



Máster en Neurociencia Cognitiva
y del Comportamiento



UNIVERSIDAD
DE GRANADA

STUDENTS' GUIDE

2020-2021



Guide to the official master program in Cognitive and Behavioral Neuroscience

In this guide you will find detailed information about our master's program. The Master in Cognitive and Behavioral Neuroscience aims to train students in research on cognitive functions and their neural basis. **The whole program is research-oriented**, and it also aims to provide its graduates with tools that facilitate their job placement in the field of Neuropsychology and other applied fields related to Neuroscience.

The program is aimed at graduates in Psychology or related disciplines. Students with a specific interest in Neuropsychology will be able to follow the **Neuropsychology Itinerary**, associated with the compulsory completion of courses related to this field and practical training in non-academic Neuropsychology centers.

Official Website:

<http://masteres.ugr.es/neurocg/>

Facebook:

<https://www.facebook.com/MasterNCCUGR/>





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Credit's Distribution in the master

The master's degree requires 60 ECTS, which are distributed as follows:

- A minimum of 8 ECTS of courses of the METHODOLOGICAL Module.
- A maximum of 20 ECTS from the rest of the COGNITIVE AND BEHAVIORAL NEUROSCIENCE Module
- 5 ECTS of the course "CURRENT PERSPECTIVES IN PSYCHOLOGY AND NEUROSCIENCE"
- 15 ECTS of PRACTICAL TRAINING (RESEARCH OR NEUROPSYCHOLOGY CENTERS)
- 12 ECTS of the FINAL MASTER'S THESIS

The students that take the Neuropsychology Itinerary must compulsorily enroll in the following courses: Neuropsychological Assessment, Neuroanatomy and Functional Neuroimaging, Neuropsychology and Developmental Neuropsychology, as well as practical training in Neuropsychology centers.

Optionally, a course from other official masters can be chosen, which requires authorization from the Academic Committee of the Master.

Double Degree with the Master in Cognitive Neuroscience and Clinical Neuropsychology of the University of Padova (Italy)

In 2019, the Master of Cognitive and Behavioral Neuroscience of the University of Granada and the Master in Cognitive Neuroscience and Clinical Neuropsychology of the University of Padua (<https://www.unipd.it/en/educational-offer/master-s-degrees/school-of-psychology?tipo=LM&scuola=PS&ordinamento=2017&key=PS1932>) established a double degree agreement, within Arqus (<https://www.arqus-alliance.eu/>), an European University Alliance.

Thanks to this agreement, students will be able to obtain both degrees (60 + 120 ECTS) in two academic years, one in Granada and one in Padua. The stay in Padua will be covered by Erasmus exchange scholarships. From the 2020/21 academic year, the MNCC of the UGR will teach in English language in the subjects associated with the double degree, with always another split group with classes taught in Spanish.

In this double degree itinerary, the UGR students complete a first semester in Granada (October-February), the following two in Padua (March-February) and finish with the research practical training and Final master's thesis in

Granada. On the other hand, Padua students stay a first year at their home university and the next, in full, in Granada.

To apply for this double degree as a UGR student, you must first request access and obtain a place in the Master of Cognitive and Behavioral Neuroscience. The request to pursue the double degree and the associated Erasmus scholarships needs to be made once the academic year has begun. The coordination of the master will inform the students of all the details and deadlines.

Further information, together with the detailed regulations of the agreement can be found here:
<https://masteres.ugr.es/neurocg/pages/doble-titulo-padua?lang=en>

Timetables

Courses named in Spanish will be taught in that language. Courses named in English will always have a Spanish (A) and an English (B) Group

First period: 5th October – 27th November 2020 (Exams: 30th Nov-4th Dec)

FIRST PERIOD					
	Monday	Tuesday	Wednesday	Thursday	Friday
9:00-10:50	Emoción	Aprendizaje	Plasticidad	Neuroanatomy & Neuroimaging A/B	Methods A/B**
11:00-12:50	Emoción	Aprendizaje	Plasticidad	Neuroanatomy & Neuroimaging A/B	Methods A/B**
15:00-16:50	Psiconeuroinmunología	Eval. Neurop. A/B*	Memory A/B	Neuroergonomía	
17:00-18:50	Psiconeuroinmunología	Eval. Neurop- A/B*	Memory A/B	Neuroergonomía	

* The course Eval. Neurop. will start at 16:00 and finish at 19:50. ** The group B will begin at 9:30

Second period: 11th January – 5th March 2021 (Exams: 8th-12th March)

SEGUNDO PERIOD					
	Monday	Tuesday	Wednesday	Thursday	Friday
9:00-10:50	Diseño Experim.	Cognitive Neuroscience A/B	Percepción	Lenguaje	Mod. Anim. / Judgment & DM B
11:00-12:50	Diseño Experim.	Cognitive Neuroscience A/B	Percepción	Lenguaje	Mod. Anim. / Judgment & DM B
15:00-16:50	Neuropsychology A/B*	Juicios y TD	Attention A/B	Neurop. Desarrollo A/B	
17:00-18:50	Neuropsychology A/B*	Juicios y TD	Attention A/B	Neurop. Desarrollo A/B	

* The course Neuropsychology will start at 16:00 and finish at 19:50



Exams

First period: 30th Nov-4th Dec 2020

	FIRST PERIOD				
	Monday	Tuesday	Wednesday	Thursday	Friday
9-14 hrs	Memory	Neuroergonomía	Emoción	Plasticidad	Neuroanatomy & Functional Neuroimaging
16-21 hrs	Psiconeuroinmunología	Methods	Eval. Neuropsicológica	Aprendizaje	

Second period: 8th -12th March 2021

	SECOND PERIOD				
	Monday	Tuesday	Wednesday	Thursday	Friday
9-14 hrs	Neurops. Des.	Diseño Exp. Av.	Judgment and Decision-Making	Attention	Lenguaje
16-21 hrs	Percepción	Cognitive Neuroscience	Neuropsychology	Mod. Anim.	

Exams of the Extraordinary call: 13th – 17th September 2021 (the weekday and time slots remain the same as in the Ordinary Call)

Students' representative

According to current regulations, a students' representative will form part of the Academic Committee of the master's degree. The election of the representative must take place before the 1st of November 1, 2020.

Regulations

This master, like the rest of the official masters offered by the University of Granada, was established as official education adapted to the European credit since the 2010/2011 academic year. Hence, a series of regulations have been put in place to guarantee the rights of the students. These regulations are included in http://escuelaposgrado.ugr.es/pages/masteres_oficial/normativa. The regulations related to training practices, credit recognition, permanence norms or Final Dissertation guidelines are of core importance. These guarantee the students' right to have two (Ordinary and Extraordinary) calls per course in each academic year, including the Final Master's Thesis (TFM). Once these calls are exhausted, students enroll again, but the price of credit in the second and third registration is increased.

The completion of your Master's studies in an academic year is a priority objective if you want to apply for FPU (or similar) scholarships and to admission to a Doctoral Program. However, **if before the 31st of December a student is aware that s/he will not be able to finish the TFM in the current academic year, s/he has time to request the modification of the enrollment and the refund of public prices**, something that will allow not to exhaust the two calls for the course and will avoid the additional costs of a second registration in the following course.

In addition, students can change their enrollment (unsubscribe or enroll in master's courses) at no cost, provided that this is done before the third class of the course has started.



Key dates

Teaching periods

- **5th October – 27th November 2020.** First teaching period.
- **11th January – 5th March 2021.** Second teaching period.
- Exams will take place in the week after these two periods. The extraordinary call will take place the week of 13th – 17th September 2021.

2020

- **1st October 2020.** Initial meeting with the students.
- **2nd October 2020.** Opening day of the master.
- **1st of November 2020.** Deadline to choose the students' representative.
- **4th December 2020.** Deadline to choose supervisor for the practical training and Final Master's Thesis.

2021

- **15th March – 25th June 2021.** Practical training

period.

- **3rd May 2021.** Delivery of a pre-registration of research or outline of the Final Thesis to the supervisor.
- **7th – 11th July 2021.** Final Dissertation defense (Ordinary call).
- **6th – 10th September 2021.** Final Dissertation defense (Extraordinary call).





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COMPLEMENTARY COURSES



TALLER DE BÚSQUEDA BIBLIOGRÁFICA (in Spanish)

D^a Camila Molina Cantero, Directora de la Biblioteca de Psicología de la Universidad de Granada, impartirá el ***Seminario sobre búsqueda de información bibliográfica especializa y Gestores de bibliografía*** encaminado a dar a conocer los recursos electrónicos de la Biblioteca Universitaria de Granada y los Repositorios institucionales y buscadores académicos que posibilitan la búsqueda de la información más relevante en Neurociencia. En este Seminario se aprenderá también a utilizar un gestor de bibliografía, mediante la elaboración de una base de datos bibliográfica personal. Todos estos conocimientos serán especialmente útiles en la elaboración de los trabajos monográficos y en el TFM.

TALLERES DE NEUROPSICOLOGÍA (in Spanish)

Durante el curso se realizarán varios talleres formativos de Neuropsicología, que se anunciarán con antelación. Estos talleres tendrán carácter obligatorio para los estudiantes que opten por el itinerario de Neuropsicología, y serán optativos para quienes opten por investigación. A todos los asistentes se les entregará certificado.

ADDITIONAL METHODS COURSES

Usually every year we organize week-long training courses in additional topics that are relevant for research in the field of Cognitive and Behavioral Neuroscience, such as Matlab programming or analysis of neuroimaging or other data. These courses will be optional for all students, and attendees will receive a certificate.





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FINAL MASTER'S THESIS (TFM)



REGULATIONS OF THE UNIVERSITY OF GRANADA REGARDING THE FINAL MASTER'S THESIS (Approved the 4th of March 2013)

These regulations, which every student should know, are available on the following link:
(http://escuelaposgrado.ugr.es/pages/masteres_oficiales/normativa).

TYPES OF FINAL MASTER'S THESIS (TFM) IN THE MASTER IN COGNITIVE AND BEHAVIORAL NEUROSCIENCE

The TFM in our master is always research-oriented, and because of this it provides direct access to the Psychology PhD program. This TFM has two modalities, depending on the itinerary of the student: Research training or Neuropsychology.

Students will receive detailed instructions for each of these two modalities in the PRADO teaching platform. Detailed information can also be obtained from the academic guide of these courses (please see https://masteres.ugr.es/neurocg/pages/info_academica/plan_estudios)

The following pages provide a summary of these.

RESEARCH TRAINING ITINERARY AND ASSOCIATED FINAL DISSERTATION

Students must complete 15 ECTS of supervised research and a TFM of 12 ECTS. This will take place from March until July or September.

Supervised research training procedure

1.- Students must choose a line of research and a supervisor. Usually the supervisor offers the student to work in a line of research that is already underway. Due to time constraints, the student cannot be asked to do something truly novel or to work on methodologies and procedures that are unfamiliar for the supervisor.

2.- Research credits can be obtained with the completion of a single empirical study.

3.- The research must demonstrate that the students know and are capable of applying some of the tools and methodologies of the field (E-prime or other programs necessary to carry out the experiments, ERPs, Eye Movements, stimulation techniques etc.). The master will support this process with practical seminars of some of these tools (e-prime, SPSS, ERPs or other techniques). Students must enroll in those that are relevant to their research work.

4.- Students should carry out empirical work carried out essentially by them. The supervisor will help throughout the process: in the choice of readings, in the conduct of the investigation and in the preparation of the final report, but their participation will only be of support. The work will fall mainly on the student.

5.- In addition to carrying out the research, students are required to attend the seminars and conferences offered in the master. Lack of attendance must be justified and supplemented by alternative activities.

6.- At the end of the period of investigation, the students must write a report in which they present the results of the empirical study carried out. This will be the Final Master Thesis.

7.- The TFM should have the format of a scientific article with all its corresponding sections. References from sources cited in the text following APA regulations.

8.- Students must present and defend orally the results of their research. This oral presentation should last 20 minutes, and it will be followed by questions from the 3 members of the Evaluation Committee, also during 20 minutes.

9.- The evaluation committee will assess the competences acquired by the student during this period, according to the

general regulations for the evaluation of competences proposed by the Graduate School.

ITINERARIO DE NEUROPSICOLOGÍA Y TFM ASOCIADO

Los estudiantes de este itinerario realizarán 15 ECTS de prácticas clínicas en centros concertados de Neuropsicología, y realizarán un TFM de una temática asociada (de marzo a julio/septiembre).

- 1.- La asignación de estudiantes a las plazas de centros externos se realizará principalmente por el expediente del alumno/a y el CV (que se solicitará para la asignación).
- 2.- Se asignarán tutores que se encargarán de dirigir las actividades prácticas del alumno/a, así como su evaluación durante las mismas, y la tutorización del TFM.
- 3.- Las actividades prácticas a realizar serán aquellas descritas en la página web para cada una de las plazas de centros externos.

El TFM de Neuropsicología se centrará en una propuesta de evaluación/intervención individual o grupal sobre una determinada población con deterioro cognitivo, especificando el tipo de estudio que se va a realizar, fundamentado sobre una revisión actualizada de la literatura relacionada con el

tema. Se incluirán los instrumentos de evaluación/rehabilitación y los resultados que se esperan obtener. El formato será similar al TFM de investigación, salvo que no se exigirán resultados reales aunque sí la propuesta de cómo se analizarían para evaluar la viabilidad del protocolo de evaluación/rehabilitación propuesto.

CALLS AND DEADLINES

Calls: there are two per academic course, in July (Ordinary call) and September (Extraordinary call). In case of not passing the TFM in either of the calls, students will have to pay fees in the following academic year, at a higher cost.

Deadlines: The TFM will be submitted 10 days before its defense. The PDF file of the TFM will be uploaded to the Turnitin platform to evaluate for potential plagiarism. **Plagiarism will automatically invalidate the TFM.**

EVALUATION COMMITTEES

The TFM will be evaluated by a Committee with lectures from the Master (Research) or by lecturers and tutors from the external Neuropsychology centers (Neuropsychology Itinerary)

RESEARCH TRAINING:

Committee 1: Andrés Catena, Elisa Martín Arévalo, Daniela Paolieri.

Committee 2: José Cesar Perales, Charo Rueda, Julio Santiago.

Committee 3: Fabiano Botta, Milagros Gallo, Alejandra Marful.

Committee 4: Alberto Acosta, Isabel de Brugada y Nacho Morón.

NEUROPSICOLOGÍA:

Tribunal 1: María Espinosa, M^a Jesús Funes, Carmen Sáez.

Tribunal 2: M^a Ángeles Ballesteros, Armando Montes, José M^a Torralba.



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PRACTICAL TRAINING: RESEARCH LINES (2020-21)



Master's Thesis (TFM) Topic of Research

Topic: Characterization of the brain mechanisms of preparation (ref. PID2019-111187GB-I00)

Principal Investigator: María Ruz

Web: www.ugr.es/~mruz/

e-mail: mruz@ugr.es

Room: 315 (Psychology Building)

Brief description of the project:

Preparing in advance for upcoming challenges provides a key behavioral advantage for the efficiency of human behavior across a wide range of contexts. Theoretical models in Cognitive Neuroscience have associated this ability with proactive, top-down endogenous modulation of brain activity. Research indicates that preparation triggers the representation of task goals in high-level associative brain areas, which bias activations in lower-level perceptual regions in anticipation of target presentation. Despite its core importance in cognitive brain functioning, to date we lack an understanding of how these preparatory mechanisms are flexibly tuned to help meet the demands posed by different contexts. The general goal of the current project is to fill this

gap by employing cue-target experimental paradigms during functional Magnetic Resonance (fMRI) and Electroencephalographic (EEG) recordings in humans. These experiments will be analyzed with multivariate pattern methods, in combination with classic univariate approaches. With these we will characterize the information contained in preparatory activations linked to contexts of increasing complexity, its temporal dynamics and its relevance for the efficiency of behavioral performance. Overall, results will have a significant impact on the fields of Cognitive Control and Selective Attention, advancing our knowledge about the characteristics of neural endogenous preparatory activity in different contexts.

Representative publications:

- López-García D., Sobrado A., Peñalver, J. M. G., Górriz J. M., & Ruz, M. (in press). Multivariate Pattern Analysis Techniques for Electroencephalography Data to Study Flanker Interference Effects. *International Journal of Neural Systems*.
- Palenciano A. F., González-García, C., Arco, J. E., Pessoa, L., & Ruz, M. (2019). Representational Organization of Novel Task Sets during Proactive Encoding. *Journal of Neuroscience*, 39, 8386-8397.



Master's Thesis (TFM) Topic of Research

Topic: Sex hormones, contraceptives, cognitive processes

Principal Investigator: Antonio Bernal Benítez

Web:

e-mail: antoniobernal@ugr.es

Room: 362 (Psychology Building)

Brief description of the project:

In this research line, we study the influence of sex, menstrual cycle and hormonal contraceptives on different cognitive processes (memory, attention, ...). For this purpose, women with a natural cycle during the menstrual, ovulatory or luteal phase and women that use hormonal contraceptives participate in both behavioural and electrophysiological (ERPs) experiments. Additionally, we examine the levels of gonadic hormones (testosterone, estradiol and progesterone) during the performance of the tasks, in order to relate possible behavioural and electrophysiological differences with the influence that these hormones exert on the brain structures responsible for the cognitive processes.

Representative publication:

Bernal, A., Mateo-Martínez, R., & Paolieri, D. (2020). Influence of sex, menstrual cycle, and hormonal contraceptives on egocentric navigation with or without landmarks. *Psychoneuroendocrinology*, 120, 104768.



Master's Thesis (TFM) Topic of Research

Topic: How to learn words in a Second Language

Principal Investigator: Pedro Macizo

Web: https://www.researchgate.net/profile/Pedro_Macizo
<http://memory.ugr.es/member/pedro-macizo>

e-mail: pmacizo@ugr.es

Room: 310 (Psychology Building)

Brief description of the project:

In this line of research, we compare different ways to learn words in a second language (L2). In particular, we evaluate L2 vocabulary acquisition based on semantic processing (i.e., tasks that involve the accessing to the meaning of words) and tasks that emphasize lexical processing. In addition, we study the role of gestures in word acquisition (e.g., the gesture of making a call when learning the word "phone" in L2). Furthermore, we address the effect of learning principles on vocabulary acquisition (the way of receiving the training sessions, etc.). To index vocabulary acquisition, we use behavioural (i.e., memory recall of L2 words) and electrophysiological markers (event-related indexes of semantic processing of new L2 words, i.e., N400).

Representative publications:

Semantic vs. Lexical L2 learning:

García-Gámez, A. B., & Macizo, P. (2019). The way in which foreign words are learned determines their use in isolation and within sentences. *Journal of Experimental Psychology: Learning, Memory and Cognition*. Advance online publication. doi: 10.1037/xlm0000721.

The role of gestures on L2 learning:

García-Gámez, A. B., & Macizo, P. (2019). Learning nouns and verbs in a foreign language: The role of gestures. *Applied Psycholinguistics*, 40(2), 473-507. doi: 10.1017/S0142716418000656.



Master's Thesis (TFM) Topic of Research

Topic: Numerical Cognition

Principal Investigator: Pedro Macizo

Web: https://www.researchgate.net/profile/Pedro_Macizo
<http://memory.ugr.es/member/pedro-macizo>

e-mail: pmacizo@ugr.es

Room: 310 (Psychology Building)

Brief description of the project:

The aim of this line of research is to study how people handle numerical information. On the one hand, we evaluate how people understand numbers and how they represent magnitude information (for example, to know that a computer is expensive than a pizza). In this line, we investigate how people understand large numbers (a 42 size shoe does not fit me if I wear a 44 size), how people talk about numbers (for example, you are able to name euro banknotes without knowing the monetary amount that they represent), and how people resolve conflict situations associated with number processing (for example, a kilo of lead does not weigh more than a kilo of feathers). Moreover, we study the processing of prices. In particular, we aim at determining whether people understand prices as whole (e.g., 42 euros) or by analyzing

the number (42) and the monetary category (euros) independently. On the other hand, we study how people (adults and children) solve easy arithmetic problems (i.e., addition, multiplication). Deciding that $2 + 4 = 8$ is a false problem, and a difficult task because people think about multiplications while doing additions, and $2 \times 4 = 8$. In several studies we have found that people seem to solve arithmetic problems (i.e., additions) by inhibiting what is not used (i.e., multiplication).

Representative publications:

Price processing:

Ojedo, F., & Macizo, P. (2020). How do we process prices? Electrophysiological evidence of componential analysis. *British Journal of Psychology*. doi: 10.1111/bjop.12425

Arithmetics:

Megías, P., & Macizo, P. (2016). Simple arithmetic: Electrophysiological evidence of coactivation and selection of arithmetic facts. *Experimental Brain Research*, 234, 3305-3319. doi: 10.1007/s00221-016-4728-z



Master's Thesis (TFM) Topic of Research

Topic: Developmental psychobiology in rodents.

Principal Investigators: Milagros Gallo; Fernando Gámiz

Web: <http://neplegroup.com/>

e-mail: mgallo@ugr.es

Room: 330 (Psychology Building)

Brief description of the project:

Various behavioral tasks are applied in rodents in order to investigate the effect of the brain organization changes on cognition over the life span, as well as the effect of different treatments at early prenatal/postnatal stages on later life. Among other learning tasks we use taste recognition memory as a choice model to study the brain circuits and molecular mechanisms involved in the neophobic response to the novel taste and its attenuation after repeated presentations. The response to novel and familiar tastes changes along the life thus evidencing different patterns of neural activity, such as those characteristic of adolescence and aging. The proposed project is centered in studying the brain activity related with recognition memory in rats by applying immunohistochemistry techniques to identify the protein c-Fos which is the product of the immediate early gene c-fos

expression and a marker of neuronal activity. The project will consist in counting the number of c-Fos positive cells in the already stained available brain sections of either adolescent or aged rats. The additional possibility of participating in ongoing experiments performed by the research team at the Center for Biomedical Research (CIBM. PTS) will depend on the timing and student availability.

Representative publications:

- Expósito, A. N., Morillas, E., Gómez-Chacón, B., & Gallo, M. (2020). Prefrontal Cortex Activity Patterns During Taste Neophobia Habituation in Adult and Aged Rats. *Behavioural Brain Research*, 392, 112717. doi: 10.1016/j.bbr.2020.112717.
- Gallo, M. (2018). Taste Neophobia over the Life Span (Chapter 3). En S. Reilly (Ed.), *Food Neophobia. Behavioral and Biological Influences* (pp. 25-41). Elsevier: San Diego (USA).
- Grau-Perales A., Gómez-Chacón B., Morillas E., & Gallo M. (2019). Flavor recognition memory related activity of the posterior piriform cortex in adult and aged rats. *Behavioural Brain Research*, 360, 196-201. doi: 10.1016/j.bbr.2018.12.016.



Master's Thesis (TFM) Topic of Research

Topic: Early development of attention and self-regulation

Principal Investigator: Charo Rueda

Web: <https://www.ugr.es/~labncd/>

e-mail: rorueda@ugr.es

Room: 314 (Psychology Building)

Brief description of the project:

Executive attention (EA) refers to the ability to direct and engage attention according to internal goals or intentions. The first signs of attention control are shown over orientation of attention and are observable from about the second half of the first year of life. Infants are able to disengage attention from an object in order to explore a different object, or to move attention to a location where they expect that something of interest is about to appear. In adults, EA is supported by a network of fronto-parietal structures that are functionally connected. The aim of our research is to trace the early development of this network at the brain and behavioral levels. For this purpose, over 150 infants have been recruited and are longitudinally followed from 6 to 24 months of age. In experimental sessions, infants perform different eye-tracking tasks in which attention control was

examined with disengagement, shifting and visual sequence learning paradigms. Additionally, we record brain activity with a high-density EEG system in order to assess functional connectivity between fronto-parietal regions in different frequency bands. We aim at tracing the development of EA at the brain and behavior levels as well as studying individual differences in the early development of attention skills in relation to patterns of brain connectivity. In addition, we aim at examining the impact of diverse variables that might affect the early development of EA, such as home-environment, temperament, and the risk for developmental disorders involving attention.

Representative publications:

- Conejero, A., Guerra, S., Abundis-Gutiérrez, A., & Rueda, M. R. (2016) Frontal theta activation associated with error detection in toddlers: Influence of familial socio-economic status. *Developmental Science*, 1-11; DOI: 10.1111/desc.12494
- Conejero, A., & Rueda, M. R. (2018) Infant temperament and family socio-economic status in relation to the emergence of attention regulation. *Scientific Reports*, 8(1), 11232. doi: 10.1038/s41598-018-28831-x



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MASTER IN COGNITIVE AND BEHAVIORAL NEUROSCIENCE

Master's Thesis (TFM) Topic of Research

Topic: Risk perception and decision-making in different contexts: impulsivity, moral and affective effects

Principal Investigators: Antonio Cándido Ortiz, Andrés Catena

Web:

[Learning Emotion Decision Research Group](#)

e-mail: acandido@ugr.es

Room: 380 (Psychology Building)

Brief description of the project:

Risk perception of risk contexts and making risky decisions or not in these contexts usually carry physical, emotional and moral consequences of great personal impact. These situations are clearly exemplified in traffic environments, although we can also observe them in other social or economic contexts. It is therefore important to investigate how these factors also influence decision-making in these contexts and the brain circuits involved in order to develop psychological treatment that improves decision-making.

Representative publications:

Megías, A., Navas, J. F., Petrova, D., Cándido, A., Maldonado, A., Garcia-Retamero, R., & Catena, A. (2015). Neural mechanisms underlying urgent and evaluative behaviors: An fMRI study on the interaction of automatic and controlled processes. *Human Brain Mapping*, 36(8), 2853-2864. <https://doi.org/10.1002/hbm.22812>

Baltruschat, S., Cándido, A., Megías, A., Maldonado, A., & Catena, A. (2020). Risk proneness modulates the impact of impulsivity on brain functional connectivity. *Human Brain Mapping*, 41(4), 943-951. <https://doi.org/10.1002/hbm.24851>



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MASTER IN COGNITIVE AND BEHAVIORAL NEUROSCIENCE

Master's Thesis (TFM) Topic of Research

Topic: The psychological processing of traumatic events.

Principal Investigator: Andrés Catena Martínez

Web:

e-mail: acatena@ugr.es

Room: 388 (Psychology Building)

Brief description of the project:

We propose the following research lines:

1. The psychological profiles of traumatic events. The case of road accidents.

The investigation of the processing of traumatic events and rare events, that only happen one or two times in a life has been neglected due to the difficulties, ethical and methodological, of reproducing them in the lab. Here, we propose the use of cyclomotor and car simulator to study these events, using high density electroencephalography and psychological measurements (tasks demanding vigilance during simulated driving and executive functions).

Representative publication:

Patalak, J. P., Harper, M. G., Weaver, A. A., Dalzell, N. M., & Stitzel, J. D. (2020). Estimated crash injury risk and crash characteristics for motorsport drivers. *Accident Analysis & Prevention*, 136, 105397.



Master's Thesis (TFM) Topic of Research

Topic: Bilingualism, second language learning and cognitive control

Principal Investigators: Teresa Bajo y Daniela Paolieri

Web: <http://memory.ugr.es/member/ma-teresa-bajo>

<http://memory.ugr.es/member/daniela-paolieri>

e-mail: : mbajo@ugr.es; dpaolieri@ugr.es

Room: 212; 315 (Psychology Building)

Brief description of the project:

Several theories of bilingual lexical processing assume a parallel activation of the lexicons of the two languages. In this research line our aim is to understand the extent of the interaction between the two languages in the bilingual mental lexicon at different linguistic levels and the relation with the executive functions, and memory. The experimental methodology used in our research team ranges from behavioural analyses (reaction times and response accuracy and eye-tracking monitoring) and recording of brain activity (EEG and fMRI), to study both production and comprehension, and the impact of using first and second language in memory and learning processes.

Representative publications:

- Paolieri, D., Demestre, J., Guasch, M., Bajo, T., & Ferré, P. (2020). The gender congruency effect in Catalan-Spanish bilinguals: Behavioral and electrophysiological evidence. *Bilingualism: Language and Cognition*, 1-11. DOI: <https://doi.org/10.1017/S1366728920000073>
- Paolieri, D., Padilla, F., Koreneva, O., Morales, L., & Macizo, P. (2019). Gender congruency effect in second language production: Evidence from Russian-Spanish bilinguals. *Bilingualism: Language and Cognition*, 22, 112-129. doi: 10.1017/S1366728917000591
- Pérez, A., Hansen, L., & Bajo, T. (2019). The nature of first and second language processing: The role of cognitive control and L2 proficiency during text-level comprehension. *Bilingualism: Language and Cognition*, 22, 930-948.



Master's Thesis (TFM) Topic of Research

Topic: The role of anxiety in interpersonal decision making

Principal Investigators: Alberto Acosta and María Ruz

Web: http://neurocog.ugr.es/Sitio_web/Alberto_Acosta.html
www.ugr.es/~mrurz/

e-mails: acosta@ugr.es, mrurz@ugr.es

Rooms: 313 / 315 (Psychology Building)

Brief description of the project:

In previous studies, using economic games such as the Trust Game and the Ultimatum Game, we have found that interpersonal decisions are mediated by affective and evaluative information related to the game partner. Participants in the Trust Game must decide whether or not they want to cooperate with an unknown partner who can reciprocate in the offers or refuse them. Participants in the Ultimatum Game receive economic offers from a playmate who divides an amount of money fairly (e.g. 5 € - 5 €) or unfairly (e.g. 9 € - 1 €).. If the participant accepts the offer, both players will receive the amount distributed; while if s/he rejects it, no one will win anything. In both tasks, decisions regarding cooperation and rejection of fair and unfair offers are biased by the opinion of the participants about the

morality of the play partner and the emotions expressed during the game. We want to study whether these effects are increased in people with high levels of trait anxiety, especially when the affective information is negative, given the deficits they present in executive control and their biases towards threatening information.

Representative publications:

Gaertig, C., Moser, A., Alguacil, S., & Ruz, M. (2012). Social information and economic decision-making in the ultimatum game. *Frontiers in Neuroscience*, 6. doi: 10.3389/fnins.2012.00103.

Pacheco-Unguetti A. P., Acosta, A., Callejas, A., & Lupiáñez, J. (2010). Attention and anxiety: different attentional functioning under state and trait anxiety. *Psychological Science*, 21, 298-304. doi: 10.1177/0956797609359624.



Master's Thesis (TFM) Topic of Research

Topic: The effect of retrospective attention on working memory

Principal Investigator: Fabiano Botta

Web: https://neurocog.ugr.es/Sitio_web/fabianobotta.html

e-mail: fabianobotta@ugr.es

Room: 327 (CIMCYC)

Brief description of the project:

Attention can be oriented both to information coming through the senses, and to information internally maintained in working memory (WM) in the absence of corresponding perceptual input. Despite the theoretical importance of attention in both domains, attentional mechanisms are much better comprehended in perception than in working memory. Evidence for an internal focus of attention towards working memory representations has come from studies showing that performance can be improved if attention is retrospectively oriented to the test-relevant contents of WM before testing them, showing the so-called retro-cue benefit. However, it is still not clear what are the exact mechanisms involved in the retro-cue benefit and what are the effects produced by retrospective attention on representations internally

maintained in working memory. The main aim of the present line of research is to contribute to clarify these mechanisms by using both behavioural and EEG measures.

Representative publications:

Souza A. S., & Oberauer, K. (2016). In search of the focus of attention in working memory: 13 years of the retro-cue effect. *Attention Perception & Psychophysics*, 78, 1839–1860.

Lepsien J., Griffin, I. C., Devlin, J. T., & Nobre, A. C. (2005). Directing spatial attention in mental representations: Interactions between attentional orienting and working-memory load. *NeuroImage*, 26, 733–743.



Master's Thesis (TFM) Topic of Research

Topic: Conceptual metaphors in mental representation

Principal Investigator(s): Julio Santiago

Web: <http://www.ugr.es/local/santiago>

e-mail: santiago@ugr.es

Room: 312 (Psychology Building)

Brief description of the project:

People systematically resort to concrete concepts when they need to think about abstract concepts. For example, we think of time as if it were a travel in which the future is in front of us and the past is left behind (even though past and future are located nowhere). As another example, people associate good things with the right hand and bad things with the left hand. In this line we follow up on prior studies from our lab. The aim is to study how this kind of associations (called conceptual metaphors) are used in processing tasks, and what are the factors that determine its flexibility and variability both within individuals as well as across cultural and subcultural groups. In prior studies we have shown that Spaniards also associate past with left and future with right (Santiago et al., 2007) and that this association is due to the experience of reading and writing because right-to-left

readers show the opposite association (Ouellet et al., 2010). We have also shown that Moroccans place the past in front and the future behind, and that this mapping is related to the balance between cultural temporal values related to tradition (past) and progress (future; de la Fuente et al., 2014; Callizo-Romero et al., in press). Finally, we have also shown that the conceptual metaphor that associates good with right and left with bad is sensible to the experience of differential fluency using the hands, but is not sensible to the strength of cultural values that favour the right hand over the left hand (de la Fuente et al., 2015).

Reference publications:

- Callizo-Romero et al. (in press). Temporal focus and time spatialization across cultures. *Psychonomic Bulletin and Review*
- De la Fuente et al. (2014). When you think about it, your past is in front of you: How culture shapes spatial conceptions of time. *Psychological Science*, 29, 1682-1690.
- De la Fuente et al. (2015). Can culture influence body-specific associations between space and valence? *Cognitive Science*, 39, 821-832.
- Ouellet et al. (2010). Is the future the right time? *Experimental Psychology*, 57, 308-314.
- Santiago et al. (2007). Time (also) flies from left to right. *Psychonomic Bulletin & Review*, 14, 512-516.



Master's Thesis (TFM) Topic of Research

Topic: Eye-Gaze Versus Arrows: a comparison to study Social Attention

Principal Investigators: Juan Lupiáñez and Andrea Marotta

Web: http://neurocog.ugr.es/Sitio_web/Juan_Lupianez.html

e-mail: marotta@ugr.es / jlupiane@ugr.es

Despacho: 398 / 381 (Psychology Building)

Brief description of the project:

The ability to accurately encode and attend other people's direction of attention (e.g., following eye gaze), is crucial in social communication. In particular the ability to correctly interpret and follow the direction of another individual's gaze serves as a foundation for more sophisticated social skills such as a theory of mind, language acquisition and cultural learning. However, there have been and there is still a debate in the literature as to whether gaze stimuli are "special" in terms of the attentional processes engaged, in comparison to other non-social directional stimuli. Recently we have been able to show both shared and dissociable attentional components between gaze and arrow stimuli,

suggesting the existence of a social-specific dimension exclusively involved in gaze processing.

At the moment we are carrying out several lines of research with Behavioural and Cognitive Neuroscience (EEG, fMRI, TMS) methods to investigate the underlying mechanisms by which gaze is processed as a special social attentional stimulus.

Representative publications:

- Marotta, A., Lupianez, J., Martella, D., & Casagrande, M. (2012). Eye gaze versus arrows as spatial cues: Two qualitatively different modes of attentional selection. *J Exp Psychol Hum Percept Perform*, 38(2), 326-335. doi:2011-12265-001 [pii] 10.1037/a0023959
- Marotta, A., Román-Caballero, R., & Lupiáñez, J. (2018). Arrows don't look at you: Qualitatively different attentional mechanisms triggered by gaze and arrows. *Psychonomic Bulletin & Review*. doi:10.3758/s13423-018-1457-2
- Marotta, A., Lupiáñez, J., Román-Caballero, R., Narganes-Pineda, C., & Martín-Arévalo, E. (2019). Are eyes special? Electrophysiological and behavioural evidence for a dissociation between eye-gaze and arrows attentional mechanisms. *Neuropsychologia*, 129, 146-152.



Master's Thesis (TFM) Topic of Research

Topic: Attentional networks and Arousal and Executive Vigilance

Principal Investigators: Elisa Martín-Arévalo, Fabiano Botta and Juan Lupiáñez

Web: <http://neurocog.ugr.es/>

e-mail: emartina@ugr.es / fabianobotta@ugr.es / jlupiane@ugr.es

Room: 381 (EMA) / 398 (JL) (Psychology Building).

Brief description of the project:

Following the framework of Posner about three attentional networks, we have developed different tasks to measure alertness, attentional orienting and cognitive control. In the last version of the task we added two measures of vigilance, one more related to maintaining a level of executive vigilance to detect infrequent but relevant targets (Executive Vigilance), and another rather related to the maintenance of a high level of activation to react immediately and without much control to the abrupt appearance of new salient stimuli (Arousal Vigilance). An on-line version of the task has also been developed (http://neurocog.ugr.es/Sitio_web/ANTI/), so that the attentional performance can be measured in

multiple contexts, either in the laboratory or in more natural situations.

With these tools, several lines of research are currently being carried out to dissociate Executive from Arousal Vigilance, while studying the effects of Electrical Brain Stimulation, Emotional Induction, Physical Exercise and Sport Practice, Musical Practice, Mindfulness, etc.

Representative publications:

Luna, F. G., Román-Caballero, R., Barttfeld, P., Lupiáñez, J., & Martín-Arévalo, E. (2020). A High-Definition tDCS and EEG study on attention and vigilance: Brain stimulation mitigates the executive but not the arousal vigilance decrement. *Neuropsychologia*, 142, 107447. <https://doi.org/10.1016/j.neuropsychologia.2020.107447>

Román-Caballero, R., Martín-Arévalo, E., & Lupiáñez, J. (2020). Attentional networks functioning and vigilance in expert musicians and non-musicians. *Psychological Research*, (0123456789). <https://doi.org/10.1007/s00426-020-01323-2>

Thomson, D. R., Besner, D., & Smilek, D. (2015). A Resource-Control Account of Sustained Attention: Evidence From Mind-Wandering and Vigilance Paradigms. *Perspectives on Psychological Science*, 10(1), 82-96. doi:10.1177/1745691614556681.



Master's Thesis (TFM) Topic of Research

Topic: Endogenous and exogenous attentional orienting.

Principal Investigators: Elisa Martín-Arévalo, Fabiano Botta and Juan Lupiáñez

Web: <http://neurocog.ugr.es/>

e-mail: emartina@ugr.es / fabianobotta@ugr.es / jlupiane@ugr.es

Room: 381 (EMA) / 398 (JL) (Psychology Building)

Brief description of the project:

Over the last decade, we have dissociated voluntary from involuntary attentional orienting, systematically observing that – far from representing two ways of orienting a single attention mechanism – the represent two different attentional mechanisms, possibly with different functions and ways to operate. However, it is not clear exactly how the two types of attentional orienting interact to modulate behaviour. While a good operation of voluntary attention guaranties correct fulfilment of future goals, some involuntary distraction by irrelevant (for the future goals) but potentially crucial (e.gr. for present survival) salient/new events seems also necessary. For the appropriate functioning of the attentional system an equilibrium between the two systems seems necessary for

an appropriate adaptation to the environment. In this line of research, we aim to further investigate the specific attentional mechanisms underlying both voluntary and involuntary attentional orienting by using behavioural measures, ERPs, fMRI, and/or TMS.

Representative publications:

- Corbetta, M., Patel, G., & Shulman, G. L. (2008). The reorienting system of the human brain: from environment to theory of mind. *Neuron*, 58(3), 306-324.
- Chica, A.B., Martín-Arévalo, E., Botta, F., & Lupiáñez, J. (2014). The Spatial Orienting paradigm: How to design and interpret spatial attention experiments. *Neuroscience & Biobehavioral Reviews*, 40, 35-51
- Martín-Arévalo, E., Botta, F., De Haro, V., & Lupiáñez, J. (2019). On the putative role of intervening events in exogenous attention. *Psychological Research*.
- Martín-Arévalo, E., Chica, A.B., & Lupiáñez, J. (2016). No single electrophysiological marker for facilitation and inhibition of return: A review. *Behavioural brain research*, 300, 1-10.
- Martín-Arévalo, E., Lupiáñez, J., Narganes-Pineda, C., G Marino, G., Colás, I., & Chica, A.B. (2019). The causal role of the left parietal lobe in facilitation and inhibition of return. *Cortex*, 117, 311-322.



Master's Thesis (TFM) Topic of Research

Topic: Emotion as a perceptual regulator: Fear and disgust as modulators of stimulus detection and discrimination

Principal Investigators: Juan Lupiáñez and Alberto Acosta

Web: http://neurocog.ugr.es/Sitio_web/Alberto_Acosta.html

http://neurocog.ugr.es/Sitio_web/Juan_Lupianez.html

e-mail: jlupiane@ugr.es, acosta@ugr.es

Room: 398, 313 (Psychology Building)

Brief description of the project:

The conceptualization of emotions as regulators of social interactions is well known, whereas their role as sensory regulators in extracting information from the environment is less well known. In this line of work, we test the hypothesis that fear and disgust modulate perception in different ways. While fear facilitates the detection of novel stimuli in the environment, treating each moment as something new, disgust enhances the integration of information across time, favoring discrimination. We use different methods to induce emotional states related to fear or disgust, and evaluate how these emotional states modulate performance in tasks measuring different aspects of perception (feature and object detection, spatial and temporal discrimination, etc), memory

and decision making, in comparison to neutral or positive emotional states.

Representative publications:

Lee, D. H., Mirza, R., Flanagan, J. G., & Anderson, A. K. (2014). Optical Origins of Opposing Facial Expression Actions. *Psychological Science*. doi: 10.1177/0956797613514451.

Pacheco-Unguetti, A. P., Acosta, A., Callejas, A., & Lupiáñez, J. (2010). Attention and Anxiety: Different Attentional Functioning Under State and Trait Anxiety. *Psychological Science*, 21(2), 298-304. doi: 10.1177/0956797609359624.



Master's Thesis (TFM) Topic of Research

Topic: Motivation, anxiety and cognitive control: The role of the affective content and learning about uncertainty

Principal Investigators: Juan Lupiáñez, Alberto Acosta & Marcin Bukowski

Web: http://neurocog.ugr.es/Sitio_web/Alberto_Acosta.html
http://neurocog.ugr.es/Sitio_web/Juan_Lupianez.html

e-mail: jlupiane@ugr.es, acosta@ugr.es, marcin@ugr.es

Room: 398 (JL), 313 (AA) (Psychology Building)

Brief description of the project:

Previous studies have shown that people with high trait anxiety (or people induced lack of control) show greater interference by distracting stimuli, compared to people who score low on trait anxiety questionnaires such as the STAI (Bishop, 2009; Pacheco-Unguetti, Acosta, Callejas y Lupiáñez, 2010) or those who are induced a sense of control (Bukowski, Asanowicz, Marzecová, & Lupiáñez, 2015). These results have been observed when neutral material (without affective content) is used in the interference task. However, other studies have shown that this effect is not observed when affective material is manipulated in the task measuring cognitive control (Pacheco-Unguetti, 2010). An

important objective of this line of research is the systematic study of the presence-absence of affective content, as a determining factor in the observation of greater interference associated with high trait anxiety and participants experience lack of control.

Representative publications:

Bukowski, M., Asanowicz, D., Marzecová, A., & Lupiáñez, J. (2015). Limits of control: The effects of uncontrollability experiences on the efficiency of attentional control. *Acta Psychologica*, 154, 43–53.
<https://doi.org/10.1016/j.actpsy.2014.11.005>

Bishop, S. J. (2009). Trait anxiety and impoverished prefrontal control of attention. *Nat Neurosci*, 12(1), 92-98.

Pacheco-Unguetti, A. P. (2010). *Anxiety, Cognitive control and processing styles*. Unpublished Doctoral Thesis, Universidad de Granada, Granada.

Pacheco-Unguetti, A. P., Acosta, A., Callejas, A., & Lupiáñez, J. (2010). Attention and Anxiety: Different Attentional Functioning Under State and Trait Anxiety. *Psychological Science*, 21(2), 298–304.



Master's Thesis (TFM) Topic of Research

Topic: Emotional response in addictive processes. Study from animal models

Principal Investigator: Ignacio Morón Henche

e-mail: imoron@ugr.es

Room: 307 (Psychology Building)

Brief description of the projects:

1. Influence of the emotions (positive or negative) in the posterior drug abuse.

Our research group has developed ecological models for the drug abuse induction (specifically alcohol abuse). These models are specifically influenced by previous emotional states induced after behavioral experiences (positive or negative). In that sense, different articles show how negative emotions as anxiety are able to induce an increase of alcohol consumption (Manzo et al., 2015).

2. At the same level, our research group is interested in the biological bases of this induction. For that reason, we study the biological changes (cerebral and psychophysiological) associated to this behavioral induction of the drug abuse.

Representative publications:

- Manzo, L., Donaire, R., Sabariego, M., Papini, M. R., & Torres, C. (2015). Anti-anxiety self-medication in rats: oral consumption of chlordiazepoxide and ethanol after reward devaluation. *Behavioral Brain Research*, 278, 90-97.
- Salguero, A., Suarez, A., Luque, M., Ruiz-Leyva, L., Cendan, C. M., Moron, I., Pautassi, R. M. (2020). Binge-Like, Naloxone-Sensitive, Voluntary Ethanol Intake at Adolescence Is Greater Than at Adulthood, but Does Not Exacerbate Subsequent Two-Bottle Choice Drinking. *Frontiers in Behavioral Neuroscience*, 14; Article Number: 50. DOI: 10.3389/fnbeh.2020.00050



Master's Thesis (TFM) Topic of Research

Topic: Interference inhibition and memory control

Principal Investigators: Teresa Bajo & Alejandra Marful

Web: <http://www.ugr.es/ex.html>

e-mail: mbajo@ugr.es; marful@ugr.es

Room: 212 (Psychology Building)

Brief description of the project:

Inhibition has been proposed as a mechanism in charge of preventing cognition from interference situations. This mechanism facilitates access to information stored in long term memory and the updating of the contents of working memory. Our research is mainly focused on studying the nature of this inhibitory mechanism by using retrieval practice, directed forgetting and updating tasks, and on understanding how efficiency of inhibitory processing and vulnerability to interference changes across the life span. We are also investigating these processes in some clinical populations such as schizophrenic patients, and patients with bipolar disorders. The experimental methodology used in our research team ranges from behavioural analyses (reaction times and response accuracy) to eye-tracking monitoring and recording of brain activity (EEG and fMRI).

Representative publications:

- Ortega, A., Gómez-Ariza, C.J., Román, P.E., & Bajo, M.T. (2012) Memory inhibition, aging and the executive deficit hypothesis. *Journal of Experimental Psychology: Learning, Memory & Cognition*, 38, 178-186.
- Anderson, M.C., & Huddleston, E. (2011). Towards a Cognitive and Neurobiological Model of Motivated Forgetting. In Belli, R. F. (Ed.), *True and false recovered memories: Toward a reconciliation of the debate*. Vol. 58: Nebraska Symposium on Motivation. New York: Springer.



Master's Thesis (TFM) Topic of Research

Topic: The hazard prediction and risk estimation test to evaluate the profile of the safe driver ("fitness to drive"): usefulness of its implementation in virtual reality (vr)

Principal Investigator: Cándida Castro

Web: <https://publons.com/researcher/2284674/candida-castro>

e-mail: candida@ugr.es

Despacho: 331 (Psychology Building)

Brief description of the project:

Our previous works aimed to identify the characteristics that define safe drivers, either due to having developed Hazard Prediction (HP) skills or because they do not underestimate risk.

1. We are continuing with this work, exploring the reason why HP skills and the taking of risky decisions could be conceptually different and empirically separable; that they might have different psychological origins and that interventions might require different remedies.

2. Virtual Reality (VR) is a technology that has developed in the last few decades. It enables the creation and control of dynamic 3D environments that could be useful for neuropsychological evaluation and the creation of intervention programmes. VR offers new possibilities for evaluation and training Hazard Prediction and Risk Estimation that were not available using traditional methods. In these virtual contexts of immersive simulation, people react physically and emotionally as if the virtual world that surrounded them existed physically.

Representative publications:

- Castro, C. *et al.* (2016). Proactive listening to a training commentary improves hazard prediction, *Safety Science*, 82, 144-154. DOI: 10.1016/j.ssci.2015.09.018
- Ventsislavova, P. *et al.* (2016). What happens when drivers face hazards on the road? *Accident, Analysis and Prevention*, 91, 43-54. DOI: 10.1016/j.aap.2016.02.013
- Castro, C. *et al.* (2019). How are Distractibility and Hazard Prediction in driving related? Role of driving experience as moderating factor. *Applied Ergonomics*, 81, 102886 DOI: 10.1016/j.apergo.2019.102886



Master's Thesis (TFM) Topic of Research

Topic: Numerical Cognition and Emotion: Emotional States Modulate Conflict Resolution in Numerical Tasks

Principal Investigators: Alberto Acosta and Pedro Macizo

Web: http://neurocog.ugr.es/Sitio_web/Alberto_Acosta.html
<http://memory.ugr.es/member/pedro-macizo>

e-mail: : acosta@ugr.es, pmacizo@ugr.es

Room: 313 y 310 (Psychology Building)

Brief description of the project:

Previous researches have shown that people's emotional state modulates the way they resolve numerical tasks, in particular, when these tasks involve conflict. For example, deciding that the number 62 is greater than 47 is an incongruent trial that involves conflict because the larger number ($62 > 47$) contains the smaller unit ($2 < 7$). Leyva and colleagues (in preparation) have shown that people in a negative emotional state have greater difficulty to resolve these conflict situations in numerical tasks. The aim of this research line is to evaluate several factors that might determine cognitive control and that would be modulated by the emotional state of people. Some cognitive factors studied in our lab are: (a) Conflict adaptation. People adapt to

conflict, so they have less interference in one trial if they have experience conflict in the previous trial. (b) Another related phenomenon refers to the amount of conflict in the numerical tasks. Conflict increases when the amount of incongruent trials reduces.

To sum up, in our research line, we evaluate how emotional states modulates the way people perform numerical tasks.

Representative publications:

Leyva, M.A. et al.. (in preparation). *Emotional state modulates conflict processing in numerical cognition.*

Steenbergen, H., Band, G. P., & Hommel, B. (2010). In the mood for adaptation: How affect regulates conflict-driven control. *Psychological Science*, 21(11), 1629-1634. doi: 10.1177/0956797610385951.



Master's Thesis (TFM) Topic of Research

Topic: Incentive salience and sensitivity to outcome revaluation in human action control and selection: Individual differences.

Principal Investigator: Felisa González

Web: <https://sites.google.com/site/ugrled/people/senior-researchers/felisa-gonzalez-reyes>

e-mail: fgreyes@ugr.es

Room: 311 (Psychology Building)

Brief description of the project:

Environmental signals paired with the occurrence of valuable outcomes (rewards) acquire incentive value through processes of associative learning (Pavlovian conditioning), being able to bias choice behavior toward seeking responses with which they share the same outcome (Pavlovian to instrumental transfer). These signals may be informative, guiding action selection (by signaling the availability of the outcome in a goal-directed manner) or may trigger strong attentional and motivational responses toward the signal itself, even if this makes gaining the outcome less likely (incentive salience, leading to reflexive, automatic, habit-like responses). Individuals differ in the extent to which they react

to the cue as a signal of the outcome (goal-trackers) or as a stimulus with incentive salience (sign-trackers). In the latter case, problems in updating the signal predictive-value as well as the outcome incentive-value may arise. We investigate this issue through the procedures of Pavlovian to instrumental transfer, Pavlovian extinction, and instrumental outcome devaluation. Further, we are interested in linking these updating failures to personality traits, such as affective impulsivity, and failures in emotion regulation. To accomplish these goals, we make use of questionnaires, computerized tasks, as well as eye-tracking methodology.

Representative publications:

Hinojosa-Aguayo, I., & González, F. (2020). Affect-driven impulsivity impairs human action control and selection, as measured through Pavlovian instrumental transfer and outcome devaluation. *Quarterly Journal of Experimental Psychology*, 73, 537-554. <https://doi.org/10.1177/1747021819883963>

Seabrooke, T., Le Pelley, M. K., Hogarth, L., & Mitchell, C. (2017). Evidence of a goal-directed process in human Pavlovian-Instrumental transfer. *Journal of Experimental Psychology: Animal Learning and Cognition*, 43, 377-387.



Master's Thesis (TFM) Topic of Research

Topic: Text comprehension processes and cognitive control

Principal Investigators: Ana I. Pérez Muñoz and Teresa Bajo

Web:

https://www.researchgate.net/profile/Ana_Perez_Munoz2

e-mail: anaip@ugr.es

Room: 217 (CIMCYC)

Brief description of the projects:

1. Bilingual text comprehension. How text comprehension processes are performed in the native language (L1) and second language (L2), in adults.

2. Ageing in text comprehension. How text comprehension processes are determined by differences between young and old (monolingual) adults.

In the two research lines, we use tasks assessing inferential monitoring and inferential updating (i.e., situation model revision task), as well as cognitive control (e.g., proactive vs. reactive control). Both behavioural and electrophysiological (EEG) measures are registered.

Representative publication:

Pérez, A., Hansen, L., & Bajo, T. (2019). The nature of first and second language processing: The role of cognitive control and L2 proficiency during text-level comprehension. *Bilingualism: Language and Cognition*, 22, 930-948. DOI: <https://doi.org/10.1017/S1366728918000846>



Master's Thesis (TFM) Topic of Research

Topic: Light for Sleep

Principal Investigator: Ángel Correa Torres

Project funded by the Ministerio de Ciencia e Innovación
(PID2019-109279GB-I00)

Web: <http://www.ugr.es/%7Eact/act/index.html>

e-mail: act@ugr.es

Room: 211 (Psychology Building)

Brief description of the project:

The natural daylight-darkness cycle of Earth rotation regulates our circadian rhythm of sleep/wakefulness. However, in modern everyday life humans increasingly spend more time indoors, replacing natural light by artificial electric light and adopting nocturnal life modes for work or leisure activities. These habits are decreasing both the quality and duration of human exposure to light (the most important synchroniser of our circadian rhythms), producing chronodisruption and sleep disorders. Epidemiological studies show that chronodisruption is related to an increased incidence of metabolic syndrome, cardiovascular diseases, some cancer types, aging, cognitive impairment and affective disorders.

If we want to address the problem of insufficient sleep and chronodisruption we should work on strategies to promote sleep at the right time of day. **The current project aims to understand the mechanism by which changes in spectral composition and intensity of light can regulate arousal and sleep through the circadian system.**

We will specifically test whether evening exposure to a simulated dusk lighting can decrease arousal and enhance subsequent sleep quality and duration. Our hypothesis assumes that the most powerful lighting conditions to regulate arousal and circadian rhythms should simulate the dramatic changes in intensity and spectral composition associated to the Earth rotation that naturally cues the two critical times of day at dawn and dusk.

Representative publication:

Rodríguez-Morilla, B., Madrid J.A., Molina, E., Pérez-Navarro, J., & Correa, A. (2018). Blue-enriched light enhances alertness but impairs accurate performance in evening chronotypes driving in the morning. [PDF](#)



Master's Thesis (TFM) Topic of Research

Topic: Analysis of Learning by Stimulus Exposure: Theoretical and Practical Implications

Principal Investigator: Isabel de Brugada Sauras

Web: http://www.ugr.es/~neple/members_isabelbrugada.htm

e-mail: dbrugada@ugr.es

Room: 211 (Psychology Building)

Brief description of the project:

Animal models are used to study how repeated experience with sapid stimuli, with or without nutritional consequences, can create and modify preferences and eating habits, as well as the different factors that modulate this process. This knowledge would allow the development of behavioural intervention programs to promote healthy eating habits. In the present project a series of studies are proposed directed, on one hand, to identify the fundamental mechanisms behind exposure effects, with the goal of proposing a unified theory based on a limited number of well-known central concepts. On the other hand, this knowledge is going to be applied in the area of eating behaviour, studying how repeated exposure to different foodstuff can result in changes in how the organism responds to them. For instance, exposure to a

variety of similar foods would result in a greater discrimination between them, and consequently in an increased intake caused by a disruption in sensory-specific satiety. Also, exposure to sweet food without caloric consequences can alter the predictive relationship between sweet flavour and calories, causing metabolic imbalances. This last idea could explain the paradoxical finding that the regular consumption of non-caloric edulcorated food is related to weight increase and a higher total intake.

Representative publications:

- Gil, M., Symonds, M., Hall, G., & de Brugada, I. (2011). The US-preexposure effect in flavour acceptance conditioning. *Learning and Motivation*, 42 (4), 273-281.
- Gil, M., Recio, S.A., de Brugada, I., Symonds, M., & Hall, G. (2014). US-preexposure effects in flavor-preference and flavor-aversion learning with nonnutritive USs. *Behavioural Processes*, 106, 67-73.
- González, A., Recio, S. A., Sánchez, J., Gil, M., & de Brugada, I. (2018). Effect of exposure to similar flavours in sensory specific satiety: Implications for eating behaviour. *Appetite*, 127, 289-295.



Master's Thesis (TFM) Topic of Research

Topic: Perceptual Learning in Animals and Humans: Comparison and Salience Modulation

Principal Investigator: Isabel de Brugada Sauras

Web: http://www.ugr.es/~neple/members_isabelbrugada.htm

e-mail: dbrugada@ugr.es

Room: 211 (Psychology Building)

Brief description of the project:

Perceptual Learning refers to a phenomenon that occurs when discrimination between two similar stimuli is facilitated by prior experience with those stimuli. This phenomenon has been studied using both human and non-human subjects and it is assumed that the basic perceptual and learning mechanisms are general for both cases. However, some instances of perceptual learning, are incompatible with these general principles and seem to be obtained only with humans. Findings from studies with human subjects suggest that, as Gibson (1956) proposed, stimulus comparison is critical for perceptual learning. When animals are used as subjects, the standard procedure that is routinely used does not favour stimulus comparison, and when manipulations are put in place in order to aid comparison, the results are rather

ambiguous. The discrepancies between the results obtained with human and non-human animals could be due to some procedural differences. The aim of the present project is to conduct a series of experiments using non-human subjects with procedures that allow us to show that the comparison process also plays a role when these animals are used as subjects. In addition, we aim to run a series of experiments with human animals as subjects in order to rule out an explanation in terms of discrimination learning.. It is then hoped that the general mechanisms of comparison and salience modulation might be integrated into existing associative theories in order to provide a complete explanation of perceptual learning phenomena.

Representative publications:

- Mitchell, C., & Hall, G. (2014). Can theories of animal discrimination explain perceptual learning in humans? *Psychological Bulletin*, 140, 283-307.
- Recio, S., Iliescu, A., & de Brugada, I. (2018). The role of stimulus comparison in animal perceptual learning: Effects of a distractor placement. *Quarterly Journal of Experimental Psychology*.
- Recio, S. A., Iliescu, A. F., & de Brugada, I. (2019). The amount of exposure determines generalization in animal perceptual learning using short inter-stimulus intervals. *Behavioural Processes*, 166, 103900.



Master's Thesis (TFM) Topic of Research

Topic: Neural bases of phenomenal and access consciousness.

Principal Investigator: Ana B. Chica

Web: <https://blogs.ugr.es/attentionandconsciousness/>,

e-mail: anachica@ugr.es

Room: 381 (Psychology Building)

Brief description of the project:

Of all the information that reaches our senses, we can only consciously report part of it. This is known as *access consciousness*. However, when we perceive the environment around us, we have the impression that we can perceive much more than we can report. This is known as *phenomenological consciousness*. In this line of research we aim at exploring the neural bases of access and phenomenological consciousness thanks to a paradigm that produces perceptual illusions (vivid experiences that do not contain precise information about the environment). In order to study the neural bases of both types of consciousness, we propose a series of studies with different techniques that will give us complementary information on functional and structural aspects of consciousness: studies with patients

with brain damage, studies with functional neuroimaging (EEG and fMRI) and studies with transcranial magnetic stimulation (TMS).

Representative publications:

Chica, A.B. & Bartolomeo, P. (2012). Attentional routes to conscious perception. *Frontiers in Psychology*, 3(1): doi: 10.3389/fpsyg.2012.00001.

Dehaene, S. & Changeux, J. P. (2011). Experimental and theoretical approaches to conscious processing. *Neuron*, 70, 200-227, doi:S0896-6273(11)00258-3

Mudrik, L., Faivre, N. & Koch, C. (2014). Information integration without awareness. *Trends in Cognitive Science*, 18, 488-496, doi:10.1016/j.tics.2014.04.009



Master's Thesis (TFM) Topic of Research

Topic: The role of gray and white matter in attention and consciousness.

Principal Investigators: Ana B. Chica & Elisa Martín-Arévalo.

Web: <https://blogs.ugr.es/attentionandconsciousness/>,
https://www.ugr.es/~neurocog/Sitio_web/elisamartin.html

e-mail: anachica@ugr.es, emartina@ugr.es

Room: 381 (Psychology Building)

Brief description of the project:

Only a small fraction of all the information reaching our senses is consciously perceived. Attention can facilitate conscious access throughout the participation of distributed brain regions, with an important role of frontal areas [1, 2]. Large-scale networks, including parietal and frontal regions, are claimed to be important for the amplification and maintenance of conscious contents. The present project aims to use a non-invasive stimulation technique (transcranial magnetic stimulation) to interfere with a frontal area and test its modulation over attention and consciousness. We will further explore whether these modulations are associated with the integrity of the white matter tracts connecting the

parietal and frontal lobes (specifically the superior longitudinal tract) [3].

This study will shed some light on the causal role of the frontal lobe in the attention and consciousness, along with determining the role of white matter tracts in these processes. These results may be interesting for individualized rehabilitation approaches in patients showing attention and consciousness deficits after brain damage.

Representative publications:

Chica, A. B. et al. (2013). Neural bases of the interactions between spatial attention and conscious perception. *Cerebral Cortex*, 23(6), 1269-79.

Chica, A. B. et al. (2016). Interactions between phasic alerting and consciousness in the fronto-striatal network. *Scientific Reports*, 6, 31868.

Thiebaut de Schotten, M., et al. (2011). A lateralized brain network for visuospatial attention. *Nature Neuroscience*, 14(10), 1245-6.



Master's Thesis (TFM) Topic of Research

Topic: Emotion regulation in gambling disorder

Principal Investigator: Jose César Perales López

Web: <http://www.ugr.es/local/jcesar>

e-mail: jcesar@ugr.es

Room: 311 (Psychology Building)

Brief description of the project:

Gambling disorder is a mental health problem of increasing social relevance and incidence, for which the socio-demographic profile is rapidly changing.

In the last years, our research team has published evidence that emotion regulation processes play a central role in vulnerability for gambling disorder, and its diverse clinical manifestations. Still, only a little portion of the basic knowledge we have regarding emotion regulation processes in basic cognitive neuroscience is transferred to the understanding and treatment of this disorder.

In our project, patients with gambling disorder and community recreational gamblers are subject to a broad assessment protocol. Our aim is to develop simple tasks and biomarkers to assess basic neurocognitive components of these processes. On the one hand, we attempt to find out

how these components relate to customarily used emotion regulation measures, and, on the other hand, we try to test whether they can help understand the disorder's basic mechanisms and predict clinically relevant aspects of it.

Representative publications:

Navas, J. F., Billieux, J., Verdejo-García, A., & Perales, J. C. (2018). Neurocognitive components of gambling disorder: implications for policy, prevention, and treatment. In H. Bowden-Jones, C. Dickson, C. Dunand, y O. Simon (Eds.), *Harm Reduction for Problem Gambling: A Public Health Approach*. Routledge.



Master's Thesis (TFM) Topic of Research

Topic: Physical exercise, brain & cognition

Principal Investigator: Daniel Sanabria Lucena

Web: <https://blogs.ugr.es/pserpa/people/fotoweb/>

e-mail: daniel@ugr.es

Room: 315 (Psychology Building)

Brief description of the project:

In our research group we study the bidirectional relationship between physical exercise and cognition (and its neural basis). On the one hand, we investigate the adaptations that occur at the cognitive (attention, above all) and brain levels during the practice of physical exercise. On the other hand, we investigate the role of cognitive processes (and neural basis) in physical and sports performance.

Representative publications:

Ciria, L. F., Perakakis, P., Luque-Casado, A., & Sanabria, D. (2018). Physical exercise increases overall brain oscillatory activity but does not influence inhibitory

control in young adults. *NeuroImage*, 181, 203-210. doi: 10.1016/j.neuroimage.2018.07.009.

Holgado, D., & Sanabria, D. (2020). Does self-paced exercise depend on executive processing? A narrative review of the current evidence. *International Review of Sport and Exercise Psychology*, 0(0), 1-24. <https://doi.org/10.1080/1750984X.2020.1774915>



Master's Thesis (TFM) Topic of Research

Topic: Neuropsychology and Activities of daily living

Principal Investigator: M^a Jesús Funes Molina

Web:

https://www.ugr.es/~neurocog/Sitio_web/Neuropsychology_And_Everyday_Activities.html

e-mail: mjfunes@ugr.es

Room: 314 (Psychology Building)

Brief description of the project:

The goal of this line of research is to investigate how brain damage affects the adaptation of patients to their environment and what strategies might be effective to ameliorate their deficits. This line of research focus on cognitive abilities that impact activities of daily life (such as cleaning one's teeth or making breakfast).

Representative publications:

Rodríguez-Bailón, M., García-Morán, T., Montoro-Membila, N., Ródenas-García, E., Montoro, M. A., & Funes Molina, M. J. (2017). Positive and Negative Consequences of Making Coffee among Breakfast

Related Irrelevant Objects: Evidence from MCI, Dementia, and Healthy Ageing. *Journal of the International Neuropsychological Society*, 23(6), 481–492. <https://doi.org/10.1017/S135561771700025X>

Rodríguez-Bailón, M., Montoro-Membila, N., García-Morán, T., Arnedo-Montoro, M. L., & Molina, M. J. F. (2015). Preliminary cognitive scale of basic and instrumental activities of daily living for dementia and mild cognitive impairment. *Journal of Clinical and Experimental Neuropsychology*, 37(4), 339–353. <https://doi.org/10.1080/13803395.2015.1013022>





UNIVERSIDAD
DE GRANADA



Máster en Neurociencia Cognitiva
y del Comportamiento

PRACTICAL TRAINING: NEUROPSYCHOLOGY CENTERS



PRÁCTICAS NEUROPSICOLOGÍA 2020-2021

Este listado podrá ser objeto de modificaciones posteriores por cambios imprevistos en los centros colaboradores.

CENTROS COLABORADORES EN GRANADA

FIDYAN NEUROCENTER

Nº de plazas: 3

Tutora: María Espinosa García

Email de contacto: espinosagarca@gmail.com

Domicilio: Fidyán Neurocenter. C/ Mozart, Edif. Zafiro, bajo. 18004, CP Granada

Horario: Tardes de 16:30 a 21 h

Fidyán Neurocenter es un centro privado de atención al daño cerebral adquirido (accidentes cerebrovasculares y traumatismos craneoencefálicos) y otros procesos neurológicos como son los procesos degenerativos y demencias. Durante su estancia en el centro, el alumno adquirirá conocimientos no sólo de evaluación, sino que asistirá a sesiones de tratamiento para formarse en las

principales técnicas de intervención con el paciente y su entorno. La combinación de ambos centros proporcionará al alumno la posibilidad de conocer el trabajo del neuropsicólogo en el ámbito hospitalario y en la asistencia privada.

HOSPITAL UNIVERSITARIO DE SAN RAFAEL. CENTRO INFANTIL DE ATENCIÓN TEMPRANA (CAIT)

Nº de plazas: 2

Tutores: Armando Montes Lozano. Raquel Carrillo, Cristina Hidalgo y M Valle Matres

Email de contacto: armandoml2@hotmail.com

rcarralmo@yahoo.es

crishr1990@hotmail.com

vamatres@hotmail.com

Domicilio: Hospital de San Juan de Dios. C) San Juan de Dios, 15. Granada

Horario: Mañanas y tardes

El Centro Infantil de Atención Temprana (CAIT) de San Rafael atiende a niños/as que sufren trastornos del neurodesarrollo (Trastornos del Espectro Autista, Trastornos Específicos del Lenguaje, Discapacidad Intelectual, Trastornos por Déficit de Atención con y sin Hiperactividad...) o presentan factores de riesgo social. Las

principales actividades que se desarrollan en él se centran en la evaluación y tratamiento de esta población.

**CENTRO DE ATENCIÓN INFANTIL TEMPRANA.
FUNDACIÓN CAJA GRANADA**

Nº de plazas: 1

Tutores: Encarni Reinoso González
Macarena Herrero Martín

Email de contacto: nanierg@hotmail.com

Domicilio: Carretera de la Sierra, 9. Granada

Horario: Lunes y miércoles en horario de mañana y tarde 8:00 a 12:00 y 16:00 a 20:00. Martes y jueves de 16:00 a 20:00.

Como CAIT, Fundación Caja Granada desarrolla un conjunto de actuaciones dirigidas a la población infantil de cero a seis años, a su familia y a su entorno, con la finalidad de prevenir y/o detectar de forma precoz tanto la aparición de cualquier alteración en el desarrollo del menor como el riesgo de padecerlo. Se encargan de atender a la población infantil que tiene un trastorno del neurodesarrollo ya establecido o un alto riesgo de desarrollarlo, a través de una intervención profesional especializada dirigida a potenciar capacidades. Las actividades concretas que en él se desarrollan son la evaluación y tratamiento de esta población.

AGREDACE (Asociación Granadina de Familias para la Rehabilitación del Daño Cerebral Adquirido)

Nº de plazas: 2

Tutores: José María Torralba Muñoz y Joaquín Pavón Pérez

Email de contacto: jmtorralba82@hotmail.com,

joaquinpavonperez@gmail.com

Domicilio: Calle Poeta Vicente Aleixandre, 4 18015 Granada

Horario: 17.00-21 h.

La población que se atiende en AGREDACE es casi en su totalidad adulta, en un rango de edad que oscila entre los 25 y los 60 años, afectados por diversas causas de daño cerebral adquirido, normalmente accidentes cerebrovasculares y traumatismos craneoencefálicos. Entre las actividades que el centro realiza se incluyen:

Evaluación y diagnóstico neuropsicológico.

Rehabilitación cognitiva.

Talleres y terapias grupales para afectados.

Taller para familiares.

CENTRO DE PSICOLOGÍA Y LOGOPEDIA ROCÍO RUIZ

Nº de plazas: 1

Tutora: Rocío Ruiz

Email de contacto: rociorupe@gmail.com

Domicilio: Paseo de Colón 10, 1ºE. Albolote (Granada)

Horario: 15:00 a 21:00, de lunes a viernes

El Gabinete atiende fundamentalmente a niños/as que sufren trastornos del neurodesarrollo (Trastornos del Lenguaje, Trastornos por Déficit de Atención con/sin Hiperactividad, Trastornos del Espectro Autista...) o dificultades en el aprendizaje (Dislexias, Discalculias). Las actividades realizadas en el centro se dirigen hacia la evaluación y, fundamentalmente, el tratamiento de esta población, junto con el apoyo emocional y asesoramiento de las familias, tratando de conseguir una mejora en la calidad de vida de estas.

NEDEA CENTRO DE NEURODESARROLLO INFANTIL

Nº de plazas: 1

Tutora: Genma Rodríguez Melchor

Email de contacto: genmarm@gmail.com

Domicilio: Calle Torre de la Vela, 7, 18008, Granada.

Horario: Lunes a Viernes de 16 a 21h.

NEDEA es un centro de atención especializada a niños y jóvenes con alguna dificultad en su desarrollo o en su etapa de aprendizaje a través de diferentes servicios integrales que incluyen neuropsicología, psicología infantil, logopedia, terapia ocupacional, atención temprana, y neurofeedback. Las actividades en las que participan los alumnos son: entrevista de acogida, evaluación neuropsicológica y diagnóstico, elaboración de informes, desarrollo de programas de intervención, sesiones de intervención neuropsicológica, talleres grupales, sesiones de neurofeedback, elaboración de material de intervención.

CONSULTA DE PSICOLOGÍA, NEUROPSICOLOGÍA Y LOGOPEDIA FRANCESCA MARTÍN

Nº de plazas: 3

Tutora: Francesca Martín.

Email de contacto: francescamartingarcia@gmail.com

Horario: De lunes a viernes, de 16:00 a 21:00 h.

Domicilio: C/ Corral del Veleta, Edif. Madrid. Portal 3. Bajo A. Bola de Oro. Granada.

Línea de Trabajo en el centro: Evaluación, diagnóstico e intervención psicológica, neuropsicológica y logopédica en adultos y niños. La mayor parte de nuestros pacientes son niños con trastornos del desarrollo, retraso del lenguaje y dificultades de aprendizaje. El protocolo habitual consiste en realizar una evaluación exhaustiva de cada caso, elaborar un informe con los resultados de la evaluación, criterio diagnóstico y recomendaciones a seguir y planificar un programa de intervención. Es habitual la visita a centros escolares, CAIT, etc, a fin de coordinar la intervención con el resto de profesionales implicados en cada caso.

CENTRO VOZ Y LENGUAJE

Nº de plazas: 1

Tutora: M Carmen Urbano Alonso

Email de contacto: m.carmenurbanoalonso@gmail.com

Horario: 9:00-13:00 y 16:00-20:30

Domicilio: Av. Francisco Ayala, 85, 18014 – Granada

En el centro se realizan las siguientes actividades de evaluación e intervención en estos problemas :

- Trastornos de la Comunicación en Autismo, TGD (Trastornos Generalizados del Desarrollo),
- Dificultades de lenguaje: TEL, TDAH, Retraso de lenguaje, Mutismos e Inhibición del Lenguaje, Deficiencias auditivas, Disfasia, etc.
- Deterioro del Lenguaje asociado a la edad o como consecuencia de lesiones cerebrales (Ictus, TCE) y a enfermedades neurodegenerativas.
- Dificultades de lectura, escritura, cálculo: dislexias, disgrafías, disortografías.
- Dificultades de la voz asociadas a enfermedades neurodegenerativas.

RESIDENCIA DE MAYORES “ENTREÁLAMOS”

Nº de plazas: 1

Tutoras: Zulema Restoy Guindos y Marina Sánchez Picazo

Email de contacto: psicologia@entrealamos.com

Horario: De lunes a viernes, de 9 a 14 h.

Domicilio: Camino de Caparacena s/n, Atarfe (Granada)

La residencia “Entreálamos” es un centro privado-concertado que acoge personas mayores de 60 años. Estos residentes, pueden tener un desarrollo normal en su vejez, o pueden sufrir procesos patológicos que dificultan la autonomía en la

vida diaria (demencias, accidentes cerebro-vasculares, problemas psiquiátricos, etc.). La labor que realizan los alumnos de prácticas consisten en evaluación, elaboración de informes, talleres grupales de estimulación cognitiva y tratamiento neuropsicológico.

INTEA. Centro de Intervención y Desarrollo especializado en Trastornos del Espectro del Autismo

Nº de plazas: 3

Tutora: Anastasia Muñoz Lastra

Email de contacto: tasia.munoz.lastra@hotmail.com

Domicilio: Avda Fernando de los Ríos, 11

Horario: Contacto con tutora.

El/la estudiante realizará las siguientes actividades:

- Observación de la intervención que se lleve a cabo.
 - Intervención en los distintos contextos en los que se desarrolla una persona con autismo.
 - Puesta en práctica de lo aprendido con intervención directa en personas con TEA.
 - Manejo de escalas de evaluación y diagnóstico.
 - Aprendizaje de técnicas e instrumentos concretos que se aplican a autismo.
-

Actualización bibliográfica de la intervención e investigación en autismo.

Aprendizaje del abordaje en autismo dentro de un equipo interdisciplinar

AISSE SINERGIA

Nº de plazas: 1

Tutora: Paula Iglesias Rodríguez

Email de contacto: paulaiglesias7@gmail.com

Domicilio: Calle Pintor Manuel Maldonado 14 (entrada por Placeta Gutiérrez de Cetina).

Horario: Mañanas y tardes, de lunes a viernes.

AISSE S. Coop. And. Centro Sinergia es una cooperativa sin ánimo de lucro que trabaja con personas con afectación neurológica. El Centro Sinergia cuenta con un equipo transdisciplinar especializado en neurociencia clínica y formado por los servicios de neuropsicología, logopedia, terapia ocupacional y fisioterapia, que atiende a población adulta e infantil. Se realizan las actividades de: entrevista inicial y anamnesis, valoración neuropsicológica, emisión de informes, planificación de programas de neurorrehabilitación, seguimientos, así como talleres de adolescentes con alteraciones en el neurodesarrollo.

FUNDACION PURISIMA CONCEPCIÓN

Nº de plazas: 2

Tutora: Angie Burgos Pulido

Email de contacto: aburgos.granada@hospitalarias.es

Domicilio: C/ Pedro Machuca, 23.

Horario: Mañanas y tardes, de lunes a viernes.

Institución de las Hermanas Hospitalarias que atiende a personas de 3 a 65 años con diversidad funcional asociada a discapacidad intelectual y otros trastornos.

Cuenta con diferentes dispositivos (colegio, centro ocupacional, unidad de estancia diurna, servicios residenciales, centro especial de empleo, etc.) atendiendo a más de 400 usuarios.

Durante las prácticas se realizarán con la psicóloga en el Colegio de Educación Especial (Centro de Educación Especial Proveedor de Recursos y Servicios) donde se realizan tareas relacionadas con evaluación, intervención, asesoramiento interno y externo, trabajo con familias y profesionales, talleres de habilidades sociales, de educación afectivo-sexual, terapia de perros. En el centro se llevan a cabo diferentes proyectos relacionados con accesibilidad cognitiva, inclusión educativa, relación con otros centros, formación externa, etc.

CENTROS COLABORADORES FUERA DE LA PROVINCIA DE GRANADA

INPAULA. Instituto de Neurorehabilitación Infantil

Nº de plazas: 1

Tutora : Pilar Madueño Cobo

Email de contacto: pilarmadueno@gmail.com.

Domicilio: C/Ángel Gómez Fuentes, 11. Almería. C.P.:
04007

Horario: 15:45 a 20:15

Actividades que desarrollar en el centro durante el periodo de prácticas:

- 1.- Toma de contacto con niños con necesidades educativas especiales, así como con sus familias.
- 2.-Elaboración de programas de intervención neuropsicológica individualizados, en base a los conocimientos adquiridos y a las características de cada niño. Estos programas deben incluir objetivos generales y específicos, la intervención adecuada para lograrlos, así como un plan de seguimiento.
- 3.- Aplicación de estos programas de manera óptima y ecológica, así como su evaluación y modificación si es necesario.

4.- Evaluación de los objetivos logrados a corto y medio plazo.

5.- Diseño de nuevas herramientas y materiales de intervención empleando nuevas tecnologías y métodos innovadores.

Competencias específicas:

- Conocimientos básicos de la profesión.
- Motivación por el trabajo y el aprendizaje continuo.
- Capacidad de crítica y autocrítica.
- Capacidad de resolver problemas y aplicar soluciones óptimas.
- Habilidad para trabajar de forma autónoma.
- Capacidad para trabajar en equipo e integrar los conocimientos de otras disciplinas.
- Conocer y cumplir la normativa ética propia de la Psicología.
- Mostrar una actitud emprendedora y participativa.

APADIS Bahía de Algeciras. Centro de Atención Infantil Temprana

Nº de plazas: 1

Tutora: Isabel Navarro

Email de contacto: inavarro@cop.es

Domicilio: Calle Patriarca Doctor Pérez Rodríguez, 38 - Algeciras (Cádiz)

Horario: Lunes, martes y viernes de 8:00 a 14:00. Martes, miércoles y jueves de 15:00 a 20:00

El CAIT APADIS atiende a niños con trastornos del neurodesarrollo o en riesgo de padecerlos; eminentemente, retraso evolutivo, trastorno del espectro autista, discapacidad intelectual, parálisis cerebral, trastorno específico del lenguaje y alteraciones asociadas. Dicha atención implica la valoración exhaustiva de las capacidades con especial atención al funcionamiento cognitivo, así como el tratamiento de los déficit identificados.

