

Teaching guide

IDENTIFICATION DETAILS

Degree:	Law		
Field of Knowledge:	Social and Legal Sciences		
Faculty/School:	Law, Business and Government		
Course:	PREVENTION AND TREATMENT OF DELINQUENCY		
Type:	Optional	ECTS credits:	3
Year:	4	Code:	7277
Teaching period:	Seventh semester		
Subject:	Criminal Law		
Module:	Public Law		
Teaching type:	Classroom-based		
Language:	Spanish		
Total number of student study hours:	75		

SUBJECT DESCRIPTION

Crime: agents and context of production. Crime prevention. Treatment applied to juvenile offenders. Extrajudicial treatment in juvenile criminal justice. Treatments in situations of deprivation of liberty. Treatments in situations of freedom. Evaluation of interventions and treatment of crime.

Crime prevention:

Types of prevention (Primary, Secondary and Tertiary) based on scientific evidence. Crime prevention will be

addressed taking into account its potential universal nature, also associated with risk factors and criminal dangerousness, and finally focusing on relapse.

Treatment:

After tertiary prevention, the treatment of those profiles and typologies contemplated in the subject will be addressed.

GOAL

Approach the complexity of criminal behavior, learn about the different models of crime prevention and treatment and analyze its multiple variables. Examine and evaluate the most representative practical experiences in the prevention and treatment of crime through the study of empirical research that allows conclusions to be drawn about their effectiveness. Design and implement strategies and programs for prevention, treatment and response to different types of crime.

PRIOR KNOWLEDGE

Although they are not required in principle, it would be advisable to have a basis of Criminal Law, Criminal Procedure Law and Penitentiary Law and Foundations of Criminal Policy and Crime Prevention.

COURSE SYLLABUS

Block I: Crime Prevention. Primary prevention based on the Ekblom and Beccaria models. Secondary prevention based on risk factors and criminal dangerousness in Pueyo and Redondo. Tertiary prevention based on classic criminal profiling models.

Block II: Treatment. Treatment of the profiles of sexual and psychopathic aggressors according to the type of crime. We will use material published by penitentiary institutions to address these profiles, as well as contributions from authors such as Groth, Ressler, Garrido and Redondo, among others.

EDUCATION ACTIVITIES

FACE-TO-FACE ACTIVITY: Theoretical master classes in which the conceptual contents of the subject are presented by teachers, with a teaching and learning methodology based on the participatory master class, seeking to move the student from a passive attitude to an active one, encouraging their participation based on the prior preparation of the issues to be addressed, case proposals, resolution of doubts and Socratic debate. Practical classes focused on solving problems and/or cases related to the subject, developed with a learning methodology based, as appropriate, on: problem solving and problem-based learning, case studies, critical analysis of texts, analysis of audiovisual documents, student exhibitions of individual and/or group work, simulation and/or dramatization exercises, debates, individual and collaborative work.

NON-FACE-TO-FACE ACTIVITIES: Theoretical study: Study of the theoretical contents of the program, so that the student's activity focuses on research and localization. Practical study: Resolution of practical assumptions, so that the student's activity focuses on the analysis, elaboration and return of information. Teamwork: The student will meet with the members of their team for the design and development of the work to be presented in class. Virtual

networking: Virtual space designed by the teacher where the student can work together with other classmates, participate in forums organized by the teacher and maintain tutoring.

DISTRIBUTION OF WORK TIME

TEACHER-LED TRAINING ACTIVITIES	INDIVIDUAL WORK
30 Horas	45 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 research, manage sources and handle information.

To learn independently.

To develop the areas needed to promote teamwork, adapting to new situations, being tolerant, and developing ethical behavior and social commitment.

General Skills

To research, manage sources and handle information.

To learn independently.

To develop the areas needed to promote teamwork, adapting to new situations, being tolerant, and developing ethical behavior and social commitment.

Specific skills

Know the concepts, institutions and legal relationships and their basis.

Use constitutional principles and values to interpret the legal system.

Develop habits of rigorous thinking, exercising the capacity for analysis and synthesis.

LEARNING RESULTS

The student knows the concepts, institutions and legal relationships and their basis.

Uses constitutional principles and values to interpret the legal system.

Develop habits of rigorous thinking, exercising the capacity for analysis and synthesis.

LEARNING APPRAISAL SYSTEM

The two evaluation models are maintained: continuous evaluation and alternative system. The exams will be carried out in person. Students will be evaluated according to the criteria of the so-called 'continuous evaluation' system, through the estimation and overall weighting of the following areas, to which the following percentages of the grade are designated: FINAL EXAM: It will consist of taking a test, either written or oral, with a value of 70% of the grade of the subject. The exam will cover questions in the program that have been explained by the teacher, by the manual or analyzed in class. The model is a compendium of short answer questions and others with explanatory answers that develop concepts, theories, etc. All questions must be answered, although the lack of an answer to one of them will be excusable if the remaining questions have been answered adequately and sufficiently. On the other hand, two blank or absolutely wrong questions, such as explanatory answers that develop concepts, theories, etc., will qualify as suspense. Work: Oral presentation 20% of the final grade. It will be carried out throughout the course, following the teacher's instructions. The teacher will assign one topic per team or work group, to prepare for the oral presentation. ATTENDANCE AND PARTICIPATION IN THE TRAINING ACTIVITIES PROPOSED BY THE TEACHER: 10%. The participation and interest demonstrated in class - especially in the training activities that are organized and in debates-, the critical judgment and capacity for analysis and argument in the face of social reality, with respect for the positions of others, and their understanding of the subject will be valued. For the application of all the percentages with which the subject is graded globally, it is mandatory to pass the exam, as well as to obtain a minimum score of five (5) in the activities or works indicated as mandatory by the teacher. ALTERNATIVE SYSTEM. STUDENTS WITH EXEMPTION: In this evaluation model, the exam will account for 70% of the grade and the work for 30%. HONORARY ENROLLMENT: It is the exclusive faculty of the teacher of this subject, in recognition of excellence, to grant this distinction or not, in accordance with the criteria of academic regulations and provided that the student has demonstrated special creativity, mastery of

the subject, ability to interact with the rest of the disciplines of the Degree, capacity for autonomous research, etc. PLAGIARISM: Plagiarism, as well as the use of illegitimate means in evaluation tests, will be sanctioned in accordance with those established in the Regulations of Evaluation and the University's Coexistence Regulations.

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/).
 - 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

M. N. Martínez Francisco, C. Miranda de Avena (coordinators) Victim, Crime Prevention and Offender Treatment 2009

(M. N. Martínez Francisco, C. Miranda de Avena (coordinators) Victim, Crime Prevention and Offender Treatment 2009 , A. García-Pablos de Molina (editor); Comares, Granada.)

HUESCA GONZÁLEZ, M., QUICIOS GARCÍA, M., and GRIMALDO SANTAMARÍA, R. Security and Citizenship 2021

(HUESCA GONZÁLEZ, M., QUICIOS GARCÍA, M., and GRIMALDO SANTAMARÍA, R. Security and Citizenship 2021 , Madrid: Dykinson.)

Julián Carlos Ríos Martín (director); [authors], Esther Pascual Rodríguez, Xabier Etxebarria Zarrabeitia. Manual on the legal consequences of crime: their determination and application/ Madrid:Pontifical University of Comillas, 2016.

Additional

Cesar Herrero Herrero. Criminology: (general and special part)/4th ed., amp. and act. Madrid:Dykinson,2017.

Vicente Garrido The Criminal Mind 2006

(Vicente Garrido The Criminal Mind 2006 , Madrid: Today's Issues.)

Antonio García-Pablos de Molina. Criminology treatise/5th ed. act., corr. and aum. 2014

(Antonio García-Pablos de Molina. Criminology treatise/5th ed. act., corr. and aum. 2014 , Valencia:Tirant lo Blanch)

Andrés-Pueyo, A., and Echeburúa, E. Assessment of the risk of violence: available instruments and indications for application. 2010

(Andrés-Pueyo, A., and Echeburúa, E. Assessment of the risk of violence: available instruments and indications for application. 2010 , Psicothema, 22 (3), 403-409.)