



## Information about the subject

**Degree:** Official Master's Degree in Legal Psychology

**Faculty:** Faculty of Psychology

**Code:** 1520003 **Name:** Systematics and Formulation of Evaluation in Legal Contexts

**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:**

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## Module organization

### 1. EVALUATION TECHNIQUES IN LEGAL PSYCHOLOGY

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

## Recommended knowledge

Nothing 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 Differentiate between aggression and violence.
- R2 Know and become familiar with the neuropsychological assessment tests.
- R3 Master the use of the scales of physical and psychological damage.
- R4 Apply questionnaires and psychometric tests for the evaluation of personality disorders.
- R5 Prove knowledge in the use of tests to evaluate dangerousness.
- R6 Become familiar with the main clinical interviews applicable to legal psychology.
- R7 Learn to evaluate the suitability for parental authority, guardianship, custody, guardianship of minors, curate of the disabled.
- R8 Know the planning of visits, stays and communications.
- R9 Understand the application of involuntary internment.
- R10 Know the evaluation tests in dementias and other cognitive disorders.
- R11 Know the assessment tests for somatomorphic, dissociative and factitious disorders, impulse control disorders, paraphilias and sexual dysfunctions.
- R12 Students assess appropriate educational measures for juvenile offenders.
- R13 Learn to detect indicators of child abuse.
- R14 Assess the processes of interaction in the violent dynamics.
- R15 Assess crisis situations.



- R16 Assess and identify the family dynamics: attachment, loyalties and syndromes.
- R17 Know the reality of simulations.
- R18 Learn to apply objective tests to detect simulations.
- R19 Understand informed consent.
- R20 Analyse the deontological code of psychology.
- R21 Understand the ethical standards in the use of psychological evaluation techniques.



## 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 |



|       |  |   |   |  |   |
|-------|--|---|---|--|---|
| 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, R19, R20, R21 | 20,00%             | Attendance and active participation in the face-to-face and practical sessions.              |
| R1, R2, R3, R8, R10, R11, R13, R17, R19, R20, R21  | 60,00%             | Performance of objective tests.  |
| R4, R5, R6, R7, R9, R12, R14, R15, R16, R18  | 10,00%             | Theoretical and practical group activities that can be evaluated.                            |
| R4, R5, R6, R7, R9, R12, R14, R15, R16, R18  | 10,00%             | Individual theoretical-practical activities that can be evaluated (diagnoses, experts, etc). |

### Observations

#### CRITERIA TO AWARD THE MENTION OF DISTINCTION:

Better results from 9.5 in the final grade, and show levels of excellence in practical activities, as well as in attendance and active participation in class.

According to the general normative, only one Distinction may be granted to a student in a course of 20 students, not on the grounds of a fraction of 20, unless the number of students enrolled is under 20 in which case only one Distinction may be granted.

#### OTHER RELEVANT ASPECTS ABOUT ASSESSMENT:

The final exam will consist of an objective multiple choice test.

In order to pass the course, the student must pass the different evaluation systems separately (attendance and active participation, group work and written tests).

**Citation and Attribution Criteria:** Any use of AI tools must be explicitly disclosed in the submitted document (for example, in a footnote or an appendix). The name of the tool, the purpose of its use, and the part of the work where it has been applied should be clearly stated. Responsible use of AI will be assessed as part of the criteria for originality and academic integrity. Students may use AI for clarifying doubts about learning activities, assisted learning (alternative explanations or self-assessment exercises), searching for resources and alternative study references, organizing ideas, receiving feedback on the clarity or coherence of their own texts, grammar checks, and





improving the writing of written documents, as well as any other activity agreed upon with the teaching staff.

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<br>M1             | R1, R2, R6, R7, R8, R9,<br>R10, R11, R13, R15, R16,<br>R17, R19, R20, R21 | 40,00         | 1,60         |
| PRACTICE CLASSES<br>M2, M5, M6         | R2, R3, R4, R5, R6, R7,<br>R12, R13, R15, R16, R18<br>R20, R21            | 12,00<br>4,00 | 0,48<br>0,16 |
| TUTORIALS<br>M7, M8                    |   |               |              |
| CONTINUOUS ASSESSMENT ACTIVITIES<br>M9 | R1, R2, R8, R9, R10, R11,<br>R12, R13, R15, R16, R17,<br>R19, R21         | 4,00          | 0,16         |
| <b>TOTAL</b>                           |   | <b>60,00</b>  | <b>2,40</b>  |

## LEARNING ACTIVITIES OF AUTONOMOUS WORK

|  | LEARNING OUTCOMES   | HOURS        | ECTS        |
|--|---|--------------|-------------|
| SELF-EMPLOYMENT (WITH OR WITHOUT PLATFORM SUPPORT)<br>M4 | R1, R2, R3, R4, R5, R6, R7,<br>R8, R9, R10, R11, R12, R13,<br>R14, R15, R16, R17, R18,<br>R19, R20, R21 | 90,00        | 3,60        |
| <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  |
|-----------------|---|
| Teaching Unit 1 | Child Abuse and Credibility of Witness Assessment |
| Teaching Unit 2 | Postraumatic Disorder Assessment                  |
| Teaching Unit 3 | Risk Assessment                                   |
| Teaching Unit 4 | Criminal Profiling                                |
| Teaching Unit 5 | Psychological autopsy                             |
| Teaching Unit 6 | Juvenile Delinquency Assessment                   |
| Teaching Unit 7 | Assessment in Family Law                          |
| Teaching Unit 8 | Detection of Simulator                            |



## Temporary organization of learning:

| Block of content | Number of sessions | Hours |
|------------------|--------------------|-------|
| Teaching Unit 1  | 3,00               | 6,00  |
| Teaching Unit 2  | 3,00               | 6,00  |
| Teaching Unit 3  | 3,00               | 6,00  |
| Teaching Unit 4  | 3,00               | 6,00  |
| Teaching Unit 5  | 3,00               | 6,00  |
| Teaching Unit 6  | 3,00               | 6,00  |
| Teaching Unit 7  | 9,00               | 18,00 |
| Teaching Unit 8  | 3,00               | 6,00  |



## References

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