



COURSE UNIT INFORMATION SHEET (SYLLABUS)

2023/2024

Study Programme Master Course in Psychology of Education and Counseling

Name Counselling in Educational Contexts
Teaching staff (Also indicate the Professor in charge) Isabel Maria da Costa Nunes Janeiro (Teacher in charge) Maria Odília Teixeira
ECTS 6
Functioning Theoretical and practical lessons (4 hours per week)
Learning goals 1. To acquire knowledge and reflect on different counselling theories and concepts 2. To analyze the implications of the different psychological theories to the interventions in educational settings 3. To analyze, conceptualize and develop the different dimensions of the helping relationship 4. Conceptualize and develop counseling strategies for different types of situations in educational contexts. 5. Analyze the implications of psychological counseling for vocational research in educational contexts 6. Analyze the implications of psychological counseling for career counseling in educational contexts 7. To analyze, conceptualize and develop career counseling interventions for different different transition stages
Skills to be developed 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) *



NA

Contents

1. Psychological Counseling Models: Theoretical Foundations and Counseling Processes. Implications for intervention in educational contexts:
 - a) Individual psychology;
 - b) Person-centered counseling;
 - c) Behavioral and cognitive behavioral perspectives;
 - d) Post-Modern Perspectives: Solution-Focused Counseling; Narrative Perspectives and Integrative Perspectives;
 - e) Small Group Counseling.
2. Conceptualization of Cases and Counseling Process in Educational Settings:
 - 2.1 Communication and help relationship
 - (a) Non-verbal behavior
 - ; b) Facilitating conditions for communication;
 - c) Verbal communication techniques);
 - 2.2 Conceptualization of Cases
 - (a) Analysis of different problems;
 - b) Phases and techniques of interview.
3. Counseling applied to vocational problems:
 - (a) Narrative and integrative theoretical perspectives of vocational psychology and its implications for counseling;
 - b) Stages of career counseling: From interviewing to reporting).
 - c) Analysis and follow-up of cases.

Bibliography

- Capuzzi, D., & Stauffer, M. D. (2012). *Career counseling: Foundations, perspectives, and applications* (2nd Ed.). Routledge.
- Corey, G. (2016) *Theory and practice of counseling and psychotherapy* (10th ed.). Brooks Cole;
- Cormier, S., & Nuris, P. S. (2003). *Interviewing strategies for helpers: Fundamental skills and cognitive. Behavioral interventions*. (5th ed.). Brooks Cole.
- Egan, G. (1998). *The skilled helper*. (3rd. Ed.). Brooks/ Cole
- Hess, R. S., Magnuson, S. S. L., & Beeler, L. M. M. (2011). *Counseling children and adolescents in schools*. SAGE
- Jones-Smith, E. (2012) *Theories of counseling and psychotherapy: An integrative approach*. SAGE

Teaching methods

Teaching methodologies are diverse and include: Oral presentation, analysis and debate on texts; Presentation, analysis and discussion of cases. Training of skills needed to develop the relationship of help in counseling: e.g., role-playing. Supervision and tutoring of work / projects (follow-up of a real case)

Evaluation Regimes (General and/or Alternative)

General: Programmed exercises and case analysis (Group work) 10% Role playing exercises 30% Individual work (Case of vocational counseling): 30% Exam 30%

Specific Regime Individual work (Case of vocational counseling): 50% Final individual test: 50%

Evaluation Elements



(Dates due, weights, minimum required grades)

General: Programmed exercises and case analysis (Group work) 10% Role playing exercises 30% Individual work (Case of vocational counseling): 30% Exam 30%

Special Regime Individual work (Case of vocational counseling): 50% Final individual test: 50%

Rules for grade improvement

Grade improvement cannot be performed in the special and specific assessment periods .

Rules for students having previously failed the course unit *

Students have to resubmit all evaluation elements

Requirements on attendance and punctuality

Attendance must be at least 2/3 of the classes.

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:

- 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