

# STUDY GUIDE

## ***Career Strategies for Inclusive Growth 26-27 S2***

**Organised by  
Polytechnic Institute of Viseu**

1. IDENTIFYING DATA.	
· Course Name.	Career Strategies for Inclusive Growth 26-27 S2
· Coordinating University.	Polytechnic Institute of Viseu
· Partner Universities Involved.	Not apply
· Course Field(s).	Career Counselling Inclusive Growth Education Social Intervention
· Related Study Programme.	Social Education Degree
· ISCED Code.	ISCED 0923 Social work and counselling (focus on vocational counselling)  ISCED 0031 – Personal skills and development (education and training related to personal development applied to the workplace, with focus on job-seeking/career strategies)  ISCED 0188 Inter-disciplinary programmes and qualifications involving education (focus on social education)
· SDG.	SDG 1 – No poverty SDG 4 – Quality Education SDQ5 – Gender Equality SDQ 8 – Decent Work and Economic Growth SDG 10 – Reduced Inequalities
· Study Level.	<i>B, M, D</i>
· EUNICE Key Competencies	<p>The course strongly promotes problem solving, communication, self-management, and cognitive flexibility (green). It moderately contributes to teamwork and global intercultural competence (orange). Digital and technical competences are only partially addressed (red).</p> <ul style="list-style-type: none"> <li>• Green – strongly</li> <li>• Orange - moderately</li> <li>• Red – partially</li> <li>• Blank cell - not at all</li> </ul>

	Problem solving	Green
	Teamworking	Orange
	Communication	Green
	Self-management	Green
	Cognitive flexibility	Green
	Digital competence	Red
	Technical competence	Red
	Global intercultural competence	Orange

· Number of ECTS credits allocated.	4 ECTS
· Mode of Delivery.	Online live and Online self-study
· Language of Instruction.	English
· Course Dates.	Second semester of the academic year 2026/2027
· Precise Schedule of the Lectures.	<p>Total hours: 108h Contact hours: 36h Synchronous: 12h Asynchronous: 24h</p> <p>All sessions will preferably take place on Mondays, from 2.30 to 4pm CET (dates can be adjusted)</p> <p>Synchronous: 12h 16 Feb, 2027 (1.5h) 1 Mar, 2027 (1.5h) 15 Mar, 2027 (1.5h) 5 Apr, 2027 (1.5h) 19 Apr, 2027 (1.5h) 3 May, 2027 (1.5h) 17 May, 2027 (1.5h)</p>

	31 May, 2027 (1.5h)  Asynchronous: 24h Between 16 February and 31 May
· Key Words.	Career Counselling Inclusive Growth Social Education
· Catchy Phrase.	“Career mastery for social impact: building your path, shaping our world.”

· Prerequisites and co-requisites.	Basic skills in English (comprehension, writing, and reading).  EUNICE Students.  Interest in social intervention is recommended.
· Number of EUNICE students that can attend the Course.	Until 30
Number of EUNICE students that can attend the course per institution	2 to 3 spots to each EUNICE institution
· Course inscription procedure(s).	Eunice Application Portal

## 2. CONTACT DETAILS.

· Department.	Department of Psychology and Educational Sciences of the School of Education
· Name of Lecturer.	Rosina Fernandes
· E-mail.	rosina@esev.ipv.pt
· Other Lecturers.	Not apply

## 3. COURSE CONTENT.

This course explores the main concepts and models of career counselling intervention, adapted to the occupational profile of the social educator and other professionals in social work field. Participants will also explore socio-professional education and support strategies in career development. Techniques for socio-educational support of the unemployed people and for the promotion of employability for all, will be addressed.

These content units will enable the personal and professional development of the student, with subsequent impact in society, throughout the promotion of inclusive growth. In fact, the aim is to

create successful individual career paths and contribute to ensure equity and access to work opportunities for diverse groups.

In this sense, the course combines lectures, reflective activities, case studies analysis based on real-life scenarios, and guided practice to foster personal growth and enhance career strategies development, helping the student in the transition to the work world and, indirectly, the population that will be the focus of their work as professionals in social field.

#### 4. LEARNING OUTCOMES.

The course aims to train participants in developing their career plans which will help them to be able to support individuals in (re)building also their professional projects, aligning personal expectations with the needs of an ever-changing job market while focusing on social justice. Professional empowerment fostering decent work, will ensure both individual dignity and societal well-being.

It is expected that students, in the end of the course, will be able to manage work transitions (self-management) and cope with job market unpredictability (cognitive flexibility), as well as to contribute to social justice promotion and to inequalities reduction (problem solving), understanding how multiple identities intersect in the workplace (global intercultural competence) and helping restoring individual's agency over their career path (communication and teamwork). Some examples of practical outcomes will include proficiency in CV writing, interview preparation, online job searching, and other career development tasks (using also digital tools and applying technical competences).

#### 5. OBJECTIVES.

The main objectives of this course are:

1. Understand the theoretical foundations of career counselling intervention for professionals in the social area;
2. Apply socio-educational support strategies to enhance personal development with impact in career development and in society inclusive growth;
3. Understand the phenomenon of unemployment and career (re)construction in diverse groups, developing skills to support people in this field;
4. Equip participants with career management tools and enhance active job-seeking skills to foster work-world transition success and contributing to society's well-being.

#### 6. COURSE ORGANISATION.

##### UNITS

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|----|--|
| 1. | Inclusive growth and the work-world: embracing diversity |
|----|--|

2.	Career counselling models for social educators and other professionals from social area;
3.	Socio-educational support in the transition to active life and in professional plans (re)construction: active job-search techniques/tools and strategies to support unemployed people and diverse groups in the work-world.

### LEARNING RESOURCES AND TOOLS.

- Textbooks and journal articles, guided exercises, audio/video resources, case studies and practical scenarios for applied learning, online platforms for discussion, reflection, and/or collaborative exercises, self-assessment tools and reflective journals.

### PLANNED LEARNING ACTIVITIES AND TEACHING METHODS.

Synchronous and asynchronous classes will be alternated weekly, being the professor a learning facilitator, encouraging active participation. In this sense, in addition to theoretical presentations (to present concepts, theoretical models and empirical findings) the course will include e-activities using active and collaborative methodologies, such as: research and analysis of documents, roleplaying and other practical exercises, video viewing and debate, analysis and discussion of cases, reflection on syllabus themes, self-assessment of personal/soft and job skills, reflective journals and co-creation tasks on online collaborative work platforms.

## 7. ASSESSMENT METHODS, CRITERIA AND PERIOD.

Participants will complete a reflective journal, based on the e-activities carried out during the course (both asynchronous and synchronous sessions).

Assessment criteria will include the relevance of the information presented in the journal, deepening reflection and self-awareness, as well as the level of rigorous and scientifically valid data presented. The classification will be expressed on a scale of 0-20 (completing the course requires a classification equal to or greater than 10 points).

The reflective journal will be digitally submitted, in the deadline that will be defined in first synchronous session.

An examination or special examination period is available for students who do not achieve a positive classification (possible exam date 7 June, 2027 - date can be adjusted depending on the professor's teaching schedule).

### OBSERVATIONS.

Other issues, not specifically listed in the topics associated with the course themes, may be addressed during the development of the activities.

## 8. BIBLIOGRAPHY AND TEACHING MATERIALS.

- Blustein, D. L. (2019). *The Importance of Work in an Age of Uncertainty: The Psychology of Working in Contexts of Inequality*. Oxford University Press.
- Bridgstock, R., & Tippett, N. (2019). *Higher Education and the Future of Graduate Employability: A Connectedness Approach*. Edward Elgar Publishing.
- Capuzzi, D., & Stauffer, M. (2019). *Career counseling: Foundations, perspectives, and applications* (3 ed.). Taylor & rd.
- Feller, R. W., & Whichard, J. A. (2023). *The Career Counselor's Guide to Social Justice*. NCD.
- Fernandes, R., Sargento, J., Martins, E., & Mendes, F. (2021). Well-being at work: a study with Social Educators. In M. European Proceedings of Health (pp. 66-74). European Publisher. <https://doi.org/10.15405/eph.20101.11>
- Hooley, T., Sultana, R., & Thomsen, R. (2017). *Career Guidance for Social Justice: Contesting Neoliberalism*. Routledge.
- OECD (2018). *Opportunities for All: A Framework for Policy Action on Inclusive Growth*.
- Qizi, K. (2020). Soft Skills Development in Higher Education. *Universal Journal of Educational Research* , 8 , 19.
- World Economic Forum (2023). *The Future of Jobs Report*.

Professor may include other references and teaching materials throughout the semester.