



## COURSE DATA

### Data Subject

<b>Code</b>	35060
<b>Name</b>	Prevention and treatment of delinquency
<b>Cycle</b>	Grade
<b>ECTS Credits</b>	9.0
<b>Academic year</b>	2023 - 2024

### Study (s)

Degree	Center	Acad. year	Period
1302 - Degree in Criminology	Faculty of Law	3	Annual
1923 - Double Degree Programme Law-Criminology	Faculty of Law	4	Annual

### Subject-matter

Degree	Subject-matter	Character
1302 - Degree in Criminology	6 - Psychological interventions	Obligatory
1923 - Double Degree Programme Law-Criminology	5 - Year 4 compulsory subjects	Obligatory

### Coordination

Name	Department
BELEÑA MATEO, M.ANGELES	295 - Personality, Evaluation and Psychological Treatment
MALONDA VIDAL, ELISABETH	300 - Basic Psychology
MARCO FRANCISCO, MIRIAM	306 - Social Psychology

## SUMMARY

The studies of criminology aim to provide a scientific, interdisciplinary education in various aspects related to criminal behavior or deviant conduct. Among the essential knowledge that future criminologists need to acquire, the focus is on models and strategies for preventing criminal behavior and possible interventions in order to achieve a society that offers security to all citizens, allowing them to exercise their freedoms. Additionally, criminologists must be capable of planning, managing, and evaluating crime prevention programs from an interdisciplinary perspective, taking into account various levels of analysis of reality. In the subject presented here, the attention is precisely focused on the prevention and treatment of criminal behavior. To do so, an ecological perspective is adopted, which considers different levels of



analysis of the criminal act: individual, interpersonal, situational, and macrosocial.

The subject of *Prevention and Treatment of Delinquency* provides third-year students in the Criminology degree program with a theoretical and methodological overview of the various aspects involved in preventing antisocial behavior. This entails studying this discipline in its theoretical, applied, research, counseling, and/or treatment aspects in diverse fields such as violence prevention, abuse prevention, or drug abuse prevention.

## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

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

### Other requirements

No previous knowledge is required.

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

### 1302 - Degree in Criminology

- Saber aplicar técnicas y procedimientos para la resolución de problemas y la toma de decisiones.
- Ser capaz de trabajar en equipo con otros profesionales de la actividad criminológica.
- Tener una conciencia crítica frente a la realidad social y los problemas sociales respetando los principios de igualdad, derechos humanos, paz, accesibilidad universal, solidaridad y protección medioambiental, todo ello desde una perspectiva de género.
- Saber aplicar las teorías criminológicas para explicar la delincuencia y poder prevenir la comisión de delitos.
- Ser capaces de elaborar informes para evaluar las situaciones de riesgo de los menores, medidas aplicables a los infractores y medidas de protección a los que estén en situación de abandono.
- Saber aplicar las teorías criminológicas en la elaboración de políticas públicas centradas en la prevención del delito y la atención a la víctima.
- Saber diseñar planes de integración social, actuación urbanística y medioambiental, con especial atención a los fenómenos sociales excluyentes.
- Saber diseñar programas orientados a la prevención de la reincidencia y la victimización.
- Saber aplicar las técnicas y estrategias para la evaluación y predicción de la conducta criminal.
- Identificar los factores de riesgo delictivo en los ilícitos administrativos y saber realizar programas para su prevención.
- Ser capaz de diseñar estrategias para resolver conflictos concretos en el contexto penal y criminológico.



- Ser capaç de analitzar el delitu, el delincent i la víctima, i dissenyar estratègies de prevenció e intervenció, desde el respecte a los drets humans, la igualtat entre homes i dones, la pau, sostenibilitat, accesibilitat universal i disseny para todos i valors democràtics.

## **LEARNING OUTCOMES (RD 1393/2007) // NO CONTENT (RD 822/2021)**

- Being able to act as a criminologist in criminal investigation. (C1)

G: 1, 2

E: 13, 14

- Being able to identify the main theoretical models proposed in relation to the prevention of antisocial behavior. (C5)

E: 1, 8, 17

- Being capable of conducting an analysis at different levels of the phenomenon of criminal behavior, the triggering factors, and the resistance factors at the individual, interpersonal, and situational levels.(C6)

E: 7, 17, 18

- Knowing how to apply the main programs for the prevention of antisocial behavior and prevention, treatment, and intervention techniques, and understanding their advantages and disadvantages at the individual, interpersonal, and social levels. (C7)

G: 3, 6

E: 8, 16, 17, 20, 22

- Becoming aware of moral, social, environmental, economic, political, and scientific issues in society.. (C8)

G: 8

## **DESCRIPTION OF CONTENTS**

### **1. The models of prosocial behavior.**

Variables involved in cognitive processes related to behavioral adaptation and maladaptation. Empathy. Cognitive and affective processes in prosocial behavior. Prosocial and altruistic behavior.



## **2. Models of crime prevention. Prediction of delinquency and risk of victimization.**

Crime prevention: conceptual delimitations. Aggression and prosocial behavior. Primary, secondary, and tertiary prevention. Individual and structural prevention. Criminal prevention and victim prevention. The ecological model in the analysis of risk factors for delinquency. Vulnerability factors: individual and social. Resilience: factors of resistance and protection of the individual and the environment. Prediction of juvenile delinquency: risk factors.

## **3. Planning, management, and evaluation of crime prevention programs.**

Concept of prevention from a social perspective. The importance of scientific evidence in crime prevention and treatment programs. Registers of evidence-based programs and practices. Prevention focused on childhood. Prevention focused on adolescence. Prevention focused on young adults aged 18-25. Tertiary prevention: prevention of recidivism.

## **4. Risk assessment.**

First offense, recidivism, multiple recidivism. Criminal career. Risk assessment protocols.

## **5. Techniques and treatment programs.**

Needs of intervention with offenders. Treatment and intervention with offenders. Specific techniques and programs for prevention and treatment. Prevention from a competency perspective. Cognitive factors. A model of multiple intelligences. Social intelligence and interpersonal skills. Components of prevention programs from a socio-personal competence approach.

## **6. Evaluation of prevention and treatment programs.**

Effectiveness of prevention and intervention programs. The great debate: Nothing Works versus What Works. Evaluation of prevention and intervention programs. The problem of measuring effectiveness. Meta-analysis as a strategy for evaluating effectiveness. Variables and conditions for assessing the effectiveness of a program.

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Theoretical and practical classes	90,00	100
Attendance at events and external activities	8,00	0
Development of group work	20,00	0
Development of individual work	25,00	0
Study and independent work	21,00	0
Readings supplementary material	6,00	0
Preparation of evaluation activities	20,00	0
Preparation of practical classes and problem	15,00	0
Resolution of case studies	20,00	0
<b>TOTAL</b>	<b>225,00</b>	

**TEACHING METHODOLOGY****EVALUATION**

The competencies in this subject will be assessed through written exams, problem-solving, and practical case studies, presentation of papers, oral presentations, participation in seminars, scientific visits, and text commentary. These assessment methods combine different approaches to avoid focusing solely on theoretical aspects, which would favor memorization over comprehension and applicability of theoretical knowledge. Additionally, these student evaluation techniques incorporate other proposed activities throughout the course, such as seminars, readings, and personal assignments. Therefore, it is advisable to use a multiple evaluation system for this subject, which includes various complementary assessment modalities, following the general structure outlined below:

The competencies in this subject will be evaluated through a comprehensive written exam, which will determine 50% of the grade (i.e., 5 points out of 10). Additionally, assessment will be based on problem-solving and practical case studies, as well as the completion of assignments and other applied activities proposed by the professor throughout the course, following the teaching methodology described. These ongoing evaluative activities will determine the remaining 50% of the grade (5 points out of 10).

Each of the departments involved in teaching the subject (Basic Psychology, Personality, Evaluation and Psychological Treatments, and Social Psychology) will contribute 1.67 points out of 10 to the continuous assessment grade.



Students who have not passed the continuous assessment activities in the first examination period will be able to take an exam in the second examination period in which they will be evaluated on all recoverable continuous assessment activities, while maintaining the grade for those activities that are non-recoverable (group work and/or oral presentations).

There will be a PARTIAL EXAM in the official January examination period on a date proposed by the institution, in which students can be examined on the content taught and studied in the first semester (topics 1, 2, and 3). If students pass this partial exam, they will not be tested on these contents in the official first examination period, which will take place in May/June on a date determined by the institution.

To pass the subject, it will be necessary to pass at least 50% of each of the evaluation tests (exam and continuous assessment). Students who fail any of the evaluation tests in the first examination period will maintain the grade obtained in the evaluation test they have passed for the second examination period.

The grade of "Honor Roll" can be obtained by students who take the evaluation test determined by the Teaching Unit of the subject. In any case, the provisions of Article 17 regarding "Honor Roll Mention" of the Evaluation and Grading Regulations for Bachelor's and Master's Degrees at the University of Valencia, approved by the Governing Council on May 30, 2017 (ACGUV 108/17), will be applied.

## REFERENCES

### Basic

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### Additional

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