

Advanced Master's Degree Expert Appraisal and Psychological Damage Assessment





Advanced Master's Degree Expert Appraisal and Psychological Damage Assessment

- » Modality: online
- » Duration: 2 years
- » Certificate: TECH Global University
- » Credits: 120 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: www.techtute.com/us/psychologie/advanced-master-degree/expert-appraisal-psychological-damage-assessment

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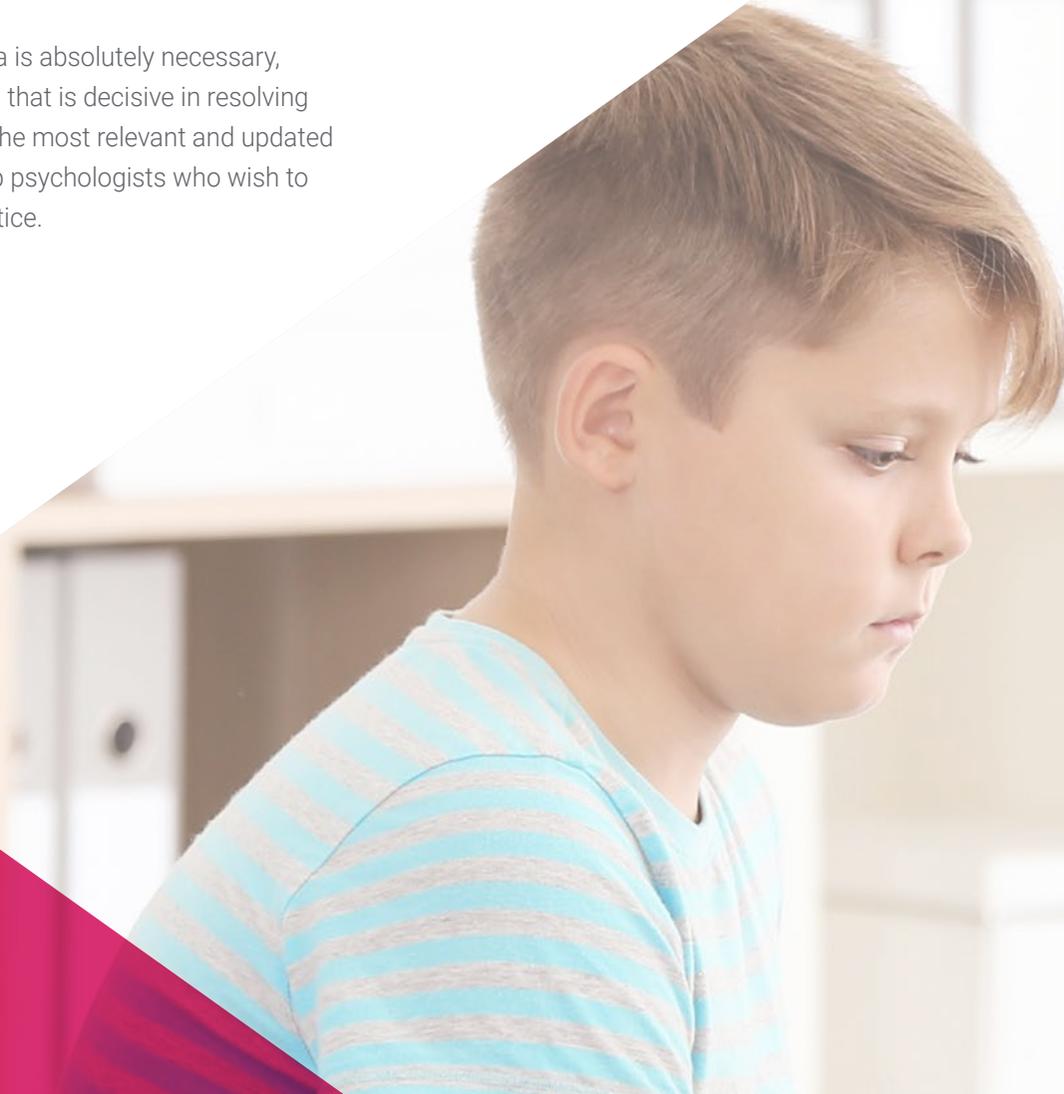
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01

Introduction

Analyze the psychological damage of a person who has suffered an accident or an aggression in order to be judged in court requires the intervention of an expert psychologist, who can determine with complete objectivity what the facts were and, above all, the damage suffered by the victim.

Therefore, the specialization of professionals in this area is absolutely necessary, since it is a field of action that can affect all citizens and that is decisive in resolving legal proceedings. This TECH program brings together the most relevant and updated information on this branch of knowledge, which will help psychologists who wish to specialize in this area to quickly improve their daily practice.





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This program will train you to analyze psychological evidence that can be used in judicial processes. So don't think twice and start taking it now”

Psychology is the science that studies the behavior of people, tries to give explanations to human behaviors, and infers what behavior is more likely to occur under certain circumstances. Therefore, it is a fundamental area of knowledge in today's society. But, additionally, the specialty of forensic psychology studies all this applied to the field of justice, by providing reliable evidence that may be decisive in the sentence. The importance of this branch of psychology means that more and more professionals are wishing to specialize in this field, and to keep up to date with the main developments in a sector that is totally decisive at a legal level.

With this Advanced Master's Degree in Expert Appraisal and Psychological Damage Assessment, TECH wanted to provide psychologists with the resources best suited to their needs, so that they can study all issues related to the actions that are carried out in the world of forensic psychology and its relationship with the courts, as well as the assessment of psychological damage resulting from accidents, complicated situations, or negligence, among others.

The program has several theoretical blocks where topics will be developed such as the definition of forensic psychology and its course in Spain, aspects of childhood and child custody, adolescence and criminal careers, gender violence, psychopathic personality, or the care of people with mental illness and old age. But, additionally, the student will know in depth the current regulations, and the actions and relevant reports for the development as an expert psychologist, complying with the code of ethics and, at the same time, being effective in their mediation.

Undoubtedly, it is a program of high academic level that is the ideal complement to the training that experimental psychologists have already received, but who want to update their knowledge with totally relevant information and, above all, from a team of experts with extensive experience. Additionally, the digital format of this Advanced Master's Degree is a plus for all those people who need to combine their studies with their work, as well as with other personal activities. In this way, the student will be able to choose where and when to study, organizing his time without any limits, since, from enrollment to completion, he will have unlimited access to all the program resources.

This **Advanced Master's Degree in Expert Appraisal and Psychological Damage Assessment** contains the most complete and up-to-date scientific program on the market. The most important features include:

- ♦ Practical cases presented by experts in Psychology.
- ♦ The graphic, schematic and eminently practical contents with which they are conceived gather scientific and practical information on those disciplines that are essential for professional practice
- ♦ The practical exercises where the self-evaluation process can be carried out to improve learning.
- ♦ Special emphasis on innovative methodologies in the assessment and evaluation of psychological damage.
- ♦ 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



Forensic psychology requires professionals with extensive experience, who are able to make comprehensive expert reports that determine the facts that occurred"

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Studying at TECH means studying at a 21st century university and, therefore, being able to access all its contents from anywhere in the world”

The teaching staff includes professionals from the psychology sector, who bring their experience to this training program, as well as renowned specialists from leading societies and prestigious universities.

Its multimedia content, developed with the latest educational technology, will provide the professional with situated and contextual learning, i.e., a simulated environment that will deliver an immersive learning experience, programmed to prepare in real situations.

The design of this program focuses on Problem-Based Learning, through which the professional must try to solve the different professional practice situations that arise throughout the academic course. To do so, the professional will have the help of an innovative interactive video system created by recognized experts.

This Advanced Master's Degree includes a multitude of case studies that will help you to reinforce the theoretical concepts.

This program is unique in that it brings together the most up-to-date theoretical information available, the most innovative teaching methodology and a high-level teaching staff.



02

Objectives

The main objective of TECH's Advanced Master's Degree in Expert Appraisal and Psychological Damage Assessment is to offer students a higher qualification that will allow them to turn their profession around, acquiring those fundamental skills to be able to act with total security and, above all, to apply the latest tools in their daily practice. Without a doubt, this is a program that will mark a before and after in the training of psychologists, as it includes, in a single program, the most relevant concepts on this field of action.



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*An Advanced Master's Degree
designed to enable students to
achieve their academic goals”*



General Objectives

- ♦ Broaden the knowledge of psychology applied to the legal field
- ♦ Facilitate the acquisition of knowledge about forensic psychology, as well as to assess the different cases presented
- ♦ Promote the acquisition of skills and abilities in the forensic field.
- ♦ Encourage the study of this training through a theoretical-practical basis
- ♦ 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
- ♦ Explain the code of ethics, the client's status, as well as all the regulations that must be complied in order to perform their work within the law





Specific Objectives

Module 1 Forensic Psychology

- ◆ Understand the concept of forensic psychology and its history in Spain

Module 2 Children and Adolescents in Court

- ◆ Analyze the most relevant aspects of child issues, custody assessment and sexual assault
- ◆ Analyze adolescent psychology and criminal careers, as well as the application of the penal code at early ages of growth

Modules 3 Abuse

- ◆ Conduct a psychological - forensic study on gender violence, role understanding and sexual aggressions

Module 4 Different Personalities Focused on the Legal Field

- ◆ Acquire knowledge about forensic psychology issues in the legal field
- ◆ Conduct a study of personality traits as applied to the study of forensic psychology

Module 5 Mental Illness and Old Age

- ◆ Acquire knowledge of mental illness, as well as of old age and its legal implications

Module 6 Psychometric Tests

- ◆ Apply psychometric tests commonly used in the field of forensic psychology

Module 7 Judicial Expertise- Psychological Assessment

- ◆ Approach and understand the judicial expertise, as well as the practice of the expert report for its presentation in court

Module 8 Judicial Psychology- Legal Approach to Concepts

- ◆ Acquire knowledge for conducting a forensic psychological research study

Module 9 Judicial Expertise - Physical Damage Assessment

- ◆ Be able to assess the physical damage in people who have suffered an accident or attack

Module 10 Psychodiagnostics and Psychological Evaluation

- ◆ Address new perspectives of psychological assessment

Module 11 The Interview in a Clinical and Expert Setting

- ◆ Know the importance of the interview to determine the clinical setting of the person
- ◆ Identify the most appropriate set of instruments for each case of expert evaluation
- ◆ Be comfortable with the basics of the patient's right and the psychologist's code of ethics

Module 12 Evaluation Process in Expert Psychodiagnostics

- ◆ Analyze the implications of the evaluation and expert assessment for each one of the patients
- ◆ Address new perspectives of psychological assessment

Module 13 Contexts Surrounding Psychological Assessment

- ◆ Identify the divergent points between digital and analog communication within the framework of expert psychology
- ◆ Reflect on the patient's subjective mobilizing factors
- ◆ 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

Module 14 Types of Expert Reports

- ♦ 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
- ♦ Structure appropriate assessment protocols according to the ages and the area to be assessed

Module 15 Types of Reports and their Different Reporting Procedures

- ♦ 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
- ♦ Ensure that the professional is trained to defend their report in a tribunal

Module 16 Mediation and Coaching

- ♦ Apply mediation and coaching techniques in different psychological intervention processes





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This program will allow you to develop the necessary skills to successfully manage the performance of forensic expertise”

03 Skills

After passing the evaluations of TECH's Advanced Master's Degree in Expert Appraisal and Psychological Damage Assessment, the professional will have acquired the necessary skills to offer their services in cases that require the intervention of psychologists specialized in this area of action. In this way, students will have the necessary skills to apply the most appropriate tools for conducting forensic assessments, achieving effective interventions in legal proceedings.





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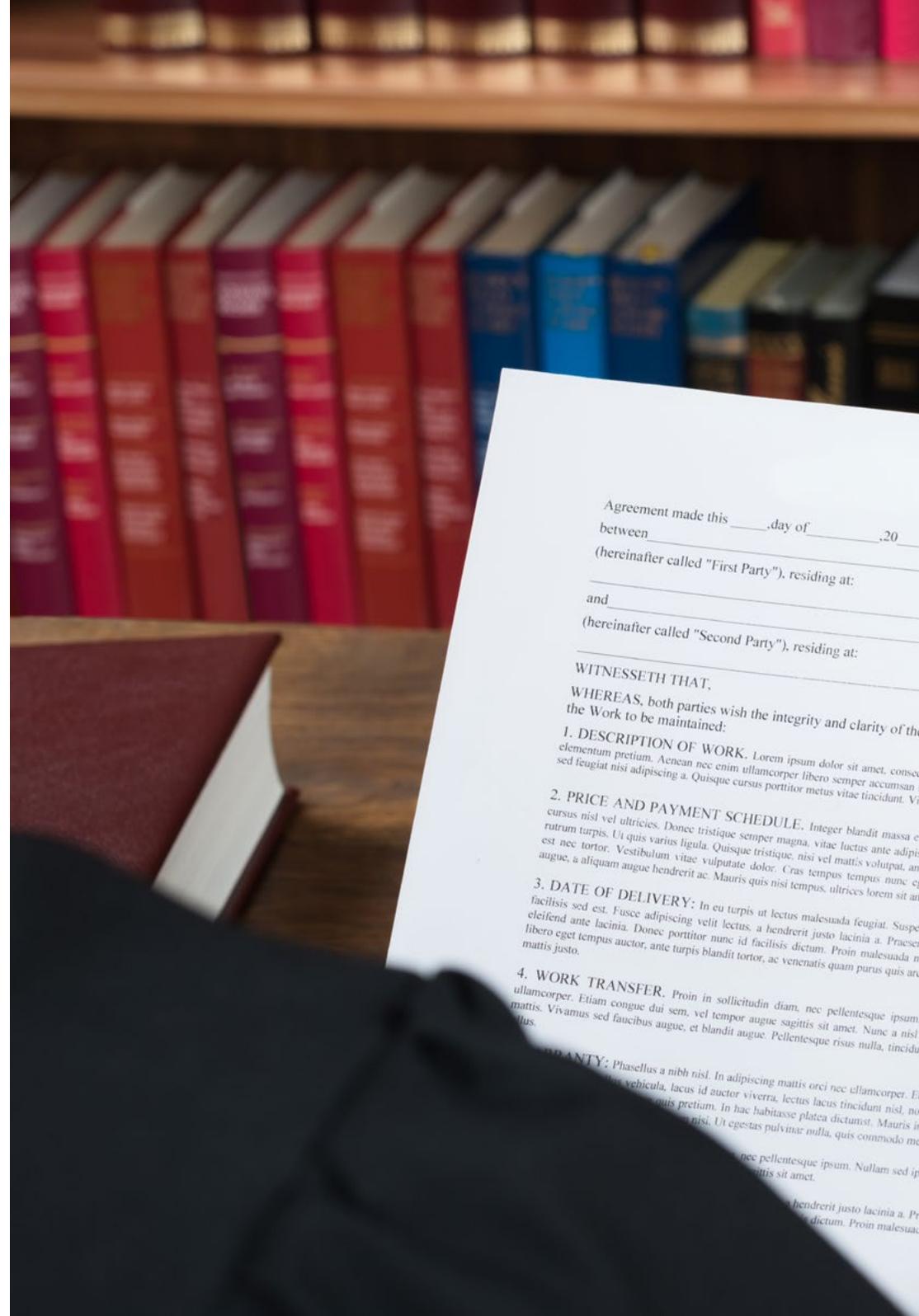
Learn the particularities of expert reports and damage valuation and contribute with your training to solve judicial processes”

At the end of this program, the professional will be able to:



General Skills

- ◆ Possess and understand knowledge used in forensic psychology techniques
- ◆ Apply the acquired knowledge to the usual practice of cases
- ◆ Understand the complexity of psychology, as well as its application in the legal field
- ◆ Know the different topics covered by forensic psychology and be able to carry out a study according to the case presented
- ◆ Develop within the profession in terms of working with other health professionals, acquiring skills to work as a team
- ◆ Recognize the need to maintain your professional skills and keep them up to date, with special emphasis on autonomous and continuous learning of new information
- ◆ Develop the capacity for critical analysis and research in your professional field

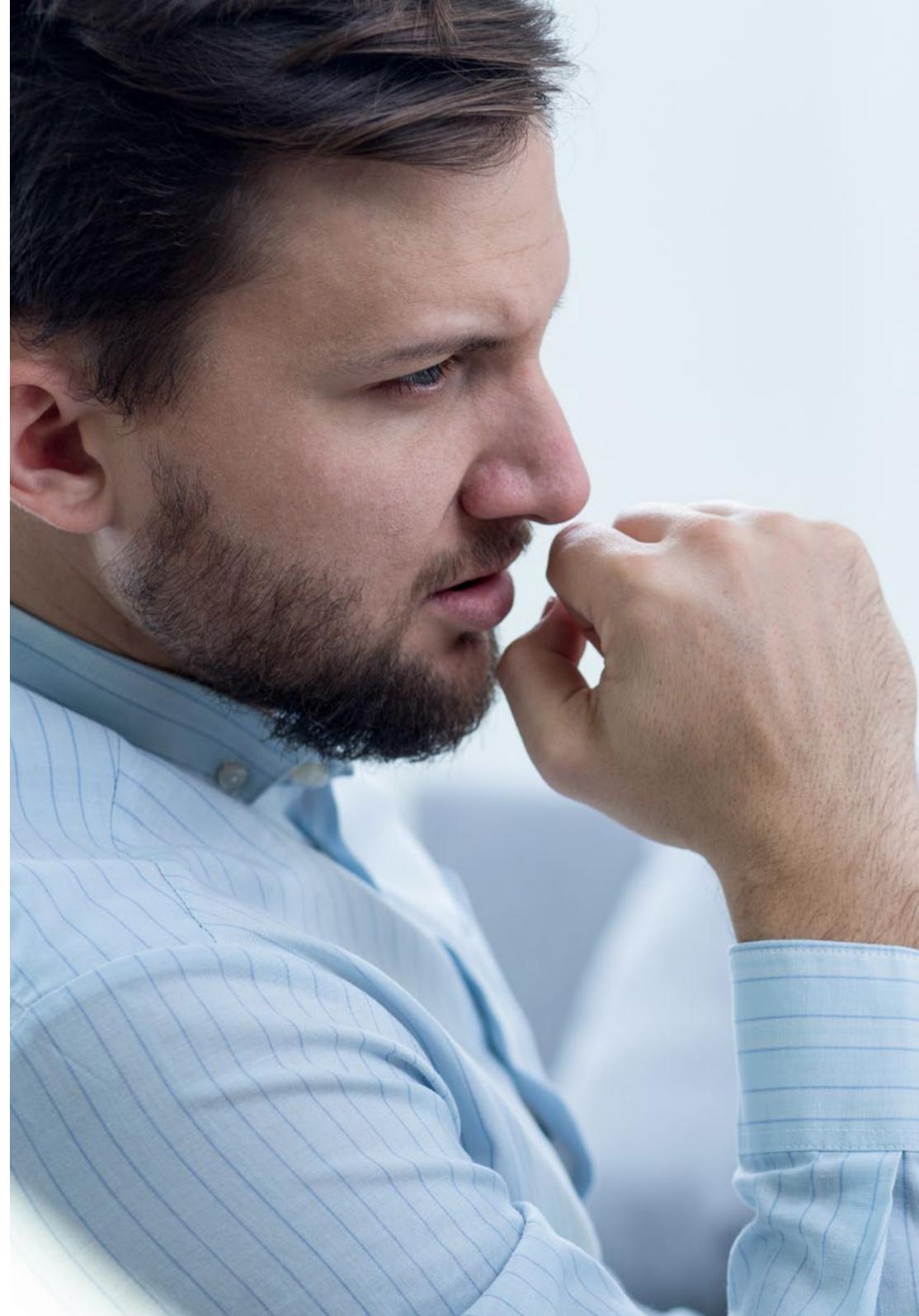




Specific Skills

- ◆ Know what forensic psychology is and its impact on the world of law
- ◆ Understand the psychological evolution of the different developmental stages, as well as their relationship with forensic psychology in various topics of interest
- ◆ Acquire knowledge about adolescence and the legal process
- ◆ Acquire psychological bases and theories for the explanation of gender violence and sexual aggressions among adults
- ◆ Learn the different personality traits and their implication in criminal cases
- ◆ Learn psychopathologies and the psychological process of aging
- ◆ Apply in a practical manner the different psychometric tests used in the field of forensic psychology
- ◆ Learn of judicial expertise in forensic psychology, as well as its development in courts
- ◆ Understand 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
- ◆ Identify the needs and fears of the person being evaluated to the process itself
- ◆ Set the process targets
- ◆ Differentiate the various areas of possible evaluation and implement those that impact the objectives

- ◆ Determine in the interview the necessary information to know and understand what happened
- ◆ Develop theories that explain the events using clinical criteria
- ◆ Use and master the projective appraisal techniques
- ◆ 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
- ◆ Describe the expert's skills
- ◆ Review the expert's impartiality
- ◆ Identify the legal basis of the appraisee and of the appraiser
- ◆ Develop a global and rigorous vision of the code of ethics of the psychology profession
- ◆ Explore and analyze the regulation on personal data protection
- ◆ Explain the meaning and limits of an expert's report
- ◆ Manifest and manage ethics in the return in clinical psychodiagnosis
- ◆ Master the protocol to establish a diagnosis
- ◆ Master the liturgy of a court hearing
- ◆ Differentiate the distinct judicial spaces
- ◆ Understand and handle law
- ◆ Describe and differentiate the legal actors
- ◆ Differentiate the laboratories of identification, police technology and technological innovation



- ◆ Promote proper liaison with judges
- ◆ Describe the relationship with lawyers and other professionals in the judiciary
- ◆ Explain and identify the feeling of guilt in psychopathology
- ◆ Embed diagnostic process within the appraisal
- ◆ Elaborate and execute a psychological expert appraisal
- ◆ Argue the usefulness of the expert opinion
- ◆ Illustrate and describe the unique expertise with minors
- ◆ 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
- ◆ Distinguish and describe the differences between coaching and psychological intervention
- ◆ Develop specific coaching intervention plans

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Develops the necessary skills to make objective expert reports that will be essential in legal proceedings”

04

Structure and Content

The content of the program covers in a structured way all the areas of knowledge that the psychology professional needs to know in depth, including the most interesting news and updates of the sector. A high quality study that will allow students to compete with solvency and sufficient capacity in a decisive area to solve tense situations at a psychological level that require the performance of a professional. For this, the agenda has been designed by professionals with extensive experience, who have embodied all their knowledge in a program that will be indispensable in the resume of professionals in this branch of work.



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

Module 1. Forensic Psychology

- 1.1. Introduction to the Forensic Psychology

Module 2. Children and Adolescents in Court

- 2.1. Infancy and Forensic Psychology
 - 2.1.1. Interviewing Minor
 - 2.1.2. Contested Custody and Guardianship Evaluation
 - 2.1.3. Sexual Assault in Children
 - 2.1.4. Sexual Assault Assessment
 - 2.1.5. Adolescents and Criminal Careers
 - 2.1.6. Risk Factors for Delinquency
 - 2.1.7. Psychopathic Disorders Associated with Delinquency
 - 2.1.8. Assessment of Violent Behavior

Module 3. Abuse

- 3.1. The Abusive Man
- 3.2. The Victim
- 3.3. The Dynamics of the Abusive Relationship
- 3.4. Sexual Aggressions
- 3.5. SALS (Sexual Abuse Legitimacy) Scale and the Credibility of the Parties
- 3.6. Impulse Control Disorders
- 3.7. Personality Disorders

Module 4. Different Personalities Focused on the Legal Field

- 4.1. Homicides
 - 4.1.1. Personality Theories
 - 4.1.2. Psychoanalytic Theory
 - 4.1.3. Self-Concept Theory
 - 4.1.4. Trait Theory
 - 4.1.5. Social Theories
 - 4.1.6. Eysencks Broad Trait Theory
 - 4.1.7. Millon's Theory, Diagnoses and Violent Personality
- 4.2. Psychopathic Personality
 - 4.2.1. Psychopathy
 - 4.2.2. Primary Psychopath
 - 4.2.3. Anticipatory Anxiety
 - 4.2.4. Consciousness Learning
 - 4.2.5. Empathy and Awareness
 - 4.2.6. Moral Reasoning
 - 4.2.7. Secondary Psychopathy
 - 4.2.8. Recidivism Between Primary and Secondary
- 4.3. Types of Sex Offenders
- 4.4. Marshalls Theory and the Etiology of Sexual Delinquency
- 4.5. Sadistic Personality Disorder

Module 5. Mental Illness and Old Age

- 5.1. Dementia
- 5.2. Amnestic Disorder
- 5.3. Mood Disorder
- 5.4. Assessment of Mental Impairment and Intelligence
- 5.5. Concept of Imputability

Module 6. Psychometric Tests



- 6.1. Care Questionnaire
- 6.2. Questionnaire on Impulsivity: Plutchik
- 6.3. Questionnaire for Psychopathological Screening PAI
- 6.4. MMSE Questionnaire for Dementia Assessment

Module 7. Judicial Expertise - Psychological Assessment

- 7.1. Forensic Psychological Expertise
 - 7.1.1. Identifying Injuries
- 7.2. Identification of Sequelae
- 7.3. Forensic Psychological Reports
- 7.5. Quantification of Lesions
- 7.6. Quantification of Sequelae

Module 8. Judicial Psychology - Legal Approach to Concepts

- 8.1. Psychologists Assigned to the Courts
 - 8.1.1. Introduction
 - 8.1.2. Family Psychologists
 - 8.1.3. Psychologists the Forensic Medical Clinics
 - 8.1.4. Child Psychologists
 - 8.1.5. Penitentiary Surveillance Psychologists
 - 8.1.6. Psychologists in Victim Assistance
- 8.2. The Judicial Psychological Report of the Victim
 - 8.2.1. Introduction to the Expert Report
 - 8.2.2. Conducting Interviews to Obtain Data
 - 8.2.3. Types of Interviews
 - 8.2.4. Conditions for Conducting the Interview
 - 8.2.5. Basic Aspects of the Victims Psychological Expert Report
 - 8.2.6. Specific Characteristic of the Victims Psychological Expert Report
 - 8.2.7. Psychological Damage to the Victim
 - 8.2.8. Psychopathology and Criminal Victimization
- 8.3. The Psychological Expert Report of the Offender

- 8.3.1. Introduction to the Offenders Psychological Expert Report
- 8.3.2. Psychological Studies
- 8.3.3. Study of Personality
- 8.3.4. Study of intelligence
- 8.3.5. Drafting the Expert Report
- 8.3.6. Offenses
- 8.4. Essential Aspects in Forensic Psychology
 - 8.4.1. Violent Personality and Psychopathy
 - 8.4.2. Social and Biological Bases of Violence
 - 8.4.3. The Violent Personality
 - 8.4.4. Psychopathy: Raine and Hare's Theory
 - 8.4.5. Sexual Assault
 - 8.4.6. Types of Offenders in Forensic Psychology
 - 8.4.7. Sexual Assault in Children
 - 8.4.8. Etiology of Sexual Delinquency: Marshall's Theory
 - 8.4.9. Abuse in Forensic Psychology
 - 8.4.10. The Abuser
 - 8.4.11. The Victim
 - 8.4.12. Dynamics of the Abusive Relationship
 - 8.4.13. Credibility of Testimony
 - 8.4.14. Criteria-Based Content Analysis: CBCA
 - 8.4.15. System for Analyzing the Validity of Statements(SVA)
 - 8.4.16. Interviewing Minor
 - 8.4.17. The Credibility of Testimony in the Case of Adults
 - 8.4.18. Addictions
 - 8.4.19. Considerations on the Criminal Treatment of Drug Addiction
 - 8.4.2.0. Substance Induced Behavioral and Conduct Disorders
 - 8.4.21. The Psychological Profile of the Substance User
 - 8.4.22. The Evaluation of a Drug Addict From an Experts Point of View
 - 8.4.23. Accidents, Impairment and Disability
 - 8.4.24. Interview With the Alleged Incapacitated Person Due to Cognitive Deficit

- 8.4.25. Expert Appraisals Due to External Causes: Aggressions, Traffic and Labor Accidents (Tce)
- 8.4.26. Psychoneurological Assessment of Head Trauma Patients Basic Intervention Methodology
- 8.4.27. Evolution of TCEs at the Forensic Level in General Terms Over Time
- 8.5. Specific Assessment Techniques in Forensic Psychology
 - 8.5.1. Introduction
 - 8.5.2. The Interview in Forensic Psychology
 - 8.5.3. The Evaluation in Guardianship and Imputed Custody
 - 8.5.4. Assessment of Violent Behavior
 - 8.5.5. Interviews
 - 8.5.6. Scales
 - 8.5.7. Self-reports
 - 8.5.8. Assessment of Sex Offenders
 - 8.5.9. Assessment of Intelligence and Mental Impairment
 - 8.5.10. Assessment of Victims of Assault
 - 8.5.11. Assesment of Drug Addiction
- 8.6. Mental Disorders and Liability
 - 8.6.1. Imputability
 - 8.6.2. Relationship between Mental Disorders and Forensic Implication
 - 8.6.3. Major or Mild Neurocognitive Impairment due to Alzheimer's Disease
 - 8.6.4. Spectrum of Schizophrenia and Other Psychotic Disorders
 - 8.6.5. Major Depression Disorder
 - 8.6.6. Post-Traumatic Stress Disorder
 - 8.6.7. Obsessive Compulsive Disorder
 - 8.6.8. Somatic Symptom Disorders
 - 8.6.9. Dissociative Identity Disorder
 - 8.6.10. Personality Disorders

Module 9. Judicial Expertise - Physical Damage Assessment

- 9.1. Medical Assessment of Damage to the Person
 - 9.1.1. Damage Repair

- 9.2. Psychological Assessment
 - 9.2.1. Deficiency
 - 9.2.2. Disability
 - 9.2.3. Handicap
- 9.3. Medical and Psychological Evaluation
 - 9.3.1. Other Criminal Damages
- 9.4. Medical and Psychological Evaluation
 - 9.4.1. Other Civil Damages (I)
- 9.5. Medical Assessment
 - 9.5.1. Other Civil Damages (II)
- 9.6. Medical Assessment
 - 9.6.1. Occupational Damages
 - 9.6.1.1. Classification of Accidents
 - 9.6.1.2. Occupational Risk Prevention
 - 9.6.1.3. Negligence
- 9.7. The Medical Report in the Valuation of Damage

Module 10. Psychodiagnostics and Psychological Evaluation

- 10.1. Substantive Considerations
 - 10.1.1. Psychodiagnostics
 - 10.1.2. Scientific Method
 - 10.1.3. Experimental Method
 - 10.1.4. Correlational Method
 - 10.1.5. Longitudinal Method
 - 10.1.6. Models
 - 10.1.7. Manifest Behavior Observation
- 10.2. Diagnosis as a Mobilizer of the Expert-Subject Connection
- 10.3. Reason for Diagnosis
 - 10.3.1. Phases
 - 10.3.2. The Interview as a First Encounter and Framing
 - 10.3.3. Purposes of the Interview
 - 10.3.4. Factors Affecting the Process

- 10.4. Anxieties, Hopes and Needs of the Evaluator/Appraiser
 - Producing Harm and Making a Mistake
 - 10.4.1. Anxieties and Fears
- 10.5. Needs and Anxieties of the Evaluated Person
 - 10.5.1. Expectations
 - 10.5.2. Anxieties
- 10.6. Psychodiagnostics Objectives
 - 10.6.1. Differences and Interactions
 - 10.6.2. Procedure Structure
 - 10.6.3. Diagnostic Process Framework
 - 10.6.4. Main Objectives
 - 10.6.5. Secondary Objectives
 - 10.6.6. Achieve a Singular Bond
 - 10.6.7. Encourage the Subject's Resources
 - 10.6.8. Gather Valid Information for the Process
- 10.7. Psychodiagnostics Scenarios
 - 10.7.1. Subject's Mental Functions
 - 10.7.2. Biological Imbalances
 - 10.7.3. Interaction of the Subject in Their Microcontext, Mesocontext and Macrocontext
- 10.8. Analysis of Suffering Through its Symptoms
 - 10.8.1. Suffering and the Mind
- 10.9. Psychodiagnostics in a Legal Setting
 - 10.9.1. Expert Evidence
 - 10.10.2. Fields of Action of the Legal Psychologist

Module 11. The Interview in a Psychotherapeutic Setting

- 11.1. Active Interview (CHSV)
 - 11.1.1. Information Theory
 - 11.1.2. Communication Channels
 - 11.1.3. Communication System
- 11.2. Axioms of the Interview
 - 11.2.1. It is Impossible Not To Communicate

- 11.2.2. Content and Relationship
- 11.2.3. Affective Value
- 11.2.4. Digital and Analog Communication
- 11.2.5. Symmetry & Asymmetry
- 11.3. Exploring Communication
 - 11.3.1. Verbal Communication
 - 11.3.2. Non-Verbal Communication
 - 11.3.3. Double Bond
 - 11.3.4. A Gesture is Worth a Thousand Words
- 11.4. Medical History According to Which Model is Used
 - 11.4.1. Personal
 - 11.4.2. Family
 - 11.4.3. Generational
- 11.5. Anamnesis from the Limited Time Psychotherapy
 - 11.5.1. Psychopathological Biography
 - 11.5.2. Biography of Medical Diseases
 - 11.5.3. Biography and Relationships Social Point of View
- 11.6. General Structure of the Mental Examination
 - 11.6.1. Psychopathology and Normality
- 11.7. Semiology Signs and Symptoms
 - 11.7.1. Awareness
 - 11.7.2. Attention
 - 11.7.3. Memory
 - 11.7.4. Intelligence.
 - 11.7.5. Perception
 - 11.7.6. Affectivity
 - 11.7.7. Physical Signs
 - 11.7.8. Motor Skills
 - 11.7.9. Cognitive Area
- 11.8. Epistemology of Diagnosis

- 11.8.1. Descriptive Syndromic Diagnosis Versus Disease
- 11.8.2. Nosology Categorical vs. Dimensional Diagnosis
- 11.9. Multiple Diagnoses and Comorbidity
 - 11.9.1. Types of Comorbidity
 - 11.9.2. Axis I and II Comorbidity
 - 11.9.3. Comorbidity of Personality Disorders and Mood Disorders
- 11.10. Clinical Versus Forensic Criteria
 - 11.10.1. Compliance Lines of the Forensic Psychologist
 - 11.10.2. Code of Ethics
- 11.11. Expert Interview Biases to Avoid
 - 11.11.1. Forced Choice Questions
 - 11.11.2. Open-Ended Questions
 - 11.11.3. Other Types of Questions

Module 12. Evaluation Process in Expert Psychodiagnostics

- 12.1. Projective Techniques in Expert Appraisal
 - 12.1.1. Characteristics and Types of Projective Techniques
- 12.2. Rorschach Test
 - 12.2.1. Application
 - 12.2.2. Presentation of Sheets
 - 12.2.3. Reaction Time
 - 12.2.4. Time of the Patient in Front of the Sheet
 - 12.2.5. Removal of Sheet and Survey
 - 12.2.6. Rorschach Assessment
 - 12.2.7. Aperture Modes
 - 12.2.8. Contents
 - 12.2.9. Frequency (F)
- 12.3. Expressive Techniques
 - 12.3.1. Graphic Tests
 - 12.3.2. Drawing Size
 - 12.3.3. Drawing Projection

- 12.3.4. Position in the Sheet
- 12.3.5. Shape of the Stroke
- 12.3.6. Strength of the Stroke
- 12.3.7. Continuity of the Stroke
- 12.3.8. Personal Style
- 12.4. Drawing (HTP)
 - 12.4.1. The House
 - 12.4.2. The Tree
 - 12.4.3. Wittgenstein's Index
 - 12.4.4. Human Figure
- 12.5. Free Drawing
 - 12.5.1. Development
 - 12.5.2. Analysis
 - 12.5.3. Free Drawing Quality
 - 12.5.4. Advantage and Disadvantage
- 12.6. Family Drawing
 - 12.6.1. Graphic Plane
 - 12.6.2. Structural Plane
 - 12.6.3. Content Plane or Clinical Interpretation
 - 12.6.4. Psychoanalytic Interpretation
- 12.7. Düss Fables
 - 12.7.1. BIRD FABLE: Degree of Dependence - Independence, Autonomy
 - 12.7.2. MARRIAGE ANNIVERSARY FABLE: Oedipus Complex
 - 12.7.3. LAMB FABLE: Fraternal Jealousy, Weaning Complex
 - 12.7.4. BURIAL FABLE: Loss, Guilt, Aggressiveness, Death Wishes
 - 12.7.5. FEAR FABLE: Fears
- 12.8. Desiderative Test
- 12.9. Max Lüscher Color Test
 - 12.9.1. Color Test
 - 12.9.2. Meaning of the Eight Places
 - 12.9.3. Function Interpretation
 - 12.9.4. Basic and Auxiliary Colors and the Keys to the Eight Colors
 - 12.9.5. Categories of the Four Basic Colors
 - 12.9.6. Auxiliary Colors
- 12.10. Thematic Apperception Test TAT
- 12.11. Psychometric Tests in Expertise
- 12.12. Wechsler Intelligence Test
 - 12.12.1. WISC- IV
 - 12.12.2. Test Description
- 12.13. Neuropsychological Maturity Questionnaire CUMANES
 - 12.13.1. Forensic Neuropsychology
 - 12.13.2. The Revised Barcelona Test
- 12.14. Raven's Progressive Matrices
 - 12.14.1. Domino Test or D-4 8
 - 12.14.2. Kaufman Assessment Battery for Children (K-ABC)
- 12.15. Goodenough's Test
- 12.16. The Personality Test
- 12.17. Millon's Clinical Multiaxial Inventory (MCMII-III)
- 12.18. CATELL's 16 PF-5
 - 12.18.1. First Order Factors
 - 12.18.2. Second Order Factors
 - 12.18.3. Profile Interpretation Steps
- 12.19. PAI and Behavioral Assessment System for Children and Adolescents
 - 12.19.1. Scales in Questionnaires for Parents and Guardians
 - 12.19.2. Self-Report Scales
 - 12.19.3. Personality Assessment Inventory PAI
- 12.20. Children's Personality Questionnaire CPQ
 - 12.20.1. 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.

- 12.21. Clinical Analysis Questionnaire– CAQ
- 12.22. STAIC and STAI Anxiety Questionnaires and TAMAI Self-Assessment Test
 - 12.22.1. Trait-State Anxiety Questionnaire in Children - STAIC and in Adults - STAI
 - 12.22.2. Multifactor Self-Assessment Test of Child Adjustment - TAMAI
- 12.23. Questionnaire for the Evaluation of Adopters, Caregivers, Guardians and Mediators– CUIDA
 - 12.23.1. Primary Scales
 - 12.23.2. Response Styles
- 12.24. Short Symptom Checklist - SCL-90 R
 - 12.24.1. Dimensions
 - 12.24.2. Levels
- 12.25. Study of the Story's Credibility
 - 12.25.1. System for Analyzing the Validity of Statements: The SVA Method
 - 12.25.2. SVA = Interview + CBCA + Validity Checklist

Module 13. Contexts Surrounding Psychological Assessment

- 13.1. Expert Evidence
 - 13.1.1. Suitability
 - 13.1.2. Preposition
 - 13.1.3. Appointment
 - 13.1.4. Ratification
 - 13.1.5. Expert Opinion
 - 13.1.6. Appreciation and Appraisal
- 13.2. Role of the Expert in the 21st Century
 - 13.2.1. Criminal Investigation
 - 13.2.2. Police and Military Psychology
 - 13.2.3. Victimology
 - 13.2.4. Judicial Psychology (Testimony and Jury)
- 13.3. Procedure of a Judicial Hearing
- 13.4. Relationship with Other Groups
 - 13.4.1. Judicial Police
 - 13.4.2. Identification Laboratories
 - 13.4.3. Forensics
 - 13.4.4. Judges
 - 13.4.5. Lawyers
- 13.5. Family Diagnosis: The Family as a System
 - 13.5.1. Family Rules, Rituals, Homeostasis
 - 13.5.2. Crisis, Morphogenesis and Change
 - 13.5.3. Family Typology, Adaptation, Evolutionary Cycle
 - 13.5.4. Frontiers, Centripetal and Centrifugal Functions
 - 13.5.5. Typology of Dysfunctional Families
- 13.6. Assessment of Guilt in Psychopathology
- 13.7. Diagnostic Process Framing in the Expert Appraisal
 - 13.7.1. Axis I Clinical Disorders
 - 13.7.2. Axis II. Personality Disorders
 - 13.7.3. Axis III. Social and Environmental Problems
 - 13.7.4. Diagnosis and Framing of the Subject Under Examination
- 13.8. Psychological Expert Opinion
 - 13.8.1. Possess the Appropriate Skills
 - 13.8.2. Respect the Client's Dignity, Freedom, Autonomy and Privacy
 - 13.8.3. Respect and Comply with the Right and Duty to Inform the Client
 - 13.8.4. Organize the Report Contents
 - 13.8.5. Describe the Instruments Used and Facilitate the Understanding of the Data

- 13.8.6. Include the Evaluation Process, Hypotheses Formulated and Justify the Conclusions
- 13.8.7. Take Care of the Style
- 13.8.8. Maintain Confidentiality and Professional Secrecy
- 13.8.9. Request Informed Consent
- 13.8.10. Protect Documents

Module 14. Types of Expert Surveys

- 14.1. Definitions Regarding Appraisal
 - 14.1.1. Definitions Regarding Appraisal
 - 14.1.2. The Process
 - 14.1.3. Procedure for the Judicial Appointment of the Expert
- 14.2. Juvenile Expertise
 - 14.2.1. Functional Dependency and Functions
 - 14.2.2. Report Structure and Content
 - 14.2.3. Characteristics in Juvenile Offenders
 - 14.2.4. Observation in the Judicial Context
- 14.3. Psychopedagogical Expertise
 - 14.3.1. School Psychological Report
 - 14.3.2. Psychopedagogical Evaluation Report
- 14.4. Elderly Expert
 - 14.4.1. Classification According to the American Psychiatric Association
 - 14.4.2. The Rights of the Elderly in the Area of Social Security, Procurement and Administration of Justice
- 14.5. Marital Separation
 - 14.5.1. Can I Divorce, Even My Spouse Does Not Agree?
 - 14.5.2. Do I Have to Plead any Cause to Be Able to Separate?
 - 14.5.3. How Long Must I Have Been Married Before I Can Separate or Divorce?
 - 14.5.4. Should I File for Separation Before Divorce?
 - 14.5.5. What are the Differences Between Separation and Divorce?
 - 14.5.6. What are the Differences between Divorce and Annulment of Marriage?
 - 14.5.7. Can I Remarry after Separation?
 - 14.5.8. Can Reconciliation Take Place During Separation Proceedings?
 - 14.5.9. Is Reconciliation Possible after a Separation Judgment?
 - 14.5.10. What are the Effects of Spousal Reconciliation?
 - 14.5.11. What Types of Separation Proceedings Are There?
- 14.6. Care and Custody
 - 14.6.1. Report of Results and Conclusions of the Expert Psychological Study of Marital Separation
 - 14.6.2. Objectives
 - 14.6.3. Methodology
 - 14.6.4. JCB Evaluation
 - 14.6.5. ALF Evaluation
 - 14.6.6. PNL Evaluation
 - 14.6.7. Diana Evaluation
 - 14.6.8. Family Environment Evaluation
 - 14.6.9. Interactions Analysis
 - 14.6.10. Conclusions
 - 14.6.11. Recommendations
- 14.7. Marriage Annulment
 - 14.7.1. Procedure in Formal Cases of Marriage Annulment Instructions for Priest/Deacon/Pastoral Minister
- 14.8. Laboral Disability
 - 14.8.1. Deficiency, Disability and Handicap
 - 14.8.2. Incapacity
 - 14.8.3. Civil Incapacity and Labor Incapacity
 - 14.8.4. Temporary Occupational Incapacity and Permanent Incapacity

- 14.9. Simulation
 - 14.9.1. Simulation of Disease
 - 14.9.2. Oversimulation
 - 14.9.3. Metasimulation
- 14.10. Gender-Based Violence
 - 14.10.1. Violence Against Women
- 14.11. Abuse
 - 14.11.1. Evaluation Areas
 - 14.11.2. Psychological Consequences Psychological Damage and Sequels
 - 14.11.3. Causal Nexus
- 14.12. Secondary Victimization

Module 15. Types of Reports and their Different Reporting Procedures

- 15.1. Criteria for Writing the Psychological Report
 - 15.1.1. Forensic Psychological Report
 - 15.1.2. Background
 - 15.1.3. Results
 - 15.1.4. Conclusions
- 15.2. Insurance Report
 - 15.2.1. Descriptive Format of Report to Send to Insurance or Mutual Insurance Companies
- 15.3. School Report
 - 15.3.1. School or Psychopedagogical Report
 - 15.3.2. Psychopedagogical Report 1
 - 15.3.3. Psychopedagogical Report 2
 - 15.3.4. Reasons for the Report
 - 15.3.5. Psychopedagogical Report 3
 - 15.3.6. Clinical Psychopedagogical Report
 - 15.3.7. Results
 - 15.3.8. Conclusions
- 15.4. Clinical Report
 - 15.4.1. Intervention Clinical Report
- 15.5. Informed Consent Request
 - 15.5.1. Statement of Informed Consent to Record in Psychotherapy
 - 15.5.2. Informed Consent for Minors
 - 15.5.3. General Informed Consent
- 15.6. Report for Pardon
 - 15.6.1. Objective of this Report
 - 15.6.2. Methodology Used
 - 15.6.3. Test Results
 - 15.6.4. Conclusions
- 15.7. Report of a Kidnapping
 - 15.7.1. Clinical Report
 - 15.7.2. Assessment Reason
 - 15.7.3. Personal Background
 - 15.7.4. Evidence
 - 15.7.5. Results Obtained
 - 15.7.6. Conclusions
 - 15.7.7. Treatment and Recommendations
- 15.8. Structured Interview to Locate Depressive Personality Disorder (PDD)

Module 16. Mediation and Coaching

- 16.1. Family Mediation
 - 16.1.1. Pre-Mediation
 - 16.1.2. Mediation
 - 16.1.3. Mediator Techniques
- 16.2. Notion of Conflict
 - 16.2.1. Psychological Conflicts
 - 16.2.2. Communication Conflicts or Conflicts Related to the Communication Channel
 - 16.2.3. Substantive Conflicts
 - 16.2.4. Ways of Dealing with Conflicts
- 16.3. Types of Conflict and Methods of Resolution
 - 16.3.1. Attraction-Attraction
 - 16.3.2. Evasion-Evasion
 - 16.3.3. Attraction-Evasion
 - 16.3.4. Negotiation, Mediation, Arbitration and Neutral Evaluation
- 16.4. Mediation in Parent/Child Relationships
 - 16.4.1. Conflict Resolution in the Parent-Child Relationship
 - 16.4.2. "I am the Father so I Win and you are the Son so you Lose"
 - 16.4.3. "You as a Son Win and I as a Father Lose"
 - 16.4.4. Concertation: Nobody Loses
- 16.5. Coaching and Psychology
 - 16.5.1. Similarities and Differences?
 - 16.5.2. Contradictions
- 16.6. How to Work with Coaching and Psychotherapy
- 16.7. Learning in Coaching
 - 16.7.1. Stripping Off the Masks
 - 16.7.2. Coaching and Psychologists
- 16.8. Coaching in the Company
 - 16.8.1. Facing Challenges that can be Taken on
 - 16.8.2. The Life of Managers
 - 16.8.3. Self-Deception
- 16.9. All Psychological Therapy Involves Personal Growth
 - 16.9.1. Coach or Psychologist, According to the Coaches
 - 16.9.2. Conflict and Coaching
- 16.10. Clear Goals
 - 16.10.1. Definition of Where One Is
 - 16.10.2. Definition of Where One Wants to Go
- 16.11. Feeding Back on the Activity
 - 16.11.1. Placing the Attitude in Action and not in Anticipatory Thinking
 - 16.11.2. Verbalizing Small Achievements
 - 16.11.3. Be Flexible and Allow for Frustration
- 16.12. Working on Self-Deception
 - 16.12.1. The Coach as a Trainer
 - 16.12.2. The Coach as an Advisor
 - 16.12.3. The Coach as a Corrector
- 16.13. Obstacles in Coaching
 - 16.13.1. Feedback
 - 16.13.2. Coaching Through Rewards
 - 16.13.3. Coaching and Leadership
- 16.14. Emotional Management Using the VEC Model (Conscious Emotional Bonding)
 - 16.14.1. What is Proposed?
 - 16.14.2. Identity Traits of the Conscious Emotional Bonding (CEB) Model
 - 16.14.3. Basic Assumptions of the CEB Model
 - 16.14.4. Conclusions

16.15. Dialogue With Beliefs

16.15.1. A Critique of Goleman's Work

16.15.2. Intelligence and Emotional Intelligence

16.16. Emotional Neuroanatomy

16.16.1. The Brain and its Messengers

16.17. Intrapersonal Skills

16.17.1. Self-concept

16.17.2. Basic Emotions





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*The most complete program
you will find in the market on
expertise and assessment of
psychological damage”*

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.



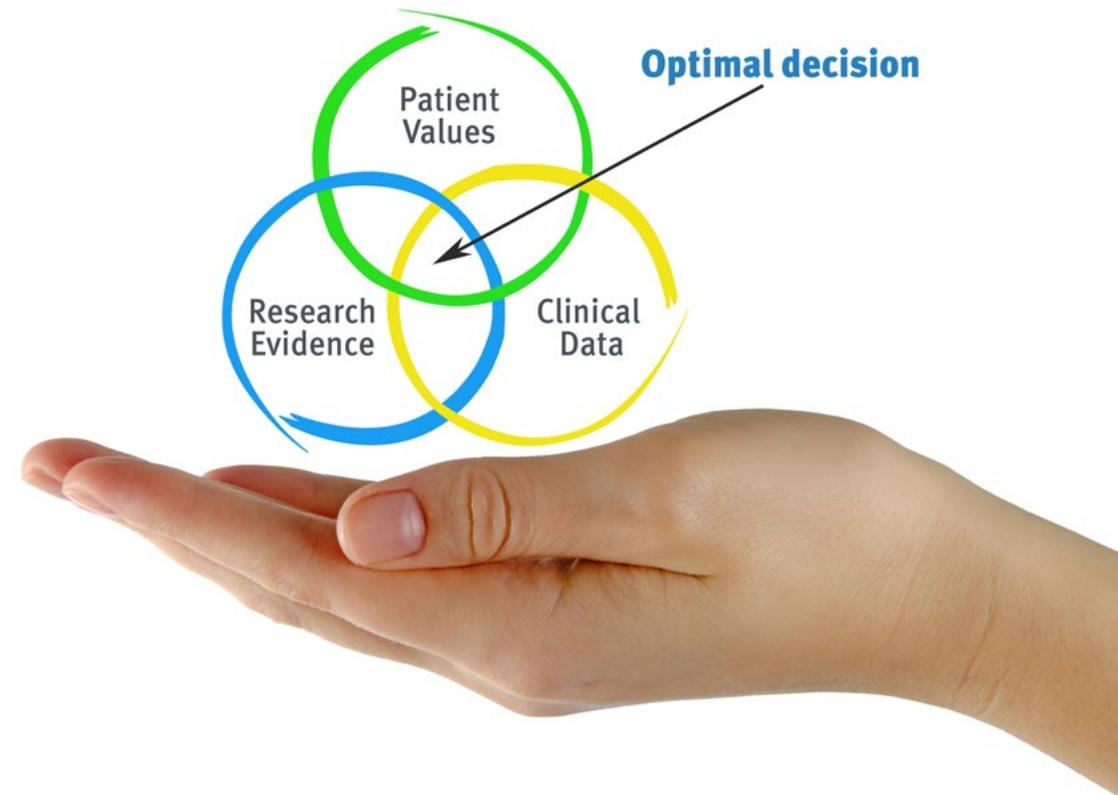
“

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 the psychologist experiences 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 psychologist's professional practice.

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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. Psychologists who follow this method not only master the assimilation of concepts, but also develop their mental capacity by means of exercises to evaluate real situations and apply their knowledge.
2. Learning is solidly translated into practical skills that allow the psychologist to better integrate knowledge into clinical practice.
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.

Our 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, which is a real revolution compared to the simple study and analysis of cases.

The psychologist will learn through real cases and by solving 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).

This methodology has trained more than 150,000 psychologists with unprecedented success in all clinical specialties. 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.

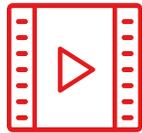
Relearning will allow you to learn with less effort and better performance, involving you more in your training, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation for success.

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 our 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.



Latest Techniques and Procedures on Video

TECH introduces students to the latest techniques, to the latest educational advances, to the forefront of current psychology. 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

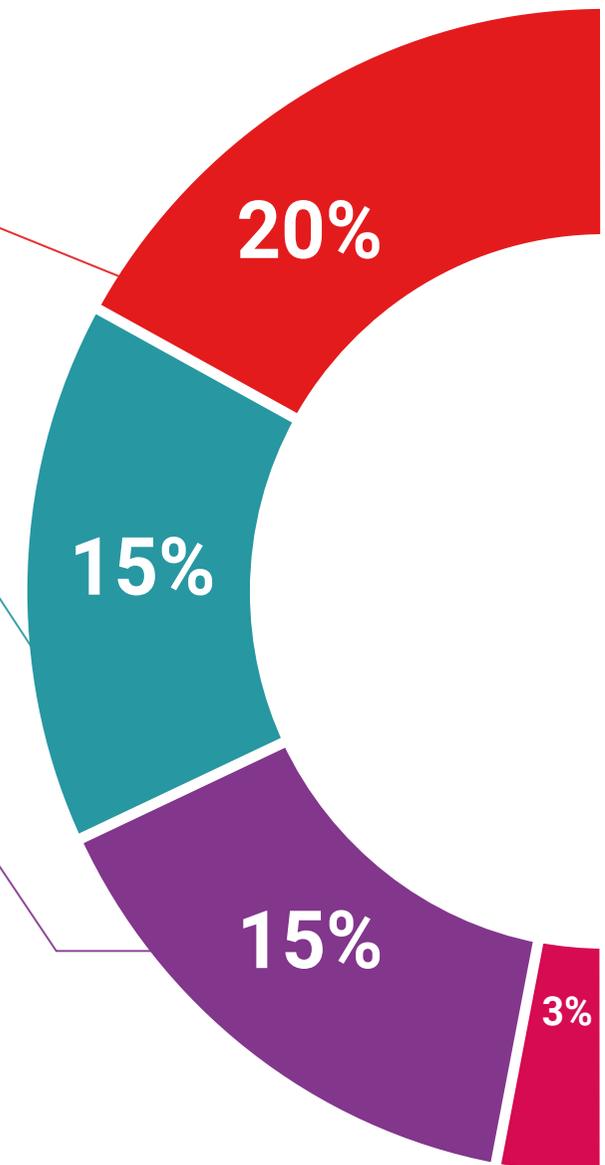
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

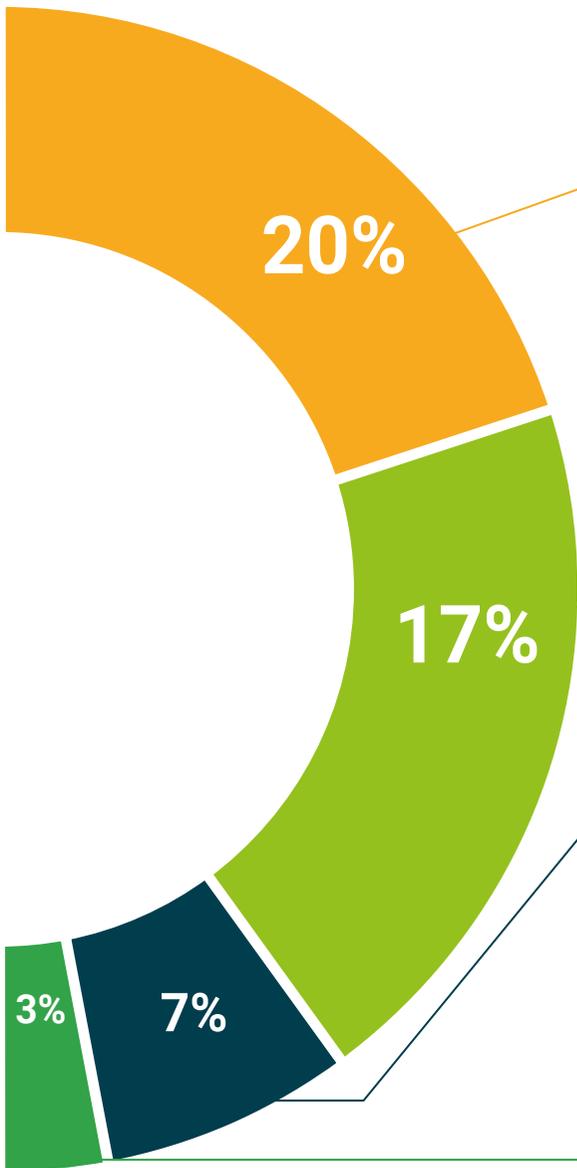
This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



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 suggesting that observing third-party experts can be useful.

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 Expert Appraisal and Psychological Damage Assessment guarantees students, in addition to the most rigorous and up-to-date education, access to a certificate issued by TECH Global University.





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By successfully completing this program, you will receive your TECH qualification without the need for complicated paperwork”

This private qualification will allow you to obtain a **Advanced Master's Degree diploma in Expert Appraisal and Psychological Damage Assessment** endorsed by **TECH Global University**, the world's largest online university.

TECH Global University is an official European University publicly recognized by the Government of Andorra ([official bulletin](#)). Andorra is part of the European Higher Education Area (EHEA) since 2003. The EHEA is an initiative promoted by the European Union that aims to organize the international training framework and harmonize the higher education systems of the member countries of this space. The project promotes common values, the implementation of collaborative tools and strengthening its quality assurance mechanisms to enhance collaboration and mobility among students, researchers and academics.

This **TECH Global University** private qualification is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Advanced Master's Degree in Expert Appraisal and Psychological Damage Assessment**

Modality: **online**

Duration: **2 years**

Accreditation: **120 ECTS**



*Apostille Convention. In the event that the student wishes to have their paper diploma issued with an apostille, TECH Global University 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 Expert Appraisal and Psychological Damage Assessment

- » Modality: online
- » Duration: 2 years
- » Certificate: TECH Global University
- » Credits: 120 ECTS
- » Schedule: at your own pace
- » Exams: online

Advanced Master's Degree

Expert Appraisal and Psychological
Damage Assessment

