



Information about the subject

Degree: Official Master's Degree in Legal Psychology

Faculty: Faculty of Psychology

Code: 1520002 **Name:** Psychopathology in Applied Psychology in the Courts

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

Module: 1. EVALUATION TECHNIQUES IN LEGAL PSYCHOLOGY

Subject Matter: EVALUATION METHODOLOGY AND TECHNOLOGY IN LEGAL PSYCHOLOGY

ASSESSMENT Type: Compulsory

Department:

Type of learning: Classroom-based learning

Languages in which it is taught: Spanish

Lecturer/-s:

PSICJUR Maria Jose Beneyto Arrojo (**Responsible Lecturer**)

mariajose.beneyto@ucv.es

Adoracion Reyes Moliner Albero

adoracionreyes.moliner@ucv.es

Ana Perez Villalba

anaperez@ucv.es

Angel Manuel Turbi Pinazo

angelmanuel.turbi@ucv.es

María José Jorques Infante

mj.jorques@ucv.es

Teresa Mayordomo Rodríguez

teresa.mayordomo@ucv.es



Module organization

1. EVALUATION TECHNIQUES IN LEGAL PSYCHOLOGY

Subject Matter	ECTS	Subject	ECTS	Year/semester
PSYCHOLOGY AND LAW	6,00	Legal, Forensic and Criminological Fundamentals of the Intervention of the Psychologist	6,00	1/1
EVALUATION METHODOLOGY AND TECHNOLOGY IN LEGAL PSYCHOLOGY ASSESSMENT	12,00	Psychopathology in Applied Psychology in the Courts	6,00	1/1
		Systematics and Formulation of Evaluation in Legal Contexts	6,00	1/1
ASSESSMENT IN THE VARIOUS FIELDS OF LEGAL APPLICATION	6,00	Psychological Expert Reports before the Courts	6,00	1/1

Recommended knowledge

Not required.



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 Recognize dementia and other cognitive disorders.
- R2 Know the most common psychopathological classifications in legal forums.
- R3 Learn the legal implications of personality disorders and other psychopathological disorders.
- R4 Differentiate between aggression and violence.
- R5 Students identify the most characteristic disorders from the perpetrators.
- R6 Adapt explanatory theories about the abused woman to explanations of the underlying disorders.
- R7 Identify psychological techniques applicable to forensic formulation.
- R8 Show abilities in demand-driven assessment programming.
- R9 Learn planning strategies and choice of techniques.
- R10 Apply interview techniques in legal contexts.
- R11 Master the assessment of the credibility of testimony.
- R12 Become familiar with content quality criteria.
- R13 Learn documentary analysis strategies.
- R14 Know the phases to be developed in the preparation of reports.
- R15 Learn to apply and interpret intelligence tests.



- R16 Learn how to assess post-traumatic stress disorder and other mood disorders.
- R17 Learn to identify risk and protective factors for juvenile delinquency.
- R18 Students assess appropriate educational measures for juvenile offenders.



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
CB6	Students prove to be original in the development and/or application of ideas, often in a research context.		X		
CB7	Students apply the knowledge acquired and their problem-solving skills in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their area of study.	X			
CB8	Students are able to integrate knowledge and deal with the complexity of making judgments based on information that, being incomplete or limited, includes reflections on social and ethical responsibilities linked to the application of their knowledge and judgments.	X			
CB9	Students communicate their conclusions and the ultimate knowledge and reasons behind them to specialized and non-specialized audiences in a clear and unambiguous manner.			X	
CB10	Students prove learning skills that will allow them to continue studying in a way that will be largely self-directed or autonomous.				X

GENERAL		Weighting			
		1	2	3	4
CG1	Students apply professional skills to act effectively in the area of assessment, intervention and prevention of those psychological phenomena, behavioral and relational that affect the legal behavior of people.		X		
CG3	Know and apply the appropriate evaluation tools within specific areas of legal psychology such as: psychology applied to the courts, prison psychology, psychology of crime, psychology of testimony and jury, police and armed forces psychology, victimology and mediation.	X			



CG5	Understand the aspects of individual and group behavior, to identify personality variables, psychobiological processes, interactional and social influence on the legal behavior of individuals.				X
CG7	Elaborate, synthesize and defend the psychological expert reports in the judicial field, with the maximum rigor and sensibility.		X		
CG9	Develop a specialization that, without prejudice to a single curriculum for all, allows them to be oriented towards the mastery of specialized work within legal psychology, according to their preferences, and through the Practicum and Final Master's Work.		X		

SPECIFIC	Weighting			
	1	2	3	4
CES1	Conduct psychological expert evaluations before the courts.		X	
CES2	Guide and/or advise as an expert to the judicial bodies in matters pertaining to their discipline.			X
CES4	Select, and justify such selection of exploration and evaluation strategies appropriate to the situation and the person, and based on scientific evidence.	X		
CES5	Train and/or select legal system professionals (judges and prosecutors, police, lawyers, prison staff, etc.) in content and techniques useful in their work.	X		
CES9	Make scientific and professional contributions in the field of legal psychology.	X		
CES10	Become familiar with non-verbal and verbal communication strategies in judicial contexts.		X	
CES13	Make critical decisions about the application and interpretation of the results derived from the different procedures of psychosocial evaluation in legal and juridical contexts.	X		
CES16	Know and interpret the different policies associated with prevention, care and intervention at regional, Spanish and European levels, and assess their impact on the contexts of reference.	X		
TRANSVERSAL	Weighting			
	1	2	3	4



Year 2024/2025

1520002 - Psychopathology in Applied Psychology in the Courts

CTR1	Know, understand and manage information.			X
CTR2	Incorporate the knowledge acquired and show flexibility for teamwork and effective collaboration with other professionals (with the possibility of working in an interdisciplinary and international context).			X
CTR3	Prove problem-solving and decision-making skills.	X		
CTR7	Use scientific evidence to select appropriate instruments and tools for assessment, intervention and prevention in legal psychology.	X		
CTR8	Analyze, select and integrate relevant interdisciplinary information within the field of action.			X
CTR9	Students are involved in continuous processes of evaluation and improvement of the quality of their actions.		X	
CTR11	Share and disseminate academic and professional knowledge through effective oral and/or written communication.	X		
CTR12	Students keep updated and reorganize the knowledge and competences related to the own framework of action.			X



Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, R12, R13, R14, R15, R16, R17, R18	20,00%	Attendance and active participation in the face-to-face and practical sessions.
R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, R12, R13, R14, R15, R16, R17, R18	60,00%	Performance of objective tests.
R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, R12, R13, R14, R15, R16, R17, R18	10,00%	Theoretical and practical group activities that can be evaluated.
R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, R12, R13, R14, R15, R16, R17, R18	10,00%	Individual theoretical-practical activities that can be evaluated (diagnoses, experts, etc).

Observations

- Active participation is assessed through the practical activities carried out in the classroom (TOOL 1).
- The OBJECTIVE tests are written, multiple-choice tests (TOOL 2).
- To pass the course the student must pass the different evaluation systems separately .
- In order to be awarded the Honors Degree, it will be necessary to demonstrate levels of excellence in all the competencies and learning outcomes.



In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matrícula de Honor" (Honours with Distinction) may be awarded to students who have achieved a grade of 9.0 or higher. The number of "Matrículas de Honor" (Honours with Distinction) may not exceed five percent of the students enrolled in the group for the corresponding academic year, unless the number of enrolled students is fewer than 20, in which case a single "Matrícula de Honor" (Honours with Distinction) may be awarded.

Exceptionally, these distinctions may be assigned globally across different groups of the same subject. Nevertheless, the total number of distinctions awarded will be the same as if they were assigned by group, but they may be distributed among all students based on a common criterion, regardless of the group to which they belong. The criteria for awarding "Matrícula de Honor" (Honours with Distinction) will be determined according to the guidelines stipulated by the professor responsible for the course, as detailed in the "Observations" section of the evaluation system in the course guide.

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 teaching staff, analysis of competencies, explanation and demonstration of capacities, skills and knowledge in the classroom.
- M2 Group work sessions supervised by the teaching staff. Case studies, expert analysis, theoretical analysis, field study, visits to resources, data search (libraries, network, Internet, etc.). Significant construction of knowledge through student interaction and activity. Critical analysis on values and social commitment.
- M4 Student's study -with/without support in the platform- that includes individual preparation of readings, reports, counter reports, evaluations, essays, problem solving, programs, memories, etc. to expose or deliver in the theoretical classes, practical classes and/or tutorials.
- M5 Study of the students in small groups with the purpose of analyzing readings, expert cases, problem solving, legal reports, sentences, programs, reports, etc. to present or deliver in the theoretical classes, practical classes and/or tutorials.
- M6 Application of interdisciplinary knowledge through the presentation of individual and/or group works.
- M7 Personalized attention and in small groups during the period of instruction and/or orientation carried out by a tutor or mentor with the objective of reviewing and discussing the materials and topics presented in the sessions, seminars, readings, completion of papers, etc.



- M8 Personalized attention established by the tutor with the objective of reviewing, clarifying, checking and/or discussing materials, readings, expert opinions, programs, completion of assignments, etc.
- M9 Set of oral and/or written tests used in the initial, formative or additive evaluation of the student.

IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
FACE-TO-FACE LESSONS M1, M7	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, R12, R13, R14, R15, R16, R17, R18	30,00	1,20
PRACTICE CLASSES M2, M6, M7	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, R12, R13, R14, R15, R16, R17, R18	24,00	0,96
TUTORIALS M7, M8	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, R12, R13, R14, R15, R16, R17, R18	4,00	0,16
CONTINUOUS ASSESSMENT ACTIVITIES M9	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, R12, R13, R14, R15, R16, R17, R18	2,00	0,08
TOTAL		60,00	2,40

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
SELF-EMPLOYMENT (WITH OR WITHOUT PLATFORM SUPPORT) M4, M5	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, R12, R13, R14, R15, R16, R17, R18	90,00	3,60
TOTAL		90,00	3,60



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
TEACHING UNIT 1	FORENSIC PSICOPATOLOGY
TEACHING UNIT 2	CHARACTERISTIC DISORDERS OF OFFENDERS AND VICTIMS
TEACHING UNIT 3	FORENSIC FORMULATION AND INTERVIEW TECHNIQUES
TEACHING UNIT 4	PROFESSIONAL DEONTOLOGY

Temporary organization of learning:

Block of content	Number of sessions	Hours
TEACHING UNIT 1	10,00	20,00
TEACHING UNIT 2	12,00	24,00
TEACHING UNIT 3	5,00	10,00
TEACHING UNIT 4	3,00	6,00



References

- Asociación Psiquiátrica Americana (2013). DSM-5, Manual Diagnóstico y Estadístico de los Trastornos Mentales. Barcelona: Masson.
- Asociación Psiquiátrica Americana (2001). DSM-IV-TR Manual diagnóstico y estadístico de los trastornos mentales-IV- Texto revisado. Barcelona: Masson.
- Caballo, V.E. (2004). Manual de trastornos de la personalidad. Descripción, evaluación y tratamiento. Madrid: Síntesis.
- Cabrera Forneiro, José (1998). Patología Dual. Comunidad de Madrid, Agencia Antidroga. Ediciones Gráficas Delos, S.L.
- Cabrera, J. & Fuertes, J.C. (1997). Psiquiatría y Derecho: dos ciencias obligadas a entenderse. Madrid: Cauces Editorial.
- Clasificación Internacional de las Enfermedades y Problemas Relacionados con la Salud (2004). CIE-10 Clasificación de los Trastornos Mentales y del Comportamiento. Editorial Médica Panamericana
- Cortés, M. T. & Mayor, L. (2002). Psicología de l'Addicció. Educació Materials 52. Publicacions de la Universitat de València.
- Courtet, P. (Ed.). (2016). Understanding Suicide: From Diagnosis to Personalized Treatment. Springer. DOI 10.1007/978-3-319-26282-6
- Esbec, E., & Echeburúa, E. (2016). Violencia y esquizofrenia: un análisis clínico-forense. Anuario de Psicología Jurídica, 26(1), 70-79.
- Echeburúa, E; Redondo, S. (2010). ¿Por qué víctima es femenino y agresor masculino?. Madrid: Pirámide.
- Gisbert, J. A. (1998). Medicina Legal y Toxicología. Barcelona: Masson.
- Guerrero, L. G., & Gómez, J. L. G. (2011). Trastornos de la personalidad: influencia sobre la conducta delictiva y repercusiones forenses en la jurisdicción penal. Tesis Doctoral. Universidad Complutense de Madrid.
- Houston, M.N. (2017). Treating suicidal clients & self-harm behaviours. Assessment, worksheets and guides for interventions and long term care. EAU Clare, WI. Pesi Publishing.
- Kaplan, H.I. & Sadock, B.J. (2001). Sinopsis de Psiquiatría. Madrid: Editorial Médica Panamericana.
- Kazdin, A.E. & Buela Casal, G. (1994). Conducta Antisocial. Evaluación, Tratamiento y Prevención en la Infancia y la Adolescencia. Madrid: Pirámide.
- Koch, L.M. & Gross, A. M (2009). Características Clínicas del tratamiento del Trastorno Disocial. En Caballo, V.E., y Simón, M.A. (Eds.) Manual de Psicología Clínica Infantil y del Adolescente. Trastornos Específicos. Madrid: Pirámide.
- Luiselli, J.K. (2009). Características clínicas y tratamiento del trastorno desafiante por oposición. En Caballo, V.E., y Simón, M.A. (Eds.) Manual de Psicología Clínica Infantil y del Adolescente. Trastornos específicos. Madrid: Pirámide.
- Marin, M., Dujo, V., & Gonzalez, D. (2013). Los trastornos Disociativos: Abordaje Clínico y análisis de las repercusiones forenses en el victimario dentro del ámbito penal. Psicopatología



Clínica, Legal y Forense, 13, 73-104.

Mendez, F. X, Olivares, J. & Ros, M. C. (2010). Características clínicas y tratamiento de la depresión en la infancia y adolescencia. En Caballo, V.E., y Simón, M.A. (Eds.) Manual de Psicología Clínica Infantil y del Adolescente. Trastornos generales. Madrid: Pirámide

Millon, T. (2004). Trastornos de la Personalidad. Más allá del DSM IV. Barcelona: Masson

Muñoz, F. (2007). Derecho Penal. Parte Especial. Valencia: Tirant lo Blanch.

Penado, M., & Trijueque, D. G. (2015). El trastorno esquizoide de la personalidad en la jurisprudencia penal del Tribunal Supremo español. Anuario de Psicología Jurídica, 25(1), 81-85.

Pereiro Gómez, C. (2010). Manual de adicciones para médicos especialistas en formación. Socidrogalcohol.

Pozueco, J.M. (2014). Tratado de Psicopatología Criminal. Psicología Jurídica y Psiquiatría Forense. Vol. I y II. Ed. EOS, Madrid.

Sánchez, J.M. (2002). Derecho de las Drogas y las Drogodependencias. Fundación de Ayuda Contra la Drogadicción.

Sierra, J.C. , Jiménez, E.M. & Buela-Casal, G. (coords.). (2010). Psicología Forense: Manual de Técnicas y Aplicaciones. Madrid: Biblioteca Nueva.

Solomon, J., Zimberg, S. & Shollar, E. (1996). Diagnóstico dual. Barcelona: Ediciones en Neurociencias.

V.V.A.A. (2007). Código Penal. Comentarios y Jurisprudencia. Madrid: Colex