



Information about the subject

Degree: Bachelor of Science Degree in Criminology

Faculty: Faculty of Legal, Economic and Social Sciences

Code: 1300207 **Name:** Family Psychopathology: Gender Violence and Alterations in the

Psychosocial Development of the Minor

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

Module: Social Science

Subject Matter: Psychology **Type:** Compulsory

Field of knowledge: Health Sciences

Department: -

Type of learning: Classroom-based learning

Languages in which it is taught: Spanish

Lecturer/-s:

1302A Isabel Iborra Marmolejo (**Responsible Lecturer**)

isabel.iborra@ucv.es

Adrian Jiménez Ribera

adrian.jimenez@ucv.es

1304AD Isabel Iborra Marmolejo (**Responsible Lecturer**)

isabel.iborra@ucv.es

Adrian Jiménez Ribera

adrian.jimenez@ucv.es



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

Not required.



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 Learning the great theoretical models of the human psychism and behavior.
- R2 Application of psychological constructs to the study and understanding of criminal behavior.
- R3 Thinking critically about the individuality of the human being according to his or her psychological variables.
- R4 Knowledge of the methods of psychosocial intervention and the educational process of juvenile offenders
- R5 Identifying and understanding the criminal phenomenon in relation to immigration and gender.
- R6 Detection and understanding of the etiology of crime in gender violence and in violence with the immigrant subject both as a perpetrator and as a victim.
- R7 The ability to identify the main characteristics of offenders according to the specific form of criminality: within the context of immigration and within gender violence.
- R8 Understanding the phenomenology of crime and the risk factors associated with the various manifestations of criminality: within the context of immigration and within gender violence.
- R9 The ability to analyze case studies of the implementation of educational measures with young offenders.
- R10 Knowledge of the phenomenological characteristics of juvenile delinquency.
- R11 Knowledge of the main preventive and interventional tools in Juvenile Delinquency.
- R12 Identification of relevant concepts, variables and content and recognition of the terminology of the field of study.
- R13 Distinguishing and relating the main concepts and variables involved in different explanations of criminal behaviour.
- R14 Discussing and providing arguments in terms of the contents taught, using psychological concepts and theories.



- R15 Reasoning and arguing about ethical issues related to the content.
- R16 The ability to suggest solutions to specific cases related to the contents of the course.
- R17 Autonomous search and selection of relevant bibliographic resources, printed or electronic.
- R18 Extracting relevant information from a text (in Spanish or English), writing correctly (spelling, grammar, lexicon) and expressing oneself publicly in the same way. The ability to convey information, ideas, problems and solutions.



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			



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
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			
CG11	Being able to apply techniques and procedures for the resolution of criminological problems and decision-making in the area of Criminology.				X
CG12	The capacity to analyse and synthesize 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		
CG16	Oral and written communication skills in the native language with regards to Criminological Science in order to present, circulate and validate the outcomes of criminological and criminalistic research both through scientific development and through the proposal of specific policies and lines of action.				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
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			
CE8 Design and analysis of measures and programs in the field of criminal policy.		X		
CE9 The capacity to argue and describe different viewpoints, being able to debate about them in a logical and coherent manner, presenting the conclusions in an adequate academic format on the topics of criminal policy, victimisation, criminalisation, and responses to deviation and crime, as well as their perception and interpretation in the media, by the public and in official reports.				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			
CE14 Understanding the basic principles of the criminal phenomenon, its spatial, cultural, social, economic, legal, political, labour, and anthropological dimensions.				X
CE18 Attention to victims of hatred, be it at individual, group or community levels, with particular sensibility towards those collective groups that are particularly victimised or at grave risk such as gender violence victims, minors or people with a disability.	X			
CE22 The capacity to understand and describe the fundamental concepts of psychology that are necessary to analyse both globally as well as specifically the criminal phenomenon and deviant behaviour.	X			
CE24 Training in the elaboration of criminologist expert reports as well as in expert intervention in the different phases of the procedures.				X



Assessment system for the acquisition of competencies and grading system

In-class teaching

Assessed learning outcomes	Granted percentage	Assessment method
R2, R8, R9, R16, R17, R18	35,00%	Analysis and resolution of case studies.
R3, R14, R15	10,00%	Attendance and participation in class.
R1, R4, R5, R6, R7, R10, R11, R12, R13	55,00%	Exam or objective test to measure obtained competences.

Observations

CRITERIA TO AWARD THE MENTION OF DISTINCTION:

According to the general normative, only one Distinction may be granted to a student in a course of 20 students, not on the grounds of a fraction of 20, unless the number of students enrolled is under 20 in which case only one Distinction may be granted.

OTHER RELEVANT ASPECTS ABOUT ASSESSMENT:

It is necessary to obtain 4,5 points in the exam, in order to apply the percentages obtained in the practical part and in the attendance and participation in class.

The assessment system is the same in the second call.

In relation to the assessment instrument "attendance and participation in class", it is relevant to highlight that the student will obtain a score from 0 to 10 because of the attendance; and 5 point will be added or diminish depending the participation in class.

If the student has an excusable absence, he/she has to deliver the proof of it to the teacher before 10 calendar days.

Online teaching

Assessed learning outcomes	Granted percentage	Assessment method
	55,00%	Final test and/or final work
	10,00%	Participation in programmed activities
	35,00%	Presentation of works and projects



Observations

CRITERIA TO AWARD THE MENTION OF DISTINCTION:

According to the general normative, only one Distinction may be granted to a student in a course of 20 students, not on the grounds of a fraction of 20, unless the number of students enrolled is under 20 in which case only one Distinction may be granted.

OTHER RELEVANT ASPECTS ABOUT ASSESSMENT:

It is necessary to obtain 4 points in the exam, in order to apply the percentages obtained in the practical part and in the attendance and participation in class.

The assessment system is the same in the second call.

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 -olving to present, discuss or deliver in class or tutorial.
- 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.



IN-CLASS LEARNING

IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
In-person class M1	R1, R4, R5, R6, R8, R10, R11, R12, R13	20,00	0,80
Practical class M2, M3, M4	R2, R3, R7, R9, R14, R15, R16, R17, R18	25,00	1,00
Seminar M5	R13, R14, R15, R16	2,50	0,10
Group work presentation M4, M7	R18	5,00	0,20
Tutorial M6	R5, R6, R8	5,00	0,20
Evaluation M7	R1, R4, R6, R7, R8, R10, R12, R13	2,50	0,10
TOTAL		60,00	2,40

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Group work M8	R17, R18	35,00	1,40
Individual work M9	R1, R4, R5, R8, R10, R11, R12, R13	55,00	2,20
TOTAL		90,00	3,60



ON-LINE LEARNING

SYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Master Class M17	R1, R4, R5, R6, R8, R10, R11, R12, R13	15,00	0,60
Practical activity M18, M22	R2, R3, R7, R9, R14, R15, R16, R17, R18	25,00	1,00
Tutorial M17	R5, R6, R8	10,00	0,40
TOTAL		50,00	2,00

ASYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Individual or group work of students M19, M20	R7, R8, R11, R17, R18	90,00	3,60
Activities through virtual resources M20	R16, R17, R18	2,50	0,10
Access and research on complementary contents M20	R17, R18	5,00	0,20
Individual study M18	R1, R4, R5, R8, R10, R11, R12, R13	2,50	0,10
TOTAL		100,00	4,00



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
UNIT 1. TAXONOMY OF VIOLENCE.	Concept of aggressiveness and violence. Types of violence. Family violence.
UNIT 2. DEVELOPMENTAL PSYCHOLOGY.	Cognitive Development. Personality Development. Emotional Development. Social Development. Moral Development Desarrollo cognitivo.
UNIT 3. VIOLENCE AGAINST MINORS.	Child Abuse: Concept, types, incidence, risk factors, consequences, prevention, and intervention. Children as witnesses.
UNIT 4. VIOLENCE BY MINORS.	Behavior problems. Antisocial behavior and youth violence. Child to parent violence: concept, incidence, risk factors and intervention programs.
UNIT 5. ELDER ABUSE.	Elder Abuse: concept, types, prevalence, risk factors, prevention and intervention.
UNIT 6. VIOLENCE AGAINST WOMEN.	Gender based violence and Partner Violence against Women (PVW). PVW: characteristics, scope, types of aggressors, cycle of violence, risk factors, consequences in victims, prevention and intervention.
UNIT 7. FEMALE CRIMINALITY.	Female delinquency in Spain: profiles and risk factors on female delinquency. Theories about female delinquency. Female prisons.



Temporary organization of learning:

Block of content	Number of sessions	Hours
UNIT 1. TAXONOMY OF VIOLENCE.	3,00	6,00
UNIT 2. DEVELOPMENTAL PSYCHOLOGY.	4,00	8,00
UNIT 3. VIOLENCE AGAINST MINORS.	5,00	10,00
UNIT 4. VIOLENCE BY MINORS.	5,00	10,00
UNIT 5. ELDER ABUSE.	5,00	10,00
UNIT 6. VIOLENCE AGAINST WOMEN.	5,00	10,00
UNIT 7. FEMALE CRIMINALITY.	3,00	6,00



References

BASIC BIBLIOGRAPHY

- APA (2022). *Manual diagnóstico y estadístico de los trastornos mentales DSM-5-TR*. American Psychiatric Association.
- Cantón Duarte, J., Cortés, R. y Cantón, D. (2014). *Desarrollo socioafectivo y de la personalidad*. Madrid: Alianza.
- Iborra, I. & Sanmartín, J. (2011). ¿Cómo clasificar la violencia? La taxonomía según Sanmartín. *Revista Criminología y Justicia*, 1: 22-31.
- Tamarit, J. M. & Pereda, N. (2014) (coord.). *La respuesta de la victimología ante las nuevas formas de victimización*. Madrid: Edisofer. Colección Actualidad Criminológica y Penal.

COMPLEMENTARY BIBLIOGRAPHY

- Acale, M. (2017). El género como factor condicionante de la victimización y de la criminalidad femenina. *Papers*, 102(2), pp. 1-30.
- Agustina, J. R. & otros (2010). *Violencia intrafamiliar. Raíces, factores y formas de la violencia en el hogar*. Madrid: EDISOFER. Colección Actualidad Criminológica y Penal.
- Añaños-Bedriñana, F. T. (2017). *En prisión. Realidades e intervención socioeducativa y drogodependencias en mujeres*. Madrid: Narcea.
- Echeburúa, E. (2018). *Violencia y trastornos mentales. Una relación compleja*. Madrid: Pirámide.
- Gracia, J. (2012). *El maltrato familiar hacia las personas mayores. Un análisis sociojurídico*. Zaragoza: Prensas Universitarias de Zaragoza.
- Iborra, I. (2008). *Maltrato de personas mayores en la familia en España*. Valencia: Centro Reina Sofía.
- Iborra, I. (2009). Factores de riesgo del maltrato de personas mayores en la familia en población española. *Revista Zerbitzuan*, 45(junio): 49-57.
- Iborra, I., Rodríguez, A., Serrano, A. & Martínez, P. (2011). *Situación del menor en la Comunidad Valenciana: víctima e infractor*. Valencia: Centro Reina Sofía.
- Javato, M. (2010). *Violencia, abuso y maltrato de personas mayores. Perspectiva jurídico penal*. Valencia: Tirant lo Blanch.
- Juanatey, C. (2018). Delincuencia y población penitenciaria femeninas: situación actual de las mujeres en prisión en España. *Revista Electrónica de Ciencia Penal y Criminología*, núm. 20-10, pp. 1-32.
- Loinaz, I. (2016). Cuando "el" delincuente es "ella": intervención con mujeres violentas. *Anuario de Psicología Jurídica*, 26: 41-50.
- López-Ossorio, J. J., Carbajosa, P., Cerezo-Domínguez, A. I., González-Álvarez, J. L., Loinaz, I. & Muñoz-Vicente, J. M. (2018). Taxonomía de los homicidios de mujeres en las relaciones de pareja. *Psychosocial Intervention*, 27, 95-104.
- Ministerio de Sanidad, Servicios Sociales e Igualdad (2015). *Macroencuesta de violencia*



contra la mujer 2015. Colección Documentos contra la violencia de género. Madrid: Ministerio de Sanidad, Servicios Sociales e Igualdad.

Núñez, J. (2017). *Psicología criminal y criminalística. El informe pericial en psicología y psiquiatría forense*. Santiago-Chile: Ediciones Olejnik.

Observatorio de la infancia (2023). *Boletín de datos estadísticos de medidas de protección a la infancia y la adolescencia. Boletín número 25. Datos 2022*. Secretaría de Estado de Derechos Sociales. Dirección General de Derechos de la Infancia y la Adolescencia.

OMS (2011). *European Report on Preventing Elder Maltreatment*. Dinamarca: Organización Mundial de la Salud.

Sanmartín, J., Iborra, I., García, Y. & Martínez, P. (2010). *III Informe Internacional. Violencia contra la mujer en las relaciones de pareja*. Valencia: Centro Reina Sofía.

Sanmartín, J., Serrano, A., Iborra, I. & Martínez, P. (2011). *Maltrato infantil en la familia en España*. Madrid: Ministerio de Sanidad, Política Social e Igualdad.

Yugueros, A. J. (2013). La delincuencia femenina: una revisión teórica. *Foro, Nueva época*, 16(2): 311-316.



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:



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:



And how will online participation be valued? In many different ways, such as the following:

- 1) Taking into account the interventions of the students in the online classes themselves, with the corresponding records or notes.
- 2) Considering virtual tutorials through the UCVnet virtual Campus or online sessions through Teams developed as a group or individual tutorial.
- 3) Taking into account the interventions in the forum created on the UCVnet platform to raise and answer questions on the agenda.
- 4) Considering the emails or messages received raising questions about the subject's agenda.