

# Teaching guide

## IDENTIFICATION DETAILS

Degree:	Criminology		
Scope	Law and legal specialties		
Faculty/School:	Law, Business and Government		
Course:	PROFESSIONAL DEONTOLOGY		
Type:	Compulsory	ECTS credits:	3
Year:	3	Code:	6139
Teaching period:	Sixth semester		
Subject:	Personal and Professional Development		
Module:	Personal and Professional Development		
Teaching type:	Classroom-based		
Language:	Spanish		
Total number of student study hours:	75		

## SUBJECT DESCRIPTION

Set of rules of professional conduct, in the practice of Criminology in any of its modalities.

The professional practice of Criminology involves constant decision-making, in the field of scientific research, and in the field of applied criminology: in assistance to crime victims, in programs for the treatment of offenders, in advisory functions to public and private entities in criminological and other matters.

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The Professional Deontology course offers students of the Degree in Criminology a critical and systematic approach to the ethical foundations that govern professional practice in the criminological field and addresses the fundamental values that should guide the criminologist's behavior: respect for human dignity, the protection of fundamental rights, impartiality, professional integrity, confidentiality and professional secrecy, among others. Within the subject, students will take the first part of the "Star in Your Future" Program. During the PTF program, practical and guided workshops will be held during the regular class schedule. They will also have individual mentoring outside of class hours.

## GOAL

This subject aims to train students in the fundamental deontological principles that should guide criminological practice, understood as an activity at the service of society and the human person. From an interdisciplinary perspective, it seeks to empower students to identify and address ethical problems that may arise both in the field of research and in the applied practice of criminology, promoting respect for life, dignity and freedom of individuals. The course aims to develop in students a critical and responsible professional conscience, being able to integrate solid deontological criteria into their decision-making, and actively committing to the common good, justice and the defense of fundamental rights.

The PTF program seeks to accompany students in this stage closer to the beginning of their professional career, generating spaces for reflection that update the question of personal vocation, providing them with an overview of the reality of the market, promoting the development of fundamental transversal competencies and helping them to make decisions about their future professional career.

## PRIOR KNOWLEDGE

None relating to the specific subject matter.

## COURSE SYLLABUS

Topic I. Professional ethics and deontology. 1 - Introduction. 2 - What is ethics. 3 - Values and virtues. The cardinal virtues. 4 - What is deontology. The importance of professional deontology in Criminology.

Theme II. Professional principles. 1- Virtues of good professionalism. 2 - General Principles of Professional Deontology: - Principle of acting according to science and conscience; -Integrity and honesty; -Independence and freedom; -Diligence; -Disinterest; -Professional loyalty;

Theme III. Codes and Standards 1 - What is a Code of Deontology? 2 - The reason for the deontological rules. 3- The deontological code of the Professional College of Criminology of the Community of Madrid.

Theme IV. Relationships between professionals. 1 - Interdisciplinary nature of Criminology. 2 - Deontology in other professions: judge, prosecutor, lawyer, journalist. 3 - Special treatment of deontology in the Police.

Theme V. Conflict of values and decision-making. 1 - Legality and legitimacy. 2 - Conscientious objection. 3- Identification and resolution of ethical dilemmas. 4- Study of real cases.

Theme VI. Professional development of the criminologist. 1 - Present of Criminology. 2 - Professional future of the criminologist.

## 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.

**COOPERATIVE WORK IN SMALL GROUPS:** The number of students scheduled at our University allows us to work in small groups as a group. **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.

**RESEARCH:** Search for information from various sources and documents, analysis and synthesis of data, development of conclusions and new proposals

-Within the PTF program, there will be 3 workshops during class time and 2 individual mentoring outside class hours (each one hour long)

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

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

## **General Skills**

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

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 ethical principles and deontological codes that regulate the exercise of the profession

Apply ethical principles and values in the exercise of the profession

## **LEARNING RESULTS**

- The student knows and identifies the ethical problems he will encounter in the exercise of his profession
- Identifies the anthropological and ethical assumptions that underlie the actions of the criminologist.
- Knows and assimilates the general deontological principles and the commonly accepted criteria for the resolution of ethical conflicts
- He is able to make autonomous and responsible decisions in the face of ethical conflicts that arise in the exercise

of the profession.

## LEARNING APPRAISAL SYSTEM

### CONTINUOUS EVALUATION:

To take advantage of this type of evaluation, the student must attend at least 80% of the classes.

- Active and relevant participation in class: 5% (the behavior shown in class will be evaluated).
- Activities and work proposed by the teacher: 20%
- Written test: 60%
- PTF Program: 15%

### OFFICIAL ACADEMIC WAIVER OF ATTENDANCE:

Students with an academic exemption will be exempt from attending classes, but they must submit the works and activities proposed by the teacher for this purpose - the student must contact the teacher at the beginning of classes by email - and pass the corresponding exam. The exam will be equivalent to 70% of the grade. The works will be equivalent to 15% of the grade.

### EXTRAORDINARY CALL:

In the case of suspending the subject in an ordinary call, for the extraordinary call the student must undergo the necessary tests marked by the teacher to pass each of the suspended parts, keeping the grade of the approved parts.

TO PASS THE SUBJECT IT WILL BE NECESSARY TO OBTAIN A GRADE OF 5 IN THE EXAM AND IN THE ACTIVITIES AND WORK, SEPARATELY.

The consequences that arise in cases of PLAGIARISM AND COPYING OF PAPERS OR EXAMS:

Article 13. Authenticity and honesty

1. Students, in any evaluation test, are required to observe the elementary rules regarding the authenticity of the exercise and its privacy. When a student has or makes use of illegitimate means in taking an exam, commits plagiarism, or is unduly attributed the authorship of academic works required for the evaluation, he will be scored with a numerical score of zero, nullifying any right recognized by these rules, and may also be subject to sanction, after opening a disciplinary file.

2. The teacher must warn students of the academic and disciplinary consequences that may result from any act that contravenes the mentioned rules, especially before carrying out the evaluation tests. It is the teacher's obligation to provide the means to prevent fraud among students. The teacher who detects any type of fraud must notify the director of the degree or faculty who will act according to the procedure established in the Coexistence Regulations.

In the case of written works or exercises, the correct written expression will also be evaluated, scoring misspellings negatively with a value of 0.5 points for each fault and 0.01 for each errata or misspelling in accents.

## 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

Hortal, A. 'General Professional Ethics' Descleé de Brouwer.

### Additional

França Tarragó, O. 'Manual of Psychoethics. Ethics for Psychologists and Psychiatrists' Descleé de Brouwer.  
(França Tarragó, O. 'Manual of Psychoethics. Ethics for Psychologists and Psychiatrists' Descleé de Brouwer. ,  
||Guardini, R. 'The Stages of Life' Ediciones Palabra )