

Master's Degree

Forensic Psychology and Psychodiagnostics



Master's Degree

Forensic Psychology and Psychodiagnostics

- » Modality: online
- » Duration: 12 months
- » Certificate: TECH Global University
- » Credits: 60 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: www.techtute.com/us/psychology/master-degree/master-forensic-psychology-psychodiagnostics

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01

Introduction

Mastering key legal concepts and applying the latest techniques in psychodiagnostics has become essential for forensic psychology professionals, whose role is increasingly valued in the judicial field, especially in cases of child, family and gender violence. In this scenario, the professional must be aware of regulatory changes and the diagnostic tests currently used to obtain the most accurate conclusions. This program provides students with the up-to-date knowledge they are looking for in terms of the assessment of expert psychodiagnosis, expertise or the latest techniques in coaching and mediation. All this, taught by a highly qualified teaching team with experience in the sector, who have developed exhaustive and attractive content specifically for this purpose, thanks to the use of the latest technology applied to teaching.





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With this 100% online program you will get the latest information on new diagnostic and therapeutic procedures in forensic psychology and judicial expertise”

Forensic psychologists' professional opinion is of utmost importance in judicial proceedings. Since the beginning of the 19th century, when this discipline was born, the progress in the understanding of human behavior and mentality has led to the role of professionals in this area gaining prominence and recognition. This obliges psychologists to be aware of their own discipline, as well as of the legal regulations in force, a key and inseparable element in carrying out their daily work.

Judges and lawyers are increasingly calling for these professionals to be present during proceedings, as they have perfected their diagnostic techniques in order to help shed light on court cases through their conclusions. This is a complex task for them as they must work in family courts, penitentiary surveillance courts or forensic medical clinics. This is why this Master's Degree is a response to the growing demand for professionals in this field, who need to update their knowledge in order to practice their profession with the greatest scientific accuracy.

With multimedia material based on detailed videos, video summaries or interactive diagrams, students studying this program will delve into the most recent advances in projective techniques in expert analysis, diagnostic tests, preparation of reports based on the case or the emotional management mediated by the VEC model. Likewise, the clinical cases provided by the specialized teaching team that teaches this Master's Degree will be extremely helpful to professionals, as they can be directly applied in their daily practice.

TECH also offers a 100% online program, without fixed class schedules, which is ideal for people who wish to balance their work and/or personal responsibilities with a quality university education. The professional will only need a computer, tablet or cell phone with which to connect to the virtual platform where this program's complete syllabus is hosted. In this way, they will be able to distribute the workload according to their needs.

This **Master's Degree in Forensic Psychology and Psychodiagnostics** contains the most complete and up-to-dated program on the market. The most important features include:

- ♦ The development of practical cases presented by experts in Forensic Psychology
- ♦ The graphic, schematic, and practical contents with which they are created, provide scientific and practical information on the disciplines that are essential for professional practice
- ♦ Practical exercises where self-assessment can be used to improve learning
- ♦ Special emphasis on innovative methodologies
- ♦ 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



Expand your knowledge of expertise in secondary victimization, gender violence or work incapacity with this Master's Degree"

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Update your knowledge on the preparation of psychological reports thanks to the Relearning system used by TECH”

The program's teaching staff includes professionals from the sector who contribute their work experience to this program, 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 immersive education programmed to learn in real situations.

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

The multimedia resource library will be available to you 24 hours a day, and can be accessed comfortably from your computer or tablet

This program delves into the different techniques used in conflicts between parents and children



02

Objectives

In this Master's Degree, TECH provides all the teaching tools necessary for the forensic psychology professional to be up to date with the latest advances in psychodiagnostic instruments and expert witnessing used. Likewise, the teaching team that makes up this program will share their extensive knowledge in this field, so that the students get the up-to-date knowledge they are looking for in only 12 months.





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You will have simulations of clinical cases provided by experts in forensic psychology, to bring you even closer to reality in this area”



General Objectives

- 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
- Explain the code of ethics, the client's status, as well as all the regulations that must be complied with in order to perform their work within the law



Seize the opportunity and take the step to get up to date on the latest developments in Forensic Psychology and Psychodiagnostics"





Specific Objectives

Module 1. Psychodiagnostics and Psychological Evaluation

- ♦ Develop the diagnostic pathway from both the DSM 5 and CIE 10
- ♦ Address new perspectives of psychological assessment
- ♦ Be comfortable with the basics of the patient's right and the psychologist's code of ethics

Module 2. The Interview in a Psychotherapeutic Setting

- ♦ 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

Module 3. Evaluation Process in Expert Psychodiagnostics

- ♦ 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

Module 4. Contexts Surrounding Psychological Assessment

- ♦ 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
- ♦ Verify the implication of expertise within the professional framework of psychologists

Module 5. Types of Expert Surveys

- ♦ Analyze the implications of the evaluation and expert assessment for each one of the patients
- ♦ Verify the implication of expertise within the professional framework of psychologists
- ♦ 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
- ♦ Identify abnormalities and abuse among the members of the expert assessment

Module 6. Types of Reports and their Different Reporting Procedures

- ♦ Develop strategies to defend a report in front of a tribunal
- ♦ Incorporate expert knowledge into a global framework of psychological intervention
- ♦ Review the entire appraisal procedure with standardized protocols

Module 7. Mediation and Coaching

- ♦ Ensure that the professional is able 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

03 Skills

Forensic psychology professionals are important figures because of their in-depth knowledge of human beings and their behavior, but also because of their competencies and skills. By pursuing this program with a multidisciplinary approach, psychologists will be able to further enhance these qualities in order to practice their profession with the utmost rigor and all within the legal framework.





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This 100% online program allows you to enhance your skills in the assessment process"



General Skills

- ♦ Describe the competencies of psychodiagnostics, psychological assessment and expertise to perform an effective job in their professional task
 - ♦ Develop and identify their fears and needs before the expert appraisal 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, in order to perform it within a legal framework
 - ♦ Explain and describe, with scientific assessment procedures, the way the subject communicates in order to prevent simulation or lying
 - ♦ Develop and execute all international compliance parameters to perform a diagnosis based on quantifiable realities within the law
 - ♦ Understand and master the psychosocial assessment tests, as well as the required literature, to produce a report that is understandable to the subject and/or the court or entity receiving the report
 - ♦ Differentiate and distinguish between the procedures used for each of the unique appraisal situations and thereby determine its conclusion within the parameters of such uniqueness
 - ♦ Identify their role as an expert to achieve greater efficiency according to the type of report they have to make
 - ♦ Develop and maintain an appropriate link with the specifics of each assessment to achieve a true involvement of the individual(s) in the assessment process
 - ♦ Maintain and 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, differentiating it from the role of the clinical psychologist, adding resources to achieve better results in the processes that cause disturbances and conflicts
- ♦ 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



A unique program that will allow you to acquire superior knowledge in order to develop in this field"



Specific Skills

- ♦ Include the diagnosis in the appraisal process as an opportunity to create an appropriate bond with the subject
- ♦ Manage and discover intrapersonal elements of the subject through the Rorschach test
- ♦ Identify and master the drawing test and the desiderative questionnaire
- ♦ Develop conclusions with Max Lüscher's color test
- ♦ Interpret and recognize the psychic state in the T.A.T. study
- ♦ Master and execute the Weschsler, Coman, Raven's Progressive Matrices, or Goodenough intelligence tests
- ♦ Master and develop the conclusions obtained by means of the personality questionnaires CEP, CPQ, EPQ
- ♦ Explain and describe the results of neurological tests
- ♦ Describe the expert's competencies
- ♦ Review the expert's impartiality
- ♦ Identify the legal basis of the appraisee and of the appraiser
- ♦ Describe the relationship with lawyers and other professionals in the judiciary
- ♦ Discover and identify family rules, rituals and their ability to perform homeostasis
- ♦ Identify and assess changes and crises in the family
- ♦ Distinguish and deal with different family typologies
- ♦ Explain and identify guilt in psychopathology
- ♦ Embed diagnostic process within the appraisal
- ♦ Elaborate and execute a psychological expert appraisal
- ♦ Identify the differences between coaching and psychological intervention
- ♦ Develop specific *coaching* intervention plans

04

Course Management

TECH maintains the philosophy of offering the professional the latest scientific knowledge through quality teaching provided by the most relevant and qualified specialists in their area. Therefore, psychologists that participate in this program will have the support of a management and teaching staff specifically selected to provide the most up-to-date information in the field of forensic psychology and psychodiagnostics. Likewise, their extensive experience in this field will be reflected in the syllabus, which students will be able to access right from the beginning of this Master's Degree.





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Specialists in Psychology with expertise in Forensic Psychology will accompany you for 12 months to provide you with the latest information in this field”

Management



Dr. Gascón Martín, Laura

- ◆ Director of the Assessment and Psychotherapy Center of Talavera de la Reina
- ◆ Specialist in Forensic and Legal Psychology
- ◆ Psychologist of the Courts 1 and 2 of Toledo
- ◆ Coordinator in Toledo of Emergency Intervention and Psychological Assistance Plan
- ◆ Master's Degree in Time-Limited Psychotherapy and Health Psychology
- ◆ Adult Psychotherapy Expert
- ◆ Director of the Postgraduate Diploma in Psychodiagnostics and Legal Expertise from the European Institute of Time-Limited Psychotherapies
- ◆ Coordinator of the Gender Violence Plan of the Society for Time-Limited Psychotherapies

Professors

Dr. Roldán, Lucía

- ◆ Health Psychologist
- ◆ Cognitive Behavioral Intervention Specialist
- ◆ Master's Degree in Time-Limited Psychotherapy and Health Psychology
- ◆ Expert in Energy Therapy Intervention

Ms. González, Mónica

- ◆ Psychologist in charge of the Department of Child and Adolescent Psychology in the Quirón Hospital and Avatar Psychologists in Marbella
- ◆ Master's Degree in Time-Limited Psychotherapy and Health Psychology from the European Institute of Time-Limited Psychotherapies (I.E.P.T.L.)

Dr. De Dios González, Antonio

- ♦ Director of Avatar Psychologists
- ♦ Director of the Psychology Department of Quirón Hospital in Marbella
- ♦ Transpersonal Therapist from the Spanish School of Transpersonal Development
- ♦ Specialist in Clinical Hypnosis and Relaxation
- ♦ Master's Degree in Time-Limited Psychotherapy and Health Psychology from the European Institute of Time-Limited Psychotherapies
- ♦ EFT Specialist from the World Center for EFT
- ♦ Master's Degree in Neuro-Linguistic Programming (NLP) from Richard Bandler's Society of Neuro-Linguistic Programming

Dr. Gandarias, Gorka

- ♦ Health Psychologist
- ♦ European Specialist Psychologist in Psychotherapy from the EFPA in Vitoria, Spain
- ♦ Master's Degree in Time-Limited Psychotherapy and Health Psychology
- ♦ Expert in Intervention in Bizarre Behavior and Drug Addiction

Dr. Fernández Sánchez, Angel

- ♦ European Specialist Psychologist in Psychotherapy from the EFPA
- ♦ Health Psychologist
- ♦ Director of the Evaluation and Psychotherapy Center of Madrid
- ♦ Master's Degree in Clinical and Health Psychology
- ♦ Specialist in Clinical Hypnosis and Relaxation

Dr. Martínez-Lorca, Manuela

- ♦ Health Psychologist
- ♦ Specialist in Clinical Hypnosis and Relaxation
- ♦ Lecturer in the Department of Psychology at the UCLM
- ♦ PhD in Psychology from the University of Castilla-La Mancha
- ♦ Master's Degree in Time-Limited Psychotherapy and Health Psychology from the European Institute of Time-Limited Psychotherapies

Mr. Aguado Romo, Roberto

- ♦ Psychologist specialized in Clinical Psychology
- ♦ Psychologist European Specialist in Psychotherapy
- ♦ Managing Director of the Evaluation and Psychotherapy Centers in Madrid, Bilbao and Talavera de la Reina
- ♦ Author of Time-Limited Psychotherapy
- ♦ Researcher at CerNet, Emotional Network, and European Institute for Time-Limited Psychotherapies

05

Structure and Content

The forensic psychology professionals who study this Master's Degree will obtain the latest information in the field of forensic psychology and psychodiagnostics thanks to the content provided by the specialized teaching team. Knowledge that is evident throughout the 7 modules that make up this syllabus, where, through multimedia material, students can delve deeper in the studies that support the use of certain assessment systems, the legal guarantees of the legal evidence or the most effective diagnostic tests. All this is made much more dynamic thanks to the relearning system used by TECH.





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This Master's Degree gives you the opportunity to update your knowledge on the different diagnostic methods"

Module 1. Psychodiagnostics and Psychological Assessment

- 1.1. Substantive Considerations
 - 1.1.1. Psychodiagnostics
 - 1.1.2. Scientific Method
 - 1.1.3. Experimental Method
 - 1.1.4. Correlational Method
 - 1.1.5. Longitudinal Method
 - 1.1.6. The Models
 - 1.1.7. Manifest Behavior Observation
- 1.2. Diagnosis as a Mobilizer of the Expert-Subject Connection
- 1.3. Reason for Diagnosis
 - 1.3.1. Phases
 - 1.3.2. The Interview as a First Encounter and Framing
 - 1.3.3. Purposes of the Interview
 - 1.3.4. Factors Affecting the Process
- 1.4. Assessor/Permittee's Anxieties, Hopes and Needs. Causing Harm and Making Mistakes
 - 1.4.1. Anxieties and Fears
- 1.5. Needs and Anxieties of the Evaluated Person
 - 1.5.1. Expectations
 - 1.5.2. Anxieties
- 1.6. Psychodiagnostics Objectives
 - 1.6.1. Differences and Interactions
 - 1.6.2. Procedure Structure
 - 1.6.3. Diagnostic Process Framework
 - 1.6.4. Main Objectives
 - 1.6.5. Secondary Objectives
 - 1.6.6. Achieve a Singular Bond
 - 1.6.7. Encourage the Subject's Resources
 - 1.6.8. Gather Valid Information for the Process



- 1.7. Psychodiagnostic Scenarios
 - 1.7.1. Subject's Mental Functions
 - 1.7.2. Biological Imbalances
 - 1.7.3. Interaction of the Subject in their Microcontext, Mesocontext and Macrocontext
- 1.8. Analysis of Suffering Through its Symptoms
 - 1.8.1. Suffering and the Mind
- 1.9. Psychodiagnostics in a Legal Setting
 - 1.9.1. Expert Evidence
 - 1.9.2. Fields of Action of the Legal Psychologist

Module 2. The Interview in a Psychotherapeutic Setting

- 2.1. Active Interview (CHSV)
 - 2.1.1. Information Theory
 - 2.1.2. Communication Channels
 - 2.1.3. Communication System
- 2.2. Axioms of the Interview
 - 2.2.1. It is Impossible Not To Communicate
 - 2.2.2. Content and Relationship
 - 2.2.3. Affective Value
 - 2.2.4. Digital and Analog Communication
 - 2.2.5. Symmetric and Asymmetric
- 2.3. Exploring Communication
 - 2.3.1. Verbal Communication
 - 2.3.2. Non-Verbal Communication
 - 2.3.3. Double Bond
 - 2.3.4. A Gesture is Worth a Thousand Words
- 2.4. Medical History According to Which Model is Used
 - 2.4.1. Personal
 - 2.4.2. Family
 - 2.4.3. Generational

- 2.5. Anamnesis from the Time-Limited Psychotherapy
 - 2.5.1. Psychopathological Biography
 - 2.5.2. Biography of Medical Diseases
 - 2.5.3. Biography and Relationships Social Point of View
- 2.6. General Structure of the Mental Examination
 - 2.6.1. Psychopathology and Normalcy
- 2.7. Semiology: Signs and Symptoms
 - 2.7.1. Awareness
 - 2.7.2. Attention
 - 2.7.3. Memory
 - 2.7.4. Intelligence
 - 2.7.5. Perception
 - 2.7.6. Affectivity
 - 2.7.7. Physical Signs
 - 2.7.8. Motor Skills
 - 2.7.9. Cognitive Area
- 2.8. Epistemology of Diagnosis
 - 2.8.1. Descriptive Syndromic Diagnosis Versus Disease
 - 2.8.2. Nosology Categorical Versus Dimensional Diagnosis
- 2.9. Multiple Diagnoses and Comorbidity
 - 2.9.1. Comorbidity Types
 - 2.9.2. Axis I and II Comorbidity
 - 2.9.3. Comorbidity of Personality Disorders and Mood Disorders
- 2.10. Clinical Versus Forensic Criteria
 - 2.10.1. Compliance Lines of the Forensic Psychologist
 - 2.10.2. The Code of Conduct
- 2.11. Expert Interview Biases to Avoid
 - 2.11.1. Forced Choice Questions
 - 2.11.2. Open-Ended Questions
 - 2.11.3. Other Types of Questions

Module 3. Evaluation Process in Expert Psychodiagnostics

- 3.1. Projective Techniques in Expert Appraisal
 - 3.1.1. Characteristics and Types of Projective Techniques
- 3.2. Rorschach Test
 - 3.2.1. Application
 - 3.2.2. Presentation of Sheets
 - 3.2.3. Reaction Time
 - 3.2.4. Time of the Patient in Front of the Sheet
 - 3.2.5. Removal of Sheet and Survey
 - 3.2.6. Rorschach Assessment
 - 3.2.7. Apperception Modes
 - 3.2.8. Contents
 - 3.2.9. Frequency
- 3.3. Expressive Techniques
 - 3.3.1. Graphic Tests
 - 3.3.2. Drawing Size
 - 3.3.3. Drawing Projection
 - 3.3.4. Position in the Sheet
 - 3.3.5. Shape of the Stroke
 - 3.3.6. Strength of the Stroke
 - 3.3.7. Continuity of the Stroke
 - 3.3.8. Personal Style
- 3.4. Drawing (HTP)
 - 3.4.1. The House
 - 3.4.2. The Tree
 - 3.4.3. Wittgenstein's Index
 - 3.4.4. Human Figure
- 3.5. Free Drawing
 - 3.5.1. Development
 - 3.5.2. Analysis
 - 3.5.3. Free Drawing Quality
 - 3.5.4. Advantage and Disadvantage
- 3.6. Family Drawing
 - 3.6.1. Graphic Plane
 - 3.6.2. Structural Plane
 - 3.6.3. Content Plane or Clinical Interpretation
 - 3.6.4. Psychoanalytic Interpretation
- 3.7. Düss Fables
 - 3.7.1. Bird Fable: Degree of Dependence, Independence, Autonomy
 - 3.7.2. Marriage Anniversary Fable: Oedipus Complex
 - 3.7.3. Lamb Fable: Fraternal Jealousy, Weaning Complex
 - 3.7.4. Burial Fable: Loss, Guilt, Aggressiveness, Death Wishes
 - 3.7.5. Fear Fable: Fears
- 3.8. Desiderative Test
- 3.9. Max Lüscher Color Test
 - 3.9.1. Color Test
 - 3.9.2. Meaning of the Eight Places
 - 3.9.3. Function Interpretation
 - 3.9.4. Basic and Auxiliary Colors: The Keys to the Eight Colors
 - 3.9.5. Categories of the Four Basic Colors
 - 3.9.6. Auxiliary Colors
- 3.10. Thematic Apperception Test TAT
- 3.11. Psychometric Tests in Expertise
- 3.12. Wechsler Intelligence Test
 - 3.12.1. WISC-IV
 - 3.12.2. Test Description
- 3.13. Neuropsychological Maturity Questionnaire. CUMANES
 - 3.13.1. Forensic Neuropsychology
 - 3.13.2. The Revised Barcelona Test
- 3.14. Raven's Progressive Matrices
 - 3.14.1. Domino Test or D 48
 - 3.14.2. Kaufman Assessment Battery for Children (KABC)

- 3.15. Goodenough's Test
- 3.16. The Personality Test
- 3.17. Millon Clinical Multiaxial Inventory (MCMI III)
- 3.18. 16 Cattell PF 5
 - 3.18.1. First Order Factors
 - 3.18.2. Second Order Factors
 - 3.18.3. Profile Interpretation Steps
- 3.19. BASC Behavioral Assessment System and PAI Inventory
 - 3.19.1. Scales in Questionnaires for Parents and Guardians
 - 3.19.2. Self-Report Scales
 - 3.19.3. Personality Assessment Inventory PAI
- 3.20. Children's Personality Questionnaire CPQ
 - 3.20.1. Reserved/Open, Low/High Intelligence, Emotionally Affected/Stable, Calm/Excitable, Submissive/Dominant, Sober Enthusiastic, Unconcerned/Conscientious, Cohibited/Entrepid, Hard/Soft Sensitivity, Confident/Doubtful, Simple/Atute, Serene/Apprehensive, Less or More Integrated, and Relaxed/Tensed
- 3.21. Clinical Analysis Questionnaire CAQ
- 3.22. STAIC and STAI Anxiety Questionnaires and TAMAI Self-Assessment Test
 - 3.22.1. Trait-State Anxiety Questionnaire in Children STAIC and in Adults STAI
 - 3.22.2. Multifactor Self-Assessment Test of Child Adjustment TAMAI
- 3.23. Questionnaire for the Assessment of Adopters, Caregivers, Guardians and Mediators CUIDA
 - 3.23.1. Primary Scales
 - 3.23.2. Response Styles
- 3.24. Brief Listing of Symptoms SCL 90 R
 - 3.24.1. Dimensions
 - 3.24.2. Levels
- 3.25. Study of the Story's Credibility
 - 3.25.1. System for Analyzing the Validity of Statements: The SVA Method
 - 3.25.2. SVA = Interview + CBCA + Validity Checklist

Module 4. Contexts Surrounding Psychological Assessment

- 4.1. Expert Evidence
 - 4.1.1. Suitability
 - 4.1.2. Preposition
 - 4.1.3. Appointment
 - 4.1.4. Ratification
 - 4.1.5. Expert Opinion
 - 4.1.6. Appreciation and Appraisal
- 4.2. The Expert's Role in the 21st Century
 - 4.2.1. Criminal Investigation
 - 4.2.2. Police and Military Psychology
 - 4.2.3. Victimology
 - 4.2.4. Judicial Psychology (Testimony and Jury)
- 4.3. Procedure of a Judicial Hearing
- 4.4. Relationship with Other Groups
 - 4.4.1. Judicial Police
 - 4.4.2. Identification Laboratories
 - 4.4.3. Forensics
 - 4.4.4. Judges
 - 4.4.5. Lawyers
- 4.5. Family Diagnosis: The Family as a System
 - 4.5.1. Family Rules, Rituals, Homeostasis
 - 4.5.2. Crisis, Morphogenesis and Change
 - 4.5.3. Family Typology, Adaptation, Evolutionary Cycle
 - 4.5.4. Frontiers, Centripetal and Centrifugal Functions
 - 4.5.5. Typology of Dysfunctional Families
- 4.6. Assessment of Guilt in Psychopathology

- 4.7. Diagnostic Process Framing in the Expert Appraisal
 - 4.7.1. Axis I. Clinical Disorders
 - 4.7.2. Personality Disorders (Axis II)
 - 4.7.3. Social and Environmental Problems (Axis IV)
 - 4.7.4. Diagnosis and Expert's Framework of the Subject
- 4.8. Psychological Expert Opinion
 - 4.8.1. Possess the Appropriate Skills
 - 4.8.2. Respect the Client's Dignity, Freedom, Autonomy and Privacy
 - 4.8.3. Respect and Comply with the Right and Duty to Inform the Client
 - 4.8.4. Organize the Report Contents
 - 4.8.5. Describe the Instruments Used and Facilitate the Understanding of the Data
 - 4.8.6. Include the Evaluation Process, Hypotheses Formulated and Justify the Conclusions
 - 4.8.7. Take Care of the Style
 - 4.8.8. Maintain Confidentiality and Professional Secrecy
 - 4.8.9. Request Informed Consent
 - 4.8.10. Protect Documents

Module 5. Types of Expert Surveys

- 5.1. Definitions Regarding Appraisal
 - 5.1.1. Definitions Regarding Appraisal
 - 5.1.2. The Process
 - 5.1.3. Procedure for the Judicial Appointment of the Expert
- 5.2. Juvenile Expertise
 - 5.2.1. Functional Dependency and Functions
 - 5.2.2. Report Structure and Content
 - 5.2.3. Characteristics in Juvenile Offenders
 - 5.2.4. Observation in the Judicial Context
- 5.3. Psychopedagogical Expertise
 - 5.3.1. School Psychological Report
 - 5.3.2. Psychopedagogical Evaluation Report

- 5.4. Elderly Expert
 - 5.4.1. Classification According to the American Psychiatric Association
 - 5.4.2. The Rights of the Elderly in the Area of Social Security, Procurement and Administration of Justice
- 5.5. Marital Separation
 - 5.5.1. Can I Divorce Even if My Partner Does not Agree?
 - 5.5.2. Do I Have to Plead any Cause to Be Able to Separate?
 - 5.5.3. How Long Must I Have Been Married Before I Can Separate or Divorce?
 - 5.5.4. Should I File for Separation Before Divorce?
 - 5.5.5. What are the Differences Between Separation and Divorce?
 - 5.5.6. What are the Differences between Divorce and Annulment of Marriage?
 - 5.5.7. Can I Remarry after Separation?
 - 5.5.8. Can Reconciliation Take Place During Separation Proceedings?
 - 5.5.9. Is Reconciliation Possible after a Separation Judgment?
 - 5.5.10. What are the Effects of Spousal Reconciliation?
 - 5.5.11. What Types of Separation Procedures Are There?
- 5.6. Care and Custody
 - 5.6.1. Report of Results and Conclusions of the Expert Psychological Study of Marital Separation
 - 5.6.2. Objectives
 - 5.6.3. Methodology
 - 5.6.4. JCB Evaluation
 - 5.6.5. ALF Evaluation
 - 5.6.6. PNL Evaluation
 - 5.6.7. Diana Evaluation
 - 5.6.8. Family Environment Evaluation
 - 5.6.9. Interactions Analysis
 - 5.6.10. Conclusions
 - 5.6.11. Recommendations
- 5.7. Marriage Annulment
 - 5.7.1. Procedure in Formal Cases of Marriage Nullity, Instructions for Deacon/Pastoral Minister

- 5.8. Laboral Disability
 - 5.8.1. Deficiency, Disability and Handicap
 - 5.8.2. Incapacity
 - 5.8.3. Civil Incapacity and Labor Incapacity
 - 5.8.4. Temporary Occupational Incapacity and Permanent Incapacity
- 5.9. Simulation
 - 5.9.1. Simulation of Disease
 - 5.9.2. Oversimulation
 - 5.9.3. Metasimulation
- 5.10. Gender-Based Violence
 - 5.10.1. Violence Against Women
- 5.11. Abuse
 - 5.11.1. Evaluation Areas
 - 5.11.2. Psychological Consequences Psychic Damage and Sequelae
 - 5.11.3. Causal Nexus
- 5.12. Secondary Victimization

Module 6. Types of Reports and their Different Reporting Procedures

- 6.1. Criteria for Writing the Psychological Report
 - 6.1.1. Forensic Psychological Report
 - 6.1.2. Medical History
 - 6.1.3. Results
 - 6.1.4. Conclusions
- 6.2. Insurance Report
 - 6.2.1. Descriptive Format of Report to Send to Insurance or Mutual Insurance Companies
- 6.3. School Report
 - 6.3.1. School or Psychopedagogical Report
 - 6.3.2. Psychopedagogical Report 1
 - 6.3.3. Psychopedagogical Report 2
 - 6.3.4. Reasons for the Report
 - 6.3.5. Psychopedagogical Report 3
 - 6.3.6. Clinical Psychopedagogical Report
 - 6.3.7. Results
 - 6.3.8. Conclusions

- 6.4. Clinical Report
 - 6.4.1. Intervention Clinical Report
 - 6.5. Informed Consent Request
 - 6.5.1. Statement of Informed Consent to Record in Psychotherapy
 - 6.5.2. Informed Consent for Minors
 - 6.5.3. General Informed Consent
 - 6.6. Report for Pardon
 - 6.6.1. Objective of this Report
 - 6.6.2. Methodology Used
 - 6.6.3. Test Results
 - 6.6.4. Conclusions
 - 6.7. Report of a Kidnapping
 - 6.7.1. Clinical Report
 - 6.7.2. Assessment Reason
 - 6.7.3. Personal Background
 - 6.7.4. Evidence
 - 6.7.5. Results Obtained
 - 6.7.6. Conclusions
 - 6.7.7. Treatment and Recommendations
 - 6.8. Structured Interview to Locate Depressive Personality Disorder (DPD)
- 7.2.4. Ways of Dealing with Conflicts
 - 7.3. Types of Conflict and Methods of Resolution
 - 7.3.1. Attraction-Attraction
 - 7.3.2. Evasion-Evasion
 - 7.3.3. Attraction-Evasion
 - 7.3.4. Negotiation, Mediation, Arbitration and Neutral Evaluation
 - 7.4. Mediation in Parent/Child Relationships
 - 7.4.1. Conflict Resolution in the Parent-Child Relationship
 - 7.4.2. "I, as a Father that I Am, I Win and You, as a Son that You Are, You Lose."
 - 7.4.3. "You, as a Son, Win and I, as a Father, Lose."
 - 7.4.4. Concertation: Nobody Loses
 - 7.5. Coaching and Psychology
 - 7.5.1. Similarities and Differences?
 - 7.5.2. Contradictions
 - 7.6. How to Work with Coaching and Psychotherapy?
 - 7.7. Learning in Coaching
 - 7.7.1. Stripping Off the Masks
 - 7.7.2. Coaching and Psychologists
 - 7.8. Coaching in the Company
 - 7.8.1. Facing Challenges that Can be Taken On
 - 7.8.2. The Life of Managers
 - 7.8.3. Self-Deception
 - 7.9. All Psychological Therapy Involves Personal Growth
 - 7.9.1. Coach or Psychologist, According to the Coaches
 - 7.9.2. Conflict and Coaching
 - 7.10. Clear Goals
 - 7.10.1. Definition of Where You Are
 - 7.10.2. Definition of Where You Want to Go
 - 7.11. Feeding Back on the Activity
 - 7.11.1. Placing the Attitude in Action and Not in Anticipatory Thinking

Module 7. Mediation and Coaching

- 7.1. Family Mediation
 - 7.1.1. Pre-Mediation
 - 7.1.2. Mediation
 - 7.1.3. Mediator Techniques
- 7.2. Notion of Conflict
 - 7.2.1. Psychological Conflicts
 - 7.2.2. Communication Conflicts or Conflicts Related to the Communication Channel
 - 7.2.3. Substantive Conflicts

- 7.11.2. Verbalizing Small Achievements
- 7.11.3. Be Flexible and Allow for Frustration
- 7.12. Working on Self-Deception
 - 7.12.1. The Coach as a Trainer
 - 7.12.2. The Coach as an Advisor
 - 7.12.3. The Coach as a Corrector
- 7.13. Obstacles in Coaching
 - 7.13.1. Feedback
 - 7.13.2. Coaching Through Rewards
 - 7.13.3. Coaching and Leadership
- 7.14. Emotional Management Using the CEB Model (Conscious Emotional Bonding)
 - 7.14.1. What is Proposed?
 - 7.14.2. Identity Traits of the Conscious Emotional Bonding (CEB) Model
 - 7.14.3. Basic Assumptions of the CEB Model
 - 7.14.4. Conclusions
- 7.15. Dialogue with Beliefs
 - 7.15.1. A Critique of Goleman's Work
 - 7.15.2. Intelligence and Emotional Intelligence
- 7.16. Emotional Neuroanatomy
 - 7.16.1. The Brain and its Messengers
- 7.17. Intrapersonal Skills
 - 7.17.1. Self-Concept
 - 7.17.2. Basic Emotions



A 100% online university program that will provide you with the latest developments in coaching and psychotherapy work"

06

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.



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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 learning, 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 relearn). 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.



07

Certificate

The Master's Degree in Forensic Psychology and Psychodiagnostics guarantees you, in addition to the most rigorous and up-to-date education, access to a Master's Degree issued by TECH Global University.





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

This private qualification will allow you to obtain a **Master's Degree diploma in Forensic Psychology and Psychodiagnostics** 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.

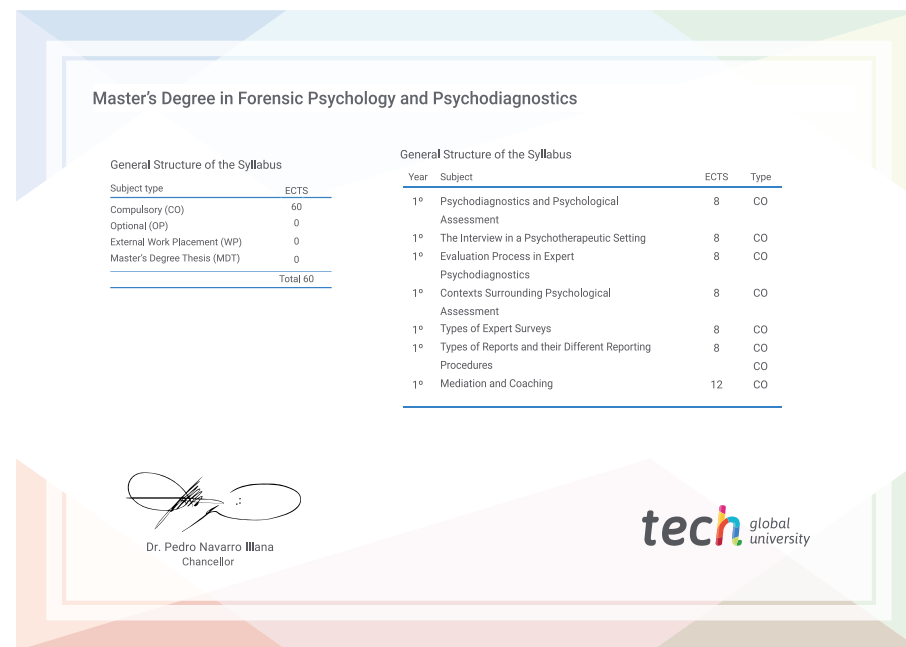
This **TECH Global University** private qualification is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Master's Degree in Forensic Psychology and Psychodiagnostics**

Modality: **online**

Duration: **12 months**

Accreditation: **60 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
online training
development language
virtual classroom



Master's Degree Forensic Psychology and Psychodiagnostics

- » Modality: online
- » Duration: 12 months
- » Certificate: TECH Global University
- » Credits: 60 ECTS
- » Schedule: at your own pace
- » Exams: online,

Master's Degree

Forensic Psychology and Psychodiagnostics

