



Information about the subject

Degree: Bachelor of Science Degree in Criminology

Faculty: Faculty of Legal, Economic and Social Sciences

Code: 1302022 **Name:** Psychology of Testimony

Credits: 6,00 **ECTS Year:** 4 **Semester:** 2

Module: Elective itineraries

Subject Matter: Psycho-social and private security itinerary **Type:** Elective

Department: Criminology

Type of learning: Classroom-based learning

Languages in which it is taught: Spanish

Lecturer/-s:

130OP01 Paloma Mundi Ricós (**Profesor responsable**)

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Module organization

Elective itineraries

| Subject Matter | ECTS | Subject | ECTS | Year/semester |
|------------------------------|-------|---|------|---|
| Technical-legal itinerary | 60,00 | Applied Statistics | 6,00 | This elective is not offered in the academic year 25/26 |
| | | Directive and Negotiation Skills | 6,00 | This elective is not offered in the academic year 25/26 |
| | | Economic Crimes | 6,00 | This elective is not offered in the academic year 25/26 |
| | | Environmental Criminology | 6,00 | This elective is not offered in the academic year 25/26 |
| | | Human Resources and Occupational Hazards | 6,00 | 4/2 |
| | | Judicial Police | 6,00 | This elective is not offered in the academic year 25/26 |
| | | Medical Law and Healthcare Legislation | 6,00 | This elective is not offered in the academic year 25/26 |
| | | Research Techniques for Missing Individuals | 6,00 | 4/2 |



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|--|-------|--|------|--|
| Technical-legal itinerary | | -Road Safety. Factors of Accident Rate. Investigation and Prevention of Accidents | 6,00 | This elective is not offered in the academic year 25/26 |
| | | Technological Crimes | 6,00 | This elective is not offered in the academic year 25/26 |
| Medical and calligraphic expertise itinerary | 54,00 | Arsons and Criminal Investigation | 6,00 | This elective is not offered in the academic year 25/26 |
| | | Documentoscopy. Calligraphic Expertise | 6,00 | This elective is not offered in the academic year 25/26 |
| | | Expert Intervention. Criminological Report | 6,00 | 4/1 |
| | | Legal Medicine in the Workplace | 6,00 | This elective is not offered in the academic year 25/26 |
| | | Medical and Surgical Physiopathology | 6,00 | This elective is not offered in the academic year 25/26 |
| | | Medical and Surgical Physiopathology | 6,00 | 2/2 |
| | | Physical damage | 6,00 | This elective is not offered in the academic year 25/26 |
| | | Thanatology | 6,00 | This elective is not offered in the academic year 25/26 |



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|--|-------|---|------|---|
| Medical and calligraphic expertise itinerary | | Toxicology and Drug Dependence | 6,00 | This elective is not offered in the academic year 25/26 |
| Psycho-social and private security itinerary | 72,00 | Communication and Negotiation | 6,00 | This elective is not offered in the academic year 25/26 |
| | | Direction and Management of Security Businesses | 6,00 | This elective is not offered in the academic year 25/26 |
| | | Discrimination and Gender Violence | 6,00 | This elective is not offered in the academic year 25/26 |
| | | Forensic Anthropology | 6,00 | This elective is not offered in the academic year 25/26 |
| | | Forensic Paediatrics | 6,00 | This elective is not offered in the academic year 25/26 |
| | | Pedagogy | 6,00 | This elective is not offered in the academic year 25/26 |
| | | Planning and Management of Security. Techniques and Tools | 6,00 | 4/2 |
| | | Psychography | 6,00 | This elective is not offered in the academic year 25/26 |
| | | Psychology of Testimony | 6,00 | 4/2 |
| | | Risk Analysis. Project of Comprehensive Safety | 6,00 | 4/1 |



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|--|---|------|---|
| Psycho-social and private security itinerary | Social Intervention Networks and Situational Prevention | 6,00 | This elective is not offered in the academic year 25/26 |
| | Social Work | 6,00 | This elective is not offered in the academic year 25/26 |

Recommended knowledge

No requirements needed.

Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

- R1 Understanding the most important difficulties in obtaining valid, reliable and credible testimonies and their evaluation.
- R2 Knowing how to adapt theoretical knowledge to real situations.
- R3 Motivating analysis and reflection on the Psychology of Testimony, its object, procedures and intervention before the Courts of Justice.



Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

| BASIC | | Weighting | | | |
|---------|--|-----------|---|---|---|
| | | 1 | 2 | 3 | 4 |
| CB1 | Showing a command and understanding of knowledge in an area of study that is based on the general secondary education and that is usually at a level that implies the support on advanced textbooks but also the inclusion of knowledge from the cutting edge of their field of study. | X | | | |
| CB2 | Being able to apply their knowledge to their jobs or vocational activities professionally and holding the competences that are demonstrated through the elaboration and defence of arguments as well as the solution of problems within their area of study. | | | X | |
| CB3 | The ability to gather and interpret relevant data (normally within their area of study) so as to make judgements that include a reflection on relevant social, scientific or ethical issues. | | | X | |
| CB4 | Being able to convey information, ideas, problems and solutions to a specialised or non-specialised public. | | | X | |
| CB5 | Having developed the learning abilities necessary to pursue postgraduate studies with a high degree of autonomy. | | | X | |
| GENERAL | | Weighting | | | |
| | | 1 | 2 | 3 | 4 |
| CG1 | Understanding and integrating the different theories and scientific knowledge developed by Social, Legal and Behavioural Sciences through a critical lens in order to understand the sociocultural and personal context of all the elements that integrate the crime sphere. | | | | X |
| CG2 | Being able to assess the complexity and diversity of the criminal phenomenon in a global context. | | | X | |



| | | | | |
|------|---|---|---|---|
| CG3 | The capacity to apply the knowledge, skills and abilities acquired from an ethical and intellectually upright perspective with the aim of achieving a society whose fundamental pillars are Freedom, Justice, Pluralism and Equality. | X | | |
| CG4 | The capacity for teamwork and efficient collaboration with other professionals from the different areas of criminology through negotiation and consensus. | X | | |
| CG5 | The capacity to obtain and manage efficiently the information from the scientific literature, specialised journals, databases and other sources. | | | X |
| CG6 | The capacity to establish explanatory hypotheses, using predictive and operative relationships that offer responses to the criminal phenomenon in a criminological context. | | | X |
| CG7 | The capacity to take decisions and to design programs and strategies for both prevention and treatment of the criminal phenomenon. | X | | |
| CG9 | Knowing the key concepts and theoretical approaches developed about the criminal phenomenon, the victimisation and responses to crime and deviation | | X | |
| CG11 | Being able to apply techniques and procedures for the resolution of criminological problems and decision-making in the area of Criminology. | | | X |
| CG12 | The capacity to analyse and synthesize relevant data within the area of Criminology in order to make judgements that include a reflection on relevant social, scientific or ethical issues. | | | X |
| CG13 | Understanding the basic principles of criminology-applied research: what can be obtained depending on the techniques and methodologies applied, when a methodology is more suitable than another, how the outcomes of a particular study can be evaluated and which are the ethical tenets that inform criminological research. | | | X |
| CG14 | Knowing and understanding psychological, sociological, legal, and technical language necessary for a good command of criminological concepts. | | | X |
| CG15 | The commitment to developing and keeping updated their own competencies, skills and knowledge following the standards of the profession. | | X | |



CG16 Oral and written communication skills in the native language with regards to Criminological Science in order to present, circulate and validate the outcomes of criminological and criminalistic research both through scientific development and through the proposal of specific policies and lines of action.

X

| SPECIFIC | | Weighting | | | |
|----------|--|-----------|---|---|---|
| | | 1 | 2 | 3 | 4 |
| CE4 | The ability to understand and describe key concepts in the field of Sociology necessary to analyse from a global and specific viewpoint the criminal phenomenon and deviant behaviours. | X | | | |
| CE7 | Study and elaboration of reports in the field of minors with regards to risk situations, measures applicable to the minor offender and other types of measures applicable to minors at serious risk. | X | | | |
| CE10 | Explanatory management from a socio-anthropological perspective of the concepts of violence, inequality and difference, delinquency, crime, social control, stigmatisation, and social deviation. | X | | | |
| CE11 | Understanding, from an integrating perspective, of the scientific nature of Criminology and its objective, as well as of the multidisciplinary complexity of criminological science. | | | | X |
| CE13 | The capacity to design an empirical research project that involves the application of quantitative and qualitative techniques, the use of published data sources, statistic analyses and interpretation of results obtained. | | | X | |
| CE14 | Understanding the basic principles of the criminal phenomenon, its spatial, cultural, social, economic, legal, political, labour, and anthropological dimensions. | | X | | |
| CE15 | Understanding the dynamic and evolving nature of the criminal phenomenon within the framework of changing and globalising societies, with complexity, diversification, specialisation and from a positive and rational attitude, taking open and reflective decisions. | X | | | |
| CE17 | The capacity to explain diversity and social inequality, victimisation and the responses to crime and social deviation and their interrelationships from an analytic perspective and developing programs and strategies to assess and predict deviant behaviour. | X | | | |



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|------|--|---|---|---|
| CE18 | Attention to victims of hatred, be it at individual, group or community levels, with particular sensibility towards those collective groups that are particularly victimised or at grave risk such as gender violence victims, minors or people with a disability. | X | | |
| CE20 | A command of the research methodology in social science, design of social integration plans, preventive urbanistic actions and comprehensive training of individuals, with special sensitivity to those groups at greatest risk of social exclusion, immigration, drug addiction and others. | X | | |
| CE21 | Legislative, organizational and functional knowledge of the different public and private security bodies. | X | | |
| CE22 | The capacity to understand and describe the fundamental concepts of psychology that are necessary to analyse both globally as well as specifically the criminal phenomenon and deviant behaviour. | | | X |
| CE23 | Knowledge and application of scientific research techniques in the medical-legal and criminalistic field, as well as the basis and preparation of various expert reports. | | X | |
| CE24 | Training in the elaboration of criminologist expert reports as well as in expert intervention in the different phases of the procedures. | X | | |



Assessment system for the acquisition of competencies and grading system

| Assessed learning outcomes | Granted percentage | Assessment method |
|----------------------------|--------------------|---|
| R1, R2, R3 | 40,00% | Analysis and resolution of case studies. |
| R1, R2, R3 | 40,00% | Attendance and participation in class. |
| R1, R2, R3 | 20,00% | Exam or objective test to measure obtained competences. |

Observations

CRITERIA FOR GRANTING HONORS ENROLLMENT

The "Honors Enrollment" distinction may be awarded by the professor responsible for the course to students who have obtained the "Outstanding" grade. The number of "Honors Enrollment" distinctions that can be awarded cannot exceed five percent of the students included in the same official record, unless this is less than 20, in which case only one "Honors Enrollment" can be granted.

OTHER RELEVANT ASPECTS OF THE EVALUATION

Both in continuous assessment and in single assessment it will be necessary to obtain at least a 5 on the exam in order to apply the percentages obtained from the practical part grades, as well as the grade obtained for attendance and participation in class

According to Article 9 of the General Regulations for the Assessment and Grading of Official Studies and UCV-Specific Degrees, the single assessment is linked to the inability of students enrolled in a face-to-face degree program to attend. It is, therefore, an extraordinary and exceptional assessment system available to students who, with justified and accredited documentation, are unable to submit to the continuous assessment system. They may request this from the professor responsible for the subject, who will expressly decide whether to accept the student's request for a single assessment and will inform them of the acceptance/denial.

Regarding the subject of Procedural Law I, the minimum attendance requirement is 70%. This is the limit to be considered for any potential request for a single assessment:

- If granted, the 15% required for attendance, active participation, and a favorable attitude in the subject will be increased by the percentage of the final theoretical (by 7.5%) and practical (by 7.5%) exams taken during the official exam period.
- In the second sitting, the same assessment criteria will apply as for students who do not have a single assessment (since attendance, active participation, and a favorable attitude in the subject are not taken into account).

USE OF AI IN THE COURSE:



- Students may use AI for any course-related questions and may even provide it with statements, exercises, or assessment tests to obtain automated answers, as long as these are verified and validated by the students themselves. For this purpose, faculty may perform the appropriate checks.
- Students may not use AI:
 - To record or transcribe, in whole or in part, any classroom activity, in order to obtain summaries or notes created by AI.
 - To enter notes or any other material created by the faculty who provided it into AI tools such as ChatGPT or other non-institutional tools whose information is not stored in controlled environments.
- Citation and attribution criteria:
 - Any use of AI tools must be explicitly stated in the submitted document (e.g., in a footnote or appendix).
 - The name of the tool, the purpose of use (e.g., grammar check, organization of ideas, writing sample), and the part of the work where it was used must be indicated.
- Responsible use of AI will be evaluated as part of the criteria for originality and academic honesty .

CLASS ATTENDANCE IN FACE-TO-FACE DEGREES

In accordance with the development guidelines of the General Regulations for the Evaluation and Qualification of Official Teachings and Own Degrees of the UCV, in face-to-face degrees, class attendance with a minimum of 80% of the sessions of each subject will be required as a requirement to be evaluated. This means that, if a student does not attend the sessions of each subject, in a percentage greater than 20%, he/she will not be able to be evaluated, neither in the first nor in the second call, unless the person responsible for the subject, with the approval of the person responsible for degree, in view of duly justified exceptional circumstances, exempt from the minimum attendance percentage. The same criterion will be applicable for hybrid or virtual degrees in which teachers must maintain the same percentage in the requirement of "presence" in the different training activities, if any, even if these are carried out in virtual environments.

MENTION OF DISTINCTION:

The mention of "Honors" may be awarded to students who have obtained a grade equal to or greater than 9.0. Their number may not exceed five percent of the students enrolled in a group in the corresponding academic year, unless the number of students enrolled is lower.

Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

- | | |
|----|---|
| M1 | Presentation of contents by the teacher, analysis of competencies, explanation and demonstration of abilities, skills and knowledge in the classroom. |
|----|---|



- M2 Specific instructions about group and individual assignments for each topic.
- M3 Group work sessions supervised by the teacher. Study of legal cases, both real and fictitious, analysis, diagnosis, problems, field study, computer room, visits, data search, libraries, network, Internet, etc. Significant construction of knowledge through student interaction and activity. Critical analysis on values and social commitment.
- M4 Application of interdisciplinary knowledge.
- M5 Supervised monographic sessions with shared participation
- M6 Personalized attention and in small groups. Period of instruction and/or orientation carried out by a tutor with the objective of reviewing and discussing the materials and topics presented in the classes, seminars, readings, completion of assignments, etc.
- M7 Set of oral and/or written tests used in the initial, formative or summative evaluation of the student.
- M8 Group preparation of readings, assumptions and problem -olving to present, discuss or deliver in class or tutorial.
- M9 Student's study: Individual reading preparation, case studies, jurisprudence. Writings and papers to be presented or delivered in the classes or tutorials.



IN-CLASS LEARNING

IN-CLASS LEARNING ACTIVITIES

| | LEARNING OUTCOMES | HOURS | ECTS |
|-------------------------------|-------------------|--------------|-------------|
| In-person class M1 | R1, R2, R3 | 20,00 | 0,80 |
| Practical class M3 | R1, R2, R3 | 25,00 | 1,00 |
| Seminar M5 | R1, R2, R3 | 2,50 | 0,10 |
| Group work presentation M4 | R1, R2, R3 | 5,00 | 0,20 |
| Tutorial M6 | R1, R2, R3 | 5,00 | 0,20 |
| Evaluation M7 | R1, R2, R3 | 2,50 | 0,10 |
| TOTAL | | 60,00 | 2,40 |

LEARNING ACTIVITIES OF AUTONOMOUS WORK

| | LEARNING OUTCOMES | HOURS | ECTS |
|-----------------------|-------------------|--------------|-------------|
| Group work M8 | R1, R2, R3 | 30,00 | 1,20 |
| Individual work M9 | R1, R2, R3 | 60,00 | 2,40 |
| TOTAL | | 90,00 | 3,60 |



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

| Content block | Contents |
|---------------|---|
| Block I | <ul style="list-style-type: none">·Processes that regulate human memory.·Witnesses' memory in the framework of Legal Psychology. |
| Block II | <ul style="list-style-type: none">·Difficulties associated with the credibility, validity and accuracy of testimony.·Distorsion processes of information and factors affecting the testimony's credibility.·Judicial and police interrogation techniques.·The prisoner's dilemma.·The lineup. |
| Block III | <ul style="list-style-type: none">·Protocol and types of psychological evaluation in the criminal field.·Evaluation of the imputability. Analysis of psychological damage. |
| Block IV | <ul style="list-style-type: none">·The expert on the credibility of testimony.·Forensic approaches to credibility.·Evaluation and adequacy of different methods. |



Temporary organization of learning:

| Block of content | Number of sessions | Hours |
|------------------|--------------------|-------|
| Block I | 5,00 | 10,00 |
| Block II | 5,00 | 10,00 |
| Block III | 10,00 | 20,00 |
| Block IV | 10,00 | 20,00 |

References

- Arce, R., & Farin~a, F. (2006). Psicología del testimonio: Evaluación de la credibilidad y de la huella psicológica en el contexto penal. Consejo General del Poder Judicial (Ed.), Psicología del testimonio y prueba pericial, 39-103.
- Dukala, K., Sporer, S. L., & Polczyk, R. (2019). Detecting deception: does the cognitive interview impair discrimination with CBCA criteria in elderly witnesses?. *Psychology, Crime & Law*, 25(2), 195-217.
- Go~n~alez, J. L. & Manzanero, A. (2018). Obtención y valoración del testimonio: Protocolo Holístico de Evaluación de la prueba testifical (HELPT). Ediciones Pira~mide.
- Maffioletti, F., Santibañez, M. E., Soto, F., Espinoza, M. E., Navarro, X., Leiva, A., ... & Miranda, M. (2008). Evaluación Pericial Psicológica de Credibilidad del Testimonio: Documento de Trabajo Institucional. Ministerio Público de Chile.
- Manzanero, A. L., & González, J. L. (2019). Modelo holístico de evaluación de la prueba testifical (HELPT). *Modelo holístico de evaluación de la prueba testifical (HELPT)*, 117-141.
- Ovejero-Bernal, A. (2012). Fundamentos de psicología jurídica e investigación criminal. Ediciones Universidad de Salamanca.
- Sporer, S. L., Manzanero, A. L., & Masip, J. (2021). Optimizing CBCA and RM research: recommendations for analyzing and reporting data on content cues to deception. *Psychology, Crime & Law*, 27(1), 1-39.
- Tiffon, B. N. (2008). Psicología y psicopatología clínica, legal, jurídica, criminal y forense. Barcelona, España: Bosch Editor.
- Warren, J. M. (2018). Hidden in Plain View: Juries and The Implicit Credibility Given To Police Testimony. *DePaul Journal of Social Justice*, 11, 1.