## Name
COMMUNICATION IN PSYCHOLOGICAL INTERVENTION

## Teaching staff
Telmo Mourinho Baptista (Professor in charge)
Ana Catarina Nunes da Silva

## ECTS
6 ECTS

## Functioning
1 theoretical class (2h) and 4 practical classes of 2 hours each

## Learning goals
- Acquire knowledge on essential conditions to establish and develop an effective psychological helping relationship, considering several modalities and intervention contexts
- Develop relational skills and communication strategies in psychological consultation.
- Recognize and explore behavioral, cognitive and emotional aspects which facilitate or interfere with developing a psychological helping relationship
- Encourage self-awareness to promote a sense of commitment and responsibility in self-development in the future performance of the professional role.

## Skills to be developed
- Relational skills and communication strategies in psychological consultation.
- Self-awareness to promote a sense of commitment and responsibility in self-development in the future performance of the professional role.

## Prerequisites (precedences) *
N.A.

## Contents
- Nature and characteristics of the psychological helping relationship

- Characteristics of effective psychologists in psychological consultation

- Difficulties and obstacles to the efficacy of psychologists in psychological consultation

- Facilitating conditions of the psychological helping relationship:
  - Empathy
  - Genuineness
  - Positive regard

- Communication strategies: Verbal and nonverbal behavior
  - Listening and attending
  - Listening responses: clarification, paraphrasing, reflection of feelings, summarizing
  - Influencing responses: questioning, confronting, providing information

Communication in different modalities and contexts

- Values, diversity and ethics

**Bibliography**


### Teaching methods

Classes with didactic and experiential components:
- Expositive presentation of the most relevant information on facilitating conditions of the psychological helping relationship and communication strategies in psychological consultation
- Training of helping psychological skills through practical exercises including role-play activities of simulated psychological consultation sessions (students play both psychologists and clients roles)

### Evaluation Regimes (General and/or Alternative)

**General**

### Evaluation Elements

(Dates due, weights, minimum required grades)

Role-play exercise for performance evaluation of students' skills in the psychologist role at a simulated first psychological consultation (observation in one-way vision room)

### Rules for grade improvement

Role-play exercise for performance evaluation of students' skills in the psychologist role at a simulated first psychological consultation (observation in one-way vision room)

### Rules for students having previously failed the course unit *

See: requirements on attendance and punctuality; Evaluation Elements; and Rules for grade improvement

### Requirements on attendance and punctuality

The classes are mandatory. Students may skip 1/3 of classes

### Rules for special students

(workers, elite athletes, student body leaders, military, fathers/mothers, with special needs) *

General regime. If justified they can skip more than 1/3 of classes.

### Language of instruction

Portuguese.

### Disciplinary violations and penalties

According to the Evaluation of Learning Regulation of the Faculty of Psychology of the University of Lisbon, the following behaviors are considered as disciplinary offenses subject to disciplinary action:
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| **a)** | To use or attempt to use materials, information, notes, study resources or other objects and equipment not authorized in academic exercises;  
| b) | To help or try to help a colleague in committing a disciplinary offense;  
| c) | To submit the same written work for evaluation in different course units without permission from the instructors, even if with minor changes;  
| d) | To present someone else's work as one's own;  
| e) | To forge, or change without permission from the author, any information or citation in an academic work;  
| f) | To interfere, change or attempt to change grades;  
| g) | To try to prevent or interfere with the proper functioning of classes, research or other academic activities;  
| h) | To make false accusations regarding instructors, governance bodies, other students or non-teaching staff of the FPUL;  
| i) | To falsify signatures in attendance sheets, documents relating to evaluation elements or in any official document relating to an academic process or status.  

Disciplinary offenses committed in any assessment element can lead to its annulment, and must be reported to the Pedagogical Council or, considering their gravity and repetition, may lead to other penalties, to be determined by the Rector of the University of Lisbon.

* If applicable