Professional Master's Degree

Forensic Psychology and Psychodiagnostics

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Professional 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.techtitute.com/us/medicine/professional-master-degree/master-forensic-psychology-psychodiagnostics

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01

Introduction

The Professional Master's Degree in Forensic Psychology and Psychodiagnostics is a unique program, since it combines the knowledge to perform psychodiagnosis in an exemplary manner, inserting it in the intervention as a forensic expert in criminal, civil, family or labor law.

Learn about the latest advances in Psychodiagnostics and Forensic Psychology.

Improve your knowledge in Forensic Psychology and Psychodiagnostics through this program, where you will find the best didactic material with real clinical cases. Learn here about the latest advances in the specialty to be able to perform a quality practice"

The objective of this TECH Master's Degree is to enable the student to carry out, within the current regulations, the pertinent actions and reports for the development as an expert, complying with the code of ethics and, at the same time, being effective in his mediation, as well as to establish a common jargon and synergies necessary to work in a multidisciplinary manner with personnel from the legal profession, social services, security and penitentiary forces and to frame the entire procedure based on the methods of the Attorney General's office or the scenario of mediation and negotiation.

The syllabus of this TECH Master's Degree is designed to teach and integrate within the professional activity the necessary knowledge to avoid making any mistake in the code of ethics, as well as in the rights of patients, clients or users. This knowledge classifies this TECH Master's Degree as a tool that offers everything necessary to know what to do in the profession as an expert and to be sure that you are complying with the regulations to which you must submit.

Finally, this TECH Master's Degree is unique and essential, since it considers experience the foundation of theory, allowing a global and sufficient knowledge to practice transferring all this knowledge to the foundation in the planning and subsequent implementation of professional work.

Nowadays, the ability to master the Psychodiagnostics tests required at each moment, and the subsequent submission of a report, together with the skills to defend in court the conclusions obtained, make this program of study a true precursor of success and excellence in this discipline.

This **online Professional Master's Degree in Forensic Psychology and Psychodiagnostics** contains the most complete and up-to-date scientific program on the market. The most important features of the TECH Master's Degree include:

- The development of practical cases presented by experts in Forensic Psychology and Judicial Expertise.
- The graphic, schematic, and eminently practical contents with which they are created provide scientific and practical information on the disciplines that are essential for professional practice.
- New developments in Forensic Psychology and Judicial Expertise.
- Practical exercises where the self-assessment process can be carried out to improve learning.
- Emphasis on innovative methodologies in Forensic Psychology and Judicial Expertise.
- 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.

Update your knowledge through the Professional Master's Degree in Forensic Psychology and Psychodiagnostics"

This Professional Master's Degree is the best investment you can make in the selection of a refresher program for two reasons: in addition to updating your knowledge in Forensic Psychology and Psychodiagnostics, you will obtain a certificate from TECH Global University"

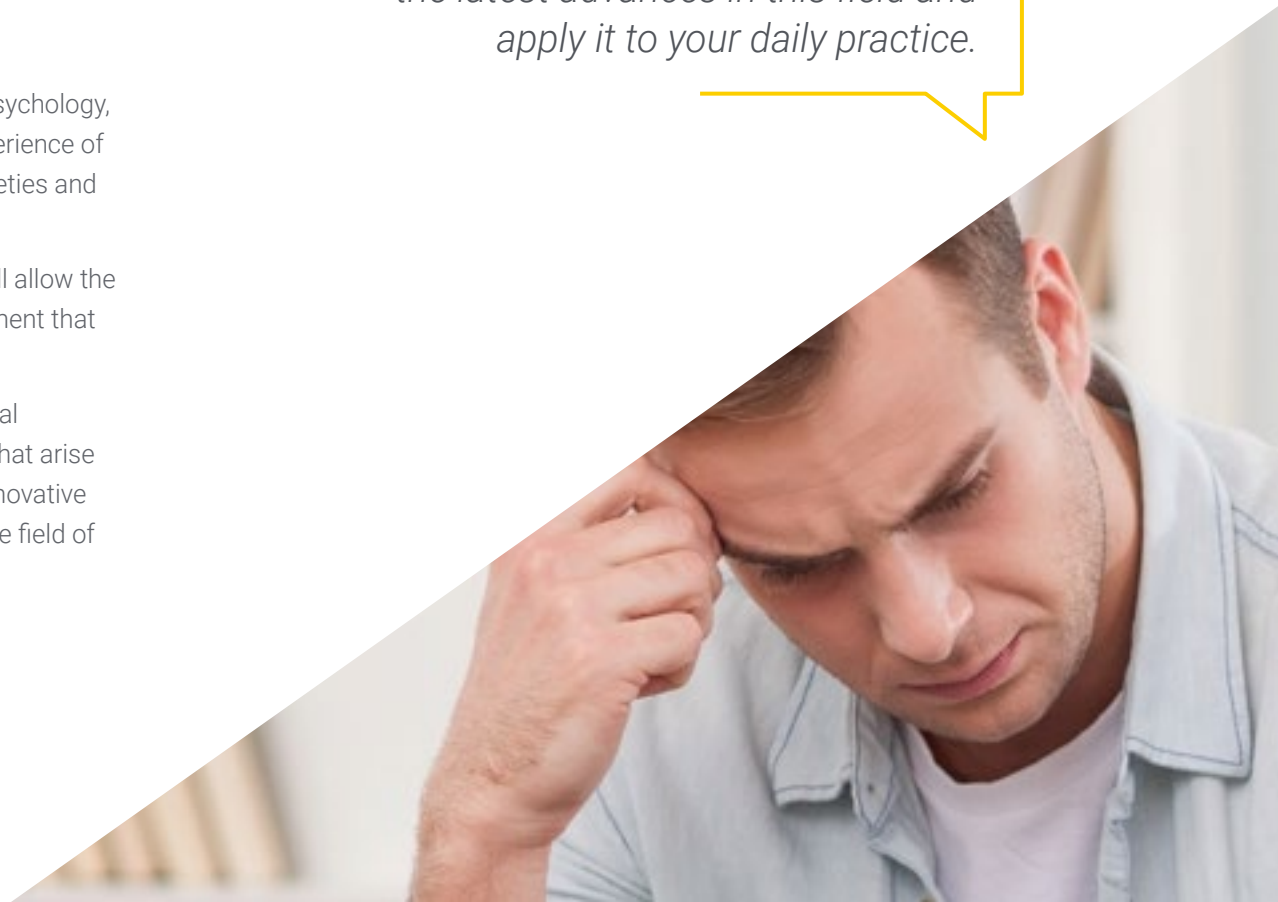
Increase your decision-making confidence by updating your knowledge through this Professional Master's Degree.

Take the opportunity to learn about the latest advances in this field and apply it to your daily practice.

Its teaching staff includes professionals belonging to the field of Forensic Psychology, Psychodiagnostics and Judicial Expertise, who bring to this training the experience of their work, as well as recognized specialists from prestigious reference societies and universities.

Its multimedia content, developed with the latest educational technology, will allow the professional a situated and contextual learning, that is, a simulated environment that will provide an immersive study programmed to train in real-life situations.

This program is designed around Problem Based Learning, where the medical professional must try to solve the different professional practice situations that arise during the course. For this purpose, the specialist will be supported by an innovative interactive video system created by renowned and experienced experts in the field of Forensic Psychology, Psychodiagnostics and Judicial Expertise.



02

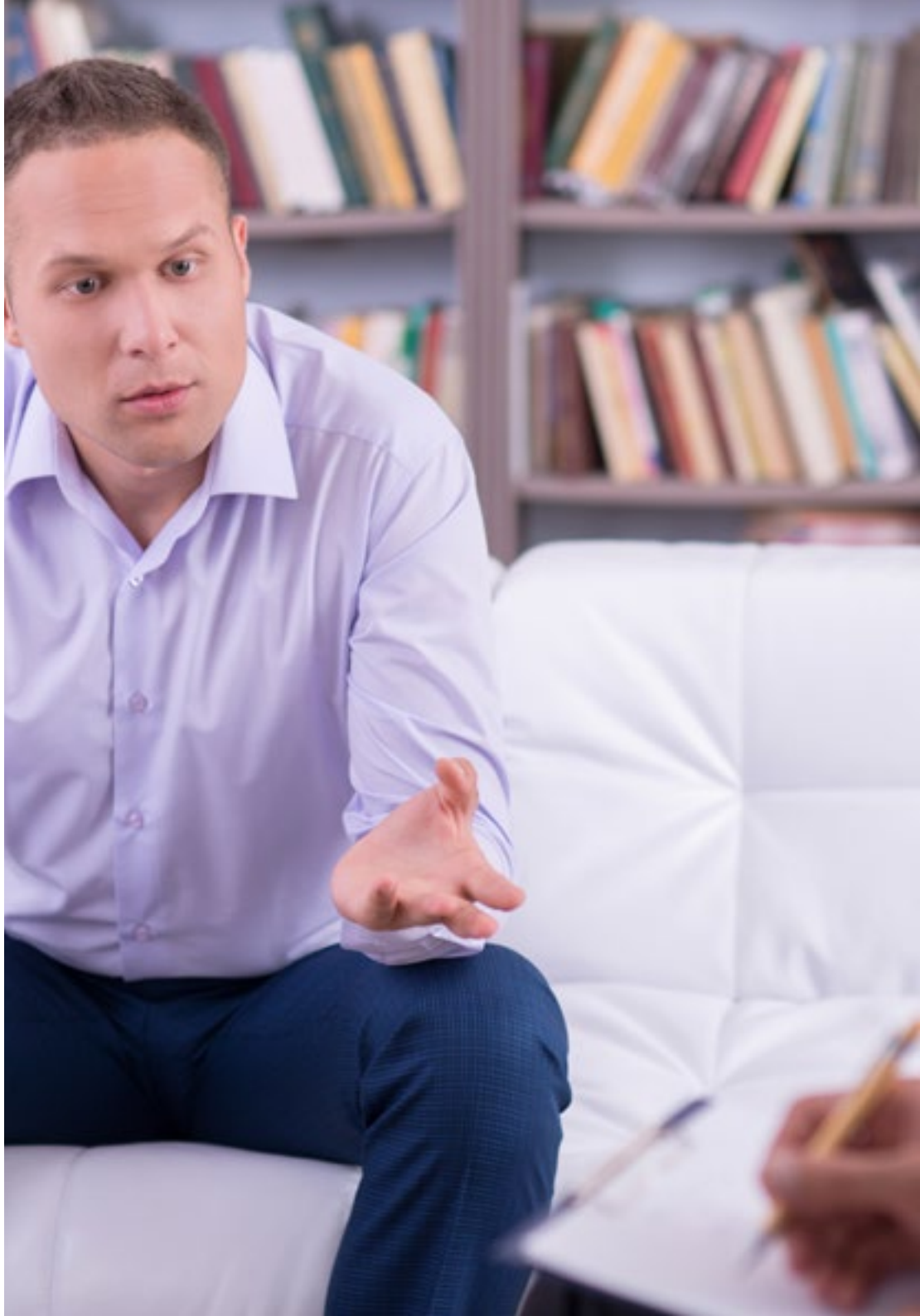
Objectives

The main objective of the program is the development of theoretical and practical learning, so that the physician can master Forensic Psychology and Psychodiagnostics in a practical and rigorous way.

This Professional Master's Degree will allow you to expand your knowledge in Forensic Psychology and Psychodiagnostics with the use of the latest educational technology, to contribute with quality and security to decision making"

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 discern simulation and lies, 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

- Teach the student the instruments of Psychodiagnostics 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 actual psychological state.
- Decide on the most appropriate set of instruments for each case of appraisal.
- Analyze the implications of the evaluation and assessment for each patient.
- Verify the implication of the expertise within the professional framework of the physician.
- Raise the new perspectives of psychological assessment.
- Development of the diagnostic itinerary both from the D.S.M. as well as by C.I.E-10.
- Handle the basics of the patient's rights and the physician's code of ethics.
- Identify the divergent points between digital and analog communication within the framework of expertise.
- Reflect on the patient's subjective mobilizing factors.
- Structure appropriate assessment protocols according to the ages and the area to be assessed.
- Describe the structure of the psychological report according to the area being assessed, so that it is within the law.
- Acquire the skills to prepare a report within the legal jargon and judicial methodology.
- Manage stressful situations that may arise during the appraisal process.
- Refer and detect abnormalities and abuse among the components of the expertise.
- Ensure that the professional is trained to defend his report in court.
- Incorporate expertise into a global framework of psychological intervention.
- Review with standardized protocols the entire appraisal procedure.
- Incorporate the appraisal process into the framework of a welfare society framed by the rights and duties of citizens.

03

Skills

After passing the evaluations of the online Professional Master's Degree in Forensic Psychology and Psychodiagnostics, the psychologist will have acquired the necessary professional skills for a quality and up-to-date practice based on the latest scientific evidence.

With this program you will be able to master the new diagnostic and therapeutic procedures in Forensic Psychology and Judicial Expertise"

The professional, at the end of this TECH Master's Degree, will be able to:

Basic Skills

- Describe the competencies of Psychodiagnostics, Psychological Assessment and Expertise to carry out effective work in your professional task.
- Develop and identify fears and needs before the expert process through their knowledge of the intrapsychic reality, in order to avoid negative inferences.
- Explain and describe to the subject the whole protocol of intervention in the psychological expertise, to then carry it out within a legal framework.
- Explain and describe with scientific assessment procedures the way the subject communicates to prevent simulation or lying.
- Develop and execute all international compliance parameters to perform a diagnosis based on quantifiable realities and within the law.
- Understand and master the psychosocial assessment tests, as well as the methodology necessary to culminate in a report understandable to the subject and/or the receiving court or entity.
- Differentiate and distinguish the procedure used for each of the unique appraisal situations and thereby determine its conclusion within the parameters of such uniqueness.
- Identify and differentiate their role as an expert to achieve greater efficiency according to the type of report they have to make.
- Develop and maintain an appropriate link with the specificity of each assessment to achieve a true involvement of the subject(s) in the assessment process.
- Maintain and enable a multidisciplinary relationship with the agents involved in the process to achieve a multidisciplinary team scenario.

General Skills

- Develop within the profession in terms of working with other health professionals, acquiring skills to work as a team.
- Recognize the need to maintain and update professional skills with special emphasis on autonomous and continuous learning of new knowledge.
- Develop the capacity for critical analysis and research in the field of their profession.

Specific Skills

- Include the diagnosis in the appraisal process as an opportunity to create an appropriate bond with the subject.
- Describe the reason for the diagnosis with all the details required by the protocol.
- Discover your needs as an evaluator and manage them.
- Recognize their fears and anxieties in the expertise process.
- Identify the needs and fears of the person being evaluated to the process itself.
- Determine the objectives of the process.
- Differentiate the distinct areas of possible evaluation and execute those that impact the objectives.
- Determine in the interview the necessary information to know and understand the prior events.
- Master the laws and axioms of information and communication.
- Distinguish the different areas of communication.
- Get to know the subject through the clinical history.
- Explain, with the study process, the biography of the subject.
- Develop theories that explain the events using clinical criteria.
- Employ and master projective techniques of expertise.
- 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.

- Explain and effectively use the MCMI-III, 16-PF-5, SENA, PAI and TAMADUL personality inventories.
- Master and develop the conclusions obtained through the personality questionnaires CEP, CPQ, EPQ.
- Explain and describe the results of neurological tests.
- Use and master the CBCA and SVA story credibility scales.
- Explain the suitability of expert evidence in the process.
- Describe the prepositioning mechanisms of the courts with respect to the expert.
- Specify the rules for the appointment of an expertise.
- Elaborate the entire legal framework to constitute the expert's ratification.
- 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.
- Elaborate and specify the objectives of the expertise evidence.
- Analyze the expert's behavior with respect to the law.
- Describe the difference between mental illness and voluntary act.
- Determine and clarify the mechanisms to identify the mental state of the components of the expertise.
- Provide sufficient material for the judge to make a decision.
- Describe the entire process so that it is within the guarantees of the law.
- Describes the expert's competencies.
- Analyze the expert's impartiality.
- Identify the legal basis of the appraisee and the appraiser.
- Develop a global and rigorous vision of the code of ethics of the psychology profession.
- Describe and master the law 41/2002 regulating patient autonomy.
- Explain and analyze the regulation on personal data protection.
- Describe the role of the expertise in the 21st Century.
- Include criminological research in the role of the expert.
- Describe the scenario of police and military psychology.
- Differentiate the role of victim and its consequences.
- Identify within the process the role of the witness and the jury.
- Check and elaborate the resources it shares with social services.
- Describe the role of psychology in the application to the courts.
- Identify and master the methodology of the expert process.
- Identify practical considerations in report writing.
- Explain the meaning and the limitations of an expert's report.
- Manifest and manage the ethics of feedback in clinical psychodiagnostics.
- Master the protocol to establish a diagnosis.
- Master the process of a court hearing.
- Identify the singularity of judicial time.
- Differentiate the distinct judicial spaces.
- Understand and manage the law.
- Recognize and describe the procedure step-by-step.
- Discover and express the clothing to the subject to recognize who is who.
- Describe the decor of the courtroom.
- Master and manage the language used in the courtroom.
- Describe and differentiate the judicial protagonists.
- Communicate with experts and witnesses.
- Masters and manage the civil procedure law on experts and witnesses.

- Maintain and care for relations with other groups.
- Explain and describe your knowledge to the judicial police.
- Difference between the laboratories of identification, police technology and technological innovation.
- Maintain meetings and data with the other forensic experts.
- Explain and promote proper bonding with judges.
- Describe the relationship with lawyers and other professionals in the judiciary.
- Describe and infer on the family as a system.
- Discover and identify family rules, rituals and their capacity for homeostasis.
- Identify and appreciate moments of crisis and family change.
- Distinguish between and manage the different family typologies.
- Explain and identify the feeling of guilt in psychopathology.
- Master the Self-Conscious Affect Test, Personal Feelings Questionnaire-2, Guilt Inventory and the Guilt Scale.
- Insert the diagnostic process in the appraisal.
- Elaborate and execute a psychological expert opinion.
- Maintain and execute the activity within the canons of a scientific paper.
- Give all of their presentation using unambiguous language.
- Elaborate and certify with a high degree of certainty.
- Create and argue the utility of the appraisal.
- Submit and execute according to deontological standards.
- Illustrate and describe the unique expertise with minors.
- Explain and describe the school history, teaching and learning process.
- Identify the influence of the family on the student's condition.
- Identify special educational needs.
- Propose a curricular process for the student.
- Master the expert opinion in a marital separation process.
- Develop action protocols to place adoptions in the context of a legal framework.
- Develop sufficiently tangible elements to explain the concept of suitability for adoption.
- Describes the rigor and equanimity of guardianship and custody.
- Identify and elaborate tasks to carry out the marriage annulment.
- Differentiate and describe violence within a framework of safety for the victim.
- Master and manifest mechanisms of simulation differentiation.
- Perform and execute reports according to the appraisal scenario.
- Identify and carry out labor, school, insurance and damage reports.
- Develop intervention protocols through mediation and arbitration.
- Distinguish between and describe the differences between coaching and psychological intervention.
- Develop specific coaching intervention plans.

Take advantage of the opportunity and take the step to get up-to-date on the latest developments in Forensic Psychology and Psychodiagnostics.

04

Course Management

The program includes in its teaching staff reference specialists in Forensic Psychology and Psychodiagnostics, who contribute their work experience to this Professional Master's Degree. Additionally, other recognized specialists participate in its design and preparation, which means that the program is developed in an interdisciplinary manner.

Learn from reference professionals, the latest advances in procedures in the field of Forensic Psychology and Psychodiagnostics"

Management

Gascón Martín, Laura

- Health psychologist and director of the evaluation and psychotherapy center of Talavera de la Reina.
- Specialist in Forensic and Legal Psychology
- Psychologist of Courts 1 and 2 of Toledo
- Coordinator in Toledo of the emergency intervention and psychological assistance plan
- Master's Degree in Time-Limited Psychotherapy and Health Psychology
- Expert in Adult Psychotherapy
- Director of 'Expert in Psychodiagnosis and Legal Expertise' by the European Institute of Time-Limited Psychotherapies
- Coordinator of the national gender violence plan of the Society for Time-Limited Psychotherapies

Coordinator

Aguado Romo, Roberto

- Psychologist specialized in clinical psychology
- European specialist psychologist in psychotherapy
- Managing Director of 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

Professors

De Dios González, Antonio

- Director of Avatar Psychologists
- Director of the Psychology Department of Quirón Hospital of Marbella.
- Master's Degree in Time-Limited Psychotherapy and Health Psychology by the European Institute of Time-Limited Psychotherapies
- Transpersonal Therapist by the Spanish School of Transpersonal Development
- E.F.T. Specialist by the World Center for EFT
- Master's Degree in Neuro-Linguistic Programming (N.L.P.) by Richard Bandler's Society of Neuro-Linguistic Programming.
- Specialist in Clinical Hypnosis and Relaxation

Gandarias, Gorka

- Health Psychologist
- European specialist psychologist in Psychotherapy by the EFPA in Vitoria, Spain.
- Master's Degree in Time-Limited Psychotherapy and Health Psychology
- Expert in intervention in strange behavior and drug addiction.

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 by the European Institute of Time-Limited Psychotherapy.

Fernández Sánchez, Angel

- European specialist psychologist in Psychotherapy from the EFPA. Health Psychologist
- Master's Degree in Clinical and Health Psychology
- Director of the Evaluation and Psychotherapy Center of Madrid
- Tutor in charge of the Psychodiagnosis and Psychological Intervention area of the CEP.
- Author of the T.E.N. technique. Head of studies on the Master's Degree in Time-Limited Psychotherapy and Health clinic
- Specialist in Clinical Hypnosis and Relaxation

Martínez-Lorca, Manuela

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

Roldán, Lucía

- Health Psychologist
- Cognitive-behavioral intervention specialist
- Master's Degree in Time-Limited Psychotherapy and Health Psychology
- Expert in energy therapy intervention

05

Structure and Content

The structure of the contents has been designed by a team of professionals from the best educational institutions and universities in the country, who are aware of the relevance of up-to-date, innovative training, and are committed to quality teaching using new educational technologies.

A very complete teaching program, structured in very well-developed didactic units, oriented to an efficient and fast learning, compatible with your personal and professional life"

Module 1. Psychodiagnostics and Psychological Evaluation

1.1 Substantive Considerations
- 1.1.1. Psychodiagnostics
- 1.1.2. The Scientific Method
- 1.1.3. Experimental Method
- 1.1.4. Correlational Method
- 1.1.5. Longitudinal Method
- 1.1.6. 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 Rights and Duties of the Evaluator/Appraiser
- 1.4.1. Psychologist's Ethics Code

1.5 Anxieties, Hopes and Needs of the Evaluator/Appraiser. Producing Harm and Making a Mistake
- 1.5.1. Anxieties and Fears

1.6 Needs and Anxieties of the Evaluated Person
- 1.6.1. Expectations
- 1.6.2. Anxieties

1.7 Psychodiagnostics Objectives
- 1.7.1. Differences and Interactions
- 1.7.2. Procedure Structure
- 1.7.3. Diagnostic Process Framework
- 1.7.4. Main Objectives
- 1.7.5. Secondary Objectives
- 1.7.6. Achieve a Singular Bond
- 1.7.7. Encourage the Subject's Resources
- 1.7.8. Gather Valid Information for the Process

1.8 Psychodiagnostics Scenarios
- 1.8.1. Subject's Mental Functions
- 1.8.2. Biological Imbalances
- 1.8.3. Interaction of the Subject in its Microcontext, Mesocontext and Macrocontext

1.9 Analysis of Suffering Through its Symptoms
- 1.9.1. Suffering and the Mind

1.10 Psychodiagnostics in a Legal Setting
- 1.10.1. Expert Evidence
- 1.10.2. Fields of Action of the Legal Psychologist

Module 2. Interview in a Psychotherapeutic Setting

2.1 Active Interview
- 2.1.1. Information Theory
- 2.1.2. Communication Channels
- 2.1.3. Communication System

2.2 Interview Axioms
- 2.2.1. It is Impossible Not To Communicate
- 2.2.2. Content and Relationship
- 2.2.3. Affective Valence
- 2.2.4. Digital and Analog Communication.
- 2.2.5. Symmetry & Asymmetry

2.3 Communication Exploration
- 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
- 2.4.1. Personal
- 2.4.2. Familiar
- 2.4.3. Generational

2.5 Anamnesis from the Limited Time 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 Normality

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. Motricity
- 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 Diagnosis and Comorbidity
- 2.9.1. Types of Comorbidity
- 2.9.2. Axis I and II Comorbidity
- 2.9.3. Comorbidity of Personality Disorders and Mood Disorders

2.10 Clinical Vs. Forensic Criteria
- 2.10.1. Compliance Lines of the Forensic Psychologist
- 2.10.2. Code of Ethics

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. Applications
- 3.2.2. Presentation of Sheets
- 3.2.3. Reaction Time
- 3.2.4. Patient's Time in Front of the Sheet.
- 3.2.5. Removal of Sheet and Survey
- 3.2.6. Rorschach Assessment
- 3.2.7. Aperture Modes
- 3.2.8. Content
- 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 Desirable Test

3.9 Max Lüscher's 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 and the Keys to the Eight Colors
- 3.9.5. Categories of the Four Basic Colors
- 3.9.6. Auxiliary Colors

3.10 T.A.T. Thematic Apperception Test

3.11 Psychometric Tests in the Expertise

3.12 Wechsler's Intelligence Scale
- 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 (K-ABC)

3.15 Goodenough's Test

3.16 Personality Test

3.17 Millon's Clinical Multiaxial Inventory (MCMII-III)

3.18. Cattell's 16 Personality Factors-5
  3.18.1. First Order Factors
  3.18.2. Second Order Factors
  3.18.3. Profile Interpretation Steps
3.19. PAI Behavioral Assessment System for Children and Adolescents
  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 / Outgoing, Less / More Intelligent, Emotionally Unstable / Stable, Complacent / Excitable, Obedient / Assertive, Seriousness / Happy-Go-Lucky, Expediency / Conscientiousness, Shyness / Adventurous, Tough / Tender Minded, Zest for Life / Reflection, Naivete / Shrewdness, Untroubled Adequacy / Insecurity, Relaxed / Tense.
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 Evaluation of Adopters, Caregivers, Guardians and Mediators - CUIDA.
  3.23.1. Primary Scales
  3.23.2. Response Styles
3.24. Brief Symptom Checklist - SCL-90 R
  3.24.1. Dimensions
  3.24.2. Levels
3.25. Story's Credibility Study
  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. Guarantees of the Expert Evidence
  4.3.1. Civil Procedure Law
4.3. Basis of Right of the Appraisee and of the Appraiser
  4.3.1. Fundamentals and Background.
  4.3.2. Other Questions.
  4.3.3. Ethical Aspects of Internet Therapy
4.6. Law 41/2002 Regulating Patient Autonomy
4.5. Personal Data Protection Regulation
  4.5.1. CHAPTER V - The Clinical Record
  4.5.2. CHAPTER VI - Discharge Summary and other Clinical Documentation
4.6. Role of the Expert in the XXI Century
  4.6.1. Criminal Investigation
  4.6.2. Police and Military Psychology
  4.6.3. Victimology
  4.6.4. Judicial Psychology (Testimony and Jury)
4.7. Procedure of a Judicial Hearing
4.8. Relationship with Other Groups
  4.8.1. Judicial Police
  4.8.2. Identification Laboratories
  4.8.3. Forensics Examiner
  4.8.4. Judges
  4.8.5. Lawyers

4.9 Family Diagnosis: The Family as a System
- 4.9.1. Family Rules, Rituals, Homeostasis
- 4.9.2. Crisis, Morphogenesis and Change
- 4.9.3. Family Typology, Adaptation, Evolutionary Cycle
- 4.9.4. Frontiers, Centripetal and Centrifugal Functions
- 4.9.5. Typology of Dysfunctional Families

4.10 Assessment of Guilt in Psychopathology

4.11 Diagnostic Process Framing in the Expert Appraisal
- 4.11.1. Axis I. Clinical Disorders
- 4.11.2. Axis II. Personality Disorders
- 4.11.3. Axis III. Social and Environmental Problems
- 4.11.4. Framing of the Subject Under Examination

4.12 Psychological Expert Opinion
- 4.12.1. Possess the Appropriate Skills
- 4.12.2. Respect the Client's Dignity, Freedom, Autonomy and Privacy
- 4.12.3. Respect and Comply with the Right and Duty to Inform the Client.
- 4.12.4. Organize the Report Contents
- 4.12.5. Describe the Instrumentation Used and Facilitate the Understanding of the Data
- 4.12.6. Include the Evaluation Process, Hypotheses Formulated and Justify the Conclusions
- 4.12.7. Take Care of the Style
- 4.12.8. Maintain Confidentiality and Professional Secrecy
- 4.12.9. Request Informed Consent
- 4.12.10. 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 Expertise
- 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 My Spouse 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 Proceedings Are There?

5.6 Adoptions
- 5.6.1. Legal Framework for International Adoption
- 5.6.2. Legislation in Spain
- 5.6.3. In The Case of an International Adoption
- 5.6.4. Psychological Report

5.7 Guard and Custody

5.7.1. Report of Results and Conclusions of the Expert Psychological Study of Spousal Separation
5.7.2. Objectives
5.7.3. Methodology
5.7.4. J.C.B. Evaluation
5.7.5. A.L.F. Evaluation
5.7.6. P.N.L. Evaluation
5.7.7. DIANA Evaluation
5.7.8. Family Environment Evaluation
5.7.9. Interactions Analysis
5.7.10. Conclusions
5.7.11. Recommendations

5.8 Nullity of Marriage
5.8.1. Procedure in Formal Cases of Marriage Nullity Instructions for Priest/Deacon/Pastoral Minister.

5.9 Labor Incapacity
5.9.1. Deficiency, Disability and Handicap
5.9.2. Incapacity
5.9.3. Civil Incapacity and Labor Incapacity
5.9.4. Temporary Labor Incapacity and Permanent Incapacity

5.10 Simulation
5.10.1. Simulation of Disease
5.10.2. Oversimulation
5.10.3. Metasimulation

5.11 Gender-Based Violence
5.11.1. Violence Against Women.
5.11.2. Legal and Theoretical Foundations

5.12 Mistreatment
5.12.1. Evaluation Areas
5.12.2. Psychological Consequences Psychic Damage and Sequels
5.12.3. Causal Nexus

5.13 Secondary Victimization.

Module 6. Types of Reports and their Different Reporting Procedures

6.1 Criteria for the Elaboration of the Psychological Report
- 6.1.1. Forensic Psychological Report
- 6.1.2. Background
- 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 Report for Judicial Request for Admission
- 6.5.1. Law 1/2000, of January 7, 2000, of Civil Procedure (LEC): Article 763 Non-Voluntary Internment due to Psychiatric Disorder

6.6 Informed Consent Request
- 6.6.1. Statement of Informed Consent to Record in Psychotherapy
- 6.6.2. Informed Consent for Minors
- 6.6.3. General Informed Consent

6.7 Report for Pardon
- 6.7.1. Objective of this Report
- 6.7.2. Methodology Used
- 6.7.3. Test Results
- 6.7.4. Conclusions

6.8 Report of a Kidnapping
- 6.8.1. Clinical Report
- 6.8.2. Assessment Reason
- 6.8.3. Personal Background
- 6.8.4. Evidence
- 6.8.5. Results Obtained
- 6.8.6. Conclusions
- 6.8.7. Treatment and Recommendations

6.9 Structured Interview to Locate Depressive Personality Disorder (PDD).

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
- 7.2.4. 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 am the Father so I Win and you are the Son so 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. Take 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 To Feed Back with the Activity
7.11.1. Place the Attitude in Action and not in Anticipatory Thinking
7.11.2. Verbalize 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 to Coaching
7.13.1. Feedback
7.13.2. Coaching Through Rewards
7.13.3. Coaching and Leadership
7.14 Emotional Management Through the C.E.B Model (Conscious Emotional Bonding)
7.14.1. What is Proposed?
7.14.2. Identity Marks of the Emotional Bonding Model. Conscious (CEB)
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 unique, key and decisive training experience to boost your professional development and make the definitive leap"

06

Methodology

This training program provides you with a different way of learning. Our methodology uses a cyclical learning approach: ***Re-learning***.
This teaching system is used 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 Re-learning, 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

In a given situation, what would you do? Throughout the program you will be presented with multiple simulated clinical cases based on real patients, where you will have to investigate, establish hypotheses and, finally, resolve the situation. There is abundant scientific evidence on the effectiveness of the method. Specialists learn better, faster, and more sustainably over time.

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

According to Dr. Gérvas, the clinical case is the annotated presentation of a patient, or group of patients, which becomes a "case", an example or model that illustrates some peculiar clinical component, either because of its teaching potential 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 professional medical practice.

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

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

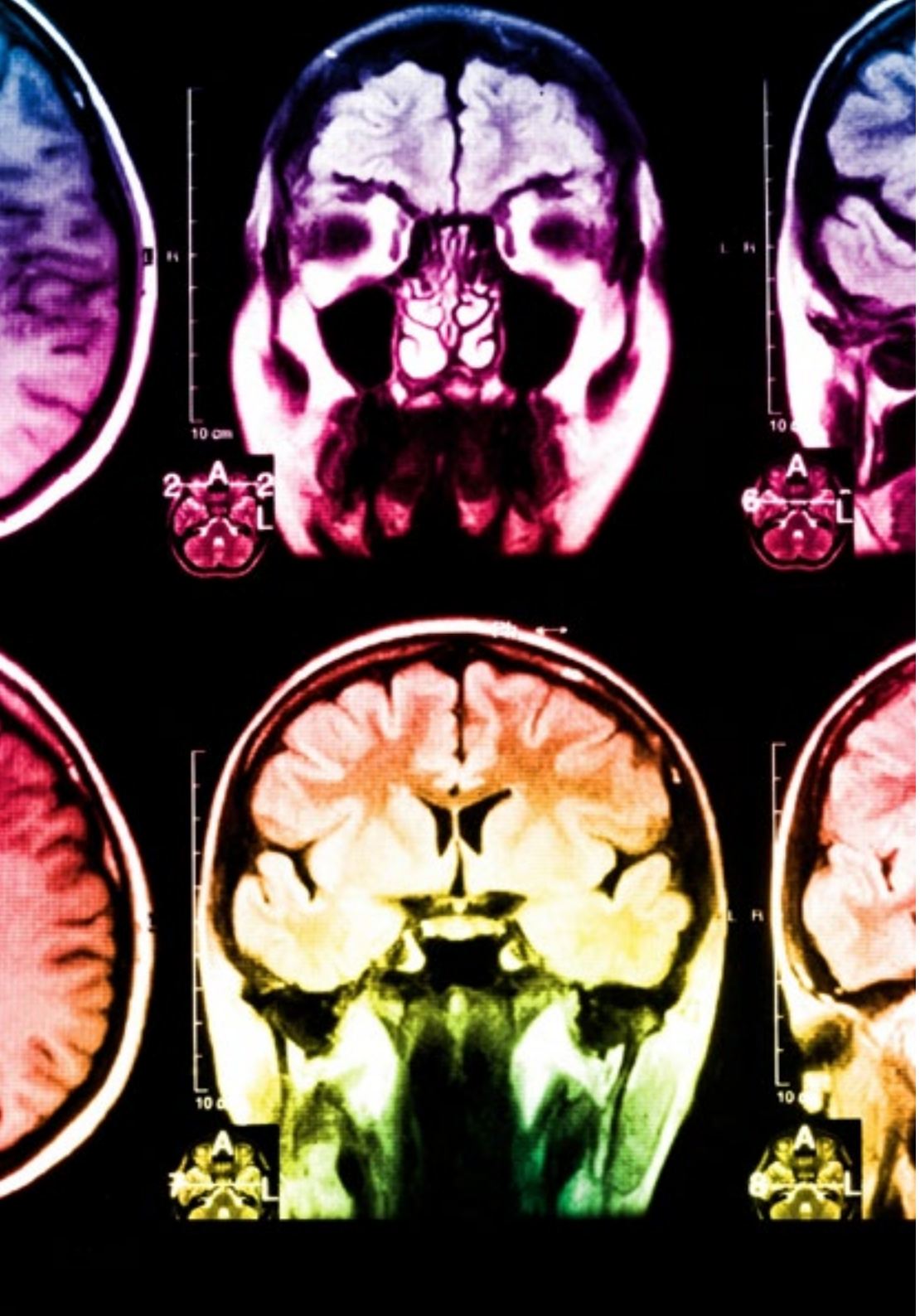
1. Students who follow this method not only grasp concepts, but also develop their mental capacity by evaluating real situations and applying their knowledge.
2. The learning process has a clear focus on practical skills that allow the student to better integrate into the real world.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life.
4. Students like to feel that the effort they put into their studies is worthwhile. This then translates into a greater interest in learning and more time dedicated to working on the course.

Re-learning Methodology

At TECH we enhance the Harvard case method with the best 100% online teaching methodology available: Re-learning.

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 represent a real revolution with respect to simply studying and analyzing cases.

The physician 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 Re-learning method has managed to improve the overall satisfaction levels of professionals who complete their studies, with respect to the quality indicators of the best Spanish-speaking online university (Columbia University).

With this methodology we have trained more than 250,000 physicians with unprecedented success, in all clinical specialties regardless of the surgical load. All this in a highly demanding environment, where the students have a strong socio-economic profile and an average age of 43.5 years.

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

In our program, learning is not a linear process, but rather a spiral (we 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.

In this program you will have access to the best educational material, prepared with you 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 really specific and precise.

This content is then adapted in an audiovisual format that will create our way of working online, with the latest techniques that allow us to offer you high quality in all of the material that we provide you with.

Latest Techniques and Procedures on Video

We introduce you to the latest techniques, to the latest educational advances, to the forefront of current medical techniques. All this, in first person, with the maximum rigor, explained and detailed for your assimilation and understanding. And best of all, you can watch them as many times as you want.

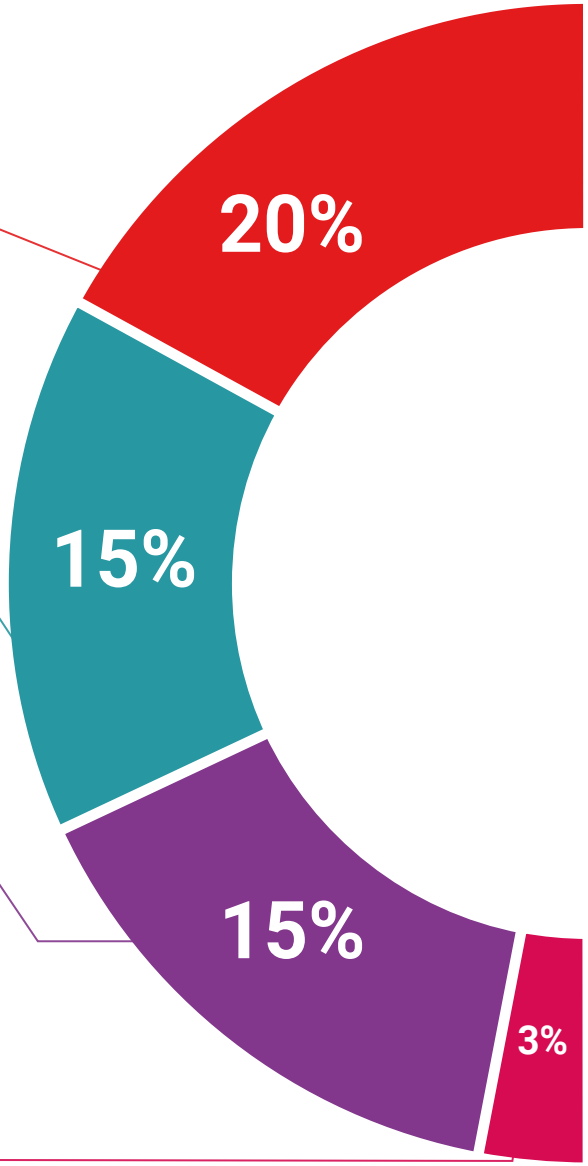
Interactive Summaries

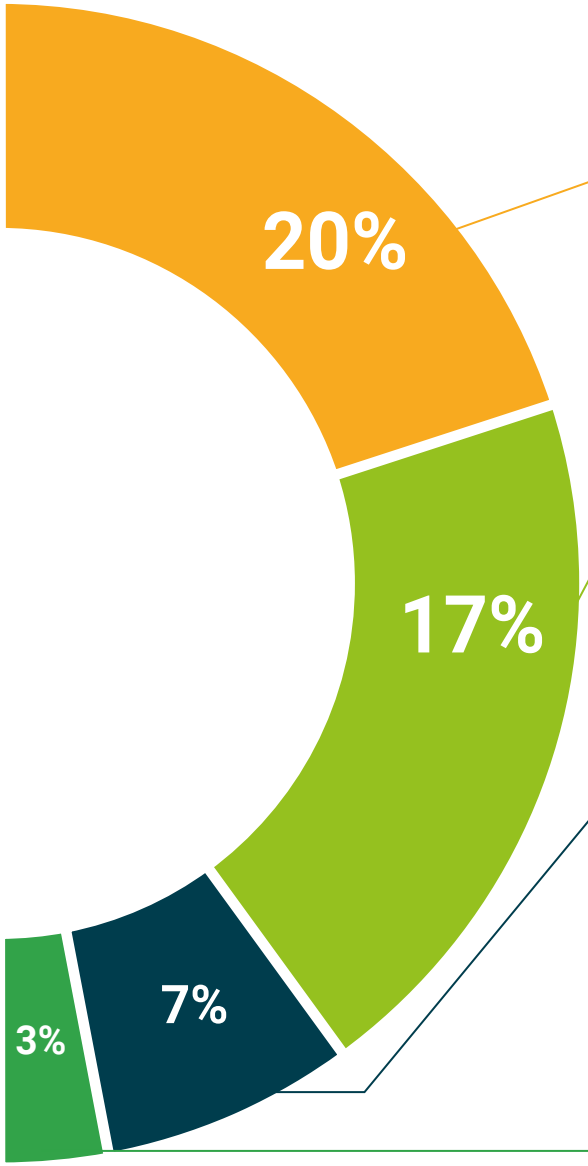
We present the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

This unique multimedia content presentation training system was awarded by Microsoft as a "European Success Story".

Additional Reading

Recent articles, consensus documents, international guides. in our virtual library you will have access to everything you need to complete your training.





Expert-Led Case Studies and Case Analysis

Effective learning ought to be contextual. Therefore, we will present you with real case developments in which the expert will guide you through focusing on and solving the different situations: a clear and direct way to achieve the highest degree of understanding.

Testing & Re-Testing

We periodically evaluate and re-evaluate your knowledge throughout the program, through assessment and self-assessment activities and exercises: so that you can see how you are achieving your 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 our future difficult decisions.

Quick Action Guides

We offer you the most relevant contents of the course in the form of worksheets or quick action guides. A synthetic, practical, and effective way to help you progress in your learning.

07

Certificate

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

Successfully complete this Professional Master's Degree and receive your university degree without travel or laborious paperwork"

This program will allow you to obtain your **Professional 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** title 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: **Professional Master's Degree in Forensic Psychology and Psychodiagnostics**

Modality: **online**

Duration: **12 months**

Accreditation: **60 ECTS**

tech global university

Mr./Ms. _____ with identification document _____
has successfully passed and obtained the title of:

Professional Master's Degree in Forensic Psychology and Psychodiagnostics

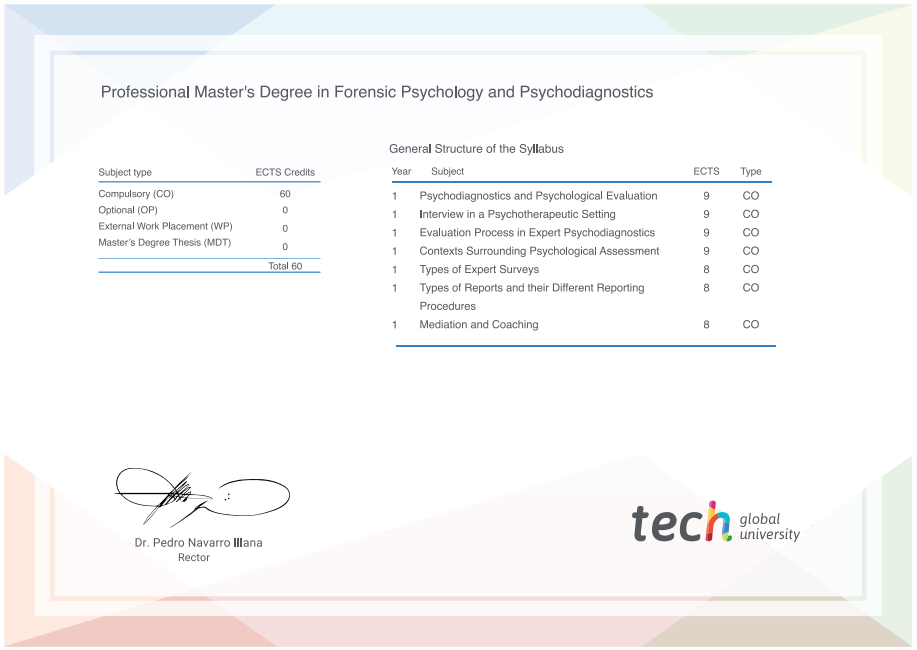
This is a program of 1,500 hours of duration equivalent to 60 ECTS, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

TECH Global University is a university officially recognized by the Government of Andorra on the 31st of January of 2024, which belongs to the European Higher Education Area (EHEA).

In Andorra la Vella, on the 28th of February of 2024

Dr. Pedro Navarro Illana
Rector

This qualification must always be accompanied by the university degree issued by the competent authority to practice professionally in each country. Unique TECH Code: AFWORD23S techtitute.com/certificates


Professional Master's Degree in Forensic Psychology and Psychodiagnostics

Subject type	ECTS Credits
Compulsory (CO)	60
Optional (OP)	0
External Work Placement (WP)	0
Master's Degree Thesis (MDT)	0
	Total 60

General Structure of the Syllabus

Year	Subject	ECTS	Type
1	Psychodiagnostics and Psychological Evaluation	9	CO
1	Interview in a Psychotherapeutic Setting	9	CO
1	Evaluation Process in Expert Psychodiagnostics	9	CO
1	Contexts Surrounding Psychological Assessment	9	CO
1	Types of Expert Surveys	8	CO
1	Types of Reports and their Different Reporting Procedures	8	CO
1	Mediation and Coaching	8	CO

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Rector

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*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.

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Professional 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**

Professional Master's Degree

Forensic Psychology and Psychodiagnostics

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