

COURSE GUIDE

2.1. COUNSELLING I

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**MASTER IN RESPECT OF SUPPORT AND
COUNSELLING**

2018-2019

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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: Counselling I	3 ECTS
NAME OF MODULE: METHODOLOGY OF THE RELATIONSHIP COUNSELLING AND SUPPORT	3 ECTS
CHARACTER COMPULSORY	CURSE: 2018-19 SEMESTER: 1º
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2.- SUMMARY OF THE SUBJECT

This subject is addressed, in general, the key elements of the aid relationship-counseling. Thus, it will start to work the concept of counseling and limits of the helping relationship, the phases that constitute the counseling process, and finally, attitudes and skills of the first phase.

CONTENTS

Introduction to the fundamentals of the aid relationship-counseling, phases and limits of counseling as well as attitudes and abilities of this type of intervention. This course presents the first phase of counseling within the model of intervention.

- 1- Counselling as a form of person-centered therapy. Concept and limits.
- 2-Objectives and aims of the intervention counseling help.
- 3-Counselling as a process. Timing of key tools.
4. The framing of the relationship and the host.
- 5-The exploration in counseling. Objectives of self-exploration phase.
- 6-core competencies needed for counseling.
- 7-The attitudes and abilities of the first phase. Concept and acquisition process.

3.- COMPETENCIES TO BE ACQUIRED BY THE STUDENT

Basics competencies [BC]
<p>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.</p> <p>CB7- To be able to apply the acquired knowledges and the ability of problems resolution in new environments inside wider contexts (or multidisciplinary contexts).</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>
General competencies [GC]
<p>CG1 - Collect information concerning the relationship of help from different sources scientifically proven, incorporating the habit of verification and prioritization of sources of interest.</p> <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>

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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.

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.

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

CG13 - Identify actual or potential conflict situations in the team being able to solve effectively implementing technical assistance and Relationship Counselling

Specific Competencies [SC]

CE4 - promote the person who aids, strategies for self-help and learning in situations of adversity

CE7 - Describe the different psycho-emotional reactions that occur in the intervention helping relationship-counseling both facilitator and as individuals or collective aid recipients.

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.	CB7, CG1, CG2, CE1,
RA2. The student identifies the elements of emotional intelligence.	CG2, CG8

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RA3. The student makes an assertive expression of their thoughts and feelings.	CB6, CB7, CG9, CG10, CE4
RA4. The student identifies the emotions that come into play in the relationship and recognizes its importance in the process.	CB7, CG2, CG5,
RA5. The student identifies the criteria for applying the Relationship Counselling and support in the geriatric field.	CG9, CG10, CG12, CE4
RA6. The student identifies strategies for prevention and intervention in the burn-out.	CB7, CG2, CG8,CE4
RA7. The student describes the elements and dimensions related to Relationship Counselling and support in different social, educational and health contexts.	CB7, CG2, CG8,CE4
RA8. The student identifies the realities and shortcomings of practical cases raised helped to implement the Counselling and Helping Relationship.	CB7, CG1, CG2, CE1,

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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, RA3, RA4, RA5, RA7.	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.</p> <p>The main objective of these practical classes is to help achieve a deep understanding of the theories and</p>	RA2, RA3, RA4, RA5, RA6, RA7.	0.5

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	<p>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>		
(INDIVIDUAL OR GROUP) TUTORIALS	<p>METHODOLOGY OF TEACHING AND LEARNING: Individual interview via skype and virtual group interactions via web conferencing:</p> <p>a) For the analysis of the literature; b) For the reparation of assessments; c) For the monitoring of the course progress</p>	RA3, RA5, RA7	0.3
AUTONOMOUS TRAINING ACTIVITIES			
ACTIVIDAD	TEACHING METHODOLOGY LEARNING	Relationship with learning outcomes	ECTS
STUDY, TASK PREPARATION AND TESTING.	<p>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.</p>	RA1, RA3, 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	RA3	10%	
E2. Making deliverables activities	RA3, RA4, RA7	80%	

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E3. Ongoing assessments using multiple choice questions	RA1, RA3, RA4, RA7	10%
TOTAL		100%

5.- DESCRIPTION OF CONTENTS

CONTENTS	COMPETENCIES
<p>LESSON 4: concept of counselling</p> <ul style="list-style-type: none"> – Counselling as a form of person-centered therapy. Concept and limits. – Objectives and aims of the intervention counseling help. 	<p>CB6, CB7, CG1, CG5, CG10, CE1, CE10.</p>
<p>LESSON 5: the process of counselling</p> <ul style="list-style-type: none"> – Counselling as a process. Timing of key tools. – The framing of the relationship and the host. – Exploration in counseling. Objectives of self-exploration phase. – Basic skills needed for counseling. – The attitudes and abilities of the first phase. Concept and acquisition process. 	<p>CB6, CB7, CG1, CG2, CG5, CG8, CE2, CE3</p>

6.- TEMPORARY ORGANIZATION

<p>LESSON 4: concept of counselling</p> <ul style="list-style-type: none"> – Counselling as a form of person-centered therapy. Concept and limits. – Objectives and aims of the intervention counseling help. 	<p>23, 24 and 25 of October</p>
<p>LESSON 5: the process of counselling</p> <ul style="list-style-type: none"> – Counselling as a process. Timing of key tools. – The framing of the relationship and the host. – Exploration in counseling. Objectives of self-exploration phase. – Basic skills needed for counseling. – The attitudes and abilities of the first phase. Concept and acquisition process. 	<p>30, 31 of October and 5 of November</p>

7.- REFERENCE BIBLIOGRAPHY

7.1.- Basic Bibliography.

Text of the subject, Consuelo Santamaría Repiso accessible on the Virtual Classroom.

Text of the subject, Susana López Stiedl accessible on the Virtual Classroom.

7.2.- Complementary Bibliography

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

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

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.

Higuera Bermejo, J.C. (1996): *Relación de ayuda. En el misterio del dolor*. Madrid, San Pablo.