



Teaching Guide

| Identifying Data | | | | | 2021/22 |
|----------------------------|---|---------------|--------------------------|----------------|-----------|
| 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 | <p>1. Modifications to the contents</p> <p>2. Methodologies</p> <p>*Teaching methodologies that are maintained</p> <p>*Teaching methodologies that are modified</p> <p>3. Mechanisms for personalized attention to students</p> <p>4. Modifications in the evaluation</p> <p>*Evaluation observations:</p> <p>5. Modifications to the bibliography or webgraphy</p> | | | | |

Study programme competences / results

| Code | Study programme competences / results |
|------|---|
| 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 / results |
|-------------------|---------------------------------------|
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|--|------|------|-----|
| | AR5 | BR1 | CC6 |
| | AR12 | BR6 | CC7 |
| | AR13 | BR12 | CC8 |

| Contents | |
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| 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®ula (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 / Results | Teaching hours (in-person & virtual) | 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 |
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|---------------------|---|
| Workbook | A atención personalizada concrétase no apoio á análise das fontes documentais e lecturas e na supervisión dos traballos tutelados |
| Supervised projects | |
| Document analysis | |

| Assessment | | | |
|---------------------|------------------------|--|---------------|
| Methodologies | Competencies / Results | 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 | |
|------------------------|--|
| Basic | <ul style="list-style-type: none"> - 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> - Pozo, J.I. y Monereo, C. (2002). El aprendizaje estratégico. Enseñar a aprender desde el currículo. Madrid. Aula XXI/Santillana - Monereo, C. (1990). Enseñar a aprender y a pensar en la escuela. Madrid. Aprendizaje - Hernández, P. y García, L.A. (1997). Enseñar a pensar. Un reto para los profesores. NOTICE. . La Laguna. Tafor - Cabanach, R.G., González-Pienda, J.A., Rodríguez, S., Núñez, J.C. y Valle, A. (2004). Estrategias y técnicas de estudio. Madrid. Pearson - 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 - Boekaerts, M., Pintrich, P. y Zeidner, M. (2000). Handbook of self-regulation. New York. Academic Press - Jorba, J. y Cassellas, E. (1997). La regulación y la autorregulación de los aprendizaje. Madrid. Síntesis - Puustinen, M. y Pulkkinen, L. (2001). Models of self-regulated learning: A review. . Scandinavian Journal of Educational Research - De la Fuente, J. y Martínez, J.M. (2000). PRO&REGULA: Un programa para aprender a autorregularse durante el aprendizaje. Málaga. Aljibe - 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 - Zimmerman, B.J. y Schunk, D.H. (1989). Self-regulated learning and academic achievement: Theory, research and practice. . New York. Springer - Boekaerts, M. (1997). Self-regulated learning: A new concept embraced by researchers, policy makers, educators, teachers and students.. Learning and Instruction - Schunk, D.H. y Zimmerman, B.J. (1998). Self-regulated learning: From teaching to self-reflective practice. New York. Guilford - 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. <i>Psychology in schools</i> - Zimmerman, B.J. (1995). Self-regulation involves more than metacognition: A social cognitive perspective. <i>Educational Psychologist</i> - Schunk, D.H. y Zimmerman, B. J (1994). Self-regulation of learning and performance: Issues and Educational applications. Hillsdale, NJ. Erlbaum - Corno, L. (1986). The metacognitive control components fo self-regulated leraning. <i>Contemporary Educational Psychology</i> Monereo, C. 1990 Enseñar a aprender y a pensar en la escuela Madrid. Aprendizaje |



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| Complementary | |
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| Recommendations |
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| Subjects that it is recommended to have taken before |
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| Subjects that are recommended to be taken simultaneously |
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| Subjects that continue the syllabus |
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| Other comments |
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(*)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.