

1. BASIC DETAILS

Subject	Prevention and Treatment of Crime
Qualification	Bachelor's Degree in Criminology
School/Faculty	Social Sciences and Communication
Year	Third
ECTS	6 ECTS
Type	Mandatory
Language(s)	Spanish
Modality	Campus-based/Online
Semester	First semester
Academic year	2022/2023
Coordinating professor	Daniel Briggs

2. PRESENTATION

Prevention and Treatment of Crime is a mandatory subject within the degree in Criminology. It is taught in the first semester of the third year, and is worth 6 ECTS credits, like the rest of the mandatory subjects that make up the degree. This course examines the methods and techniques most commonly used to prevent certain forms of crime. It presents a theoretical and empirical framework that examines the institutions involved in crime management and, in addition, applies an objective critique of the real effectiveness of preventive and interventionist measures.

3. COMPETENCIES AND LEARNING OUTCOMES

The table below shows the relationship between the competencies developed in the subject and the learning outcomes pursued:

Basic competencies:

- BC1: Demonstrate knowledge and understanding in the field of study based on general secondary education and, although they are aided by advanced textbooks, this also includes certain aspects that require cutting-edge knowledge in their field of study.
- BC2: Know how to apply their knowledge to their work or career in a professional manner and they have skills that are typically demonstrated by developing and defending arguments and solving problems within their field of study.
- BC3: Gather and interpret relevant information (normally within their area of study) to make judgments, including reflecting on significant social, scientific or ethical issues.

- BC4: Convey information, ideas, problems and solutions to a specialist and non-specialist audience.

Cross-cutting competencies:

- CC1: Responsibility. Students can assume the consequences of the actions they perform and respond for their own actions.
- CC2: Students can act confidently and with sufficient motivation to achieve their objectives.
- CC4: Communication skills. Students can express concepts and ideas effectively, including the ability to clearly and concisely communicate in writing, as well as speak in public effectively.
- CC5: Interpersonal understanding. Students can carry out active listening in order to reach agreements, using an assertive communication style.
- CC9: Planning. Students can determine their goals and priorities by defining the actions, deadlines and optimal resources required to achieve these goals.

Specific competencies:

- SC3: Understand, analyze, interpret and use the theories of criminology as a systematic and coherent whole, with sensitivity towards issues of multicultural social reality.
- SC5: Interpret quantitative and qualitative data.
- SC7: Formulate research hypotheses.
- SC10: Handle new technologies in the criminal and security field: databases, legislation, specific software.
- SC12: Know and analyze crime prevention and intervention models at the local and community levels, identifying the existing social resources for intervening in conflict and crime.
- SC15: Establish preventive measures that are suitable for each situation.
- SC16: Identify the problems and offer the most appropriate solutions to the real situation by developing the most appropriate and effective intervention strategies for each scenario.
- SC19: Assess the effectiveness of the different security management models.

The table below shows the relationship between the competencies developed in the subject and the learning outcomes pursued:

Competencies	Learning outcomes
BC1, BC2, BC3, BC4, CC1, CC2, CC5, CC9, SC3, SC5, SC7, SC12, SC16	LO1: Ability to relate the different possibilities that the behavioral sciences offer in terms of prediction, prevention and treatment of crime, in order to select those that, according to the form of crime and its context, seem reasonably to be the most appropriate and effective.
BC1, BC2, BC3, BC4, CC1, CC2, CC5, CC9, SC3, SC5, SC7, SC12, SC15, SC16, SC19	LO2: Ability to formulate research hypotheses in the presence of serious dysfunctions in the concrete application of a given model.

BC1, BC2, BC3, BC4, CC2,
CC4, CC5, SC10, SC16

LO3: Ability to present in person the basic contents learned in the subject in debates and other oral situations.

4. CONTENTS

The subject is organized into five learning units, which, in turn, are divided into topics (three or four topics depending on the units):

- **Unit 1. Introduction to preventive criminology**

Topic 1. Prevention of crime.

Topic 2. Positive and negative special prevention.

Topic 3. Theoretical models in preventive criminology.

Topic 4. Prevention methods and techniques: evaluation and intervention.

- **Unit 2. Prevention models and practical programs**

Topic 1. Society, insecurity and fear of crime. Ecological theories and community prevention.

Topic 2. Police models. Dissuasive models.

Topic 3. Prevention techniques.

Topic 4. National and international prevention panorama.

- **Unit 3. Introduction to treatment and criminological intervention**

Topic 1. Intervention in penal enforcement.

Topic 2. Crime and treatment.

Topic 3. General therapeutic models and rehabilitation theories.

Topic 4. Therapeutic needs, techniques and treatment formulation.

- **Unit 4. Intervention and treatment of juvenile offenders**

Topic 1. General framework and legislation. Models and types of measures in juvenile offenders.

Topic 2. Basic notions of juvenile offending.

Topic 3. Intervention in reform centers. General programs.

Topic 4. Intervention in reform centers. Specific programs.

- **Unit 5. Intervention and prison treatment**

Topic 1. Intervention and treatment programs according to classification and prison regime.

Topic 2. Specific intervention and prison treatment programs according to the crime.

Topic 3. Specific intervention and treatment programs according to prisoner needs.

Topic 4. Other programs for intervention and prison treatment.

- **Unit 6. Assessment of effectiveness: recidivism and crime desistance**

Topic 1. Assessment of the effectiveness of treatment.

5. TEACHING-LEARNING METHODOLOGIES

The types of teaching-learning methodologies to be applied are as follows:

- Cooperative learning. (Campus-based and online modality)
- Problem-based learning. (Campus-based and online modality)
- Project-based learning. (Campus-based and online modality)
- Interpretive methodology. (Campus-based and online modality)
- Experimental and interpretive understanding. (Campus-based and online modality)
- Master classes. (Campus-based modality)
- Masterclass via videoconference. (Online modality)
- Interactive methodology. (Online modality)

6. EDUCATIONAL ACTIVITIES

Each of the educational activities to be carried out together with the number of hours students will dedicate to it is described below:

Campus-based modality:

Educational activity	Number of hours
Master classes	25
Debates and discussions	12.5

Search for resources and selection of information sources	25
Preparation of a dossier and its defense in the classroom	25
Tutorial	25
Oral presentations	6.3
Independent work	25
Face-to-face knowledge tests	6.2
Total	150

Online modality:

Educational activity	Number of hours
Readings on topic content	25
Debates and discussions in the virtual classroom	12.5
Search for resources and selection of information sources	25
Preparation of a dossier and in the virtual campus	12.5
Tutorial	25
Oral presentations via web conference	6.3
Independent work	25
Face-to-face knowledge tests	6.2
Discussions in the virtual classroom	12.5
Total	150

7. ASSESSMENT

The assessment systems, as well as their weight on the total grade of the subject, are listed below:

Campus-based modality

Assessment system	Weighting
Face-to-face knowledge tests	50%
Learning folder	20%
Project	20%
Participation in debates and forums	10%

Online modality

Assessment system	Weighting
Face-to-face knowledge tests	60%
Learning folder	20%
Project	15%
Participation in debates and forums	5%

When you access the subject in the Virtual Campus, you will be able to consult in detail the assessed assignments that you must perform, as well as the submission dates and the assessment procedures for each of them.

7.1. First exam sitting

In order to pass the subject at the first exam sitting, you must achieve a grade that is greater than or equal to 5 out of 10 in the final grade (weighted average) in the subject.

In any case, you will need to obtain a grade greater than or equal to 4 in the final exam, in order for this to count toward the average calculated with the rest of the assignments.

7.2. Second exam sitting

In order to pass the subject at the second exam sitting, you must achieve a grade that is greater than or equal to 5 out of 10 in the final grade (weighted average) in the subject.

In any case, you will need to obtain a grade greater than or equal to 4 in the final exam, in order for this to count toward the average calculated with the rest of the assignments.

Any assignments not passed at the first exam sitting must be resubmitted after having received the corresponding corrections by the professor, as well as any that were not submitted.

8. SCHEDULE

This section indicates the schedule with submission dates for the subject's assessed assignments:

Assessed campus-based assignments	Date
Assignment 1.	Weeks 4-6
Assignment 2.	Weeks 7-8
Assignment 3.	Weeks 9-12

Assignment 4.	Weeks 13-18
Final tests.	Weeks 19-20

Assessed online assignments	Date
Assignment 1.	Weeks 8-10
Assignment 2.	Weeks 12-14
Assignment 3.	Weeks 15-17

This schedule may be modified for logistical reasons related to the assignments. Any modification will be notified to the student in a timely manner.

9. BIBLIOGRAPHY

The recommended bibliography is as follows:

- Bueno Arús, F. (2008). Nociones de prevención y tratamiento del delito y tratamiento de la delincuencia. Madrid: Dykinson.
- Centro Internacional para la Prevención de la Criminalidad (CIPC). (2010). Informe internacional sobre la prevención de la criminalidad y la seguridad cotidiana: tendencias y perspectivas. CIPC: Montreal.
- Farrington, D.P. y Whels, B. (2012). The Oxford Handbook of Crime Prevention. Oxford: Oxford University Press.
- Ley Orgánica 5/2000, de 12 de enero, Reguladora de la Responsabilidad Penal del Menor.
- Ley Orgánica 1/1979, de 26 de septiembre, General Penitenciaria.
- López, A. y González, L. (2012) Menores infractores: ejecución de medidas judiciales en la Comunidad de Madrid. EduPsykhé, 11(2), 247-286.
- Medina, J. (2003). Inseguridad ciudadana, miedo al delito y policía en España. Revista Electrónica de Ciencia Penal y Criminología, ISSN 1695-0194.
- Medina, J. (2011). Políticas y estrategias de prevención del delito y seguridad ciudadana. Barcelona: Edisofer.
- Organización de las Naciones Unidas (2011). Instrumento de evaluación de las necesidades en materia de prevención de la delincuencia. Nueva York: Naciones Unidas.
- Redondo, S. (2007). Manual para el tratamiento psicológico para delincuentes. Barcelona: Pirámide.

- Redondo, S. (2017). Evaluación y tratamiento de delincuentes. Jóvenes y adultos. Ediciones Pirámide: Madrid.
- Sancha, V. y García, J. (1987). Tratamiento psicológico penitenciario. Papeles del psicólogo, 30, 27-42.

Links of Interest:

- Comunidad de Madrid y Agencia para Reeducción y Reinserción del Menor Infractor (ARRMI). <https://www.comunidad.madrid/servicios/justicia/menores-infractores>
- Instituciones Penitenciarias. <http://www.institucionpenitenciaria.es>
- Ministerio del Interior. <http://www.interior.gob.es>

10. DIVERSITY CARE UNIT (UAD)

Students with specific educational support needs:

In order to guarantee equity of opportunities, curricular adaptations or adjustments for students with specific educational support needs will be guided by the Diversity Care Unit (UAD).

Students with specific educational support needs will require a report regarding curricular adaptations/adjustments issued by the UAD, and therefore must contact: unidad.diversidad@universidadeuropea.es at the beginning of each semester.

11. SATISFACTION SURVEYS

Your opinion matters!

The Universidad Europea encourages you to participate in our satisfaction surveys designed to identify strengths and areas for improvement regarding teaching staff, degree programs and the teaching-learning process.

Surveys will be available in the survey space on your virtual campus or via your email.

Your opinion is needed to improve the quality of the degree.

Thank you very much for your participation.