

COURSE UNIT INFORMATION SHEET (SYLLABUS)

2020/2021

Name Counseling in Educational Settings
Teaching staff Isabel Nunes Janeiro
Creditação (ECTS) 6 ECTS
Functioning Masters in Psychology - Section of Educational and Vocational Psychology - 2 nd semester. Course required for the Section of Educational and Vocational Psychology and optional for students of other sections of the 2 nd cycle. Theoretical and practical lessons (4 hours per week) Classes will be online via Zoom and with support in Moodle platform
Learning goals • To Analyze the implications of the different paradigms of psychological counseling in educational context • To Analyze and develop counseling strategies for different cases and problematic in educational context • To Analyze, conceive and develop different dimensions of the help relationship • To Analyze, conceive and develop strategies for effective and empathetic communication • To Identify central problems in the process of vocational counseling: choice, indecision and life transitions • To Develop and evaluate vocational counseling interventions in terms of adequacy to the problematic situations involved, the specificity of the clients and strategies used
Skills to be developed Students will be able to develop: • Establish an effective and empathetic help relationship • Acquire verbal and non-verbal communication skills in counseling. • Identify, clarify and define problem situations in educational counseling • Plan, implement and evaluate educational counseling interventions for different issues and clients • Identify vocational counseling needs • Plan, implement and evaluate vocational interventions for different issues and clients
Prerequisites (precedences) * Not applicable

Contents

1. Counseling in educational settings
 - 1.1. Theoretical foundations for an eclectic and integrative approach
 - 1.2. Models of counseling in educational settings
2. Communication and the help relationship
3. Counseling applied to vocational problems
 - 3.1 - Vocational counseling in the context of psychological counseling
 - 3.2 - Theoretical perspectives of vocational psychology and intervention applications
4. Vocational counseling: Counseling methods and techniques
 - 4.1 - Steps in vocational counseling
 - 4.2 - Techniques of psychological assessment in vocational counseling
 - 4.3 - The vocational counseling interview
 - 4.4 - Vocational counseling in times of normative transition and for populations with specific issues

Bibliografia

- Capuzzi, D., & Stauffer, M. D. (2012). *Career counseling: Foundations, perspectives, and applications* (2nd Ed.). New York : Routledge.
- Cormier, S., & Nuris, P. S. (2003). *Interviewing strategies for helpers: Fundamental skills and cognitive. behavioral interventions*. (5th ed.). USA: Brooks Cole.
- Egan, G. (1998). *The skilled helper*. (3rd. Ed.). Washington: Brooks/ Cole Pub Company.
- Hess, R. S., Magnuson, S. S. L., & Beeler, L. M. M. (2011). *Counseling Children and Adolescents in Schools*. Thousand Oaks, California: SAGE Publications.
- Jones-Smith, E. (2012) *Theories of Counseling and Psychotherapy: An Integrative Approach*. Thousand Oaks, California: SAGE Publications

Teaching methods

Oral presentations

Exercises of application on cases

Skills training required for counseling: role-playing

Supervision of activities / projects of students or groups of students

Classes are held on a distance learning basis, via video conference (Zoom) and / or on the Moodle platform.

Evaluation Regimes (General and/or Alternative)

The evaluation is viewed as an integral part of the teaching / learning process and considered as a means to promote the acquisition of counseling skills and competencies. The assessment follows the basic principles of continuous evaluation.

To pass the course, students are required to attend to all of the elements of assessment and their attendance must be at least 2/3 of the classes.

Evaluation Elements

(Dates due, weights, minimum required grades)

General rules/ regime

- Formal participation in classes in presentation of themes or in group scheduled exercises 30%
- Group work 30%
- Individual work (Case of vocational counseling): 40% (written report and individual oral discussion)

All works must be uploaded via Moodle application.

Deadline for submission of the individual work (see general examination schedule).

Special rules/regime

- Individual work (Case of vocational counseling): 50% (written report and individual oral discussion)
- Final individual test: 50%

- Deadlines for individual assignments and the final test coincide (see exam schedule)

Rules for grade improvement

Group and Individual essays may be resubmitted

Requirements on attendance and punctuality

Not applicable

Rules for special students

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

Students in exceptional situations can choose the General rules/regime of evaluation or for Special rules/regime

Language of instruction

Portuguese. Erasmus students may respond and present their work in English.

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:

- To use or attempt to use materials, information, notes, study resources or other objects and equipment not authorized in academic exercises;
- To help or try to help a colleague in committing a disciplinary offense;
- To submit the same written work for evaluation in different course units without permission from the instructors, even if with minor changes;
- To present someone else's work as one's own;
- To forge, or change without permission from the author, any information or citation in an academic work;
- To interfere, change or attempt to change grades;
- 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