



Information about the subject

Degree: Official Master's Degree in Legal Psychology

Faculty: Faculty of Psychology

Code: 1520010 **Name:** Master's Final Project

Credits: 6,00 **ECTS Year:** 1 **Semester:** 2

Module: 4. END OF MASTER'S WORK

Subject Matter: MASTER'S THESIS **Type:** Final Degree Project

Department:

Type of learning: Classroom-based learning

Languages in which it is taught: Spanish

Lecturer/-s:

CAPJ	<u>María Del Carmen Moret Tatay</u> (Responsible Lecturer)	mariacarmen.moret@ucv.es
	<u>Adoracion Reyes Moliner Albero</u>	adoracionreyes.moliner@ucv.es
PSICJUR	<u>María Del Carmen Moret Tatay</u> (Responsible Lecturer)	mariacarmen.moret@ucv.es
	<u>Adoracion Reyes Moliner Albero</u>	adoracionreyes.moliner@ucv.es
	<u>Adrian Jiménez Ribera</u>	adrian.jimenez@ucv.es
	<u>Isabel Iborra Marmolejo</u>	isabel.iborra@ucv.es
	<u>Jose Vicente Esteve Rodrigo</u>	jv.esteve@ucv.es



Universidad
Católica de
Valencia
San Vicente Mártir

Course guide

Year 2025/2026
1520010 - Master's Final Project

PSICJUR Maria Jose Beneyto Arrojo

mariajose.beneyto@ucv.es





Module organization

4. END OF MASTER'S WORK

Subject Matter	ECTS	Subject	ECTS	Year/semester
MASTER'S THESIS	6,00	Master's Final Project	6,00	1/2

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 Show skills in the design, planning, organization and presentation of assessment, prevention and intervention programs in forensic psychology.
- R2 Know how to relate the basic concepts of legal psychology, taking into account psychological, social, educational, legal and contextual characteristics.
- R3 Know how to describe and explain the main psycho-legal processes of victimization and criminal behaviour, as well as how to assess the consequences associated with violent behaviour.
- R4 Resort to the different theoretical models of psychological intervention in the legal and forensic field.
- R5 Reflect and value strategies and attitudes of inter and multidisciplinary work in the psycho-legal context. Formulate objectives, design research, analyze results and conclusions.
- R6 Review bibliographic sources.
- R7 Write with clarity and originality.



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
CG2	Students analyze and contrast the diverse theoretical influences on Legal Psychology (anthropology, criminology, law, human rights, epistemology, legal medicine, sociology and victimology, among others).			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	
CG6	Recognize and analyze the demands and needs of individuals within the judicial contexts proposed.			X	



CG7	Elaborate, synthesize and defend the psychological expert reports in the judicial field, with the maximum rigor and sensibility.	X			
CG8	<p>Recognize the essential elements of the profession, including ethical principles, legal responsibilities, professional practice focused on individuals and populations, respecting their autonomy and professional secrecy.</p> <p>To 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.</p> <p>To know, understand and manage information.</p> <p>To 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).</p> <p>Acquire and develop problem-solving and decision-making skills.</p> <p>To create and promote a self-critical attitude, which allows to value one's own performance, knowing competences and limitations, and relativizing possible frustrations.</p> <p>Develop and show skills to adapt to new situations, assume responsibilities and act independently and autonomously.</p>	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
CES2	Guide and/or advise as an expert to the judicial bodies in matters pertaining to their discipline.	X			
CES3	Design and implement programs for the prevention, treatment and integration of offenders and victims, either in the community or in the prison environment, both individually and collectively.			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		



CES6	Elaborate and develop information and social awareness campaigns for the general population and those at risk.	X			
CES8	Promote negotiated solutions to legal conflicts, through a mediating intervention that contributes to mitigate and prevent emotional and social damage, and present an alternative to the legal route, where those involved have a predominant role.	X			
CES9	Make scientific and professional contributions in the field of legal psychology.			X	
CES11	Analyze and develop strategies for the prevention of violence.	X			
CES12	Make presentations and defend expert reports in judicial forums.	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	
CES14	Know and apply social competence techniques that promote personal, group and community development of the recipients of the intervention.	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
CTR5	Develop and show skills to adapt to new situations, assume responsibilities and act independently and autonomously.				X
CTR6	Organize and execute action plans within the professional environment, properly managing time, resources and available professionals.				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	



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	10,00%	Attendance and active participation in the face-to-face and practical sessions.
R1, R2, R3, R4, R5, R6, R7	90,00%	Overall assessment of the final work by the panel (written presentation, originality, quality and oral defence).

Observations

CRITERIA FOR THE AWARDING OF HONOURS:

· A "Matrícula de Honor" (excellent with honors) may be awarded to students who have obtained a grade equal to or higher than 9.5 and who have demonstrated excellence in practical activities, as well as in attendance and active participation in class.

· In accordance with the general regulations, only one honourable mention may be awarded for every 20 students, with the exception of groups of less than 20 students in total, in which one honourable mention may be given.

CONSIDERATIONS ON THE USE OF ARTIFICIAL INTELLIGENCE (AI)

· The responsible use of artificial intelligence (AI) tools is permitted as support for learning, provided that the principles of academic honesty, individual authorship, and critical thinking are respected.

Permitted uses of AI include:

- Creating outlines, summaries, concept maps, or study schedules.
- Formulating questions or simulations to review concepts.
- Grammar, spelling, and style checking.
- Suggestions for improving academic writing or adapting to required formats.
- Obtaining additional or simplified explanations of complex concepts.
- Suggestions of sources (which must be verified by the student).
- Additional activities authorized by the course instructor, as long as explicitly stated.

· AI use is not permitted for:

- Presenting as one's own any work (in whole or in part) generated by AI without explicit acknowledgment.
- Using AI-generated answers in exams or graded assessments.
- Delegating to AI tasks that must reflect personal understanding and elaboration.
- Including unverified or fabricated references.
- Creating materials (images, data, videos, graphics) generated or manipulated by AI without explicitly stating so.



·Declaration of AI use:

Any use of AI tools must be explicitly declared in submitted documents, including:

- Name of the tool used.
- Purpose of its use.
- Part of the work in which it was employed.
- This declaration may be included as a footnote, appendix, or specific section of the work.

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:

- M3 Supervised monographic sessions with shared participation through specialists in very specific topics.
- 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.
- M6 Application of interdisciplinary knowledge through the presentation of individual and/or group works.
- 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
SEMINARS M3, M6, M9	R1, R2, R4, R5	10,00	0,40
TUTORIALS M3, M4, M6, M9	R1, R2, R6, R7	18,00	0,72
CONTINUOUS ASSESSMENT ACTIVITIES M3, M4, M6, M8, M9	R1, R2, R3, R4, R5, R6, R7	2,00	0,08
TOTAL		30,00	1,20

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
SELF-EMPLOYMENT (WITH OR WITHOUT PLATFORM SUPPORT) M3, M4, M6, M8, M9	R1, R2, R3, R4, R5, R6, R7	120,00	4,80
TOTAL		120,00	4,80



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
Unit 1	Master's thesis presentation
Unit 2	knowledge regarding the chosen topic and design
Unit 3	Working methods and tools
Unit 4	How to prepare a viva presentation

Temporary organization of learning:

Block of content	Number of sessions	Hours
Unit 1	5,00	10,00
Unit 2	10,00	20,00
Unit 3	10,00	20,00
Unit 4	5,00	10,00



References

- American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>
- Buela-Casal, G. y Sierra, J.C. (2002). Normas para la redacción de casos clínicos. *Revista Internacional de Psicología Clínica y de la Salud*, 2 (3), 525-532.
- Cordones, J. O. J., Rodríguez, I. X. L., Muñoz, L. C. C., & Martínez, R. C. J. (2023). La investigación y publicación en la Psicología jurídica. *Bibliotecas. Anales de Investigación*, 19(2), 2.
- Day, R., (2005). *Como escribir y publicar trabajos científicos*. (3ª ed). Washington, D.C.: OPS
- Virués-Ortega, J. y Moreno, R., (2008). Guidelines for clinical case reports in behavioral clinical Psychology. *International Journal of Clinical and Health Psychology*, 8 (3), 765-777.

Complementary reading

- Alcina, J. (1994). *Aprender a investigar: métodos de trabajo para la redacción de tesis doctorales (Humanidades y Ciencias Sociales)*. Madrid: Compañía Literaria.
- Blaxter, L., Hughes, C. y Tight, M. (2000). *Cómo se hace una investigación*. Barcelona: Gedisa.
- Carreras Panchón, A. (Coord.) (1994). *Guía práctica para la elaboración de un trabajo científico*. Bilbao: CITA, Publicaciones y Documentación.
- Cue, M., Díaz, G., Díaz, A. G. y Valdés, M. E (2008). El artículo de revisión. *Revista Cubana de Salud Pública*, 34(4), 0-0. Disponible en: http://scielo.sld.cu/scielo.php?script=sci_arttext&
- Cordones, J. O. J., Rodríguez, I. X. L., Muñoz, L. C. C., & Martínez, R. C. J. (2023). La investigación y publicación en la Psicología jurídica. *Bibliotecas. Anales de Investigación*, 19(2), 2.
- De Miguel, M. (1997). La evaluación de la actividad investigadora del profesorado en el ámbito de las ciencias de la educación. *Revista de Investigación Educativa*, 15 (1), 171-186.
- De Miguel, M. (2010). La evaluación y mejora de los estudios de doctorado. *Revista de Educación*, 352, 569-581.
- Desantes, J. y López Yepes, J. (1996). *Teoría y técnica de la investigación científica*. Madrid: Síntesis.
- García de la Fuente, O. (1994). *Metodología de la investigación científica*. Madrid: Ediciones CEES.
- Merlo Vega, J. y Sorli Rojo, A. (2002). Bases de datos y recursos en Internet sobre tesis doctorales. *Revista española de documentación científica*, 25 (1), 95-106.
- Moralejo Álvarez, M. (2000). Las tesis doctorales de las universidades españolas: control bibliográfico y acceso. *Revista General de Documentación e Información*, 10 (1), 235-243.
- Orea, L. (2003). La edición digital de tesis doctorales: hacia la resolución de problemas de accesibilidad. *Revista interamericana de Bibliotecología*, 26 (1), 11-35.



- Pastor, J. B. N., & Lloret, M. D. R. (2018). *Analysis Models in Clinical and Health Psychology Research*. Analysis,
- Prados, M. Á. H., & García, G. B. (2017). Guía para proyectos de investigación en ciencias sociales. Cómo elaborar un TFG, un TFM o una Tesis Doctoral. *CPU-e, Revista de Investigación Educativa*, (24), 240-243.
- Sierra Bravo, R. (1999). *Tesis doctorales y trabajos de investigación científica*. (5ª edición). Madrid: Paraninfo.
- Úriz, M^a J., Ballester, A., Viscarret, J.J. y Ursúa, N. (2006) *Metodología para la investigación*. Pamplona: Ediciones, Eunate.