



## Information about the subject

**Degree:** Official Master's Degree in the Relationship of Aid and Counselling

**Faculty:** Faculty of Psychology

**Code:** 1420001 **Name:** Counselling and Emotional Intelligence

**Credits:** 3,00 **ECTS Year:** 1 **Semester:** 1

**Module:** MODULE 1. COUNSELLING AND EMOTIONAL COMPETENCE

**Subject Matter:** MODULE 1. COUNSELLING AND EMOTIONAL COMPETENCE **Type:**

Compulsory

**Department:**

**Type of learning:** Online

**Languages in which it is taught:** Spanish

**Lecturer/-s:**



## Module organization

### MODULE 1. COUNSELLING AND EMOTIONAL COMPETENCE

Subject Matter	ECTS	Subject	ECTS	Year/semester
MODULE 1. COUNSELLING AND EMOTIONAL COMPETENCE	3,00	Counselling and Emotional Intelligence	3,00	1/1

## Recommended knowledge

there is not proposals



## Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

- R1 The student understands the concept of emotional intelligence.
- R2 The student identifies the elements of emotional intelligence.
- R3 The student makes an assertive expression of their thoughts and feelings.
- R4 The student identifies the emotions that come into play in the relationship and recognizes its importance in the process.
- R5 The student identifies the criteria for applying the Relationship Counselling and support in the geriatric field.
- R6 The student identifies strategies for prevention and intervention in the burn-out.
- R7 The student describes the elements and dimensions related to Relationship Counselling and support in different social, educational and health contexts.
- R8 The student identifies the realities and shortcomings of practical cases raised helped to implement the Counselling and Helping Relationship.
- R9 The student applies the promoting elements of Counseling and the Relationship of help in the development of plans and programs chosen as part of their learning.



## Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

BASIC		Weighting			
		1	2	3	4
CB8	To be able to integrate different knowledges in order to face the complexity of making judgments from incomplete or limited information, that includes reflections about social and ethical responsibilities related to their knowledges and judgements.			X	
CB9	To know how to communicate conclusions and the ultimate knowledges and reasons that support them to an specialized and non-specialized audience in a clear way and without ambiguities.			X	
CB10	To have the learning abilities that let the students go on studying in a self-directed or autonomous way.			X	

  

GENERAL		Weighting			
		1	2	3	4
CG2	Apply the tools of counseling in interdisciplinary work groups showing adaptability to different and plural contexts.			X	
CG4	Apply the key elements of the relationship-counseling for specific intervention in conflict multidisciplinary contexts.			X	
CG5	Analyze the intervention of helping relationship-counseling applying the same improvements that affect the new learning.			X	
CG6	Be able to work collaboratively with other professionals and social agents, by exercising a leadership style focused on the person that addresses various common processes that converge roles and responsibilities.			X	
CG8	Mastering the skills and techniques and social skills necessary to foster a climate that facilitates the relationship, and that is participatory and promoter of change in crisis.			X	



## Year 2023/2024

### 1420001 - Counselling and Emotional Intelligence

SPECIFIC		Weighting			
		1	2	3	4
CE4	Promote the person who aids, strategies for self-help and learning in situations of adversity .			X	
CE7	Describe the different psycho-emotional reactions that occur in the intervention helping relationship-counseling both facilitator and as individuals or collective aid recipients.			X	
CE12	Apply Emotional Intelligence and assertive communication in contexts of complexity.			X	
CE14	Pointing out the elements that characterize a sufficient command of intelligence emotional competence of professional agent help.			X	



## Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1, R8	10,00%	Attendance and participation in the activities of synchronous communication.
R4, R5, R6, R7, R8	80,00%	Making deliverables activities.
R4, R5, R6, R7, R8	10,00%	Ongoing assessments using multiple choice questions.

### Observations

## Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

- M1 Content exposure by the teacher.
- M2 Preparation of topics on presented materials: readings, viewing of films or documentaries.
- M3 Introspection exercises.
- M4 Realization of deepening exercises and analysis.
- M5 Individual attention to resolve doubts and orientation of the learning process.



## ON-LINE LEARNING

### SYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
SYNCHRONOUS VIRTUAL SESSION: Content exposure by the teacher. M1, M2, M3	R1, R2, R3	9,00	0,36
PRACTICAL SYNCHRONOUS VIRTUAL SESSION: Group work sessions through chat moderated by the teacher. M2, M3	R2, R3	9,00	0,36
SYNCHRONOUS INDIVIDUAL OR GROUP TUTORIES: Individual attention for monitoring and orientation of the learning process, carried out by a tutor in order to review and discuss the materials and topics, seminars, readings, works, etc. M3	R1, R2	12,00	0,48
<b>TOTAL</b>		<b>30,00</b>	<b>1,20</b>

### ASYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
INDIVIDUAL WORK ACTIVITIES: Preparation of topics on the materials presented for discussion or delivery in electronic format. M2	R2, R3	40,00	1,60
DISCUSSION FORUMS: Participation and contributions to discussion forums related to the subject, moderated by the teacher of the subject. M3	R3	5,00	0,20
<b>TOTAL</b>		<b>45,00</b>	<b>1,80</b>



## Description of the contents

Description of the necessary contents to acquire the learning outcomes.

### Theoretical contents:

Content block	Contents
PHILOSOPHY OF HUMANIZING INTERVENTION	<ul style="list-style-type: none"><li>- Concept of person vs Concept of intervention</li><li>- Causes of dehumanization</li><li>- What is humanizing. Areas of humanization</li></ul>
EMOTIONAL INTELLIGENCE	<ul style="list-style-type: none"><li>- Intrapersonal skills</li><li>- Interpersonal skills</li></ul>
TAKE CARE OF YOURSELF TO CARE	<ul style="list-style-type: none"><li>- Prevention and management of stress</li><li>- Causes of emotional exhaustion</li><li>- Burn-out and compassion fatigue. Analysis of the intervention itself: self-assessment</li></ul>

### Temporary organization of learning:

Block of content	Number of sessions	Hours
PHILOSOPHY OF HUMANIZING INTERVENTION	5,00	10,00
EMOTIONAL INTELLIGENCE	5,00	10,00
TAKE CARE OF YOURSELF TO CARE	5,00	10,00





## References

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- Bermejo, J. C. (2010). Inteligencia Emocional. La sabiduría del corazón en la salud y en la acción social. Santander: Sal Terrae.
- Bermejo, J. C. (2011). Introducción al Counselling. Santander: Sal Terrae.
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- Cerezo, M. V. (2013). Variables psicológicas positivas en pacientes con cáncer. Información Psicológica, 106, 17-27.
- Escarrabill, J., Clèries, X. y Sarrado, J.J. (2014). Competencias transversales de los profesionales que facilitan atención domiciliaria a pacientes crónicos. Atención Primaria, 47(2), pp. 75-82.
- Rothschild, B. (2009). Ayuda Para el profesional de la Ayuda. Psicofisiología de la fatiga por compasión y el trauma vicario. Bilbao: Descle de Brower.
- Goleman, D. (2005). Inteligencia Emocional. Barcelona: Kairós.
- Frankl, V. (1997). El hombre en busca de sentido Emocional. Barcelona: Herder.
- Peñalva, A., López, J.J. y Landa, N. (2013). Competencias emocionales del alumnado de Magisterio: posibles implicaciones profesionales. Revista de Educación, 362, pp.690-712.
- Pérez-Fuentes, M. D. C., Gázquez Linares, J. J., Ruiz Fernández, M. D., & Molero Jurado, M. D. M. (2017). Inventario de Sobrecarga en Cuidadores Familiares sin Formación Especializada de Enfermos de Alzheimer. International Journal of Clinical and Health Psychology, 17(1).
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- Villena, M. D., Justicia, F. y Fernández de Haro, E. (2016). El papel de la asertividad docente en el desarrollo de la competencia social de su alumnado. Electronic Journal of Research in Educational Psychology, 14(39) pp. 310-332.



## Addendum to the Course Guide of the Subject

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject.

**Situation 1: Teaching without limited capacity** (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

**Situation 2: Teaching with limited capacity** (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

### 1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching. Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:

☒ Microsoft Teams

☐ Kaltura



## **Situation 3: Confinement due to a new State of Alarm.**

In this case, the following changes are made:

### **1. Educational Activities of Onsite Work:**

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:

☒

Microsoft Teams

☐

Kaltura

Explanation about the practical sessions:



## ONLINE WORK

### Regarding the Assessment Tools:

☒ The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.

☐ The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

### Comments to the Assessment System: