



Information about the subject

Degree: Bachelor of Science Degree in Criminology

Faculty: Faculty of Legal, Economic and Social Sciences

Code: 1301108 **Name:** Psychology of Crime

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

Module: Ciencias Sociales

Subject Matter: Psicología **Type:** Basic Formation

Department: Criminology

Type of learning: Classroom-based learning

Languages in which it is taught: Spanish

Lecturer/-s:

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Module organization

Ciencias Sociales

Subject Matter	ECTS	Subject	ECTS	Year/semester
Sociología	12,00	Legal Sociology	6,00	1/1
		Socio-educational and Socio-labour Intervention in the Criminological Domain	6,00	2/1
Psicología	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

Being a subject of the first semester of the first year of the Degree in Criminology, and taking into account its contextualizing and introductory nature, it does not require previous knowledge of criminal psychology. This subject will create the conceptual background and lay the necessary and sufficient theoretical and practical foundations to understand and model the basic psychological processes, aggression and violence, socialization, motivation, anomie, psychopathology, social deviation, and the learning of antisocial behavior and criminal behavior.



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 Haber adquirido conocimientos avanzados y demostrado una comprensión de los aspectos teóricos y prácticos y de la metodología de trabajo en su campo de estudio con una profundidad que llegue hasta la vanguardia del conocimiento. [RA1]
- R2 Poder, mediante argumentos o procedimientos elaborados y sustentados por ellos mismos, aplicar sus conocimientos, la comprensión de estos y sus capacidades de resolución de problemas en ámbitos laborales complejos o profesionales y especializados que requieren el uso de ideas creativas e innovadoras. [RA2]
- R3 Tener la capacidad de recopilar e interpretar datos e informaciones sobre las que fundamentar sus conclusiones incluyendo, cuando sea preciso y pertinente, la reflexión sobre asuntos de índole social, científica o ética en el ámbito de su campo de estudio. [RA3]
- R4 Saber comunicar a todo tipo de audiencias (especializadas o no) de manera clara y precisa, conocimientos, metodologías, ideas, problemas y soluciones en el ámbito de su campo de estudio. [RA5]
- R5 Ser capaces de identificar sus propias necesidades formativas en su campo de estudio y entorno laboral o profesional y de organizar su propio aprendizaje con un alto grado de autonomía en todo tipo de contextos (estructurados o no). [RA6]
- R6 Respetar y poner en práctica los principios éticos y las propuestas de acción derivados de los objetivos para el desarrollo sostenible, así como el respeto a los principios y valores democráticos, transfiriéndolos a toda actividad académica y profesional. [RA9]
- R7 Explicar las teorías del delito, la victimización y las respuestas al crimen, integrando los conocimientos interdisciplinarios de las Ciencias Sociales, Jurídicas y del Comportamiento. [RA10]
- R8 Explicar el contexto psicobiológico, social y cultural del delito. [RA11]
- R9 Explicar los factores que subyacen a la complejidad, diversidad y el carácter dinámico del fenómeno delictivo en nuestro contexto nacional e internacional contemporáneo. [RA13]
- R10 Diseñar, aplicar y analizar tanto programas como estrategias eficientes para la prevención, abordaje y rehabilitación del delito. [RA16]
- R11 Utilizar la terminología propia de la Criminología, tanto en español como en inglés, así como de áreas afines para el manejo correcto de los conceptos criminológicos. [RA17]



- R12 Formular hipótesis explicativas y predictivas del delito, fundamentándose en la aplicación de distintas técnicas de investigación propias tanto de la criminología como de las disciplinas afines y complementarias. [RA24]

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):

Weighting				
1	2	3	4	



Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
	10,00%	Asistencia y participación en clase.
	30,00%	Realización y resolución de casos prácticos.
	60,00%	Examen o prueba objetiva para medir las competencias alcanzadas.

Observations

There are two types of assessment: regular assessment (60% minimum attendance) and single assessment.

In **regular assessment**, the Continuous Assessment (initial, formative, and summative) and Final Assessment tests will be written, combining a multiple-choice test format with short essay questions (60% of the final grade) and the submission of assignments and resolution of cases and scenarios (30% of the final grade). These practical activities will be assessed based on the submissions requested by the instructor and will be included in the student's portfolio. All submissions will be made in the virtual classroom, according to the tasks created for that purpose. Active participation in the activities and dynamics developed in the classroom will be assessed using rubrics and checklists, accounting for 10% of the student's final grade.

Pursuant to Article 9 of the General Regulations for the Assessment and Grading of Official Studies and UCV-Owned Degrees, a single assessment is linked to the inability of students enrolled in a face-to-face degree program to attend. It is, therefore, an extraordinary and exceptional assessment system available to students who, with justification and accreditation, are unable to submit to the continuous assessment system. Students may request this from the professor in charge of the subject, who will expressly decide on the admission of the student's request for a single assessment and will inform the student of the acceptance/denial.

Regarding the Psychology of Crime course, the minimum attendance rate required is 60%, which is the limit to be taken into consideration for any potential request for a single assessment. If granted, this will be based on the following criteria:

If students have not reached the minimum attendance of 60%, and have duly accredited and justified this contingency, they may request in writing to the professor to be subject to the **Single Assessment system**. The professor will also respond in writing once the legitimacy of the request has been verified (accredited and justified). The Single Assessment will consist of three parts:

- a multiple-choice exam consisting of 30 items with three possible answers (40% of the final grade);



- a comprehensive exam consisting of four short questions (30% of the final grade);
- a practical case proposed by the professor (30% of the final grade).

To pass the course, students must separately pass the different assessment methods (active participation, practicals, and exam).

Use of AI in the subject:

- Students may use AI for any subject-related questions and may even provide it with statements, exercises, or assessment tests to obtain automatic answers, as long as these are verified and validated by the students themselves. For this purpose, faculty may perform the appropriate checks.
- Students may not use AI:
 - To record or transcribe, in whole or in part, any classroom activity, in order to obtain summaries or notes created by AI.
 - To enter notes or any other material created by the faculty who provided it into AI tools such as ChatGPT or other non-institutional tools whose information is not stored in controlled environments.

Citation and Attribution Criteria:

- Student work will be assessed using the assessment rubric available in the virtual classroom and will be subject to computer systems for detecting plagiarism or other improper means (including AI).
- Any use of AI tools must be explicitly stated in the submitted document (e.g., in a footnote or an appendix).
 - The name of the tool, the purpose of use (e.g., grammar check, organization of ideas, writing sample), and the part of the work where it was used must be indicated.
 - Responsible use of AI will be assessed as part of the criteria for originality and academic honesty.
 - Any use of AI tools must be explicitly stated in the submitted document (e.g., in a footnote or an appendix).
 - The name of the tool, the purpose of its use (e.g., grammar check, organizing ideas, writing sample), and the part of the work in which it was used will be indicated.
 - Responsible use of AI will be evaluated as part of the criteria for originality and academic honesty.

WITH HONOR (Matrícula de Honor)

Those students who have demonstrated levels of academic excellence in all the skills to be acquired and developed, and in the learning outcomes to be achieved, as a sign of academic exceptionality and according to the critical judgment of the professor based on the grades obtained by the students and taking into account the participation, involvement and responsibility shown by them, adjusting to the relevant regulatory framework, the professor may distinguish those students who have obtained overall grades higher than 9.00 points.

In accordance with the regulations governing the assessment and grading of the subject in force at the UCV, the mention of "Matrícula de Honor" may be awarded to students who have obtained a grade equal to or higher than 9.0. The number of "Matrículas de Honor" may not exceed five percent of the students enrolled in the group in the corresponding academic year, unless the number of students enrolled is less than 20, in which case only one "Matrícula de Honor" may be awarded. Exceptionally, honors may be assigned globally among the different groups of the same



subject. However, the total number of honors to be awarded will be the same as if they were assigned by group, but they may be distributed among all students based on a common criterion, regardless of the group to which they belong.

CLASS ATTENDANCE IN FACE-TO-FACE DEGREES

In accordance with the development guidelines of the General Regulations for the Evaluation and Qualification of Official Teachings and Own Degrees of the UCV, in face-to-face degrees, class attendance with a minimum of 80% of the sessions of each subject will be required as a requirement to be evaluated. This means that, if a student does not attend the sessions of each subject, in a percentage greater than 20%, he/she will not be able to be evaluated, neither in the first nor in the second call, unless the person responsible for the subject, with the approval of the person responsible for degree, in view of duly justified exceptional circumstances, exempt from the minimum attendance percentage. The same criterion will be applicable for hybrid or virtual degrees in which teachers must maintain the same percentage in the requirement of "presence" in the different training activities, if any, even if these are carried out in virtual environments.

MENTION OF DISTINCTION:

The mention of "Honors" may be awarded to students who have obtained a grade equal to or greater than 9.0. Their number may not exceed five percent of the students enrolled in a group in the corresponding academic year, unless the number of students enrolled is lower.

Learning activities

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

- M1 Exposición de contenidos por parte del profesor, análisis de competencias, explicación y demostración de capacidades, habilidades y conocimientos en el aula.
- M2 Instrucciones específicas acerca del trabajo grupal e individual de cada tema.
- M3 Sesiones de trabajo grupal en grupos supervisadas por el profesor. Estudio de casos jurídicos, tanto verídicos como ficticios, análisis, diagnósticos, problemas, estudio de campo, aula de informática, visitas, búsqueda de datos, bibliotecas, en red, Internet, etc. Construcción significativa del conocimiento.
a través de la interacción y actividad del alumno. Análisis crítico sobre valores y compromiso social.
- M4 Sesiones monográficas supervisadas con participación compartida.



- M7 Aplicación de conocimientos interdisciplinares.
- M8 Atención personalizada y en pequeño grupo. Periodo de instrucción y/o orientación realizado por un tutor con el objetivo de revisar y discutir los materiales y temas presentados en las clases, seminarios, lecturas, realización de trabajos, etc.
- M11 Conjunto de pruebas orales y/o escritas empleadas en la evaluación inicial, formativa o sumativa del alumno.
- M12 Recogida de trabajos, puestas en común y reflexión sobre sus experiencias. Informes de evaluación diseñados a tal efecto.
- M14 Preparación en grupo de lecturas, supuestos y resolución de problemas para exponer, discutir o entregar en las clases o tutoría.
- M15 Estudio del alumno: Preparación individual de lectura, estudio de casos prácticos, jurisprudencia. Redacción de escritos y trabajos para exponer o entregar en las clases o tutorías.



IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Clase presencial M1, M4	R1, R7, R8, R9, R11, R12	35,00	1,40
Clase práctica M3, M4	R2, R3	25,00	1,00
Seminario M3, M4	R9, R11	4,00	0,16
Exposición de trabajos en grupo M2, M3, M8, M12	R3, R7, R8	5,00	0,20
Tutoría M15	R5, R6	6,00	0,24
Evaluación M11	R1, R7, R11, R12	3,00	0,12
TOTAL		78,00	3,12

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Trabajo en grupo M2, M3, M8, M14	R3, R4, R6, R11, R12	30,00	1,20
Trabajo individual M15	R1, R2, R7, R8, R9, R11	42,00	1,68
TOTAL		72,00	2,88



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
INTRODUCTION TO PSYCHOLOGY	The scientific method. Psychology, criminal psychology, and criminology as scientific disciplines. Background and theoretical models explaining deviance, antisocial behavior, and criminal behavior.
PSYCHOLOGICAL PROCESSES 1	Basic psychological processes: sensation, perception, attention, learning, memory, thought, motivation, and emotion.
PSYCHOLOGICAL PROCESSES 2	Basic psychological processes: States of consciousness. Language and thought. Intelligence. Communication. Motivation and emotion.
PERSONALITY PSYCHOLOGY	The psychological study of personality. Theoretical models. Human and interpersonal relationships. Well-being, stress, coping, and adaptation. Health and mental health. International Classification of Mental Disorders (DSM-5-TR, ICD-11). Psychological processes affected by psychopathologies (disorders of consciousness, attention, perception, memory, thought, and language). Assessment of psychopathological disorders and their treatment.
PSYCHOBIOLOGY OF CRIME	The dark triad and dark tetrad of personality. Mental disorders and crime. Most common psychopathological disorders in the criminal justice system (cognitive disability, organic mental disorders, personality disorders, schizophrenia, impulse control disorders, mood disorders, and substance use disorders). Psychological disorders and criminal responsibility.



Temporary organization of learning:

Block of content	Number of sessions	Hours
INTRODUCTION TO PSYCHOLOGY	11,00	22,00
PSYCHOLOGICAL PROCESSES 1	5,00	10,00
PSYCHOLOGICAL PROCESSES 2	6,00	12,00
PERSONALITY PSYCHOLOGY	7,00	14,00
PSYCHOBIOLOGY OF CRIME	10,00	20,00

References

Bartol, C.R. y Bartol, A.M. (2017). Comportamiento criminal. Una perspectiva psicológica. Pearson.

Bautista, R. et al (2022). Psicología. Introducción al estudio del comportamiento humano. Sanz y Torres.

Conde, M. y Dominguez, F.J. (2023). Introducción a la Psicología. Una aproximación a la criminología. Sanz y Torres.

Cuervo, A.L. (2021). Crimen y desviación. Una introducción a las teorías criminológicas. Pirámide.

Fernandez-Abascal EG, Martín MD y Dominguez J (2010). Procesos psicológicos. Pirámide.

Gimenez-Salinas, A. y González, J.L (2015). Investigación criminal. Principios, técnicas y aplicaciones. Lid.

Pozueco, JM (2013). Tratado Psicopatología Criminal. Eos.

Soria, M.A. (2021). Manual de psicología jurídica penal e investigación criminal. Pirámide.

Soria, M.A. y Sáiz, D. (2006). Psicología criminal. Pearson.

Soto, J.A (2019). Profiler. Los secretos del análisis de la conducta criminal. Pirámide.

Soto, J.E. (2014). Manual de investigación psicológica del delito. El método VERA. Pirámide.