



COURSE DATA

DATA SUBJECT

Code: 43337
Name: Intervention from a psychosocial perspective with abusers
Cycle: Master's Degree
ECTS Credits: 3
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	2	First quarter

SUBJECT-MATTER

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

COORDINATION

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SUMMARY

The subject *Intervention from a psychosocial perspective with intimate partner violence perpetrators* is a compulsory advanced specialised training subject, which consists of a total of 3 credits. The aim of this subject is for students to receive up-to-date training in the field of psychosocial assessment and intervention with perpetrators, to learn about the main theoretical models, the main intervention strategies and programmes, as well as the latest advances in research in this field. In short, the aim of this subject is to provide advanced and specialised training in a body of conceptual, procedural, technical and attitudinal knowledge that will enable professionals to develop in the field of intervention with intimate partner violence perpetrators.

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 two subjects of advanced specialized training, Psychological Assessment and Intervention in Family and Childhood and Psychological Assessment and Intervention in Youth. At least 60% of these contents must have been successfully completed.

COMPETENCES / LEARNING OUTCOMES

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Capacidad de búsqueda y de gestión de la información a través de diferentes fuentes documentales especializadas.

Capacidad para exponer en público con rigor conceptual y con el uso adecuado del vocabulario específico de la disciplina.

Saber justificar, diseñar, planificar, implementar, evaluar y divulgar planes y programas de intervención psicosocial con diferentes objetivos, niveles de acción y destinatarios.

Ser capaz de definir objetivos y de aplicar metas de intervención atendiendo a los grupos, poblaciones y contextos donde se desarrolla la intervención psicosocial.

DESCRIPTION OF CONTENTS

1. Intimate Partner Violence against Women: Conceptualisation, Prevalence and Causes

- Definition of intimate partner violence against women
- Prevalence of intimate partner violence against women
- The ecological framework as a model of understanding intimate partner violence against women

2. Intimate partner violence: the perpetrator

- Individual, interpersonal and situational characteristics of intimate partner violence perpetrators.
- Risk factors, protective factors and intervention needs of intimate partner violence perpetrators.

3. Intimate partner violence perpetrators programs

- Historical background and main intervention models.
- The effectiveness of intervention programmes with intimate partner perpetrators.



4. A motivational-ecological intervention programme: the Contexto Programme

- Origin, foundations and characteristics.
- Programme structure.
- Evaluation phases.

- The Individualised Motivational Plan.

5. Challenges in intervention and future perspectives

- Advancing intervention and improving effectiveness.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Tutorials	9,00
Theoretical and practical classes	21,00
Total hours	30,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	20,00
Independent study and work	20,00
Preparation of lessons	0,00
Preparation for assessment activities	5,00
Resolution of case studies	0,00
Total hours	45,00

TEACHING METHODOLOGY

The teaching methods used are various and can be broken down into the following:

- *Face-to-face sessions.* These consist of the presentation of the corresponding theoretical subject. This is the master lecture model that allows the teacher to present the most relevant aspects of each subject. Participation will be encouraged, as knowledge is offered. Likewise, in these face-to-face sessions, students, who will have worked autonomously on different theoretical and practical aspects related to the subjects studied, will be able to present their work in the classroom. Also in these classroom sessions, students will carry out practical activities related to the theoretical contents acquired.

- *Non-face-to-face sessions.* The aim of these sessions is to encourage the construction of knowledge by the students. The aim is to direct students in activities oriented towards their own learning. The activity



may consist of a search for specialised documentary information, a contrasted and justified reflection on a specific topic, applying the knowledge acquired in class, etc.

- *Tutorials*. Students have tutorial hours in which the teacher guides students individually or in small groups in the construction of their knowledge. They provide guidance in the preparation of assignments and resolve doubts or difficulties related to the subject. Students also have access to the Virtual Classroom forum for consultations. In addition, in this virtual space students can find documents, information or relevant news about the subject.

EVALUATION

The evaluation of the subject will be based on two complementary criteria: evaluation of results and evaluation of the learning process.

1. The evaluation of the results will be carried out by means of an exam or final multiple-choice test of approximately 12 questions and three alternative answers. This section will constitute 40% of the mark (4 points).

2. The evaluation of the process (continuous evaluation) will be carried out by means of the marks obtained in a practical theoretical work (40%), as well as by means of the work and activities in the classroom (individual and/or group; 20%). This section will constitute 60% of the mark (6 points).

The tasks and assignments may consist of:

- Reading recommended texts and their subsequent critical analysis.
- Practical work carried out in the classroom and the preparation of reports.
- Bibliographical reviews.
- Presentations and debates in the classroom.
- Seminars, lectures, visits, film forums.
- Resolution of assumptions and practical cases.
- Application work on the contents of the subjects.
- Empirical research work on the contents of the subject.

In order to pass the subject, it will be an essential requirement to have obtained a minimum mark of 5 out of 10 (or the equivalent) in the final exam (a 2 out of 4).

All the activities and the exam can be made up at the second sitting.

In the event of a tie, the teacher will ask the students to carry out a reflection essay and will award the honours mark according to the quality of the essays.

REFERENCES

BASIC REFERENCES:

Arrojo, S. & Santirso, F. (2023). *Violencia contra la mujer en las relaciones de pareja*. En E. Gracia y M. Lila (Coords.), *Intervención social basada en la evidencia*. McGraw-Hill.

Lila, M., Conchell, R. & Catalá-Miñana, A. (2016). *Los programas de intervención con maltratadores como medida alternativa: Una herramienta de prevención de la violencia de género*. En M. Á. Cañete (Ed.). (2016). *Algunas formas de violencia: mujer, conflicto y género*. Prensas de la Universidad de Zaragoza.



Lila, M. (2017). Los programas de intervención con hombres condenados por violencia de género como herramientas generadoras de seguridad para las víctimas: obstáculos y soluciones. En L. M. Nunes, A. Sani, R. Estrada, F. Viana, S. Caridade, & R. L. Maia (2017). *Crime e segurança nas cidades contemporâneas*. Frontera do Caos Editores.

COMPLEMENTARY REFERENCES:

Butters, R. P., Droubay, B. A., Seawright, J. L., Tollefson, D. R., Lundahl, B., & Whitaker, L. (2021). Intimate partner violence perpetrator treatment: Tailoring interventions to individual needs. *Clinical Social Work Journal, 49*, 391-404.

Lila, M., & Gilchrist, G. (2023). Treatment resistant perpetrators of intimate partner violence: Research advances. *Psychosocial Intervention, 32*(2), 55-58.

Lila, M., Gracia, E., & Catalá-Miñana, A. (2018). Individualized motivational plans in batterer intervention programs: A randomized clinical trial. *Journal of Consulting and Clinical Psychology, 86*(4), 309-320.

Lila, M., Martín-Fernández, M., Gracia, E., López-Ossorio, J. J., & González, J. L. (2019). Identifying key predictors of recidivism among offenders attending a batterer intervention program: A survival analysis. *Psychosocial Intervention, 28*(3), 157-167.

Pinto e Silva, T., Cunha, O., & Caridade, S. (2023). Motivational interview techniques and the effectiveness of intervention programs with perpetrators of intimate partner violence: A systematic review. *Trauma, Violence, & Abuse, 24*(4), 2691-2710.

Roldán-Pardo, M., Lila, M., Santirso, F. A., & Gracia, E. (2024). Group-related variables in intervention programs for intimate partner violence perpetrators: A systematic review. *Trauma, Violence, & Abuse, 25*(4), 2752-2767.

Santirso, F. A., Gilchrist, G., Lila, M., & Gracia, E. (2020). Motivational strategies in interventions for intimate partner violence offenders: A systematic review and meta-analysis of randomized controlled trials.



Psychosocial Intervention, 29(3), 175-190.

Travers, Á., McDonagh, T., Cunningham, T., Armour, C., & Hansen, M. (2021). The effectiveness of interventions to prevent recidivism in perpetrators of intimate partner violence: A systematic review and meta-analysis. *Clinical Psychology Review*, 84, 101974.