



Boletín de Novedades Bibliográficas y Hemerográficas

Diciembre 2021

Contenido:

Avisos	1
Libros digitales de texto completo en el catálogo de Libriunam.	2-5
Recomendación digital	4
Artículo recomendado	5



Avisos

CENTRO DE DOCUMENTACIÓN "DR. ROGELIO DÍAZ GUERRERO

El Centro de documentación te invita a participar en los cursos de Búsqueda de Información Psicológica en bases de datos (duración 10 h), cuyo objetivo 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 a través de la plataforma 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, conexión a internet y micrófono.

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

iciembre.

Del 6 al 10 de 10:00 a 12:00 horas.

Del 6 al 10 de 12:00 a 14:00 horas

Contacto

Coordinador del Centro de Documentación "Dr. Rogelio Díaz Guerrero"
Dr. Fermín López Franco
Teléfono: 5622 2245
Email: cedoc.psicologia@unam.mx

Frases para recordar

"Ciertos apoyos son necesarios y esenciales. Otros soportes son, bueno, deseables y posiblemente utilizables. La falta de apoyo esencial siempre resulta en ansiedad"

Laura Perls
(1905–1990)

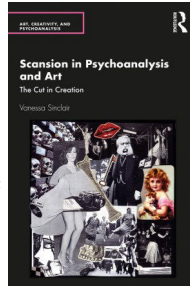




Centro de Documentación “ Dr. Rogelio Díaz Guerrero” Libros digitales en Libriumam

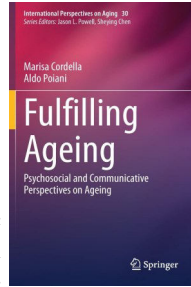


Sinclair, Vanessa.
(2021). Scansion in psychoanalysis and art. London: Routledge.

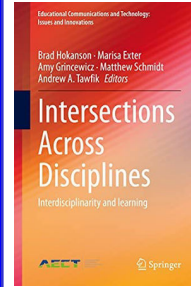


Drawing on the theories of Sigmund Freud, who applied psychoanalytic methods to art and literature to decipher the meaning and intention of the creator, as well as Jacques Lacan's dissemination of scansion as a powerful disruption of narrative, the book explores examples of the long and rich relationship between psychoanalysis and the fine arts. Whilst guiding readers through the different artists and their artforms - from painting and music to poetry, collage, photography, film, performance art, technology and body modification - Sinclair interrogates scansion as a generative process often inherent of the act of creation itself.

Cordelia, Marisa.
(2021). Fulfilling ageing: psychosocial and communicative perspectives on ageing. Cham: Springer.



This book explores the reality of ageing and old age from the perspectives of the individual and society. It emphasizes cross-cultural aspects of ageing and communication issues both within and across generations. The authors approach the understanding of ageing from a multi-disciplinary perspective, integrating biology, psychology, linguistics, sociology, and history. The book is organized as follows: historical and broader cross-cultural issues of ageing, followed by biomedical, psychological, social, and communicative aspects of ageing. The book concludes with an in-depth analysis of the existential dimension of ageing followed by an evolutionary perspective.



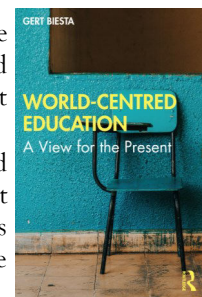
Hokanson, Brad.
(2021). Intersections across disciplines: interdisciplinarity and learning. Cham: Springer.

This volume seeks to examine how learning and the design of instruction is interdisciplinary and connective in terms of research and practice. The book is generally divided into three areas: theory, research, and application. This framework shaped the authors' interactions, discussions, and the informal context of the symposium. Writings are included on multiple levels including research and practice on learning across disciplines, including instructional design and how design thinking is inherently interdisciplinary. How learning is designed for general audiences or for purposely integrated educational experiences has also been examined.

Biesta, Gert. (2022). World-centred education: a view for the present. New York: Routledge.

This book makes an intervention in a long-standing discussion by arguing that education should be world-centred rather than child-centred or curriculum-centred. This is not just because education should provide students with the knowledge and skills to act effectively in the world, but is first and foremost because the world is the place where our existence as human beings takes place.

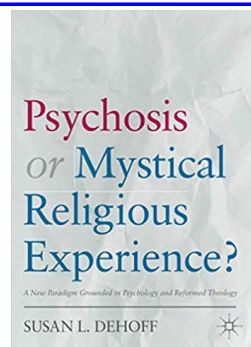
Author highlights the importance of teaching, not understood as the transmission of knowledge and skills but as an act of (re)directing the attention of students to the world, so that they may encounter what the world is asking from them. The book thus shows why teaching matters for education. It also highlights the unique position of the school as the place where the new generation is given the time to meet the world and meet themselves in relation to the world.



OTROS LIBROS DIGITALES EN LIBRIUNAM



ASPECTOS PSICOSOCIALES DEL APRENDIZAJE



PSYCHOSIS OR MYSTICAL RELIGIOUS EXPERIENCE?

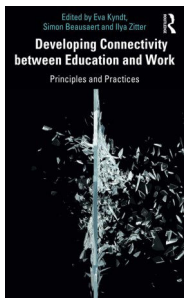


ENVEJECIMIENTO: EVALUACION E INTERVENCION PSICOLOGICA





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

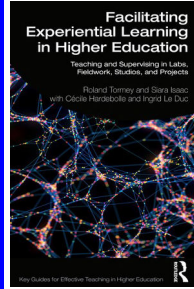


Kyndt, Eva. (2022). *Developing connectivity between education and work: principles and practices.* Abingdon: Routledge.

This volume presents the knowledge about educational practices and principles that help to realise connectivity between learning and working experiences.

Show research that examines how educators and professionals from organisations and schools can come together with the purpose of realising connectivity in educational programmes.

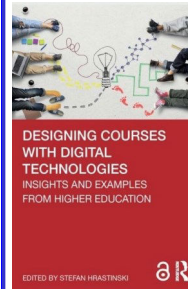
Considering the barriers to achieving connectivity, this book also focuses on how it can be achieved, with ideas and guidance about communication, design principles and best practices.



Tormey, Roland. (2022). *Facilitating experiential learning in higher education.* London: Routledge.

This book provides evidence-informed and practical advice on how to design, teach, and facilitate hands-on, experiential learning in practical higher education settings.

With case studies and considered analysis tasks, all underpinned by research evidence, it explores the functional aspects of teaching outside of regular classroom environments. Designed to enable university teachers to adapt strategies for teaching confidently and effectively, this text focusses on enhancing learning and avoiding pitfalls whilst allowing students to develop and recognise the skills needed to excel in their chosen discipline.



Hrastinski, Stefan. (2022). *Designing courses with digital technologies: insights and examples from higher education.* New York : Routledge

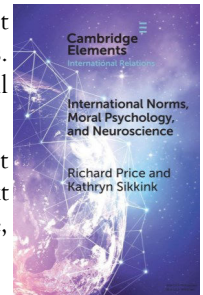
This book offers guidance for higher education instructors integrating digital technologies into their teaching, assessment and overall support of students. Author presents evaluations that the contributors have implemented in real-life courses, spanning blended and distance learning, flipped classrooms, collaborative technologies, video-supported learning and beyond.

Chapter authors contextualize their approaches beyond simple how-tos, exploring both the research foundations and professional experiences that have informed their use of digital tools while reflecting on their successes, challenges and ideas for future development.

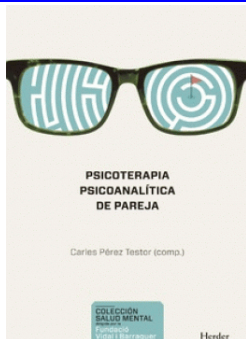
Price, Richard (2021) International norms, moral psychology, and neuroscience. Cambridge: Cambridge University Press

Research on international norms has yet to answer satisfactorily some of our own most important questions about the origins of norms and the conditions under which some norms win out over others. The authors argue that international relations (IR) theorists should engage more with research in moral psychology and neuroscience to advance theories of norm emergence and resonance.

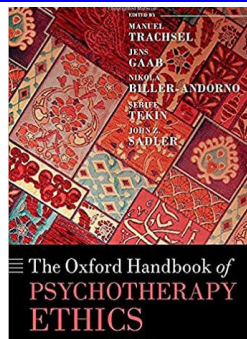
This Element first provides an overview of six areas of research in neuroscience and moral psychology that hold particular promise for norms theorists and international relations theory more generally. It next surveys existing literature in IR to see how literature from moral psychology is already being put to use, and then recommends a research agenda for norms researchers engaging with this literature.



OTROS LIBROS DIGITALES EN LIBRIUNAM



PSICOTERAPIA
PSICOANALITICA DE PAREJA



THE OXFORD HANDBOOK
OF PSYCHOTHERAPY ETHICS



CULTURA Y
CLIMA ORGANIZACIONAL



Øestergaard, Janne (2021). *Mentalization in the family: a guide for professionals and parents*. Abingdon: Routledge.

Mentalization in the Family draws upon the latest research on child development, parenting, and mentalization theory to provide a comprehensive guidebook for parents, teachers, social workers, and any professional working with families today.

The book explains the core concepts of mentalization, an idea whereby an appreciation of internal mental states, both those of others and oneself, can lead to an understanding of overt behaviour. It explores key ideas central to this - such as attachment style, internal regulation, emotional compass, and parental navigation - but also offers practical guidance around issues such as play, siblings, boundaries, and sexuality.

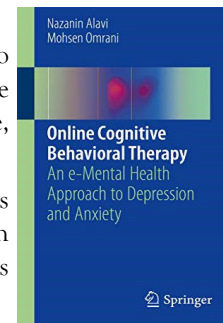


Janne Øestergaard Hagelquist and Héimo Rasmussen

Alavi, Nazarin. (2019). *Online cognitive behavioral therapy: an e-mental health approach to depression and anxiety*. Cham: Springer

This book aims to provide the clinicians with details of online cognitive behavioral therapy (CBT) to facilitate care delivery for patients struggle with depression and anxiety. Chapters cover some of the most fundamental concepts for successful treatment, including experiments, action plans evidence, and the guidelines for managing, thoughts and feelings.

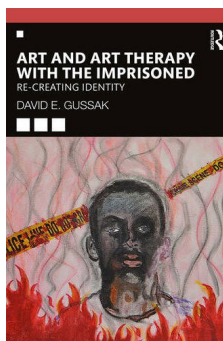
Each chapter opens with a summary of the content and a recap of concepts covered in previous sections, also includes recommended tables and chart to facilitate the documentation of each recommended session, making this highly practical resource a vital tool for those who treat patients suffering from these particular mental health concerns.



Gussak, David. (2020). *Art and art therapy with the imprisoned: re-creating identity*. New York: Routledge.

Through the author's experiences, investigations and discussions with artists, art therapists and inmates from around the world, *Art and Art Therapy with the Imprisoned: Re-Creating Identity* comprehensively explores the efficacy, methods, and outcomes of art and art therapy within correctional settings.

The text begins with a theoretical and historical overview of art in prisons as a precursor to exploring the benefits of art therapy, followed by a deeper exploration of art therapy as a primary focus for wellness and mental health inside penitentiaries. Relying on several theoretical perspectives, results of empirical research studies, and case vignettes and illustrations gleaned from over 25 years of clinical and programmatic experience, this book argues why art therapy is so beneficial within prisons.



Recomendación digital:

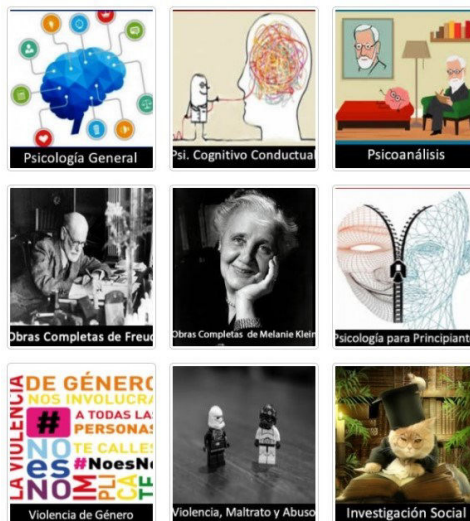
BIBLIOTECA DE PSICOLOGIA: Es un espacio online que recopila los enlaces gratuitos proporcionados por psicólogos, psiquiatras y estudiantes a distintos recursos de información psicológica como libros y artículos.

Contiene los links a mas de 300 libros de psicoanálisis, psicología cognitivo conductual, psicología social y otras ramas de la psicología.

Biblioteca de Psicología

Libros de Psicología pdf gratis

<https://bibliotecapsicologia.org>



Treffinger, Donald. (2021). Educating for creativity & innovation. New York: Routledge.

Today, more than ever before, we must all be able to think creatively, manage change, and solve complex, open-ended problems. Education today is different in its structure and practice than it was in any previous generation, not just because of the impact of technology and the Internet, but also because, across the lifespan, every person studies, works, and plays in a global community that was previously unknown to most generations.

Although organizations worldwide recognize that their success both now and in the future depends on a workforce capable of effective thinking, problem solving, and innovation, educational practice still lags behind our knowledge in these areas. This book is a resource to close the gap between research and practice and to promote understanding and effective practice relating to creativity and innovation.



Valkengoed, Anne van. (2019). The psychology of climate change adaptation. Cambridge: Cambridge University Press.

This book begins with an overview climate change adaptation behaviour. Key psychological theories are introduced that can explain adaptation behaviour and the role of a wide variety of motivational variables in adaptation behaviour is discussed, such as risk perception, experiences with climate-related hazards, and perceived responsibility. Next, author examine three examples of how this psychological knowledge has been used to develop and test interventions to promote adaptation behaviour in real-world settings.

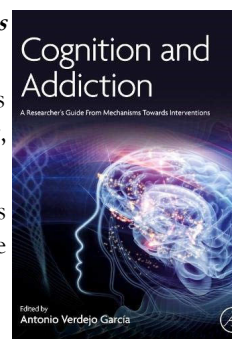
The relationship between climate adaptation behaviour and climate mitigation behaviour are considered and the potential for integrating these bodies of literature is put forward. It concludes with an agenda for future psychological research on climate change adaptation behaviour.



Verdejo, Antonio. (2020). Cognition and addiction : a researcher's guide from mechanisms towards interventions. London: Academic Press.

Cognition and Addiction: A Researcher's Guide from Mechanisms Towards Interventions provides researchers with a guide to recent cognitive neuroscience advances in addiction theory, phenotyping, treatments and new vistas, including both substance and behavioral addictions.

This book focuses on "what to know" and "how to apply" information, prioritizing novel principles and delineating cutting-edge assessment, phenotyping and treatment tools. This resource will become a go-to guide for researchers in the field of cognitive neuroscience and addiction.



Artículo recomendado:

Seasonal sensitivity and psychiatric morbidity: Study about seasonal affective disorder.

Fonte, Anibal.

Department of Psychiatry and Mental Health, Hospital de Santa Luzia, Viana do Castelo, Portugal.

Abstract: Seasonal Affective Disorder is a recurrent depressive disorder which usually begins in the fall/winter and enters into remission in the spring/summer, although in some cases may occur in the summer with remission in the autumn-winter. In this study the authors evaluated the association between seasonal changes in mood and behavior with psychiatric disturbance. Method: Descriptive, cross-sectional study. Participants, students attending higher education and vocational courses (N = 324), were evaluated with the Seasonal Pattern Assessment Questionnaire (SPAQ) and the Screening Scale for Mental Health (ER80). Results: Among the respondents, 12.7% showed seasonal affective disorder (SAD), 29.0% showed subsyndromal seasonal affective disorder (s-SAD) and 58.3% did not show significant seasonal affective symptomatology. As for psychiatric morbidity, 36.6% of subjects with SAD and 13.8% of those with s-SAD were considered "psychiatric cases" whereas for subjects without SAD this value was only 3.2%. Conclusions: There is a statistically significant association between psychiatric morbidity and seasonal affective disorder. This association corroborates the importance of the Seasonal Pattern Assessment Questionnaire in screening for seasonal fluctuations in mood and behavior related disorders, and the clinical need for recognition of these conditions, particularly associated suffering and disabilities.

BMC Psychiatry. Vol.21 2021, ArtID 317.

<https://www.proquest.com/docview/2553226756/E5DDB45440FD4A65PQ/478?accountid=14598>