

**Crime Prevention**

Code: 100441  
ECTS Credits: 6

Degree	Type	Year	Semester
2500257 Criminology	OB	2	1

**Contact**

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**Use of languages**

Principal working language: catalan (cat)  
Some groups entirely in English: No  
Some groups entirely in Catalan: Yes  
Some groups entirely in Spanish: Yes

**Other comments on languages**

In case the course is attended by international students, the language will be Spanish.

**Prerequisites**

Having passed the course on pedagogy.

**Objectives and Contextualisation**

The general objectives are the following:

Students of criminology degree will be able to:

1. Apply the knowledge of criminological theories on the experiences of conflict and criminality and suggest appropriate responses according to the existing legal framework.
2. Send the specialized public and society in general answers to the problems of crime and social conflict that take into account the rights and interests of all parties involved, which are based on the values of solving social conflicts, social integration and preventing new conflicts.

In this context, the subject of crime prevention programs have the following specific objectives:

1. Identify appropriate preventive measures for criminological problems
3. Designing crime prevention programs
4. Applying criminological methods of research in the field of crime prevention.

**Skills**

- Ability to analyse and summarise.
- Applying a crime prevention program at a community level.
- Assessing the results of a prevention or intervention program when crime is concerned.

- Carrying out the criminological intervention on the basis of the values of pacification, social integration and prevention of further conflicts.
- Designing a crime prevention program.
- Drawing up an academic text.
- Identifying existing social resources to intervene in the conflict and criminality.
- Students must demonstrate a comprehension of the best crime prevention and intervention models for each specific problem.
- Students must demonstrate they know a variety of criminal policies in order to face criminality and its different foundations.
- Using research methods in social sciences in order to diagnose criminality problems.
- Using the evaluation techniques of criminogenic risk and needs of a person in order to decide an intervention proposal.
- Verbally transmitting ideas to an audience.
- Working autonomously.
- Working in teams and networking.

## **Learning outcomes**

1. Ability to analyse and summarise.
2. Acting in a professional way in the criminological field for pacifying, social integration and delinquency-prevention purposes.
3. Applying a prevention program for crime control agents.
4. Applying an effective evaluative model in order to detect the criminological intervention needs in prison population.
5. Appropriately applying social resources to criminality.
6. Carrying out a results analysis of a delinquency prevention program.
7. Demonstrating they know the means and scientific procedures of crime prevention.
8. Drawing up a delinquency prevention program.
9. Drawing up an academic text.
10. Effectively developing a delinquency prevention program in the community area.
11. Intervening in the criminological field for pacifying, conciliatory and crime-prevention purposes.
12. Knowing the structural prevention strategy of delinquency.
13. Producing a social prevention program of delinquency.
14. Properly using the criminological prevention and intervention programs.
15. Students must be capable of carrying out a security audit in the public field.
16. Verbally transmitting ideas to an audience.
17. Working autonomously.
18. Working in teams and networking.

## **Content**

### **1. Introduction**

- 1.1. Basic concepts
- 1.2. Dynamics of the Problem Based Learning (PBL)
- 1.3. Risk factors versus protection factors

### **2. The prevention concept**

- 2.1. Primary prevention
- 2.2. Secondary prevention
- 2.3. Tertiary prevention

### **3. Theoretical models of crime prevention**

3.1. Classic model

3.2. Situational model

3.3. Ecological model

3.4. Developmental prevention

3.4.1. Family

3.4.2. School

3.4.3. Community

3.4.4. Mass media

#### **4. Crime prevention programs**

4.1. Geographical programs

4.2. Urban planning programs

4.3. Community programs

4.4. Programs for victims

4.5. Social policy programs

4.6. Programs based on axiological values

4.7. Cognitive-behavioural programs

4.8. Prevention of recidivism

#### **5. Development of a crime prevention program**

5.1. Context

5.2. Levels of detail

5.3. Sections

5.4. Development

5.5. Implementation

5.6. Evaluation

#### **6. Workshop: elaboration of a crime prevention program**

6.1. Case analysis

6.2. Technical definition of the problem

6.3. Evaluation

#### **7. New experiences in crime prevention**

7.1. Social networking in prevention

7.2. New crime prevention challenges.

## Methodology

The following methodologies will be used:

1. Lectures in which active participation of the students will be promoted
2. Seminars in which students will present the progress in the group work, cases studies will be discussed and role playing will be used.
3. Students are advised to require tutorials to progress in the individual and group learning.
4. Work group. To make and present a crime prevention program.
5. Individual work to prepare the exam

## Activities

Title	Hours	ECTS	Learning outcomes
<b>Type: Directed</b>			
Lectures	22.5	0.9	2, 5, 3, 10, 6, 11, 8, 9, 13, 1, 16, 17, 18, 14
Seminars	22.5	0.9	2, 5, 3, 10, 6, 11, 8, 9, 13, 1, 16, 17, 18, 14
<b>Type: Supervised</b>			
Work planning reading, reflection of materials and preparation of individual works and exam.	75	3	2, 5, 3, 10, 6, 11, 8, 9, 13, 1, 16, 17, 18, 14
<b>Type: Autonomous</b>			
Group work (Search for material, discussion, presentation preparation)	30	1.2	2, 5, 4, 3, 12, 7, 10, 6, 11, 8, 9, 13, 1, 16, 17, 18, 14

## Evaluation

### Model of evaluation

Continuous evaluation model.

### Conditions to be evaluated

Minimum attendance of 80% in lectures and seminars is compulsory. Justifications of non-attendance are only accepted for illness or similar reasons.

Students need to participate actively in lectures and seminars, as well as presenting the three individual pieces of work, the group work, and the final test. Out-of-term submissions are not accepted.

### Items of evaluation

Individual work (30%), Group work (30%), Final Proof (30%), Assistance and participation (10%)

### Requirements to pass the subject

Students need to obtain a minimum mark of 5 in each one of the assessment activities.

### Re-assessment

Students will have the opportunity to repeat when they fail any of the assessed activities.

### Consequences of fraud

Students that cheat or attempt to cheat in the exam will get a 0, losing the right to a second chance. Plagiarism will conduct to a fail of the essay and, in case of recidivism the student will receive a fail mark.

### Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Attendance and participation	10%	0	0	2, 5, 3, 10, 6, 11, 8, 9, 13, 1, 16, 17, 18, 14
Final proof	30%	0	0	2, 5, 3, 12, 7, 10, 6, 11, 8, 9, 13, 1, 16, 17, 18, 14
Individual works	30%	0	0	2, 5, 3, 10, 6, 11, 8, 9, 13, 1, 16, 17, 18, 14
Work in group	30%	0	0	2, 5, 4, 3, 7, 10, 6, 11, 8, 9, 13, 15, 1, 16, 17, 18, 14

### Bibliography

#### Compulsory bibliography:

1. Ander-Egg, E. (2007) Introducción a la planificación Estratégica. (Pages 99-127 Chapter 4) Buenos Aires, Argentina: Lumen Humanitas.
2. Lab, SP. (2014) Crime Prevention: Approaches, Practices, and Evaluations. (Chapters 2, 3, 4, 5, 7 and 11) Routledge: Taylor & Francis Group.
3. Medina, J. (2011). Introduction and Chapter III The Rehabilitation. Políticas y estrategias de prevención del delito y seguridad ciudadana. Buenos Aires: Edisofer.

#### Complementary bibliography:

- Cid, J. y Larrauri, E. (2001) Teorías criminológicas: explicación y prevención de la delincuencia. Barcelona. Bosch
- Garrido, V. Et alt. (2001) Principios de criminologia. Valencia: Tirant lo Blanch.
- Farrington, D. & Welsh, B. (2008) Saving childrem from a Life of Crime: Early Risk Factors and Effective Interventions. Oxford University Press. USA
- Moreno, F.X..(2000). Diagnóstico de los factores de riesgo como recurso preventivo de los problemas de conducta en el contexto escolar. (pages 29-44) Revista electrónica Convenid II,
- Moreno, F.X. (2003) El Bullying, conducta perturbadora entre escolares. (pages 21-29) Revista Asuntos Educativos 36
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- Panchón, C. (1998). Manual de pedagogía de la inadaptación social. Barcelona: Dulac.
- Pincus, J.H. (2003). Instintos básicos. Madrid: Oberon.

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Rojas, L. (2004). Las semillas de la conducta violenta. Madrid: Espasa Calpe.

Serrano, A. (2005). Introducción a la criminología. Madrid: Dykinson.

Vazquez C. (2003) Predicción e intervención de la delincuencia juvenil según las teorías del desarrollo social (social development theories). (pages 135-158) Revista de derecho, 15.

Welsch, B. C; Farrington DP (2012) The Oxford Handbook of Crime Prevention. Oxford: Oxford University Press.