



UNIVERSIDADE DE LISBOA
Faculdade de Medicina Veterinária

Personal and Social Skills

Curricular Year: 3rd

Duration: 2nd Semester

Credits: 2 ECTS

Teachers: Marília Ferreira (CCP and R); Ana Mafalda Lourenço; José Henrique Correia; Paula Tilley; Solange Gil; Virgílio Almeida.

Contact Hours: 24H Total.

6H Lectures; 18H Theoretical-practical.

Learning objectives:

The development of personal and social skills is currently regarded as just as important as the development of technical and professional skills. Alongside the goal of providing veterinary training, it is also intended to encourage students to develop personal and social skills that enable them to practice their profession in the best possible way, following principles of ethics and empathy towards others.

Personal and interpersonal skills constitute tools that help students develop their "soft skills," which are highly important in today's job market.

The curriculum aims to develop and refine the communication skills of veterinary medicine students, enabling them to interact effectively with pet owners and the team in various emotionally challenging situations. Additionally, it seeks to promote self-care and mental health among future professionals in the field.

Program contents:

Theoretical Classes: Basic Communication Skills; Communication Skills in Veterinary Consultations; Non-verbal Communication Skills and Types of Questions; Communication Skills within the Team and with Pet Owners; Communication Skills in Difficult Situations; Self-care in the Veterinary Profession.

Practical Classes: The practical classes will be conducted using the role-play methodology. Examples of role-play situations to be addressed include: Crises and Emergencies; Communicating Bad News; Euthanasia Decisions; Pet Owners' Feelings of Guilt; Helping Children; Helping Seniors; Helping People with disabilities; What to do when one of the pets dies?; Adopting a new pet.

Bibliography:

Englar, R.E., 2020. In: A Guide to Oral Communication in Veterinary Medicine (Veterinary Skills Series), 5m Publishing, ISBN: 978-1789180954.

Gray, E., 2010. In: Handbook of Veterinary Communication Skills, Wiley-Blackwell, ISBN: 978-1405158176.

Fine, K.R., 2021. In: Narrative Medicine in Veterinary Practice: Improving Client Communication, Patient Care, and Veterinary Well-being, CRC Press, ISBN: 978-0367647612.

Assessment:



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The assessment of the theoretical component will be conducted through a written exam with short answer questions (short answer, multiple choice, true or false, and fill-in-the-blank) – Individual Written Assessment (IWA).

The practical assessment will be conducted through Guided Feedback/Assessment (GFA). Role-play sessions will be carried out by all students, during which the teacher will provide guided feedback. Following this, a discussion period on the topic will be promoted between the teacher and each student in the group. Each student's final assessment will include formative evaluation given through group feedback and the individual quantitative assessment obtained after discussing the topic with the instructors.

The final grade for each student is calculated using the following formula: $(IWA \times 0.6) + (GFA \times 0.4)$. Students must achieve a score higher than 9.5 in each assessment component.