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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, RCAAP, 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, RCAAP, b-on, Web of Science, Scopus, Anatomy TV and SCImago Journal & Country Rank, applied to the concepts. References and Tables for Sistematic revue, applayed 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, RCAAP, 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 Congrés 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

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