

1.- Asignatura / Course Title

- **Psychology and ICT: Applications for Assessment and Intervention**

1.1.- Código / Course code

- 19357

1.2.- Materia / Content area

- Optativas

1.3.- Tipo / Course type

- Formación optativa / Elective subject

1.4.- Nivel / Course level

- Grado / Bachelor (first cycle)

1.5.- Curso / Year

- 3º ó 4º / 3rd or 4th

1.6.- Semestre / Semester

- 1º / 1st (Fall semester)

1.7.- Número de créditos ECTS / ECTS allotment

- 6 créditos ECTS / 6 ECTS credits

1.8.- Requisitos previos / Prerequisites

- Ninguno / None

1.9.- Requisitos mínimos de asistencia a las sesiones presenciales / Minimun attendance requirement

- La asignatura se impartirá en formato mixto (50% presencial + 50% mediante la plataforma Moodle) / Course will be delivered by blended format (50% in classroom + 50% using Moodle platform)

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Créditos:	6 créditos ECTS / 6 ECTS credits

1.10.- Datos del Equipo Docente / Faculty Data

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1.11.- Objetivos del curso / Course objectives

The general objective of this course is to enable the students to develop ICT applications for psychological assessment and intervention.

The specific learning objectives are:

- To examine current state of art on ICT applications for psychological assessment and intervention, paying special attention on empirical results of efficacy and efficiency.
- To identify new possibilities of using ICT in practice of psychology.
- To design new ICT applications for psychological assessment and intervention.
- To evaluate the feasibility of a ICT project.

Basic Competencies (CB), General Competencies (CG), Specific Competencies (CE) and Module Competencies (CM) in the Bachelor of Psychology Study Plan (for details consult the General Study Plan for the UAM Bachelor Degree in Psychology): CB2 - CB4 - CG2 - CG3 - CG4 - CG5 - CG6.

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1.12.- Contenidos del programa / Course contents

Introduction: Psychology and ICT.

Unit 1: ICT applications for psychological assessment.

Unit 2: ICT applications for psychological interventions.

Unit 3: Research in ICT applications for psychological assessment and intervention.

1.13.- Referencias del consulta / Course Bibliography

Amichai-Hamburger, Y., & Furnham, A. (2007). The positive net. *Computers in Human Behavior*, 23, 1033-1045.

Barak, A. (1999). Psychological applications on the Internet: A discipline on the threshold of a new millennium. *Applied & Preventive Psychology*, 8, 231-245.

Botella, C., Baños, R., García-Palacios, A., Quero, S., Guillén, V., & Marco, H.J. (2007). La utilización de las nuevas tecnologías de la información y la comunicación en psicología clínica. *UOC Papers*, 4, 32-41.

Botella, C., García-Palacios, A., Baños, R., & Quero, S. (2009). Cybertherapy: Advantages, limitations, and ethical issues. *PsychNology Journal*, 7, 77-100.

Carroll, J.M. (1997). Human-Computer Interaction: Psychology as a Science of Design. *Annual Review of Psychology*, 48, 61-83.

Colom, R., Contreras, M.J., Shih, P.C., & Santacreu, J. (2003). The assessment of spatial ability through a single computerized test. *European Journal of Psychological Assessment*, 19(2), 92-100.

Contreras, M.J., Colom, R., Hernández, J.M., Santacreu, J. (2003). Is static spatial performance distinguishable from dynamic spatial performance? A latent-variable analysis. *The Journal of General Psychology*, 130, 277-290.

Custers, K., & Van den Bulck, J. (2009). Viewership of pro-anorexia websites in seventh, ninth and eleventh graders. *European Eating Disorders Review*, 17, 214-219.

Epstein, J., & Klinkenberg, W.D. (2001). From Eliza to Internet: a brief history of computerized assessment. *Computers in Human Behavior*, 17, 295-314.

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Hernández, J.M., Santacreu, J., & Rubio, V.J. (1999). Evaluación de la personalidad: una alternativa teórico-metodológica. *Escritos de Psicología*, 3, 20-28.

Hertel, G., Geister, S., & Konradt, U. (2005). Managing virtual teams: A review of current empirical research. *Human Resource Management Review*, 15, 69-95.

Hunt, E.B., & Pellegrino, J. (1985). Using Interactive Computing to Expand Intelligence Testing: A Critique and Prospectus. *Intelligence*, 9, 207-236.

Jerome, L.W., DeLeon, P.H., James, L.C., Folen, R., Earles, J., & Gedney, J.J. (2000). The coming of age of telecommunications in psychological research and practice. *American Psychologist*, 55, 407-421.

Krijn, M., Emmelkamp, P.M.G., Olafsson, R.P., & Biemond, R. (2004). Virtual reality exposure therapy of anxiety disorders: A review. *Clinical Psychology Review*, 24, 259-281.

Lee, G., Tsai, C., Griswold, W.G., Raab, F., & Patrick, K. (2006). PmEB: a mobile phone application for monitoring caloric balance. *Proceeding of Conference on Human Factors in Computing Systems*, 1013-1018.

Maestu, F., González-Marqués, J., Marty, G., Nadal, M., Cella-Conde, C.J., & Ortiz, T. (2005). La magnetoencefalografía: una nueva herramienta para el estudio de los procesos cognitivos básicos. *Psicothema*, 17, 459-464.

Naglieri, J.A., Drasgow, F., Schmit, M., Handler, L., Prifitera, A., Margolis, A., & Velasquez, R. (2004). Psychological testing on the Internet. *American Psychologist*, 59, 150-162.

Olea, J., & Ponsoda, V. (2003). *Tests Adaptativos Informatizados*. Madrid: UNED Ediciones.

Olson, G.M., & Olson, J.S. (2003). Human-Computer Interaction: Psychological Aspects of the Human Use of Computing. *Annual Review of Psychology*, 54, 491-516.

Plaut, D.C. (2000). Methodologies for the computer modeling of human cognitive processes. En F. Boller & J. Grafman (Eds.), *Handbook of Neuropsychology*, 2nd Edition. New York: Elsevier.

Ployhart, R.E. (2006). Staffing in the 21st century: New challenges and strategic opportunities. *Journal of Management*, 32, 868-897.

Powell, A., Piccoli, G., & Ives, B. (2004). Virtual teams: A review of current literature and directions for future research. *The DATA BASE for Advances in Information Systems*, 35, 6-36.

Ritterband, L.M., Gonder-Frederick, L.A., Cox, D.A., Clifton, A.L., West, R.W., & Borowitz, S.M. (2003). Internet interventions: in review, in use, and into the future. *Professional Psychology: Research and Practice*, 34, 527-534.

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2.- Métodos Docentes / Teaching methodology

The course will be implemented using project-based learning approach. Realistic problem-solving scenarios will be used in course activities. Collaborative learning will be used throughout the course.

Course content and activities will be delivered partially in classroom and partially online. Regular attendance is highly recommended.

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3.- Tiempo de trabajo del Estudiante / Student workload

Horas presenciales: 45
Horas no presenciales: 105

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4.- Métodos de evaluación y porcentaje en la calificación final / Evaluation procedures and weight of components in the final grade

Group project (60%) + Additional learning activities (40%)

5.- Cronograma / Course calendar

Week	Contenido	Horas presenciales	Horas no presenciales del estudiante
1	Introduction	3	7
2	Introduction	3	7
3	Unit 1	3	7
4	Unit 1	3	7
5	Unit 1	3	7
6	Unit 2	3	7
7	Unit 2	3	7
8	Unit 2	3	7
9	Unit 3	3	7
10	Unit 3	3	7
11	Unit 3	3	7
12	Project	3	7
13	Project	3	7
14	Project	3	7
15	Project	3	7

* Este cronograma tiene carácter orientativo y podrá verse alterado en función de la marcha de la asignatura en los distintos grupos.