

Principales habilidades comunicativas a desarrollar en los estudiantes de la carrera Psicología

Main communicative skills to develop in the students of the Psychology Degree

Reinelis Nápoles Socarrás**Dailé Fernández Morciego****Yunior Rodríguez Rodríguez**

reynelis.napoles@reduc.edu.cu

daile.fernandez@reduc.edu.cu

yunior.rodriguez@reduc.edu.cu

Received: January 12 2019**Accepted:** September 20 2019

Resumen: El objetivo del estudio fue determinar las principales habilidades comunicativas a desarrollar en los estudiantes de la carrera Psicología. El universo estuvo formado por psicólogos, másteres y doctores en ciencias vinculados a la docencia en la carrera Psicología. La muestra de 15 profesores fue seleccionada mediante un muestreo intencional puro no probabilístico a partir de criterios de inclusión y exclusión. Fueron utilizados métodos como la encuesta, la entrevista semiestructurada, la escala tipo Likert, y el método Delphi, a partir de los que se determinan las principales habilidades comunicativas a desarrollar por los estudiantes de la carrera Psicología

Palabras claves: Comunicación; Habilidades, Habilidades comunicativas; Método Delphi

Abstract: The objective of the study was to determine the main communication skills to be developed in the students of the Psychology degree. The universe was formed by psychologists, masters and doctors in science linked to teaching in the Psychology career. The sample of 15 professors was selected by pure intentional sampling not probabilistic based on inclusion and exclusion criteria. Methods such as the survey, the semi-structured interview, the Likert scale, and the Delphi method were used, from which the main communication skills to be developed by the students of the Psychology career are determined.

Keywords: Communication; Skills, Communicative skills; Delphi method

Introduction

Communication has been studied from different sciences and epistemic positions. In this research, the contributions of Vygotsky's cultural and historical theory are favored. Although the contributions of other conceptions such as the communication models proposed by Lasswell in 1948 from a sociological and behavioral reference court are obligatory; Shannon and Weaver 1949 from the Mathematical Theory of Communication; from a linguistic position Jakobson (1960/1981), and his proposal for a model for the description of human communication and Maletzke (1995) from a psycho-social perspective where communication is referred to as a

complex dynamic system of dependencies and interdependencies of the concurrent factors in communication relations (Uña 2015).

These models in one way or another have contributed to the development of the science of communication, although not without limitations, in them the explanation to the functions and effects of the mass communication process is significantly privileged where the active role in “transmission” the information is played by the sender and the receiver is a passive entity that only receives the message, regardless of the interactive nature of this process. In addition, they favor studies on the verbal subsystem of communication, and do not consider the nonverbal subsystem and its close interrelation with the verbal.

From the authors' perspective, the term communication is taken into account not as a process to “transmit” (unidirectional process of transferring information from a sender to a receiver) but to communicate how to share (make common, bidirectional, interactive, mutual process between subjects. From this position, international authors such as Andreiva, (1984), Predvechni and Sherkovin, (1981) and national authors such as González (1987), and Ibarra (2005), among others stand out. It agrees with Ibarra, (2005) when he says that communication is a process of interaction between people in which their psychological qualities are expressed and in which their ideas and feelings are formed and developed.

Regarding the structure of the communication, the authors consider the research carried out from the psychology of Marxist orientation in which Andreiva (1984) and Lomov (2000), from a psychosocial perspective, make a proposal of the dimensions and functions of the communication respectively. The term skill is assumed from the contributions of Fariñas (2005) from a holistic integrative position addressing it from an experiential, non-intellectual perspective. So that we agree with this when it refers that the skills are (...) “dynamic that, supporting the effectiveness of the subject

(apprentice) in their behavior and development, integrate: activity, communication, motivations, interests, values, feelings” (...) Therefore, communication skills are defined as the dynamic relationship of knowledge, attitudes, feelings, interests and values that favor the successful

realization of the communicative process, based on the characteristics and regularities of the different subjects and contexts. Currently there are several studies on the development of communication skills, the proposals of Fernández (1996); Zayas (2002); Berges (2003); Rodriguez et. to the. (2009); Alonso; Ruiz and Ricardo (2012); Salazar; Casasbuenas; Idárraga and Marcela (2014); Martín and Trujillo (2009) among others.

In the province of Camagüey, research has been carried out with the objective of developing communication skills since the development of the non-verbal communication subsystem in the students of the Psychology degree. Those that are part of the Institutional Project Integral training of university students in the Camaguey context. Among them are those made by Marrero and Acosta, (2011); Ortiz and López, (2012); Díaz and Horta (2012); González and Sarduy (2012); Romero and González (2014); Fernández (2015) among others.

There is a common denominator in all previous research and it is the need to take into account in the professional activity of the psychologist both verbal and nonverbal emissions because they maintain a high degree of interdependence, nonverbal messages can reinforce, replace or even deny what is communicated verbally and it was determined that in addition to having inadequacies in nonverbal communication skills they also had them in verbal communication skills, so it was decided to take into account in the next studies both nonverbal and verbal skills.

In this sense, in studies conducted by Naples (2013) and its collaborators, as well as the bibliographic reviews carried out by the authors, in addition to a national survey with teachers from provinces such as Santiago de Cuba, Holguín, Camagüey, Villa Clara , Havana and Pinar del Río it was found that:-In the Psychology career at the country level, the development of communication skills in their students has not been systematized, in their study plan only some communication issues are addressed without prioritizing their development.

In research tutored by Naples, it was found that there is insufficient development of decoding and coding of nonverbal emissions, which may have a negative impact on the professional performance of future graduates.

-There is little interest in deepening studies on communication by students of the Psychology degree, without considering its usefulness for professional practice.

-Presence of a contradiction between the declared need for the development of communication skills and the lack of actions by teachers based on their development, with some exceptions.- Although the studies on the subject of communication are wide ranging from different sciences and even from Psychology, we have not found references regarding research based on the development of communication skills in students of the Psychology degree and much less have the main communication skills identified.

The objective of this paper is to determine the main communication skills to be developed in the students of the Psychology career through methods of the theoretical level such as historical-logic, analysis-synthesis, and inductive-deductive; and of methods of the empirical level such as: documentary analysis with the objective of obtaining information about how communicative skills are defined and if their development is declared in the students of the Psychology career, by analyzing the guiding documents of the career such as Professional Model, the Study Plan of the career, the calendar plans of the subjects, and the terminal skills defined by years, the questionnaire with the purpose of knowing actions aimed at the development of communication skills in the students of the Psychology career, the semi-structured interview to corroborate the need for the development of communication skills in students of the Psychology career, scales with Likert-type methodology with the aim of determining the experts who are part of the sample and the main communication skills to be developed by students of Psychology career through the

Consult an expert, the Delphi method to validate the main communication skills to be developed by the students of the Psychology career through the consensus of the experts.

Development

Design

An exploratory study with a concurrent mixed methodology is carried out to determine the communication skills to be developed by the students of the Psychology degree. It should be noted

that, although communication studies are extensive and there are dissimilar investigations in this regard in other contexts already related, depending on the students of the Psychology career there are few investigations that approach the subject.

This type of design involves the simultaneous collection and analysis of both qualitative and quantitative data, after this data collection and interpretation meta-inferences are made that integrate the inferences and conclusions of the data and quantitative and qualitative results performed independently.

The population and sample are conformed as follows: Population: psychologists, doctors of science and masters who are linked to the training of students of the Psychology degree at the Faculty of Psychology of the University of Havana.

Sample: 16 subjects, 12 DrC. and full professors, and four MSc. and auxiliary professors from a pure intentional non-probabilistic procedure in which the following inclusion and exclusion criteria are met:

-Inclusion criteria:

- 1- Graduated in Bachelor of Psychology
- 2- Have more than 5 years in the training of students of the Psychology degree.
- 3- Be a Master or Doctor of Science.
- 4- Level of competence of medium to high on the communication process and the development of communicative skills.
- 5- Want to collaborate with the investigation.

-Exclusion criteria:

- 1- Not be available in all the phases necessary for the diagnosis.

In the present investigation, the execution procedure was as follows:

- 1- Analysis of documents.

- 2- Proposal of communication skills to be considered by experts.
- 3- Creation of the group of experts.
- 4- Validation of the main communication skills to be developed by the students of the Psychology career from the Delphi method by rounds
- 5- Document analysis:

The analysis of the guiding documents of the Psychology career is carried out, among which are the Professional Model, the Curriculum D, the calendar plans of the different subjects, the methodological and organizational indications of the Psychology career. among others. In them it was found that the main communication skills to be developed by the students of the Psychology Carrara are not defined, in the objectives to be achieved by the students the development of communicative skills is not explicitly expressed, although there are optional subjects such as Language Spanish and Comprehension of texts in the first year, in the third year Psychology of communication and in the fourth-year Organizational communication. It should be expressed that these subjects, being optional, will only be taken by students who select them and there will be no systematic and organized work based on the development of communication skills.

In the disciplines of general training and basic disciplines, mandatory for all modalities of training of psychologists and psychologists in the country, both in the face-to-face modality, as in the two versions of the semipresencial modality, of the university and Health Psychology there are only issues related to communication in the subject of Psychodiagnostic and Educational Psychology. Therefore, it can be seen that actions for the development of communication skills in these students are not programmed or systematized, the main communication skills to be developed have not been defined or their development is prioritized, it is conditioned to improvisation and spontaneity of teachers and students.

In a questionnaire applied to teachers, it was found that in the Psychology career, actions specifically aimed at the development of communication skills in their students are not scheduled, with some exceptions. This does not mean that communication skills are not developed, since some different teaching proposals are developed from the different teaching proposals, prioritizing verbal

skills without considering in a large part of the cases nonverbal skills and close interrelation with verbal ones. In addition, it is found that there is no intentionality in teachers except for some exceptions. All respondents agree on the need to systematize actions that prioritize the development of communication skills in students, as communication is one of the fundamental tools in the professional practice of the psychologist in the different areas of action.

2- Proposal of communication skills to be consulted by experts:

To determine the communication skills to develop in the students of the Psychology career, in order to improve their professional performance once they have graduated, an analysis of the main research on the development of communication skills by authors such as: Fernández (1996), which emphasizes the communicative action of the teacher in the classroom, and proposes three general skills from the functions of communication, expression (informative function), observation (regulatory function) and empathy (affective function) .

Zayas (2002), makes a proposal on the main skills of interpersonal communication in work-related organizations, highlighting verbal fluency, explanation, interpretation, assessment and persuasion.

Verges (2003), makes the proposal of a Model of professional improvement for the improvement of communication skills in teachers of the Secondary School, pays special attention to the ability to express ideas and the ability to prepare clear and precise messages.

Alonso; Ruiz and Ricardo (2012). They focus on communication skills for the patient-doctor relationship in medical students from the perception of professors. In this research, a structured opinion survey was prepared and applied, which reflects the relationship of actions defined by the author for each skill, according to the functions of the communication for an adequate patient medical relationship.

For the informative function, the established skills were: transmitting adequate information, obtaining information properly, knowing how to listen, knowing how to observe, paraphrasing and reflecting.

For the regulatory function: Know how to stimulate, know how to guide, know how to control. For the affective function: Be affectionate, respect the modesty and dignity of the patient, be tolerant, attentive, understanding, safe, not prejudice, show interest.

On the other hand, Salazar; Casasbuenas; Idárraga and Marcela (2014), make an assessment of the communication skills in the clinical interview of senior medical students of the University of Antioquia, through the ICCAT scale. This emphasizes the content of the meeting and the tasks to be performed in the interview. The ICCAT scale (connect, interpret, understand, agree and help to act) was designed for family medicine residents in Spain and was applied to general practitioners, specialists and other health professionals.

This scale considers four categories: content, speech or instrumental acts, nonverbal communication and affective assessment. It was adjusted to the criteria of Kalamazoo, considered as a reference for the evaluation of the tasks of the clinical interview, and includes its six basic tasks: open the discussion, obtain information, understand the patient's perspective, share information, reach agreements on the problems and plans (Salazar et. al. 2014).

Martín and Trujillo (2009), carry out an investigation on the abilities of medical personnel in communicating bad news to patients with neurodegenerative diseases.

These authors focus primarily on the informational function of communication: What does it say, how does it say it, where does it say it, depending on its belief system and the experience accumulated by the doctor.

As can be seen depending on the context and the actions to be carried out by the different professionals, one or the other skills are prioritized. The authors, based on this analysis, propose a group of communicative skills to the experts and using the Delphi method by rounds, the main ones to be developed in the student of the Psychology degree are determined.

This method owes its name to the most famous oracle in the world that was located in Delphi, Greece. It was developed at the RAND Corporation (Research and Development), an American

research center, at the beginning of the Cold War, to investigate the impact of technology on war, by Olaf Helmer and Norman Dalkey. (Vélez 2003)

According to this author, Helmer and Rescher, partner of the first in RAND Corporation, published an article entitled "On the Epistemology of the Inexact Sciences", which is valued as the philosophical basis for the use of this prognosis method that in the fields where not enough knowledge and theory had been developed, it was justified to go to the experts' criteria. It is a technique that allows reaching consensus opinions in a group, on a specific issue. "It consists of a series of repeated questions, usually using surveys or questionnaires, on the subject that investigates people who are considered to know the subject". (Vélez, ob. cit.).

In this investigation, each expert (privately) is given the scale with Likert-like methodology in which he must express his position with respect to the communication skills proposed by the authors, in addition to making suggestions and proposing other communication skills.

They were offered five possibilities to select for each dimension and skill:

Strongly agree ----- 5

Agree ----- 4

Mediumly Agree ----- 3

Disagree ----- 2

Strongly disagree ----- 1

The concordance coefficient between experts is determined from the results obtained.

Cc: Coefficient of concordance that is calculated as follows:

$$Cc = (1 - V_n / V_t) 100$$

V_n: Number of experts against the prevailing criterion.

V_t: Number of experts.

If the $Cc \geq 60\%$ in the skills, it is considered acceptable.

If the $C_c < 60\%$, the communicative ability is eliminated due to low concordance or consensus.

After having the partial results, experts are informed, the scale is updated and this operation is reapplied. It is done as many times as necessary until reaching the level of concordance greater than or equal to 60% in each of the communication skills present in the instrument

According to the methodology used in the first round, the skills are discarded:

- Originality of language.
- Logical organization of ideas.

For not having reached a level of agreement equal to or greater than 60%. At the suggestion of the experts, it is determined to change the name of the explanation skill to that of: successful and quick explanation of ideas, feelings, facts or events. And to the ability interpretation by that of: interpretation of the message from the psychological characteristics of the subject.

The following communication skills are incorporated at the suggestion of the experts:

- **Communicative dimension informative function:**

Clearly selection of information.

- **Interactive dimension interactive function:**

Ability to create rapport

Tuning

Dialogic ability

Flexibility Restructuring

Ability to problematize

Congruence between verbal and nonverbal communication

- **Perceptual dimension affective function**

Respect for individuality.

Voice Modulation

Emotional self-control

Tolerance.

Unconditional Acceptance

The scale is reworked and reapplied.

The second round applies to the 16 experts. Second round results to Experts

According to the methodology used in the second round, the skills are discarded:

- Selection of information clearly.
- Ability to problematize.
- Restructuring.
- Flexibility. For not having reached a level of agreement equal to or greater than 60%.

In this round, no new skills were proposed, so the scale is reworked after discarding those that had less than 60% concordance and are preparing to perform the third round.

The scale is applied to the 16 experts.

Third round results to Experts

In this round there is a unanimous consensus on all the communication skills proposed, so according to sampled experts the main communication skills to be developed by the students of the Psychology degree are the following:

Communication dimension informative function:

- 1) Language Clarity: Ability to express messages affordable to the other, considering their level of understanding.
- 2) Verbal fluency: ability to express ideas with agility, composed by the association and relationship of words, in a clear and precise way in the linguistic environment, attending to the

meaning of the statement and its personal sense, without making unnecessary interruptions or repetitions.

- 3) Argumentation: Ability to convince from reasoning for or against.
- 4) Synthesis: Ability to expose in a short way a subject or a subject.
- 5) Precision of ideas: Ability to express ideas consistent with the topic moment and context.
- 6) Vocabulary breadth:
- 7) Extensive knowledge of words and their meaning.
- 8) Quality of diction: Possibility of properly articulating words.
- 9) Successful and quick explanation of ideas, feelings, facts or events: from recognizing the guidelines and logic of thought, synthesis and intentions and identifying the interrelation or inconsistency that may occur in communication.
- 10) Interpretation of the message based on the psychological characteristics of the subject: it allows giving a correct meaning to the message, it is a response to the explanation. (Zayas, 2002).

Interactive dimension regulatory function:

- 1) Observation of nonverbal emissions: Given the individual's conscious ability to consider nonverbal emissions in the communicative act (quintestic, paralinguistic and proxemic emissions).
- 2) Active listening: ability to actively assimilate what is said in order to capture ideas and feelings that appear implicit in the communicative act.
- 3) Assertiveness: Allows the person to express adequately (without mediating cognitive distortions or anxiety and combined verbal and nonverbal components in the most effective way possible) opposition (say no, express disagreement, make and receive criticism, defend rights and express in general negative feelings) and affection (give and receive praise, express positive feelings in general), according to their objectives, respecting the rights of others and trying to reach the proposed goal.

4) Ability to create rapport: Ability to create an emotional, warm and sincere climate of mutual acceptance and sympathy in order to promote a good relationship.

5) Tuning: Ability to adapt the communicative message according to the sociocultural characteristics of the interlocutors.

6) Dialogic capacity: Ability to dialogue in terms of producing the exchange of ideas, opinions and feelings in which the subject (s) perceive that they are considered, that they are considered and given the place they deserve.

7) Congruence between verbal and nonverbal communication: Ability to be authentic, coherence between what is expressed verbally and nonverbal emissions, attitudes, feelings, behaviors.

- **Adceptive dimension affective function:**

1-Respect for diversity: it consists in valuing and appreciating the other as a human being, considering him as a different person who has the same rights that are claimed for oneself.

2-Empathy: ability of the individual to identify and share the emotions or feelings of others. The perception of the mood of another individual or group takes place by analogy with emotions or feelings, having experienced that same situation or having knowledge of it. Empathy differs from the sympathy in that it places affective fusion at a more intense level.

3) Emotional self-control: Ability to establish an objective attitude so as not to contaminate the appreciations of the other and to control those behaviors that can cause rejection or disapproval by the same. (Zaldívar et. Al., 2004)

4) Tolerance:

According to Calviño (1995):

a). Way of behaving a person or social group that supports without protest a detriment inferred to their rights.

b). Maximum permitted deviation from what is established.

c) Rule of behavior that involves leaving everyone free to express their opinions.

- d) Way of acting of an authority that accepts depending on a certain interest.
- e) Ability to assimilate harmful influences without producing rejection reaction
- 5) Unconditional acceptance: Ability to accept differences, that there are people other than us and that we must recognize this without trying to set standards of value for acceptance. (Zaldivar ob. Cit.)
- 6) Respect for individuality: Ability to consider the unique and unrepeatable personality characteristics of each individual.

Conclusions

As a result of the theoretical analysis carried out about the skills and the assumption of the term from an integrative perspective, communicative skills are defined as the dynamic relationship of knowledge, attitudes, feelings, interests and values that favor the successful completion of the communicative process, starting from the characteristics and regularities of the different subjects and contexts.

The main communication skills to be developed by the students of the Psychology degree were determined based on the main dimensions and functions of communication.

Bibliographic references

- Alonso, M.; Ruiz, I.; Ricardo, O. (2012 enero-marzo). Habilidades comunicativas para la relación médico paciente en estudiantes de Medicina desde la percepción de profesores. *Revista Educación Médica Superior*, 26(1). Recuperado el 10 de febrero del 2015, de: http://scielo.sld.cu/scielo.php?script=sci_arttext&pid=S0138-65572009000300009
- Andreiva, G. M. (1984). *Psicología Social*. Cuba. Editorial Pueblo y Educación
- Bergen, J. M. (2003). *Modelo de superación profesional para el perfeccionamiento de habilidades comunicativas en docentes de la Secundaria Básica*. Disertación doctoral no publicada, Instituto Superior Pedagógico Félix Varela, La Habana, Cuba.

- Comisión nacional de carrera (2009). Plan de estudios D. Licenciatura en Psicología. Facultad de Psicología, Universidad de la Habana, Cuba.
- Díaz, J.A. y Umpierres, G. (2012). *Propuesta de actividades psicoeducativas para contribuir al desarrollo de actitudes con el fin de perfeccionar el componente kinésico*. Trabajo de grado, Licenciatura en Psicología, Universidad Ignacio Agramonte Loynaz, Camagüey, Cuba.
- Fariñas, L. G. (2005). *Psicología Educación y Sociedad. Un estudio sobre desarrollo humano*. La Habana: Ed. Félix Varela.
- Fernández, A.M. (1996). *La competencia comunicativa como factor de eficiencia profesional del educador*. Tesis Doctoral. La Habana. Instituto Superior Pedagógico «Enrique José Varona.
- Fernández, D. (2015). *Principales habilidades comunicativas a desarrollar por los estudiantes de la carrera de Psicología*. Trabajo de grado, Licenciatura en Psicología, Universidad Ignacio Agramonte Loynaz, Camagüey, Cuba.
- González, F. (1987). *Personalidad y Comunicación: su relación teórica y metodológica en Investigaciones de la personalidad en Cuba*. La Habana: Ciencias Sociales.
- Ibarra, M. L. (2005): *Psicología y educación una relación necesaria*. La Habana: Félix Varela.
- Lomov, B. F. (2000). *El Problema de la Comunicación en Psicología*. La Habana: Ed. Félix Varela.
- López, D. y Ortiz, Y. (2012). *Aplicación de Actividades Psicoeducativas para contribuir a elevar el nivel de conocimiento sobre el subsistema no verbal de la competencia comunicativa*. Trabajo de grado, Licenciatura en Psicología, Universidad Ignacio Agramonte Loynaz, Camagüey, Cuba.
- Maletzke, G. (1995). *Psicología de la comunicación social*. Ecuador: Quipus.
- Marrero, K. y Acosta, Y. (2011). *Propuesta de actividades psicoeducativas para contribuir a elevar el nivel de conocimiento del subsistema extraverbal de la competencia comunicativa*. Trabajo de grado, Licenciatura en Psicología, Universidad Ignacio Agramonte Loynaz, Camagüey, Cuba.

- Martín, I. y Trujillo, C. (2009). Comunicación de malas noticias a pacientes con enfermedades neurodegenerativas: habilidades del personal médico. *Revista Latinoamericana de Bioética*. 9(2), Bogotá, Jul. /Dic.
- Nápoles, R. (2013). *Estrategia educativa destinada a la formación y desarrollo de actitudes para mejorar la quinésica*. Tesis de Maestría no publicada. Universidad Ignacio Agramonte Loynaz, Camagüey, Cuba.
- Ojalvo, V. (1999). *Estructura y funciones de la comunicación*. En: Comunicación Educativa. CEPES. Universidad de la Habana, La Habana: [s.n.].
- Pérez, A. (2006). *Estrategia educativa dirigida a mejorar los estilos de comunicación de los docentes de la enseñanza media*. Tesis de Maestría no publicada. Universidad Ignacio Agramonte Loynaz, Camagüey, Cuba.
- Predvechni, G.P. y Sherkovin, Y.A. (1981). *Psicología Social*. La Habana: Ed. libros para la educación.
- Rodríguez, T.L.; Blanco M.A.; Parras I.B. (2009). Las habilidades comunicativas en la entrevista médica. *Revista Cubana de Medicina Militar*. 3(4). Ciudad de la Habana jul.-dic.
- Romero N. L. y González E. (2014). *Propuesta de estrategia Psicoeducativa destinada a la formación y desarrollo del componente paralingüístico del subsistema no verbal*. Trabajo de curso, Licenciatura en Psicología, Universidad Ignacio Agramonte Loynaz, Camagüey, Cuba.
- Salazar, O.F. Casasbuenas, L. Idárraga, C.; Marcela, C. (2014). Valoración de las habilidades comunicativas en la entrevista clínica de estudiantes de último año de medicina de la Universidad de Antioquia, por medio de la escala CICAA. *Revista Fundación Educación Médica*. 17(4). Barcelona dic. Recuperado el 10 de febrero del 2015, de scielo.isciii.es/scielo.php?pid=S2014-98322014000400010&script.
- Uña, O. (2015). Teorías y modelos de la comunicación. Disponible en: https://www.researchgate.net/profile/Octavio_Una_Juarez/publication/28181853_Teorias_y_m

odelos_de_la_comunicacion/links/55faad0108aeafc8ac3eb463/Teorias-y-modelos-de-la-comunicacion.pdf?origin=publication

Vélez, I. (2003). El método Delphi. Facultad de Ingeniería Industrial. Politécnico Gran colombiano. Bogotá, Colombia.

Zaldivar, D.; Vegas R. y Roca M. A. (2004). *Psicoterapia General*. La Habana: Félix Varela.

Zayas, P. (2002): Los fundamentos teóricos y metodológicos del proceso de selección de personal, Tesis en opción al grado de Candidato a Doctor en Ciencias Psicológicas, Facultad de Psicología, Universidad de la Habana.