

**Course Outline for:** SOC 2131 Juvenile Justice**A. Course Description:**

1. Number of credits: 3
2. Lecture hours per week: 3
3. Prerequisites: None
4. Corequisites: None
5. MnTC Goals: None

This course provides an overview of theories of delinquency and the Juvenile Justice System. Special emphasis will be on Minnesota Statutes, Rules of Juvenile Court, and Supreme Court cases which mandate how the Juvenile Justice System works in Minnesota. This course meets specific Minnesota Peace Officer Standards and Training (POST) Board learning objectives for pre-service law enforcement students to understand what police officers are mandated to do when juveniles are victims or offenders, and how those laws are different from the adult criminal justice system.

**B. Date last revised:** January 2023**C. Outline of Major Content Areas:**

1. Juvenile Crime and Victimization Data Overview
2. Psychological and Emotional Development of Juveniles
3. Theories of Delinquency
4. Influences on Delinquency
5. History of the Juvenile Justice System
6. Placements and Detentions
7. Juvenile Data Practices
8. Juvenile Crime: Status offenses through felonies
9. Juvenile Dispositions: Diversion through certification
10. Rules of Juvenile Court in Minnesota
11. Juvenile Traffic Court
12. Juvenile Interview and Interrogation
13. Types of Child Abuse and Neglect
14. Mandated Reporting
15. Referral Resources Available to Peace Officers

**D. Course Learning Outcomes:**

Upon successful completion of the course, the student will be able to:

1. Summarize the various theories of juvenile delinquency and its prevention.
2. Recognize differences in the way the juvenile portion of the criminal justice system functions.
3. Explain the history, development, philosophy and laws of the Juvenile Justice System.

4. Identify Minnesota laws that impact how the police work with juveniles as victims and violators.
5. Discuss culturally responsive approaches to juvenile justice including mental health, illness, traumatic experience, and victims.
6. Meet applicable Minnesota Post Board Learning Objectives.

**E. Methods for Assessing Student Learning:**

Assessment methods may include, but are not limited to: exams, quizzes, journals, research papers, oral presentations, written assignments, essays, group work and/or any other assessment measures based on the discretion of the instructor.

**F. Special Information:**

This course also meets the following Minnesota POST Board 2021 Learning Objectives:

- 1.1.6. Compose documents that demonstrate competent writing skills, including:
  - writing from the first person viewpoint,
  - differentiating between facts, inferences and opinions,
  - correctly structuring sentences and paragraphs, and - using correct grammar, spelling, punctuation and capitalization.
- 1.5.8. Explain how law enforcement management of status offenses and local ordinance violations can positively impact a community.
- 2.5.1. Describe the basic organization, purpose, and definitions and principles of the Minnesota Criminal Code.
- 2.6.1. Explain the Supreme Court decision Miranda vs. Arizona and the four components of the Miranda warning.
- 2.7.1. Explain the history of and philosophy behind an independent juvenile justice system.
- 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.
- 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.
- 2.7.4. Discuss the law enforcement officer's responsibility for working as a team member with juvenile protective-services professionals.

- 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,
  - 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.
- 2.11.1. Describe current and emerging drug trends in prescription drug abuse and abuse of controlled substances and narcotics.
- 2.11.2. Describe the relationship between drug abuse and crime.
- 2.15.1. Explain the legal definitions and significant aspects of Minnesota statutes related to child and vulnerable adult assault, abuse and neglect.
- 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.
- 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.
- 2.15.4. Describe community resources and supportive services for individuals and families involved in abusive situations.
- 2.15.5. Define the term in loco parentis and describe the role of a guardian ad litem.
- 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.
- 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).

- 2.15.8. Describe who is mandated to report suspected child and vulnerable adult abuse and the ramifications of not reporting.
- 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.
- 2.15.10. Compare and contrast familial, acquaintance and stranger types of child abductions.
- 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 of rescuing drug endangered children may have on breaking the cycle of drug abuse and crime prevention.
- 2.18.7. Explain peace officer duties relative to obtaining assistance with non-English speaking victims or victims with communications disabilities.
- 2.23.3. Discuss the need for protection of data related to on-going investigations, crime victims, and juveniles.
- 2.27.1. Explain what a criminal gang is as it is defined in Minnesota Statute 609.229 and the penalties for crimes committed for the benefit of a gang.
- 2.27.2. Discuss the appeal of gang membership, how gangs recruit members, and prevention and intervention methods.
- 3.2.2. Discuss interview considerations and techniques for interviewing children, vulnerable adults and traumatized victims.
- 3.2.3. Discuss how and why interviewing techniques must vary depending on the interviewee and the circumstances, i.e., when interviewing children or traumatized victims.
- 3.12.9. Explain how traffic citations are processed for juvenile offenders.
- 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.
- 3.14.6. Discuss the collaborative child abuse team approach in investigating child abuse.
- 3.14.7. Discuss special interview consideration when dealing with children including the terms suggestibility and child centered interviewing.
- 3.14.8. Explain child welfare holds that allow officers to remove children from at risk situations.

- 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,
  - 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.
- 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.
- 3.14.52. Describe important information to gather relative to a report of a missing child or an endangered person.
- 3.14.53. Describe data systems and resources available to Minnesota law enforcement in the investigation of missing children and endangered persons.