



COURSE UNIT INFORMATION SHEET (SYLLABUS)

2020/2021

Name
Communication in Psychological Intervention
Teaching staff (Also indicate the Professor in charge) Telmo Mourinho Baptista (in charge) Ana Catarina Nunes da Silva
ECTS 6
Functioning 4 hours per week (a theoretical class and a practical class of 2 hours each)
Learning goals - Acquire knowledge on essential conditions to establish and develop an effective psychological helping relationship - 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) *

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
- Values, diversity and ethics

Bibliography

- Cormier, S., Nurius, P.S. & Osborn, C.J. (2009). Interviewing and change strategies for helpers (6th ed.). Belmont, CA: Brooks/Cole



- Evans, D.R., Hearn, M. T., Uhlemann, M.R., Ivey, A.E. (2011). Essential interviewing: A programmed approach to effective communication (8th ed.). Belmont, CA: Brooks /Cole
- Hargie, O. (2011). Skilled interpersonal communication: Research, theory and practice (5th ed.). New York, NY: Routledge
- Kottler, J.A. (2008). A brief primer of helping skills. Thousand Oaks, California: Sage Publications
- Meier, S.T. & Davis, S. R. (2011). The elements of counseling (7th ed.). Belmont, CA: Brooks /Cole

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

Rules for grade improvement

The evaluation for grade improvement is carried out in the same way as in the 1st season (role-play exercise)

Rules for students having previously failed the course unit *



Requirements on attendance and punctuality

Classroom classes. Missing only one third of the total theoretical classes and one third of the total practical classes.

Rules for special students

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

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:

- 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.



Faculdade de Psicologia
UNIVERSIDADE DE LISBOA

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