

**COURSE DATA****DATA SUBJECT**

Code: 33340
Name: Psychology of delinquency
Cycle: Undergraduate Studies
ECTS Credits: 4.5
Academic year: 2025-26

STUDY (S)

| Degree | Center | Acad. year | Period |
|-----------------------------|------------------------------------|------------|---------------|
| 1319 - Degree in Psychology | Facultat de Psicologia i Logopèdia | 4 | First quarter |

SUBJECT-MATTER

| Degree | Subject-matter | Character |
|-----------------------------|---------------------|-----------|
| 1319 - Degree in Psychology | Psychology of crime | ELECTIVES |

COORDINATION

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SUMMARY

Understanding the issue of crime, and violence in general, is an essential complement to the psychologist's training. Considering anti-social behavior as a failure in the socialization of the individuals, points out two contexts: the family as the primary context where the socialization process develops and peer relationships as the second important socialization context. It's, therefore, important to focus the course on the dynamic of psychological processes in anti-social and delinquent trajectories.

Advances in the understanding of this subject, from the socio-interactional and socio-emotional areas, provide a basis for practical application. Students of this course in the past have confirmed their interest in its contents and approach for their professional training and careers.

The overall objective of this course is to provide specific training in the key factors of anti-social and delinquent psychological functioning and its implications. This is achieved by providing the student with state-of-the-art knowledge. Thus, it is expected that the student can develop clear connections to the application of knowledge and obtain a basis to maintain their professional training.

PREVIOUS KNOWLEDGE**RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE**



There are no specified enrollment restrictions with other subjects of the curriculum.

OTHER REQUIREMENTS

COMPETENCES / LEARNING OUTCOMES

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Be able to describe and measure the processes of interaction and the dynamics where anti-social and criminal behaviours take place.

Know the field of application of psychology in the field of crime and antisocial behaviour and have the necessary knowledge to influence and promote the quality of life in individuals, groups, communities and organisations related to this field.

DESCRIPTION OF CONTENTS

1. ANTI-SOCIAL AND DELINQUENT BEHAVIOR: INTRODUCTION

1.1. Some data on juvenile delinquency. Key issues in the development and dynamics of antisocial and delinquent behavior.

1.2. Conceptual considerations: anti-social behavior, conduct problems and delinquent behavior. Keys for a definition. The anti-social trait and its measure. Overt vs. Covert antisocial behavior. Measures of antisocial behavior and delinquency.

1.3. Progression of anti-social behavior. Predictors. Frequency-Severity. Risk factors and protective factors.

1.4. Identifying children at-risk of anti-social behavior and delinquency. Predicting and obtaining indices. A multi-stage procedure to identify youth at-risk of delinquency. Prediction and prevention.

2. BIO-SOCIAL INDIVIDUAL CHARACTERISTICS AND ANTI-SOCIAL AND DELINQUENT BEHAVIOR

2.1. Gender differences and anti-social behavior and delinquency.

2.2. Hyper-activity and antisocial behavior.

2.3. Social Cognition: Social information processing: encoding, interpretation and performance processes. Applying the model of social information processing to the study of anti-social and delinquent behavior.

3. RELATIONAL PROCESSES WITH PRIMARY CAREGIVERS

3.1. Attachment, socio-emotional development and self-regulation: application to the development of antisocial behavior.

3.2. Socio-interactive models. Parenting practices. Discipline, monitoring, positive parenting, problem solving and conflict.



- 3.3. Micro-social analysis of family interaction The role of observation and observational methodology. The coercion model: origins and developments. Uncertain contexts and social continuity in anti-social behavior.
- 3.4. The model of early onset of delinquency. The role of family variables.
- 3.5. Risky parenting practices. The issue of child maltreatment and its relationship to the development of anti-social behavior.
- 3.6. Practical analysis of family interaction with anti-social children. Observing interaction.

4. RELATIONAL PROCESSES WITH SIBLINGS AND PEERS

- 4.1. The role of peers and peer relationships as a socialization context
- 4.2. Late-onset models. Implications for prediction.
- 4.3. Other areas of relationships: siblings.
- 4.4. The role of peers in adolescence. "Training in deviant behavior": Analysis of conversations between teens and prediction of antisocial and delinquent behaviour. Implication.
- 4.5. Joint influence of different relational contexts: parents and peers. Towards the understanding of the phenomenon "anti-social behavior".

WORKLOAD

PRESENCIAL ACTIVITIES

| Activity | Hours |
|-----------------------------------|--------------|
| Theoretical and practical classes | 45,00 |
| Total hours | 45,00 |

NON PRESENCIAL ACTIVITIES

| Activity | Hours |
|---------------------------------------|--------------|
| Attendance at other activities | 0,00 |
| Individual or group project | 12,50 |
| Independent study and work | 25,00 |
| Preparation of lessons | 15,00 |
| Preparation for assessment activities | 15,00 |
| Resolution of case studies | 0,00 |
| Total hours | 67,50 |

TEACHING METHODOLOGY

- Masterclasses: Lectures and presentations of the subject matter with audiovisual and material support. The different contents will encourage student participation.
- Practical Sessions: Specifically focused on applied aspects, so that students, individually or in groups, using the materials provided, can acquire the ability to develop and apply knowledge to their professional activity, and to acquire and strengthen all the skills proposed in the subject.
- Scheduled individual or group sessions (tutoring) to supervise practical work, provide guidance, and resolve any



questions.

EVALUATION

The course will be assessed using three evaluation systems, both in the first and second call:

- 1) **EXAM:** There will be a final individual closed multiple-choice test as requested by the Institution official call. The exam will include all the contents covered both in classroom and non-classroom activities. The exam will be worth 60% of the final score
- 2) **REPORT:** An individual report on the subject matter instructed by the Professor will be mandatory. It will be worth 10% of the final score, so that a grade ranging from 0 to 1 point can be obtained in the report, depending on its quality.
- 3) **ACTIVITIES:** Along with regular lectures, there will be other activities (e.g., exercises, reviews, comments, reports, content related questions, etc.). Delivery and participation of all class activities will have a maximum score of 3 points (30% of the final score).

Minimum REQUIREMENTS for both first call and second call:

- 1) Pass the individual end-of-course exam: by obtaining a minimum of 3 out of 6 points
- 2) Pass the report and other delivered activities: by obtaining a minimum of 2 out of 4 points

In the **SECOND CALL**, the grade for the individual exam or the report and activities will be kept from the first call, **ONLY** if the minimum required has been reached: 3 points (out of 6) for the individual test and 2 points (out of 4) for the report and activities.

- The individual exam in the second call will have similar characteristics to the one in the first call.
- Regarding the part of the report and activities, the competences related to them will be evaluated through task/s or test, as determined by the Professor.

The maximum grade of **MATRICULA DE HONOR** (MH) will be awarded to the highest grade (greater than 9) of the group. One MH is awarded for every 20 students. If the number of students who meet the requirement exceeds the ratio, an exam will be held for which a date will be set. The exam will consist of a topic to be developed and will be graded as APPROVED/not APPROVED for MH.

ATTENTION:

The copying or manifest plagiarism of any task part of the evaluation will mean the impossibility of passing



the subject, subjecting themselves to the appropriate disciplinary procedures. Keep in mind that in accordance with article 13. d) of the University Student Statute (RD 1791/2010, of December 30), it is the duty of the student body to refrain from the use or cooperation in fraudulent procedures in the evaluation tests, in the work carried out or in official university documents. In the event of fraudulent practices, the procedure determined by the Protocol for action against fraudulent practices at the University of Valencia (ACGUV 123/2020) will be followed: <https://www.uv.es/sgeneral/Protocols/C83sp.pdf>

REFERENCES

Basic References:

Dishion, T. J. y Patterson, G. R. (2006) The development and ecology of Antisocial Behavior in Children, en D. Chicchetti y D. Cohen (Eds.). *Developmental Psychopathology. Vol. 3: Risk Disorder and Adaptation* (2ª edic) (cap. 13: pp. 503-542). New York: Wiley (también en 3ª edición en 2016; vol. 3 pp. 647-679)

Dodge, K. A. Godwin & The Conduct Problems Prevention Research Group (2013). Social-Information- Processing patterns mediate the impact of preventive intervention on adolescent antisocial behavior. *Psychological Science* 24(4), 456-465. <https://doi.org/10.1177/0956797612457394>

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Landsford, J. E. Malone, P. S. Dodge, K. A., Crozier, J. C. Pettit, G. S. y Bates, J. E. (2006). A 12-year prospective study of patterns of social information processing problems and Externalizing Behaviors. *J. of Abnormal Child Psychology*, 34(5), 715-724 <https://doi.org/10.1007/s10802-006-9057-4>

Kochanska, G. Barry, R. A., Stellern, S. A. y O'Brien, J. J. (2009) Early Attachment Organization Moderates the Parent-Child Mutually Coercive Pathway to Children's Antisocial Conduct. *Child Development*, 80 (4), 1288-1300 <http://onlinelibrary.wiley.com/doi/10.1111/j.1467-8624.2009.01332.x/full>

Supplementary References:

Cerezo, M.A. (1997) Abusive Family Interaction: A Review. *Aggressive and Violent Behavior: A Review Journal*, 2(3) 215-240 [https://doi.org/10.1016/S1359-1789\(96\)00025-0](https://doi.org/10.1016/S1359-1789(96)00025-0)

Dishion, T. y Snyder, J. (2004). An introduction to the special issue on advances in process and dynamic system analysis of social interaction and the development of antisocial behavior. *J. of Abnormal Child Psychology*, 32(6), 575-578 (Todo el Special Issue)

Dishion, T. y Snyder, J. (Eds.) (2016). *The Oxford Handbook of Coercive Relationship Dynamics*, Oxford Univ Press. <https://doi.org/10.1093/oxfordhb/9780199324552.001.0001>



Loeber, R. Dishion, T. y Patterson G. R. (1984). Multiple Gating: a multi-stage assessment procedure for identifying youths at risk for delinquency. *J. of Research in Crime and Delinquency*, 21(1), 7-32. <https://doi.org/10.1177/0022427884021001002>

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Wahler, R. G. (1994). Child Conduct Problems: Disorders in conduct or social continuity? *J. of Child and Family Studies*, 3(2), 143-156. <https://doi.org/10.1007/BF02234064>