



## Boletín de Novedades Bibliográficas y Hemerográficas

### Avisos



Centro de Documentación  
"Dr. Rogelio Díaz Guerrero"



Curso de **Búsqueda de Información Psicológica en Bases de Datos**



Te invita a participar en los cursos de **Búsqueda de Información Psicológica en bases de datos** (duración 10 h), cuyo fin es contribuir al alcance de competencias (conocimientos, habilidades y aptitudes) que le permitan al estudiante y académico identificar sus necesidades de información y utilizar diferentes formatos, medios y recursos físicos o digitales.

Se impartirán vía Zoom, dos horas diarias, de lunes a viernes y para acreditarlo se tienen que cubrir 10 horas. Cupo mínimo para apertura del curso 6 personas, cupo **máximo 10 personas**.

Requisitos para poder tomar el curso por Zoom:

- ✓ Computadora con cámara Web y conexión a internet y micrófono.

| FECHAS       | HORARIOS         |
|--------------|------------------|
| <b>Abril</b> |                  |
| 12-16        | 10:00 a 12:00 h. |
| 19-23        | 12:00 a 14:00 h. |
| 26-30        | 17:00 a 19:00 h. |
| <b>Mayo</b>  |                  |
| 3-7          | 10:00 a 12:00 h. |
| 11-14        | 12:00 a 14:00 h. |
| 17-21        | 17:00 a 19:00 h. |
| 24-28        |                  |

Nota. Se pueden abrir cursos en horarios y fechas distintas a las establecidas, siempre y cuando los alumnos se organizan en un grupo de 10 personas y lo soliciten.

Contacto e inscripciones:

Mtra. Adriana Cruz Romero  
Coordinadora del Centro de Documentación "Dr. Rogelio Díaz Guerrero"  
Email: [adcruzro@unam.mx](mailto:adcruzro@unam.mx) o [cedoc.psicologia@unam.mx](mailto:cedoc.psicologia@unam.mx)

Abril 2021

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Libros digitales de texto completo en el catálogo de LIBRUNAM (Acceso con cuenta BIDI) 2-5

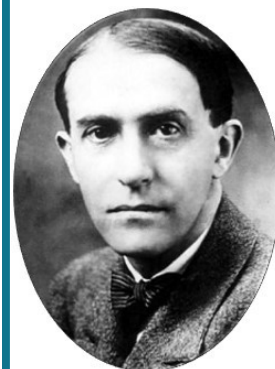
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### Frases para recordar

"El todo es más que la suma de sus partes. Aunque es más correcto decir que el todo es algo más que la suma de sus partes"

Kurt Koffka  
(1886–1941)



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### Contacto

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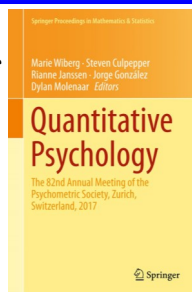




## Centro de Documentación “ Dr. Rogelio Díaz Guerrero” Libros digitales en LIBRUNAM



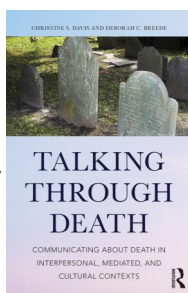
**Wiber, Marie.**  
(2018) *Quantitative psychology : the 82nd Annual meeting of the Psychometric Society. Cham: Springer.*



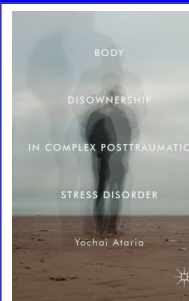
This proceedings book highlights the latest research and developments in psychometrics and statistics. Featuring contributions presented at the 82nd Annual Meeting of the Psychometric Society (IMPS).

Its 34 chapters address a diverse range of psychometric topics including item response theory, factor analysis, causal inference, Bayesian statistics, test equating, cognitive diagnostic models and multistage adaptive testing.

**Davis, Christine.**  
(2019). *Talking through death: communicating about death in interpersonal mediated, and cultural contexts. Boca Raton: Routledge.*



This book examines communication at the end-of-life from several different communication perspectives: interpersonal (patient, provider, family), mediated, and cultural. By studying interpersonal and family communication, cultural media, funeral related rituals, religious and cultural practices, medical settings, and legal issues surrounding advance directives, readers gain insight into the ways symbolic communication constructs the experience of death and dying, and the way meaning is infused into the process of death and dying.



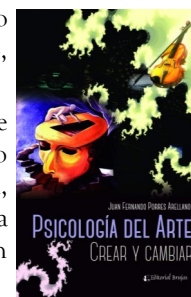
**Ataria, Yochai.**  
(2018). *Body disownership in complex posttraumatic stress disorder. New York: Palgrave Macmillan.*

This book explores the outcomes of severe and ongoing trauma—particularly complex posttraumatic stress disorder (C-PTSD)—from phenomenological and cognitive perspectives. For example, C-PTSD can result in impairments at the body-schema level. In order to survive, trauma victims may conduct their lives at the body-image level, thus producing a mismatch between body schema and body image. In turn, as in the case of somatoparaphrenia and body integrity identity disorder, this incongruity can result in body disownership, which will affect outcomes of severe and ongoing trauma.

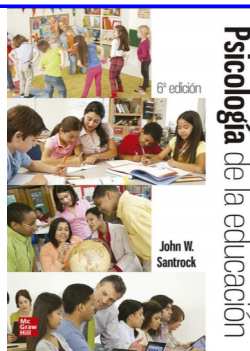
**Porres Arellano, Juan Fernando.** (2020). *Psicología del Arte: Crear y Cambiar. Buenos Aires: Editorial Brujas.*

Cuando hablamos de Psicología del Arte, tendemos a encontrar diferentes caminos y opiniones, esta no será la excepción, la diferencia es que podremos introducirnos a la temática gradualmente; conjugando, teoría y práctica.

La psicología de por sí ya es un arte, la cual requiere mucha creatividad para poder lograr un abordaje óptimo, independientemente del área (clínica, educativa, social u organizacional), puesto que el trabajo con personas, ya sean niños, adolescentes o adultos, tendrá que desempeñarse desde la percepción, intuición y comunicación. El pensamiento se construye y puede evolucionar conforme le damos uso a nuestra imaginación en conjunto con los sentimientos que sean provocados, cuando se conecta la razón con la emoción podremos crear y cambiar.



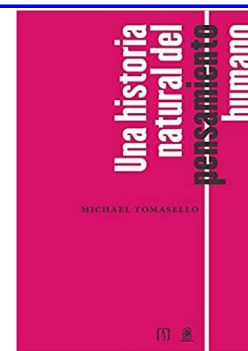
### OTROS LIBROS DIGITALES EN LIBRUNAM



PSICOLOGIA DE LA EDUCACIÓN



EDUCADORES COMPROMETIDOS: QUÉ SON, QUE HACEN, POR QUÉ LO HACEN Y LO QUE VERDADERAMENTE IMPORTA.

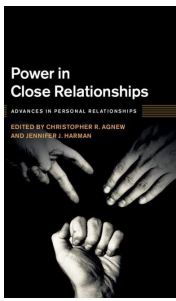


UNA HISTORIA NATURAL DEL PENSAMIENTO HUMANO





# Centro de Documentación "Dr. Rogelio Díaz Guerrero" Libros digitales en LIBRUNAM



**Agnew, Christopher (2019). *Power in close relationships*. Cambridge: Cambridge University Press.**

Power is an inherent feature of social interactions, yet it is hard to define and therefore understand.

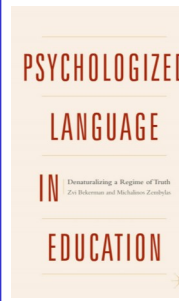
This book is the first to organize current interdisciplinary theorizing and research about power from leading academics in areas such as social psychology, communications, family studies, and public health. It also focuses exclusively on how power operates and affects close relationship processes, while the theoretical insights provided point the way toward new lines of research and understanding.



**Carballo, Roberto, (2020) *Aprendiendo a aprender. Libro 1. Los comienzos*. Madrid: Díaz de Santos.**

Este primer libro muestra los primeros pasos para caminar hacia una comunidad de aprendizaje en el aula y fuera de ella, continua y en constante reproducción ampliada.

El texto incide en cuatro puntos que son esenciales en esta construcción, y que se proponen para los cuatro primeros días de aula, sentando las bases de la "necesidad social", del grupo y de la cooperación, del proyecto grupal y del aprendizaje a partir de los datos, de lo más elemental. Cuatro capítulos que muestran hasta cinco metodologías y/o técnicas que pueden aplicarse aislada o globalmente por cada profesor.



**Bekerman, Svi. (2018). *Psychologized language in education: denaturalizing a regime of truth*. New York : Palgrave Macmillan.**

This book explores how psychologized language has come to dominate education and schooling. Taking a critical lens to some major constructs in education—e.g. the mind, the self, identity, emotion, emotional intelligence, motivation, culture, language and meaning—and their grounding in psychologized discourses, the authors suggest possible ways to overcome these psychologized discourses and remedy their consequences.

The book invites readers to move away from static, reified conceptualizations to a more active, social understanding of what education is all about.

**Cuenca, Cristina. (2020). *Si no lo ves, te tienes que poner las gafas ... Violetas*. Almería: Universidad de Almería.**

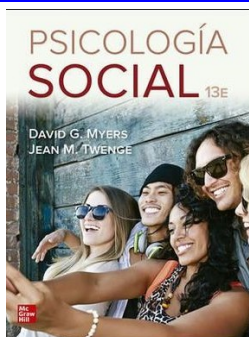
Este manual está dirigido a la sensibilización de futuros profesionales en ámbitos relacionados con la Educación y las Ciencias Sociales.

Su objetivo prioritario sería el incluir la perspectiva de género en el análisis de las conductas y comportamientos actuales, productos culturales –canciones, cine, publicidad, etc.- y normas sociales, entre otros. En este sentido, través de las actividades que se proponen, se analizan las desigualdades de género, se dan a conocer conceptos nuevos y se profundiza en temas debatidos por el feminismo actual.

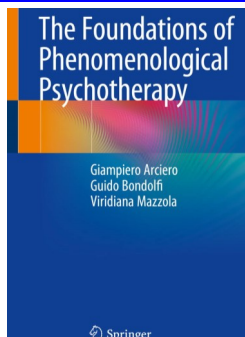
Si no lo ves, te tienes que poner las gafas... violetas. Herstory, ideal de belleza y medios de comunicación



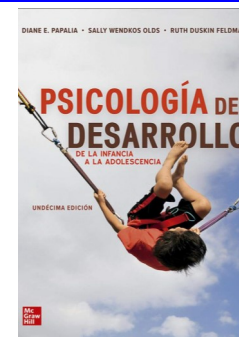
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PSICOLOGÍA SOCIAL / MYERS



THE FOUNDATIONS OF PHENOMENOLOGICAL PSYCHOTHERAPY

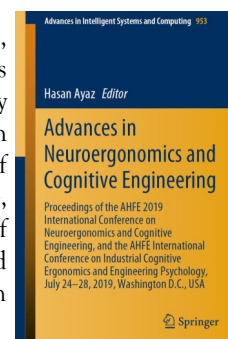


PSICOLOGÍA DEL DESARROLLO DE LA INFANCIA A LA ADOLESCENCIA / PAPAIA



Ayaz, Hazan. (2020). *Advances in Neuroergonomics and Cognitive Engineering*. Cham: Springer.

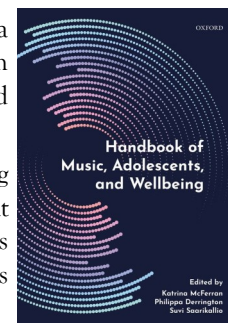
This book offers a broad perspective on the field of cognitive engineering and neuroergonomics, covering emerging practices and future trends toward the harmonious integration of human operators and computer systems. It presents novel theoretical findings on mental workload and stress, activity theory, human reliability, error and risk, and neuroergonomic measures alike, together with a wealth of cutting-edge applications. Further, the book describes key advances in our understanding of cognitive processes, including mechanisms of perception, memory, reasoning, and motor response, with a special emphasis on their role in interactions between humans and other elements of computer-based systems. Based on the AHFE 2019 affiliated conference on Neuroergonomics and Cognitive Engineering, it provides readers with a comprehensive overview of the current challenges in cognitive computing and factors influencing human performance.



McFerran, Katrina. (2019). *Handbook of music, adolescents, and wellbeing*. New York: Oxford University Press.

Centred around the three key areas of emotion, identity, and connectedness, this book canvasses a wide range of perspectives. Each chapter brings together the latest theory, research, and practice from the fields of music therapy, music psychology, music education, and music sociology to explore and understand how and why music plays such a big part in young lives.

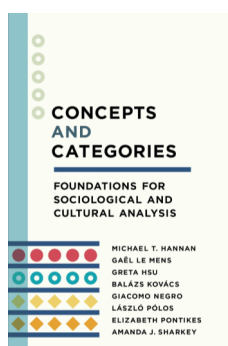
The first section addresses the popular topic of music and emotions, clarifying the ways that young people can learn to use music intentionally to achieve healthy outcomes. The second section looks at identity construction, emphasising agency in the ways that young people choose to express themselves both personally and to others. The third section explores connectedness, with a particular emphasis on uses of technology to connect with others.



Hannan, Michael. (2019). *Concepts and categories : foundations for sociological and cultural análisis*. New York.

Why do people like books, music, or movies that adhere consistently to genre conventions? The answer to this question require an understanding of how people use basic concepts in their everyday lives to give meaning to objects, other people, and social situations and actions. Drawing on research in various fields, including cognitive science, computational linguistics, and psychology, this book argues that concepts have meanings that are probabilistic rather than sharp, occupying fuzzy, overlapping positions in a “conceptual space.” Using this model, important yet commonplace phenomena such as our routine buying decisions can be quantified in terms of the cognitive distance between concepts.

This book provides an essential set of formal theoretical tools and illustrates their application using an eclectic set of methodologies, from micro-level controlled experiments to macro-level language processing. It illuminates how explicit attention to concepts and categories can give us a new understanding of everyday situations and interactions.



### Artículo recomendado:

## Work and unemployment in the time of COVID-19: The existential experience of loss and fear.

Blustein, David L.

Department of Counseling, Developmental, and Educational Psychology, Boston College, Chestnut Hill, MA, US

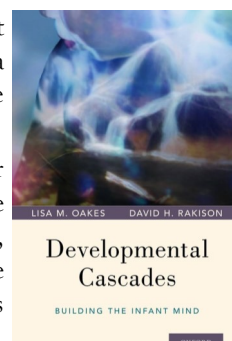
**Abstract:** This article explores the existential loss, anxiety, and terror that is evoked by the massive unemployment brought on by the COVID-19 pandemic. Growing inequality and marginalization in the workforce prior to the advent of this health crisis is reviewed as a major antecedent that set the stage for the unemployment crisis that now defines this era. An overview of the nature of the needs that working optimally can fulfill is presented, which include survival, social connection/contribution, and self-determination. The loss of work is then connected to the notion of existential terror, which captures the emotional imperative to survive as well as the need to manage the psychological consequences of threats that undermine existence. Suggestions for mitigating the impact of job loss and its attendant sense of terror are then presented, which include systemic interventions, relational and psychotherapeutic support, and individual coping strategies.

*Journal of Humanistic Psychology*. Vol.60(5), 2020, pp. 702-709.

*Oakes, Lisa. (2019). Developmental cascades: building the infant mind. New York: Oxford University Press.*

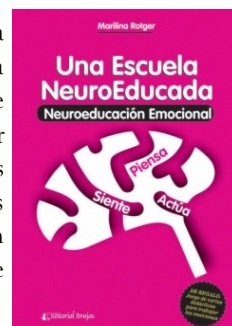
This book proposes a new framework for understanding development in the child, by arguing that these developmental cascades are influenced by different kinds of constraints that do not have a single foundation: they may originate from the structure of the child's nervous system and body, the physical or social environment, or knowledge and experience.

Author present an overview of this developmental cascade perspective as a general framework for understanding change throughout a lifespan, although it is applied primarily to cognitive development in infancy. The framework is illustrated utilizing a wide range of domains (e.g., attachment, gender, motor development), and is examined in detail through application to three domains within infant cognitive development (looking behavior, object representations, and concepts for animacy).



*Marilina, Rorger. (2019). Una escuela neuroeducada : siente, piensa, actúa. Buenos Aires: Editorial Brujas.*

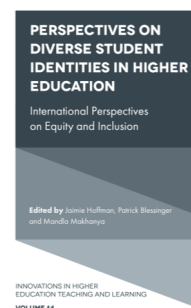
El docente enseña y el estudiante, a través de su cerebro, aprende. Vincular los procesos de enseñanza con las ciencias cognitivas (atravesadas por la psicología, la filosofía, la antropología, la sociología y la neurociencia), favorece al aprendizaje cognitivo, pero, fundamentalmente, desarrolla el aprendizaje emocional. *Una Escuela Neuroeducada* es aquella que en primera instancia conoce las necesidades por las que atraviesa el cerebro al momento de aprender, y como elemento superador, maneja las herramientas para mantenerlo activo potenciando sus funciones y estructuras. Son 11 los capítulos que se desarrollan en este libro. En todos está latente la forma directa o indirecta la concepción NEURO. A través de ésta se supera la dupla “conocimiento / informa”, vital para el aprendizaje académico, estimulando para que el cerebro sienta, piense y actúe.



*Hoffman, Jamie. (2019). Perspectives on diverse student identities in higher education : international perspectives on equity and inclusion. Bingley: Emerald Publishing Limited.*

Higher education institutions continue to address an increasingly complex set of issues regarding equity, diversity and inclusion. Many institutions face increasing pressure to find innovative solutions to eliminate access, participation, and achievement barriers as well as practices that impede retention and graduation rates in higher education.

This book provides educators with a global understanding of the challenges associated with the growing diversity of student identities in higher education and provides evidence-based strategies for addressing the challenges associated with implementing equity and inclusion at different higher education institutions around the world.



### Recomendación digital:

**ONLINE LIBRARY AND PUBLICATION PLATAFORM (OAPEN):** La Fundación OAPEN es una organización sin ánimo de lucro con sede en los Países Bajos, con domicilio social en la Biblioteca Nacional de La Haya. La OAPEN se dedica a la publicación de libros de acceso abierto y revisados por pares.

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