

**COURSE DATA****DATA SUBJECT****Code:** 43328**Name:** Intervention in juvenile offenders**Cycle:** Master's Degree**ECTS Credits:** 3**Academic year:** 2026-27**STUDY (S)**

| Degree   | Center                             | Acad. year | Period         |
|--|------------------------------------|------------|----------------|
| 2151 - Master's degree in Psychological Intervention in the Social Environment | Facultat de Psicologia i Logopèdia | 1          | Second quarter |

**SUBJECT-MATTER**

| Degree   | Subject-matter  | Character  |
|--|---|------------|
| 2151 - Master's degree in Psychological Intervention in the Social Environment | Psychological assessment and intervention in family and infancy | COMPULSORY |

**COORDINATION**

D'OCON GIMENEZ ANA MARIA

LOPEZ LATORRE MARIA JESUS

**SUMMARY**

The subject *Intervention in Juvenile Offenders* is compulsory and consists of a total of 3 credits. It is part of a module of subjects called *Evaluation and Psychological Intervention in Family and Childhood* of 15 credits of extension, being its general objective that students receive an updated training in the area of family and childhood, both from a theoretical and applied perspective. The specific objectives of this subject are related to the analysis of the risk and vulnerability factors of the development of antisocial and criminal behavior in childhood and adolescence, the evolutionary course and diversity of initial criminal behavior in childhood and adolescence, the legislative framework of the Spanish state in relation to judicial measures in juvenile offenders and the management of intervention programs depending on the risk and seriousness of the offence.

The aim is to provide advanced and specialized training in a body of conceptual, procedural, technical and attitudinal knowledge that will enable professionals to increase their knowledge and their reflective and critical capacity, so as to benefit their professional practice.

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



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

## OTHER REQUIREMENTS

Prerequisites: Completion of the first module of advanced basic training.

## COMPETENCES / LEARNING OUTCOMES

### 2151 - Master's degree in Psychological Intervention in the Social Environment

Conocer y saber organizar, desarrollar, adaptar y valorar servicios y programas de asesoramiento e intervención psicosocial de acuerdo con las demandas y el contexto en el que se aplican.

## DESCRIPTION OF CONTENTS

### 1. Preventive and intervention measures with antisocial minors: causes and outcomes

Basic knowledge about children with antisocial and delinquent behaviour.

Predicting offending behaviour: risk and protective factors.

### 2. Legislative análisis: Judicial measures with juvenile offenders

Organic Law 5/2000 regulating the criminal responsibility of minors: socio-educational measures.

The perspective of social competence as a model of intervention.

### 3. Intervention with minors subject to judicial measures: management, intervention and effective programmes

Effective intervention programmes with juvenile offenders.

- Principles of effective intervention.
- Characteristics of effective programmes

The "IGI-J": Inventory of management and intervention for young people

- Getting to know the Inventory
- Application of the IGI.J for the assessment of the risk os recidivism and intervention



management of juvenile offender cases.

## WORKLOAD

### PRESENCIAL ACTIVITIES

| Activity                          | Hours        |
|-----------------------------------|--------------|
| Tutorials                         | 9,00         |
| Theoretical and practical classes | 21,00        |
| <b>Total hours</b>                | <b>30,00</b> |

### NON PRESENCIAL ACTIVITIES

| Activity                              | Hours        |
|---------------------------------------|--------------|
| Attendance at other activities        | 0,00         |
| Individual or group project           | 15,00        |
| Independent study and work            | 15,00        |
| Preparation of lessons                | 0,00         |
| Preparation for assessment activities | 10,00        |
| Resolution of case studies            | 5,00         |
| <b>Total hours</b>                    | <b>45,00</b> |

## TEACHING METHODOLOGY

The training activities, according to their face-to-face nature, will be as follows:

1. Face-to-face sessions. These include various types of training activities:

- Lectures and/or oral presentations, given by the teaching staff, on the most relevant contents of each subject, at different levels of depth. Participation is encouraged, as knowledge is offered.
- Guidance on how to carry out assignments.
- Carrying out practical activities in groups and monitoring the work done in teams.
- Presentation of theoretical-practical work carried out by students in class and independently. Student participation will be taken into account.

2. Non-attendance sessions. The aim of these sessions is to stimulate self-learning and self-management of study time and to encourage the construction of knowledge by the student, following the previous guidance of the lecturer, but working independently. The activity may consist of a search for specialised documentary information, a contrasted and justified reflection on a specific topic, applying class knowledge, etc.

3. Tutorials. Students have hours of tutorials in which the teacher guides students individually or in small groups in the construction of their knowledge, guides them in the preparation of work, and resolves doubts or difficulties related to the subject. Students also have access to the Virtual Classroom forum for queries.



In addition, in this virtual space students can find documents, information or relevant news on the subject.

4. Complementary activities in the training of students, preferably developed by experts through conferences and/or workshops, which may vary each year. The timetable and venue, whether or not they are compulsory, and their impact on assessment will be indicated.

**The working methodology includes the following learning activities or training tasks:**

1. Lectures / Presentations / Teacher guidance. This will be used in theoretical-practical classes, as this method offers a global vision of the subject dealt with and focuses on those concepts that are key to its understanding. Likewise, students will be shown the most recommendable resources for the subsequent in-depth preparation of the subject. It also includes the intervention in the form of a workshop/talk by experts.

2. Group tutorials. Guidance in small groups for carrying out specific individual or group work, and for resolving doubts and directing work. It is also useful to achieve several objectives: the development of communication skills and intellectual and professional competences, and personal growth. If possible, the Virtual Classroom forum or videoconferencing through the Zoom platform will be used to facilitate queries and clarifications that may be of interest to the working groups.

3. Cooperative learning: Team work on content covered in theory. The aim is active learning oriented towards transfer with the study of both real cases (for example, using press reports) and simulated cases, the resolution of exercises and problems, and/or project-oriented learning with juvenile offenders.

4. Self-study. The aim is to encourage students to work independently and reflect individually: systematic search for information; analysis, elaboration and presentation of the information worked on; reflection, application and transfer of the contents, etc.

5. Resources: 1) Virtual classroom (<http://aulavirtual.uv.es>). In this virtual space, students can find documents, information or news relevant to the subject that the teaching staff consider appropriate for the development and expansion of the subject. 2) Library, newspaper and periodicals library. The use of relevant and updated bibliographic sources from the university itself and online bibliographic sources will be encouraged.

## EVALUATION

The **assessment** of the subject will be carried out by means of:

**1) Performance assessment:** final test aimed at assessing the basic concepts. student at the end of the module, will take a performance test on the level of competences or learning acquired in the subject. The final test or exam will consist of short questions, referring to the theoretical-practical activities developed in the classroom and to the materials indicated for the preparation of the exam, being obligatory to answer all of them. This section will constitute 40% of the mark (4 points). It is recoverable in the second sitting.

**2) Evaluation of the process:** continuous assessment activities and attendance. The knowledge, skills and competences acquired will be continuously assessed through student participation and the completion of the proposed activities (individual and/or group), representing 50% of the final grade (5 points), recoverable in the second call. Likewise, participation and attendance will be taken into account, which will be controlled by means of a signature, with a weight of 10% (1 point).



**Requirements for passing the module.** The following are essential requirements for passing the subject:

- To have obtained a minimum mark of 50% in the final test -performance assessment- (2 points).
- To have obtained a minimum score of 50% in the proposed activities of the continuous assessment (2.5 points) and in attendance and participation (0.5 points)

In both the 1st and 2nd Call there **are no differences** in terms of the minimum requirements to pass the subject. Only if the exam mark is equal to or higher than **2** and/or the continuous assessment mark is higher than **3**, all the marks will be added together and the course will be passed if the final mark is equal to or higher than **5** points.

In the event of failing any of the parts of the course, the part passed will be maintained until the second sitting.

In the event of a tie in the final grade with the option of an **honours degree**, the Teaching Unit of the subject, if it so decides, will determine the procedure to be followed to award it.

**WARNING:**

In the event of fraudulent practices of any kind, the procedure to be followed will be as determined by the Protocol of action in the event of fraudulent practices at the University of Valencia (ACGUV 123/2020): <https://www.uv.es/sgeneral/Protocols/C83sp.pdf>

## REFERENCES

**Required references:**

- Alba, J.L. (Coord.) (2022). Manual práctico de criminología forense. Tirant lo Blanch.
- Alba, J.L. (Coord.) (2024). Psicología criminal y forense. Tirant lo Blanch
- Garrido, V. y López Latorre (2006) (ed.). Manual de Intervención. Vol. 2. Los programas del pensamiento prosocial. Tirant Lo Blanch.
- Rámila Díaz, N. J., Benedicto Duque, C., y Abanades Sánchez, M. (Coord.) (2023). Jóvenes y menores delincuentes. Bosch.
- Redondo, S. y Garrido, V. (2023). Principios de criminología. Tirant lo Blanch.

**Complementary references:**

- Abadías Selma, A, Simón Castellano, P. y Cámara Arroyo, S. (coord.) (2021). Tratado sobre delincuencia juvenil y responsabilidad penal del menor. Wolters Kluwer España
- Alba, J.L., López Latorre, M.J., Clemente, J. y Guerrero, F.G. (2021). La capacidad reeducativa actual en el marco de la Ley del menor en España (5/2000 de 12 de enero). En A. Abadías Selma, S. Cámara Arroyo y P. Simón Castellano (coord.), Tratado sobre delincuencia juvenil y responsabilidad penal del menor (pp. 783-808). Wolters Kluwer España.
- Bujosa Vadell, L M y Martín Diz, F. (Direct.) (2022). Menores infractores: predicción, gestión del riesgo e intervención. Aranzadi
- De la Cuesta, J.L. y Blanco, I. (2006). El enjuiciamiento de menores y jóvenes infractores en España. Revista electrónica de la Asociación Internacional de Derecho Penal, A-03:1.
- Fernández Molina, E (2008) Entre la educación y el castigo: un análisis de la justicia de menores en España. Valencia: Tirant lo Blanch



- Fernández Murcia, A. (2023). Menores Infractores y violencia juvenil. Editorial Popular.
- Garrido, V.; López, E.; Silva, T.; López, M. J. y Molina, P. (2006). El modelo de la competencia social de la Ley de Menores. Tirant lo Blanch
- López Latorre, M.J. (2011). Psicología de la delincuencia. Ciencias de la Seguridad (CISE). Universidad de Salamanca.
- Redacción LA LEY (2023). Menores infractores: medidas aplicables e internamiento. Aranzadi
- Vázquez, M. J., Fariña, F., Arce, R., & Novo, M. (2011). Comportamiento antisocial y delictivo en menores en conflicto social. Vigo: Servizo de Publicacións da Universidade de Vigo.