

# Teaching guide

## IDENTIFICATION DETAILS

Degree:	Criminology		
Scope	Law and legal specialties		
Faculty/School:	Law, Business and Government		
Course:	CRIMINAL PSYCHOPATHOLOGY		
Type:	Compulsory	ECTS credits:	6
Year:	3	Code:	6137
Teaching period:	Sixth semester		
Subject:	Offender Psychology		
Module:	Health Sciences		
Teaching type:	Classroom-based		
Language:	Spanish		
Total number of student study hours:	150		

## SUBJECT DESCRIPTION

Psychopathology is a discipline that seeks to describe and explain maladaptive behaviors, as well as the processes underlying them. Therefore, this course seeks to provide students with a theoretical, methodological and practical background that allows them to clinically describe, classify and diagnose the different clinical conditions or pathologies based on current explanatory and etiological models. Likewise, this knowledge will make it possible to carry out a correct evaluation of mental disorders and their subsequent intervention, which will be the subject of study in various subjects that will be addressed throughout the studies of the criminology degree.

Rethought teaching guide

## GOAL

Ensure that students acquire the necessary training and training so that they can understand and explain behavioral disorders that deviate from the main psychopathological syndromes and disorders from a criminological point of view.

The specific purposes of the course are:

The specific aims of the subject are:

Cognitive:

This course will analyze the syndromes and disorders with the greatest clinical tradition within the psychopathology. For each disorder, the available data will be reviewed regarding symptomatology, diagnosis, classification, and etiological observations. The objective is for the student to learn about the main psychopathological syndromes and disorders.

Procedural:

The fundamental objective is for the student to learn to use psychopathological symptoms for the formulation of hypotheses. To do this, you must learn management skills in interviews, classification systems such as the DSM and questionnaires for evaluating psychopathological states.

Attitudinal:

Encourage an open and sensitive attitude when conducting interviews with people with mental disorders. Apply communication skills to collect information relevant to criminological reasoning and decision-making.

## PRIOR KNOWLEDGE

Knowledge about the nature of psychopathological disorders and the ability to detect them and establish the criminological interactions that they may present with each other constitutes a starting point for understanding the different clinical symptoms.

It is advisable to have previously taken the content subjects in psychology from previous courses, which can be considered a historical, conceptual and methodological introduction to this field. In addition, these previous subjects analyze alterations in basic psychological and personality functions whose knowledge is important for the approach to this subject.

## COURSE SYLLABUS

1. TEACHER'S LECTURES: Students will be provided with essential and organized information from a variety of sources. In addition to the oral presentation, other teaching resources (readings, clinical cases, videos, examples, websites,...) will be used and the active participation of students in class will be encouraged in order to facilitate greater reception and understanding. The different symptoms and disorders are presented, analyzing their symptomatology, diagnosis and classification.

•Topic 1. Historical Introduction to Forensic Psychiatry.

1. Historical psychopharmacological development. 2. Development of classification systems for mental illnesses. Concepts of capacity and imputability

•Theme 2. Psychosis and Schizophrenia.

1. Concept of Psychosis. 2. Symptomatology. 3. Course and prevalence. 4. Antipsychotic treatment. 5. the question of lack of insight in criminology

•Theme 3. Dual pathology: Drug addiction and psychosis.

1. Introduction and basic concepts. 2. neurobiological bases of alcoholism and dual pathology.

•Topic 4. Psychiatric treatment of mood disorders.

1. Symptomatology: from Depressive Syndrome to Bipolar Disorder. 1.1. Symptoms of depression. 1.2. Symptoms of mania. 2. Classification. 3. Course and epidemiology. 4. Explanatory theories. 4.1. Genetic aspects. 4.2. Neurochemical aspects. 5. Treatment. 6. Criminological aspects

•Topic 5. Personality disorders: the importance of classification in the forensic report.

1. Classification according to the DSM. 2 Cluster A Personality Disorders: schizoid, paranoia and schizotypic. 3. Cluster B Personality Disorder: histrionic, narcissistic, borderline and antisocial. 4. Cluster C Personality Disorder: obsessive-compulsive, dependent, phobic and avoidant.

•Theme 6. Evaluation and management of the risk of violence

1 Introduction to the assessment and management of the risk of violence. 2 the use of scales. 3 Practical application of the HCR-20

2. SELF-TRAINING PRACTICES AND ACTIVITIES: group work with the presentation of written cases, video recordings or Role Playing: It involves the development of specific tasks after their presentation using different Role Playing techniques, reading cases or demonstration videos that will lead to group work for subsequent presentation of conclusions and discussion.

Practice 1: Viewing with interview techniques for a better understanding of psychopathology in psychosis. Scales will be presented to review psychopathology or scales for evaluating the risk of violence.

Practice 2. Viewing with interview techniques for a better understanding of psychopathology in affective disorders. Psychopathology will be reviewed using scales, paying attention to central characteristics and differentiating them from other conditions.

## EDUCATION ACTIVITIES

The Bologna Process led to the creation of the European Higher Education Area (EHEA), one of the most relevant

aspects of which has been the transition from the old traditional teaching scheme to the new learning model where the student's autonomous work takes on greater importance. For this reason, the methodology implemented at the UFV is carried out through the Flipped Classroom (FC) system, which consists of a pedagogical model that transfers the work of certain learning processes outside the classroom and uses class time, together with the teacher's experience, to facilitate and enhance other processes of acquiring and practicing knowledge within the classroom.

From this model, the training activities will be as follows:

**PARTICIPATORY MASTER LESSON:** Unlike the classic master lesson, in which the burden of teaching falls on the teacher, in the participatory master lesson we seek to move the student from a passive attitude to an active one, encouraging their participation based on the prior preparation of the questions to be discussed and the questions for reflection that are proposed at the end of each lesson. Students will be provided with essential and organized information from a variety of sources. In addition to the oral presentation, other teaching resources will be used (readings, clinical cases, videos, examples, websites,...) and the active participation of students in class will be encouraged in order to facilitate greater reception and understanding.

**COOPERATIVE WORK IN SMALL GROUPS:** The number of students scheduled at our University allows us to work in small groups as a group. Group work with the application of psychopathological evaluation scales to cases for the understanding of symptoms and the knowledge of the most widely used evaluation scales.

**PROBLEM-BASED LEARNING (PBL):** The ABP methodology is based on learning mediated by the search, understanding, assimilation and application of knowledge for the resolution of a problem or the answer to a question. Students are responsible for their own learning, while the teacher's role is that of guidance. At the beginning of a subject, the student does not have enough knowledge and skills to effectively solve the problem. The objective, in these stages, is for the student to be able to discover what they need to know to advance in solving the proposed question (diagnosis of learning needs). Throughout the educational process, as the student progresses in the program, they are expected to be competent in planning and carrying out interventions that will allow them to finally solve the problem in an appropriate way (knowledge construction). And all this, working cooperatively. An individual delivery of cases will be made for the evaluation and resolution of the psychopathological and criminological problems posed in the theoretical classes. Subsequent individual and group reflective discussion

**RESEARCH:** Search for information from various sources and documents, analysis and synthesis of data and development of conclusions'. Group work with class presentation of a topic agreed with the teacher. It involves the development of specific tasks after their presentation using different techniques that will lead to group work for subsequent presentation of conclusions and discussion.

## DISTRIBUTION OF WORK TIME

TEACHER-LED TRAINING ACTIVITIES	INDIVIDUAL WORK
60 Horas	90 Horas

## SKILLS

### Basic Skills

Students must have demonstrated knowledge and understanding in an area of study that is founded on general secondary education. Moreover, the area of study is typically at a level that includes certain aspects implying knowledge at the forefront of its field of study, albeit supported by advanced textbooks

Students must be able to apply their knowledge to their work or vocation in a professional manner and possess skills that can typically be demonstrated by coming up with and sustaining arguments and solving problems within their field of study.

Students must have the ability to gather and interpret relevant data (usually within their field of study) in order to make judgments that include reflections on pertinent social, scientific or ethical issues

Students must be able to convey information, ideas, problems and solutions to both an expert and non-expert audience

Students must have developed the learning skills needed to undertake further study with a high degree of independence

To be familiar with and apply analytical techniques and procedures for research in problem-solving, decision-making and issue of reports concerning issues submitted for consideration in the field of criminology.

To research, manage sources and handle information.

### General Skills

To be familiar with and apply analytical techniques and procedures for research in problem-solving, decision-making and issue of reports concerning issues submitted for consideration in the field of criminology.

To research, manage sources and handle information.

### Specific skills

Know the biological foundations of human behavior and its relationship with psychological functions. Interaction of individual factors with social and psychological processes and their practical application

Relate knowledge of cognitive processes and personality development to the research and study of criminal behavior.

Understand and assess the influence of psychological characteristics, the psycho-social environment, and psychopathological and psychosociological processes related to criminal behavior and victimization processes

Know and evaluate the statistical relationships between specific psychiatric hospitals and certain forms of delinquency

## LEARNING RESULTS

It identifies and understands the key concepts, approaches and theoretical models, the main mental disorders and the techniques used in this area, for application in the analysis and evaluation of deviant behavior.

Distinguish and understand the psychopathological content of a psychiatric expert report for application in the analysis and evaluation of deviant behavior.

Learn about the neurobiological foundations of psychopathology in major syndromes

integrates psychiatric medical reasoning and criminal reasoning||understands the relationship between some psychological processes and others in order to have an integrative vision of the whole human psyche.

Describes and measures cognitive, emotional, psychobiological and behavioral variables and processes.

## LEARNING APPRAISAL SYSTEM

The following evaluation system will be maintained, also in case of confinement:

### 1.- EXAM (70%):

The evaluation of students' theoretical knowledge will be carried out through a final exam. The entire course program will be subject to evaluation. They will be test-type or short questions to be developed.

### 2.- SELF-TRAINING PRACTICES AND ACTIVITIES (20%):

Internships will be evaluated on an ongoing basis by following up on scheduled individual or group work (20%)

### 3.- PARTICIPATION (10%).

Attendance and active participation in classes, as well as the possibility of submitting voluntary work on specific topics condensed with the teacher.

o First-time students who must follow continuous evaluation:

The student's final grade will be the sum of the grades obtained in the theory exam (70%), the evaluation of scheduled work (20%) and active participation in class and volunteer work (10%). The requirements for honorary enrollment require the highest score in all three sections.

-To do half with work and participation, the exam must be passed

o The exams of the extraordinary call and subsequent exams will be test-type or with development questions that include theoretical and practical aspects of the subject (70% of the grade). The other 30% will be either the grades of the scheduled works and participation during the course or a work delivered in a timely manner on a topic agreed with the teacher in the event that the previous ones are suspended

-To do half with work and participation, the exam must be passed

o Alternative evaluation system for students with exemption from attendance prior to career authorization. In addition to the exams (70% of the grade), a monographic work (30% of the grade) will be necessary, agreed with the teacher. In this case, the theoretical exam includes, in addition to the test, the development of short questions and/or

case analysis.

UFV students on an exchange stay will take advantage of the alternative evaluation system, and it is their responsibility to know it.

o Students in second and subsequent enrollment may choose between either of the two previous systems, with the same percentages described, with prior notice to the teacher at the beginning of the semester. In your case, it is not necessary to request a waiver of assistance.

-To do average with work and participation, the exam must be passed

All tests susceptible to evaluation will be subject to the provisions of the UFV Evaluation Regulations.

By virtue of Article 7 of the university's coexistence regulations, plagiarism/copying in exams is considered a serious offence. Plagiarism, as well as the use of illegitimate means in evaluation tests, will be sanctioned in accordance with those established in the Evaluation Regulations and the University's Coexistence Regulations

In the case of works or exercises, whenever there is an essay, the correct written expression will also be evaluated, scoring the misspellings negatively with a value of 0.5 points for each fault and 0.01 for each errata or misspelling in accents. (Each tilde doesn't add 0.01, even if it's always the same word).

## **ETHICAL AND RESPONSIBLE USE OF ARTIFICIAL INTELLIGENCE**

1.- The use of any Artificial Intelligence (AI) system or service shall be determined by the lecturer, and may only be

used in the manner and under the conditions indicated by them. In all cases, its use must comply with the following principles:

- a) The use of AI systems or services must be accompanied by critical reflection on the part of the student regarding their impact and/or limitations in the development of the assigned task or project.
- b) The selection of AI systems or services must be justified, explaining their advantages over other tools or methods of obtaining information. The chosen model and the version of AI used must be described in as much detail as possible.
- c) The student must appropriately cite the use of AI systems or services, specifying the parts of the work where they were used and describing the creative process followed. The use of citation formats and usage examples may be consulted on the Library website([https://www.ufv.es/gestion-de-la-informacion\\_biblioteca/](https://www.ufv.es/gestion-de-la-informacion_biblioteca/)).
- d) The results obtained through AI systems or services must always be verified. As the author, the student is responsible for their work and for the legitimacy of the sources used.

2.- In all cases, the use of AI systems or services must always respect the principles of responsible and ethical use upheld by the university, as outlined in the [Guide for the Responsible Use of Artificial Intelligence in Studies at UFV](#). Additionally, the lecturer may request other types of individual commitments from the student when deemed necessary.

3.- Without prejudice to the above, in cases of doubt regarding the ethical and responsible use of any AI system or service, the lecturer may require an oral presentation of any assignment or partial submission. This oral evaluation shall take precedence over any other form of assessment outlined in the Teaching Guide. In this oral defense, the student must demonstrate knowledge of the subject, justify their decisions, and explain the development of their work.

## BIBLIOGRAPHY AND OTHER RESOURCES

### Basic

Juan de Dios Molina Martín (coordinator); authors, Esperanza Almenta Hernández... [et al.]. Forensic Psychiatry: Medical and Legal Perspective/[S.I.] :Delta Publications, 2021.

### Additional

Santiago Delgado Bueno, director and coordinator; José Manuel Maza Martín, coordinator. Treatise on Legal Medicine and Forensic Sciences. Volume V, Legal and Forensic Psychiatry/Barcelona:Bosch, 2013.

director, Julio Vallejo Ruiloba; assistant directors, Antonio Bulbena Vilarrasa and Jordi Blanch Andreu. Introduction to Psychopathology and Psychiatry [Electronic Resource]/8th ed. Madrid:Elsevier, 2015.

DSM-5: Diagnostic and Statistical Manual of Mental Disorders. 5th ed. Madrid:Panamericana, 2014.

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director of the Spanish edition Juan J. López-Ibor; co-director, Manuel Valdés Miyar. DSM IV: diagnostic and statistical manual of mental disorders: revised text/Barcelona:Masson,2005.

APA. DSM-IV-TR. Breviary: diagnostic criteria/Masson.