

	<p style="text-align: center;">GUÍA DOCENTE</p> <p style="text-align: center;">1.1 COUNSELLING E INTELIGENCIA EMOCIONAL</p> <p style="text-align: center;">DR. D. JOSÉ CARLOS BERMEJO HIGUERAS</p> <p style="text-align: center;">DR. D. PEDRO SENABRE PERALES</p> <p style="text-align: center;">DRA. DÑA. AMPARO SALCEDO MATEU</p> <p style="text-align: center;">MASTER IN RESPECT OF SUPPORT AND COUNSELLING</p> <p style="text-align: center;">2018-2019</p>
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PRELIMINARY REMARKS:

The teaching of this course is online. As specified in the section on Teaching Methodology of this guide, it is interactive teaching mediated primarily audiovisual resources.

1.-DATA OF THE SUBJECT

TITLE: 1.1 COUNSELLING AND EMOTIONAL INTELLIGENCE	3 ECTS
NAME OF MODULE: COUNSELLING AND EMOTIONAL COMPETENCE FOR THE INTERVENCION	3 ECTS
CHARACTER COMPULSORY – ON-LINE	CURSE: 2018-19 SEMESTER: 1º
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2.- SUMMARY OF THE SUBJECT

In this block we start thinking about the Humanization as a fundamental ethical issue as well as a holistic and comprehensive anthropological view of the person as the starting point of the intervention. Describe the meaning of humanization, its causes and dimension, with particular interest in the relationship of counseling as a key area of humanizing dimension

Secondly, we present the topic of emotional intelligence as an essential resource in the interaction of people using intrapersonal and interpersonal skills and the ability to handle both normative and non-normative events.

Finally, we discuss about prevention and stress management, and identification of differences between normal stress, pathological, as it can affect us and what negative consequences. Also, reflect the causes that contribute to emotional distress, and what leads to Burn-out and compassion fatigue.

CONTENTS

Introduction to the concept of humanization and its application to Counselling and helping relationship. Development Assistant emotional competence through work of self-knowledge and self-motivation and emotional well as other skills to work one's emotions.

1. humanistic philosophy and its application in the fields of intervention with people
2. Analysis of the anthropological concept of person associated with the intervention
3. The phenomenon of dehumanization. associated factors
4. Rationale of humanization. Definition and scope of humanization
5. Emotional Intelligence.
 - Intrapersonal Application: Self-awareness and emotional self.
 - Application interpersonal and counseling
6. Prevention and stress management assistance interventions.
7. Burn-out professional. Prevention and treatment strategies

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3.- COMPETENCIES TO BE ACQUIRED BY THE STUDENT

Basics competencies [BC]
<p>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.</p> <p>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.</p> <p>CB10 -To have the learning abilities that let the students go on studying in a self-directed or autonomous way.</p>
General competencies [GC]
<p>CG2 - Apply the tools of counseling in interdisciplinary work groups showing adaptability to different and plural contexts</p> <p>CG4 - Apply the key elements of the relationship-counseling for specific intervention in conflict multidisciplinary contexts</p> <p>CG5 - Analyze the intervention of helping relationship-counseling applying the same improvements that affect the new learning</p> <p>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</p> <p>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</p> <p>CG11 - Integrate efficient attitudes and skills for collaborative and team work towards synergy and to promote the learning of all those involved in the aid relationship.</p> <p>CG12 - Incorporating new communication technologies in the intervention of helping relationship-counseling adapted to different contexts.</p> <p>CG13 - Identify actual or potential conflict situations in the team being able to solve effectively implementing technical assistance and Relationship Counselling</p>
Specific Competencies [SC]
<p>CE4 - promote the person who aids, strategies for self-help and learning in situations of adversity</p> <p>CE7 - Describe the different psycho-emotional reactions that occur in the intervention helping relationship-counseling both facilitator and as individuals or collective aid recipients.</p>

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CE12 - Apply Emotional Intelligence and assertive communication in contexts of complexity	
CE14 - Pointing out the elements that characterize a sufficient command of intelligence emotional competence of professional agent help.	
Learning outcomes	COMPETENCIES
RA1. The student understands the concept of emotional intelligence.	CE12
RA2. The student identifies the elements of emotional intelligence	CE12, CG8,
RA3. The student makes an assertive expression of their thoughts and feelings.	CG4, CG8, CE12
RA4. The student identifies the emotions that come into play in the relationship and recognizes its importance in the process.	CG13, CE4
RA5. The student identifies the criteria for applying the Relationship Counselling and support in the geriatric field.	CG13
RA6. The student identifies strategies for prevention and intervention in the burn-out.	CE4
RA7. The student describes the elements and dimensions related to Relationship Counselling and support in different social, educational and health contexts.	CE7
RA8. The student identifies the realities and shortcomings of practical cases raised helped to implement the Counselling and Helping Relationship.	CG13, CE12

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4.- METHODOLOGY

E-PRESENCIAL / ONLINE WORK TRAINING ACTIVITIES			
ACTIVITY	TEACHING METHODOLOGY LEARNING	Relationship with learning outcomes	ECTS
MASTER CLASSES	<p>a) With the real-time participation of students: Synchronous learning (in principle this means that both students and teachers are simultaneously connected through their respective computers) using multimedia resources via interactive web conferencing. Synchronous learning has the obvious advantage of providing immediate access and feedback from the lecturer. Although the activity is synchronous, the webinar is recorded and stored in the Virtual Classroom and therefore can be watched 24 hours a day, 365 days a year.</p> <p>b) Asynchronous learning using videotaped lectures by the lecturer or an invited expert.</p>	RA1-RA8	0.6
WORKSHOPS (GUIDED ACTIVITIES EXCEPT SEMINARS)	<p>METHODOLOGY OF TEACHING AND LEARNING: Synchronous learning (teaching that, in principle, requires that students and teachers are simultaneously at their respective computers) using multimedia resources via interactive web conferencing. The main objective of these practical classes is to help achieve a deep understanding of the theories and concepts presented in lectures. Although the activity is synchronous, the webinar is recorded and stored in the Virtual Classroom and therefore can be watched 24 hours a day, 365 days a year.</p>	RA4, RA5, RA7, RA8	0.5
(INDIVIDUAL OR GROUP)	METHODOLOGY OF TEACHING AND LEARNING: Individual interview via skype	RA1-RA8	0.3

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TUTORIALS	and virtual group interactions via web conferencing: a)For the analysis of the literature; b)For the reparation of assessments; c)For the monitoring of the course progress		
AUTONOMOUS TRAINING ACTIVITIES			
ACTIVIDAD	TEACHING METHODOLOGY LEARNING	Relationship with learning outcomes	ECTS
STUDY, TASK PREPARATION AND TESTING.	Autonomous work: Student study of the proposed bibliography. Preparation of required tasks: reading, text analysis, case study, preparation of tests, realization of memories, etc. Work done on the university platform. Autonomous search of data in libraries, on the Internet, etc.	RA4, RA5, RA7	1.6
COMPETITION ACQUISITION EVALUATION SYSTEM AND QUALIFICATION SYSTEM			
EVALUATION INSTRUMENT	LEARNING RESULTS EVALUATED	PERCENTAGE MAXIMUM GRANTED	
E1. Attendance and participation in the activities of synchronous communication	RA1-RA8	10%	
E2. Making deliverables activities	RA4, RA5, RA6 RA7, RA8	80%	
E3. Ongoing assessments using multiple choice questions	RA4, RA5, RA6 RA7, RA8	10%	
TOTAL		100%	

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5.- DESCRIPTION OF CONTENTS

CONTENTS	COMPETENCIES
<p>LESSON 1: PHILOSOPHY OF INTERVENTION HUMANIZING</p> <ul style="list-style-type: none"> - Concept Concept intervention vs person. - Causes of dehumanization. - What is humanizing. Fields of humanization 	CB8, CG5, CG 11, CE 4
<p>LESSON 2: EMOTIONAL INTELLIGENCE</p> <ul style="list-style-type: none"> - intrapersonal skills. - interpersonal skills. 	CE4, CE12, CE14, CG6, CG8
<p>LESSON 3: CAREFUL TO CARE</p> <ul style="list-style-type: none"> - Prevention and stress management. - Causes of emotional distress. - Burnout and compassion fatigue. 	CG4, CG8, CG12, CE4, CE7

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6.- TEMPORARY ORGANIZATION

LESSON 1: PHILOSOPHY OF INTERVENTION HUMANIZING	15 y 17 de octubre de 2018
LESSON 2: EMOTIONAL INTELLIGENCE	16 y 18 de octubre de 2018
LESSON 3: CAREFUL TO CARE	22 y 29 de octubre de 2018

7.- REFERENCE BIBLIOGRAPHY

7.1.- Basic Bibliography.

Text of the subject, Jose Carlos Bermejo Higuera accessible on the Virtual Classroom.

Text of the subject, Peter Senabre Perales, accessible in the Virtual Classroom.

Text of the subject, Amparo Salcedo Mateu, accessible in the Virtual Classroom.

7.2.- Complementary Bibliography

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