

PROGRAMME OF STUDY SUBJECT IN BA STUDY PROGRAMME ON ,CAREER AND PROFESSIONAL COUNSELLING‘

| Course code | Course group | Volume in ECTS credits | Course valid from | Course valid to | Reg. No. |
|-------------|--------------|------------------------|-------------------|-----------------|----------|
| EDU 3022 | c2 | 6 | 2011-06-02 | 2013-06-02 | |

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| Course type | Compulsory |
| Course level | Bachelor |
| Semester the course is delivered | Sixth |
| Study form | Face-to-face |

Course title in Lithuanian

ASMENS PSICHOSOCIALINĖ RAIDĄ IR KARJERĄ

Course title in English

PSYCHOSOCIAL DEVELOPMENT OF PERSONALITY AND CAREER

Short course annotation in Lithuanian

Dalyko turinys apima pagrindines teorijas, pagrindžiančias žmogaus vystymąsi (Ch. Bühler, D. Levinson, R. Gould, R. Hawighurst, C. Jung, E. Erikson, S. Freud). taip pat diskutuojamos temos apie asmens fizinį, intelektualinį ir moralinį vystymąsi, meilę ir seksualumą; vaikus, tėvus ir senelius; darbą ir profesiją; pensiją; seną amžių; asmens įvaizdį elgsenoje; karjeros pokyčius ir galimybes.

Short course annotation in English

The study course is focused on theories concerning adult development (Ch. Bühler, D. Levinson, R. Gould, R. Hawighurst, C. Jung, E. Erikson, S. Freud). Also are analyzed topics on physical, intellectual and moral development; love and sexuality; children, parents, grandparents; work, profession; retirement; old age; death; the image of person through behaviour; career change and possibilities.

Prerequisites for entering the course

Studied courses: social psychology, psychology of personality, education and socialisation.

Course aim

Describe in one sentence The course aims at introducing to students the main definitions of adulthood career possibilities and change.

Links between study programme outcomes, course outcomes and criteria of learning achievement evaluation

| Study programme outcomes | Course outcomes | Criteria of learning achievement evaluation |
|--|--|---|
| To prepare the plans for education of individuals, groups, Communities and organizations by evaluating contexts of social, economic, market and educational systems. | To base psychosocial development of adults by traditional and contemporary theories. | Demonstrated knowledge of traditional and contemporary theories on psychosocial development of adults. Test of 10 questions. |
| | To distinguish development research from social research perceiving modelling structures. | Appropriate research methods are employed during mini research tasks. |
| | To describe value of communication, family, labour, participation in the society in adults life. | Described value of communication, family, labour, participation in the society in adult's life. Participation in group discussions. |
| To determine the learning and teaching needs in various working and learning environments and to organize teaching and learning with the respect to diversity of cultural and value attitudes. | To evaluate variety of career and possibilities in different age periods. | Evaluated variety of career and possibilities in different age periods during project work. |
| | To characterise adult's physical, intellectual, moral, professional, sex development. | Test: characterised adult's physical, intellectual, moral, professional, sex development. Discussions in groups. |
| | To analyse and evaluate references related to study subject and linking it with personal experience. | Analysed and evaluated references related to study subject and linking it with personal experience. Three reflections have to be prepared. |
| To counsel variety types of organizations and institutions | To adapt particularities of age periods in formulating and | Adapted particularities of age periods in formulating and performing tasks for adult |

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| concerning personnel teaching and organizational learning; | performing tasks for adult learners. | learners during individual independent work. |
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Link between course outcomes and content

| Course outcomes | Content (topics) |
|--|---|
| To base psychosocial development of adults by traditional and contemporary theories. | Definition of adulthood. Traditional and contemporary theories (Ch. Bühler, D. Levinson, R. Gould, R. Hawighurst, C. Jung, E. Erikson, S. Freud). Self development, issues of culture, sex, nationality, age. |
| To distinguish development research from social research perceiving modelling structures. | The provisions of life development, definitions, methods, I schemes. |
| To describe value of communication, family, labour, participation in the society in adults life. | Social development, value of communication, friendship, partnership, sexuality. Family: changes in family models, marriage, fatherhood, relations, care. |
| To evaluate variety of career and possibilities in different age periods. | Work and career, career change, retirement. |
| To characterise adult's physical, intellectual, moral, professional, sex development. | Cognitive processes, development and empowerment possibilities in adulthood. Physical development in adulthood, aging. |
| To analyse and evaluate references related to study subject and linking it with personal experience. | Adaptation, evaluation of own possibilities. Learning opportunities, approaches towards processing of information in adulthood. Individual differences. |
| To adapt particularities of age periods in formulating and performing tasks for adult learners. | Career and lifelong learning |

Study (teaching and learning) methods

Lectures. Independent reading of papers and chapters of books from reference list. Discussions of work results in groups. Mini research made in groups. Project work performed in groups, public presentation of results.

Methods of learning achievement assessment

Exam –test; Feedback on learning achievements. Discussion and evaluation of groups projects according criteria decided together with students.

Distribution of workload for students (contact and independent work hours)

Lectures - 30 hours. Seminars and workshops – 20 hours. Independent and team work - 80 hours
Organising team work - 20 hours: preparation and discussion of tasks – 4 hours; work planning and organising – 4 hours; virtual consulting - 4 hours; approval, assessment, feedback – 8 hours.

Structure of cumulative score and value of its constituent parts

Exam (50%), independent work (10%), team work results (25%), midterm exam (15%).

Recommended reference materials

| Recommended Reference materials | | | | | | |
|---------------------------------|------------------|--|--------------------------------|---------------------|------------------|-----------------|
| No. | Publication year | Authors of publication and title | Publishing house | Number of copies in | | |
| | | | | University library | Self-study rooms | Other libraries |
| Basic materials | | | | | | |
| 1. | 2004 | Whitbourne S. K. Adult Development and Ageing: Biopsychosocial Perspectives. | Hoboken, NJ: John Wiley & Sons | 2 | 1 | 1 |
| 2. | 2009 | Erber J. T. Aging and Older Adulthood. | USA: Wiley and Sons | 1 | 1 | - |
| 3. | 2006 | Denise Boyd, Helen Bee. Lifespan Development. | USA: Stanford University. | 1 | 1 | - |
| Supplementary materials | | | | | | |
| 1. | 2007 | Shultz, Kenneth S., Adams, Gary | London: Routledge. | | | |

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|--|--|---|--|--|
| | | A. Aging and work in the 21st century. Applied psychology series. | | |
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Course programme designed by

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