

The specialised  
training of  
psychologists  
involved in the  
implementation of  
sanctions and  
measures

**Published by**

© Generalitat de Catalunya  
Centre d'Estudis Jurídics  
i Formació Especialitzada

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**Acknowledgements**

The preparation of this document has been possible thanks to the cooperation of the collective of Psychologists involved in the implementation of sanctions and measures.

**First edition**

June 2012

**Graphic design and layout**

Primer Segona serveis de comunicació

DL: B.3927-2013



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“The practice of psychology is ordered for a human and social purpose that can be expressed in objectives such as welfare, health, quality of life and the full development of people and groups in the different spheres of individual and social life.

...

The profession of the psychologist is governed by principles which are common to all professional deontology: respect for the person, protection of human rights, honesty, sincerity with the patients, prudence in the application of the instruments and techniques, professional competence and a sound scientific basis for their professional activities.”

**Col·legi Oficial de Psicòlegs de Catalunya**

Deontological code (articles 5 and 6)

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# INTRODUCTION

This is an explanatory guide to the way in which the Centre for Legal Studies and Specialised Training (CEJFE) conceives and structures the specialised training of psychologists in the field of correctionals.

The guide contains the basis of the annual training programmes which make up the specialised training available at the Centre for this group of professionals.

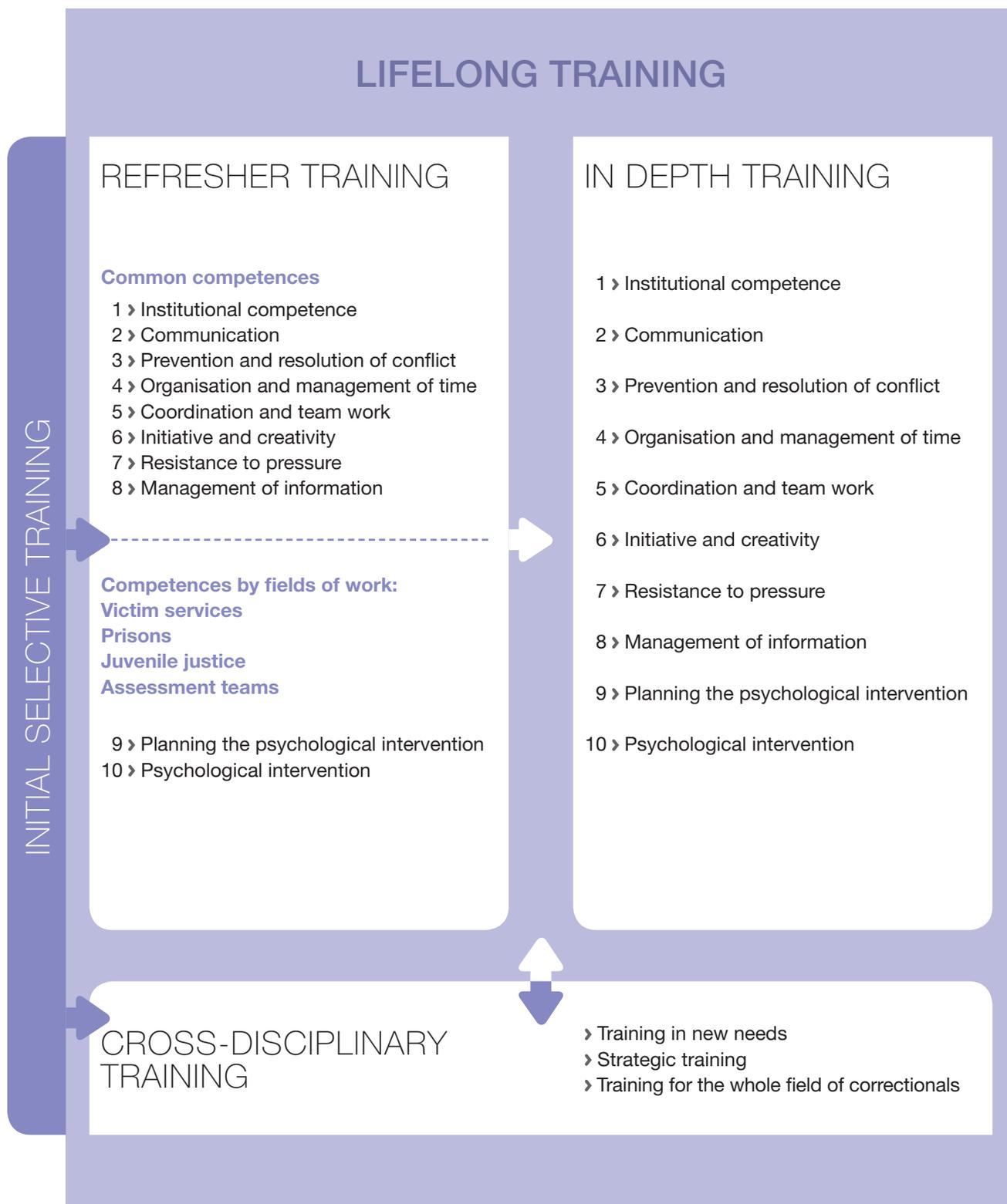
The specialised training of the psychologists is based on 5 basic principles:

1. Permanent consideration of human rights and international recommendations for training staff working in the field of correctionals.
2. The psychologists' mission in this field of work:
  - › To make a psychological assessment of people involved in penal processes through integral personal care in order to plan, carry out and assess the intervention with a view to an improvement in quality of life and the re-entry into society of those who have been accused or sentenced, or care and support for the victims.
  - › To inform and/or advise the judicial and/or administrative authority about the psychological situation of people involved in penal processes.
3. Adaptation of the training to the requirements of the work place from the perspective of excellence (professional competence).
4. The willingness of service of the Social and Criminological Research and Training Department of the CEJFE, in order to adapt the specialized training to the changing needs of the Prison, Probation and Juvenile Justice Services, and promote their strategic projects.
5. A commitment to improvement, updating and innovation which means that this guide is in permanent evolution.

Moreover, we should point out that the reference framework for the planning and implementation of the training activities included in this guide is the current regulation of training set out in the following documents:

- › General agreement on the working conditions of the staff in the field of application of the general negotiating table of the administration of the Catalan government.
- › Agreement on the working conditions of prison staff.
- › Catalan lifelong training fund.

# STRUCTURE OF THE TRAINING



# SPECIALISED TRAINING

## Selective initial training

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The incorporation of any professional into the field of correctionals requires specialised initial training. This is based on the professional competences contained in this document. Its purpose is for psychologists to acquire the knowledge, procedures and attitudes that make them competent at their work place. The initial training has the following basic structure:

- › **One theoretical and practical block**, with different subjects, which develops the contents that make it possible to acquire the knowledge necessary for carrying out the tasks of psychologists in the field of correctionals.
- › **One work procedures block**, to work on the professional competences of psychologists from an eminently practical perspective.

## Lifelong training

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### Refresher training for common competences

Refresher training for common competences consists of 8 activities for all the psychologists working in the field of correctionals, which are:

1. Institutional competence
2. Communication
3. Prevention and resolution of conflict
4. Organisation and management of time
5. Coordination and team work
6. Initiative and creativity
7. Resistance to pressure
8. Management of information

All the psychologists are advised to carry out the training activities that make up this block or to select the ones in which they have no previous training or need a refresher.

### Refresher training for competences by fields of work

Refresher training for competences by fields of work consists of a variable number of training activities that deal with the following competences:

9. Planning the psychological intervention
10. Psychological intervention

These activities have quite specific contents, closely linked to practice in a specific field of work. By *fields of work* we mean: victim services, prisons, juvenile justice and penal technical advice.

#### Victim services

9. Planning the psychological intervention: Assessment of needs and drafting of an action plan

10. Psychological intervention: Intervention with the victim

#### Prisons

9. Planning the psychological intervention
  - 9.I. Individual psychological assessment
  - 9.II. Design and planning the individual intervention and the group activities

10. Psychological intervention
  - 10.I. Individual intervention
  - 10.II. Group animation, rehabilitation programmes and curricular itineraries

#### Juvenile justice

9. Planning the psychological intervention
  - 9.I. Individual psychological assessment
  - 9.II. Design and planning the individual intervention and the group activities

10. Psychological intervention
  - 10.I. Individual intervention
  - 10.II. Group animation and group action

#### Assessment teams

9. Planning the psychological intervention: Forensic psychological assessment

10. Psychological intervention: Forensic psychological intervention in oral proceedings

All psychologists working at one of the postings indicated are advised to follow the courses specific to their posting or area.

### **In depth training**

This consists of a variable number of training activities or ideas for looking in greater depth into the basic competences, whether cross-disciplinary or specific to the field of work the psychologist may occupy.

The contents are mainly procedural (learning to do). For example, this guide suggests some in depth activities for each competence, which appear in the last section of the files for each of the basic activities.

It is advisable to carry out the in depth activities concerning a particular competence on completion of the refresher training course.

### **Cross-disciplinary training**

#### **Training focusing on new needs**

This is the annual programme that provides a response to a change in the work context that requires training (legislative or regulatory change, change in the profile of the population, etc.).

#### **Strategic training**

This goes with the strategic projects of the management centres that require training for their introduction.

*Training focusing on new needs and strategic training* usually consist of activities aimed at a particular group of professionals, and it is each directorate that decides which persons have to do them.

#### **Cross-disciplinary training for the whole field of correctionals**

Moreover, the training programmes of the Social and Criminological Research and Training Department may provide training activities with generic contents of interest to any professional in the field of correctionals, which are offered as free choice activities.

The aim of the training activities that deal with each competence is for the students to perform the behaviours associated with it and attain the knowledge, capacities and aptitudes that go to make it up.

Next, for each professional competence (common or associated with a field of work), there is a list of the files that define the objectives and the contents of the refresher and in depth training activities related to each competence (usually a standard length of 20 hours each).



# Training activities for common competences



# 1. INSTITUTIONAL COMPETENCE

Give a reasoned explanation of the specific work environment: legislative, regulatory and ethical framework, profiles of the user population, range of professionals involved and team tasks, and work processes and procedures specific to the psychologist in the field of correctionals. Show a positive attitude or predisposition to carry out the professional task in this environment.

## **Behaviours associated with the competence**

- › Guiding one's own actions while assuming the mission of the institution.
- › Accepting that the professional function in the framework of the implementation of sentences and measures entails a major control role.
- › Planning and intervening bearing in mind the institutional conditioning factors (regulations, sphere and space of intervention, institutional demand, functioning of the institution, sharing functions and roles, etc.).
- › Discovering and using the instruments and circuits available to the institution to obtain information.
- › Using the institutionally established documents (protocols, templates, etc.) making use, if necessary, of the available technological resources.
- › Obtaining and communicating information about the users preserving the confidentiality of the data according to legal and ethical criteria.
- › Clearly acknowledging one's own professional space and respecting the professional space of others.
- › Fulfilling the professional commitments agreed with others (managers, colleagues or users).
- › Relating to institutions, entities, professionals and users aware of the institutional image projected and of the professional role.
- › Adapting the intervention in accordance with the profile of the user.
- › Adapting behaviour to new situations (changes of posting, profile of the user population, legislative framework, new priorities and strategic objectives, new technological resources, etc.)
- › Attending periodic training activities and refresher courses.
- › Being receptive to constructive criticism of one's own actions.
- › Being willing to undertake measures to improve and taking part in institutional processes designed for that purpose.
- › Showing a critical but constructive attitude towards the institution.

# Training in institutional competence

## Objectives

**Give a reasoned explanation of the specific work environment: legislative, regulatory and ethical framework, profiles of the user population, range of professionals involved and team tasks, and work processes and procedures specific to the psychologist in the field of correctionals. Show a positive attitude or predisposition to carry out the professional task in this environment.**

## Refresher training

### Contents

1. The field of correctionals: legislative and regulatory framework
2. Ethics and human rights in correctionals
3. Mission and organisation of the services in the field of correctionals
  - 3.1. Penitentiary sphere
  - 3.2. Juvenile justice sphere
  - 3.3. Sphere of reparation and correctionals measures in the community
  - 3.4. Sphere of victim services
  - 3.5. Sphere of penal technical advice
  - 3.6. Collaboration with social entities
4. The users
  - 4.1. Evolution of the user population
  - 4.2. The sociodemographic profile
  - 4.3. The legal and penal profile
  - 4.4. Profiles of risk/need
  - 4.5. Recidivism
  - 4.6. Victims
  - 4.7. Special intervention groups: juveniles, women, foreigners, vulnerable groups, religious and cultural diversity, sexual orientation
5. The role of the psychologist
  - 5.1. Mission and tasks
  - 5.2. Limits and possibilities of the psychologist's action
  - 5.3. Professional distance
6. Multidisciplinary intervention: main professional figures, tasks and coordination systems
7. Main theoretical models of rehabilitation

## In depth training activities in institutional competence

### Updating in legislation and regulations

- › Introduction to penal, trial and penitentiary law
- › Course on circulars and instructions in the penitentiary field
- › Legislative updating in juvenile justice

### Criminology and penal law

### Prevention and treatment of crime

### Gender perspective in correctionals

### Characteristics of the population

- › Understanding the Maghreb
- › Mental health and correctionals
- › Immigration and correctionals
- › Drugs and correctionals
- › Adolescence and youth as stages of evolution

### Basic instruments of institutional work

- › SIPC
- › SAVRY
- › RisCanvi
- › JOVO



## 2. COMMUNICATION

Interact with the users, formulating and giving opinions or information assertively and at the right moment; knowing how to listen to and understand them, while maintaining the role and with the proper professional distance.

### **Behaviours associated with the competence**

- › Identifying the right time and place for passing on a particular item of information, holding an interview or carrying out any other intervention.
- › Presenting and classifying each of the interventions: reporting on the terms, the purpose, the objective and the use of the information (asking, if necessary, for the consent of the user).
- › Adapting the register of communication to the characteristics of the users.
- › Listening and giving feedback in communication, in order to show interest and attention.
- › Showing empathy and understanding of the other person's point of view.
- › Using language in a correct and understandable way. Being precise in communication.
- › Using non-verbal language properly.
- › Being discreet and respectful in the handling of the information and the communicative processes.
- › Communicating assertively and empathetically, especially when giving unfavourable information.
- › Adapting the responses to the questions or demands.
- › Preserving the confidentiality of the data according to legal and ethical criteria.
- › Communicating, keeping a distance between the emotional and professional spheres.
- › Projecting a proper image.
- › Communicating with coherence, with a clear criterion and with sufficient arguments.

# Training in communication

## Objective

**Interact with the users, formulating and giving opinions or information at the right moment and assertively; to know how to listen to and understand them, while maintaining the role and with the proper professional distance.**

## Refresher training

### Contents

1. Components of the communication
  - 1.1. Conditions of the environment
  - 1.2. Contextualisation
2. Strategies for optimising communication
  - 2.1. Adapt the register to the interlocutor
  - 2.2. Adapt the responses to the needs and demands
  - 2.2. Active listening
  - 2.3. Non-verbal language
  - 2.4. Assertiveness
3. Communication for specific purposes (information, persuasion, negotiation, prevention of conflict)
4. Communication and maintaining the role
  - 4.1. Professional distance
  - 4.2. Deontological aspects in communication

## In depth training activities in communication

### Communicative strategies for the resolution of conflict

- › Management and negotiation of conflict
- › Assertiveness and emotional intelligence as tools for prevention and resolution of conflict

### Strategies for optimising communication

- › Assertive communication
- › Speaking techniques and arguing
- › Techniques of non-verbal communication

### Communication with specific purposes

- › Negotiation
- › Mediation

### Communication in accordance with the profiles of the users

- › Communication in multicultural situations
- › Communication in the context of mental health



### 3. PREVENTION AND RESOLUTION OF CONFLICT

Intervene in conflict, responding with coherence and firmness, persuading and making others change behaviour or attitude through professional interaction.

#### **Behaviours associated with the competence**

- › Looking for and keeping up to date important information about the users and the context in order to identify signs of risk.
- › Identifying elements for predicting a crisis, making use of different techniques and instruments.
- › Identifying the urgency and seriousness of a conflict.
- › Appraising the possible advantages and disadvantages of alternative solutions to a problem.
- › Giving priority to the crisis over other tasks.
- › Isolating the incident.
- › Maintaining emotional self-control by avoiding impulsiveness and adopting a tranquil attitude.
- › Using communicative resources for the prevention/solution of the conflict.
- › Listening and respecting the position of the interlocutor and integrating it into one's own discourse.
- › Putting oneself in the place of the other and anticipating his needs and interests.
- › Looking for and explaining, among one's own arguments, advantages that will benefit the interlocutor. Mentioning the benefits the agreements may bring.
- › Giving a proportional response to the conflict.
- › Preventing and/or resolving conflicts using the institutional instruments (disciplinary procedure and security protocols), when necessary.
- › Reporting on the situation to the managers of the centre or service.
- › Calling for the support of other colleagues if necessary.
- › Referring crises that go beyond one's own sphere of action to other units or institutions, being aware and making use of their protocols.
- › Taking decisions quickly and confidently to avoid the escalation of the conflict.

# Training in prevention and resolution of conflict

## Objective

**Intervene in conflict, responding with coherence and firmness, persuading and making others change behaviour or attitude through professional interaction.**

## Refresher training

### Contents

1. Strategies for the prevention of conflict
  - 1.1. Observation of indicators
  - 1.2. Collection and management of information
  - 1.3. Communicative strategies
  - 1.4. Techniques of identification for predicting risk
2. Strategies for the resolution of conflict
  - 2.1. Communicative resources
  - 2.2. Actions to control the situation (isolation of the incident, speed of action, self-protection criteria, restoration of normality...)
  - 2.3. Key points of the negotiation: phases, tactics
  - 2.4. Mediation
3. Disciplinary procedure and institutional security protocols
  - 3.1. Disciplinary procedure, infractions and sanctions
  - 3.2. Security protocols

## In depth training activities in prevention and resolution of conflict

- › Management of conflict
- › Assertiveness and emotional intelligence as tools for the resolution of conflict
- › Prevention of incidents
- › Communicative skills for the resolution of conflict
- › Mediation techniques for the resolution of incidents
- › Negotiation as strategy



## 4. ORGANISATION AND MANAGEMENT OF TIME

Organise the tasks to be performed during the work time in accordance with preset objectives and priorities, while anticipating possible unforeseen situations.

### **Behaviours associated with the competence**

- › Establishing priorities and time limits for performing the different professional activities, considering the range of cases to be dealt with and the objectives of each one.
- › Spending some time every week planning the agenda in accordance with the priorities established.
- › Organising and respecting the individual and group intervention space.
- › Planning the unforeseen events that have a certain predictability.
- › Deciding the urgency/priority of the unforeseen events and acting in consequence, assessing their impact on the planned organisation of the tasks.
- › Adjusting the professional timetable according to the needs of the services.
- › Establishing important moments of control on the agenda to achieve the partial objectives or the performance of certain activities.

## Training in organisation and management of time

### Objective

**Organise the tasks to be performed during the work time in accordance with preset objectives and priorities, while anticipating possible unforeseen situations.**

### Refresher training

#### Contents

1. Personal organisation:  
guidelines and mechanisms used:
  - 1.1. Self-observation of the use of time
  - 1.2. Distorting factors in the management of time
  - 1.3. Relation between time and stress
2. Planning and organisation of the activities
  - 2.1. Management of expectations, actions and purposes in a realistic time period
  - 2.2. Definition of objectives and achievement of results
  - 2.3. Tools and instruments for the management and organisation of time
  - 2.4. Assignment of priorities: criteria of urgency and importance
  - 2.5. Predictable unforeseen situations

### In depth training activities in organisation and management of time

- › Tools for the management and organisation of time
- › Self-observation and organisational analysis workshop



## 5. COORDINATION AND TEAM WORK

Take an active part in the achievement of objectives shared with other professionals.

### **Behaviours associated with the competence**

- › Clearly identifying one's own sphere of action and that of the different professionals one is working with.
- › Establishing objectives shared with the other professionals and working jointly and in coordination in order to achieve them.
- › Assuming one's own responsibilities. Referring to other professionals any demands or actions that fall to them.
- › Maintaining smooth and assertive communication with the other professionals.
- › Passing on to the other professionals any relevant and appropriate information, bearing in mind the confidentiality of the data.
- › Reaching agreements in the distribution of tasks with colleagues.
- › Taking part in multidisciplinary actions.
- › Being respectful with colleagues, with their decisions and actions.
- › Preserving the confidentiality of what each of the professionals taking part in team meetings or collegiate bodies has voted or stated.
- › Having willingness and initiative to work with other professionals, and to offer support or ask for help.
- › Listening to the other members of the team and valuing their contributions. Making proposals and taking decisions that take account of relevant contributions.
- › Acting respecting the decisions that are taken in the team.
- › Not allowing personal conflicts to interfere in the professional task.
- › Reporting on the intervention carried out in a case when passing it on to other professionals and asking for that information when receiving it.
- › Looking for suitable spaces for proper coordination. Foreseeing them and specifying them.
- › Using the referral and/or information circuits correctly.
- › Asking the users for permission to carry out any particular coordination they may require.
- › Knowing what information may be given to whom, guaranteeing the privacy principle.
- › Referring the users at the right time to the external resources best suited to their needs.
- › Keeping an up to date list of the resources of the institution and the external resources available and their characteristics.

# Training in coordination and team work

## Objective

**Take an active part in the achievement of objectives shared with other professionals.**

## Refresher training

### Contents

1. The work team
  - 1.1. Definition of team
  - 1.2. Characteristics of a work team
  - 1.3. Evolution of a work team
  - 1.4. Roles and functions of a team
  - 1.5. The multidisciplinary team
2. Team work
  - 2.1. Collaboration and cohesion of the team
  - 2.2. Effective teams: planning and assessment of the task of the team
  - 2.3. Formulation, achievement and appraisals of objectives shared
  - 2.4. Communicative skills
  - 2.5. Common coordination spaces
  - 2.6. Management of information in the team and data protection
  - 2.7. Management of conflict on the team
3. Networking
  - 3.1. Potential of community work
  - 3.2. Participation of the external services in the work plan
  - 3.3. Referral of cases
  - 3.4. Use and passing on of information and data protection
  - 3.5. Network of community resources

## In depth training activities in coordination and team work

- › Techniques for the management of dysfunctions in the work teams
- › Management of the emotions in team work
- › Techniques of assertive communication for the cohesion of the team
- › Work strategies on multidisciplinary teams
- › Guided visits to community resources
- › Psychological and drug addiction intervention network



## 6. INITIATIVE AND CREATIVITY

Be proactive in order to resolve effectively the situations those arise in the everyday professional activity and to make proposals for improvement. Think of new and different solutions to problems or situations required by the work place, the organisation or the user in a changing context.

### **Behaviours associated with the competence**

- › Taking decisions at the right moment.
- › Spotting opportunities for improvement in the professional intervention.
- › Responding effectively to unexpected situations.
- › Being willing to resolve situations without external help.
- › Making positive contributions to the improvement of resources and processes.
- › Proposing changes in the work processes when they do not produce the expected result.
- › Looking for alternatives to situations that may restrict the intervention.
- › Acting to create opportunities and to avoid problems.
- › Adapting without accommodating, maintaining an active attitude to improvement.
- › Attending training activities, reading and using other possibilities for keeping the knowledge and work procedures of the profession up to date.

## Training in initiative and creativity

### Objectives

**Be proactive in order to resolve effectively the situations those arise in the everyday professional activity and to make proposals for improvement. Think of new and different solutions to problems or situations required by the work place, the organisation or the user in a changing context.**

### Refresher training

#### Contents

1. Initiative, proactivity and reactivity
  - 1.1. The constructive critical attitude
  - 1.2. Efficiency and efficacy
  - 1.3. Facing complex situations
  - 1.4. Adaptation to the environment
2. Creativity
  - 2.1. Definition and utility of creativity
  - 2.2. Obstacles to creativity
  - 2.3. Self-diagnosis, resistance and potential
  - 2.4. Techniques and instruments that foster creativity

### In depth training activities in initiative and creativity

- › Application of creativity to the design of socioeducational activities
- › Workshop for the development and practice of tools for initiative
- › Professional initiative and motivation
- › Creativity and initiative as professional tools
- › Techniques for promoting creativity in work teams



## 7. RESISTANCE TO PRESSURE

Work with efficacy in the face of environmental pressure, hostility or stress generated in the intervention itself or in the relation with the other professionals. Control emotional reactions and behaviour, avoiding impulsive or hasty responses, and resist the frustration that often occurs in complex contexts.

### **Behaviours associated with the competence**

- › Planning the professional intervention and adapting it to the real possibilities, while assuming the conditions of the environment where the intervention takes place and the professional limits.
- › Identifying situations that may cause stress and looking for and using mechanisms to manage it properly.
- › Giving priority to problems, analysing and tackling them consequentially and knowing how to keep them in proportion.
- › Keeping an appropriate emotional distance from the user.
- › Predicting the user's reaction in difficult situations and preparing strategies to deal with it.
- › Reacting calmly to any relapses suffered by the users, seeing them as part of the process of intervention.
- › Seeking support from other members of the team or the immediate command in difficult cases.
- › Circumscribing conflicts exclusively to the work environment.
- › Using techniques and strategies for the control of stress.

## Training in resistance to pressure

### Objectives

**Work with efficacy in the face of environmental pressure, hostility or stress generated in the intervention itself or in the relation with the other professionals. Control emotional reactions and behaviour, avoiding impulsive or hasty responses, and resist the frustration that often occurs in complex contexts.**

### Refresher training

#### Contents

1. Factors that generate pressure
  - 1.1. The environment and the organisation
  - 1.2. Interaction with users
  - 1.3. Interaction with other professionals
  - 1.4. Individual factors
2. Analysis of personal factors for coping with pressure
3. Techniques and instruments for managing pressure

### In depth training activities in resistance to pressure

- › Workshop in techniques and strategies of personal management under pressure and stress
- › Techniques of self-control
- › Resistance to pressure
- › Self-control and management of stress in oral proceedings
- › Identify and minimise the effects of stress



## 8. MANAGEMENT OF INFORMATION

Obtain information from different sources, discriminate what is relevant in accordance with the objectives established and draw the proper conclusions. Explain and transmit the information clearly and concisely, through speaking and writing.

### **Behaviours associated with the competence**

- › Identifying the purpose of the information in each case before starting the process of looking for it. According to the purpose, gather the relevant information and order it.
- › Obtaining relevant information through different techniques, resources and sources: interviews with users, psychological tests, interviews with the family, with professionals from other spheres, personal files, etc.
- › Persevering in the search for information and avoiding asking the user for information which is already available and cross-checked.
- › Not looking for information that unnecessarily invades the privacy of the person and/or has nothing to do with the professional sphere or the objective of the action.
- › Coordinating the gathering of information with the other professionals.
- › Selecting the information received in accordance with its validity, urgency, importance and connection with the job and discarding any that is irrelevant, biased or false.
- › Recording the information and keeping it up to date on the proper supports, and indicating the source of the information and the person who has collected it.
- › Passing on information which is necessary and suitable for the objectives, and giving an integral vision of the subject without making value judgements.
- › When passing on or receiving a case, informing or asking for information about the intervention carried out.
- › Avoiding the use of inappropriate labels to classify the users.
- › Informing with pertinent arguments, with coherence, precision, clarity, organisation and structure in the discourse.
- › Passing on the information with rigour and objectivity.
- › Informing the interlocutor of the objective of the search for and use of the information.
- › Finding the right time and place for passing on a particular item of information, especially sensitive information.
- › Preparing and carrying out the interviews properly: arrange the day, time and place, set the objectives, prepare a script and manage the time well.
- › Respecting the interlocutor at all times and relating to him while being aware of the institutional image that is being projected.
- › Adapting the communicative register to the interlocutor.
- › Using non-verbal language properly.
- › Using language in a correct and understandable way.
- › Preserving the confidentiality of the data and the source according to legal and ethical criteria.
- › Being discreet and respectful in the handling of the information and aware of its repercussions.

# Training in management of information

## Objectives

**Obtain information from different sources, discriminate what is relevant in accordance with the objectives established and draw the proper conclusions. Explain and transmit the information clearly and concisely, through speaking and writing.**

## Refresher training

### Contents

1. The context of the information, destination and purpose
2. Data protection
  - 2.1. Basic questions
  - 2.2. Limits of the coordination and transmission of information
  - 2.3. Impact of the new technologies
3. Techniques of gathering information
  - 3.1. The interview with the subject and with the immediate social environment
  - 3.2. Other sources of information: reports, files, questionnaires, etc.
  - 3.3. Coordination with other agents
  - 3.4. Obtaining information through informal spaces/systems
4. Writing up the information
  - 4.1. Basic rules for the drafting of documents (objective, receiver, information to be supplied, order of the information, review of the content...)
  - 4.2. Technological resources
  - 4.3. Models of documents linked to the service
5. Techniques of oral expression in formal contexts
  - 5.1. Identification of the communicative context
  - 5.2. Structure of the information in the discourse
  - 5.3. Paralinguistic resources: voice, intonation, rhythm, etc.
  - 5.4. Non-verbal communication

## In depth training activities in management of information

- › Workshop for writing documents and/or reports
- › Giving information at trials and hearings: preparation, synthesis and exposition
- › Data protection
- › Workshop in speaking techniques
- › Speaking in public
- › Communication by telephone
- › Practical methodology in the drafting of reports
- › Communication in the context of oral proceedings



# Training activities by fields of work



## 9. PLANNING THE PSYCHOLOGICAL INTERVENTION

Design, monitor and assess psychological programmes and interventions, aimed at individuals or groups, starting from the detection of therapeutic needs.

### **Behaviours associated with the competence**

- › Collecting and analysing the users' demands, needs and possibilities for improvement, while identifying the priority intervention areas.
- › Defining and recording clear, attainable objectives, adapted to the needs detected, to the characteristics of the users, and the possibilities and limits of the framework of intervention. Identifying indicators for assessing those objectives.
- › Specifying actions for attaining the objectives, selecting pertinent group programmes and/or individual interventions, recognising the conditioning factors of the work place.
- › Determining a realistic time for the actions to be carried out.
- › Involving the users in the drafting of the intervention plan, and integrating any suitable initiatives and proposals made by them.
- › Establishing specific agreements with the users and clearly informing them of the consequences of the fulfilment or breach of them.
- › Coordinating with the other professionals involved, while identifying and respecting their roles.
- › Reviewing the established intervention plan and the commitments acquired with the users periodically, adapting the objectives and actions in accordance with any changes that might have occurred.
- › Assessing the results of the intervention and the objectives attained, also bearing in mind the appraisal made by the user.

## Training in planning the psychological intervention Assessment of needs and drafting of an intervention plan

### Objective

**Assess the needs of individual victim services and design intervention plans.**

### Refresher training

#### Contents

1. Limits and possibilities of the intervention
  - 1.1 The legal framework and internal regulations (intervention protocols)
  - 1.2 The organisational context and the functions of the teams caring for the victim
  - 1.3 Institutional coordination: public prosecutor's office, courts, prisons, government offices, etc.
  - 1.4 Social and psychological support resources network
2. Analysis of the needs of the victim
  - 2.1. Detection of personal, social, psychological, economic, legal needs. Distance between the demand and the real needs
  - 2.2. Detection of the risk to life (new aggressions)
  - 2.3. Other situations that require emergency interventions
3. The drafting of intervention plans
  - 3.1. The involvement of the user in the specification of the intervention plan. Willfulness as a framework of intervention.
  - 3.2. Drafting of objectives adapted to the needs and possibilities of social, psychological and judicial intervention
  - 3.3. The agreements with the victim: a dynamic process
  - 3.4. Specification and timing of individual actions and strategies. Assessment indicators
  - 3.5. Institutional tools at the service of the planning. Specific data base

### In depth training activities in assessment of needs and drafting of an intervention plan

- › Methodology of the planning
- › Double victimisation
- › Emotional management and self-healing
- › Typologies of violence
- › Gender perspective
- › Assessment of needs in victims with psychic disability
- › Assessment of needs in child victims

## Training in planning the psychological intervention

### I. Individual psychological assessment

#### Objectives

**Detect the individual needs for intervention. Use the RisCanvi structured assessment correctly. To share and coordinate the information obtained with the other members of the multidisciplinary team.**

#### Refresher training

##### Contents

1. RisCanvi: the structured assessment of risk
  - 1.1. Risk-need-responsiveness model
  - 1.2. Scales and criteria of risk
  - 1.3. Multidisciplinary assessment procedure.
    - The role of the psychologist
  - 1.4. The computer application
2. The semistructured interview
  - 2.1. Characteristics
  - 2.2. Different interview situations
  - 2.3. Sources of information
  - 2.4. Variables that intervene in the interview
  - 2.5. Verbal and non-verbal aspects
  - 2.6. Techniques for fostering communication
3. Other instruments of psychological assessment
  - 3.1. Observation, self reports, tests, questionnaires, inventories
  - 3.2. Specific problems

#### In depth training activities in individual psychological assessment

- › Assessment of risk: cases workshop
- › Specialised courses in instruments of diagnostic assessment: SARA, PCL-R, HCR-20, SVR
- › Design of the individual treatment programme and curricular itineraries
- › Semistructured interview workshop
- › The RisCanvi computer application: use and possibilities

## Training in planning the psychological intervention

### II. Design and planning the individual intervention and the group activities

#### Objective

**Design, monitor and assess programmes and interventions aimed at individuals and groups, starting from the detection of individual needs.**

#### Refresher training

##### Contents

1. Why do we have to plan?
  - 1.1. Characteristics of a good planning process
  - 1.2. Identification of the main difficulties
2. The Individual treatment programme (ITP) from a multidisciplinary perspective
  - 2.1. Contextualisation of the ITP: legal framework, objectives and characteristics
  - 2.2. From the detection of educational needs to the drafting of the ITP
  - 2.3. The internal coherence of the ITP: objectives, content, methodology, timing and assessment
  - 2.4. The SIPC computer environment
  - 2.5. Procedure for validating the ITP. Multidisciplinary work
  - 2.6. The curricular organisation framework programme
  - 2.7. The continuous assessment and motivation system
3. The planning of the individual psychological intervention
  - 3.1. Definition of objectives, priorities, content, methodology and timing
  - 3.2. Results assessment indicators
4. The planning process adapted to group activities
  - 4.1. Programming group intervention activities
  - 4.2. Defining objectives, priorities, content, methodology and timing
  - 4.3. Results assessment indicators

#### In depth training activities in the design and planning the individual intervention and the group activities

- › The RisCanvi computer application: use and possibilities
- › Programming and planning group activities
- › Workshop for drafting the ITP

## Training in the planning the psychological intervention

### I. Individual psychological assessment

#### Objectives

**Detect the individual needs for intervention in a structured way. Use the institutional instruments properly. Share and coordinate the information obtained with the other members of the multidisciplinary team.**

#### Refresher training

##### Contents

1. The detection of individual needs and potential
  - 1.1. Structured assessment and the SAVRY
  - 1.2. Methodological aspects
  - 1.3. Multidisciplinary assessment procedure.  
The role of the psychologist
  - 1.4. The computer application
2. The use of the semistructured interview for the detection of needs
  - 2.1. Characteristics
  - 2.2. Variables that intervene in the interview
  - 2.3. Verbal and non-verbal aspects
  - 2.4. Techniques for fostering communication
3. Other instruments of psychological assessment
  - 3.1. Observation, self reports, tests, questionnaires, inventories
  - 3.2. Specific problems

#### In depth training activities in individual psychological assessment

- › Semistructured interview workshop
- › The assessment of risk: case workshop
- › The SAVRY computer application:  
use and possibilities
- › Multidisciplinary appraisal of cases
- › The use of the PCL-R in psychological diagnosis
- › Assessment of IQ

## Training in planning the psychological intervention II. Design and planning the individual intervention and the group activities

### Objective

**Design, monitor and assess psychological programmes and interventions aimed at individuals and groups, starting from the detection of therapeutic needs.**

### Refresher training

#### Contents

1. Why do we have to plan?
  - 1.1. Characteristics of a good planning process
  - 1.2. Identification of the main difficulties
2. The planning of the individual psychological intervention
3. The Individual educational programme (IEP) from a multidisciplinary perspective
  - 3.1. Contextualisation of the IEP: legal framework, objectives and characteristics, point of development of the young person, etc.
  - 3.2. From the detection of needs to the drafting of the IEP and the contribution of the psychologist.
  - 3.3. The internal coherence of the IEP: objectives, content, methodology, timing and assessment.
  - 3.4. Procedure for validating the IEP. Multidisciplinary work
  - 3.5. Assessment of results
4. The planning process adapted to the group activities
  - 4.1. The specialised intervention framework programmes. The role of the psychologist
  - 4.2. The detection of group needs and the programming of group intervention activities
  - 4.3. Definition of objectives and contents. Methodology and timing
  - 4.4. Assessment of results

### In depth training activities in the design and planning the individual intervention and the group activities

- › Practice of the semistructured interview
- › Multidisciplinary workshop for drafting the IEP
- › Programming and planning of group intervention activities

## Training in planning the psychological intervention Forensic psychological assessment

### Objectives

**Assess the people involved in penal processes and design the optimal intervention methodology with the users. Take statements from vulnerable witnesses with suitable treatment in accordance with the law.**

### Refresher training

#### Contents

1. Limits and possibilities of the intervention
  - 1.1 The legal framework and internal regulations (intervention protocols)
  - 1.2 The functioning of the legal bodies
  - 1.3 Institutional coordination:
    - public prosecutor's office, courts, prisons, victim care teams, basic social services, health resources, educational centres and the Child and Adolescent Care Department
  - 1.4 Social and health resources portfolio
2. Planning of the expert assessment
  - 2.1. Operational definition of the judicial assignment
  - 2.2. Formulation of diagnostic hypotheses about the case
  - 2.3. Specification and times of the actions, citations and coordination
  - 2.4. Specific computer applications for the planning
3. Forensic psychological assessment
  - 3.1. Techniques of the forensic psychological interview
  - 3.2. Instruments of the forensic psychological assessment of the accused, the victims and the witnesses (personality, intelligence, mental disturbances, drug addiction, cognitive capacity and willpower, risk and dangerousness)
  - 3.3. Credibility of victims and witnesses
  - 3.4. Assessment of after-effects on the victims
  - 3.5. Taking statements from vulnerable witnesses
4. Use of data base: ARCONTE

### In depth training activities in forensic psychological assessment

- › Updating in forensic psychopathology and psychology of the witness
- › Updating in evolutionary psychology
- › Updating in different types of violence: sexual, domestic and gender
- › Updating in drug addiction
- › Profiles in criminal investigation
- › Simulation assessment workshop
- › Techniques for appraising the credibility of the witness
- › Techniques for taking statements



## 10. PSYCHOLOGICAL INTERVENTION

Carry out individual and group psychological interventions, guiding them towards the previously established objectives, using motivation and animation strategies, and the instruments and techniques of the profession.

### **Behaviours associated with the competence**

- › Listening, orienting and giving support to the users in the achievement of the objectives of improvement, maintaining an attitude of trust in their possibilities for change.
- › Carrying out the pertinent individual psychological interventions at all times in accordance with the plan and the process followed by each user.
- › Maintaining the orientation towards help in spite of the negative processes or relapses, and looking for new elements of motivation and work. Persevering in the established objectives and agreements.
- › Using motivation tools and systems to activate participation in activities and programmes and the users' predisposition to change.
- › Listening, orienting and advising with seriousness and reliability. Giving sound arguments and cross-checked information.
- › Reviewing the established work plan and the commitments acquired with the users periodically, adapting the objectives and actions in accordance with any changes that might have occurred. Generating feedback about the progress and relapses.
- › Coordinating with the other professionals involved, while identifying and respecting the role of the person acting as manager of the case.
- › Developing the group programmes and interventions having prepared the sessions beforehand and adapting them to the people taking part. Maintaining the scheduled contents and stages whenever the programme has a standard structure.
- › Guiding a group of people for the development of an activity or programme in order to achieve particular therapeutic objectives.
- › When ending any intervention, prepare and carry out a closing session with the users to inform them of the relevant results of the assessment done and ask them for their appraisal.
- › Respecting the interlocutor at all times and relating to him while being aware of the institutional image that is being projected.
- › Preparing and carrying out the interviews properly: arrange the day, time and place, set the objectives, prepare a script and manage the time well.

## Training in psychological intervention

### Intervention with the victim

#### Objective

**Carry out actions of support for the victim from the needs detected and the action plan designed.**

#### Refresher training

##### Contents

1. The context of the intervention with the victim
  - 1.1. Possibilities and limits of the intervention
  - 1.2. The space of privacy and protection towards the victim
  - 1.3. The confidentiality of the information: legal and ethical aspects
  - 1.4. Double victimisation
2. The interview with the victim
  - 2.1. The setting of the intervention
  - 2.2. The concept of violence
  - 2.3. Basic techniques of the interview with victims: creation of an atmosphere; listening and other communicative aspects; directivity and flexibility, etc.
3. Basic knowledge of penal, trial, penitentiary, civil and foreigner legislation
4. Psychological intervention with victims
  - 4.1. Interventions in emergency or crisis
  - 4.2. Dealing with the emotional effect of the crime
  - 4.3. Dealing with secondary victimisation
  - 4.4. Techniques of cognitive reprocessing
  - 4.5. Programme of support during the oral proceedings
5. Coordination and referral to external resources
  - 5.1. Catalogue of institutional resources and resources of the social network
  - 5.2. Limits and commitments of referral
  - 5.3. Cooperation and coordination with resources
  - 5.4. Passing on information
6. Closing the intervention

#### In depth training activities in intervention with the victim

- › Workshop for breaking bad news
- › Techniques of interviewing victims
- › Intervention in crisis and/or emergency
- › Brief, strategic therapy

#### Specific aspects of the intervention according to the different groups

- › Victims of sexist violence
- › Victims of domestic violence
- › Underage victims
- › Victims of terrorism
- › Victims of violent crimes
- › Victims with mental disabilities

## Training in psychological intervention

### I. Individual intervention

#### Objective

**Carry out individual psychological interventions, guiding them to the established objectives, using motivation strategies and the instruments and techniques of the profession.**

#### Refresher training

##### Contents

1. Individual intervention
  - 1.1. The framework of the intervention: the role of the psychologist, the therapeutic relation, professional distance
  - 1.2. Limits of the intervention and referral: professionals, networks and resources
  - 1.3. Modifications, replanning and termination of the intervention
2. Individual intervention tools
  - 2.1. The motivational interview
  - 2.2. Techniques of intervention based on empirical evidence
  - 2.3. Interventions in emergency or crisis

#### In depth training activities in individual intervention

- › Ethical aspects of intervention
- › Intervention in open custody
- › Intervention with inmates with mental health problems
- › The psychological intervention within the social and family sphere

## Training in psychological intervention

### II. Group animation, rehabilitation programmes and curricular itineraries

#### Objective

**Carry out individual psychological interventions, guiding them to the established objectives, using motivation and animation strategies and the instruments and techniques of the profession.**

#### Refresher training

##### Contents

1. Intervention in groups
  - 1.1. The functioning of groups
  - 1.2. Techniques for managing and leading groups
  - 1.3. Techniques for handling distorting or boycotting roles
  - 1.4. Motivation and the involvement of the group in the planning and development of activities
2. Group cognitive and behavioural orientation programmes
  - 2.1. Theoretical model
  - 2.2. Methodology
  - 2.3. Assessment of results
3. Existing psychological intervention programmes
  - 3.1. Organisational programmes
  - 3.2. Environmental intervention programmes
  - 3.3. General programmes
  - 3.4. Specialised programmes

#### In depth training activities in group animation, rehabilitation programmes and curricular itineraries

- › Creativity in groups of users
- › Participation, co-management and self-management of activities
- › The role of the psychologist in teams specialising in gender violence
- › The role of the psychologist in teams specialising in general violence
- › The role of the psychologist in teams specialising in sexual violence
- › The role of the psychologist in teams specialising in drug addiction
- › Intervention in mental health units
- › Intervention in secure custody
- › Intervention in open custody, parole and permanent placements

## Training in psychological intervention

### I. Individual intervention

#### Objective

**Carry out individual psychological interventions, guiding them to the established objectives, using motivation strategies and the instruments and techniques of the profession.**

#### Refresher training

##### Contents

1. Individual intervention
  - 1.1. The framework of the intervention: the role of the psychologist, the help relation, professional distance
  - 1.2. Limits of the intervention and referral: professionals, networks and resources
  - 1.3. Modifications, replanning and termination of the intervention
2. Individual intervention tools
  - 2.1. The motivational interview and other kinds of interview
  - 2.2. Techniques of intervention based on empirical evidence
  - 2.3. Interventions in emergency or crisis

#### In depth training activities in individual intervention

- › Ethical aspects of intervention with minors
- › Individual therapeutic intervention
- › The intervention of the psychologist in the social and family context

## Training in psychological intervention

### II. Group animation and group action

#### Objective

**Carry out group psychological interventions, guiding them to the established objectives, using motivation strategies and the instruments and techniques of the profession.**

#### Refresher training

##### Contents

1. Intervention in groups
  - 1.1. The functioning of groups
  - 1.2. Techniques for managing and leading groups
  - 1.3. Techniques for handling distorting or boycotting roles
  - 1.4. Assessment of results
2. Motivation and the involvement of the group in the planning and development of activities
3. The main framework group programmes and their implementation. The role of the psychologist

#### In depth training activities in group animation and group action

- › Psychosocial skills programmes
- › Programmes for dealing with violent crimes
- › Animation of difficult or demotivated groups

## Training in psychological intervention

### Forensic psychological intervention in oral proceedings

#### Objective

**Explain forensic psychological assessment in oral proceedings clearly and coherently.**

#### Refresher training

##### Contents

1. Preparation of the oral presentation of the case
2. Knowledge of the mechanics of the trial
3. Review of files, statements and proofs
4. Preparation of the case
5. Rights and responsibilities inherent to the expert's task

#### In depth training activities in forensic psychological intervention in oral proceedings

- › Management of the questioning of the task in oral proceedings
- › Management of the pressures of the parties involved in the judicial procedure
- › Handling and arguing strategies in the adversary expert's report

