



COURSE UNIT INFORMATION SHEET (SYLLABUS)

2020/2021

Name Models and Interventions in Vocational Psychology
Teaching staff Prof. Alexandra Barros (in charge)
ECTS 6 ECTS
Functioning Theoretical-practical classes. Classes will start in Scenario A, and can move to scenario B according to the instructions of the Dean, the Government and / or DGS The first class will be online on September 21st at 1 pm. The link of the zoom meeting will be sent by institutional email to students and will be published in moodle on the course page Scenario A - Classes will be in person for all enrolled students Scenario B - Total confinement. If, at some point in the semester, there is a scenario of greater restrictions determined by public and academic authorities, classes will be taught online at the stipulated time Any situation related to the pandemic and that is not included in the curriculum sheet will be analyzed according to the rules stipulated by the competent entities.
Learning goals 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.

- 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 Psychossocial 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

Scenario A: Oral presentation by the teacher. Guidance and management of student participation in relation to the topics covered, using support texts, case studies or exercises to apply the concepts learned. Contact with services and materials involved in vocational interventions.

Scenario B: Total confinement. Classes will be taught online at the stipulated time using ZOOM, MOODLE, and, when necessary, other forms of distance learning. There will be an oral presentation by the teacher, presentation of works by the students, exercises, case studies and reflection on themes, starting from supporting texts of mandatory reading. Contact with services and materials will be done remotely through videoconferences and digitized materials.

Evaluation Regimes (General and/or Alternative)

General Regime or Alternative Regime

Evaluation Elements:

All elements will occur face-to-face or online depending on whether scenario A or B.

- 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, implications of COVID-19 for the work and meta-competences to be developed, based on scientific articles provided by the teacher- group work (5%).
 2. Individual (or group) work on a specific theme to be defined from a list of themes and presentation in class (mandatory even for working students)(45%).
 3. Final exam: individual (50%). The minimum mandatory grade for this component of the assessment is 9.5 without which there is no approval in the course. The exam will take place in person (Scenario A) or remotely (Scenario B. In the case of scenario B, the exam will be available on the moodle platform and will be held during a zoom session at the time and date set in the exam schedule)

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

To be successful in the UC, it is necessary to pass each of the evaluation elements 2 and 3 (minimum of 10 values, on a scale of 0-20).



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).

To be successful in the UC, it is necessary to pass each of the evaluation elements Individual or group work with presentation in class and Final Exam (minimum of 10 values, on a scale of 0-20).

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

The assessment of students presupposes their presence in class. Regular students, in order to be able to take the exam, will have to attend 2/3 of the classes provided for in the academic calendar in both scenarios A or B.

In the case of scenario A, students must register their presence on an attendance sheet.

In the case of scenario B, the teacher will register the presence of students in the videoconference

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