



Information about the subject

Degree: Bachelor of Science Degree in Psychology

Faculty: Faculty of Psychology

Code: 292032 **Name:** -Psychology of Criminality

Credits: 6,00 **ECTS Year:** 3 **Semester:** 1

Module: OPTIONAL

Subject Matter: Community psychology and social intervention **Type:** Elective

Field of knowledge: Ciencias de la salud

Department: Basic, Social, and Neuropsychology

Type of learning: Classroom-based learning / Online

Languages in which it is taught: Spanish

Lecturer/-s:

OP35	Paloma Mundi Ricós (Profesor responsable)	paloma.mundi@ucv.es
OPP18	<u>Jose Vicente Esteve Rodrigo</u> (Responsible Lecturer)	jv.esteve@ucv.es



Module organization

OPTIONAL

Subject Matter	ECTS	Subject	ECTS	Year/semester
Health psychology	84,00	-Clinical Neuropsychology	6,00	0, 4/1
		-Disorders of Eating Behavior	6,00	3, 4/1
		-Health Psychology	6,00	3, 4/1
		-Legal Psychology	6,00	0, 4/1
		-Main Models of Intervention in Psychotherapy	6,00	This elective is not offered in the academic year 25/26
		Mediation and familiar orientation	6,00	3, 4/1
		-New Directions in Psychotherapy	6,00	This elective is not offered in the academic year 25/26
		-Prevention and Treatment of Addictive Behavior	6,00	0, 2, 3/1
		-Psychogerontology	6,00	This elective is not offered in the academic year 25/26
		-Psychology of the Chronic Disease and of Rehabilitation	6,00	This elective is not offered in the academic year 25/26
		-Psychology, Grieving and Palliative Care	6,00	4/1



Health psychology		-Psychopharmacology	6,00	4/1
		Sleeping disorders	6,00	4/1
		-Therapy Techniques and Behavior Modification	6,00	This elective is not offered in the academic year 25/26
Transversal psychology	42,00	Anthropology of the Person and Health	6,00	This elective is not offered in the academic year 25/26
		Basic Social and Emotional Skills for Professional Practice of Psychology	6,00	This elective is not offered in the academic year 25/26
		History and Philosophy of the Family	6,00	This elective is not offered in the academic year 25/26
		-Psychology of Religion	6,00	This elective is not offered in the academic year 25/26
		Psychology, and Information and Communication Technologies	6,00	This elective is not offered in the academic year 25/26
		-Qualitative Research Methodology	6,00	This elective is not offered in the academic year 25/26
		Scientific English II	6,00	This elective is not offered in the academic year 25/26



Educational psychology	48,00	-Affective Linkages in the Life Cycle	6,00	This elective is not offered in the academic year 25/26
		Development of Cognitive Skills	6,00	This elective is not offered in the academic year 25/26
		Education for Interculturality	6,00	This elective is not offered in the academic year 25/26
		Educational Intervention for Students with Special Educational Needs	6,00	This elective is not offered in the academic year 25/26
		-Occupational Guidance	6,00	This elective is not offered in the academic year 25/26
		Preventive Intervention and Early Stimulation	6,00	2, 3/1
		-School Psychology	6,00	2, 3/1
		Strategies and Tools for Effective Learning	6,00	This elective is not offered in the academic year 25/26
Psychology of work and human resources	42,00	-Cooperative Work in Interdisciplinary Teams	6,00	This elective is not offered in the academic year 25/26
		-Intervention Techniques in Human Resources	6,00	This elective is not offered in the academic year 25/26



Psychology of work and human resources		Interview and Psychological Counselling	6,00	This elective is not offered in the academic year 25/26
		Management of the Work Climate in Organisations	6,00	3/1
		Mediation and Intervention in Family Businesses	6,00	This elective is not offered in the academic year 25/26
		-Negotiation and Conflict Resolution	6,00	0, 4/1
		-Psychology of Communication	6,00	2/1
Community psychology and social intervention	54,00	Family and Aid to Dependency	6,00	2, 3/1
		Intervention and Organisation of Socio-cultural Events	6,00	This elective is not offered in the academic year 25/26
		-Psychology of Conflict and Violence	6,00	2/1
		-Psychology of Criminality	6,00	3/1
		-Psychology of Physical Activity and Sport	6,00	This elective is not offered in the academic year 25/26
		-Psychology of Social Intervention	6,00	This elective is not offered in the academic year 25/26
		-Psychology of the Media	6,00	This elective is not offered in the academic year 25/26



Community psychology and social intervention		Psychosocial Intervention in Disasters and Emergencies	6,00	3/1
		-Social Support Theory and Strategies	6,00	This elective is not offered in the academic year 25/26
Speech therapy psychology	30,00	Acquisition and Development of Language	6,00	This elective is not offered in the academic year 25/26
		Assessment of Language, Speech and Voice	6,00	0/1
		-Language and Hearing Disorders	6,00	0/1
		Linguistic Analysis of Language Disorders	6,00	This elective is not offered in the academic year 25/26
		-Speech and Voice Disorders	6,00	This elective is not offered in the academic year 25/26

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.

Prerequisites

El alumno deberá cursar un mínimo de 30 ECTS de Optatividad, entre las asignaturas activadas en el curso académico.



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 Knowing the concepts, theories and main models of Psychology in the community and social intervention context.
- R2 Being able to design intervention plans that are adequate to the different contexts of the community environment.
- R3 Knowing and acquiring the necessary skills for the correct management of the therapeutic relationship



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):

GENERAL		Weighting			
		1	2	3	4
CG1	The ability to work in interdisciplinary teams.		X		
CG2	The ability to develop and constantly update one's competencies, skills and knowledge according to the profession's standards.				X
CG3	Showing interest in the quality of one's performance and being able to develop systems to ensure one's service quality.		X		
CG4	Being able to evaluate one's personal performance and knowing one's competencies and limitations.		X		

SPECIFIC		Weighting			
		1	2	3	4
CE1	Analyzing needs and requests of addressee functions in different contexts.				X
CE5	Identifying differences, problems and needs.				X
CE8	Identifying group and inter-group problems and needs.				X
CE15	Defining objectives and devising action plans according to action goals. (prevention, treatment, rehabilitation, insertion, support).			X	
CE34	To know different evaluation methods, psychological diagnoses and treatments in different applied domains of Psychology.			X	
CE37	To know the different specialties of application of Psychology and to have the knowledge necessary to promote quality of life in individuals, groups, communities and organisations in different contexts.			X	



TRANSVERSAL		Weighting			
		1	2	3	4
CT1	Capacity to analyze and synthesize.		X		
CT3	Mastering Spanish oral and written communication.			X	
CT6	Capacity to manage information (capacity to look for and analyze information coming from different types of sources)		X		
CT12	Interpersonal skills.				X
CT15	Ethics.			X	
CT16	Capacity to develop and update competences, skills and knowledge following professional standards.				X
CT17	Capacity to adapt to new situations.			X	
CT31	Sensitivity to problems facing mankind.				X



Assessment system for the acquisition of competencies and grading system

In-class teaching

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3	60,00%	Oral and/or written tests employed in initial, training and/or summative student assessment.
R2, R3	15,00%	Presentation of practical activities.
R1, R2, R3	10,00%	Attendance and active participation: lessons, group assignments and tutoring sessions. It will be monitored and registered by the teacher.
R1, R2, R3	15,00%	Group assignments.

Observations

There are two types of assessment: Ordinary (40% minimum attendance) and Single Assessment. In the Ordinary 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 through the submission of assignments and resolution of cases and scenarios (20% 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 20% of the student's final grade.

If students have not reached the 40% minimum attendance, and have duly accredited and justified this contingency, they may request in writing to the instructor to submit 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 (30% of the final calification),
- a written exam consisting of four short questions (40% of the final calification),
- a practical case proposed by the professor (30% of the final calification).

To pass the course, the student must pass the different assessment methods separately (active participation, practical work, and exam).

Citation and attribution criteria: The work submitted by students will be assessed according to the assessment rubric available in the virtual classroom and will be submitted to computer systems to detect plagiarism or other improper means (including AI). All use of AI tools must be explicitly stated in the submitted document (e.g., in a footnote or 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.

WITH HONOR Those students who have demonstrated levels of academic excellence in all the competencies 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 considering 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 9.50 points.

In accordance with the regulations governing the evaluation 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" (Honours) 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. The criteria for awarding "Matrícula de Honor" will be determined according to the criteria stipulated by the professor responsible for the subject, detailed in the "Observations" section of the evaluation system of the teaching guide.

Online teaching

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3	75,00%	Final evaluation consisting of essay questions and hypothetical scenarios.
R1, R2, R3	5,00%	Submitted tasks
R1, R2, R3	20,00%	Attendance and participation in synchronic communication activities.

Observations

In the Ordinary 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 (75% of the final grade) and through the submission of assignments and resolution of cases and scenarios (20% 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 25% of the student's final grade. To pass the course, the student must pass the different assessment methods separately (active participation, practical work, and exam).



Citation and attribution criteria: The work submitted by students will be assessed according to the assessment rubric available in the virtual classroom and will be submitted to computer systems to detect plagiarism or other improper means (including AI). All use of AI tools must be explicitly stated in the submitted document (e.g., in a footnote or 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.

WITH HONOR Those students who have demonstrated levels of academic excellence in all the competencies 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 considering 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 9.0 points.

In accordance with the regulations governing the evaluation 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" (Honours) 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. The criteria for awarding "Matrícula de Honor" will be determined according to the criteria stipulated by the professor responsible for the subject, detailed in the "Observations" section of the evaluation system of the teaching guide.

In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matrícula de Honor" (Honours with Distinction) may be awarded to students who have achieved a grade of 9.0 or higher. The number of "Matrículas de Honor" (Honours with Distinction) may not exceed five percent of the students enrolled in the group for the corresponding academic year, unless the number of enrolled students is fewer than 20, in which case a single "Matrícula de Honor" (Honours with Distinction) may be awarded.

Exceptionally, these distinctions may be assigned globally across different groups of the same subject. Nevertheless, the total number of distinctions 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. The criteria for awarding "Matrícula de Honor" (Honours with Distinction) will be determined according to the guidelines stipulated by the professor responsible for the course, as detailed in the "Observations" section of the evaluation system in the course guide.



Learning activities

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

- M1 Teacher presentation of contents, competency analysis, explanation and demonstration of capacities, abilities and knowledge in the classroom (presential modality).
- M2 Teacher-supervised groupwork sessions: case studies, diagnostic tests, problems, fieldwork, IT room, visits, data searches, libraries, web, Internet, etc. Building knowledge significantly through interaction and student activities (presential modality).
- M3 Supervised monographic sessions with shared participation.
- M4 Application of interdisciplinary knowledge.
- M6 Personalized attention in small groups. Training and/or orientation period by a teacher aimed at revising and discussing the materials and topics presented in the lessons, seminars, lectures, assignments, etc.
- M7 Set of oral and/or written tests employed in initial, training or summative assessment of the student.
- M8 Group preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be presented or handed in during theory lessons, practical lessons and/or tutoring sessions in small groups. Tasks done on the platform or other virtual spaces.
- M9 Students' independent study: individual preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be presented or handed in during theory lessons, practical lessons and /or small-group tutoring sessions. Tasks on the platform or other virtual spaces.
- M11 Teacher presentation of contents, competencies analysis, explanation and demonstration of capacities, abilities and knowledge on the virtual classroom.
- M12 Group work sessions via chat moderated by the teacher. Case studies –both real and fictional– aimed at building knowledge through interaction and students' activities. Critical analysis of values and social commitment.
- M13 Monographic sessions throughout the course, focused on current aspects and applications of the subject.



- M14 Set of oral and/or written tests employed in initial, training or summative assessment of the student.
- M15 Student's individual study: individual preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be discussed or turned in in electronic format.
- M16 Individualized attention for the monitoring and orientation in the learning process, performed by a tutor in order to revise and discuss the materials and topics, seminars, readings and assignments, etc.
- M17 Group preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be discussed or handed in.
- M18 Participation and contributions to discussion forums related to the subject and moderated by the module's teacher.
- M19 Problem resolution, comments, reports to be handed in according to the deadlines throughout the course.



IN-CLASS LEARNING

IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
ON-CAMPUS CLASS Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge. M1	R1, R2, R3	30,00	1,20
PRACTICAL CLASSES Group work sessions supervised by the professor. Case studies, diagnostic tests, problems, field work, computer room, visits, data search, libraries, on-line, Internet, etc. Meaningful construction of knowledge through interaction and student activity. M2	R2, R3	12,00	0,48
GROUP WORK EXHIBITION Application of multidisciplinary knowledge. M4	R1, R2	10,00	0,40
OFFICE ASSISTANCE Personalized and small group attention. Period of instruction and/or orientation carried out by a tutor to review and discuss materials and topics presented in classes, seminars, papers, etc. M6	R1, R2, R3	6,00	0,24
ASSESSMENT Set of oral and/or written tests used in initial, formative or additive assessment of the student. M7	R1, R2, R3	2,00	0,08
TOTAL		60,00	2,40



LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
GROUP WORK Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform M8	R1, R2, R3	30,00	1,20
INDEPENDENT WORK Student study: Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform. M9	R1, R2, R3	60,00	2,40
TOTAL		90,00	3,60



ON-LINE LEARNING

SYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Virtual session (distance learning) M11	R1, R2, R3	30,00	1,20
Virtual practical session (distance learning) M12	R2, R3	14,00	0,56
In-person or virtual assessment (distance learning) M14	R1, R2, R3	2,00	0,08
Individual tutoring sessions (distance learning) M16	R1, R2, R3	4,00	0,16
Discussion forums (distance learning) M18	R2, R3	4,00	0,16
Continuous assessment activities (distance learning) M19	R1, R2, R3	6,00	0,24
TOTAL		60,00	2,40

ASYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Individual work activities (distance learning) M15	R1, R2, R3	60,00	2,40
Teamwork (distance learning) M17	R1, R2, R3	30,00	1,20
TOTAL		90,00	3,60



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
DIDACTIC UNIT I: CRIMINOLOGICAL PSYCHOLOGY	<ul style="list-style-type: none">·T1. Current Paradigms in Criminal Psychology·T2. Psychology and psychopathology of criminal behavior·T3. Violent offenders and psychopathy·T4. Criminal profiles
DIDACTIC UNIT: CRIME TREATMENT	<ul style="list-style-type: none">·T5. Theoretical models on the rehabilitation of offenders·T6. Intervention techniques with offenders·T7. Offender Treatment Programs·T8. Withdrawal and criminal abandonment

Temporary organization of learning:

Block of content	Number of sessions	Hours
DIDACTIC UNIT I: CRIMINOLOGICAL PSYCHOLOGY	12,00	24,00
DIDACTIC UNIT: CRIME TREATMENT	18,00	36,00



References

BIBLIOGRAPHY

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