

CURRICULUM VITAE ABREVIADO (CVA)

IMPORTANT – The Curriculum Vitae cannot exceed 4 pages. Instructions to fill this document are available in the website.

Part A. PERSONAL INFORMATION

First name	Vicente Jesús		
Family name	Pérez Fernández		
Gender (*)	Male	Birth date (dd/mm/yyyy)	11/09/1976
Social Security, Passport, ID number	NIF: 45657591S		
e-mail	vperez@psi.uned.es	URL Web	
Open Researcher and Contributor ID (ORCID) (*)	0000-0003-3732-4220		

(*) Mandatory

A.1. Current position

Position	Profesor universitario titular		
Initial date	28/06/2020		
Institution	Universidad Nacional de educación a Distancia (UNED)		
Department/Center	Psicología Básica I		
Country	Spain	Teleph. number	913988259
Key words	Psychology, learning, conditioning, behavior analysis, experimentation		

A.2. Previous positions (research activity interruptions, indicate total months)

Period	Position/Institution/Country/Interruption cause
xxxx-xxxx	
yyyy-yyyy	

A.3. Education

PhD, Licensed, Graduate	University/Country	Year
PhD	UNED/Spain	2008
Licensed	Universidad de Sevilla/Spain	2000

(Include all the necessary rows)

Part B. CV SUMMARY (max. 5000 characters, including spaces)

In 2004 I was hired as a full-time Assistant, in 2007 as a Collaborator, and in 2010 as a Contracted Doctor, still in force. Since 2005 I have simultaneously taught subjects in both the Psychopedagogy and Psychology degrees: Comparative Cognition (2005-2016), Practicum (2005-2016), Final Degree Project (from 2014 to the present). I have also been a UNED tutor, in different centers in Madrid, of subjects such as Personality Psychology (2002-2007) and Research Methods and Designs (2005-2009).

I joined the teaching team of the Learning and Conditioning subject in the 2008/2009 academic year, the same year in which I received my doctorate. This subject is transformed with the implementation of the Degree in Psychology (starting in the 2009/2010 academic year) in Learning Psychology, continuing as a teacher of the same up to the present, and as a tutor in different centers since the 2006/2007 academic year (with permission teaching since 2012). During these years, in addition to participating in guides, forums, virtual courses, the web, and coordinating the practices of the subject, I have been co-author of the textbook of the same, published by the UNED.



Regarding the Master's degree, I am part of the teaching team of the subject (and TFM) Behavioral analysis of the formation of stimuli classes, from the 2008/2009 academic year to the present, in the Master's Degree in Research in Psychology of the UNED. And I have directed, or co-directed, eight Final Master's Projects and five Doctoral Theses, both at UNED and at UDG (Mexico).

Regarding research, I began my collaboration with the animal experimentation laboratory of the Faculty of Psychology of the University of Seville in 1998, while I was studying Psychopedagogy and was enjoying a scholarship in the Department of Audiovisual Media of the same University. . During the next three years I was under the direction of Professor Santiago Benjumea and in close collaboration with Professor Andrés García (who was finishing his Doctoral Thesis at that time), with whom I trained both in laboratory techniques and in methodological and conceptual. This experience aroused my interest in the phenomenon of class formation and in behavior controlled by relationships between stimuli, central themes both in my research work to obtain the DEA (2002), and in a large part of the contributions to congresses and first articles published in specialized magazines.

This same line of research was continued in the laboratories of the Faculty of Psychology of the UNED, now under the direction of Professor Andrés García, and was also the central axis of my Doctoral Thesis (2008, which was awarded the extraordinary prize), of the Master's course and the TFM line that I teach (since 2008), and of the articles published after my PhD. In 2005, while I was still developing my thesis, I carried out my first research stay under the direction of Professor Carlos Aparicio at the Center for Behavioral Studies and Research of the UDG (Guadalajara, Mexico). During the four months of my stay, I established very productive working relationships both with Professor Aparicio and with Professors Julio Varela, François Tonneau, but especially with Professor Héctor Martínez, with whom I still maintain a close collaboration. As a result of this relationship, I have carried out four more research stays at the Institute of Neurosciences of the UDG (for a total of six months) and I have co-directed three Doctoral Theses and four Master's Theses with Professor Martínez.

After finishing my PhD Thesis, I continued to research and publish on stimulus class formation and also diversified my thematic interests, working on issues related to verbal behavior (especially rule generation and instructional control), the effects of stimulus variability , sensitivity to time intervals, choice behavior, and the behavioral effect of drugs. Participating, in relation to the latter, as part of the research team of a project financed by the Ministry of Health, Social Services and Equality. Articles published in journals have been derived from these lines of research.

Regarding university management, I have held different one-person positions: Assistant Secretary of the Faculty of Psychology of the UNED (2005-2006), member of the Commission for Validation of the Degree in Psychology of the Faculty of Psychology of the UNED (2007-2008), Deputy Vice-Rector for Associated Centers at UNED (2015-2019), and Deputy Vice-Rector for Teaching and Research Staff at UNED (2019) and Coordinator of the UNED Center Abroad in Mexico since November 2019 to the present.

Part C. RELEVANT MERITS (*sorted by typology*)

C.1. Publications (*see instructions*)

Bohórquez, C., García, A., Gutiérrez M. T., Gómez, J. y Pérez, V. (2002). Efecto del entrenamiento en reflexividad y la evaluación de equivalencia en la competencia entre relaciones arbitrarias y no arbitrarias en el paradigma de equivalencia-equivalencia. *International Journal of Psychology and Psychological Therapy*, 2 (1), 41-56.

García, A., Gutiérrez, M. T., Bohórquez, C., Gómez, J. y Pérez, V. (2002). Competencia entre relaciones arbitrarias y relaciones no arbitrarias en el paradigma de equivalencia-equivalencia. *Apuntes de Psicología*, 20 (2), 205-224.

- Gutiérrez, M. T., García, A., Gómez, J., Pérez, V. y Bohórquez, C. (2002). La rueda de actividad en psicología experimental: Evolución Histórica. *Revista de Historia de la Psicología*, 23 (3-4), 401-407.
- García, A., Gómez, J., Pérez, V., Bohórquez, C. y Gutiérrez, M. T. (2003). Efectos de orden de presentación entre criterios de respuestas basados en relaciones de semejanza y de equivalencia-equivalencia. *Acción Psicológica*, 2 (3), 239-249.
- Gómez, J., García, A., Pérez, V., Gutiérrez, M. T. y Bohórquez, C. (2004). Aportaciones del análisis conductual al estudio de la conducta emergente: algunos fenómenos experimentales. *International Journal of Psychology and Psychological Therapy*, 4 (1), 37-66.
- García, A., Pérez, V., Gutiérrez, M. T., Gómez, J. y Bohórquez, C. (2004). Algunas consideraciones en torno a la Psicología por parte de estudiantes y profesores de la licenciatura y de universitarios en general. *Revista de Psicología General y Aplicada*, 57 (1), 113-127.
- Pérez, V., García, A., Gómez, J., Bohórquez, C. y Gutiérrez, M. T. (2004). Facilitación de la respuesta de equivalencia-equivalencia en niños. *Revista Mexicana de Análisis de la Conducta*, 30 (1), 93-107. 10.5514/rmac.v30.i1.25212.
- García, A., Gómez, J., Pérez, V., Gutiérrez, M. T. y Bohórquez, C. (2006). Hace 50 años tenía 50 años. *Acción Psicológica*, 4 (1), 7-14. 10.5944/ap.4.1.488.
- García, A., Gutiérrez, M. T., Gómez, J., Pérez, V. y Bohórquez, C. (2006). ¿Qué es la psicología para nuestros estudiantes? *Revista Latinoamericana de Psicología*, 38 (2), 383-396.
- García, A., Pérez, V. y Escuer, E. (2007). La conducta de anticipación y la simetría estimular. *Suma Psicológica*, 4 (2), 107-115. 10.18774/summa-vol4.num2-201.
- García, A., Bohórquez, C., Pérez, V., Gutiérrez, M.T. y Gómez, J. (2008). Equivalence-equivalence responding: training conditions involved in obtaining a stable baseline performance. *The Psychological Record*, 58, 597-622. 10.1007/BF03395640.
- Pérez, V. y García, A. (2008). Equivalencia-equivalencia y discriminaciones condicionales de segundo grado. *Revista Mexicana de Análisis de la Conducta*, 34, 177-194.
- Pérez, V. y García, A. (2009). Aprendizaje sin refuerzo explícito en discriminaciones condicionales con estímulos complejos. *Revista Latinoamericana de Psicología*, 41 (1), 59-68.
- Rodríguez, M. T., García, A., Gutiérrez, M. T., Pérez, V. y Bohórquez, C. (2009). Competencia entre estímulos condicionales propioceptivos y exteroceptivos en una tarea de discriminación condicional. *Psicothema*, 21, 390-396.
- Pérez, V. y García, A. (2010). Contingencias de aprendizaje sin refuerzo explícito. *Psicothema*, 22, 416-423.
- García, A., Pérez, F., Martín, R., Gutiérrez, M. T., Benjumea, S., Gómez, J. y Pérez, V. (2011). Efecto de la edad y el tipo de reforzador en la equivalencia-equivalencia mediante un procedimiento de partición. *International Journal of Psychological Research*, 4, 7-15.
- Pérez, V., García, A. y Gómez, J. (2011). Facilitation of the equivalence-equivalence responding: generalization of relational responses. *International Journal of Psychological Research*, 4, 20-29. 10.21500/20112084.774.



- Pérez, V., García, A. y Gómez, J. (2011). Facilitation of the equivalence-equivalence responding. *Psicothema*, 23, 407-414.
- García, A., Pérez, V., Gutiérrez, M. T., Gómez, J. y Basulto, E. (2013). Competencia entre equivalencia-equivalencia y semejanza usando categorías naturales. *Revista Mexicana de Análisis de la Conducta*, 39, 11-34.
- Gómez, J., García, A. y Pérez, V. (2014). Failure to find symmetry in pigeons after multiple exemplar training. *Psicothema*, 26, 435-441. 10.7334/psicothema2013.352.
- Pérez, V. (2015). Clases de equivalencia y conducta verbal. *Conductual*, 3, 26-44.
- Pérez, V. y Polín, E. (2016). Simple discrimination training and conditional discrimination response. *Anales de Psicología*, 32, 250-255. 10.6018/analesps.32.1.189471.
- Pérez, V. (2016). La evolución de los trabajos empíricos sobre conducta verbal. *Revista Mexicana de Análisis de la Conducta*, 42, 36-56.
- Polín, E. y Pérez, V. (2017). The effect of varied reinforcement on acquisition and extinction speed. *Psicothema*, 29, 83-90. 10.7334/psicothema2016.153.
- Hinojo, Z., Pérez, V. y García, A. (2017). The formation of equivalence classes in adults without training in negative relations between members of different classes. *International Journal of Psychology and Psychological Therapy*, 17, 107-118.
- Polín, E. y Pérez, V. (2018). Interaction between the variety of negative stimuli and the type of go/no-go procedure. *Anales de Psicología*, 34, 378-384. <https://doi.org/10.6018/analesps.34.2.307401>
- Contreras, A., Polín, E., Miguens, M., Pérez-García, C., Pérez, V., Ruiz-Gayo, M., Morales, L., y Del Olmo, N. (2019). Intermittent-excessive and chronic-moderate ethanol intake during adolescence impair spatial learning, memory and cognitive flexibility in the Adulthood. *Neuroscience*, 418, 205-217. <https://doi.org/10.1016/j.neuroscience.2019.08.051>

C.2. Congress, indicating the modality of their participation (invited conference, oral presentation, poster)

C.3. Research projects, indicating your personal contribution. In the case of young researchers, indicate lines of research for which they have been responsible.

“Respuestas bidireccionales derivadas: hipótesis cuantitativa en la formación de clases de estímulos” (2006I/PUNED/10) del 1 de enero de 2006 a 31 de diciembre de 2007. Rol: Investigador.

“Efectos del consumo excesivo de alcohol durante la adolescencia en los procesos plásticos que subyacen al aprendizaje y la memoria”, P2014-I029, Ministerio de Sanidad, Servicios Sociales e Igualdad (PNSD; 2015-2018), Rol: Investigador. Estado: Concedido. CUANTÍA: 57.836 euros.

Proyecto de Investigación # 2020I055. Efectos del consumo excesivo de alcohol en un modelo de bebida inducida durante la adolescencia en el aprendizaje y la memoria en la edad adulta. Ministerio de Sanidad: Plan Nacional Sobre Drogas. Miembro del Equipo de Investigación. Investigadora Principal: del Olmo Izquierdo, Nuria. Rol: INvestigador. Universidad Nacional de Educación a Distancia. 2021-2023. 36.965,75 euros.

C.4. Contracts, technological or transfer merits, Include patents and other industrial or intellectual property activities (contracts, licenses, agreements, etc.) in which you have collaborated. Indicate: a) the order of signature of authors; b) reference; c) title; d) priority countries; e) date; f) Entity and companies that exploit the patent or similar information, if any