



Information about the subject

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

Faculty: Faculty of Psychology

Code: 1420002 **Name:** Counselling I

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

Module: MODULE 2. METHODOLOGY OF THE RELATIONSHIP COUNSELLING AND SUPPORT

Subject Matter: 2.1. Counselling I **Type:** Compulsory

Department:

Type of learning: Online

Languages in which it is taught: Spanish

Lecturer/-s:



Module organization

MODULE 2. METHODOLOGY OF THE RELATIONSHIP COUNSELLING AND

SUPPORT

Subject Matter	ECTS	Subject	ECTS	Year/semester
2.1. Counselling I	3,00	Counselling I	3,00	1/1
2.2. Counselling II	6,00	Counselling II	6,00	1/1

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 identifies the elements of the helping relationship and the phases of Counseling.
- R2 The student is able to explain the attitudes and skills of Counseling.
- R3 The student understands the process of the help relationship and identifies the main characteristics of the first phase.
- R4 The student recognizes their own intervention styles and identifies improvement potentials in them.
- R5 The student selects the skills of the first phase of the helping relationship.
- R6 The student points out the attitudes of intervention Counseling with people who have difficulties.
- R7 The student recognizes the most appropriate techniques for the contexts and cases raised.



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
CB6	To have and to understand the necessary knowledge that contributes to the basis or opportunity to be original in the development and/or application of ideas, mainly in a research context.			X	
CB7	To be able to apply the acquired knowledges and the ability of problems resolution in new environments inside wider contexts (or multidisciplinary contexts).		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	

GENERAL		Weighting			
		1	2	3	4
CG1	Collect information concerning the relationship of help from different sources scientifically proven, incorporating the habit of verification and prioritization of sources of interest.			X	
CG2	Apply the tools of counseling in interdisciplinary work groups showing adaptability to different and plural contexts.		X		
CG5	Analyze the intervention of helping relationship-counseling applying the same improvements that affect the new learning.			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	
CG9	Acquire knowledge of scientific interest to provide a sufficient vision for the development of ideas and projects of intervention in situations of exclusion and vulnerability.		X		



CG10 Define the principles on which the intervention model focused on the customer and their application in intervention aid relationship-counseling.

X

CG12 Incorporating new communication technologies in the intervention of helping relationship-counseling adapted to different contexts.

X

SPECIFIC

Weighting

1 2 3 4

CE1 Identify, understand and deepen the concept of helping relationship-counseling as well as their key elements, differentiating it from other forms of therapy or help people.

X

CE2 Apply the characteristics of the helping relationship techniques, integrating attitudes assistant or counselor for different contexts of exclusion.

X

CE3 Distinguish the limits of the aid relationship and key criteria for pointing out the need for further assistance strategies.

X

Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4, R5, R6, R7	10,00%	Attendance and participation in the activities of synchronous communication.
R1, R2, R3, R4, R5, R6, R7	80,00%	Making deliverables activities.
R1, R2, R3, R4, R5, R6, R7	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.
- M16 Group work sessions through teacher-student and student-student collaborative videoconference.



ON-LINE LEARNING

SYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
SYNCHRONOUS VIRTUAL SESSION: Content exposure by the teacher. M1, M2, M3, M4, M16	R1, R3, R4, R5, R7	9,00	0,36
PRACTICAL SYNCHRONOUS VIRTUAL SESSION: Group work sessions through chat moderated by the teacher. M4	R2, R3, R4, R5, R6, R7	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. M5	R3, R5, R7	12,00	0,48
TOTAL		30,00	1,20

ASYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
INDIVIDUAL WORK ACTIVITIES: Preparation of topics on the materials presented for discussion or delivery in electronic format. M1, M2, M3, M5	R1, R2, R3, R4, R5, R6, R7	40,00	1,60
DISCUSSION FORUMS: Participation and contributions to discussion forums related to the subject, moderated by the teacher of the subject. M1, M2, M3, M4, M5, M16	R1, R2, R3, R4, R5, R6, R7	5,00	0,20
TOTAL		45,00	1,80



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
LESSON 4: concept of counselling	4.1. Counselling as a form of person-centered therapy. Concept and limits. 4.2. Objectives and aims of the intervention counseling help.
LESSON 5: The process of counselling	5.1. Counselling as a process. Timing of key tools. 5.2. The framing of the relationship and the host. 5.3. Exploration in counseling. Objectives of self-exploration phase. 5.4. Basic skills needed for counseling. 5.5. The attitudes and abilities of the first phase. Concept and acquisition process.

Temporary organization of learning:

Block of content	Number of sessions	Hours
LESSON 4: concept of counselling	7,50	15,00
LESSON 5: The process of counselling	7,50	15,00



References

Bibliografía Básica:

eTexto de la asignatura, de Consuelo Santamaría Repiso, accesible en el Aula Virtual.

eTexto de la asignatura, de Susana López Stiedl, accesible en el Aula Virtual.

Bibliografía Complementaria:

Rogers, C. (1986) El proceso de convertirse en persona. Barcelona, Paidós.

Bermejo, J.C. (1998): Apuntes de relación de ayuda. Santander, Salt Terrae.

Bimbela, J.L. (2013). El counselling sabe, puede y quizás debe, pero ¿quiere y se atreve?. Archivos de la Memoria, 10(4)

Dietrich, G. (1986) Psicología general del counselling. Barcelona, Herder.

Costa, M., López, E (2003) Consejo Psicológico, Madrid, Síntesis.

Bermejo, J.C. (2011): Introducción al counselling. Santander, Salt Terrae.

Madrid Soriano, J. (2005) Los procesos de la relación de ayuda. Bilbao, Desclée de Brouwer.

Patterson, C.H. (1974) Teorías del counselling y psicoterapia. Bilbao, Desclée de Brouwer.

Okun, B. (2001) Ayudar de forma efectiva. Barcelona, Paidós.

Smaglik P. (2016). Counselling: Knowledge is power. Nature 4;530(7588): 119-20. doi: 10.1038/nj7588-119a.



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: