

COURSE UNIT INFORMATION SHEET (*SYLLABUS*)

2019/2020

<p>Name</p> <p>Models and Interventions in Vocational Psychology</p>
<p>Teaching staff</p> <p>Prof. Alexandra Barros (in charge)</p>
<p>ECTS</p> <p>6 ECTS</p>
<p>Functioning</p> <p>4 hours per week (2 theoretical and 2 -theoretical-practical)</p>
<p>Learning goals</p> <ol style="list-style-type: none"> a) Understand the impact of Career Guidance and Counseling and Career Education in the development of individuals, the economy and an inclusive society, identifying contexts of application. b) Understand the models of Vocational Psychology, relating them with intervention methodologies and adequacy to the specificity of individuals and intervention contexts. c) Characterize lifelong development. Identify the tasks of life and the vocational tasks from childhood to later adulthood. d) To know the existing Portuguese Guidance services, in education and work contexts: Psychology and Guidance Services in Schools, Municipalities, IEFP, Outplacement Services and Centers Qualifica: aims, methodologies, target populations. e) Integrate the theoretical foundation, aims and methodologies with the specificity of the needs of different groups, the characteristics of the Educational System and the existing legislation.
<ul style="list-style-type: none"> • Understanding and mastery of the theoretical body of Vocational Psychology, being able to identify and explore concepts and themes relevant to research and intervention in this area. • Identification and critical analysis of different intervention methodologies based on the theoretical models studied and the needs of specific groups. Domain of structured programs of orientation and vocational development destined to different groups. Knowledge of the legislative framework and intervention methodologies of the different Guidance and Counseling Services studied. • Characterization of the different phases of development from childhood to the third age, being able to identify the life

tasks and the vocational tasks of each age group and / or schooling phase.

- Integration of the definition of objectives and intervention methodologies with the knowledge of the tasks of life and the vocational tasks of each stage of development from childhood to the third age.
- Knowledge of school and professional information media on paper and in computer support
- Characterization of the different services with vocational intervention in Portugal: legislative framework, objectives, methodologies and recipients.

Prerequisites (precedences) *

Don't apply

Contents

. Vocational Psychology: scope, specificity, evolution and impact

1.1. Ideological frameworks and contexts underlying the current and past conceptions of Guidance. Characteristics of the current working context. The role of vocational interventions in the development of individuals and their inclusion. Impact of Vocational Psychology on Education, Health, Economics and Society.

1.2. Vocational Psychology as an autonomous scientific area. Contexts of application; diversity and specificity of the populations. Individual, group and community interventions.

2. Theoretical Models of Vocational Psychology

1. Theoretical perspectives and intervention methodologies

1.1. Correspondence models

1.2. Developmental, constructivist and life-design models

1.3. Socio-cognitive models

1.4. Integration and critical analysis

3. Interventions in the field of Vocational Psychology: aims, methodologies and populations.

3.1. Life tasks and vocational tasks in the different phases of life, from childhood to later adulthood.

3.2. Guidance services in Portugal, in educational and work contexts: Aims, methodologies and populations.

Bibliography

Arulmani, G., Bakshi, A.J., Leong, F.T.L., Watts, T. (2014) (Eds). Handbook of Career Development. International

Perspectives. Springer Science, Business Media, LLC.

Brown, S.D., & Lent, R. L. (Eds.) (2013). *Career development and counseling: Putting theory and research to work*. John Wiley & Sons.

Capuzzi, D., & Stauffer, M. D. (Eds.) (2019). *Career counselling. Foundations, perspectives, and applications* (3rd edition). New York: Routledge

Maree, K. (2017). (Ed). *Psychology of Career Adaptability, Employability and Resilience*. Springer International Publishing

Nota, L., & Rossier, J. (2015) (Eds). *Handbook of Life Design: From practice to theory and from theory to practice*. Boston: Hogrefe Publishing Corporation.

Newman, B., & Newman, P (2018) (Eds). *Development through life: a Psychosocial approach* (13th edition). USA: Cengage Learning

Reid, H. (2016). *Introduction to career counselling and coaching*. London: Sage

Watson, M., McMahon, M., & Abingdon, M. (2017). *Career exploration and development in childhood : perspectives from theory, practice and research* New York: Routledge

Teaching methods

Classes include theoretical and practical components:

Exemplified lecturing of content's theoretical aspects. Reflection exercises. Analysis of cases. Contact with services and materials. Discussion of scientific articles. Supervision of students' works and projects.

Evaluation Regimes (General and/or Alternative)

General Regime

- The evaluation has 3 mandatory elements:
 1. Dynamization of debate and reflection in the classroom on Challenges of Vocational Psychology in the 21st century, characterization of the current work context and meta-competences to be developed, based on scientific articles provided by the teacher- group work (5%).
 2. Written group work (45%) on a theme from the list of program themes and presentation in class.
 3. Individual examination (50%). The minimum required grade in this component for approval in the UC is 9.5.

Attendance: students can only do the exam, if they miss less than 4 theoretical-practical classes (max 3)

Alternative Regime

Special regime without limit of absences. 2 evaluation elements:

1. Group work similar to the one of the general regime (35%)
2. Individual examination (65%). The minimum required grade in this component for approval in the UC is 9.5.

Students with a special status (workers, elite athletes, student body leaders, military, fathers/mothers, with special needs) don't have requirements on attendance, but must do the same evaluation tasks as their colleagues of the general regime (presentation in class, written report and final exam).

Rules for grade improvement

Grade improvement is only possible by the repetition of the final exam, according to the general exams calendar

Rules for students having previously failed the course unit *

Students having previously failed the course unit must do the same evaluation tasks and have the same attendance requirements as their colleagues of the general regime (presentation in class, written report and final exam).

Requirements on attendance and punctuality

Theoretical-practical classes are mandatory. Students must be in class in the beginning of the class. There is a tolerance of 15 minutes. If the student isn't in class after 15 minutes or if he/she gets out after the end of the class, he/she will be considered as missing. Students aren't aloud to get out of the class, without teacher permission.

Rules for special students

Students with a special status (workers, elite athletes, student body leaders, military, fathers/mothers, with special needs) don't have requirements on attendance, but must do the same evaluation tasks as their colleagues of the general regime (presentation in class, written support and final exam).

Language of instruction

Portuguese;

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