



## 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         | <ol style="list-style-type: none"><li>1. Modifications to the contents</li><li>2. Methodologies<ul style="list-style-type: none"><li>*Teaching methodologies that are maintained</li><li>*Teaching methodologies that are modified</li></ul></li><li>3. Mechanisms for personalized attention to students</li><li>4. Modifications in the evaluation<ul style="list-style-type: none"><li>*Evaluation observations:</li></ul></li><li>5. Modifications to the bibliography or webgraphy</li></ol> |        |                          |         |           |

## 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 |
|-------------------|---------------------------------------|
|                   |                                       |



|  |      |      |     |
|--|------|------|-----|
|  | 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.<br>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.<br>Formación en estratexias cognitivas.<br>Entrevista, autoinforme e autorregistro.<br>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)<br>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<br>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            | 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<br>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. <i>Psychology in schools</i></li> <li>- Zimmerman, B.J. (1995). Self-regulation involves more than metacognition: A social cognitive perspective. <i>Educational Psychologist</i></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. <i>Contemporary Educational Psychology</i></li> <li>Monereo, C. 1990 Enseñar a aprender y a pensar en la escuela Madrid. Aprendizaje</li> </ul> |



|               |  |
|---------------|--|
| Complementary |  |
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| <b>Recommendations</b> |
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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. |
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