

**43329 Psychological and legal reports: implications of psychological interventions in the legal field****COURSE DATA****DATA SUBJECT****Code:** 43329**Name:** Psychological and legal reports: implications of psychological interventions in the legal field**Cycle:** Master's Degree**ECTS Credits:** 2**Academic year:** 2026-27**STUDY (S)**

Degree	Center	Acad. year	Period
2151 - Master's degree in Psychological Intervention in the Social Environment	Facultat de Psicologia i Logopèdia	1	Second quarter

**SUBJECT-MATTER**

Degree	Subject-matter	Character
2151 - Master's degree in Psychological Intervention in the Social Environment	Psychological assessment and intervention in family and infancy	COMPULSORY

**COORDINATION**

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**SUMMARY**

The course **Psychological-Legal Reports: Implications of Psychological Interventions in the Legal Field** consists of 2 credits and is a four-month course in the first year of the degree, taught in the second semester.

It belongs to the Psychological Assessment and Intervention in Family and Childhood module, which consists of a total of 15 credits. The general objective of the module is to provide students with up-to-date training in the field of family and childhood, from both a theoretical and applied perspective.

This course on psycholegal reports has a transversal perspective and aims to provide students with the necessary skills to analyze, prepare, and defend their results reports in different areas of work, from a psycholegal perspective, and in compliance with the COP Code of Ethics.

**PREVIOUS KNOWLEDGE****RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE**

There are no specified enrollment restrictions with other subjects of the curriculum.

**OTHER REQUIREMENTS**



Must have completed the first four-month period of the advanced basic training module.

## COMPETENCES / LEARNING OUTCOMES

### 2151 - Master's degree in Psychological Intervention in the Social Environment

Capacidad para exponer en público con rigor conceptual y con el uso adecuado del vocabulario específico de la disciplina.

Capacidad para plantear y elaborar un trabajo escrito comprensible, organizado y coherente.

Conocer y saber aplicar métodos y técnicas de análisis cualitativo y cuantitativo para obtener, integrar y valorar información individual, grupal y/o comunitaria.

Saber comunicar en el contexto de la intervención psicológica en ámbitos sociales, las conclusiones (y los conocimientos y razones últimas que las sustentan) a públicos especializados y no especializados de un modo claro y sin ambigüedades.

Ser capaz de definir objetivos y de aplicar metas de intervención atendiendo a los grupos, poblaciones y contextos donde se desarrolla la intervención psicosocial.

Ser capaz de identificar, analizar y evaluar de una manera crítica y reflexiva las necesidades, problemas y demandas sociales de poblaciones de riesgo e interés, propios de la intervención psicosocial

## DESCRIPTION OF CONTENTS

### 1. Reporting as a legal practice

1. The report as a communication system
2. Legal limitations: consent, data protection, archiving of information
3. Ethical limitations: code of ethics and requirements

### 2. Determining legal purpose

1. The different jurisdictions
2. Legal practitioners and their requests
3. Procedural requirements for the report

### 3. Functionality and types of reports

1. The usefulness of reports as a criterion
2. Types of reports and reporting strategies that do not contribute



3. Useful reports: Certifica, POR, COR, and De Sieve

#### 4. Structural requirements and drafting requirements

1. Essential and Non-essential Structural Requirements
2. Identification, Methodology, and Conclusions
3. Report Structure Adapted to the Objective
4. Writing Requirements

#### 5. Preparation of a Case Study

1. Review of evidence, interviews, and documentation from a real case
2. Psychological and Legal Formulation of the Case
3. Preparation of a Report
4. Defense of the Report

### WORKLOAD

#### PRESENCIAL ACTIVITIES

Activity	Hours
Tutorials	6,00
Theoretical and practical classes	14,00
<b>Total hours</b>	<b>20,00</b>

#### NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	10,00
Independent study and work	10,00
Preparation of lessons	0,00
Preparation for assessment activities	2,00
Resolution of case studies	8,00
<b>Total hours</b>	<b>30,00</b>

### TEACHING METHODOLOGY

Methodology active and participatory methodology, integrating different instructional methodologies to enhance relevant knowledge acquisition and the development of competencies specific to the subject. These instructional techniques include:

(a) In-person sessions. These consist of the presentation of the corresponding theoretical topic. This is a lecture model that allows the teacher to present the most relevant aspects of each topic. Participation will be encouraged as knowledge is provided. Furthermore, in these in-person sessions, students who have independently worked on various theoretical and practical aspects related to the topics studied will be able to present and present their work in class.



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(b) Online sessions. These sessions aim to encourage students to construct their knowledge. These sessions involve guiding students in activities geared toward their own learning. The activity will consist of searching for specialized documentary information, conducting a verified and justified reflection on a specific case, and applying classroom knowledge to prepare an original report.

(c) Tutorials. Students have access to a large number of tutoring hours during which the instructor guides them individually or in small groups in building their knowledge. They guide them in preparing a report and resolve any questions or difficulties related to the subject matter. The Virtual Classroom forum is also available for questions. In addition, in this virtual space, students can find documents, information, or relevant news about the subjects of the different modules.

(d) Complementary Activities. Lectures, expert panels, seminars-workshops, visits, and film forums complement student training.

### EVALUATION

Process assessment: The knowledge, skills, and competencies acquired will be assessed continuously through the student's participation in individual and group training activities for the module's subjects.

It will have three main parts:

(1) The instructor's assessment of a report prepared by the student on a real-life case (a case will be provided, but students may use their own as long as it is real), the result of their learning and skills development throughout the course. Students will submit the report individually or in pairs as a virtual classroom assignment.

The report must be signed by a maximum of two people and be based on the case study documentation provided by the instructor. Alternatively, the report may be based on a student's own case study, with a minimum of equivalent material that must be presented in the defense. It must also comply with the ethical, legal, structural, and writing requirements taught in the course.

(2) Attendance and continuous assessment activities.

These two concepts (1 and 2) account for 60% of the final grade.

(3) A final exam, designed to assess the basic concepts, will consist of an oral defense of the report and questions from the professor. The oral defense of the report will be conducted in a scheduled order, at a time to be determined. It may be conducted via videoconference if necessary.

This concept (3) accounts for 40% of the final grade.

The course grade is obtained from the evaluation of the report and the evaluation of the defense. Course grade.

1) Submission of the report and evaluation: 60%.

2) Oral defense and answers to questions: 40%.

A minimum of 50% is required for each assessment section, i.e., 50% for the report and continuous assessment, and 50% for the oral defense.

In the event of fraudulent practices, the procedure will be followed as determined by the Protocol for action against fraudulent practices at the University of Valencia (ACGUV 123/2020).

These criteria are the same for both calls for applications in the same academic year. Parts (1) and (2) may be completed in one call and the report defense (3) may be completed in the second call.



## REFERENCES

### Required References:

- Caballo, V.E. (2006) Manual para la evaluación clínica de los trastornos psicológicos. Trastornos de la edad adulta e informes psicológicos. Ed. Pirámide
- Carbonell, E.J.; Gimeno, M.A. y Mejias, A. (2008) El acoso laboral antes llamado mobbing. Un enfoque integrador de los aspectos pericial, psicológico, preventivo y jurídico. Tirant lo Blanch
- Jiménez.Gómez, F. (2001) Evaluación Psicológica Forense N°3 Ambitos delictivos, laboral y elaboración de informes. Ed. Amaru Ediciones
- Lichtenberger, E.O. y otros (2006) Claves para la elaboración de informes de evaluación. Tea Ediciones.
- Vazquez, B. (2007) Manual de Psicología Forense. Ed. Síntesis

### Supplementary References:

- Echeburúa, E; Muñoz, J.M.; Loinaz, I. (2011) La evaluación psicológica forense frente a la evaluación clínica: propuestas y retos de futuro. International Journal of Clinical and Health Psychology. 11, 1, 141-159
- COP (2010) Código Deontológico Recuperado <https://www.cop.es/pdf/CodigoDeontologicodelPsicologo-vigente.pdf>
- COP (2008) Guia para la adecuación de las clinicas y consultas psicológicas profesionales a la ley de protección de datos ¿Recuperado [https://www.cop-cv.org/site/assets/files/1033/manual\\_lopd.pdf](https://www.cop-cv.org/site/assets/files/1033/manual_lopd.pdf)
- Muñoz, J.M. (2013) La evaluación psicológica forense del daño psíquico: propuesta de un protocolo de actuación pericial. Anuario de Psicología, 23, 61-69