



## COURSE UNIT INFORMATION SHEET (*SYLLABUS*)

2023/2024

Study Programme: Master Degree in Educational Psychology and Counseling 1<sup>st</sup> year

<b>Name</b> <b>Models and Interventions in Vocational Psychology</b>
<b>Teaching staff</b> (Also indicate the Professor in charge)  Prof. Alexandra Barros (in charge)
<b>ECTS</b>  6
<b>Functioning</b>  Theoretical-practical classes.
<b>Learning goals</b>  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.
<b>Skills to be developed</b>  • Understanding 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 target-populations.

**Prerequisites** (precedences) \*

Don't apply

**Contents**

1. Vocational Psychology: scope, specificity, evolution and impact

1.1. Ideological frameworks and contexts underlying the current and past conceptions of Guidance. Current working context. The role of vocational interventions in the development of individuals and their inclusion. Impact 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

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

3.1. Life and vocational tasks from childhood to later adulthood. Needs of specific groups, in terms of ethnicity, culture or levels of academic success. Interventions promoting equity. Interventions with parents, teachers and other educational agents

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

**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.) (2021). *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

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.

## Evaluation Regimes (General and/or Alternative)

General Regime or Alternative Regime

## Evaluation Elements

(Dates due, weights, minimum required grades)

- 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. 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.

Attendance: students can only do the exam, if they miss less than 2/3 of the theoretical-practical classes

To be successful in the UC, it is necessary to pass each of the evaluation elements 2 and 3 (minimum of 9.5 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.

### **Rules for special students**

(workers, elite athletes, student body leaders, military, fathers/mothers, with special needs) \*

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