

Course Unit	IE; CE; EE - Concepts and Scientific Production		Field of study	Health	
	Postgraduate Course in Emotional Education in Health		School	School of Health	
Academic Year	2019/2020	Year of study	1	Level	ECTS credits 4.0
Type	Semestral	Semester	2	Code	5034-680-1201-00-19
Workload (hours)	108	Contact hours	T -	TP 10	PL -
			TC -	S -	E -
			OT 50	O 15	

T - Lectures; TP - Lectures and problem-solving; PL - Problem-solving, project or laboratory; TC - Fieldwork; S - Seminar; E - Placement; OT - Tutorial; O - Other

Name(s) of lecturer(s) Maria Augusta Romão da Veiga Branco, Carla Alexandra F. Espírito Santo Guerreiro, Clarisse Ceu Pais, Manuel Luís Pinto Castanheira

### Learning outcomes and competences

At the end of the course unit the learner is expected to be able to:

1. - Recognize the concepts of Emotional Intelligence, Emotional Competence and Emotional Education, and their brief development;
2. - Recognize the relevance of studies and results in Emotional Intelligence, Emotional Competence and Emotional Education
3. - Recognize the concepts of Emotional Intelligence, Emotional Competence and Emotional Education, in their status of descriptors / Key words in research, in Documentation Services and Libraries;
4. Perform searches in electronic resources: Digital IPB Library, RCAAAP, b-on, Web of Science, Scopus, Anatomy TV and SCImago Journal & Country Rank, in I.E.; C.E., E.E. concepts application;
5. Perform searches using Boolean techniques and operators;
  - a) Google and Google Scholar, with information retrieval;
  - b) Manage references from open source referrers (Zotero or Mendeley);
6. - Build Bibliographical References and Tables for Systematic Review applied to the concepts of Emotional Intelligence, Emotional Competence and Emotional Education;
7. - Develop the essential elements and methodology for writing an article, a report, etc.

### Prerequisites

Before the course unit the learner is expected to be able to:  
Not apply

### Course contents

Concepts of Emotional Intelligence (EI), Emotional Competence (EC), Emotional Education (EE): development and research, and their status of descriptors / Key words in research, from Documentation Services and Libraries, Electronic resources (IPB Digital Library, RCAAAP, b-on, Web of Science, Scopus, Anatomy TV and SCImago Journal & Country Rank, applied to the concepts. References and Tables for Sistematic revue, applyed to the concepts of EI, EC and EE.

### Course contents (extended version)

1. The concepts of Emotional Intelligence (EI), Emotional Competence (EI) and Emotional Education (EE):
  - The brief development - from Salovey to Goleman;
2. - Research and results in Emotional Intelligence, Emotional Competence and Emotional Education:
  - As Well Being and Learning Factors;
3. - E.I., E.C., E.E., in the status of descriptors / Key words in research, from the databases:
  - Documentation Services and Libraries;
  - Electronic resources made available to the entire academic community;
4. - Research on each electronic resources, applied to the IE, EC and EE concepts:
  - IPB Digital Library, RCAAAP, b-on, Web of Science, Scopus,
  - Anatomy TV e SCImago Journal & Country Rank,
5. - Researches using Boolean techniques and operators;
  - Searching in Google and Google Scholar, giving information retrieval tips;
  - Bibliographic references management through open source bibliographic referrers (Zotero or Mendeley);
  - Install one of the referrers;
6. - Bibliographic References and Tables for Systematic Review applied to the EI, EC and EE concepts:
  - Citations and bibliographic references, through a text created for the purpose;
  - Use the information in an ethical and legal way;
  - The importance of standardization and uniformity in information
7. Essential elements and methodology for writing an article, a report, etc.

### Recommended reading

1. Bisquerra, R. (2006). Educación emocional y bienestar. Madrid, Praxis. 5a ed
2. Brasseur S, Gregoire J, Bourdu R, Mikolajczak M (2013) The Profile of Emotional Competence (PEC): Development and Validation of a Self-Reported Measure of Emotional C. Theory. PLoS ONE 8(5): e62635.
3. Veiga-Branco, A. (2012). Educação emocional, um contributo para a gerontologia. In Pereira, F. (Coord). Teoria e Prática da Gerontologia - Um Guia Para Cuidadores de Idosos. Viseu: Psicosoma. 275-286
4. Veiga-Branco, A, Correia, A; Marques, A (2014).Evaluación de formación en educación emocional. Un estudio en profesionales de salud. I Congrès Int EducEmocional Barcelona. p474. ISBN 978-84-697-1225-2
5. Veiga-Branco, Augusta (2018). Progr Unit 9 - Emotional Competence -Social emotional skills. In Psycho-educational and socialintervention program for parents.Roménia: Lumen.113. ISBN 978-973-166-508-5

### Teaching and learning methods

Videoconference classes.

The classes function as a workshop, the different topics are approached in a theoretical-practical way, with the presentation and discussion of concrete situations and case studies.

Methodology is based on:

- Workshops and seminars to support the student;
- Learn by Doing;
- Team-Based Problem Solving.
- Experiences under control using Data bases and exploratory work.

**Assessment methods**

1. Learning Skills Evaluation - (Regular, Student Worker) (Final, Supplementary)  
- Development Topics - 100%
2. Written Evaluation - (Regular, Student Worker) (Final, Supplementary, Special)

**Language of instruction**

Portuguese, with additional English support for foreign students.

**Electronic validation**

Maria Augusta Romão da Veiga Branco	Hélder Jaime Fernandes	Ana Maria Nunes Português Galvão	Adília Maria Pires da Silva Fernandes
27-04-2020	27-04-2020	27-04-2020	27-04-2020