



COURSE DATA

DATA SUBJECT

Code: 43332
Name: Prevention of youth violence in and out of the school
Cycle: Master's Degree
ECTS Credits: 3.5
Academic year: 2025-26

STUDY (S)

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

SUBJECT-MATTER

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

COORDINATION

MORENO RUIZ DAVID
 BUELGA VASQUEZ SOFIA MIRNA
 CAVA CABALLERO M JESUS

SUMMARY

The subject *Prevention of Youth Violence Inside and Outside the School Environment* is part of the specialized training module in Youth, Assessment and Psychological Intervention in Youth. It carries 3.5 credits and is taught during the second semester of the first year of the master's program. This **subject** focuses on analyzing adolescent violence issues (such as bullying and cyberbullying) from a comprehensive perspective. The characteristics that define bullying (power imbalance, repeated aggression, and victim defenselessness) and cyberbullying (different types) are analyzed, considering the different roles involved (aggressor, victim, and witnesses). The consequences that bullying and cyberbullying have on the victim are also described, and the personal, family, social, and school risk factors are detailed. Taking these risk factors into account, special attention is paid to the response to detected cases (action protocols) and to the design of intervention and prevention strategies (raising awareness among the educational community, organizational changes in schools, improving the school climate and student coexistence, and implementing classroom intervention programs).

This module also emphasizes psychosocial intervention with minors under judicial measures. This intervention is primarily based on the acceptance of personal responsibility for the violent and/or criminal acts committed; the recognition of the emotions involved in violent and criminal behavior; the promotion of



empathy toward the victim; the modification of aggressive attitudes, beliefs, and behaviors that justify violence and lead to criminal acts; and the empowerment of young people to build an alternative life free from aggression and violence.

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

OTHER REQUIREMENTS

Having completed the first module of advanced basic training and the first subject of advanced specialized training *Psychological Assessment and Intervention in Family and Childhood*.

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

Prevention of School Violence and Cyberbullying

1. Basic Theoretical Aspects
 - Defining characteristics and types of school violence and cyberbullying
 - Roles involved in school violence and cyberbullying
 - Consequences for the victim
2. Origins and causes of school violence
 - Social, family, and individual factors
 - School factors
3. Intervention strategies
 - Changes in attitudes in the school community
 - Changes in organizational aspects of the school
 - Classroom activities and programs

Re-education and treatment of juvenile offenders under judicial measures

1. Conceptual Approach to the Phenomenon of Extreme Youth Violence
2. Re-education and Treatment Program for Juvenile Offenders under Judicial Measures
 - Characterization of Criminal Behavior
 - Emotions Involved in Criminal Behavior



- Beliefs Underpinning Criminal Behavior
 - Relapse Prevention and Strengthening of Change
3. Development and Resolution of Practical Cases with Violent Juvenile Offenders

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Tutorials	10,50
Theoretical and practical classes	24,50
Total hours	35,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	5,00
Individual or group project	25,00
Independent study and work	10,00
Preparation of lessons	0,00
Preparation for assessment activities	10,00
Resolution of case studies	10,00
Total hours	60,00

TEACHING METHODOLOGY

The teaching methodology will be:

Teaching will be delivered through a system of in-person theoretical and practical classes, seminars-workshops, and other complementary activities and assignments proposed by the professors. Furthermore, learning will be complemented by individual and group assignments, where independent and group work will be encouraged.

In-person classes will also be complemented by tutorials, in which professors will guide students in building their knowledge. They will advise them in completing assignments and resolve any questions or difficulties related to the subject matter.

The Virtual Classroom will also be used. In this virtual space, students can find documents, information, or news relevant to the subjects. Professors will store all the information they deem appropriate for the development of the subject.

Finally, the most widely used and most notable activities for their innovative nature would be: case studies (both real, such as using news reports, and simulated), exercise and problem-solving, problem-based



learning, project-oriented learning, and cooperative learning through the use of interdisciplinary groups in practical sessions and in group work.

EVALUATION

The evaluation of the course will be based on two complementary criteria: assessment of the learning process (60%) and assessment of results (40%).

1. The assessment of the learning process (continuous evaluation of the knowledge, skills, and competences acquired or consolidated) will be carried out through the activities and assignments scheduled in the course.
2. The assessment of performance will be carried out through an individual exam (including multiple-choice questions, short-answer questions, and case analysis). The maximum score for this part will be 4 points.

If a student has not been able to follow the continuous assessment with at least 80% of all activities submitted and the individual test completed, they will be required to take the official exam of the subject on the date and time set by the master's program administration, both in the first and second examination periods.

In cases of fraudulent practices, action will be taken in accordance with the Protocol for action against fraudulent practices at the University of Valencia (ACGUV 123/2020):

<https://www.uv.es/sgeneral/Protocols/C83sp.pdf>

As established in Article 13. d) of the `University Student Statute` (RD 1791/2010, of 30 December), students must refrain from using or cooperating in the use of fraudulent procedures in assessment tests, in the work carried out or in official university documents. The teaching staff will check with the means available to the Universitat de València if plagiarism or total or partial copying has taken place. If it is detected, the student will be suspended from the subject and the disciplinary measures established in the current regulations will be initiated.

The use of AI or other technological supports in the different works must be duly justified and explained in the corresponding annex, the use of such tools without the inclusion of such explanation will result in the failure of the activity in question.

REFERENCES

Basic references

Graña, J. L., & Rodríguez, M. (2010). Programa central de tratamiento educativo y terapéutico para menores infractores. Agencia de la comunidad de Madrid para la reeducación y reinserción del menor infractor.

Valera Coello de Portugal, P. (2024). La ejecución de la medida de internamiento en régimen



cerrado al amparo de la LO 5/2000, de 12 de enero.

Cava, M.J. (2013). El acoso escolar: cuando la escuela no es un lugar seguro. En E. Estévez (Coord.), *Los problemas en la adolescencia: Repuestas y sugerencias para padres y profesionales* (pp. 97-120). Madrid: Síntesis

Buelga, S. (2013). El cyberbullying: cuando la red no es un lugar seguro. En E. Estévez (Coord.), *Los problemas en la adolescencia: Repuestas y sugerencias para padres y profesionales* (pp. 121 - 140). Madrid: Síntesis.

Supplementary references

Buelga, S., Cava, M. J., Ortega-Barón, J., Goossens, L., & Ruiz, D. M. (2024). The moderating role of family communication in suicidal ideation and victimization in adolescents. *Psicothema*, 36(4), 369-379.

Ortega-Barón, J., Buelga, S., Cava, M.-J., & Iranzo, B. (2022). Efficacy of the Prev@cib 2.0 program in cyberbullying, helping behaviors and perception of help from the teacher. *Electronic Journal of Research in Educational Psychology*, 20(2), 427-448. <https://doi.org/10.25115/ejrep.v20i57.6684>

Cava, M. J., Buelga, S., & Tomás, I. (2021). Peer Victimization and Dating Violence Victimization: The Mediating Role of Loneliness, Depressed Mood, and Life Satisfaction. *Journal of Interpersonal Violence*, 36(5-6), 2677-2702. doi:10.1177/0886260518760013

Cava, M.J., Ayllón, E., & Tomás, I. (2021). Coping strategies against peer victimization: Differences according to gender, grade, victimization status and perceived classroom social climate. *Sustainability*, 13, 2605. <https://doi.org/10.3390/su13052605>

OMS (2020). *Prevención de la violencia en la escuela. Manual Práctico.*