



## Information about the subject

**Degree:** Bachelor of Science Degree in Criminology

**Faculty:** Faculty of Legal, Economic and Social Sciences

**Code:** 1300204 **Name:** Socio-educational and Socio-labour Intervention in the Criminological Domain

**Credits:** 6,00 **ECTS Year:** 2 **Semester:** 1

**Module:** Social Science

**Subject Matter:** Sociology **Type:** Compulsory

**Field of knowledge:** Social and Legal Sciences

**Department:** -

**Type of learning:** Classroom-based learning

**Languages in which it is taught:** Spanish

**Lecturer/-s:**

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## Module organization

### Social Science

Subject Matter	ECTS	Subject	ECTS	Year/semester
Sociology	12,00	Socio-educational and Socio-labour Intervention in the Criminological Domain	6,00	2/1
		Sociology and Geopolitics of Risk and Security	6,00	1/2
Psychology	18,00	Behaviour Analysis and Elaboration of Criminal Profiles	6,00	3/1
		Family Psychopathology: Gender Violence and Alterations in the Psychosocial Development of the Minor	6,00	2/2
		Psychology of Crime	6,00	1/1

## Recommended knowledge

No previous knowledge is required, although it is recommended to have taken the subjects of Crime Psychology, Legal Sociology and Introduction to criminology, given its integrative and multidisciplinary approach.



## Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

- R1 The ability to formulate and apply the principles and fundamental elements of a psychosocial perspective.
- R2 Identifying basic psychosocial processes and the main (opposing) theories involved in them.
- R3 Identifying different areas of application of the processes studied, in particular in the context of crime and related aspects.
- R4 To start applying the psychosocial perspective to the understanding, interpretation and analysis of human behaviour in general and that of certain phenomena and problems related to crime and delinquency in particular.
- R5 Application of methods of assessment, planning and management of safety and prevention.



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## Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

BASIC	Weighting			
	1	2	3	4
CB1 Showing a command and understanding of knowledge in an area of study that is based on the general secondary education and that is usually at a level that implies the support on advanced textbooks but also the inclusion of knowledge from the cutting edge of their field of study.				X
CB2 Being able to apply their knowledge to their jobs or vocational activities professionally and holding the competences that are demonstrated through the elaboration and defence of arguments as well as the solution of problems within their area of study.				X
CB3 The ability to gather and interpret relevant data (normally within their area of study) so as to make judgements that include a reflection on relevant social, scientific or ethical issues.			X	
CB4 Being able to convey information, ideas, problems and solutions to a specialised or non-specialised public.			X	
CB5 Having developed the learning abilities necessary to pursue postgraduate studies with a high degree of autonomy.	X			

GENERAL	Weighting			
	1	2	3	4
CG1 Understanding and integrating the different theories and scientific knowledge developed by Social, Legal and Behavioural Sciences through a critical lens in order to understand the sociocultural and personal context of all the elements that integrate the crime sphere.				X
CG2 Being able to assess the complexity and diversity of the criminal phenomenon in a global context.			X	



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CG3	The capacity to apply the knowledge, skills and abilities acquired from an ethical and intellectually upright perspective with the aim of achieving a society whose fundamental pillars are Freedom, Justice, Pluralism and Equality.	X
CG4	The capacity for teamwork and efficient collaboration with other professionals from the different areas of criminology through negotiation and consensus.	X
CG5	The capacity to obtain and manage efficiently the information from the scientific literature, specialised journals, databases and other sources.	X
CG6	The capacity to establish explanatory hypotheses, using predictive and operative relationships that offer responses to the criminal phenomenon in a criminological context.	X
CG7	The capacity to take decisions and to design programs and strategies for both prevention and treatment of the criminal phenomenon.	X
CG8	Being able to convey information, ideas, problems and solutions to a specialised or non-specialised public.	X
CG9	Knowing the key concepts and theoretical approaches developed about the criminal phenomenon, the victimisation and responses to crime and deviation	X
CG12	The capacity to analyse and synthetize relevant data within the area of Criminology in order to make judgements that include a reflection on relevant social, scientific or ethical issues.	X
CG14	Knowing and understanding psychological, sociological, legal, and technical language necessary for a good command of criminological concepts.	X
CG17	Having a critical awareness of social reality and associated problems respecting the principles of equality, human rights, peace and universal access.	X

SPECIFIC	Weighting	1	2	3	4
CE2	Knowing the social basis of norms, fundamental values of Law, their origin, organization, functioning, and application in the recognition of fundamental rights, public liberties and others enshrined in our legal system.	X			



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CE4	The ability to understand and describe key concepts in the field of Sociology necessary to analyse from a global and specific viewpoint the criminal phenomenon and deviant behaviours.	X
CE7	Study and elaboration of reports in the field of minors with regards to risk situations, measures applicable to the minor offender and other types of measures applicable to minors at serious risk.	X
CE10	Explanatory management from a socio-anthropological perspective of the concepts of violence, inequality and difference, delinquency, crime, social control, stigmatisation, and social deviation.	X
CE11	Understanding, from an integrating perspective, of the scientific nature of Criminology and its objective, as well as of the multidisciplinary complexity of criminological science.	X
CE13	The capacity to design an empirical research project that involves the application of quantitative and qualitative techniques, the use of published data sources, statistic analyses and interpretation of results obtained.	X
CE14	Understanding the basic principles of the criminal phenomenon, its spatial, cultural, social, economic, legal, political, labour, and anthropological dimensions.	X
CE24	Training in the elaboration of criminologist expert reports as well as in expert intervention in the different phases of the procedures.	X



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## Assessment system for the acquisition of competencies and grading system

### In-class teaching

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4, R5	40,00%	Analysis and resolution of case studies.
R1, R2, R3, R4, R5	15,00%	Attendance and participation in class.
R1, R2, R3, R4, R5	45,00%	Exam or objective test to measure obtained competences.

### Observations

The initial, formative and summative assessment tests of the student will be written combining the test type format with short development questions. The practical activities will be evaluated from the deliveries requested by the teacher that will be included in the student's portfolio. All deliveries will be made in the virtual classroom, according to the tasks created for this purpose.

As a sign of academic exceptionality, and according to the teacher's critical judgment, based on the grades obtained by the students and attending to the participation, involvement, responsibility and academic commitment shown by them, adjusting to the corresponding regulatory framework, the teacher may distinguish with M.H. to those students who have obtained an overall grade of over 9.50 points.

### Online teaching

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4, R5	45,00%	Final test and/or final work
R1, R2, R3, R4, R5	15,00%	Participation in programmed activities
R1, R2, R3, R4, R5	40,00%	Presentation of works and projects

### Observations

La prueba de evaluación del alumno serán escritas combinando el formato tipo test con preguntas cortas de desarrollo. Las actividades prácticas se evaluarán a partir de las entregas solicitadas por el profesor que se incluirán en el portafolio del alumno. Todas las entregas se realizarán en el aula virtual, según las tareas creadas al efecto.



Como signo de excepcionalidad académica, y según juicio crítico del profesor, en función de las calificaciones obtenidas por los alumnos y atendiendo a la participación, implicación, responsabilidad y compromiso académico demostrado por éstos, ajustándose al marco regulatorio correspondiente, el profesor podrá distinguir con Matrícula de Honor a aquellos alumnos que hayan obtenido unas calificaciones globales superiores a 9,50 puntos.

#### MENTION OF DISTINCTION:

According to Article 22 of the Regulations governing the Evaluation and Qualification of UCV Courses, the mention of "Distinction of Honor" may be awarded by the professor responsible for the course to students who have obtained, at least, the qualification of 9 over 10 ("Sobresaliente"). The number of "Distinction of Honor" mentions that may be awarded may not exceed five percent of the number of students included in the same official record, unless this number is lower than 20, in which case only one "Distinction of Honor" may be awarded.

## Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

- M1 Presentation of contents by the teacher, analysis of competencies, explanation and demonstration of abilities, skills and knowledge in the classroom.
- M2 Specific instructions about group and individual assignments for each topic.
- M3 Group work sessions supervised by the teacher. Study of legal cases, both real and fictitious, analysis, diagnosis, problems, field study, computer room, visits, data search, libraries, network, Internet, etc. Significant construction of knowledge through student interaction and activity. Critical analysis on values and social commitment.
- M4 Application of interdisciplinary knowledge.
- M5 Supervised monographic sessions with shared participation
- M6 Personalized attention and in small groups. Period of instruction and/or orientation carried out by a tutor with the objective of reviewing and discussing the materials and topics presented in the classes, seminars, readings, completion of assignments, etc.
- M7 Set of oral and/or written tests used in the initial, formative or summative evaluation of the student.
- M8 Group preparation of readings, assumptions and problem-solving to present, discuss or deliver in class or tutorial.



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|-----|---|
| M9  | Student's study: Individual reading preparation, case studies, jurisprudence. Writings and papers to be presented or delivered in the classes or tutorials. |
| M17 | Expository Method /Master Class   |
| M18 | Exercise and problem solving  |
| M19 | Case method   |
| M20 | Course works and tasks  |
| M21 | Project-oriented learning   |
| M22 | Guided Practice through debates, resolution of problems and exercises in the virtual classroom.   |





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## IN-CLASS LEARNING

### IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
In-person class M1	R1, R2	20,00	0,80
Practical class M4	R2, R3	25,00	1,00
Seminar M5	R4	2,50	0,10
Group work presentation M8	R3, R4	5,00	0,20
Tutorial M2, M6	R5	5,00	0,20
Evaluation M7	R1, R2, R3, R4, R5	2,50	0,10
<b>TOTAL</b>		<b>60,00</b>	<b>2,40</b>

### LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Group work M3, M8	R2, R4	35,00	1,40
Individual work M9	R1, R4, R5	55,00	2,20
<b>TOTAL</b>		<b>90,00</b>	<b>3,60</b>



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## ON-LINE LEARNING

### SYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Master Class M17	R1, R2	15,00	0,60
Practical activity M18	R2, R3	25,00	1,00
Tutorial M18	R4	10,00	0,40
<b>TOTAL</b>			<b>50,00</b> <b>2,00</b>

### ASYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Individual or group work of students M17	R1, R4, R5	90,00	3,60
Activities through virtual resources M18	R4, R5	2,50	0,10
Access and research on complementary contents M22	R4, R5	5,00	0,20
Individual study M20	R2, R3	2,50	0,10
<b>TOTAL</b>		<b>100,00</b>	<b>4,00</b>



## Description of the contents

Description of the necessary contents to acquire the learning outcomes.

### Theoretical contents:

Content block	Contents
BLOCK I. SOCIO-EDUCATIONAL AND SOCIAL AND LABOR INTERVENTION.	<p>Unit 1. Socio-educational intervention. A look from Social Education.</p> <p>Unit 2. Agents, fields of action and socio-educational intervention projects.</p> <p>Unit 3. The evaluation of the socio-educational intervention.</p>
BLOCK II. FOUNDATIONS OF INTERVENTION. The prevention and prediction of crime. The social competence approach.	<p>Unit 4. Introduction to educational intervention with people who have committed crimes.</p> <p>Unit 5. The psychology of juvenile delinquency: Explanation and prediction.</p> <p>Unit 6. Educational intervention in the field of juvenile law.</p> <p>Unit 7. Importance of the therapeutic relationship between the intervention agent and the juvenile delinquent.</p>
BLOCK III. CRIME INTERVENTION PROGRAMS	<p>Unit 8. Training to replace aggression. The ART (Agression Replacement Training) program.</p> <p>Unit 9. The EQUIP program for young people who demonstrate antisocial behavior</p>
BLOCK IV. SOCIO-EDUCATIONAL AND SOCIAL AND LABOR INTERVENTION IN THE PRISON ENVIRONMENT	<p>Unit 10. Prison treatment and intervention in prisons.</p> <p>Unit 11. Specific educational intervention programs in penitentiary centers.</p> <p>Unit 12. Prison intervention and re-socialization of the offender. Reeducation and reintegration into work.</p> <p>Unit 13. The penitentiary environment and psychosocial competence: an integrated model of social reintegration</p>



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BLOCK V. SOCIO-EDUCATIONAL AND SOCIAL-LABOR INTERVENTION IN OTHER GROUPS or FROM OTHER AREAS.

- Unit 14. Intervention in crime prevention from the family sphere.  
Unit 15. The Prosocial Thought Program. A model for the prevention and intervention of antisocial behavior in young people.  
Unit 16. Prevention of violence and crime from the school environment.

Temporary organization of learning:

Block of content	Number of sessions	Hours
BLOCK I. SOCIO-EDUCATIONAL AND SOCIAL AND LABOR INTERVENTION.	4,00	8,00
BLOCK II. FOUNDATIONS OF INTERVENTION. The prevention and prediction of crime. The social competence approach.	5,00	10,00
BLOCK III. CRIME INTERVENTION PROGRAMS	10,00	20,00
BLOCK IV. SOCIO-EDUCATIONAL AND SOCIAL AND LABOR INTERVENTION IN THE PRISON ENVIRONMENT	3,00	6,00
BLOCK V. SOCIO-EDUCATIONAL AND SOCIAL-LABOR INTERVENTION IN OTHER GROUPS or FROM OTHER AREAS.	8,00	16,00



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### FURTHER READING

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## Addendum to the Course Guide of the Subject

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject.

**Situation 1: Teaching without limited capacity (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).**

In this case, no changes are made in the guide of the subject.

**Situation 2: Teaching with limited capacity (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).**

In this case, the following changes are made:

### 1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching. Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:



Microsoft Teams



Kaltura



### **Situation 3: Confinement due to a new State of Alarm.**

In this case, the following changes are made:

#### **1. Educational Activities of Onsite Work:**

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:

- Microsoft Teams
- Kaltura

Explanation about the practical sessions:

The practical activities will be evaluated from the deliveries requested by the teacher that will be included in the student's portfolio. All deliveries will be made in the virtual classroom, according to the tasks created for this purpose, adjusting to the deadline and form established by the teacher.



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## 2. System for Assessing the Acquisition of the competences and Assessment System

### ONSITE WORK

#### Regarding the Assessment Tools:



The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.



The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

#### Comments to the Assessment System:



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The initial, formative and summative assessment tests of the student will be written combining the test type format with short development questions. The practical activities will be evaluated from the deliveries requested by the teacher that will be included in the student's portfolio. All deliveries will be made in the virtual classroom, according to the tasks created for this purpose.

Class attendance and active participation in activities and dynamics developed in the classroom (synchronous) will be valued through rubrics and follow-up lists, with 15% of the final grade obtained by the student. In case of non-attendance and in second calls (asynchronous), students will develop the exercises and complementary practical activities proposed by the teacher.





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## ONLINE WORK

### Regarding the Assessment Tools:

- |                                     |  |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus. |
| <input type="checkbox"/>            | The following changes will be made to adapt the subject's assessment to the online teaching.                                       |

Course guide		Adaptation	
Assessment tool	Allocated percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

### Comments to the Assessment System: