

**COURSE DATA****Data Subject**

Code	33340
Name	Psychology of delinquency
Cycle	Grade
ECTS Credits	4.5
Academic year	2020 - 2021

Study (s)

Degree	Center	Acad. year	Period
1319 - Degree in Psychology	Faculty of Psychology and Speech Therapy	4	First term

Subject-matter

Degree	Subject-matter	Character
1319 - Degree in Psychology	39 - Psychology of crime	Optional

Coordination

Name	Department
CARBONELL VAYA, ENRIQUE	300 - Basic Psychology
CEREZO JIMENEZ, M.ANGELES	300 - Basic Psychology

SUMMARY

The understanding of the issue of crime, and violence in general, is an essential complement to in the psychologist's training. Considering anti-social behavior as a failure in the socialization of the individuals, point to two contexts: the family as the primary context where the socialization process develops and peer relationships as the second important socialization context. It's, therefore, important to focus the course on the dynamic of psychological processes in anti-social and delinquent trajectories.

Advances in the understanding of this subject, from the socio-interactional and socio-emotional areas, provide a basis for practical application. Students of this course in the past have confirmed their interest in its contents and approach for their professional training and careers.

The overall objective of this course is to provide specific training in the keys factors of anti-social and delinquent psychological functioning and its implications. This is achieved by providing the student with state-of-the-art knowledge. Thus, it is expected that the student can develop clear connections to the application of knowledge and obtain a basis to maintain their professional training.



PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

Other requirements

The student needs to have successfully completed years 1, 2 & 3 of this degree course.

OUTCOMES

1319 - Degree in Psychology

- Know the field of application of psychology in the field of crime and antisocial behaviour and have the necessary knowledge to influence and promote the quality of life in individuals, groups, communities and organisations related to this field.
- Be able to describe and measure the processes of interaction and the dynamics where anti-social and criminal behaviours take place.

LEARNING OUTCOMES

Differentiate and identify different types of anti -social behavior in childhood and adolescence.

Distinguish between the trajectories of early onset and late onset of anti-social and delinquent behavior.

Distinguish relational dynamics in the context of socialization, family and peers, which are associated with the development of anti-social behavior and delinquency.

Know and identify risk and protective factors involved in the development of anti-social and delinquent behavior.

Using prediction to design prevention strategies.

Know and use the main sources of information related to the subject.

DESCRIPTION OF CONTENTS

1. Anti-social and delinquent behavior: introduction

1.1. Some data on juvenile delinquency. Key issues in the development and dynamics of antisocial and delinquent behavior.

1.2. Conceptual considerations: anti-social behavior, conduct problems and delinquent behavior. Keys for a definition. The anti-social trait and its measure. Overt vs. Covert antisocial behavior. Measures of antisocial behavior and delinquency

1.3. Progression of anti-social behavior. Predictors. Frequency-Severity. Risk factors and protective factors.



1.4. Identifying children at-risk of anti-social behavior and delinquency. Predicting and obtaining indices. A multi-stage procedure to identify youth at-risk of delinquency. Prediction and prevention

2. Bio-social individual characteristics and anti-social and delinquent behavior

- 2.1. Gender differences and anti-social behavior and delinquency.
- 2.2. Hyper-activity and antisocial behavior
- 2.3. Social Cognition: Social information processing: encoding, interpretation and performance processes. Applying the model of social information processing to the study of anti-social and delinquent behavior.

3. Relational processes with primary caregivers

- 3.1. Attachment, socio-emotional development and self-regulation: application to the development of antisocial behavior.
- 3.2. Socio-interactive models. Parenting practices. Discipline, monitoring, positive parenting, problem solving and conflict
- 3.3. Micro-social analysis of family interaction The role of observation and observational methodology. The coercion model: origins and developments. Uncertain contexts and social continuity in anti-social behavior.
- 3.4. The model of early onset of delinquency. The role of family variables.
- 3.5. Risky parenting practices. The issue of child maltreatment and its relationship to the development of anti-social behavior
- 3.6. Practical analysis of family interaction with anti-social children. Observing interaction.

4. Relational processes with siblings and peers

- 4.1. The role of peers and peer relationships as a socialization context
- 4.2. Late-onset models. Implications for prediction.
- 4.3. Other areas of relationships: siblings
- 4.4. The role of peers in adolescence. "Training in deviant behavior": Analysis of conversations between teens and prediction of antisocial and delinquent behaviour. Implications
- 4.5. Joint influence of different relational contexts: parents and peers. Towards the understanding of the phenomenon "anti-social behavior"

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Theoretical and practical classes	45,00	100
Development of group work	5,00	0
Development of individual work	5,50	0
Preparation of evaluation activities	25,00	0
Preparing lectures	20,00	0
Preparation of practical classes and problem	12,00	0
TOTAL	112,50	

TEACHING METHODOLOGY

Active methodology, integrating different strategies, to promote both, meaningful learning of the contents and knowledge and the competences involved in the course.

- (1) Presentations and master classes.
- (2) Practices (case studies, discussion of relevant issues, critical analysis of written material).
- (3) Planned tutorial group session
- (4) Individual preparation of assignments, discussion in the classroom, reports on the practices carried out in the sessions

The methodology will be adapted to online, classroom setting or other adaptations if it is needed.

EVALUATION**Minimum requirements:**

- 1) Pass the individual end-of-course exam: by obtaining a minimum of 3 out of 6 points
- 2) Pass the report and other delivered activities: by obtaining a minimum of 2 out of 4 points

1) EXAM

There will be a final individual closed multiple-choice test as requested by the Institution official call.



- The exam will include all the contents covered both in classroom activities and nonclassroomactivities
- The exam will be worth 60% of the final score

2) REPORT AND OTHER ACTIVITIES

Report:

- An individual report on the subject matter instructed by the Professor will be mandatory. It will be worth 10% of the final score, so that a grade ranging from 0 to 1 points can be obtained in the report, depending on its quality. The report is a recoverable task for the second call

Activities during the course:

- Along with regular lectures, there will be other activities (e.g. exercises, reviews, comments, reports, content related questions, etc.)
- Delivery and participation of all class activities will have a maximum score of 3 point (30% of the final score). At least 50% of these activities will be recoverable for duly justified reasons during the course and on the second call.

WARNING

Evidence of copying or plagiarism in any of the assessable tasks will result in failure to pass the subject and in appropriate disciplinary action being taken.

Please note that, in accordance with article 13. d) of the Statute of the University Student (RD 1791/2010, of 30 December), it is the duty of students to refrain from using or participating in dishonest means in assessment tests, assignments or university official documents.

During tutorials, lecturers may require individual or group interviews in order to verify the degree of participation and achievement of goals for any given task. Failure to accept the verification will result in such task or activity being failed.

GRADING SCHEME

The qualification of the subject as well as the review of and appeal against the allotted grades will abide to what is stipulated in the *Reglament d'Avaluació i Qualificació de la Universitat de València per a títols de Grau i Màster* (ACGUV 108/2017 of May 30, 2017).

http://www.uv.es/graus/normatives/2017_108_reglament_avaluacio_qualificacio.pdf

According to this, subjects are graded on a scale of 0 to 10 points to one decimal place, followed by a qualitative equivalence:



- From 0 to 4.9: fail.
- From 5 to 6.9: pass.
- From 7 to 8.9: good.
- From 9 to 10: excellent or excellent with distinction.

The different elements of assessment will only count towards the final aggregate mark if the minimum requirements established for each element are met.

Review of and appeals against assessment results shall be subject to the Regulations for Appealing against Marks (ACGUV of 29 April 2008).

(<http://www.uv.es/=sgeneral/Reglamentacio/Doc/Estudis/C9.pdf>)

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Basic

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Additional

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ADDENDUM COVID-19

This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council

TEACHING METHODOLOGY:

The teaching methodology will be adapted to the hybrid model approved by the Academic Committee of the Degree.