

## 5.2 Application of counselling in other areas

### COURSE GUIDE

#### 5.2 APPLICATION OF COUNSELLING IN OTHER AREAS.

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### MASTER IN RESPECT OF SUPPORT AND COUNSELLING

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Universidad  
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de Valencia  
San Vicente Mártir



Centro de  
Humanización  
de la Salud

Religiosos Camilos

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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**

<b>TITLE:</b> 5.2 APPLICATION OF COUNSELLING IN OTHER AREAS.	6 ECTS
<b>NAME OF MODULE:</b> COUNSELLING, VULNERABILITY AND EXCLUSION	6 ECTS
<b>CHARACTER</b> COMPULSORY – ON-LINE	<b>COURSE:</b> 2017-18 <b>SEMESTER:</b> 2º
<b>TEACHERS</b> Ernolando Parra Parra Susana López Steidl M <sup>a</sup> Consuelo Cerdá Marin Carlos Novella García Margarita Gutiérrez Moret Margarita Cañadas Pérez Carlos Guillamó Minguez Miguel Ángel Climent Duran	<b>E-MAIL:</b> <a href="mailto:ernolando@gmail.com">ernolando@gmail.com</a> <a href="mailto:sclopez@humanizar.es">sclopez@humanizar.es</a> <a href="mailto:consuelo.cerda@ucv.es">consuelo.cerda@ucv.es</a> <a href="mailto:carlos.novella@ucv.es">carlos.novella@ucv.es</a> <a href="mailto:margarita.gutierrez@ucv.es">margarita.gutierrez@ucv.es</a> <a href="mailto:margarita.cañadas@ucv.es">margarita.cañadas@ucv.es</a> <a href="mailto:carlos.guillamo@ucv.es">carlos.guillamo@ucv.es</a> <a href="mailto:macliment@fivo.org">macliment@fivo.org</a>

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### 2.- SUMMARY OF THE SUBJECT

This subject is addressed, in general, the development of attitudes and skills of the aid relationship for application to specific groups of vulnerability and social exclusion.

#### CONTENTS

Development of attitudes and skills of the aid relationship for application to specific groups of vulnerability and social exclusion

1. Counselling in normalized populations

2. Gender and vulnerability

Contributions from feminism to intervention in counseling

3. Intervention with children and adolescents

- Counselling in education. Attitudes and key skills educators
- Skills interaction with teenagers

4. Intervention elderly and dependent

- The care of dependent persons with cognitive impairment
- Intervention with chronically ill and disabled

5. Intervention in palliative care and other situations of disease

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### 3.- COMPETENCIES TO BE ACQUIRED BY THE STUDENT

<b>Basics competencies [BC]</b>
<p><b>CB7</b> - 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><b>CB8</b> - 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>
<b>General competencies [GC]</b>
<p><b>CG1</b> - 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><b>CG3</b> - Design creatively intervention and research projects, helping to expand the frontiers of knowledge of the relationship of help and counseling.</p> <p><b>CG7</b> - Develop new knowledge and techniques Relationship Counselling help and suitable for intervention</p> <p><b>CG8</b> - 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><b>CG9</b> - 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</p>
<b>Specific Competencies [SC]</b>

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

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

**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.

**CE9** - Develop attitudes and skills effective for intervention with groups of people within the helping relationship

**CE10** - Identify key ethical issues in existing intervention aid relationship-counseling

**CE14** - Pointing out the elements that characterize a sufficient command of intelligence emotional competence of professional agent help.

Learning outcomes	COMPETENCIES
<b>RA1.</b> The student understands the concept of emotional intelligence.	CB7, CB8, CG1, CG3, CG7, CG8, CG9, CE2, CE3, CE4, CE7, CE9, CE10
<b>RA2.</b> The student identifies the elements of emotional intelligence	CB7, CB8, CG1, CG3, CG7, CG8, CG9, CE2, CE3, CE4, CE7, CE9, CE10
<b>RA3.</b> The student makes an assertive expression of their thoughts and feelings.	CB7, CB8, CG1, CG3, CG7, CG8, CG9, CE2, CE3, CE4, CE7, CE9, CE10

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<p><b>RA4.</b> The student identifies the emotions that come into play in the relationship and recognizes its importance in the process.</p>	<p>CB7, CB8, CG1, CG3, CG7, CG8, CG9, CE2, CE3, CE4, CE7, CE9, CE10</p>
<p><b>RA5.</b> The student identifies the criteria for applying the Relationship Counselling and support in the geriatric field.</p>	<p>CB7, CB8, CG1, CG3, CG7, CG8, CG9, CE2, CE3, CE4, CE7, CE9, CE10</p>
<p><b>RA6.</b> The student identifies strategies for prevention and intervention in the burn-out.</p>	<p>CB7, CB8, CG1, CG3, CG7, CG8, CG9, CE2, CE3, CE4, CE7, CE9, CE10</p>

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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>	RA1-6	1.2
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>	RA1-6	1

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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>	RA1-6	0.6
<b>AUTONOMOUS TRAINING ACTIVITIES</b>			
<b>ACTIVIDAD</b>	<b>TEACHING METHODOLOGY LEARNING</b>	<b>Relationship with learning outcomes</b>	<b>ECTS</b>
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>	RA1-6	3.2
<b>COMPETITION ACQUISITION EVALUATION SYSTEM AND QUALIFICATION SYSTEM</b>			
<b>EVALUATION INSTRUMENT</b>	<b>LEARNING RESULTS EVALUATED</b>	<b>PERCENTAGE MAXIMUM GRANTED</b>	
E1. Attendance and participation in the activities of synchronous communication	RA1-6	10%	
E2. Making deliverables activities	RA1-6	80%	



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E3. Ongoing assessments using multiple choice questions	RA1-6	10%
TOTAL		100%

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### 5.- DESCRIPTION OF CONTENTS

CONTENTS	COMPETENCIES
<b>LESSON 26: COUNSELLING IN POPULATION STANDARD</b>	CB7, CB8, CG1, CG3, CG7, CG8, CG9, CE2, CE3, CE4, CE7, CE9, CE10
<b>LESSON 27: GÉNERO Y VULNERABILIDAD</b> <ul style="list-style-type: none"> <li>- Humanization and woman</li> <li>- Contributions from feminism</li> </ul>	CB7, CB8, CG1, CG3, CG7, CG8, CG9, CE2, CE3, CE4, CE7, CE9, CE10
<b>LESSON 28: INTERVENCIÓN CON NIÑOS ADOLESCENTES</b> <ul style="list-style-type: none"> <li>- Counselling in education</li> <li>- Skills interaction with teenagers</li> </ul>	CB7, CB8, CG1, CG3, CG7, CG8, CG9, CE2, CE3, CE4, CE7, CE9, CE10
<b>LESSON 29: INTERVENCIÓN CON PERSONAS MAYORES Y DEPENDIENTES</b> <ul style="list-style-type: none"> <li>- Counselling in education</li> <li>- Skills interaction with teenagers</li> </ul>	CB7, CB8, CG1, CG3, CG7, CG8, CG9, CE2, CE3, CE4, CE7, CE9, CE10
<b>LESSON 30: INTERVENTION IN PALLIATIVE CARE AND OTHER SITUATIONS OF DISEASE</b>	CB7, CB8, CG1, CG3, CG7, CG8, CG9, CE2, CE3, CE4, CE7, CE9, CE10

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### 6.- TEMPORARY ORGANIZATION

<b>LESSON 26:</b> COUNSELLING IN POPULATION STANDARD	14 and 20 of march
<b>LESSON 27:</b>  – Humanization and woman – Contributions from feminism	21 and 25 of march
<b>LESSON 28:</b>  – Counselling in education – Skills interaction with teenagers	26 and 17 of march
<b>LESSON 29:</b>  – Counselling in education – Skills interaction with teenagers	28 of march and 1 of april
<b>LESSON 30:</b> INTERVENTION IN PALLIATIVE CARE AND OTHER SITUATIONS OF DISEASE	2 and 3 of april

## 7.- REFERENCE BIBLIOGRAPHY

### 7.1.- Basic Bibliography.

eTexto de la asignatura, preparado por D. Ernolando Parra Parra, accesible en el Aula Virtual.

eTexto de la asignatura, preparado por Dña.Susana López Steel, accesible en el Aula Virtual.

eTexto de la asignatura, preparado por el Dr. D. Miguel Ángel Climent Duran, accesible en el Aula Virtual.

eTexto de la asignatura, preparado por la Dra. Dña. M<sup>a</sup> Consuelo Cerdá Marín y Carlos Novella García, accesible en el Aula Virtual.

eTexto de la asignatura, preparado por la Dra. Dña. Margarita Gutiérrez Moret, Dra. Dña. Margarita Cañadas Pérez y D. Carlos Guillamó Mínguez, accesible en el Aula Virtual.

### 7.2.- Complementary Bibliography

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

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

Romero Sabater, I. (2015). Guía de intervención en casos de violencia de género: Una mirada para ver. Madrid: Síntesis.

Ruiz-Jarabo Quemada C., Blanco Prieto P. (2004) La violencia contra las mujeres. Prevención y detección. Madrid: Díaz de Santos.