

Course Unit	Communication and Attendance Skills	Field of study	Psychology
Master in	Social Education – Education and Lifelong Intervention	School	School of Education
Academic Year	2023/2024	Year of study	1
Type	Semestral	Semester	1
Workload (hours)	135	Contact hours	T 45 TP - PL - TC - S - E - OT - O -
Level	2-1	ECTS credits	5.0
Code	5017-629-1101-00-23		

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) Pedro Augusto Oliveira Salgueiro

Learning outcomes and competences

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

1. Understands the value of therapeutic relationship for the intervention efficacy
2. Uses active listening principles to promote intervention efficacy
3. Understand how to work with hostile clients
4. Reflects about his/her own intervention in a way that is protective from burnout for the professional

Prerequisites

Before the course unit the learner is expected to be able to:
No prerequisites

Course contents

1. Theoretical approaches to counselling
2. Building helping relationship
3. Working with hostile clients
4. Professional's stress and burnout

Course contents (extended version)

1. Theoretical approaches to counselling
 - Counselling Efficacy: variables related to professional, client and to therapeutic relationship
2. Building helping relationship
 - Empathy, Genuineness, Positive Regard/Respect
 - Communication Issues in Helping Relationship
 - Active listening
 - Building active listening competences
 - Questions to promote action
3. Working with hostile clients
4. Professional's stress and burnout

Recommended reading

1. Corey, G. (2017). Theory and practice of counseling and psychotherapy (10h ed.). Cengage Learning.
2. Egan, G. , & Reese, R. J. (2019). The skilled helper: a problem-management and opportunity-development approach to helping (11th ed.). Cengage Learning.
3. Goleman, D. (2012). Os Novos Líderes – A Inteligência Emocional nas Organizações. (3ª Edição). Lisboa, Gradiva.
4. Miranda, C. S, . N. & Freire, J. C. (2012) A comunicação terapêutica na abordagem centrada na pessoa. Arquivos Brasileiros de Psicologia; Rio de Janeiro, 64 (1): 78-94.
5. Robinson, A. M. (2018). Let's Talk about Stress: History of Stress Research. Review of General Psychology, 22(3), 334–342.

Teaching and learning methods

Lecturers, group works, role-playings, case analysis.

Assessment methods

1. Continuous evaluation - (Regular, Student Worker) (Final)
 - Intermediate Written Test - 50% (Individual assessment: written test on theoretical aspects of the matter.)
 - Practical Work - 20% (Individual Assessment: analysis and collaboration in the role-playing, individual participation.)
 - Case Studies - 30% (Evaluation Group: completion of worksheets on specific issues.)
2. Exam evaluation - (Regular, Student Worker) (Final, Supplementary, Special)
 - Final Written Exam - 100% (Exam written only on the theoretical part.)

Language of instruction

Portuguese

Electronic validation

Pedro Augusto Oliveira Salgueiro	Paula Marisa Fortunato Vaz	Graça Margarida Medeiros Teixeira e Santos	Carlos Manuel Costa Teixeira
14-12-2023	21-12-2023	21-12-2023	11-02-2024