

## Social skills of Nursing and Psychology students

### Habilidades sociais de estudantes de Enfermagem e Psicologia

### Habilidades sociales de estudiantes de Enfermería e Psicología

*Francielle Carneiro Machado*<sup>1</sup>, ORCID 0000-0002-0528-3754

*Luana Braga Matias Santos*<sup>2</sup>, ORCID 0000-0003-0201-5516

*Júnnia Maria Moreira*<sup>3</sup>, ORCID 0000-0003-1167-111X

<sup>1 2 3</sup> *Universidade Federal do Vale do São Francisco. Brasil*

**Abstract:** In addition to technical knowledge, professional acting requires personal and social skills. The present work aimed to compare the social skills repertoire of college students on the beginning and at the end of the Psychology and Nursing courses in a Brazilian public institution. One hundred thirty-nine college students answered an initial questionnaire and the Social Skills Inventory - IHS-Del-Prete. The results indicated correlation between the time spent on course and the amount of academic extra class activities and specific factors. Nursing students presented higher social skills than Psychology students. Students who participated in academic extra class activities, students who had already enrolled in other courses and women had higher specific social skills. We concluded that experiences such as practical courses activities, other courses admission and academic extra class activities participation, as well as gender roles, can affect the social skills development.

**Keywords:** social skills, undergraduate students, Nursing, Psychology

**Resumo:** Além do conhecimento técnico, a atuação profissional requer competências pessoais e sociais. O presente trabalho objetivou comparar o repertório de habilidades sociais dos estudantes de início e fim dos cursos de Psicologia e Enfermagem de uma instituição pública brasileira. Cento e trinta e nove estudantes universitários responderam a um questionário inicial e ao Inventário de Habilidades Sociais - IHS-Del-Prete. Os resultados indicaram correlações entre tempo de curso e quantidade de atividades acadêmicas extra-classe e habilidades sociais específicas. Os estudantes de Enfermagem apresentaram maiores índices de habilidades sociais que os de Psicologia. Os estudantes que participavam em atividades acadêmicas extra-classe, aqueles que já haviam ingressado em outros cursos e as mulheres também apresentaram escores maiores em fatores específicos. Conclui-se que experiências como atividades práticas dos currículos dos cursos, ingresso em outros cursos e a participação em atividades acadêmicas extra-classe, além de papéis de gênero, podem afetar o desenvolvimento das habilidades sociais.

**Palavras-chave:** habilidades sociais, estudantes universitários, Enfermagem, Psicologia



**Resumen:** Además del conocimiento técnico, la actuación profesional requiere competencias personales y sociales. El presente trabajo tuvo como objetivo comparar el repertorio de habilidades sociales de los estudiantes de inicio y fin de los cursos de Psicología y Enfermería de una institución pública brasileña. Ciento treinta y nueve estudiantes universitarios respondieron a un cuestionario inicial y al inventario de Habilidades Sociales - IHS-Del-Prette. Los resultados indicaron correlaciones entre tiempo de curso y cantidad de actividades académicas clase extra y habilidades sociales específicas. Los estudiantes de Enfermería presentaron puntajes mayores en habilidades sociales que los de Psicología. Los estudiantes que participaban en actividades académicas clase extra, aquellos que ya habían ingresado en otros cursos y las mujeres también presentaron puntajes mayores en factores específicos. Se concluye que experiencias como actividades prácticas de los currículos de los cursos, ingreso en otros cursos y la participación en actividades académicas clase extra, además de roles de género, pueden afectar el desarrollo de las habilidades sociales.

**Palabras clave:** habilidades sociales, estudiantes universitarios, Enfermería, Psicología

Received: 09/17/2018

Accepted: 04/08/2020

How to cite this article:

Carneiro Machado, F., Braga Matias Santos, & Moreira, J. M. (2020). Social skills of Nursing and Psychology students. *Ciencias Psicológicas*, 14(1), e-2131. doi: <https://doi.org/10.22235/cp.v14i1.2131>

*Correspondence:* Francielle Carneiro Machado. Univasf, Colegiado de Psicologia. Campus Petrolina Centro, Rua José de Sá Maniçoba, s/n, CEP 56304-917, Petrolina, Pernambuco; e-mail: [franci.c.machado@gmail.com](mailto:franci.c.machado@gmail.com). Luana Braga Matias Santos, e-mail: [luabmatias@hotmail.com](mailto:luabmatias@hotmail.com). Júnnia Maria Moreira, e-mail: [junnia.moreira@gmail.com](mailto:junnia.moreira@gmail.com)

## Introduction

Worldwide scenario, well-marked by globalization a process, neo-liberalism, competitiveness, steadfast technological advances, and a huge informational flow, generated an organizational paradigm revolution, rising employability requirements (Del Prette & Del Prette, 2003).

Nowadays, permanent investment on professional update and contemporary adjust is demanded. In face of this requirement, interventions aim to develop such skills (Guerra, Aguiar, Girotti, Lindau & Juliani, 2016; Lopes, Descanio, Ferreira, Del Prette & Del Prette, 2017; Lopes, Gerolamo, Del Prette, Musetti & Del Prette, 2015) besides collective actions from academic training institutions turning theoretical knowledge closer to professional skills.

Some examples on Brazilian context are Junior Entrepreneurship implementation approximating students to the organizational reality through multidisciplinary projects which promote theory on practice. In addition, these projects develop individual skills such as entrepreneurship, group work skills, technique, leadership, and help on professional experience even during training period (Dal Piva, Pillati, Ferraza & Silva, 2006; Gondim, 2002; Vieira, Souza, Parão, Oliveira & Santos, 2017).

In this same vein, Brazillian Education Ministry created the Education by Health Working Program (Programa de Educação pelo Trabalho para a saúde - PET saúde) fulfilled for undergraduate students under a faculty tutoring and ruled on principles of inseparability between university tuition, research and extension, in addition to tutorial education importance. This overture comprises undergraduate courses pedagogic projects and work plans gathering educational and productive professional training needs based on local and sectional job demands.

Throughout undergraduate training, each course follows national curricular guidelines (Diretrizes Curriculares Nacionais para o Ensino Superior, Brasil, 1997). These guidelines aim to incentivate a general solid formation, collaborating to cope with current job market conditions through stimulating the articulation between theory and practice, individual and collective research, besides internships and university extension activities.

Regarding Psychology (Brasil, 2004; 2019; Vieira-Santos, 2016) and Nursing (Brasil, 2001) undergraduate courses, curricular guidelines states the development of the following general skills: health attention, decision making, communication, leadership, management, and permanent education, in addition to field specific competencies and skills.

General competencies in national guidelines for Psychology and Nursing courses, and even more strongly for Nursing, are management skills and do not prescind social skills to be actualized. Workplace surrounding is full of interpersonal situations which demand effective responses (Menkes, 2011) also regarding Medical training (Barletta, 2014). These skills are defined as suitable behaviors emitted in interpersonal context expressing feelings, attitudes, desires, opinions or rights, respecting same behaviors in fellows, solving immediate problems and minimizing future problems probability (Hargie, 2011). Similar definition is added for Del Prette and Del Prette (2010) in terms of behaviors socially emitted to supply interpersonal needs, in addition to pose that these behaviors must generate more benefits in balance to everybody in the situation to be considered proficient. Pedagogical practices implementation is important to develop interpersonal skills besides technical skills needed to the professional insertion in job market (Rosin, Tres, Santos, Peres & Oliveira, 2016).

Despite being needed, social skills have not been systematically approached in academic education. Although they are desired they are not always developed for the majority of students since mainly analytical and instrumental skills are emphasized during undergraduate training (Del Prette & Del Prette, 2003). By large in formal education, social skills ended up been developed naturally, unplanned and possibly in some cases insufficient. Due to this gap, some students can show professional performance deficits, especially those who already have impaired social skills and in areas demanding intense social relationship as Psychology and Nursing. In view of that, undergraduate students' social skills are so important to be investigated in this fields.

Regarding this issue, Pereira, Wagner and Oliveira (2014) studied undergraduates' mental health and social skills in two private Psychology courses. Since psychologist's performance basically depends on the relationship with their clients, it is noteworthy that 23% of students show high anxiety levels with social phobia disorder signs. Besides, social skills deficits appeared in 43.5% of students in at least one factor in the Social Skills Inventory (Inventário de Habilidades Sociais – IHS-Del Prette) (see also Bolsoni-Silva & Loureiro, 2014).

In addition to mental health problems, a number of studies have shown correlations between social skills; sociodemographic variables, like sex, age, social class; and academic variables, like performance and course on time termination.

For example, Brandão, Bolsoni-Silva and Loureiro (2017) studied 287 undergraduate students in a town in São Paulo, 141 men and 146 women, about 20 years old in average. Between them were humanities, exact and biology areas students. This study aimed to investigate the following aspects: social skills, mental health, initial academic performance, sociodemographics and academic characteristics. For female and humanities area, average or above-average initial academic performance were predictors of finishing the course on time. Social skills differentiated groups on univariate analysis showing higher scores between seniors on the following factor of the Behaviors and Context Assessment Questionary for University Students: F1 (Communication and Affection) and F3 (Public Speech). Students with higher F1 scores could had built a social support net facilitating learning and better performance like public presentations. In conclusion, natural social skills training through academic activities could led to better performance.

Intending to shed light on undergraduate social skills knowledge and regarding scarcity of mandatory or optional curricular opportunities, this study aims to investigate social skills of initial and final course students in public Psychology and Nursing courses. We also undertake an analysis of relations between social skills and academic training path as extra class activities (university extension project, research noviciate, tutoring and internship).

The present study could collaborate to a better understanding of social skills development throughout Psychology and Nursing undergraduate courses. As soon as these professions depend essentially on the professional-client relationship quality, they demand even more improvement on social skills along undergraduate academic training (Brandão, Bolssoni-Silva & Loureiro, 2017; Del Prette, Del Prette & Branco, 1992).

## Method

### *Participants*

Participants in this study were 139 undergraduates in a Brazilian public university, 82 Psychology students and 57 Nursing students. Students were selected from 1<sup>st</sup>, 4<sup>th</sup>, 8<sup>th</sup>, and 10<sup>th</sup> Nursing course semesters and 1<sup>st</sup>, 2<sup>nd</sup>, 9<sup>th</sup>, and 10<sup>th</sup> Psychology course semesters and excluded those under 18 years old. Among these students, 77 (55.4%) were from initial semesters (1<sup>st</sup>, 2<sup>nd</sup>, and 4<sup>th</sup>) and 62 (44.6%) were from final semesters (8<sup>th</sup>, 9<sup>th</sup>, and 10<sup>th</sup>).

Most of participants (74.3%) were female. The age varies between 18 and 59 years old ( $M=23.79$ ;  $SD=6.34$ ). Most of participants self-reported as single (83.8%) and without income (77%).

### *Materials*

Two questionnaires were used: an IHS-Del-Prette research version (Bandeira, Costa, Del Prette, Del Prette & Gerk-Carneiro, 2000; Del Prette & Del Prette, 2013; Del Prette, Del Prette & Barreto, 1998) and an Initial Questionnaire created for this study. Currently, there is an updated IHS-Del-Prette version, the IHS2-Del-Prette (Del Prette & Del Prette, 2018), however the present research data were collected before this update.

The IHS-Del-Prette is an inventory comprising 38 assertions related to different situations, including emotional reactions and behaviors. Participants evaluate each item according to the described behavior and situation frequency in his/her life using a five-points Likert scale, which varies from “hardly ever or never” to “always”. Five factors are analysed: (F1) coping and self-affirmation with risk; (F2) self-affirmation in positive feeling expression; (F3) conversation and social resourcefulness; (F4) self-exposure to unknown people and new situations; and (F5) self-control of aggressiveness; in addition to items that do not fit into any factor. The total scores are obtained from the sum of the values assigned to each item while the scores for each of the factors are calculated by averaging the values assigned to each item. The IHS-Del-Prette shows reliability in test-retest correlation ( $r=0.9$ ) and concomitant validity ( $r=.79$ ) (Bandeira et al., 2000).

The Initial Questionnaire consists of 20 items including sociodemographic questions, like age, sex, marital status, and questions related to academic training, current course semester, another undergraduate course admission, and academic activities' participation.

### *Data collection procedure*

Volunteers were recruited through lists in which they could sign to serve as participants. They were then contacted to schedule the data collection session. In these sessions, first of all, participants were instructed about the research participation and then they sign in an official document, the Free Informed Consent Form, consenting with research terms and with their participation. After that, they answer the Initial Questionnaire and the IHS-Del-Prette, with the

researcher emphasizing to not let items without an answer and explaining there is no wrong answer.

Data collection was done in an acclimatized room, individually or in groups, according to participants availability. Data collection sessions took place in internship areas with students in the end of the courses.

### ***Ethical considerations***

Data collection was initiated just after ethical comitee protocol approval (CAAE: 45764215.6.0000.5196). All ethical guidelines in CNS 466/12 resolution (Brasil, 2012) were followed, including the Informed Consent Form presentation comprising information about research aims in an accessible language, containing justification and procedures used

### ***Data Analysis***

Descriptive analyzes were carried out about the general score and each of the five factors of the IHS-Del-Prette, as well as the other relevant variables, such as the amount of extra class academic activities, admission to another course and sociodemographic data, through the measures central tendency (mean, standard deviation, minimum and maximum scores).

Parametric and non-parametric tests were implemented with 95% confidence interval. Quantitative variables distribution was analysed by the *Kolmogorov-Smirnov* test.

Parametric test *T-Student* for independent samples and non-parametric *U of Mann-Whitney* were used to compare course initial and final scores, between courses scores and also students engaged in extra class activities scores and those who did not. Bilateral *rho of Spearman* correlation test was used to investigate relations between social skills scores and academic activities, in addition to time spent on course.

These analyzes are presented in some moments considering the courses separately, in order to evaluate specific characteristics of each course, and in other moments considering the whole sample together, to evaluate common questions to the courses, such as time in the course, carrying out extra activities, class and gender differences.

## **Results and Discussion**

Kolmogorov-Smirnov test showed normal distribution to F1 (coping and self-affirmation with risk) ( $p=.83$ ), F3 (conversation and social resourcefulness) ( $p=.07$ ) and IHS-Del-Prette general scores ( $p=.55$ ), such as other variables, F2 (self-affirmation in positive feeling expression), F4 (self-exposure to unknown people and new situation), F5 (self-control of aggressiveness) and extraclass activities, were evaluated by non-parametric tests.

Table 1 shows IHS-Del-Prette total score average in the whole sample was 135.35 ( $SD=8.29$ ), varying from 90 to 168 points, regarding minimum score possible as 38 and maximum 190 points. The five factors general average was 3.6 ( $SD=.51$ ), considering a possible range of 1 to 5. F2 (self-affirmation in positive feeling expression) was the higher score average, 4.09 ( $SD=.64$ ), followed by F5 (self-control of aggressiveness), 3.68 ( $SD=.74$ ), F3 (conversation and social resourcefulness), 3.66 ( $SD=.64$ ), F4 (self-exposure to unknown people and new situation) 3.51 ( $SD=.88$ ), and last, F1 (coping and self-affirmation with risk), 3.05 ( $SD=.69$ ).

Table 1  
*IHS-Del-Prette total score and factors average per time expent on course*

		Total score	F1	F2	F3	F4	F5
Min, Max*		38, 190	1, 5	1, 5	1, 5	1, 5	1, 5
Course beggining	Average	133.17	2.96	4.10	3.59	3.47	3.67
	<i>n</i>	77					
	<i>SD</i>	18.64	0.67	0.64	0.60	0.87	0.80
Course end	Average	138.06	3.16	4.07	3.75	3.57	3.71
	<i>n</i>	62					
	<i>SD</i>	17.61	0.70	0.65	0.67	0.89	0.67
Total	Average	135.35	3.05	4.09	3.66	3.51	3.68
	<i>N</i>	139					
	<i>SD</i>	18.29	0.69	0.64	0.64	0.88	0.74

\* Minimum and maximum possible values

Data is described across comparative cathegories. In cathegory time expent on course, IHS-Del-Prette total score average was 133.17 ( $SD=18.64$ ) for participants in the beginning of the course and 138.06 ( $SD=17.61$ ) for those in the end. But total and isolated factors do not differ between initial and final course scores. *Rho of Spearman* test show correlation between time expent on course and F3 (conversation and social resourcefulness) ( $p=.05$ ;  $rho=.16$ ).

These findings are consistent with Del Prette et al. (1992) accomplished with 79 Psychology students in the beginning and in the end of the course. These results corroborate the study by Del Prette et al. (1992), carried out with 79 Psychology students at the beginning and end of the course. In this study, a questionnaire was used with 13 critical situations of social interaction, whose scale of responses referred to the degree of incidence of the situation in the participant's experience, the degree of discomfort produced, the emission of a response that indicated appropriate social competence to the situation and satisfaction with their own response. The authors did not show any relevant differences between these two groups regarding the dimensions of the instrument, emphasizing only that the graduates had greater "sensitivity" regarding critical situations of social interaction.

On the opposite side, Carneiro and Teixeira (2011) study with 24 Psychology students in the beginning, in the middle and in the end of the course, pointed to higher IHS-Del-Prette scores on F1(coping and self-affirmation with risk), F3 (conversation and social resourcefulness), F4 (self-exposure to unknown people and new situation), and F5 (self-control of aggressiveness) in the beginners. The inconsistency between this study and our data must be related to sample size since small samples limit data generalization. Anyway, taken together, Del Prette et al. (1992) findings and ours, social skills required in professional activities and for a healthier life could not be developed during undergraduate courses without specific interventions to that aim.

In regard with the course, averages were different ( $p=.05$ ) in that Nursing students show higher total IHS-Del-Prette scores ( $A=138.91$ ;  $SD=16.20$ ) than Psychology ones ( $A=132.88$ ;  $SD=19.32$ ), according to *t* test for independent samples ( $p=.05$ ).

Among IHS-Del-Prette factors, F2 (self-affirmation in positive feeling expression) was the higher for Nursing ( $A=4.26$ ,  $SD=.53$ ) as well as for Psychology students ( $A=3.97$ ,  $SD=.69$ ). The

factor with the lowest score for both courses was F1 (coping and self-affirmation with risk) ( $A=3.13$ ,  $SD=.63$ ;  $A=3.00$ ,  $SD=.73$ , respectively), according to Table 2.

Table 2  
*IHS-Del-Prette total score and factors average for each course*

		Total score	F1	F2	F3	F4	F5
Min, Max*		38, 190	1, 5	1, 5	1, 5	1, 5	1, 5
Psychology	Average	132.88	3.00	3.97	3.61	3.40	3.58
	<i>n</i>	82					
	<i>SD</i>	19.32	0.73	0.69	0.66	0.87	0.76
Nursing	Average	138.91	3.13	4.26	3.74	3.68	3.84
	<i>n</i>	57					
	<i>SD</i>	16.20	0.63	0.53	0.59	0.86	0.70
Total	Average	135.35	3.05	4.09	3.66	3.51	3.68
	<i>N</i>	139					
	<i>SD</i>	18.29	0.69	0.64	0.64	0.88	0.74

\* Minimum and maximum possible values

According to *Mann-Whitney* test, the following factors differ between courses: F2 (self-affirmation in positive feeling expression) ( $p=.01$ ;  $U=1954.5$ ), F4 (self-exposure to unknown people and new situation) ( $p=.04$ ;  $U=2091.5$ ), and F5 (self-control of aggressiveness) ( $p=.03$ ;  $U=2083.0$ ), in a way that Nursing students surpassed Psychology students, as are shown in Table 2. However, the sample size difference between groups limits these conclusions.

Although it must be better investigated, the data provide preliminary evidence of differences in social skills depending on the course. Since Nursing students seems to overcome Psychology students, its reasonable to suppose this could be due to higher practical workload on Nursing course, 745 more hours than on Psychology course evaluated. We have to consider also these practical activities quality on Nursing course in which students get involved in interpersonal relationships with patients and multidisciplinary team in field practice, as stated in Nursing course Pedagogical Project. Actually, studies highlight social skills importance to nurse and patient relationship (Bhana, 2014), as for physician and patient relationship (Gilis, Morris & Ridgway, 2015). In addition to affect relationship with patients quality, social skills could be a protective factor for burnout in internship physicians as indicated by Pereira-Lima and Loureiro (2017).

Courses differences were also found by Soares, Mourão, Santos and Melo (2015) in which Computing course students show lower averages in self-affirmation and self-exposure to unknown people in new situations and higher scores on self-control of aggressiveness compared to Psychology students. In this study engagement on non-mandatory activities was higher between Psychology students. On the other hand, contrary evidences were found by Del Prette, Del Prette and Correia (1992) with Psychology, Social Work and Mechanical Engineering students, suggesting course is not a relevant factor for social competence, although in this case practical activities workload had not been analysed.

Extra class activities engagement is a relevant variable. Our findings show 55.4% ( $n=82$ ) of participants has got engaged in at least one of these activities with time spent in them varying from one to 60 months. Between students in the beginning of the course, 77.1% ( $n=64$ ) had not engaged in any extra class activity. Notwithstanding, only 3.1% ( $n=2$ ) students in the end of the

courses had not engaged in such activities, and more, among those who engaged, 64.6% ( $n=42$ ) declared it was in at least two different activities. Considering each course, 44.9% ( $n=40$ ) of Psychology students and 44.1% ( $n=26$ ) of Nursing students was not engaged in any extra class activity.

The results yielded a positive correlation between time spent (in months) in extra class activities and IHS-Del-Prette total score ( $p=.00$ ;  $rho=.25$ ) as with F1 (coping and self-affirmation with risk) ( $p=.00$ ;  $rho=.24$ ), F3 (conversation and social resourcefulness), and F4 (self-exposure to unknown people and new situation) ( $p=.04$ ;  $rho=.16$ ). Students who engage in at least one extra class activity, compared with the ones who do not, show higher scores on F1 (coping and self-affirmation with risk) ( $p=.00$ ), F3 (conversation and social resourcefulness) ( $p=.00$ ), and total score ( $p=.00$ ), according to *T* test for independent samples; and F5 (self-control of aggressiveness) ( $p=.05$ ;  $U=2211.5$ ), according to the *Mann-Whitney* test.

A positive correlation between F3 (conversation and social resourcefulness) and time spent on course, previously mentioned, suggests academic activities affect social skills development. Additional evidence to this conclusion is non-engagement in extra class activities for the majority of students in the beginning of the course (77.1%) as opposed to only two students at the end of the course. According to Bardagi and Boff (2010), extra class activities are important to prepare the student for the job market, which agrees with the present findings as far as social competence is also important for the professional activities.

Most part of students, 102 (69%), reported non-engagement in another undergraduate course as 28% had been engaged for a while or had finished it. In addition, four participants (3%) were engaged also in another undergraduate course in parallel. *T* test for independent samples shows differences in this variable related to IHS-Del-Prette total score ( $p=.00$ ) and F3 (conversation and social resourcefulness) ( $p=.00$ ) in order that those who had never engaged in another course have lower averages. No such data was found in Brazilian literature; however, it is reasonable to suppose that being engaged in another course could led to additional opportunities to build up social skills as stated by Soares and Del Prette (2015).

In this sample, the gender variable does not seem to have interfered in the development of social skills, except for F2 (self-affirmation in the expression of positive feeling) ( $p=.00$ ;  $U=1457.0$ ), from the *Mann-Whitney* test, in which women obtained the highest score. Similar findings with Psychology students were shown in different Brazilian areas: São Paulo, Bahia, Minas Gerais and Rio de Janeiro (Del Prette et al., 2004) with higher scores in this factor for women. Although, sample differences in sex proportion in the present study limit conclusions; therefore, additional studies are needed.

### Final considerations

Information Pedagogical Projects of Nursing and Psychology belonging to the evaluated institution suggests that the proposal to develop general and specific competences implies the good performance of social skills. Thus, this work could collaborate to an improvement on these courses learning and teaching methods, since it points to practical activities' importance for these skills' development. Therefore, these improvements can benefit the students who will have to deal with job market requirements. Besides, the present study provides additional evidence that interventions aimed to develop social skills, especially that ones required on professional activities, are needed since mandatory activities do not seems to be enough.

Our findings also provide support for undergraduate social skills knowledge suggesting variables, such as extra class activities engagement and admission in another undergraduate course, are able to affect the development of these important behaviors for social interactions.

Future studies can better evaluate variables measured in the present work. For example, social skills development would be better evaluated and understood through crossover studies.



Besides, future works can shed light on extra class activity engagement and the role of its specific factors on social skills development. The variables sex and another course admission also need more clarification. Our findings are not enough to elucidate whether roles culturally defined as feminine led to opportunities to develop specific social skills to the detriment of others skills, as suggested by Soares, Seabra and Gomes (2014). But this is a hypothesis requiring other research to be proven or refuted. Finally, our data is not generalizable to other undergraduate courses, which have to be investigated for future works for better understanding the relations between different courses engagement and social skills improvement.

## References

- Bandeira, M., Costa, M. N., Del Prette, Z. A. P., Del Prette, A., & Gerk-Carneiro, E. (2000). Qualidades psicométricas do Inventário de Habilidades Sociais (IHS): estudo sobre a estabilidade temporal e a validade concomitante. *Estudos de Psicologia*, 5(2), 401-419.
- Bardagi, M. P., & Boff, R. M. (2010). Autoconceito, auto-eficácia profissional e comportamento exploratório em universitários concluintes. *Avaliação, Campinas*, 15, 41-56.
- Barletta, J. B. (2014). *A relação médico-paciente na graduação de Medicina: avaliação de necessidades para a educação médica*. (Doctoral Thesis), Universidade Federal de Sergipe, Brasil.
- Bhana, V. (2014). Interpersonal skills development in Generation Y student nurses: A literature review. *Nurse Education Today*, 34, 1430-1434. Doi: <https://doi.org/10.1016/j.nedt.2014.05.002>
- Bolsoni-Silva, A. T., Loureiro, S. R. (2014). The role of social skills in social anxiety of university students. *Paidéia*, 24(58), 223-232. doi: 10.1590/1982-43272458201410
- Brandão, A. S., Bolsoni-Silva, A. T., & Loureiro, S. R. (2017). The Predictors of Graduation: Social Skills, Mental Health, Academic Characteristics. *Paidéia*, 27(66), 117-125. Doi: <http://dx.doi.org/10.1590/1982-43272766201714>
- Brasil (1997). Conselho Nacional de Educação. Câmara de Educação Superior. *Parecer nº 776/97, de 3 de dezembro de 1997*. Retrieved from: <[http://portal.mec.gov.br/setec/arquivos/pdf\\_legislacao/superior/legisla\\_superior\\_parecer77697.pdf](http://portal.mec.gov.br/setec/arquivos/pdf_legislacao/superior/legisla_superior_parecer77697.pdf)>
- Brasil (2004). Conselho Nacional de Educação. Câmara de Educação Superior. *Parecer CNE/CES 0062/2004 de 19 de fevereiro de 2004. Diretrizes curriculares nacionais para o curso de graduação em Psicologia*. Retrieved from: <http://portal.mec.gov.br/cne/arquivos/pdf/ces062.pdf>
- Brasil (2019). Conselho Nacional de Educação. Câmara de Educação Superior. *Parecer CNE/CES 1071/2019 de 4 de dezembro de 2019. Revisão das Diretrizes Curriculares Nacionais em Psicologia e estabelecimento de normas para o Projeto Pedagógico Complementar (PPC) para a Formação de Professores de Psicologia*. Retrieved from: [http://portal.mec.gov.br/index.php?option=com\\_docman&view=download&alias=139201-pces1071-19&category\\_slug=dezembro-2019pdf&Itemid=30192](http://portal.mec.gov.br/index.php?option=com_docman&view=download&alias=139201-pces1071-19&category_slug=dezembro-2019pdf&Itemid=30192)
- Brasil (2001). Conselho Nacional de Educação. Câmara de Educação Superior. *Resolução CNE/CES nº 3, de 7 de novembro de 2001. Diretrizes curriculares nacionais para o curso de graduação em Enfermagem*. Retrieved from: <<http://portal.mec.gov.br/cne/arquivos/pdf/CES03.pdf>>
- Brasil (2012). Ministério da Saúde. Conselho Nacional de Saúde. *Resolução nº 466, de 12 de dezembro de 2012*. Retrieved from: <[http://bvsm.s.saude.gov.br/bvs/saudelegis/cns/2013/res0466\\_12\\_12\\_2012.html](http://bvsm.s.saude.gov.br/bvs/saudelegis/cns/2013/res0466_12_12_2012.html)>
- Carneiro, A. A., & Teixeira, C. M. (2011). Avaliação de Habilidades Sociais em alunos de graduação em Psicologia da Universidade Federal do Maranhão. *Psicologia Ensino & Formação*, 2(1), 43-56.
- Dal Piva, A. R., Pilatti, L. A., Ferraza, D. C., & Silva, E. (2006). Empresa Júnior: um laboratório de aprendizagem como diferencial para a formação acadêmica. In: XIII SIMPEP. *Anais...* Bauru, SP, 2006. Retrieved from: <[http://www.simpep.feb.unesp.br/anais\\_simpep\\_aux.php?e=13](http://www.simpep.feb.unesp.br/anais_simpep_aux.php?e=13)>
- Del Prette, A., & Del Prette, Z. A. P. (2003). No contexto da travessia para o ambiente de trabalho: treinamento de habilidades sociais com universitários. *Estudos de Psicologia*, 8(3), 413-420.
- Del Prette, Z. A. P. & Del Prette, A. (2010). Habilidades sociais e análise do comportamento: Proximidade histórica e atualidades. *Perspectivas em Análise do Comportamento*, 1, 104-115.

- Del Prette, Z. A. P., & Del Prette, A. (2013). Social skills inventory (SSI-Del-Prette): Characteristics and studies in Brazil. In: F. L. Osório (Ed.), *Social Anxiety Disorder*. New York: Nova Science Publishers, Inc., 47-62.
- Del Prette, Z. A. P. & Del Prette, A. (2018). Inventário de Habilidades Sociais (IHS2-Del-Prette): Manual de aplicação, apuração e interpretação. São Paulo: Pearson.
- Del Prette, Z. A. P., Del Prette, A., & Barreto, M. C. M. (1998). Análise de um Inventário de Habilidades Sociais (IHS) em uma amostra de universitários. *Psicologia: teoria e pesquisa*, 14(3), 219-228.
- Del Prette, Z. A. P., Del Prette, A., Barreto, M. C. M., Bandeira, M., Rios-Saldaña, M. R., Ulian, A. L. A. O., Gerk-Caneiro, E., Falcone, E. M. O., & Villa, M. B. (2004). Habilidades sociais de estudantes de Psicologia: um estudo multicêntrico. *Psicologia: Reflexão e Crítica*, 17(3), 341-350.
- Del Prette, Z. A. P., Del Prette, A. & Branco, U. V. C. (1992). Competência social na formação do psicólogo. *Paidéia*, 2, 40-50.
- Del Prette, Z. A. P., Del Prette, A., & Correia, M. F. B. (1992). Competência social: Um estudo comparativo entre alunos de Psicologia, Serviço Social e Engenharia Mecânica. *Psicólogo Escolar: Identidade e Perspectivas*, 2, 382-384.
- Guerra, L. L. L., Aguiar, J., Girotti, V. B. S., Lindau, T. A., & Juliani, R. P. (2016). Habilidades de conversação e desenvoltura em entrevista de emprego: aplicação de um programa de ensino baseado na análise do comportamento. *Trilhas Pedagógicas*, 6, 288-305.
- Gilis, A. E., Morris, M. C., & Ridgway, P. F. (2015). Communication skills assessment in the final postgraduate years to establish practice: a systematic review. *Postgraduate Medicine Journal*, 91, 13-21.
- Gondim, S. M. G. (2002). Perfil profissional e mercado de trabalho: relação com a formação acadêmica pela perspectiva de estudantes universitários. *Estudos de Psicologia*, 7(2), 299-309.
- Hargie, O. (2011). *Skilled interpersonal communication: Research, theory, and practice*. New York: Routledge.
- Lopes, D., C., Dascanio, D., Ferreira, B. C., Del Prette, Z. A. P., & Del Prette, A. (2017). Treinamento de habilidades sociais: avaliação de um programa de desenvolvimento interpessoal profissional para universitários de Ciências Exatas. *Interação em Psicologia*, 21(1), 55-65.
- Lopes, D., C., Gerolamo, M. C., Del Prette, Z. A. P., Musetti, M. A., & Del Prette, A. (2015). Social skills: A key factor for engineering students to develop interpersonal skills. *International Journal of Engineering Education*, 31(1B), 405-413.
- Menkes, C. (2011). Novas Demandas do Contexto Profissional: as Habilidades Sociais Profissionais. *Psicologia em Destaque*, 1(1), 71-74.
- Pereira, S. A., Wagner, F. M., & Oliveira, S. M. (2014). Déficits em habilidades sociais e ansiedade social: Avaliação de estudantes de Psicologia. *Psicologia da Educação*, 38, 113-122.
- Pereira-Lima, K., & Loureiro, S. R. (2017). Associations between social skills and burnout dimensions in medical residents. *Estudos de Psicologia*, 34(2), 281-292. Doi: <https://doi.org/10.1590/1982-02752017000200009>
- Rosin, J., Tres, D. P., Santos, R. P., Peres, R. R., & Oliveira, J. L. C. (2016). Desenvolvimento de competências gerenciais na Enfermagem: experiência entre residentes. *Revista Eletrônica Gestão & Saúde*, 7(1), 231-246.
- Soares, A. B. & Del Prette, Z. A. P. (2015). Habilidades sócias e adaptação à universidade: convergências e divergências dos construtos. *Análise Psicológica*, 2, 139-151. doi: 10.14417/ap.911
- Soares, A. B., Mourão, L., Santos, A. A. A., & Melo, T. V. S. (2015). Habilidades sociais e vivência acadêmica de estudantes universitários. *Interação em Psicologia*, 19(2), 211-223.
- Soares, A. B., Seabra, A. M. R., & Gomes, G. (2014). Inteligência, autoeficácia e habilidades sociais em estudantes universitários. *Revista Brasileira de Orientação Profissional*, 15(1), 85-94.
- Tavares, D. S., Costa, L., Gomes, C. A., Mussoi, T. D., Blumke, A. C., & Baches, D. S. (2014). Programa de educação pelo trabalho para a saúde: relato de experiências. *Disciplinarum Scientia*, 15(2), 269-275.
- Vieira, A. R., Souza, B. P., Parão, A. O. A., Oliveira, M. A. S., & Santos, T. K. A. (2017). As contribuições da empresa júnior para o desenvolvimento das competências profissionais do estudante universitário: um estudo nos municípios de ribeirão preto e sertãozinho. *Revista Iluminart*, 15, 125-138.

Vieira-Santos, J. (2016). Impacto das Diretrizes Curriculares Nacionais na formação em Psicologia: revisão de literatura. *Psicologia: Ensino & Formação*, 7(2), 34-52. Doi: <http://dx.doi.org/10.21826/2179-58002016723552>.

Authors' participation: a) Conception and design of the work; b) Data acquisition; c) Analysis and interpretation of data; d) Writing of the manuscript; e) Critical review of the manuscript.

F.C.M. has contributed in a,b,c,d,e; L.B.M.S. in a,b,c,b,d,e; J.M.M. in a,c,d,e.

Scientific Editor in charge: Dra. Cecilia Cracco