

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

Code	33340
Name	Psychology of delinquency
Cycle	Grade
ECTS Credits	4.5
Academic year	2024 - 2025

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
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

It is recommended that students have acquired the skills and knowledge of the subjects of the first two years of the degree.

COMPETENCES (RD 1393/2007) // LEARNING OUTCOMES (RD 822/2021)

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 (RD 1393/2007) // NO CONTENT (RD 822/2021)

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.

EVALUATION**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 and non-classroom activities
- 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 point can be obtained in the report, depending on its quality.



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).

Minimum requirements for both first call and second call:

- 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

In the second call, the grade for the individual exam or the report and activities will be kept from the first call, **ONLY** if the minimum required has been reached: 3 points for the individual test and 2 points for the report and activities.

The individual exam in the second call will have similar characteristics to the one in the first call.

Regarding the part of the report and activities, the competences related to them will be evaluated through task/s or test, as determined by the Professor.

The maximum grade of MATRICULA DE HONOR (MH) will be awarded to the highest grade (greater than 9) of the group. One MH is awarded for every 20 students. If the number of students who meet the requirement exceeds the ratio, an exam will be held for which a date will be set. The exam will consist of a topic to be developed and will be graded as APPROVED / not APPROVED for MH.

The copying or manifest plagiarism of any task part of the evaluation will mean the impossibility of passing the subject, subjecting themselves to the appropriate disciplinary procedures. Keep in mind that, in accordance with article 13. d) of the University Student Statute (RD 1791/2010, of December 30), it is the duty of the student body to refrain from the use or cooperation in fraudulent procedures in the evaluation tests, in the work carried out or in official university documents. In the event of fraudulent practices, the procedure determined by the Protocol for action against fraudulent practices at the University of Valencia (ACGUV 123/2020) will be followed:

<https://www.uv.es/sgeneral/Protocols/C83sp.pdf>

**REFERENCES****Basic**

- Dishion, T. J. y Patterson, G. R. (2006) The development and ecology of Antisocial Behavior in Children, en D. Chicchetti y D. Cohen (Eds.). *Developmental Psychopathology*. Vol. 3: Risk Disorder and Adaptation (2ª edic) (cap. 13: pp. 503-542). New York: Wiley
- Dodge, K. A. Godwin & The Conduct Problems Prevention Research Group (2013). Social-Information-Processing patterns mediate the impact of preventive intervention on adolescent antisocial behavior. *Psychological Science* 24(4), 456-465. <https://doi.org/10.1177/0956797612457394>
- Moffitt, T. (2006) Life-course persistent vs. Adolescent-limited Antisocial Behavior en D. Chicchetti y D. Cohen (Eds.). *Developmental Psychopathology*. Vol. 3: Risk Disorder and Adaptation (2ª edic) (capítulo 15: pp. 570-593). New York: Wiley
- Patterson, G. R. (2002). Etiology and treatment of child and adolescent antisocial behavior. *The Behavior Analyst Today*, 3(2) 133-144. <http://dx.doi.org/10.2307/1129803>
- Crick ,N. R., Ostrov, J. M. y Werner, N. E. (2006)A longitudinal study of relational aggression, physical aggression, and children's social-psychological adjustment. *J. of Abnormal Child Psychology*, 34(2) 127-138. <https://doi.org/10.1007/s10802-005-9009-4>
- Landsford, J. E. Malone, P. S. Dodge, K. A., Crozier, J. C. Pettit, G. S. y Bates, J. E. (2006). A 12-year prospective study of patterns of social information processing problems and Externalizing Behaviors. *J. of Abnormal Child Psychology*, 34(5), 715-724 <https://doi.org/10.1007/s10802-006-9057-4>
- Maas, C., Herrenkohl, T.I., & Sousa, C. (2008). Review of research on child maltreatment and violence in youth. *Trauma, Violence, & Abuse*, 9(1), 56-67. <https://doi.org/10.1177/1524838007311105>
- Loeber, R. y Stouthamer-Loeber, M. (1987). Prediction. In H. C. Quay (Ed.), *The handbook of juvenile delinquency* (pp. 325-382). New York: Wiley.
- Dishion, T J., McCord, J., y Poulin (1999). When interventions harm: Peer groups and problem behavior. *American Psychologist*, 54, 755-764. <http://dx.doi.org/10.1037/0003-066X.54.9.755>
- Kochanska, G. Barry, R. A., Stellern, S. A. y O'Brien, J. J. (2009) Early Attachment Organization Moderates the Parent-Child Mutually Coercive Pathway to Children's Antisocial Conduct. *Child Development*, 80 (4), 1288-1300 <http://onlinelibrary.wiley.com/doi/10.1111/j.1467-8624.2009.01332.x/full>

Additional

- Bakeman, R., & Quera, V. (2011). *Sequential analysis and observational methods for the behavioral sciences*. Cambridge, UK: Cambridge University.
- Cerezo, M.A. (1997) Abusive Family Interaction: A Review. *Aggressive and Violent Behavior: A Review Journal*, 2(3) 215-240 [https://doi.org/10.1016/S1359-1789\(96\)00025-0](https://doi.org/10.1016/S1359-1789(96)00025-0)



- Cerezo, M.A. (1997). Parent-child Conflict, Coercive Family Interaction and Physical Child Abuse, en R. Klein (Ed.) *Multidisciplinary perspectives on Family Violence* (pp. 17-40). London: Routledge <https://doi.org/10.4324/9780203978795>
- Dekovic´, M., Wissink, I. B., Meijer, A. M. (2004) The role of family and peer relations in adolescent antisocial behavior: comparison of four ethnic groups. *J. of Adolescence*, 27, 497-514. <https://doi.org/10.1016/j.adolescence.2004.06.010>
- Díez J.L.(2006). Algunos rasgos de la delincuencia en España a comienzos del siglo XXI. *Revista Española de Investigación Criminológica*, 4, 1-19 (disponible en www.criminologia.net)
- Dishion, T. y Snyder, J. (2004). An introduction to the special issue on advances in process and dynamic system analysis of social interaction and the development of antisocial behavior. *J. of Abnormal Child Psychology*, 32(6), 575-578 (Todo el Special Issue) <https://doi.org/10.1023/B:JACP.0000047317.96104.ca>
- Dishion, T. y Snyder, J. (Eds.) (2016). *The Oxford Handbook of Coercive Relationship Dynamics*, Oxford Univ Press. <https://doi.org/10.1093/oxfordhb/9780199324552.001.0001>
- Farrington, D.P. y Welsh, B. C.. (2003). Family-based prevention of offending: a meta-analysis. *Australian and New Zealand J. of Criminology*, 36, 127-151
- Lansford,J.E., Dodge, K., Pettit, G., Bates, J., Crozier, J., Kaplow, J. (2002). A 12-year prospective study of the long-term effects of early child physical maltreatment on psychological, behavioral, and academic problems in adolescence. *Archives of Pediatrics & Adolescent Medicine*, 156 (8), 824-830 <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2756659/>
- Loeber, R. Dishion, T. y Patterson G. R. (1984). Multiple Gating: a multi-satage assessment procedure for identifying youths at risk for delinquency. *J. of Research in Crime and Delinquency*, 21(1), 7-32. <https://doi.org/10.1177/0022427884021001002>
- Mathys, C. y Born, M. (2009) *Intervention in juvenile delinquency: Danger of iatrogenic effects? Children & Youth Service Review* <http://orbi.ulg.ac.be/bitstream/2268/33154/1/iatrogenic%20effects%20postprint%20auteur.pdf>
- Patterson, G. R. (1982). *Coercive Family Process*, Eugene OR. Castalia Publishing Co
- Patterson, G. Shaw, D. S., Snyder, J. y Yoerger, K. (2005) Changes in maternal ratings of childrens overt and covert antisocial behavior. *Aggressive Behavior* 31, 473-484 <https://doi.org/10.1002/ab.20095>
- Stewart, A., Livingston, M., & Dennison, S. (2008). Transitions and turning points: Examining the links between child maltreatment and juvenile offending. *Child Abuse & Neglect*, 32(1), 51-66.
- Tackett, J. L. y Ostrov, J. M. (2010) Measuring relational aggression in middle childhood in a multi-informant multi-method study, *J. of Psychopathology and Behavioral Assessment*, 32(4), 490-500.

Tremblay, R. E. (2000). The development of aggressive behavior during childhood: What have we learned in the past century? *Int J. of Behavioral Development*, 24(2), 129-141 <http://www.tandf.co.uk/journals/pp/01650254.html>

Wahler, R. G. (1994). Child Conduct Problems: Disorders in conduct or social continuity?. *J. of Child and Family Studies*, 3(2), 143-156. <https://doi.org/10.1007/BF02234064>

