

Advanced Master's Degree

Legal Medicine and Forensic Psychology



Advanced Master's Degree Legal Medicine and Forensic Psychology

- » Modality: online
- » Duration: 2 years
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

Website: www.techtitute.com/pk/medicine/advanced-master-degree/advanced-master-degree-legal-medicine-forensic-psychology

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01

Introduction

There are legal proceedings that require the psychological conditions of those involved to be established through evaluations and reports prepared by medical experts. In these cases, it is essential for professionals to acquire the forensic medicine skills they need to act with total confidence, as well as forensic psychology, since they will be able to learn about the main tools used to diagnose the personality and psychological conditions of those involved in the process. This TECH program has the most update information in this field, which will provide physicians interested in this professional field with the most necessary techniques and tools for their professional development. Undoubtedly, a high level program that should not be missed.





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Knowing how to analyze human behavior from a medical and psychological point of view is essential to solving legal situations that require the intervention of an expert"

The participation of forensic physicians in judicial processes is a constant, since the courts demand professionals from different areas who are able to determine, objectively and through reliable evidence, what may have occurred in a specific event, as well as the psychological conditions of those involved in the act. For this reason, there is a great demand for health professionals interested in taking programs on forensic medicine and forensic psychology, with which they can acquire the necessary skills to successfully manage an absolutely transcendental area at a legal level.

With this in mind, TECH has decided to design this Advanced Master's Degree, providing students with the most complete and up-to-date information on the main techniques and tools that they will be able to apply to their daily work. Accordingly, the program includes the basic and essential principles for the study of forensic thanatology, forensic pathology, forensic sexology, forensic toxicology, forensic psychiatry, damage assessment, anthropology and criminalistics, but also equally relevant aspects such as psychodiagnosis, expertise, mediation or coaching, among others.

In this way, physicians will acquire the ability to master the necessary psychodiagnostic tests at all times, and the subsequent elevation to a report, along with the skills to defend the conclusions obtained in court. At the same time, they are offered the possibility of learning to assess not only bodily injury, but also to quantify negligence, assess disability and determine disabilities.

This program is totally different from others that can be found on the market, since it places experience as the foundation of theory, providing a comprehensive understanding in order to practice with confidence. And transferring all this knowledge to the planning and subsequent implementation of professional work. Therefore, students will rely on theoretical resources to improve their knowledge, but they will also have a multitude of practical cases that will be essential to the learning of the theoretical part, so that they will study in a contextual way, as if they were facing real situations.

Additionally, one of the main advantages of this program is that they will study it 100% online, without the need for transfers or specific schedules, so that the students themselves can self-manage their studies, planning their schedules and pace of learning, which will be very useful in order to be able to combine it with the rest of their daily obligations.

This **Advanced Master's Degree in Legal Medicine and Forensic Psychology** contains the most comprehensive and up-to-date academic course on the university scene. The most important features of the program include:

- ◆ Practical cases presented by experts in Forensic and Legal Medicine
- ◆ The graphic, schematic, and eminently practical contents with which they are created, provide scientific and practical information on the disciplines that are essential for professional practice
- ◆ Practical exercises where the self-assessment process can be carried out to improve learning
- ◆ Special emphasis on innovative methodologies in forensic medicine and forensic psychology
- ◆ Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- ◆ Content that is accessible from any fixed or portable device with an Internet connection



Specialize in Legal Medicine and Forensic Psychology and utilize your knowledge to make useful reports to help solve conflicting cases"

“*TECH provides you with a multitude of theoretical and practical resources and the latest educational methodology on the market*”

Case studies will be fundamental to helping you consolidate your theoretical knowledge.

The 100% online format of this program will allow you to study in a comfortable way, combining your learning with the rest of your obligations.

Its teaching staff includes professionals from the field of medicine, who bring to this program the experience of their work, as well as renowned specialists from leading societies and prestigious universities.

The multimedia content, developed with the latest educational technology, will provide the professional with situated and contextual learning, i.e., a simulated environment that will provide an immersive training experience designed to train for real-life situations.

This program is designed around Problem Based Learning, whereby the student must try to solve the different professional practice situations that arise during the course. For this purpose, the professional will be assisted by an innovative interactive video system created by renowned and experienced experts.



02 Objectives

The main objective of TECH's Advanced Master's Degree in Legal Medicine and Forensic Psychology is to offer students the best education in this field, so that they can acquire the necessary skills to successfully manage a fundamental sector of medicine, which acquires great value in judicial processes. A program that includes the most up-to-date information on the market and that will be a perfect complement for those who wish to develop in this field.





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An absolutely innovative Advanced Master's Degree that will mark a before and after in your training"



General Objectives

- ◆ Update the professional's knowledge with special training and interest in the field of Legal and Forensic Medicine
- ◆ Promote work strategies based on a comprehensive approach to the expert witness as a reference model to achieve expert-level excellence
- ◆ Encourage the acquisition of technical skills and abilities, through a powerful audiovisual system, and the possibility of development through online simulation workshops and/or specific training
- ◆ Encourage professional stimulation through continuing education and research
- ◆ Describe the fundamentals of Psychodiagnostics and Psychological Expertise
- ◆ Conduct reports as a health professional or within the field of a psychological expertise
- ◆ Describe the various subspecialties in the field of psychodiagnostics, psychiatric evaluation and expertise
- ◆ Describe the expert report from the knowledge of the jargon and methodology of legal professionals and social assistance entities
- ◆ Apply instruments to discriminate simulation and lying, as well as to know how to contain the emotional state of the patient performing an expertise



Specific Objectives

- ◆ Define the different personality types of subjects
- ◆ Describe the components of the antisocial personality
- ◆ Define the different investigative techniques used in Forensic Medicine
- ◆ Define the process for conducting Criminological Examinations
- ◆ Define the parameters for determining certain aspects of the subject according to forensic anthropology
- ◆ Describe the medical-forensic aspects of opiate- and cocaine-related disorders
- ◆ Define the medical-forensic aspects of disorders related to cannabis and other drugs
- ◆ Explain how to deal with Post-Traumatic Stress Disorder
- ◆ Define the medical-forensic aspects of personality disorders
- ◆ Identify the toxicokinetics of herbicides and how to treat cases of acute intoxication
- ◆ Explain the toxicokinetics of pyrethroids and insect repellents and how to treat cases of acute intoxication
- ◆ Identify the toxicokinetics of organochlorines and how to treat cases of acute intoxication
- ◆ Explain the toxicokinetics of organophosphates and carbamates and how to treat cases of acute intoxication
- ◆ Explain the toxicokinetics of pyrethroids and insect repellents and how to treat cases of acute intoxication
- ◆ Identify the toxicokinetics of amphetamines and designer drugs and how to treat cases of acute intoxication
- ◆ Explain the toxicokinetics of inhalants and how to treat cases of acute intoxication
- ◆ Explain the toxicokinetics of ethanol and how to treat cases of acute intoxication
- ◆ Define the nature of offenses against sexual freedom and indemnity
- ◆ Define the relevant aspects for the identification of possible aggressions

- ◆ Define the relevant aspects for the identification of possible aggressors
 - ◆ Explain the mechanism of the most common vehicular traffic accident injuries
 - ◆ Define the mechanisms of death
 - ◆ Teach the student the instruments of psychodiagnosis and psychological expertise that are currently approved by scientific research
 - ◆ Develop skills to establish an appropriate link in the performance of psychodiagnostics and psychological expertise
 - ◆ Manage the interferences that occur in the assessment, knowing how to differentiate the desirability of the subject being evaluated from their real psychological state
 - ◆ Identify the most appropriate set of instruments for each case of expert evaluation
 - ◆ Analyze the implications of the evaluation and expert assessment for each one of the patients
 - ◆ Verify the implication of the expertise within the professional framework of the physician
 - ◆ Address new perspectives of psychological assessment
 - ◆ Development of the diagnostic itinerary both from the D.S.M. 5 as well as by ICD-10
 - ◆ Handle the basics of the patient's rights and the physicians code of ethics
 - ◆ Identify the divergent points between digital and analog communication within the framework of expert psychology
 - ◆ Reflect on the patient's subjective mobilizing factors
 - ◆ Structure appropriate assessment protocols according to the ages and the area to be assessed
 - ◆ Describe the structure of the psychological report according to the area being assessed, so that it is within the law
 - ◆ Acquire the skills to prepare a report within the legal jargon and judicial literature
- ◆ Manage stressful situations that may arise during the appraisal process
 - ◆ Refer and detect abnormalities and abuse among the components of the expert appraisal
 - ◆ Ensure that the professional is trained to defend their report in a tribunal
 - ◆ Incorporate expertise into a global framework of psychological intervention
 - ◆ Review with standardized protocols the entire appraisal procedure
 - ◆ Incorporate the expertise process into the framework of a welfare society framed by the rights and duties of citizens



Acquire the skills necessary to make forensic reports of great value in the judicial field"

03 Skills

This program is a unique opportunity to improve the training of medical professionals in the legal and forensic fields, as it includes, within a single program, how to handle the most important aspects of the profession with ease in order to be able to apply them safely in daily practice. There is no doubt that this is an academically outstanding program that will represent a turning point in professional development.





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*A unique program that will allow you to
make a significant leap in your career”*

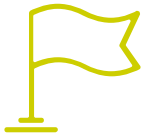


General Skills

- ◆ Possess and understand knowledge that provides a basis or opportunity to be original when developing and/or applying ideas, often in a research context
- ◆ Know how to apply acquired knowledge and problem-solving skills in new or unfamiliar environments within broader (or multidisciplinary) contexts related to the area of study
- ◆ Be able to integrate knowledge and deal with the complexity of making judgments based on incomplete or limited information
- ◆ Know how to communicate conclusions, knowledge, and supporting arguments to specialized and non-specialized audiences in a clear and unambiguous way
- ◆ Acquire the learning skills that will enable further studying in a largely self-directed or autonomous manner
- ◆ Describe the competencies of psychodiagnostics, psychological assessment and expertise to perform an effective job in their professional task
- ◆ Develop and identify fears and needs before the expert process through their knowledge of the intrapsychic reality, in order to avoid negative inferences
- ◆ Explain and describe to the subject the whole protocol of intervention in the psychological expertise, to perform it within a legal framework
- ◆ Explain and describe with scientific assessment procedures the way the subject communicates to prevent simulation or lying
- ◆ Develop and execute all international compliance parameters to perform a diagnosis based on quantifiable realities and within the law
- ◆ Understand and master the psychosocial assessment tests, as well as the methodology necessary to culminate in a report understandable to the subject and/or the receiving court or entity
- ◆ Differentiate the procedure used for each of the unique appraisal situations and thereby determine its conclusion within the parameters of such uniqueness
- ◆ Identify and differentiate their role as an expert to achieve greater efficiency according to the type of report they have to make
- ◆ Develop an appropriate link with the specificity of each assessment to achieve a true involvement of the subject(s) in the assessment process
- ◆ Enable a multidisciplinary relationship with the agents involved in the process to achieve a multidisciplinary team scenario
- ◆ Describe and master the principles of mediation and coaching, adding resources to achieve better results in the processes that cause disturbances and conflicts



We want to offer you the best educational material under the guidance of a team of specialized professionals, and we do so following the highest educational quality standards"



Specific Skills

- ◆ Expand general knowledge about this branch of medicine
- ◆ Develop expertise in the medical/thanatological concepts of forensic science
- ◆ Conduct an in-depth study of cadaveric phases and phenomena
- ◆ Conduct a study that allows the professional to acquire the necessary knowledge to be able to identify any type of sexual injury at a forensic level
- ◆ Define the types of intoxication and substances susceptible to be treated in forensic science
- ◆ Describe the disorders, personalities, and legal aspects of forensic psychiatry
- ◆ Update the knowledge of Anthropology in all its aspects
- ◆ Recognize the Stages of Evidence and Crime Scenes
- ◆ Include the diagnosis in the appraisal process as an opportunity to create an appropriate bond with the subject
- ◆ Describe the reason for the diagnosis with all the details required by the protocol
- ◆ Discover their needs as an evaluator and manage them
- ◆ Recognize their fears and anxieties in the expertise process
- ◆ Identify the needs and fears of the person being evaluated to the process itself
- ◆ Determine in the interview the necessary information to know and understand what happened
- ◆ Obtain medical history to know the subject
- ◆ Identify and master the drawing test and the desiderative test
- ◆ Developing conclusions with the Max Lüscher color test
- ◆ Master and execute the Weschsler, Coman, Raven's Progressive Matrices, or Goodenough intelligence tests
- ◆ Master and develop the conclusions obtained through the personality questionnaires CEP, CPQ, EPQ
- ◆ Explain and describe the results of neurological tests
- ◆ Use and master the CBCA and SVA story credibility scales
- ◆ Develop and master all the information to be taken into account in order to proceed with an expert opinion
- ◆ Describe the necessary components for an expert act to be appreciated and positively valued by the judicial authority
- ◆ Describe the difference between mental illness and voluntary act
- ◆ Determine and clarify the mechanisms to identify the mental state of the components of the expertise
- ◆ Include criminological research in the role of the expert
- ◆ Differentiate the role of victim and its consequences
- ◆ Describe the role of psychology in the application to the courts
- ◆ Master the protocol to establish a diagnosis
- ◆ Master and manage the civil procedure law on experts and witnesses
- ◆ Identify and appreciate moments of crisis and family change
- ◆ Explain and identify the feeling of guilt in psychopathology
- ◆ Elaborate and execute a psychological expert appraisal
- ◆ Illustrate and describe the unique expertise with minors
- ◆ Develop action protocols to place adoptions in the context of a legal framework
- ◆ Differentiate and describe violence within a victim safety framework
- ◆ Perform and draft reports according to the appraisal scenario
- ◆ Develop intervention protocols through mediation and arbitration
- ◆ Develop specific coaching intervention plans

04

Structure and Content

The content of the TECH program has been structured to provide medical professionals with the most up-to-date concepts on legal medicine and forensic psychology, so that they can act as medical experts in cases in which their intervention is required. A program that aims to provide an overview of the most relevant aspects in this field of action, which will be fundamental to the students' professional development.





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*A fully up-to-date program that will be
fundamental to your professional development"*

Module 1. Update

- 1.1. Medical Expert Evidence in the Different Fields of Law
 - 1.1.1. Concept of Expert Evidence
 - 1.1.2. Sections of Expert Evidence
 - 1.1.3. Legal Applications of Expert Evidence
- 1.2. Forensic Medicine Systems in America and Europe
 - 1.2.1. Main Differences between Systems
 - 1.2.2. Legal Amendments between Countries
- 1.3. Expert Investigation and Method
 - 1.3.1. Research Techniques
 - 1.3.2. Research Limits
 - 1.3.3. Legal Aspects of Research

Module 2. Forensic Thanatology

- 2.1. General aspects
 - 2.1.1. Concept and Content
 - 2.1.2. Concepts of Death
 - 2.1.3. Degrees of Death
- 2.2. Legal Transcendence
- 2.3. Mortuary Progression
 - 2.3.1. Agony Indicators
 - 2.3.2. Precedence in Multiple Deaths
- 2.4. How is Death Diagnosed?
 - 2.4.1. Concept and Methodology
- 2.5. Death Demonstrated
 - 2.5.1. Encephalic Death
 - 2.5.2. Death in Cardiac Arrest
- 2.6. Cadaveric Phenomena
 - 2.6.1. Concept
 - 2.6.2. Classification
- 2.7. Cooling
 - 2.7.1. The way they are formed
- 2.8. Dehydration, Lividity, and Hypostasis
 - 2.8.1. The way they are formed
- 2.9. Stiffness and Spasm
 - 2.9.1. The way they are formed
- 2.10. Autolysis and Putrefaction
 - 2.10.1. Chronology of Putrefaction
- 2.11. Preservative and Transformative Phenomena of the Cadaver. Saponification
 - 2.11.1. Concept and Classification
- 2.12. Preservative and Transformative Phenomena of the Cadaver. Mummification
 - 2.12.1. Concept
 - 2.12.2. Phases of the Process
- 2.13. Preservative and Transformative Phenomena of the Cadaver. Corification
 - 2.13.1. Concept
 - 2.13.2. Phases of the Process
- 2.14. Other Cadaveric Phenomena
 - 2.14.1. Concept
 - 2.14.2. Phases
- 2.15. Duration of Death
 - 2.15.1. Concept and Importance
 - 2.15.2. Routines and Means of Dating Death
- 2.16. Criminal Judicial Autopsy and Civil Judicial Autopsy
 - 2.16.1. Definition and Methodology
 - 2.16.2. Forms of Action
- 2.17. Autopsy Times
 - 2.17.1. External Cadaveric Examination
 - 2.17.2. Internal Cadaveric Examination
- 2.18. Auxiliary Techniques for Forensic Medical Necrodiagnosis
 - 2.18.1. Classification and Concept

- 2.19. Vital, Perimortal, and Postvital injuries
 - 2.19.1. Origin
 - 2.19.2. Routines
 - 2.19.3. Diagnostic Methods
- 2.20. Discovery of the Corpse
 - 2.20.1. Removal of the Corpse
 - 2.20.2. Site Inspection

Module 3. Forensic Pathology I

- 3.1. Death due to Injury
 - 3.1.1. Classification
 - 3.1.2. Destruction of Vital Centers
 - 3.1.3. Hemorrhages
- 3.2. Traumatic Shock and Embolisms
 - 3.2.1. Concept
 - 3.2.2. The way they are formed
- 3.3. Multiorgan Dysfunction Syndrome
 - 3.3.1. Definition and concept
- 3.4. Mechanisms of Natural Death
 - 3.4.1. Concept and Classification
- 3.5. Natural Death of Cardiovascular and Respiratory Origin
 - 3.5.1. Concept and Classification
- 3.6. Natural Death of Neurological Origin
 - 3.6.1. Concept and Diagnosis
- 3.7. Natural Death of Digestive and Metabolic Origin
- 3.8. Sudden Infant Death
 - 3.8.1. Classification
 - 3.8.2. Possible Disguised Deaths (Abuse)
- 3.9. Sudden Adult Death
 - 3.9.1. Concept and Classification
- 3.10. Study of Contusions
 - 3.10.1. Signs of Struggle
 - 3.10.2. Signs of Defence
- 3.11. Stab Wounds
 - 3.11.1. Types of Wounds
 - 3.11.2. The way they are formed
- 3.12. Gunshot Wounds
 - 3.12.1. Types of Wounds
 - 3.12.1.1. Entry Wounds
 - 3.12.1.2. Exit Wounds
 - 3.12.1.3. The way they are formed
- 3.13. Electrical Injuries
 - 3.13.1. Concept
 - 3.13.2. The way they are formed
- 3.14. Cold, Radiation, and Atmospheric Pressure Injuries
 - 3.14.1. Concept
 - 3.14.2. Classification
 - 3.14.3. The way they are formed
- 3.15. Heat Injuries and Burns
 - 3.15.1. Concept
 - 3.15.2. Classification
 - 3.15.3. Identification
- 3.16. Fire Injuries
 - 3.16.1. Concept
 - 3.16.2. Classification
 - 3.16.3. Identification
- 3.17. Blast Injuries
- 3.18. Major Disasters

Module 4. Forensic Pathology II

- 4.1. Domestic Abuse
 - 4.1.1. Concept
 - 4.1.2. Detection
 - 4.1.3. Diagnosis
- 4.2. Child Abuse
 - 4.2.1. Concept
 - 4.2.2. Detection
 - 4.2.3. Diagnosis
- 4.3. Child Sexual Abuse
 - 4.3.1. Concept
 - 4.3.2. Detection
 - 4.3.3. Diagnosis
- 4.4. Abuse in Relationships
 - 4.4.1. Concept
 - 4.4.2. Detection
 - 4.4.3. Diagnosis
 - 4.4.4. Possible False Abuse
- 4.5. Elder Abuse
 - 4.5.1. Concept
 - 4.5.2. Detection
 - 4.5.3. Diagnosis
- 4.6. Traffic Accident Injuries
 - 4.6.1. Concept
 - 4.6.2. Classification
- 4.7. Forensic Medical Investigation of Aircraft Accidents
 - 4.7.1. Concept
 - 4.7.2. Basic Notions
- 4.8. Mechanical Asphyxiation
 - 4.8.1. Concept
 - 4.8.2. Classification
- 4.9. Mechanisms of Death
 - 4.9.1. Common Injuries in Deaths due to Asphyxiation
- 4.10. Hanging
 - 4.10.1. Concept
 - 4.10.2. Classification
 - 4.10.3. Diagnosis
- 4.11. Strangulation
 - 4.11.1. Concept
 - 4.11.2. Classification
 - 4.11.3. Diagnosis
- 4.12. Suffocation
 - 4.12.1. Concept
 - 4.12.2. Diagnosis
- 4.13. Submersion
 - 4.13.1. Concept
 - 4.13.2. Diagnosis
- 4.14. Violent Death in Infants
 - 4.14.1. Concept
 - 4.14.2. Relevant Aspects to Identify Possible Aggressions
 - 4.14.3. Relevant Aspects to Identify Possible Aggressors
- 4.15. Natural and Violent Pathology in Relation to Work
 - 4.15.1. Common Disease
 - 4.15.2. Professional Disease
 - 4.15.3. Occupational Disease
 - 4.15.4. Common Accidents
 - 4.15.5. Occupational Accidents
- 4.16. Causal Links in the Production of Injuries
- 4.17. Contents of the Medical Report to Aid the Courts

Module 5. Forensic Sexology

- 5.1. Crimes Against Sexual Freedom and Indemnity
 - 5.1.1. Concept
 - 5.1.2. Classification
- 5.2. Pregnancy and Abortion
 - 5.2.1. Concept
 - 5.2.2. Typology
 - 5.2.3. Issues of Interest to the Courts
- 5.3. Physiological Birth Diagnosis
 - 5.3.1. Concept
 - 5.3.2. Issues of Interest to the Courts
- 5.4. Sex Diagnosis
 - 5.4.1. Concept
 - 5.4.2. Issues of Interest to the Courts
 - 5.4.3. Update on Gender Dysphoria
- 5.5. Sexual Dysfunctions
 - 5.5.1. Concept
 - 5.5.2. Classification

Module 6. Forensic Toxicology

- 6.1. Introduction
 - 6.1.1. Etiology
 - 6.1.2. Mechanisms
- 6.2. Gas and Vapor Poisoning
 - 6.2.1. Concept
 - 6.2.2. Classification
 - 6.2.3. Diagnosis
- 6.3. Poisoning by Caustics, Metals, and Derivatives
 - 6.3.1. Concept
 - 6.3.2. Classification
 - 6.3.3. Diagnosis

- 6.4. Alcohol and Solvent Poisoning
 - 6.4.1. Concept
 - 6.4.2. Classification
 - 6.4.3. Diagnosis
- 6.5. Pesticide Poisoning
 - 6.5.1. Concept
 - 6.5.2. Classification
 - 6.5.3. Diagnosis
- 6.6. Drug, Food, Mushroom, and Venom Poisoning
 - 6.6.1. Concept
 - 6.6.2. Classification
 - 6.6.3. Diagnosis
- 6.7. Autopsies in Poisoning Deaths
 - 6.7.1. Concept
 - 6.7.2. Etiology
 - 6.7.3. Classification

Module 7. Forensic Psychiatry

- 7.1. Concept
 - 7.1.1. Objectives
 - 7.1.2. Application
- 7.2. Imputability
 - 7.2.1. Aspects of Legal Interest
 - 7.2.2. Criminal Law Concepts
- 7.3. Capacity to Act
 - 7.3.1. Personal Training
 - 7.3.2. Influence of External Agents
- 7.4. Medical Forensic Aspects of Developmental Disorders
- 7.5. Medical Forensic Aspects of Delirium
 - 7.5.1. Dementia
 - 7.5.2. Amnesia
 - 7.5.3. Other Cognitive Disorders

- 7.6. Medical - Forensic Aspects of Alcohol-Related Disorders
 - 7.6.1. Alcohol Poisoning
 - 7.6.2. The Influence of Alcohol in the Blood
- 7.7. Medical - Forensic Aspects of Cocaine and Opiate-Related Disorders
 - 7.7.1. Legal Considerations on Consumption
 - 7.7.2. Identification
 - 7.7.3. Influence on the Subject
- 7.8. Medical - Forensic Aspects of Cannabis and Other Drug-Related
 - 7.8.1. Legal Considerations on Consumption
 - 7.8.2. Identification
 - 7.8.3. Influence on the Subject
- 7.9. Medical Forensic Aspects of Psychotic Disorders
 - 7.9.1. Schizophrenia
- 7.10. Medical Forensic Aspects of Psychotic Disorders
 - 7.10.1. Delusional Disorder
- 7.11. Medical Forensic Aspects of Mood Disorders
 - 7.11.1. Classification
 - 7.11.2. Diagnosis
- 7.12. Medical Forensic Aspects of Anxiety Disorders
 - 7.12.1. Post-Traumatic Stress Disorder
- 7.13. Medical Forensic Aspects of Somatoform Disorders
 - 7.13.1. Classification
 - 7.13.2. Diagnosis
- 7.14. Medical Forensic Aspects of Sexual Orientation Disorders
 - 7.14.1. Classification
 - 7.14.2. Diagnosis
- 7.15. Medical Forensic Aspects of Impulse Control Disorders
 - 7.15.1. Classification
 - 7.15.2. Diagnosis
- 7.16. Medical Forensic Aspects of Personality Disorders I
 - 7.16.1. Classification
 - 7.16.2. Diagnosis

- 7.17. Medical Forensic Aspects of Personality Disorders II.
 - 7.17.1. Classification
 - 7.17.2. Diagnosis

Module 8. Damage Assessment

- 8.1. Medical Assessment of Damage to the Person
 - 8.1.1. Damage Repair
- 8.2. Medical Assessment
 - 8.2.1. Deficiency
 - 8.2.2. Disability
 - 8.2.3. Handicap
- 8.3. Medical Assessment
 - 8.3.1. Other Criminal Damages
- 8.4. Medical Assessment
 - 8.4.1. Other Civil Damages (I)
- 8.5. Economic and Patrimonial Damages
 - 8.5.1. Evaluation
- 8.6. Medical Assessment
 - 8.6.1. Other Civil Damages (II)
- 8.7. Medical Assessment
 - 8.7.1. Occupational Damages
 - 8.7.1.1. Classification of Accidents
 - 8.7.1.2. Occupational Risk Prevention
 - 8.7.1.3. Negligence
- 8.8. The Medical Expert's Mission in Personal Injury Appraisal
 - 8.8.1. Evaluation Guide
- 8.9. Methodology in the Valuation of Damage
 - 8.9.1. Evaluation Guide
- 8.10. The Medical Report in the Valuation of Damage



Module 9. Forensic Anthropology

- 9.1. Introduction
 - 9.1.1. Concepts
- 9.2. Anthropological Analysis
 - 9.2.1. Methodology
 - 9.2.2. Development
 - 9.2.3. Classification
- 9.3. Determining Certain Aspects of the Subject
 - 9.3.1. Age
 - 9.3.2. Sex
 - 9.3.3. Size
- 9.4. Dental Identification
 - 9.4.1. Dental Concepts in Children
 - 9.4.2. Dental Concepts in Adults
 - 9.4.3. Classification of Dental Pieces
- 9.5. Taphonomy
 - 9.5.1. Cadaver-Environment Relationship
 - 9.5.2. Data of the Remains

Module 10. Criminalistics

- 10.1. Evidence at the Scene
 - 10.1.1. Biological Evidence
 - 10.1.2. Non-Biological Evidence
 - 10.1.3. Sample Collection
 - 10.1.4. Chain of Custody
 - 10.1.5. Classification
- 10.2. Study of Footprints
 - 10.2.1. Classification
 - 10.2.2. Sample Collection
 - 10.2.3. Methodology

- 10.3. Bloodstain Investigation
 - 10.3.1. Classification
 - 10.3.2. Sample Collection
- 10.4. Other Biological Stains
 - 10.4.1. Classification
 - 10.4.2. Sample Collection
- 10.5. Forensic Genetics
 - 10.5.1. Classification
 - 10.5.2. Collecting Samples for the Laboratory

Module 11. Psychodiagnostics and Psychological Evaluation

- 11.1. Substantive Considerations
 - 11.1.1. Psychodiagnostics
 - 11.1.2. Scientific Method
 - 11.1.3. Experimental Method
 - 11.1.4. Correlational Method
 - 11.1.5. Longitudinal Method
 - 11.1.6. Models
 - 11.1.7. Manifest Behavior Observation
- 11.2. Diagnosis as a Mobilizer of the Expert-Subject Connection
- 11.3. Reason for Diagnosis
 - 11.3.1. Phases
 - 11.3.2. The Interview as a First Encounter and Framing
 - 11.3.3. Purposes of the Interview
 - 11.3.4. Factors Affecting the Process
- 11.4. Anxieties, Hopes and Needs of the Evaluator/Appraiser Producing Harm and Making a Mistake
 - 11.4.1. Anxieties and Fears
- 11.5. Needs and Anxieties of the Evaluated Person
 - 11.5.1. Expectations
 - 11.5.2. Anxieties

- 11.6. Psychodiagnostics Objectives
 - 11.6.1. Differences and Interactions
 - 11.6.2. Procedure Structure
 - 11.6.3. Diagnostic Process Framework
 - 11.6.4. Main Objectives
 - 11.6.5. Secondary Objectives
 - 11.6.6. Achieve a Singular Bond
 - 11.6.7. Encourage the Subject's Resources
 - 11.6.8. Gather Valid Information for the Process
- 11.7. Psychodiagnostics Scenarios
 - 11.7.1. Subject's Mental Functions
 - 11.7.2. Biological Imbalances
 - 11.7.3. Interaction of the Subject in Their Microcontext, Mesocontext and Macrocontext
- 11.8. Analysis of Suffering Through its Symptoms
 - 11.8.1. Suffering and the Mind
- 11.9. Psychodiagnostics in a Legal Setting
 - 11.9.1. Expert Evidence
 - 11.9.2. Fields of Action of the Legal Psychologist

Module 12. The Interview in a Psychotherapeutic Setting

- 12.1. The interview in a Clinical and Expertise Setting
 - 12.1.1. Information Theory
 - 12.1.2. Communication Channels
 - 12.1.3. Communication System
- 12.2. Axioms of the Interview
 - 12.2.1. It is Impossible Not To Communicate
 - 12.2.2. Content and Relationship
 - 12.2.3. Affective Value
 - 12.2.4. Digital and Analog Communication
 - 12.2.5. Symmetry & Asymmetry

- 12.3. Exploring Communication
 - 12.3.1. Verbal Communication
 - 12.3.2. Non-Verbal Communication
 - 12.3.3. Double Bond
 - 12.3.4. A Gesture is Worth a Thousand Words
- 12.4. Medical History According to Which Model is Used
 - 12.4.1. Personal
 - 12.4.2. Family
 - 12.4.3. Generational
- 12.5. Anamnesis from the Limited Time Psychotherapy
 - 12.5.1. Psychopathological Biography
 - 12.5.2. Biography of Medical Diseases
 - 12.5.3. Biography and Relationships Social Point of View
- 12.6. General Structure of the Mental Examination
 - 12.6.1. Psychopathology and Normality
- 12.7. Semiology. Signs and Symptoms
 - 12.7.1. Awareness
 - 12.7.2. Attention
 - 12.7.3. Memory
 - 12.7.4. Intelligence
 - 12.7.5. Perception
 - 12.7.6. Affectivity
 - 12.7.7. Physical Signs
 - 12.7.8. Motor Skills
 - 12.7.9. Cognitive Area
- 12.8. Epistemology of Diagnosis
 - 12.8.1. Descriptive Syndromic Diagnosis Versus Disease
 - 12.8.2. Nosology Categorical Versus Dimensional Diagnosis
- 12.9. Multiple Diagnoses and Comorbidity
 - 12.9.1. Types of Comorbidity
 - 12.9.2. Axis I and II Comorbidity
 - 12.9.3. Comorbidity of Personality Disorders and Mood Disorders

- 12.10. Clinical Versus Forensic Criteria
 - 12.10.1. Compliance Lines of the Forensic Psychologist
 - 12.10.2. Code of Ethics
- 12.11. Expert Interview Biases to Avoid
 - 12.11.1. Forced Choice Questions
 - 12.11.2. Open-Ended Questions
 - 12.11.3. Other Types of Questions

Module 13. Evaluation Process in Expert Psychodiagnostics

- 13.1. Projective Techniques in Expert Appraisal
 - 13.1.1. Characteristics and Types of Projective Techniques
- 13.2. Rorschach Test
 - 13.2.1. Application
 - 13.2.2. Presentation of Sheets
 - 13.2.3. Reaction Time
 - 13.2.4. Time of the Patient in Front of the Sheet
 - 13.2.5. Removal of Sheet and Survey
 - 13.2.6. Rorschach Assessment
 - 13.2.7. Aperture Modes
 - 13.2.8. Contents
 - 13.2.9. Frequency (F)
- 13.3. Expressive Techniques
 - 13.3.1. Graphic Tests
 - 13.3.2. Drawing Size
 - 13.3.3. Drawing Projection
 - 13.3.4. Position in the Sheet
 - 13.3.5. Shape of the Stroke
 - 13.3.6. Strength of the Stroke
 - 13.3.7. Continuity of the Stroke
 - 13.3.8. Personal Style

- 13.4. Drawing (HTP)
 - 13.4.1. The House
 - 13.4.2. The Tree
 - 13.4.3. Wittgenstein's Index
 - 13.4.4. Human Figure
- 13.5. Free Drawing
 - 13.5.1. Development
 - 13.5.2. Analysis
 - 13.5.3. Free Drawing Quality
 - 13.5.4. Advantage and Disadvantage
- 13.6. Family Drawing
 - 13.6.1. Graphic Plane
 - 13.6.2. Structural Plane
 - 13.6.3. Content Plane or Clinical Interpretation
 - 13.6.4. Psychoanalytic Interpretation
- 13.7. Düss Fables
 - 13.7.1. BIRD FABLE: Degree of Dependence - Independence, Autonomy
 - 13.7.2. MARRIAGE ANNIVERSARY FABLE: Oedipus Complex
 - 13.7.3. LAMB FABLE: Fraternal Jealousy, Weaning Complex
 - 13.7.4. BURIAL FABLE: Loss, Guilt, Aggressiveness, Death Wishes
 - 13.7.5. FEAR FABLE: Fears
- 13.8. Desiderative Test
- 13.9. Max Lüscher Color Test
 - 13.9.1. Color Test
 - 13.9.2. Meaning of the Eight Places
 - 13.9.3. Function Interpretation
 - 13.9.4. Basic and Auxiliary Colors and the Keys to the Eight Colors
 - 13.9.5. Categories of the Four Basic Colors
 - 13.9.6. Auxiliary Colors
- 13.10. T.A.T Thematic Apperception Test
- 13.11. Psychometric Tests in Expertise
- 13.12. Wechsler Intelligence Test
 - 13.12.1. WISC- IV
 - 13.12.2. Test Description
- 13.13. Neuropsychological Maturity Questionnaire CUMANES
 - 13.13.1. Forensic Neuropsychology
 - 13.13.2. The Revised Barcelona Test
- 13.14. Raven's Progressive Matrices
 - 13.14.1. Domino Test or D-48
 - 13.14.2. Kaufman Assessment Battery for Children (K-ABC)
- 13.15. Goodenough's Test
- 13.16. The Personality Test
- 13.17. Millon's Clinical Multiaxial Inventory (MCMII-III)
- 13.18. CATELL's 16 PF-5
 - 13.18.1. First Order Factors
 - 13.18.2. Second Order Factors
 - 13.18.3. Profile Interpretation Steps
- 13.19. PAI and Behavioral Assessment System for Children and Adolescents
 - 13.19.1. Scales in Questionnaires for Parents and Guardians
 - 13.19.2. Self-Report Scales
 - 13.19.3. Personality Assessment Inventory PAI
- 13.20. Children's Personality Questionnaire CPQ
 - 13.20.1. Reserved / Open, Low / High Intelligence, Emotionally Affected / Stable, Calm / Excitable, Submissive / Dominant, Restrained / Enthusiastic, Carefree / Conscientious, Self-conscious / Enterprising, Tough / Sensitive, Confident / Doubtful, Simple / Astute, Serene / Apprehensive, Less or More Integrated and Relaxed / Tense
- 13.21. Clinical Analysis Questionnaire- CAQ
- 13.22. STAIC and STAI Anxiety Questionnaires and TAMAI Self-Assessment Test
 - 13.22.1. Trait-State Anxiety Questionnaire in Children - STAIC and in Adults - STAI
 - 13.22.2. Multifactor Self-Assessment Test of Child Adjustment - TAMAI
- 13.23. Questionnaire for the Evaluation of Adopters, Caregivers, Guardians and Mediators- CUIDA
 - 13.23.1. Primary Scales
 - 13.23.2. Response Styles

- 13.24. Short Symptom Checklist - SCL-90 R
 - 13.24.1. Dimensions
 - 13.24.2. Levels
- 13.25. Study of the Story's Credibility
 - 13.25.1. System for Analyzing the Validity of Statements: The SVA Method
 - 13.25.2. SVA = Interview + CBCA + Validity Checklist

Module 14. Contexts Surrounding Psychological Assessment

- 14.1. Expert Evidence
 - 14.1.1. Suitability
 - 14.1.2. Preposition
 - 14.1.3. Appointment
 - 14.1.4. Ratification
 - 14.1.5. Expert Opinion
 - 14.1.6. Appreciation and Appraisal
- 14.2. Object of the Expert Evidence
 - 14.2.1. Behavioral Analysis in the Law Setting
 - 14.2.2. Differentiate Mental Illness from Voluntary Act
 - 14.2.3. Mental Disorders of Major Relevance and How To Provide this Material for the Judge to Decide
- 14.3. Role of the Expert in the 21st Century
 - 14.3.1. Criminal Investigation
 - 14.3.2. Police and Military Psychology
 - 14.3.3. Victimology
 - 14.3.4. Judicial Psychology (Testimony and Jury)
- 14.4. Procedure of a Judicial Hearing
- 14.5. Relationship with Other Groups
 - 14.5.1. Judicial Police
 - 14.5.2. Identification Laboratories
 - 14.5.3. Forensics
 - 14.5.4. Judges
 - 14.5.5. Lawyers
- 14.6. Family Diagnosis: The Family as a System
 - 14.6.1. Family Rules, Rituals, Homeostasis
 - 14.6.2. Crisis, Morphogenesis and Change
 - 14.6.3. Family Typology, Adaptation, Evolutionary Cycle
 - 14.6.4. Frontiers, Centripetal and Centrifugal Functions
 - 14.6.5. Typology of Dysfunctional Families
- 14.7. Assessment of Guilt in Psychopathology
- 14.8. Diagnostic Process Framing in the Expert Appraisal
 - 14.8.1. Axis I. Clinical Disorders
 - 14.8.2. Axis II. Personality Disorders
 - 14.8.3. Axis III. Social and Environmental Problems
 - 14.8.4. Diagnosis and Framing of the Subject Under Examination
- 14.9. Psychological Expert Opinion
 - 14.9.1. Possess the Appropriate Skills
 - 14.9.2. Respect the Client's Dignity, Freedom, Autonomy and Privacy
 - 14.9.3. Respect and Comply with the Right and Duty to Inform the Client
 - 14.9.4. Organize the Report Contents
 - 14.9.5. Describe the Instruments Used and Facilitate the Understanding of the Data
 - 14.9.6. Include the Evaluation Process, Hypotheses Formulated and Justify the Conclusions
 - 14.9.7. Take Care of the Style
 - 14.9.8. Maintain Confidentiality and Professional Secrecy
 - 14.9.9. Request Informed Consent
 - 14.9.10. Protect Documents

Module 15. Types of Expert Surveys

- 15.1. Definitions Regarding Appraisal
 - 15.1.1. Definitions Regarding Appraisal
 - 15.1.2. The Process
 - 15.1.3. Procedure for the Judicial Appointment of the Expert
- 15.2. Juvenile Expertise
 - 15.2.1. Functional Dependency and Functions
 - 15.2.2. Report Structure and Content
 - 15.2.3. Characteristics in Juvenile Offenders
 - 15.2.4. Observation in the Judicial Context
- 15.3. Psychopedagogical Expertise
 - 15.3.1. School Psychological Report
 - 15.3.2. Psychopedagogical Evaluation Report
- 15.4. Elderly Expert
 - 15.4.1. Classification According to the American Psychiatric Association
 - 15.4.2. The Rights of the Elderly in the Area of Social Security, Procurement and Administration of Justice
- 15.5. Marital Separation
 - 15.5.1. Can I Get a Divorce, Even if My Spouse Does Not Agree?
 - 15.5.2. Do I Have to Plead any Cause to Be Able to Separate?
 - 15.5.3. How Long Must I Have Been Married Before I Can Separate or Divorce?
 - 15.5.4. Should I File for Separation Before Divorce?
 - 15.5.5. What are the Differences Between Separation and Divorce?
 - 15.5.6. What are the Differences between Divorce and Annulment of Marriage?
 - 15.5.7. Can I Remarry after Separation?
 - 15.5.8. Can Reconciliation Take Place During Separation Proceedings?
 - 15.5.9. Is Reconciliation Possible after a Separation Judgment?
 - 15.5.10. What are the Effects of Spousal Reconciliation?
 - 15.5.11. What Types of Separation Proceedings Are There?





- 15.6. Adoptions
 - 15.6.1. Legal Framework for International Adoption
 - 15.6.2. In the Case of an International Adoption
 - 15.6.3. Psychological Report
- 15.7. Care and Custody
 - 15.7.1. Report of Results and Conclusions of the Expert Psychological Study of Marital Separation
 - 15.7.2. Objectives
 - 15.7.3. Methodology
 - 15.7.4. J.C.B. Evaluation
 - 15.7.5. A.L.F. Evaluation
 - 15.7.6. P.N.L. Evaluation
 - 15.7.7. Diana Evaluation
 - 15.7.8. Family Environment Evaluation
 - 15.7.9. Interactions Analysis
 - 15.7.10. Conclusions
 - 15.7.11. Recommendations
- 15.8. Marriage Annulment
 - 15.8.1. Procedure in Formal Cases of Marriage Annulment Instructions for Priest/Deacon/Pastoral Minister
- 15.9. Laboral Disability
 - 15.9.1. Deficiency, Disability and Handicap
 - 15.9.2. Incapacity
 - 15.9.3. Civil Incapacity and Labor Incapacity
 - 15.9.4. Temporary Occupational Incapacity and Permanent Incapacity
- 15.10. Simulation
 - 15.10.1. Simulation of Disease
 - 15.10.2. Oversimulation
 - 15.10.3. Metasimulation
- 15.11. Gender-Based Violence
 - 15.11.1. Violence Against Women

- 15.12. Abuse
 - 15.12.1. Evaluation Areas
 - 15.12.2. Psychological Consequences Psychic Damage and Sequelae
 - 15.12.3. Causal Nexus
- 15.13. Secondary Victimization

Module 16. Types of Reports and their Different Reporting Procedures

- 16.1. Criteria for Writing the Psychological Report
 - 16.1.1. Forensic Psychological Report
 - 16.1.2. Medical history
 - 16.1.3. Results
 - 16.1.4. Conclusions
- 16.2. Insurance Report
 - 16.2.1. Descriptive Format of Report to Send to Insurance or Mutual Insurance Companies
- 16.3. School Report
 - 16.3.1. School or Psychopedagogical Report
 - 16.3.2. Psychopedagogical Report 1
 - 16.3.3. Psychopedagogical Report 2
 - 16.3.4. Reasons for the Report
 - 16.3.5. Psychopedagogical Report 3
 - 16.3.6. Clinical Psychopedagogical Report
 - 16.3.7. Results
 - 16.3.8. Conclusions
- 16.4. Clinical Report
 - 16.4.1. Intervention Clinical Report
- 16.5. Report for Pardon
 - 16.5.1. Objective of this Report
 - 16.5.2. Methodology Used
 - 16.5.3. Test Results
 - 16.5.4. Conclusions

- 16.6. Report of a Kidnapping
 - 16.6.1. Clinical Report
 - 16.6.2. Assessment Reason
 - 16.6.3. Personal Background
 - 16.6.4. Evidence
 - 16.6.5. Results Obtained
 - 16.6.6. Conclusions
 - 16.6.7. Treatment and Recommendations
- 16.7. Structured Interview to Locate Depressive Personality Disorder (PDD)

Module 17. Mediation and Coaching

- 17.1. Family Mediation
 - 17.1.1. Pre-Mediation
 - 17.1.2. Mediation
 - 17.1.3. Mediator Techniques
- 17.2. Notion of Conflict
 - 17.2.1. Psychological Conflicts
 - 17.2.2. Communication Conflicts or Conflicts Related to the Communication Channel
 - 17.2.3. Substantive Conflicts
 - 17.2.4. Ways of Dealing with Conflicts
- 17.3. Types of Conflict and Methods of Resolution
 - 17.3.1. Attraction-Attraction
 - 17.3.2. Evasion-Evasion
 - 17.3.3. Attraction-Evasion
 - 17.3.4. Negotiation, Mediation, Arbitration and Neutral Evaluation
- 17.4. Mediation in Parent/Child Relationships
 - 17.4.1. Conflict Resolution in the Parent-Child Relationship
 - 17.4.2. "I am the Father so I Win and you are the Son so you Lose."
 - 17.4.3. "You as a Son Win and I as a Father Lose"
 - 17.4.4. Concertation: Nobody Loses

- 17.5. Coaching and Psychology
 - 17.5.1. Similarities and Differences?
 - 17.5.2. Contradictions
- 17.6. How to Work with Coaching and Psychotherapy
- 17.7. Learning in Coaching
 - 17.7.1. Stripping Off the Masks
 - 17.7.2. Coaching and Psychologists
- 17.8. Coaching in the Company
 - 17.8.1. Facing Challenges that can be Taken on
 - 17.8.2. The Life of Managers
 - 17.8.3. Self-Deception
- 17.9. All Psychological Therapy Involves Personal Growth
 - 17.9.1. Coach or Psychologist, According to the Coaches
 - 17.9.2. Conflict and Coaching
- 17.10. Clear Goals
 - 17.10.1. Definition of Where One Is
 - 17.10.2. Definition of Where One Wants to Go
- 17.11. Feeding Back on the Activity
 - 17.11.1. Placing the Attitude in Action and not in Anticipatory Thinking
 - 17.11.2. Verbalizing Small Achievements
 - 17.11.3. Be Flexible and Allow for Frustration
- 17.12. Working on Self-Deception
 - 17.12.1. The Coach as a Trainer
 - 17.12.2. The Coach as an Advisor
 - 17.12.3. The Coach as a Corrector
- 17.13. Obstacles in Coaching
 - 17.13.1. Feedback
 - 17.13.2. Coaching Through Rewards
 - 17.13.3. Coaching and Leadership
- 17.14. Emotional Management Through the C.E.B Model (Conscious Emotional Bonding)
 - 17.14.1. What is Proposed?
 - 17.14.2. Identity Marks of the Emotional Bonding Model. Conscious (CEB)
 - 17.14.3. Basic Assumptions of the CEB Model
 - 17.14.4. Conclusions
- 17.15. Dialogue With Beliefs
 - 17.15.1. A Critique of Goleman's Work
 - 17.15.2. Intelligence and Emotional Intelligence
- 17.16. Emotional Neuroanatomy
 - 17.16.1. The Brain and its Messengers
- 17.17. Intrapersonal Skills
 - 17.17.1. Self-concept
 - 17.17.2. Basic Emotions



A comprehensive program that will allow you to experience a quality academic journey through the most relevant concepts in this subject"

05 Methodology

This academic program offers students a different way of learning. Our methodology uses a cyclical learning approach: **Relearning**.

This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.





“

Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"

At TECH we use the Case Method

What should a professional do in a given situation? Throughout the program, students will face multiple simulated clinical cases, based on real patients, in which they will have to do research, establish hypotheses, and ultimately resolve the situation. There is an abundance of scientific evidence on the effectiveness of the method. Specialists learn better, faster, and more sustainably over time.

With TECH you will experience a way of learning that is shaking the foundations of traditional universities around the world.



According to Dr. Gérvas, the clinical case is the annotated presentation of a patient, or group of patients, which becomes a "case", an example or model that illustrates some peculiar clinical component, either because of its teaching power or because of its uniqueness or rarity. It is essential that the case is based on current professional life, trying to recreate the real conditions in the physician's professional practice.

“

Did you know that this method was developed in 1912, at Harvard, for law students? The case method consisted of presenting students with real-life, complex situations for them to make decisions and justify their decisions on how to solve them. In 1924, Harvard adopted it as a standard teaching method”

The effectiveness of the method is justified by four fundamental achievements:

1. Students who follow this method not only achieve the assimilation of concepts, but also a development of their mental capacity, through exercises that evaluate real situations and the application of knowledge.
2. Learning is solidly translated into practical skills that allow the student to better integrate into the real world.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life.
4. Students like to feel that the effort they put into their studies is worthwhile. This then translates into a greater interest in learning and more time dedicated to working on the course.



Relearning Methodology

At TECH we enhance the case method with the best 100% online teaching methodology available: Relearning.

This university is the first in the world to combine the study of clinical cases with a 100% online learning system based on repetition, combining a minimum of 8 different elements in each lesson, a real revolution with respect to the mere study and analysis of cases.

Professionals will learn through real cases and by resolving complex situations in simulated learning environments. These simulations are developed using state-of-the-art software to facilitate immersive learning.



At the forefront of world teaching, the Relearning method has managed to improve the overall satisfaction levels of professionals who complete their studies, with respect to the quality indicators of the best online university (Columbia University).

With this methodology, more than 250,000 physicians have been trained with unprecedented success in all clinical specialties regardless of surgical load. Our pedagogical methodology is developed in a highly competitive environment, with a university student body with a strong socioeconomic profile and an average age of 43.5 years old.

Relearning will allow you to learn with less effort and better performance, involving you more in your specialization, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation to success.

In our program, learning is not a linear process, but rather a spiral (learn, unlearn, forget, and re-learn). Therefore, we combine each of these elements concentrically.

The overall score obtained by TECH's learning system is 8.01, according to the highest international standards.



This program offers the best educational material, prepared with professionals in mind:



Study Material

All teaching material is produced by the specialists who teach the course, specifically for the course, so that the teaching content is highly specific and precise.

These contents are then applied to the audiovisual format, to create the TECH online working method. All this, with the latest techniques that offer high quality pieces in each and every one of the materials that are made available to the student.



Surgical Techniques and Procedures on Video

TECH introduces students to the latest techniques, the latest educational advances and to the forefront of current medical techniques. All of this in direct contact with students and explained in detail so as to aid their assimilation and understanding. And best of all, you can watch the videos as many times as you like.



Interactive Summaries

The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



Additional Reading

Recent articles, consensus documents and international guidelines, among others. In TECH's virtual library, students will have access to everything they need to complete their course.





Expert-Led Case Studies and Case Analysis

Effective learning ought to be contextual. Therefore, TECH presents real cases in which the expert will guide students, focusing on and solving the different situations: a clear and direct way to achieve the highest degree of understanding.



Testing & Retesting

We periodically evaluate and re-evaluate students' knowledge throughout the program, through assessment and self-assessment activities and exercises, so that they can see how they are achieving their goals.



Classes

There is scientific evidence on the usefulness of learning by observing experts. The system known as Learning from an Expert strengthens knowledge and memory, and generates confidence in future difficult decisions.



Quick Action Guides

TECH offers the most relevant contents of the course in the form of worksheets or quick action guides. A synthetic, practical, and effective way to help students progress in their learning.



06 Certificate

The Advanced Master's Degree in Legal Medicine and Forensic Psychology guarantees you, in addition to the most rigorous and updated training, access to a Professional Master's Degree issued by TECH Technological University.



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*Successfully complete this program
and receive your university degree
without travel or laborious paperwork”*

This **Advanced Master's Degree in Legal Medicine and Forensic Psychology** contains the most complete and up-to-dated scientific program on the market.

After the student has passed the assessments, they will receive their corresponding **Advanced Master's Degree** issued by **TECH Technological University** via tracked delivery*

The certificate issued by **TECH Technological University** will reflect the qualification obtained in the Professional Master's Degree, and meets the requirements commonly demanded by labor exchanges, competitive examinations, and professional career evaluation committees.

Title: **Advanced Master's Degree in Legal Medicine and Forensic Psychology**

Official N° of hours: **3,000 h.**



*Apostille Convention. In the event that the student wishes to have their paper certificate issued with an apostille, TECH EDUCATION will make the necessary arrangements to obtain it, at an additional cost.

future
health confidence people
education information tutors
guarantee accreditation teaching
institutions technology learning
community commitment
personalized service innovation
knowledge present quality
development language
virtual classroom



Advanced Master's Degree

Legal Medicine and Forensic Psychology

- » Modality: online
- » Duration: 2 years
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

Advanced Master's Degree

Legal Medicine and
Forensic Psychology