

## SYLLABUS

### 1. Information about the study programme

<b>1.1 Institution of higher education</b>	West University of Timișoara
<b>1.2 Faculty</b>	Faculty of Psychology and Educational Sciences
<b>1.3 Department of</b>	Psychology
<b>1.4 Field of study</b>	Psychology
<b>1.5 Study cycle</b>	Bachelor's Degree
<b>1.6 Study programme / Qualification</b>	Psychology-Cognitive Science

### 2. Information about the subject/discipline

<b>2.1 Name</b>	<b>Professional Counseling and Career Guidance</b>						
<b>2.2 Course coordinator</b>	-						
<b>2.3 Seminar coordinator</b>	Psych. Bianca PRISACARĂ						
<b>2.4 Year of study</b>	I	<b>2.5 Semester</b>	1	<b>2.6 Type of assessment</b>	E	<b>2.7 Type of discipline</b>	DOB
<b>2.8 Google Classroom code</b>	T4x3nhm7						

### 3. Total estimated time (hours of teaching per semester)

<b>3.1 Number of hours per week</b>	<b>1</b>	<b>3.2 course</b>	-	<b>3.3 seminars/labs</b>	<b>1</b>
<b>3.4 Total hours in the curriculum</b>	<b>14</b>	<b>3.5 course</b>	-	<b>3.6 seminars/labs</b>	<b>14</b>
<b>Distribution of time:</b>					<b>hours</b>
Study based on Instructions, course materials, bibliography and notes					<b>6</b>
Additional documentation library, specialized electronic platforms / field					<b>2</b>
Training seminars / laboratories, homework, essays, portfolios and essays					<b>3</b>
Tutoring					
Examinations					
Other activities					
<b>3.7 Total hours of individual study</b>	<b>11</b>				
<b>3.8 Total hours per semester</b>	<b>25</b>				
<b>3.9 Number of credits</b>	<b>1</b>				

### 4. Prerequisites (where applicable)

<b>4.1 of curriculum</b>	<ul style="list-style-type: none"> <li>Not applicable</li> </ul>
<b>4.2 of skills</b>	<ul style="list-style-type: none"> <li>Not applicable</li> </ul>

### 5. Conditions (where applicable)

<b>5.1 for the course</b>	<ul style="list-style-type: none"> <li>Not applicable</li> </ul>
<b>5.2 for the seminar</b>	<ul style="list-style-type: none"> <li>Minimum attendance at 4 seminars;</li> <li>Completion of recommended bibliography;</li> <li>Active participation in seminar activities;</li> </ul>

	<ul style="list-style-type: none"> <li>Completion of a career plan;</li> <li>All 7 modules will be held in person.</li> </ul>
--	---

## 6. Discipline objectives – learning outcomes

<b>Knowledge</b>	Acquisition of new knowledge regarding: <ul style="list-style-type: none"> <li>career development opportunities;</li> <li>professional interests, skills, personal and work values;</li> <li>career options;</li> <li>decision-making;</li> <li>creating a career plan.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>self-regulation of the learning process;</li> <li>diagnosis of training needs;</li> <li>reflective analysis of one's own professional activity.</li> </ul>
<b>Responsibility and autonomy</b>	<ul style="list-style-type: none"> <li>execution of complex professional tasks under conditions of autonomy and professional independence.</li> </ul>

## 7. Contents

7.1. Seminar	Teaching methods	Comments
<b>Module 1:</b> <ul style="list-style-type: none"> <li><b>Introduction: Setting the framework and getting acquainted:</b> <ul style="list-style-type: none"> <li>familiarization with the course syllabus;</li> <li>establishing group expectations;</li> <li>defining the course's working methods;</li> <li>conducting acquaintance exercises;</li> <li>introduction to course content.</li> </ul> </li> </ul>	Conversation / Structured Exercises / Questionnaires / Worksheets / Case Study	Study materials available on <b>Google Classroom</b> . Communication via the <b>institutional email address</b> and <b>Google Classroom</b> .
<b>Module 2:</b> <ul style="list-style-type: none"> <li><b>Self-knowledge: Interests - values – skills:</b> <ul style="list-style-type: none"> <li>evaluation and integration of self-knowledge into career planning;</li> <li>exploration of professional interests;</li> <li>integration of personal and professional values into career.</li> </ul> </li> </ul>	Conversation / Structured Exercises / Questionnaires / Worksheets / Case Study	Study materials available on <b>Google Classroom</b> . Communication via the <b>institutional email address</b> and <b>Google Classroom</b> .
<b>Module 3:</b> <ul style="list-style-type: none"> <li><b>Motivation in the educational process:</b> <ul style="list-style-type: none"> <li>exploring motivation and its role in educational and career decisions;</li> </ul> </li> </ul>	Conversation / Structured Exercises / Questionnaires / Worksheets / Case Study	Study materials available on <b>Google Classroom</b> . Communication

<ul style="list-style-type: none"> <li>- presentation of techniques and strategies for goal-setting (SMART/SWOT);</li> <li>- setting educational and career goals.</li> </ul>		via the <b>institutional email address</b> and <b>Google Classroom</b> .
<b>Module 4:</b> <ul style="list-style-type: none"> <li>● <b>Skills development:</b> <ul style="list-style-type: none"> <li>- identification of occupations specific to the study program;</li> <li>- exploration of career development activities;</li> <li>- self-presentation and professional self-development elements (online professional profiles, CV, cover letter, interview, networking).</li> </ul> </li> </ul>	Conversation / Structured Exercises / Questionnaires / Worksheets / Case Study	Study materials available on <b>Google Classroom</b> . Communication via the <b>institutional email address</b> and <b>Google Classroom</b> .
<b>Module 5:</b> <ul style="list-style-type: none"> <li>● <b>Educational resilience:</b> <ul style="list-style-type: none"> <li>- identification of strategies for adapting to the university environment;</li> <li>- development of future competencies.</li> </ul> </li> </ul>	Conversation / Structured Exercises / Questionnaires / Worksheets / Case Study	Study materials available on <b>Google Classroom</b> . Communication via the <b>institutional email address</b> and <b>Google Classroom</b> .
<b>Module 6:</b> <ul style="list-style-type: none"> <li>● <b>Professional exploration: Labor market and career opportunities:</b> <ul style="list-style-type: none"> <li>- identification of employment opportunities specific to the study program;</li> <li>- identification and analysis of career models.</li> </ul> </li> </ul>	Conversation / Structured Exercises / Questionnaires / Worksheets / Case Study	Study materials available on <b>Google Classroom</b> . Communication via the <b>institutional email address</b> and <b>Google Classroom</b> .
<b>Module 7:</b> <ul style="list-style-type: none"> <li>● <b>Career development and planning:</b> <ul style="list-style-type: none"> <li>- elaboration of a personal career plan (objectives, resources, steps etc.);</li> <li>- generation of a parallel career plan using an AI tool based on a clear prompt;</li> <li>- critical comparison of the two versions, identifying strengths, weaknesses, errors or biases;</li> <li>- reflection on the opportunities and limitations of AI in career planning.</li> </ul> </li> </ul>	Conversation / Structured Exercises / Worksheets	Study materials available on <b>Google Classroom</b> . Communication via the <b>institutional email address</b> and <b>Google Classroom</b> .
<b>Mandatory bibliography:</b>		

1. Brooks, K. (2021). *What Color Is Your Parachute? for College: Pave Your Path from Major to Meaningful Work*, California|New York: Ten Speed Press
2. Christen, C. & Bolles, R. (2013). *What Color Is Your Parachute? For Teens, Forth Edition, Discovering Yourself, Defining Your Future, and Plan for Your Dream Job* Berkeley: Ten Speed Press.
3. Christen, C. & Bolles, R. (2013). *Ce culoare are parașuta ta? Manual practic pentru cei aflați în căutarea unui loc de muncă și pentru cei care doresc să-și schimbe cariera*, București: Editura Publica
4. Centrul Euroguidance România: <https://euroguidance.eu/contact-us/romania>
5. Europass European Union: <https://europass.europa.eu/en>
6. Jigău, M. (Coord.) (2001). *Consilierea carierei. Compendiu de metode și tehnici*. București: Editura Sigma.
7. My Next Move: What do you want to do for a living?: <https://www.mynextmove.org/>
8. O\*Net OnLine: <https://www.onetonline.org/>
9. The Euroguidance Network: Linking Lifelong Guidance and International Mobility Across Europe: <https://euroguidance.eu/>

#### Optional bibliography:

1. Crites, J. & Savickas, L. (2011). Career Maturity Inventory — Form C: [http://www.vocopher.com/ms/cmhc/CMI\\_C\\_Master.pdf](http://www.vocopher.com/ms/cmhc/CMI_C_Master.pdf)
2. Cohen-Scali, V., Rossier, J., Nota L. (ed.). (2018) *New Perspectives on Career Counselling and Guidance in Europe*, Springer.
3. Kaplan, R. S. (2013). *What you're really meant to do: A roadmap for reaching your unique potential*. Harvard Business Review Press.
4. Moore, B. A. (2017). *Cum să-ți controlezi anxietatea. Ia tot ce e mai bun din griji, stres și temeri*. București: Editura Trei.
5. Savickas, M. (2015). Life-Design Counseling Manual, ISBN (13:978-0-578-16546-2): <http://www.vocopher.com/LifeDesign/LifeDesign.pdf>
6. Savickas, M. & Porfeli, E. (2015) The Career Adapt-Abilities Scale + Cooperation Scale: <http://www.vocopher.com/ms/cmhc/CAAS+C.pdf>
7. Savickas, M.L., Hartung, P. (2012). Career Construction Interview: <http://www.vocopher.com/CSI/CCI.pdf>
8. Savickas, M.L., Hartung, J.P (2012). My Career Story: An Autobiographical Workbook for Life Career Success: [http://www.vocopher.com/CSI/CCI\\_workbook.pdf](http://www.vocopher.com/CSI/CCI_workbook.pdf)
9. Savickas, M. & Porfeli, E (2011). Student Career Construction Inventory: [http://www.vocopher.com/ms/scci/SCCI\\_Master.pdf](http://www.vocopher.com/ms/scci/SCCI_Master.pdf)
10. Savickas, M.L., (2011) *Constructing Careers: Actor, Agent and Author*. Journal of Employment Counselling, 48, 179-181
11. Semeijn, J., Heijden, B., & Beuckelaer, A. D. (2018). *Personality Traits and Types in Relation to Career Success: An Empirical Comparison Using the Big Five*. Applied Psychology, 69(2), 538-556.  
doi:10.1111/apps.12174
12. Sirois, F. M. *Procrastinarea. Ce este, de ce ne face probleme și cum o putem gestiona*. București: Editura Trei

Zunker, V. (1998). *Career counseling: Applied Concepts of Life Planning (5th Edition)*. Pacific Grove, CA: Brooks / Cole.

### 8. Corroboration of the course contents with the epistemic expectations of the community representative, professional associations and representative employers of the programme itself

The course is designed to help students develop their career plans from the first year of study, allowing them to plan their career through the following stages:

- Identification of personal and professional interests, skills, and values;
- Setting and operationalizing career goals;
- Identifying skills for adapting to academic and professional environments;
- Exploring professions and educational pathways specific to study programs;
- Familiarizing with the most effective self-presentation methods in the job search context;
- Familiarizing with job opportunities offered by the labor market.

### 9. Evaluation

Type of activity	9.1 Evaluation criteria	9.2 Evaluation methods	9.3 Percentage of the final mark
9.4 Course			
9.5 Seminar	<ul style="list-style-type: none"> <li>- Compliance with SMART principles in formulating short- and long-term goals;</li> <li>- Capacity for self-analysis and self-reflection;</li> <li>- Relevance and realism of the plan;</li> <li>- Adherence to the evaluation structure: one response per question.</li> </ul>	Career development plan submitted digitally via Google Classroom (code: t4x3nhm7). Students who do not meet the seminar attendance requirements are evaluated similarly during the retake session.	Pass/Fail
<b>9.6 Minimum performance standards</b>			
To pass the course, students must attend at least 4 seminars and complete the career development plan.			

Date of completion:  
15.09.2025

Tenure teacher:  
Bianca PRISACARĂ  
Psych.

Date of approval in the department

Head of Department:  
Delia VÎRGĂ, Ph.D.  
Professor