Hong Kong University Press.</p> <p>Matsuda, K.N. (2009). Family and delinquency. In H. T. Greene & S.L. Gabidon (eds.). <i>Encyclopedia of race and crime</i> (pp.282-284). Sage: Thousand Oaks.</p>						

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Trotter, C. (2006) *Working with involuntary clients: a guide to practice*. California: Sage Publications Ltd: London.
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Supplementary

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- Gao, Y., Gui, X., & Hu, X. (2024). Structural strain, family control, and delinquency: a qualitative analysis of juvenile offenders affected by China's rural-to-urban migration. *Journal of Child & Family Studies*.
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- Li, J.C.-M., Cheung, C.K., Jia, X.S., & Mlyakado, B.P. (2019). Exploitation, offence or private issue? Guardians' perceptions and self-perceived efficacy in handling girl compensated dating in Hong Kong. *Journal of Interpersonal Violence*, 34(14), 3034-3055.
- Mack, K.Y., Leiber, M.J., Featherstone, R.A., Monserud, M.A. (2007). Reassessing the family-delinquency association: do family type, family processes, and economic factors make a difference? *Journal of Criminal Justice*, 35, 51-67.
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<https://doi.org/10.1016/j.childyouth.2023.107129>
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- Wong, D.S.W., & Li, J.C.-M. (2010). *Handbooks of Helping Juvenile Offenders*. Hong Kong: Sun Ya Publications (HK) Ltd. (in Chinese, 144pp.)