UFV
Teaching guide

IDENTIFICATION DETAILS

Degree:	Law

Field of Knowledge:	Social and Legal Sciences

Faculty/School:	Law, Business and Government

Course:	PSYCHOPATHOLOGICAL PROFILES OF THE DELINQUENT

Type:	Optional	ECTS credits:	3

Year:	4	Code:	7280

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

The course Psychopathological Profiles of the Offender provides students with the necessary knowledge to learn and understand, from their professional role as a lawyer or criminologist, the application of profiling as a forensic technique in criminal investigation.

It includes learning the scientific techniques of criminological profiling, which will help to better understand the internal motives that have led them to commit crimes and their reactions to the situational and environmental factors that have occurred.

GOAL

With the contents addressed in this subject, it is intended that students know how the psychological and psychopathological sphere of a subject influences and interferes with those criminal behaviors that they may carry out and how they can define the psychological profile of a potential criminal in order to help clarify facts susceptible to judicial and police investigations.

PRIOR KNOWLEDGE

No specific prior knowledge is required to study this subject and achieve the proposed objectives.

COURSE SYLLABUS

Topic 1. Introduction to Forensic Psychology
Theme 2. Multiple Killers
Theme 3. Multiple sexual offenders
Topic 4. Profiling the criminological profile. Models and history
Topic 5. The modus operandis
Theme 6. The Criminal Firm
Topic 7. The geographical profile
Topic 8. Study of the victim in profiling
Topic 9. Psychological profile of other criminal behavior
Topic 10. The link analysis

EDUCATION ACTIVITIES

One of the main current adaptations of the educational model is aimed at encouraging greater work and autonomous learning on the part of the student, with a more active participation in the acquisition of new knowledge. That is why among the pedagogical methodology used in the teaching of this subject are the following training activities:
- Problem-based learning (ABP): By posing a problem by the teacher, it will be the students themselves who, through research, reflection and study, will propose the solution to the problem posed.
- Flipped Classroom: We will proceed to the viewing of audiovisual material and the reading/comprehension of texts outside the classroom, to proceed later in the classroom to carry out activities related to the material worked to deepen the knowledge to be acquired.
- Gamification: The application of educational games will be used to establish the knowledge already worked on.
-Practical activities to be carried out in the classroom to teach and encourage teamwork.

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 research, manage sources and handle information.

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.

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

General Skills

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Specific skills

Manage the legal sources (legal, jurisprudential and doctrinal) applicable to the case study.

Read and interpret legal texts.

Write legal texts and other documents of university interest, with clarity, precision and a correct use of legal terminology.

Work as a team, actively contributing to the group's task.

LEARNING RESULTS

Learn about the context in which a criminal investigation is generated and the elements that participate in it within the Justice Administration System.

Apply the Behavior Analysis approach to provide information about a criminal act.

Handle police reports and court judgments for analysis.

He knows the Criminal Profiling technique and applies it as a tool for analyzing the criminal act

Design working hypotheses through an inference process through the analysis of a criminal case

Analyze the effectiveness of the use of profiling in criminal investigation

Prepare criminal profiling reports regarding a criminal event||Know the advantages and richness of group work as a way to develop the individual skills and abilities that a criminal profiler should possess.

LEARNING APPRAISAL SYSTEM

The evaluation of the subject is distributed as follows:
*First enrollment students:
-Student class attendance and class participation: 10%
-Activities and exercises: 20%
-Exam on the subject covered in the classes: 70%.
Those students who exceed 50% of unjustified absences of attendance will have a score equivalent to 0% in the evaluation relating to attendance and participation.
It is an essential requirement to pass the subject to have passed the exam. The evaluation criteria are the same for the ordinary and extraordinary call.
*Students with exemption from prior career authorization and UFV students on an exchange stay: -Individual work: 20%
-Exam such as that of students without a waiver: 80%
Students in second and subsequent enrollment may choose between either of the two systems with prior notice.
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 all exercises, activities and tests that are based on a written expression, it will be assessed that the writing and expression are adequate, with a negative score for misspellings as well as the absence of accents. All tests susceptible to evaluation will be subject to the provisions of the UFV Evaluation 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

Doctor Bernat-Noël Tiffon Consulting Manual in Clinical, Legal, Legal, Criminal and Forensic Psychology and Psychopathology, 1st ed. J.M. Bosch Editor, 2008

(Doctor Bernat-Noël Tiffon Consulting Manual in Clinical, Legal, Legal, Criminal and Forensic Psychology and Psychopathology, 1st ed. J.M. Bosch Editor, 2008 , ||Vicente Garrido Genoves New Criminal Profiles, 1st ed. Ariel, 2020)

Additional

Doctor Bernat-Noël Tiffon, Dr. Jorge González Fernández Practical cases of psychopathology and criminal and forensic psychiatry, 8th ed. Elsevier Masson, 2015