

## DESCRIPTION OF THE COURSE OF STUDY

<b>Course code</b>	<b>0313.3.PSY.F26.RZiPK</b>	
<b>Name of the course in</b>	Polish	Rozwój zawodowy i planowanie karier
	English	<b>Professional development and career planning</b>

### 1. LOCATION OF THE COURSE OF STUDY within the system of studies

<b>1.1. Field of study</b>	Psychology
<b>1.2. Mode of study</b>	Full-time studies / part-time studies
<b>1.3. Level of study</b>	Uniform MA studies
<b>1.4. Profile of study*</b>	Academic
<b>1.5. Person/s preparing the course description</b>	dr Beata Łubianka
<b>1.6. Contact</b>	beata.lubianka@ujk.edu.pl

### 2. GENERAL CHARACTERISTICS OF THE course of study

<b>2.1. Language of instruction</b>	Polish/English
<b>2.2. Prerequisites*</b>	Knowledge of basic knowledge in the field of professional and personal counseling as well as work psychology

### 3. DETAILED CHARACTERISTICS OF THE COURSE OF STUDY

<b>3.1. Form of classes</b>	lectures
<b>3.2. Place of classes</b>	Classes in the teaching room of the Jan Kochanowski University (JKU)
<b>3.3. Form of assessment</b>	graded credit
<b>3.4. Teaching methods</b>	Lecture - informative lecture (providing structured information along with key terms), problem lecture (illustration of a scientific or practical problem), conversational lecture (interweaving spoken parts of the lecture with the statements of the audience or with the performance of appropriate theoretical or practical tasks)
<b>3.5. Bibliography</b>	<b>Required reading</b>
	<b>Further reading</b>

Eggert M., (2004). *Doskonała kariera*, Poznań, Wyd. Rebis.

Łuba M., Dutkiewicz A., Łuczak P., Oleksa K., Misiak D., Sołtysiak M., (2018), *Zawody przyszłości. Planowanie kariery w zgodzie z predyspozycjami*, Poznań, Wyd. Forum.

Reardon, R. C., Lenz, J. G., Sampson, J. P., & Peterson, G. W. (2020). *Career development and planning: A comprehensive approach*. Thomson Brooks/Cole Publishing Co.

Tomlinson, H. (2004). *Career Development and Development as a Professional*. In: *Educational Leadership: Personal Growth for Professional Development*, 86–96. <https://doi.org/10.4135/9781446247150.n>

Dowson, P. (2005). *Career and Life Planning*. In: *Personal and Professional Development for Business Students*, 180–201. <https://doi.org/10.4135/9781473918214.n9>

Lelińska K., (2016). *Planowanie kariery a Interaktywna sieć zawodów. Scenariusze zajęć warsztatowych w pracy doradców zawodowych*, Warszawa Wyd. Difin.

Krause E., (2012). *Rozwój kariery zawodowej studentów. Konteksty i dokonania*, Bydgoszcz, Wyd. Uniwersytetu Kazimierza Wielkiego w Bydgoszczy.

Varndell, W. (2020). *Career Planning and Development. Professional Transitions in Nursing*, 225–249 <https://doi.org/10.4324/9781003116868-14>

### 4. OBJECTIVES, SYLLABUS CONTENT AND INTENDED LEARNING OUTCOMES

#### 4.1. Course objectives (including form of classes)

##### Lectures

C1 - providing knowledge on designing the path of one's own development

C2 - providing a specific resource of knowledge, skills and habits necessary for professional work and professional activities

C3 - building awareness of continuous professional development and personal development

#### 4.2. Detailed syllabus (including form of classes)

##### Lectures

1. Acquainting with the course card and the requirements for passing it.
2. Basic concepts and terminology of career orientation.
3. Work, career and professional success in the hierarchy of life values.
4. Theoretical concepts of career development.
5. Career and its lifetime context.
6. Professional career and stages of its development against the background of the human life cycle.
7. Models and career patterns.
8. Career planning as an important factor of human (professional and social) development.
9. Individual, social and professional competences as a career component.
10. Profession as a factor determining professional development.
11. The impact of qualifications and competences on professional development.
12. The influence of motivation on planning and career development.
13. The role of mentoring in planning a career path.
14. The role of coaching in professional development.
15. Professional development in the process of building an individual path of professional development.

#### 4.3 Intended learning outcomes

Code	A student, who passed the course	Relation to learning outcomes
within the scope of <b>KNOWLEDGE:</b>		
W_01	The student has in-depth knowledge of work and professional aspects of human activity and knows the rules of supporting individual professional and social activity of an individual	PSYCH_W11
within the scope of <b>ABILITIES:</b>		
U_01	The student is aware of the need for continuous training in the profession and personal development throughout his life, is able to autonomously and analytically expand knowledge and skills in this area, and can design the path of his development.	PSYCH_U12
within the scope of <b>SOCIAL COMPETENCE:</b>		
K_01	The student is able to actively and entrepreneurially use skills in the area of the profession and in creating an individual career path.	PSYCH_K01

#### 4.4. Methods of assessment of the intended learning outcomes

Teaching outcomes (code)	Method of assessment (+/-)																							
	Exam oral/written*			Test*			Project*			Effort in class*			Self-study*			Group work*			Others* e.g. standardized test used in e-learning					
	Form of classes			Form of classes			Form of classes			Form of classes			Form of classes			Form of classes			Form of classes					
	L	C	...	L	C	...	L	C	...	L	C	...	L	C	...	L	C	...	L	C	...	L	C	...
...W01				+																				
...U01																+								
...K01																+								

\*delete as appropriate

#### 4.5. Criteria of assessment of the intended learning outcomes

Form of classes	Grade	Criterion of assessment
lecture (L) (including e-learning)	3	51-60% of the points from the colloquium and work during lectures
	3,5	61-70% of the points from the colloquium and work during lectures
	4	71- 80% of the points from the test and work during lectures
	4,5	81-90% of the points from the test and work during lectures
	5	from 91% of the points in the colloquium and work during lectures

## 5. BALANCE OF ECTS CREDITS – STUDENT’S WORK INPUT

Category	Student's workload	
	Full-time studies	Extramural studies
<i>NUMBER OF HOURS WITH THE DIRECT PARTICIPATION OF THE TEACHER /CONTACT HOURS/</i>	<b>45</b>	<b>25</b>
<i>Participation in lectures*</i>	30	15
<i>Participation in classes, seminars, laboratories*</i>	15	10
<i>INDEPENDENT WORK OF THE STUDENT/NON-CONTACT HOURS/</i>	<b>55</b>	<b>75</b>
<i>Preparation for the lecture*</i>	15	20
<i>Preparation for the classes, seminars, laboratories*</i>	20	29
<i>Preparation for the exam/test*</i>	5	10
<i>Gathering materials for the project/Internet query*</i>	5	6
<i>Preparation of multimedia presentation</i>	5	5
<b>TOTAL NUMBER OF HOURS</b>	<b>100</b>	<b>100</b>
ECTS credits for the course of study	<b>4</b>	<b>4</b>

**Accepted for execution** (date and legible signatures of the teachers running the course in the given academic year)

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