

Teaching guide

IDENTIFICATION DETAILS

Degree:	Law		
Field of Knowledge:	Social and Legal Sciences		
Faculty/School:	Law, Business and Government		
Course:	CRIMINAL PSYCHOPATHOLOGICAL BEHAVIOUR		
Type:	Optional	ECTS credits:	3
Year:	4	Code:	7279
Teaching period:	Eighth semester		
Subject:	Criminal Law		
Module:	Public Law		
Teaching type:	Classroom-based		
Language:	Spanish		
Total number of student study hours:	75		

SUBJECT DESCRIPTION

Criminal Law first studies the basis of ius puniendi and its limiting principles. After studying the general part of crime theory and the legal consequences of crime, the study of the various crimes and criminal offenses is addressed in a personalized way, and the problems are analyzed of interpretation and application generated, in general, by basic psychological processes and mental disorders in individual behavior.

The course presents the most relevant data provided by research in the field of psychopathology, as well as the theories, hypotheses and explanatory models that give them shape.

GOAL

Ensure that students integrate knowledge of the main psychopathological syndromes and disorders with their legal approach, so that they can establish a criminological analysis of the behavior of people suffering from mental disorders (considered in their biological, psychological and social dimensions).

The specific purposes of the course are:

The specific aims of the subject are:

Cognitive:

The objective is for the student to know the biopsychosocial model and to be able to analyze psychopathological disorders and their relationship with crime, addressing behavior and mental processes that need to be brought into relationship with the law.

Procedural:

That the student acquires tools related to the collection, analysis and presentation of psychological evidence for judicial purposes. The fundamental objective is for the student to learn to integrate psychopathological symptoms into the formulation of hypotheses.

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 they may present with each other constitutes a starting point for understanding this subject.

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, in these previous subjects, alterations in basic psychological and personality functions are analyzed. whose knowledge allows an 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 legal repercussions.

Topic 1. Foundations of psychopathology. Biopsychosocial theories of crime.

Theme 2. Psychotic disorders: from the medical perspective to the legal perspective.

2.1. Psychopathological analysis of positive, negative and cognitive symptoms in criminal behavior. 4.2 The importance

of the lack of insight. 4.3 Dual pathology: addictions and psychotic disorders in the forensic field

Theme 3. Affective disorders and bipolarity: from the medical perspective to the legal perspective.

3.1. Psychopathological analysis of symptoms of depressive phases 3.2 psychopathological analysis of manic phases 3.3 evolution and treatment of depressive symptoms 3.4 Evolution and treatment of manic phases

Topic 4. Personality disorders: the importance of classification in the forensic report.

4.1. Classification according to the DSM. 4.2 Cluster A Personality Disorders: schizoid, paranoia and

schizotypal. 4.3. Cluster B Personality Disorder: histrionic, narcissistic, borderline and antisocial. 3.4. Disorder of Cluster C personality: obsessive-compulsive, dependent, phobic and avoidant.

Topic 5. Evaluation and management of the risk of violence

5.1 Introduction to the assessment and management of the risk of violence. 5.2 the use of scales. 5.3 Practical application of the HCR-20

Theme 6. Analysis of criminal behavior.

6.1 Capacity to act. 6.2 Willingness to act. 6.3 Assessment of causality.

Topic 7. Psychopathology and victims

7.1 Concept and evaluation of mental injury. 7.2 Clinical and forensic considerations

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 and Practice 2: Analysis and diagnosis of clinical cases related to mental disorders. In practice, the symptoms and their repercussions in the forensic environment will be evaluated with subsequent sharing and sharing of clinical cases.

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 discuss and discuss 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 (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.

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 on cases recorded on video 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 role of The teacher is the guide. 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 he needs to know to advance in the resolution of 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
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 apply theoretical knowledge in the solving of problems.

To acquire an ability for analysis, synthesis, assessment and critical reasoning.

To communicate orally and in writing within different contexts, using technical language when the situation calls for it.

General Skills

To apply theoretical knowledge in the solving of problems.

To acquire an ability for analysis, synthesis, assessment and critical reasoning.

To communicate orally and in writing within different contexts, using technical language when the situation calls for it.

Specific skills

Show a critical conscience in the analysis of the legal system, being able to identify the appropriateness of the norm to the ideal of Justice.

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

Show sensitivity to fundamental human rights.

LEARNING RESULTS

Acquire psychopathological knowledge of human behavior through the study of major syndromes

Establishes the goals of psychiatric action in different contexts, proposing and negotiating goals with affected recipients

Understand the relationship between psychopathological processes, obtaining an integrative vision of the psyche of the human being||Describe and measure cognitive, emotional, psychobiological and behavioral variables and processes Integrate psychiatric medical reasoning and criminal reasoning

LEARNING APPRAISAL SYSTEM

The following evaluation system will be maintained.

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 volunteer 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%). To do half with work and participation, the exam must be passed. The requirements for honorary enrollment require the highest score in all three sections.

o Extraordinary and successive exams can be in test-type format or development questions that include both theoretical and practical aspects of the subject (70% of the grade). The other 30% will be either the grades of the scheduled work and class participation during the course, or a additional work to be agreed with the teacher in the event that the previous ones are suspended.

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.

Under 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/).
- 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

Perez Gonzalez, Ernesto. Forensic tasks in psychiatry and other links with criminal law and criminology [electronic resource]/Bogotá (Colombia) :Colombian Journal of Psychiatry Network, 2005.

Arteaga Medina, Juan. Psychic disorder, psychiatric-forensic analysis [electronic resource]/Colombia:Red Revista Colombiana de Psiquiatría, 2005.

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

DSM-5: diagnostic and statistical manual of mental disorders. 5th ed. Madrid:Panamericana, 2014.

Robert L. Spitzer... [et al.]. DSM-IV-TR: case book.volume 2, Experts tell first-hand how they treat their patients/Barcelona:Elsevier, 2007.