



Teaching Guide				
Identifying Data				2020/21
Subject (*)	Cognitive-Behavioural Self-Regulation	Code	652438022	
Study programme	Mestrado Universitario en Psicoloxía Aplicada			
Descriptors				
Cycle	Period	Year	Type	Credits
Official Master's Degree	1st four-month period	First	Obligatory	3
Language	Spanish			
Teaching method	Face-to-face			
Prerequisites				
Department	Psicoloxía			
Coordinador	Rodriguez Martinez, Susana	E-mail	susana.rodriguez1@udc.es	
Lecturers	Rodriguez Martinez, Susana	E-mail	susana.rodriguez1@udc.es	
Web				
General description				
Contingency plan	1. Modifications to the contents  2. Methodologies *Teaching methodologies that are maintained  *Teaching methodologies that are modified  3. Mechanisms for personalized attention to students  4. Modifications in the evaluation  *Evaluation observations:  5. Modifications to the bibliography or webgraphy			

Study programme competences	
Code	Study programme competences
A5	Being able to perform a psychological evaluation in the context of a scientific investigation.
A12	To acquire a basic theoretical knowledge about the state of the art in the different areas involved in applied psychology.
A13	Knowing and being able to use the different models, theories, methods and assessment and intervention techniques that are specific of the different areas of research in Applied Psychology, and developing a critical attitude typical of the scientific spirit.
B1	Capacity for analysis and synthesis.
B6	Critical thinking.
B12	Decision-making.
C6	To critically assess the knowledge, technology and information available to solve the problems they face.
C7	To assume as professionals and citizens the importance of lifelong learning.
C8	Assessing the importance of research, innovation and technology development in the socio-economic and cultural progress of society.

Learning outcomes			
Learning outcomes			Study programme competences
			AR5 BR1 CC6
			AR12 BR6 CC7
			AR13 BR12 CC8



Contents	
Topic	Sub-topic
1. Concepto e Modelos de Autorregulación.	Fases e áreas da autorregulación. Estratexias de autorregulación.
2. Planificación cognitiva e contextual	Metas persoais. Crenzas autorreferidas. Establecemento de propósitos e planificación do tempo.
3. Supervisión e revisión cognitivo-comportamental.	Autoavaliación e retroalimentación da actuación. Toma de decisións e resolución de problemas. Xestión da motivación e a vontade. Autoprotección da valía
4. Intervención en autorregulación. Tipos de intervención cognitivo-comportamental	Competencia social e adestramento asertivo. Habilidades relacionales e Counselling. Adestramento atribucional. Locus de control e autorregulación condutual. Autorregulación no proceso de ensino-aprendizaxe.
5. Estratexias e recursos para a intervención en autorregulación	Promoción da metacognición. Implicación nos procesos de auto-supervisión. Formación en estratexias cognitivas. Entrevista, autoinforme e autorregistro. PVA e verbalización. Guías de pensamento e Modelado. Análise de pegadas e estadas.
6. Análisis de programas de intervención en autorregulación	Pro&regula (De la Fuente y Martínez, 2000); Progresint (Yuste y Ayala, 2000); Notice (Hernández y García, 1997) PLEJE (Rosario et al., 2007); Self-Regulation Empowerment Program (SREP) (Cleary y Zimmerman, 2004); Cartas de Gervasio a su ombligo (Rosário, Núñez y González-Pienda, 2005; Motivation & engagement wheel (Martin, 2008)

Planning				
Methodologies / tests	Competencies	Ordinary class hours	Student?s personal work hours	Total hours
Workbook	A12 A13 B1	0	16	16
Directed discussion	B6 C6 C7 C8	7	0	7
Document analysis	A12 A13 B1 B6 C6 C8	0	14	14
Guest lecture / keynote speech	A12 A13	7	0	7
Supervised projects	A5 A13 B1 B12 C7	7	16	23
Personalized attention		8	0	8

(\*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies	
Methodologies	Description
Workbook	Profúndase nos contidos do temario a partir de textos e documentación escrita
Directed discussion	Coordinado polo profesorado, o alumnado discute en grupos a partir dos contidos da materia
Document analysis	Plantéxanse actividades deseñadas para a análise de documentos relevantes para a comprensión da materia
Guest lecture / keynote speech	Exposición oral complementada por medios audiovisuais para a presentación dos marcos teóricos de referencia coa finalidade de transmitir coñecementos e facilitar a aprendizaxe
Supervised projects	Establécense unha serie de temas, conceptos ou tópicos sobre os que o alumno supervisado polo profesor deberá profundar e ampliar

Personalized attention	
Methodologies	Description
Workbook Supervised projects Document analysis	A atención personalizada concrétase no apoio á análise das fontes documentais e lecturas e na supervisión dos traballos tutelados



Assessment

Methodologies	Competencies	Description	Qualification
Supervised projects	A5 A13 B1 B12 C7	Proxecto de investigación elaborado polo alumno coa supervisión do profesor	60
Document analysis	A12 A13 B1 B6 C6 C8	Actividades deseñadas para a análise de documentos bibliográficos relevantes para a temática dá materia.	40

Assessment comments

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Sources of information

<b>Basic</b>	<ul style="list-style-type: none"> <li>- Rosario, P., Mourao, R., Núñez, J.C., González-Pienda, J.A., Solano, P. y Valle, A. (2007). Eficacia de un programa instruccional para la mejor de los procesos y estrategias de aprendizaje en la enseñanza superior. <i>Psicothema</i></li> <li>- Pozo, J.I. y Monereo, C. (2002). El aprendizaje estratégico. Enseñar a aprender desde el currículo. Madrid. Aula XXI/Santillana</li> <li>- Monereo, C. (1990). Enseñar a aprender y a pensar en la escuela. Madrid. Aprendizaje</li> <li>- Hernández, P. y García, L.A. (1997). Enseñar a pensar. Un reto para los profesores. NOTICE. . La Laguna. Tafor</li> <li>- Cabanach, R.G., González-Pienda, J.A., Rodríguez, S., Núñez, J.C. y Valle, A. (2004). Estrategias y técnicas de estudio. Madrid. Pearson</li> <li>- Valle, A., Núñez, J.C., Cabanach, R.G., González-Pienda, J.A. y Rodríguez, S. (2008). Handbook of instructional resources and their applications in the classroom. New York. Nova Science</li> <li>- Boekaerts, M., Pintrich, P. y Zeidner, M. (2000). Handbook of self-regulation. New York. Academic Press</li> <li>- Jorba, J. y Cassellas, E. (1997). La regulación y la autorregulación de los aprendizaje. Madrid. Síntesis</li> <li>- Puustinen, M. y Pulkkinen, L. (2001). Models of self-regulated learning: A review. . Scandinavian Journal of Educational Research</li> <li>- De la Fuente, J. y Martínez, J.M. (2000). PRO&amp;REGULA: Un programa para aprender a autorregularse durante el aprendizaje. Málaga. Aljibe</li> <li>- Yuste, C. y Ayala, C. (2000). Programas de estimulación de las habilidades básicas de la inteligencia: estrategias de regulación y motivación para aprender (PROGRESINT). . Madrid. CEPE</li> <li>- Zimmerman, B.J. y Schunk, D.H. (1989). Self-regulated learning and academic achievement: Theory, research and practice. . New York. Springer</li> <li>- Boekaerts, M. (1997). Self-regulated learning: A new concept embraced by researchers, policy makers, educators, teachers and students.. Learning and Instruction</li> <li>- Schunk, D.H. y Zimmerman, B.J. (1998). Self-regulated learning: From teaching to self-reflective practice. New York. Guilford</li> <li>- Cleary, T.J. y Zimmerman, B.J. (2004). Self-regulation empowerment program: A school-based program to enhance self-regulated and self-motivated cycles of student learning. Psychology in schools</li> <li>- Zimmerman, B.J. (1995). Self-regulation involves more than metacognition: A social cognitive perspective. Educational Psychologist</li> <li>- Schunk, D.H. y Zimmerman, B. J (1994). Self-regulation of learning and performance: Issues and Educational applications. Hillsdale, NJ. Erlbaum</li> <li>- Corno, L. (1986). The metacognitive control components fo self-regulated leraning. Contemporary Educational Psychology</li> <li>Monereo, C. 1990 Enseñar a aprender y a pensar en la escuela Madrid. Aprendizaje</li> </ul>
<b>Complementary</b>	

Recommendations

Subjects that it is recommended to have taken before

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Subjects that are recommended to be taken simultaneously
Subjects that continue the syllabus
Other comments

(\*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.