



## Information about the subject

**Degree:** Bachelor of Science Degree in Psychology

**Faculty:** Faculty of Psychology

**Code:** 292039 **Name:** -Legal Psychology

**Credits:** 6,00 **ECTS Year:** 4 **Semester:** 1

**Module:** OPTIONAL ITINERARY 1: CLINICAL AND HEALTH PSYCHOLOGY

**Subject Matter:** CLINICAL AND HEALTH PSYCHOLOGY **Type:** Elective

**Field of knowledge:** Health Sciences

**Department:** -

**Type of learning:** Classroom-based learning / Online

**Languages in which it is taught:** Spanish

### Lecturer/-s:

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## Module organization

### OPTIONAL ITINERARY 1: CLINICAL AND HEALTH PSYCHOLOGY

Subject Matter	ECTS	Subject	ECTS	Year/semester
CLINICAL AND HEALTH PSYCHOLOGY	54,00	-Disorders of Eating Behavior	6,00	3, 4/1
		Family and Aid to Dependency	6,00	2/1
		-Health Psychology	6,00	3, 4/1
		-Legal Psychology	6,00	4/1
		Mediation and familiar orientation	6,00	3, 4/1
		-Prevention and Treatment of Addictive Behavior	6,00	3/1
		-Psychology, Grieving and Palliative Care	6,00	4/1
		-Psychopharmacology	6,00	4/1
		Sleeping disorders	6,00	4/1

## Recommended knowledge

None specific

## Prerequisites



The student must take 24 credits of itinerary 1 clinical and health psychology and 6 credits of elective common itinerary.

## 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      Knowing the concepts, theories and main models of psychology in the area of Clinical Psychology and Health Psychology.
- R2      Being able to design psychological prevention plans that are adequate to the specific demands presented in each area based on the learned theoretical models.
- R3      Being able to design psychological prevention plans in the different contexts of the health field.
- R4      Knowing and acquiring the necessary skills for the adequate management of therapeutic relationships.



## 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):

SPECIFIC	Weighting			
	1	2	3	4
CE3 Planning and carrying out interviews.		X		
CE5 Identifying differences, problems and needs.			X	
CE15 Defining objectives and devising action plans according to action goals. (prevention, treatment, rehabilitation, insertion, support).			X	
CE16 Choosing adequate psychological intervention techniques.				X
CE17 Mastering strategies and techniques to get addressees involved.				X
CE18 Putting into practice direct intervention strategies and methods: psychological advice, therapy, negotiation mediation...				X
CE26 Writing oral and written reports.			X	
CE27 Knowing and adapting to the psychology code of ethics.		X		
CE34 To know different evaluation methods, psychological diagnoses and treatments in different applied domains of Psychology.				X
CE37 To know the different specialities of application of Psychology and to have the knowledge necessary to promote quality of life in individuals, groups, communities and organisations in different contexts.		X		
TRANSVERSAL	Weighting			
	1	2	3	4
CT1 Capacity to analyze and synthesize.		X		
CT3 Mastering Spanish oral and written communication.			X	



CT6	Capacity to manage information (capacity to look for and analyze information coming from different types of sources)	x		
CT10	Capacity to work in interdisciplinary teams.			x
CT15	Ethics.		x	
CT16	Capacity to develop and update competences, skills and knowledge following professional standards.		x	
CT17	Capacity to adapt to new situations.			x
CT37	Being able to collect information from other people.			x



## Assessment system for the acquisition of competencies and grading system

### In-class teaching

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4	60,00%	Oral and/or written tests employed in initial, training and/or summative student assessment.
R1, R2, R3, R4	10,00%	Presentation of practical activities.
R1, R2, R3, R4	20,00%	Attendance and active participation: lessons, group assignments and tutoring sessions. It will be monitored and registered by the teacher.
R1, R2, R3, R4	10,00%	Oral presentation of assignments.

### Observations

### Online teaching

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4	75,00%	Final evaluation consisting of essay questions and hypothetical scenarios.
R1, R2, R3, R4	5,00%	Submitted tasks
	0,00%	Periodical assessment through questionnaires
R1, R2, R3, R4	20,00%	Attendance and participation in synchronic communication activities.

### Observations

Criteria for granting the Honors: showing levels of excellence in all competences and learning outcomes.



## Learning activities

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

- M1 Teacher presentation of contents, competency analysis, explanation and demonstration of capacities, abilities and knowledge in the classroom (presential modality).
- M2 Teacher-supervised groupwork sessions: case studies, diagnostic tests, problems, fieldwork, IT room, visits, data searches, libraries, web, Internet, etc. Building knowledge significantly through interaction and student activities (presential modality).
- M3 Supervised monographic sessions with shared participation.
- M4 Application of interdisciplinary knowledge.
- M6 Personalized attention in small groups. Training and/or orientation period by a teacher aimed at revising and discussing the materials and topics presented in the lessons, seminars, lectures, assignments, etc.
- M7 Set of oral and/or written tests employed in initial, training or summative assessment of the student.
- M8 Group preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be presented or handed in during theory lessons, practical lessons and/or tutoring sessions in small groups. Tasks done on the platform or other virtual spaces.
- M9 Students' independent study: individual preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be presented or handed in during theory lessons, practical lessons and /or small-group tutoring sessions. Tasks on the platform or other virtual spaces.
- M11 Teacher presentation of contents, competencies analysis, explanation and demonstration of capacities, abilities and knowledge on the virtual classroom.
- M12 Group work sessions via chat moderated by the teacher. Case studies –both real and fictional– aimed at building knowledge through interaction and students' activities. Critical analysis of values and social commitment.
- M13 Monographic sessions throughout the course, focused on current aspects and applications of the subject.



- M14 Set of oral and/or written tests employed in initial, training or summative assessment of the student.
- M15 Student's individual study: individual preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be discussed or turned in in electronic format.
- M16 Individualized attention for the monitoring and orientation in the learning process, performed by a tutor in order to revise and discuss the materials and topics, seminars, readings and assignments, etc.
- M17 Group preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be discussed or handed in.
- M18 Participation and contributions to discussion forums related to the subject and moderated by the module's teacher.
- M19 Problem resolution, comments, reports to be handed in according to the deadlines throughout the course.





## IN-CLASS LEARNING

### IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
<b>ON-CAMPUS CLASS</b> Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge. M1	R1, R2, R3, R4	30,00	1,20
<b>PRACTICAL CLASSES</b> Group work sessions supervised by the professor. Case studies, diagnostic tests, problems, field work, computer room, visits, data search, libraries, on-line, Internet, etc. Meaningful construction of knowledge through interaction and student activity. M2	R2, R3, R4	10,00	0,40
<b>GROUP WORK EXHIBITION</b> Application of multidisciplinary knowledge. M4	R1, R2, R3	12,00	0,48
<b>OFFICE ASSISTANCE</b> Personalized and small group attention. Period of instruction and/or orientation carried out by a tutor to review and discuss materials and topics presented in classes, seminars, papers, etc. M6	R1, R2, R3	6,00	0,24
<b>ASSESSMENT</b> Set of oral and/or written tests used in initial, formative or additive assessment of the student. M7	R1, R2, R3, R4	2,00	0,08
<b>TOTAL</b>		<b>60,00</b>	<b>2,40</b>



## LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
<b>GROUP WORK</b> Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform M8	R1, R2, R3, R4	30,00	1,20
<b>INDEPENDENT WORK</b> Student study: Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform. M15	R1, R2, R3, R4	60,00	2,40
<b>TOTAL</b>		<b>90,00</b>	<b>3,60</b>



## ON-LINE LEARNING

### SYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Virtual session (distance learning) M11	R1, R2, R3, R4	25,00	1,00
Virtual practical session (distance learning) M12	R1, R2, R3, R4	12,50	0,50
Seminar and virtual videoconference (distance learning) M13	R1, R2, R3, R4	6,00	0,24
In-person or virtual assessment (distance learning) M14	R1, R2, R3, R4	2,50	0,10
Individual tutoring sessions (distance learning) M16	R1, R2, R3, R4	4,00	0,16
Discussion forums (distance learning) M18	R1, R2, R3, R4	5,00	0,20
Continuous assessment activities (distance learning) M19	R1, R2, R3, R4	5,00	0,20
<b>TOTAL</b>		<b>60,00</b>	<b>2,40</b>

### ASYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Individual work activities (distance learning) M15	R1, R2, R3, R4	50,00	2,00
Teamwork (distance learning) M17	R1, R2, R3, R4	40,00	1,60
<b>TOTAL</b>		<b>90,00</b>	<b>3,60</b>



## Description of the contents

Description of the necessary contents to acquire the learning outcomes.

### Theoretical contents:

Content block	Contents
DIDACTIC UNIT I: Psychology and law	Historical and conceptual approximation. Introduction to the judicial psychology: process and judicial decision.
DIDACTIC UNIT II: Psychology applied to the civil, penal and penitentiary law	Psychology applied to the family right. Criminal law and psychology. Psychology and minors' criminal law. Penitentiary psychology. The psychology of the testimony.
DIDACTIC UNIT III: Psychology applied to criminals and victims	Police psychology and criminological. Victimology. Mediation intra and extrajudicial.

### Temporary organization of learning:

Block of content	Number of sessions	Hours
DIDACTIC UNIT I: Psychology and law	8,00	16,00
DIDACTIC UNIT II: Psychology applied to the civil, penal and penitentiary law	16,00	32,00
DIDACTIC UNIT III: Psychology applied to criminals and victims	6,00	12,00



## References

### BASIC REFERENCES

- Clemente, M (2010). Psicología jurídica: una ciencia emergente explicativa del derecho. Madrid: pirámide.
- Sierra, JC, Jiménez EM y Buela-Casal, G (Coords) (2010). Psicología Forense: manual de técnicas y aplicaciones. Madrid: Biblioteca Nueva
- Soria, M.A. (2010). Manual de psicología Jurídica e Investigación Criminal. Madrid: Pirámide.
- Soria, M.A. (2011). Manual de psicología Jurídica, forense y Criminal. Barcelona: Publicacions i Edicions de la Universitat de Barcelona
- Ovejero, A. (2009). Fundamentos de Psicología Jurídica e investigación criminal. Salamanca: Ediciones Universidad Salamanca.

### SUPPLEMENTARY REFERENCES

- Caicedo, R.J., Reviriego, F. (2007). Reinserción, derechos y tratamiento en los centros penitenciarios. Ediciones Amarú.
- Clemente y Espinosa (2001). La mente criminal. Teorías explicativas del delito desde la Psicología Jurídica. Madrid: Dykinson.
- Echeburúa, Amor y Fernández-Montalbo (2002). Vivir sin violencia. Madrid: Pirámide
- Fariña, F; Arce, R. y Buela-Casal, G. (2009). Violencia de Género: Tratado psicológico y Legal. Madrid: Biblioteca Nueva.
- Garrido, E.; Masip, J. y Herrero, MC. (Coords) (2006). Psicología Jurídica. Madrid: Pearson, Prentice Hall.
- Garrido, V. (1992). Técnicas de tratamiento para delincuentes. Madrid: Centro de Estudios Ramón Areces. (complementario).
- Hirigoyen, MF (2006). Mujeres maltratadas. Los mecanismos de la violencia en pareja. Barcelona: Paidós
- Labrador, F.J., Paz, P. de Luis, P. y Fernández-Velasco, R. (2004). Mujeres Víctimas de la violencia doméstica: Programa de actuación. Pirámide.
- Ovejero, A. (2009). Fundamentos de Psicología Jurídica e investigación criminal. Salamanca: Ediciones Universidad Salamanca.
- Perles, F (2002). Psicología Jurídica. Málaga: Aljibe.
- Pozueco, JM (2013). Tratado Psicopatología Criminal. Madrid: Eos
- Quinteros, A. y Carbajosa, P. (2008). Hombres maltratadores: Tratamiento psicológico de agresores. Grupo 5. Madrid: Acebo colección.
- Redondo, S. (2007). Manual para el tratamiento psicológico de los delincuentes. Madrid. Pirámide.
- Romero, J. (2006). Nuestros presos: cómo son, qué delitos cometen y qué tratamientos se les aplica. Madrid. EOS.
- Sabucedo, JM. Y SanMartín, J. (2007). Los escenarios de la violencia. Barcelona: Ariel
- Serrano Gómez, Alfonso (2009). El delincuente español: Factores concurrentes



(influyentes). Madrid: Dykinson.

· Sierra, J.C., Jiménez E.M. y Buela Casal G. (coord) (2006). Psicología forense: Manual de técnicas y aplicaciones. Madrid: Biblioteca Nueva.

· Soria, M.A. y Sáiz, D. (Coords.) (2006): Psicología Criminal. Madrid: Pearson Educación

· Tiffón, Bernat-Noël (2008). Psicología y Psicopatología Clínica, legal, Jurídica, Criminal y Forense. Barcelona: Librería Bosch.

· Urra, J (2002). Tratado de Psicología Forense. Madrid: Siglo XXI.

· Vázquez, B. (2006). Manual de Psicología Forense. Madrid. Síntesis.

## WEB OF INTEREST

· <http://www.copmadrid.org/publicaciones/juridica/juridica.htm>

· <http://www.institucionpenitenciaria.es/web/portal//documentos/publicaciones.html>

· [http://www.infocop.es/view\\_cat.asp?action=category&cat=52](http://www.infocop.es/view_cat.asp?action=category&cat=52)

· <http://www.psicologiadeltestimonio.com/p/revistas.html>

· <http://psicologiajuridica.org/>

· <http://sepjf.webs.uvigo.es/>

· Anuario de Psicología Jurídica <http://dialnet.unirioja.es/servlet/revista?codigo=5036>

· Journal of Research in Crime and Delinquency <http://jrc.sagepub.com/content/current>

· European Journal of Crime, Criminal Law and Criminal Justice

<http://www.brill.com/european-journal-crime-criminal-law-and-criminal-justice>

· <http://www.psicologiaceutifica.com/category/psicologia-juridica-forense/>



## Addendum to the Course Guide of the Subject

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject.

**Situation 1: Teaching without limited capacity** (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

**Situation 2: Teaching with limited capacity** (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

### 1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching. Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:

☒ Microsoft Teams

☒ Kaltura



## **Situation 3: Confinement due to a new State of Alarm.**

In this case, the following changes are made:

### **1. Educational Activities of Onsite Work:**

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:

☒ Microsoft Teams

☒ Kaltura

Explanation about the practical sessions:





## 2. System for Assessing the Acquisition of the competences and Assessment System

### ONSITE WORK

#### Regarding the Assessment Tools:

☒ The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.

☐ The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

#### Comments to the Assessment System:



## ONLINE WORK

### Regarding the Assessment Tools:

☒ The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.

☐ The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

### Comments to the Assessment System: