



## Information about the subject

**Degree:** Official Master's Degree in Legal Psychology

**Faculty:** Faculty of Psychology

**Code:** 1520006 **Name:** Intervention Techniques and Strategies with Victims and Offenders

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

**Module:** 2. PREVENTION AND INTERVENTION IN LEGAL PSYCHOLOGY

**Subject Matter:** INTERVENTION AND TREATMENT IN LEGAL PSYCHOLOGY **Type:** Compulsory

**Department:**

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

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

**Lecturer/-s:**

PSICJUR Maria Gloria Bernabe Valero (**Responsible Lecturer**)

gloria.bernabe@ucv.es

Pilar Sellés Nohales

pilar.selles@ucv.es



## Module organization

### 2. PREVENTION AND INTERVENTION IN LEGAL PSYCHOLOGY

Subject Matter	ECTS	Subject	ECTS	Year/semester
PSYCHOLOGY APPLIED TO THE LEGAL FIELD	6,00	Dynamics and Systems in Forensic Psychology	6,00	1/1
INTERVENTION AND TREATMENT IN LEGAL PSYCHOLOGY	12,00	Intervention Techniques and Strategies with Victims and Offenders	6,00	1/2
		Prevention and Psychological Intervention in Different Legal Contexts	6,00	1/2

## Recommended knowledge

### NOT REQUIRED

It is recommended that the student have basic knowledge of Social Psychology, Personality, Psychopathology, Evaluation and Psychological Therapies.



## 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 Know the prison as a special context for professionals.
- R2 Know about specialized programs for violent criminals, drug addicts, suicide prevention and social education.
- R3 Design intervention programmes with prisoners in open and closed environments.
- R4 Students can design and manage psycho-social-educational programmes with aggressors.
- R5 Know the prosocial thought program.
- R6 Know the programs of profession to maltreatment men.
- R7 Know the services of assistance to the victims of crime.
- R8 Develop programs of attention in crisis with victims of the crime.
- R9 Know the objectives and phases of intervention with abused women.
- R10 Students know strategies of intervention with women victims of sexual aggression.
- R11 Prove therapeutic skills for crisis intervention.
- R12 Know the resistances in the intervention programs with victims.
- R13 Know the services of assistance to minors who are victims of crime.
- R14 Understand the process of the abused child.
- R15 Manage social and psychological strategies to assist minors who are victims of school violence.



- R16 Show skills for working with child victims of sexual abuse.
- R17 Know strategies for predicting juvenile delinquency.
- R18 Know about closed and open programs.



## 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
CB6	Students prove to be original in the development and/or application of ideas, often in a research context.	X			
CB7	Students apply the knowledge acquired and their problem-solving skills in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their area of study.				X
CB8	Students are able to integrate knowledge and deal with the complexity of making judgments based on information that, being incomplete or limited, includes reflections on social and ethical responsibilities linked to the application of their knowledge and judgments.		X		
CB9	Students communicate their conclusions and the ultimate knowledge and reasons behind them to specialized and non-specialized audiences in a clear and unambiguous manner.			X	

GENERAL		Weighting			
		1	2	3	4
CG1	Students apply professional skills to act effectively in the area of assessment, intervention and prevention of those psychological phenomena, behavioral and relational that affect the legal behavior of people.				X
CG4	Select and apply our own specific instruments of intervention in psycho-legal environments, bearing in mind the contextual variables that affect the individual.				X
CG6	Recognize and analyze the demands and needs of individuals within the judicial contexts proposed.				X
CG7	Elaborate, synthesize and defend the psychological expert reports in the judicial field, with the maximum rigor and sensibility.	X			



CG9 Develop a specialization that, without prejudice to a single curriculum for all, allows them to be oriented towards the mastery of specialized work within legal psychology, according to their preferences, and through the Practicum and Final Master's Work.

X

SPECIFIC	Weighting			
	1	2	3	4
CES3 Design and implement programs for the prevention, treatment and integration of offenders and victims, either in the community or in the prison environment, both individually and collectively.				X
CES5 Train and/or select legal system professionals (judges and prosecutors, police, lawyers, prison staff, etc.) in content and techniques useful in their work.		X		
CES6 Elaborate and develop information and social awareness campaigns for the general population and those at risk.		X		
CES7 Promote and contribute to the improvement of the victim's situation and their interaction with the legal system.				X
CES8 Promote negotiated solutions to legal conflicts, through a mediating intervention that contributes to mitigate and prevent emotional and social damage, and present an alternative to the legal route, where those involved have a predominant role.		X		
CES9 Make scientific and professional contributions in the field of legal psychology.		X		
CES10 Become familiar with non-verbal and verbal communication strategies in judicial contexts.		X		
CES11 Analyze and develop strategies for the prevention of violence.	X			
CES12 Make presentations and defend expert reports in judicial forums.	X			
CES14 Know and apply social competence techniques that promote personal, group and community development of the recipients of the intervention.				X
CES15 Promote citizen participation in community organizations (volunteer organizations, civic groups, social movements of victims, etc).		X		
CES16 Know and interpret the different policies associated with prevention, care and intervention at regional, Spanish and European levels, and assess their impact on the contexts of reference.	X			



TRANSVERSAL	Weighting			
	1	2	3	4
CTR1 Know, understand and manage information.		X		
CTR2 Incorporate the knowledge acquired and show flexibility for teamwork and effective collaboration with other professionals (with the possibility of working in an interdisciplinary and international context).			X	
CTR3 Prove problem-solving and decision-making skills.				X
CTR4 Create and promote a self-critical attitude, which allows to value one's own performance, knowing competences and limitations, and relativizing possible frustrations.		X		
CTR5 Develop and show skills to adapt to new situations, assume responsibilities and act independently and autonomously.		X		
CTR6 Organize and execute action plans within the professional environment, properly managing time, resources and available professionals.			X	
CTR7 Use scientific evidence to select appropriate instruments and tools for assessment, intervention and prevention in legal psychology.				X
CTR9 Students are involved in continuous processes of evaluation and improvement of the quality of their actions.		X		
CTR10 Establish and maintain relationships with other professionals to contrast and validate knowledge and realities.	X			
CTR11 Share and disseminate academic and professional knowledge through effective oral and/or written communication.		X		
CTR12 Students keep updated and reorganize the knowledge and competences related to the own framework of action.		X		



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

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, R12, R13, R14, R15, R16, R17, R18	20,00%	Attendance and active participation in the face-to-face and practical sessions.
R1, R2, R5, R6, R7, R9, R12, R13, R18	60,00%	Performance of objective tests.
R3, R4, R8, R10, R11, R14, R15, R16, R17	10,00%	Theoretical and practical group activities that can be evaluated.
R3, R4, R8, R10, R11, R14, R15, R16, R17	10,00%	Individual theoretical-practical activities that can be evaluated (diagnoses, experts, etc).

### Observations

**MENTION OF DISTINCTION:** The mention of Distinction will be awarded to students who have achieved excellent results for all the competences and learning outcomes.

## 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 teaching staff, analysis of competencies, explanation and demonstration of capacities, skills and knowledge in the classroom.
- M2 Group work sessions supervised by the teaching staff. Case studies, expert analysis, theoretical analysis, field study, visits to resources, data search (libraries, network, Internet, etc.). Significant construction of knowledge through student interaction and activity. Critical analysis on values and social commitment.
- M3 Supervised monographic sessions with shared participation through specialists in very specific topics.





- M4 Student's study -with/without support in the platform- that includes individual preparation of readings, reports, counter reports, evaluations, essays, problem solving, programs, memories, etc. to expose or deliver in the theoretical classes, practical classes and/or tutorials.
- M5 Study of the students in small groups with the purpose of analyzing readings, expert cases, problem solving, legal reports, sentences, programs, reports, etc. to present or deliver in the theoretical classes, practical classes and/or tutorials.
- M6 Application of interdisciplinary knowledge through the presentation of individual and/or group works.
- M7 Personalized attention and in small groups during the period of instruction and/or orientation carried out by a tutor or mentor with the objective of reviewing and discussing the materials and topics presented in the sessions, seminars, readings, completion of papers, etc.
- M9 Set of oral and/or written tests used in the initial, formative or additive evaluation of the student.



## IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
FACE-TO-FACE LESSONS M1	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, R12, R13, R14, R15, R16, R17, R18	40,00	1,60
PRACTICE CLASSES M2, M6	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, R12, R13, R14, R15, R16, R17, R18	12,00	0,48
TUTORIALS M7	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, R12, R13, R14, R15, R16, R17, R18	4,00	0,16
CONTINUOUS ASSESSMENT ACTIVITIES M9	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, R12, R13, R14, R15, R16, R17, R18	4,00	0,16
<b>TOTAL</b>		<b>60,00</b>	<b>2,40</b>

## LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
SELF-EMPLOYMENT (WITH OR WITHOUT PLATFORM SUPPORT) M4, M5	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, R12, R13, R14, R15, R16, R17, R18	90,00	3,60
<b>TOTAL</b>		<b>90,00</b>	<b>3,60</b>



## Description of the contents

Description of the necessary contents to acquire the learning outcomes.

### Theoretical contents:

Content block	Contents
UNIT 1	ASSISTANCE TO CRIME VICTIMS. CRISIS CARE PROGRAMS.
UNIT 2	INTERVENTION WITH MINORS VICTIMS OF ABUSE.
UNIT 3	PSYCHOLOGICAL INTERVENTION FROM THE STATE SECURITY FORCES.
UNIT 4	INTERVENTION WITH FAMILIES IN LEGAL CONTEXTS.
UNIT 5	INTERVENTION AND TREATMENT OF ABUSED WOMEN.
UNIT 6	INTERVENTION WITH MINORS VICTIMS OF SCHOOL VIOLENCE.
UNIT 7	PENITENTIARY INTERVENTION.
UNIT 8	INTERVENTION WITH JUVENILE OFFENDERS.
UNIT 9	JUDICIAL CO-PARENTING.
UNIT 10	INTERVENTION AND TREATMENT OF VICTIMS OF SEXUAL AGGRESSION.



## Temporary organization of learning:

Block of content	Number of sessions	Hours
UNIT 1	4,00	8,00
UNIT 2	3,00	6,00
UNIT 3	3,00	6,00
UNIT 4	3,00	6,00
UNIT 5	3,00	6,00
UNIT 6	3,00	6,00
UNIT 7	4,00	8,00
UNIT 8	2,00	4,00
UNIT 9	3,00	6,00
UNIT 10	2,00	4,00



## References

- Aguilera, G. y Zaldívar, F. (2003). Opinión de los jueces (derecho penal y de familia) sobre el informe psicológico forense. *Anuario de psicología jurídica*, (13) 95-122.
- Bernabé-Valero, G. y Villodre-Marchal, E. (2022). Inmersos en el conflicto postconyugal: promoviendo la resiliencia familiar. En *Mis Heridas en vuestra guerra*. Cuadernos de Psicología. 12.
- Centro Nacional de Equidad de Género y Salud Reproductiva (2010). *Atención Psicológica a Mujeres en Situación de Violencia. Lineamientos y Protocolos*: México.
- Cirillo, S. (1994). El cambio en los contextos no terapéuticos. Barcelona: Paidós.
- Clemente, M. (2011). *Fundamentos y principios de Psicología Jurídica*. Madrid: Pirámide
- Clemente, M. y Núñez, J. (1997). *Psicología Jurídica Penitenciaria I y II*. Madrid: Fundación Universidad-Empresa.
- Clemente, M. y Núñez, J. (1997). *Psicología jurídica penitenciaria: II*. Madrid: Fundación Universidad Empresa.
- Clemente, M. y Ríos, J. (1995). *Guía jurídica del psicólogo. Compendio básico de legislación para el psicólogo jurídico*. Madrid: Pirámide.
- Clemente, M., Parrilla, A. y Vidal, M. A. (1998). *Psicología jurídica y seguridad: policía y fuerzas armadas I y II*. Madrid: Fundación Universidad-Empresa.
- Echeburúa, E. y Guerricaechevarría, C. (2011). Tratamiento psicológico de las víctimas de abuso sexual infantil intrafamiliar: un enfoque integrador. *Psicología conductual*, 19(2): 469-486.
- Esbec, E. y Gómez-Jarabo, G. (2000). *Psicología Forense y Tratamiento Jurídico Legal de la Discapacidad*. Madrid: Edisofer.
- Flores, O. (2017). El rol del psicólogo en la Psicología Jurídica. Facultad de Psicología, Universidad de la República Uruguay.
- Garrido, E.; Masip, J. y Herrero, MC. (Coords) (2006). *Psicología Jurídica*. Madrid: Pearson, Prentice Hall.
- Garrido, V. (1992). *Técnicas de tratamiento para delincuentes*. Madrid: Centro de Estudios Ramón Areces.
- González, A. (coord.) (2014). *Guía de intervención psicológica con mujeres en situación de violencia de género*. Secretaría de Salud: México, D.F.
- Granados, F. (1991). *Ética y técnica de la intervención psicológica en los juzgados de familia. Tesis Doctoral*. Madrid: Universidad Complutense.
- Graña, J. L. y Rodríguez, M. J. (2010). *Programa central de tratamiento educativo y terapéutico para menores infractores*. Madrid: Agencia de la Comunidad de Madrid para la Reeducción y Reinserción del Menor Infractor.
- Hernández, J. A. (2013). Los sombreros (y los zapatos) del terapeuta. *Mosaico: revista de la Federación Española de Asociaciones de Terapia Familiar* (55), 92-104.
- Jiménez, F. (2001). *Evaluación psicológica forense 1,2 y 3*. Salamanca: Amaru Ediciones.
- Jiménez, F. y Sánchez, G. (2003). *Evaluación psicológica forense 4: contribución a las técnicas*



de Minnesota y Millon. Salamanca: Amaru Ediciones.

Ley Orgánica 8/2021, de 4 de junio, de protección integral a la infancia y la adolescencia frente a la violencia.

Linares, J. L. (2002). *Del abuso y otros desmanes: el maltrato familiar, entre la terapia y el control*. Barcelona, Spain: Paidós.

Linares, J. L., & Colapinto, J. (2021). *Historias para no dormir: El maltrato institucional en la atención al menor* (Vol. 141639). Editorial Gedisa.

Loh, W.D. (1981). Psycholegal research: past and present. *Michigan Law Review*, 79, 659-707.

Minuchin, S. (2001). *Familias y terapia familiar*. Editorial Gedisa.

Montero, J. (2001). *Guarda y custodia de los hijos*. Valencia: Tirant lo Blanch.

Morillas, D. L., Patró, R. M. y Aguilar, M. M. (2011). *Victimología: un estudio sobre la víctima y los procesos de victimización*. Madrid: Dykinson.

Ovejero, A. (2009). *Fundamentos de Psicología Jurídica e investigación criminal*. Salamanca: Ediciones Universidad Salamanca.

Pereda, N. (2022). Alguien me ha hecho daño. Grupo de Investigación en Victimización Infantil y Adolescente (GReVIA), Universitat de Barcelona

Pereira, R. (2011). *Psicoterapia de la violencia filio-parental: Entre el secreto y la vergüenza*. Madrid: Morata

Perles, F. (2002). *Psicología Jurídica*. Málaga: Allibe. Raskin, D. (1994). *Métodos psicológicos en la investigación y pruebas criminales*. Bilbao: Desclee de Brouwer.

Redondo, S. (1993). *Evaluar e intervenir en prisiones*. Madrid: PPU.

Redondo, S. (2007). *Manual para el tratamiento psicológico de los delincuentes*. Madrid: Pirámide.

Redondo, S. (2012). *Programa de tratamiento educativo y terapéutico para agresores sexuales juveniles*. Madrid: Agencia de la Comunidad de Madrid para la Reeducción y Reinserción del Menor Infractor.

Redondo, S. (2017). *Evaluación y tratamiento de delincuentes jóvenes y adultos*. Madrid: Pirámide.

Sabucedo, J. M. Y Sanmartín, J. (2007). *Los escenarios de la violencia*. Barcelona: Ariel

Sánchez, J. (2008). *Análisis y puesta en práctica en un centro de menores de un programa de intervención con familias y menores que maltratan a sus padres* (Doctoral dissertation, Tesis doctoral, Universidad de Valencia).

Sierra J. C., Jiménez E: M. y Bucla-Casal, G. (2005). *Manual de Psicología Forense*. Madrid: Biblioteca Nueva.

Sierra, J. C., Jiménez, E.M. y Bucla-Casal, G. (Coords). *Psicología Forense: manual de prácticas y aplicaciones*. Madrid: Biblioteca Nueva.

Sobral, J. y Arce, R. (1990). *La psicología social en la sala de justicia*. Barcelona: Paidós.

Soria, M. A. y Sáiz, D. (2006). *Psicología Criminal*. Madrid: Pearson, Prentice Hall.

Torres, I. (2002). Aspectos éticos en las evaluaciones forenses. *Revista de Psicología Universitas Tarraconensis*. Vol XXIV, 58-93.

Urra, J. (2002). *Tratado de Psicología Forense*. Madrid; Siglo XXI.



Vozmediano, L. y San Juan, C. (2010). *Criminología ambiental. Ecología del delito y de la seguridad*. Barcelona: Editorial UOC.



## 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: