

**Course Unit: 400336 - Personal Development I**

Year 1 Semester 1 ISCED Code: 313 ECTS: 1,5

Type of Course Unit: Compulsory Delivery Mode: Face-to-face Language of Instruction: Portuguese

COURSE COORDINATOR: Adelaide Espírito Santo

**HOURS OF WORK**

TOTAL HOURS	Contact Hours								Hours in autonomous work
	Theory	Theory and practice	Practical and laboratory work	Field work	Seminar	Internship	Tutorial guidance	Other	
37,5	-	15	-	-	-	-	-	-	22,5

Prerequisites (if applicable):

**LEARNING OUTCOMES (knowledge, skills and competence)**

Develop critical reflexion competences, collect and process new information and work group;  
Identify a self learning style;  
Identify his/her own needs, strengths, and difficulties in the learning process. Competences:  
Shows knowledge and understanding of the throughout life development;  
Uses interaction and the Self in an individual way and in group as means to achieve the therapeutic goals.

**CONTENTS**

Definition of basic concepts: Identity, Self-concept and Self-Esteem.  
The body as the core of identity;  
The history of life and the set of values origin;  
Personal Styles of being and communicating.

**DEMONSTRATION OF THE CONTENTS COHERENCE WITH THE COURSE UNIT'S LEARNING OUTCOMES**

Through the concept of identity, it is intended that they can define their personality, reflect on their life history and what they can improve, recognizing their problems and weaknesses.  
Knowing yourself and your body will identify how you communicate your moods and consequently the behavior you generate in others.

**TEACHING METHODOLOGIES**

As Personal Development involves a cognitive and personal growth, which can be observed through behaviors such as "talk about themselves" and "talk about how to be", will be those behaviors that will underpin the dynamics of the teaching / learning through:  
Debates in the classroom from examples and images pertaining to situations that project to the reality of care practice;  
Fill individual support materials for personal reflection process;  
Practical work involving the body and the sense of relationship, so that the students become aware of their body language  
Sharing knowledge and group experiences.

## **DEMONSTRATION OF THE COHERENCE BETWEEN THE TEACHING METHODOLOGIES AND THE LEARNING OUTCOMES**

Debates in the classroom from examples and images pertaining to situations that project to the reality of practical care

- b) Fill individual support materials for personal reflection process
- c) Practical work involving the body and the sense of relationship, so that the students become aware of their body language
- d) Sharing knowledge and group experiences

## **EVALUATION METHODS**

Individual portfolio (100%)

## **MAIN BIBLIOGRAPHY**

Estanqueiro, A. (2001). *Saber lidar com as pessoas*. Lisboa: Editorial Presença.

Marina, J. A. (2010). *Aprender a Viver*. Porto: Porto Editora

Manson, M. (2018). *A arte subtil de saber dizer o que pensa*. Lisboa: Editora Desassossego.

Miguens, S. (2005). Problemas do autoconhecimento. *Análise: revista quadrimestral de filosofia, série II, 2*, 95-128.

Mota, C. P., & Rocha, M. (2012). Adolescência e jovem adultícia: Crescimento pessoal, separação-indivuação e o jogo das relações. *Revista Psicologia: Teoria e Pesquisa*, 28(3), 357-366.

Year of implementation: 2019/2020 | Date of approval by the Technical-Scientific Board: 2019-12-18