

Basic information about the subject ( independent of the cycle)

<b>Module name</b>	<b>CAREER COUNSELLING</b>
Erasmus code	
ISCED code	
Language of instruction	English
Website	
Prerequisites	-
ECTS points hour equivalents	<b>Contact hours (work with an academic teacher)</b> Classes: 15 hours <b>Total number of hours with an academic teacher</b> 15 <b>Number of ECTS points with an academic teacher</b> 0,5 <b>Non-contact hours (students' own work)</b> reading assigned literature 20h preparation for a test 15h <b>Total number of non-contact hours</b> 35 <b>Number of ECTS points for non-contact hours</b> 1,5 <b>Total number of ECTS points for the module</b> 2
Educational outcomes verification methods	Presentation, class participation, final exam (multiple choice test)
Description	The module covers the knowledge in the area of occupational psychology. The aim of the course is to discuss and critically evaluate the major career counselling theories. Students will get familiarized with the role of individual differences and social factors in career choice and adjustment. The course will also focus on the assessment of abilities and skills in career counselling.
Reading list	Brown, S., Lent, R. (2013). Career development and counselling: Putting theory and research to work. New Jersey: John Wiley & Sons. Savickas, M.L., Nota, L., Rossier, J., (2009). Life designing: A paradigm for career construction in the 21th century. Journal of Vocational Behavior, 75, 239-250.
Educational outcomes	<b>KNOWLEDGE</b> Students: <ul style="list-style-type: none"> <li>demonstrate comprehension of the major career counselling theories</li> <li>know the role of individual differences and social factors in career choice and adjustment</li> </ul> <b>SKILLS</b> Students: <ul style="list-style-type: none"> <li>discuss/ analyze major career counselling theories and indicate their strengths and weaknesses with regard to individual differences and social factors</li> <li>are able to administer and interpret basic career guidance instruments</li> </ul> <b>ATTITUDES</b> Students: <ul style="list-style-type: none"> <li>appreciate the need for continual improvement to achieve career goals</li> </ul>
Practice	-

Information about classes in the cycle

Website	-
Educational outcomes verification methods	Presentation, class participation, final exam (multiple choice test)
Comments	
Reading list	<p>Brown, S., Lent, R. (2013). Career development and counselling: Putting theory and research to work. New Jersey: John Wiley &amp; Sons.</p> <p>Savickas, M.L., Nota, L., Rossier, J., (2009). Life designing: A paradigm for career construction in the 21st century. Journal of Vocational Behavior, 75, 239-250.</p>
Educational outcomes	<p><b>KNOWLEDGE</b> Students:</p> <ul style="list-style-type: none"> <li>• demonstrate comprehension of the major career counselling theories</li> <li>• know the role of individual differences and social factors in career choice and adjustment</li> </ul> <p><b>SKILLS</b> Students:</p> <ul style="list-style-type: none"> <li>• discuss/ analyze major career counselling theories and indicate their strengths and weaknesses with regard to individual differences and social factors</li> <li>• are able to administer and interpret basic career guidance instruments</li> </ul> <p><b>ATTITUDES</b> Students:</p> <ul style="list-style-type: none"> <li>• appreciate the need for continual improvement to achieve career goals</li> </ul>
A list of topics	<ol style="list-style-type: none"> <li>1. Major theories of career development and choice</li> <li>2. The role of individual differences in career choice, development and adjustment</li> <li>3. The role of social factors in career development and adjustment</li> <li>4. Ability and aptitude assessment in career counselling</li> <li>5. Counselling adults for career transitions</li> <li>6. Promoting work satisfaction</li> </ol>
Teaching methods	Class discussion, problem-solving, presentations
Assessment methods	Multiple choice test, on-going assessment based on class participation